TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Information Management

MMIM 501 - CRITICAL THINKING AND COMMUNICATION IN INFORMATION MANAGEMENT
(Wellington mode CRN 9630*)

Trimester 1, 2015

COURSE OUTLINE

Names and Contact Details

Course Coordinator:	**Tony Hooper** Room RH 511, Rutherford House, Lambton Quay, Wellington Ph: 463 5015 Email: tony.hooper@vuw.ac.nz **The most effective way to contact me is via e-mail at the above email address. If you would like to meet with me, the simplest approach is to arrange a time and place via email first. Use can also be made of Blackboard for communications with both me as well as other members of the class.**
Lecturer	**Dr Jocelyn Cranefield** Room RH 430, Rutherford House, Lambton Quay, Wellington Ph: 463 6887 Email: jocelyn.cranefield@vuw.ac.nz
Programme Administrator:	**Usha Varatharaju** Room RH 521, Rutherford House, Lambton Quay, Wellington Ph: 463 5309 Email: usha.varatharaju@vuw.ac.nz
Dates:	**Wednesday 4 March – Wednesday 6 May 2015**
Times:	**Wednesdays - 5.40 to 8.30pm**
Venue:	**GB 117**

MMIM 501 is also taught in block mode in Auckland CRN 27179

Withdrawal from Course
1.   Your fees will be refunded if you withdraw from this course on or before Friday 13 March 2015.
2.   The standard last date for withdrawal from this course is Friday 24th April 2015. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

Course description

Critical success factors in the Master of Information Management programme include the ability to think critically and creatively and to communicate that thinking both orally and in written English. This course aims to develop and enhance student skills in critical and creative thinking. Students will develop their written and oral communication capability appropriate for an academic environment. They will demonstrate this by their ability to convey key information management and information systems concepts concisely in a written format appropriate to the intended audience.

Course Delivery

The course will be delivered in the form of eight seminars. There will be class discussions during the lectures based on the Session Preparation Assignments (SPAs) as indicated in the planned lecture schedule below.

Course Content

Week	Date of lecture	Topic	Session preparation assignment	Venue and presenter
1	04 Mar	An overview of this course. Presentation topic allocation. Blackboard for learning and teaching. What is critical thinking?	SPA 1	**GB 117** Tony Hooper
2	11 Mar	How to do a literature search Intellectual integrity – citation conventions and their use	SPA 2 SPA 3	**RWW102** Cyber Commons - Tony Hooper
3	18 Mar	Speaking in class. How to prepare and present a class presentation. Case study analysis. Case studies as a teaching tool	SPA 4 SPA 5	**GB 117** Jocelyn Cranefield
4	25 Mar	Writing an academic assignment. Academic writing structure. The literature review. Building the document. Informal feedback doc.	SPA 6 SPA 7	**GB 117** Tony Hooper
5	01 Apr	Presenting an argument using authorities from the literature Polishing your presentation	SPA 8	**GB 117** Tony Hooper
3 – 19 Apr Study Break/Easter				
6	22 Apr	Evaluating your work – how the marking schedule is constructed	Written essay delivery	**GB 117** Tony Hooper
7	29 Apr	More on critical thinking Class presentations		**GB 117** Tony Hooper
8	6 May	Class presentations		**GB 117** Tony Hooper

Expected Workload

This is a 15 point course. One point should equate to 10 hours of work, which means a total of 150 hours for a 15-point course. With 8 three-hour classes a total of 24 hours class time will be required. The remaining 126 hours will be spread over the 8 teaching weeks and the mid-trimester break. Preparation time for assessment items is expected to be as given in the table below, although allowance should be made for individual variations:-

Readings

There is no set textbook for this course. Readings to be used as a basis for Class presentation are as follows:-

- Group 1 – Wexler, R.H. and Wexler, S.R. (2013). The evolution and development of self in virtual worlds, *International journal of cyber behaviour, psychology and learning, 3*(1), 1-6.

- Group 2 – Levine, L.E., Waite, B.M. and Bowman, L.L. (2012). Mobile media use, multitasking and distractibility, *International journal of cyber behaviour, psychology and learning, 2*(3), 15-29.

- Group 3 - Cazier, J.A., Shao, B.B.M. and St Louis, R.D. (2007). Sharing information and building trust through value congruence, *Information systems frontiers, 9,* 515-529.

