

School of Information Management

ELCM353 INTERNET DEVELOPMENT ENVIRONMENTS

Trimester 2, 2015

COURSE OUTLINE

Names and Contact Details

Course Coordinator and Lecturer: Dr. Jennifer Campbell-Meier Office: RH423 Jennifer.campbell-Meier@vuw.ac.nz	SIM Undergraduate Support Team: Office: RH502 Phone: 463 6998 simstudents@vuw.ac.nz
Lecturer: Dr. Balsam Al-Dabbagh balsam.aldabbagh@vuw.ac.nz	Tutor: Mr Rhys McIlwaine rhys.mcilwaine@vuw.ac.nz

Trimester Dates

Teaching Period: From Monday 13th July to Friday 16th October

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 24th July 2015.
2. The standard last date for withdrawal from this course is Friday 25th of September. 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.

Class Times and Room Numbers

Tuesday 1:40-3:30pm RHLT3

See Blackboard for tutorial sign-up instructions

Course Schedule

<p>Week 1 – 14 July</p> <p>Introduction Internet of Things and Innovation</p> <p>Before class read:</p> <ul style="list-style-type: none"> Hill, L. A., Brandeau, G., Sal, E. T., & Lineback, K. (2014). Collective genius. <i>Harvard Business Review</i>, 92(6), 94-102. Wasik, B. (2013, 06). Welcome to the programmable world. <i>Wired</i>, 21, 140.
<p>Week 2 – 21 July</p> <p>Social Media Strategy</p> <p>Before class read:</p> <ul style="list-style-type: none"> Wilson, H. J., Guinan, P. J., Parise, S., & Weinberg, B. D. (2011). What's your social media strategy? <i>Harvard Business Review</i>, 89(7/8), 23-25. Social Media Marketing Report 2015 Available: http://www.socialmediaexaminer.com/report/
<p>Week 3 – 28 July</p> <p>Cyber Security Privacy</p> <p>Before class read:</p> <ul style="list-style-type: none"> Ferguson, A. (2014). Future tech. <i>Acuity</i>, 1(4), 36-38.
<p>Week 4 – 4 August</p> <p>Online Infrastructure The Social, Business and Government Cloud (Jay Gattuso)</p> <p>Before class read:</p> <ul style="list-style-type: none"> Durkee, D. (2010). Why cloud computing will never be free. <i>Queue</i>, 8(4), 20. Katz, R. H. (2009). Tech titans building boom. <i>Spectrum, IEEE</i>, 46(2), 40-54.
<p>Week 5 – 11 August</p> <p>Big Data Competitive Intelligence</p> <p>Before class read:</p> <ul style="list-style-type: none"> Sherman, C. (2014). What's the big deal about BIG DATA? <i>Online Searcher</i>, 38(2), 10-16. Berinato, S. (2014). With Big Data Comes Big Responsibility. <i>Harvard Business Review</i>, 92(11), 100-104. Bartlett, J. A. (2014). Perils and pleasures of prediction: Searching for business, news, and social trends. <i>Online Searcher</i>, 38(4), 56-61.
<p>Week 6 – 18 August</p> <p>Content Management Introduction CMS Essential Elements</p> <p>Before class read:</p> <ul style="list-style-type: none"> The Future of CMS 5 Trends To Watch. Nectel. Available: http://www.netcel.com/Resources/Insights/White-papers/The-future-of-cms-5-trends-to-watch/
<p>Assignment 1 Due</p>
<p>Mid-Trimester Break</p>
<p>Week 7 – 8 September</p> <p>CMS Platforms: Silverlight</p> <p>Before class read:</p> <ul style="list-style-type: none"> Review materials on Silverlight: https://www.microsoft.com/silverlight/

<p>Week 8 – 15 September</p> <p>Ethics E-Commerce</p> <p>Before class read:</p> <ul style="list-style-type: none"> • Edwards, J. (2015). Getting to know you. <i>NZ Marketing Magazine</i>, 32-35. • Weinger, E. (2010). The juice behind your website. <i>Entrepreneur</i>, 38(6), 93-96.
<p>Week 9 – 22 September</p> <p>E-Society Crowdsourcing (Donelle McKinley)</p> <p>Before class read:</p> <ul style="list-style-type: none"> • Holly, R. (2010). Crowdsourcing: How and Why Should Libraries Do It? <i>D-Lib Magazine</i>, 16 (3/4). Retrieved from:http://www.dlib.org/dlib/march10/holley/03holley.html • Kittur, A., Nickerson, J. V., Bernstein, M., Gerber, E., Shaw, A., Zimmerman, J. & Horton, J. (2013, February). The future of crowd work. In <i>Proceedings of the 2013 conference on Computer supported cooperative work</i> (pp. 1301-1318). ACM.
<p>Week 10 – 1 October</p> <p>Online Community</p> <p>Before class read:</p> <ul style="list-style-type: none"> • Rowe, M., Fernandez, M., Alani, H., Ronen, I., Hayes, C., & Karnstedt, M. (2012, June). Behaviour analysis across different types of Enterprise Online Communities. In <i>Proceedings of the 4th Annual ACM Web Science Conference</i>(pp. 255-264). ACM. • Kolbitsch, J., & Maurer, H. (2007). The growing importance of e-communities on the web. In <i>Web Information Systems and Technologies</i> (pp. 19-37). Springer Berlin Heidelberg.
<p>Week 11 – 8 October</p> <p>E-Government</p> <p>Before class read:</p> <ul style="list-style-type: none"> • Rowley, J. (2011). e-Government stakeholders—Who are they and what do they want?. <i>International journal of Information management</i>, 31(1), 53-62. • Grant, G., & Chau, D. (2006). Developing a generic framework for e-government. <i>Advanced Topics in Global Information Management</i>, 5, 72-101.
<p>Week 12 – 15 October</p> <p>Internet Trends Course Summary</p> <p>Before class read:</