- Group 4 – Debeauvais, T., Nardi, B., Schiano, D.J., Ducheneaut, N. and Yee, N. (2011) If You Build It They Might Stay: Retention Mechanisms in World of Warcraft. *Proceedings of the 6th International Conference on Foundations of Digital Games*. (Available from http://www.parc.com/content/attachments/if-you-build-it.pdf Accessed 201502090)

- Group 5 – Johnston, K., Tanner, M., Lalla, N. and Kawalski, D. (2011). Social capital: the benefit of Facebook 'friends', *Behaviour & Information Technology, 32*(1), 24-36.

- Group 6 – Hoofnagel, C., King, J., Li, S. and Turow, J. (2010). How different are young adults from older adults when it comes to information privacy attitudes & policies? *Young adults and privacy. (*Available at SSRN 1589864 from http://ssrn.com/abstract=1589864)

- Group 7 – Dabla, A. (2004) The role of information technology policies in promoting social and economic development: The case of the State of Andhra Pradesh, India, *The Electronic Journal on Information Systems in Developing Countries, 19* (5), 1-21.

Other more contemporary readings will be obtained from Internet and other academic sources. Some will be handed out in class.

Group Work
Some group work will occur in class. The Class presentation will be based on work in small groups and will contribute to 15% of course grades.

Course Learning Objectives (CLOs)
Students who pass this course should be able to:
1. Demonstrate the ability to think critically and creatively and present their ideas to others in a persuasive and logical manner.
2. Demonstrate the ability to research and write on a chosen topic according to standard academic writing and bibliographic conventions.
3. Demonstrate the ability to make a logical and considered oral presentation using available conventional audio-visual technologies appropriate for a post-graduate information management programme.

Assessment

	Assessment items	Length	Date due	% of total grade	CLO(s)
1	Session Preparation assignments (case studies) – Appendix 1	8 x approx. 500 words	See schedule	35	1
2	Research essay – Appendix 2	3000 + (max 6000 words)	22nd April	50	1-2
3	Oral presentation - Appendix 3	15 mins	See schedule	15	3

The Assessment Handbook will apply to all VUW courses: see
http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf.

Penalties
All assignment deadlines are specified and will be assessed by the date and time recorded on the email to which the assignment was attached when submitted to the Course Convenor. Because meeting deadlines is a critical factor in the assessment of tenders, job applications and other business negotiations, applications for extensions of time for the completion of assignments will not be entertained. There will be a 5% per day penalty for late delivery of assignments to a maximum of 25%. Students submitting their assignment late will be considered to have made an executive decision to do so and accept the penalty consequences. Assignments delivered more than 5 days late will not be marked.

Grades

Letter Grade	% achieved	Mid-point	Description
A+	90–100	95	Outstanding performance
A	85–89	87	Excellent performance
A-	80–84	82	Excellent performance in most respects
B+	75–79	77	Very good performance
B	70–74	72	Good performance
B-	65–69	67	Good performance overall, but some weaknesses
C+	60–64	62	Satisfactory to good performance
C	55–59	57	Satisfactory performance
C-	50–54	52	Adequate evidence of learning
D	40–49	45	Poor performance overall, some evidence of learning
E	0–39	20	Well below the standard required

Use of Turnitin
Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine http://www.turnitin.com. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and submitted to Turnitin. A copy of submitted materials will be retained on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Mandatory Course Requirements
In addition to obtaining an overall course mark of 50 or better, students must obtain a minimum grade of 45% for any assessment item.

If you cannot complete an assignment or sit a test or examination, refer to
www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Communication of Additional Information
Additional course information will be conveyed to students in class, by email or by posting the information to the course Blackboard site. Please monitor your email and the course Blackboard regularly.

Student feedback
Student feedback on University courses may be found at
www.cad.vuw.ac.nz/feedback/feedback_display.php

Link to general information
For general information about course-related matters, go to
http://www.victoria.ac.nz/vbs/studenthelp/general-course-information

Note to Students
Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

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MMIM 501 - Critical Thinking and Communication in Information Management

Assessment 1 - Session Preparation Assignments - SPAs

(Faculty Learning Outcomes on creative and critical thinking and Course Learning Outcome 2 .)

In the MIM programme students will be expected to read and discuss a range of writings on a wide spectrum of academic topics. To introduce you to this process, and to assist you in approaching the task critically, eight Session Preparation Assignments – SPAs – have been scheduled during the course. These SPAs are designed to give students practice with skills taught in class or the identification of issues of relevance to the topic under consideration. The readings for each SPA will be handed out in class, posted to the BlackBoard website and/or sent to you by email. Students will be expected to complete the SPA and be prepared to discuss the issues presented. The Marking rubric is shown below:-

MMIM 501 – Critical thinking and communication

Student name…………………………………………………………

Aspect	Exemplary – (8-10)	Satisfactory – (4-7)	Unsatisfactory – (0-3)
Understand/state the problem, issue, situation	Succinctly and accurately explains and summarises all key elements of the specific situation	Explains most key elements of the specific situation	Many key elements missing and/or inaccurately explained
Identify possible frames/perspectives	Identifies and describes a fully representative set of frames	Identifies alternative frames with an adequate level of detail	Frames do not provide adequate difference and/or are described inadequately
Assess inferences/ implications and validity showing appreciation of multiple perspectives	Identifies and assesses inferences/implications and validity of frame chosen, showing full appreciation of multiple perspectives, ambiguity and/or fuzziness of situation/data	Assess inferences/ implications and validity showing appreciation of multiple perspectives	Inferences/implications of frame(s) not clearly stated or remain unexplored. Little appreciation of multiple perspectives is evident

Mark………………………………...

MMIM 501 - Critical Thinking and Communication in Information Management

Assessment 2 – Written essay assignment

(Faculty Learning Outcomes on writing and critical thinking and communication Course Learning Outcomes 1 and 2.)

1. Purpose of this assignment is to provide students with an opportunity to practice the skills learned in class.
2. The assignment is also intended to provide students with the opportunity to analyze academic journal articles and to use the APA bibliographic convention.

Building on the skills developed and assessed in class and with the SPAs, you will now prepare a literature review based on the contents of at least 15 peer-reviewed journal articles on the topic of

"Critical success factors in……..".

Each student is free to identify the topic qualifier they wish to research and discuss. Qualifiers may include one or more of the following, but your choice should be agreed by email with the Course coordinator (Tony Hooper) before you start work on it:-

1. Biometric identification	2. Government online service delivery
3. Information security	4. Information systems procurement

The literature review is an academic device intended to identify the boundaries of contemporary knowledge based on what has been published in the available literature. It forms the basis of most assignments that you will be expected to submit in most of the courses in the MIM. Your literature review will identify what has been published, and therefore what we know about your chosen topic. You should argue what we can deduce logically from what is known. Part of the intention is for you to identify any gaps in our knowledge and ways in which one might investigate those gaps and enhance our knowledge and understanding. You are expected to be critical about what you read and to compare your readings with one another to establish the basis for your views and your argument.

The Marking Schedule for this assessment will be the Assignment marking guide shown below, and marks will be allocated as shown.

You should submit a hard copy of your essay in class on 22nd April 2015 according to the format and structure discussed in class. An electronic copy may precede the paper copy but should be delivered as an email file attachment not later than midnight on the 21st April 2015.

Assignment marking guide/EVALUATION FORM

Paper Title ....

Student………………………………………………………………………………

Marker ....   **Date** ....

Total Mark ....

Item							SCORE
Depth and breadth of treatment							/25
Coverage of subject	0	2	4	6	8	10	
Conciseness	0	1	2	3	4	5	
Focus of topic	0	1	2	3	4	5	
Contribution	0	1	2	3	4	5	
Analytical handling							/15
Objectivity	0	1	2	3	4	5	
Logical development	0	1	2	3	4	5	
Integration	0	1	2	3	4	5	
Structure							/25
Quality of Layout	0	1	2	3	4	5	
Introduction	0	1	2	3	4	5	
Conclusion / Summary	0	1	2	3	4	5	
Abstract & Contents	0	2	4	6	8	10	
Style							/20
Readability	0	1	2	3	4	5	
Flow of ideas	0	1	2	3	4	5	
Maturity of treatment	0	1	2	3	4	5	
Spelling & Grammar	0	1	2	3	4	5	
Referencing							/15
Readings – quality	0	1	2	3	4	5	
Readings – extent	0	1	2	3	4	5	
Citation and listing of sources	0	1	2	3	4	5	
Late penalty							
TOTAL							/100

How marks will be allocated

For each paper a paper evaluation form, as shown in the previous section of this document, will be completed. The marks will be allocated as set out in the following marking guide with each sub-item counting 5 marks. The description is that of an excellent piece of work.

Depth and breadth of treatment	25
Coverage of subject	The coverage of the subject should be sufficient to enable the reader to achieve clarity and understanding of all the discussion and to be able to follow all the logic of the discussion to the conclusions. The paper should demonstrate a good knowledge and understanding of the subject.
Conciseness	The discussion should be concise and there should be no unnecessary discussion or excessive verbiage. The writing should be to the point and not be rambling or vague. The author should aim for economy of style and avoid words and phrases that add nothing to the discussion.
Focus of topic	The author or authors should keep to the topic throughout the paper and maintain the readers' interest. There should be no redundancy, repetition or presentation of irrelevant material. The focus is dictated by the title and the purpose of the paper as stated in the introduction.
Contribution	The paper should be meaningful and useful to those interested in the topic area.
Analytical handling	**5**
Objectivity	There should be no evidence of any introduction of personal bias or the presentation of unsupported personal opinions. Appropriate support or evidence should be provided for all the assertions, arguments and conclusions made in the paper. Arguments and conclusions should show a convincing application of logic. Evidence for statements should be provided in the form of good references (sources).
Logical development	The planning of the paper, its execution and the logical argument should be such that there a clear thread from the stated aim through the discussion to the conclusions. The overall argument or discussion should be developed in a logical and rational way.
Integration	Extraction, integration and summarising of key ideas and themes.
Structure	**25**
Quality of layout	The spacing of text, numbering of pages, use of headings, cover page, use of figures and tables, etc. should all be excellent.
Introduction	The introduction should commence with a succinct, focused and relevant contextualisation and conclude with a clear statement of the purpose and details of the scope of the report.
Conclusion	The conclusion should present the key findings, conclusions and implications. These should clearly and succinctly relate to the aim or purpose of the research and draw from the arguments presented.
Abstract / Contents	A clear, logical and carefully planned and thought out structure and well organised key ideas and themes. An excellent summary of the purpose of the paper, the main premises and inferences and the key conclusions and implications.
Style	**20**
Readability	The paper should not use we, our, I or you and/or excessive use of passive voice and/or excessive use of bullet points and/or excessive use of quotations
Flow of ideas	There should be sentences or paragraphs linking one section to the next in order to clarify the flow of the report.
Maturity of treatment	The paper should contain no journalism or sensationalism, no jargon and no facile, pompous or superficial writing.
Spelling & Grammar	There should be no errors in spelling. Note that American and British spelling should not be mixed. There should be no errors in grammar (e.g. complete sentences, use of verbs – mixing tenses or incorrect use of singular and plural – incorrect use of words such as 'one' and 'its/it's', punctuation)
Referencing	**15**
Readings – quality	A full range of appropriate and recent sources should be drawn on. By appropriate is meant an appropriate mix of refereed journal articles, journal articles and books, material drawn from the web and the popular press. Note that the mix above lists the sources in an approximate order of appropriateness but the nature of the topic should be taken into consideration.
Readings – extent	The readings should indicate how seriously a student has approached the topic, the extent of his/her reading and any creative connections that the student has made between the topic under discussion and relevant references.
Citation and listing of sources	The citation of sources and listing of references in the bibliography should be flawless and consistent.
Total	**100**

MMIM 501 - Critical Thinking and Communication in Information Management

Class Presentation Assignment – Current issues in Information Management

(Faculty Learning Outcomes on Oral communication. Course Learning Outcomes 3)

Educational research has demonstrated clearly that students learn best through a variety of assignments, especially in association with peers. You all have rich experience and therefore much to share. Accordingly, to enhance learning through peer group involvement, there will be six student presentations based on a peer-reviewed research publication. These are:-

Group	Reading
1	The Evolution and Development of Self in Virtual Worlds
2	Mobile Media Use, Multitasking and Distractibility
3	Sharing information and building trust through value congruence
4	Retention Mechanisms in World of Warcraft
5	Social capital: the benefit of Facebook 'friends
6	Information privacy attitudes and youth
7	The Role of Information Technology Policies in Promoting Social and Economic Development

Group	Members				
1					
2					
3					
4					
5					
6					
7					

Each group will need to:

1. Read the document and together identify and agree:-
   a. The main argument
   b. Why this is important
   c. What the implications might be in future, especially for New Zealand
2. Do a literature search for approximately 5 peer-reviewed research articles that will inform you further about the topic including any research that led the authors to think that way
3. Based in the information you have found, prepare a class presentation of no more than 15 minutes that involves all members of your group.
4. Immediately after the class presentation preside over an in-class discussion around that topic

The date of your class presentations will be advised on or about 18th March 2015. The presentations will be made in class on dates to be finalized once class numbers are known. Evaluations will be done according to a rubric to be handed out in class so that you all participate and are all involved in the assessment of one another. This also makes you sensitive to the requirements of good public presentation delivery.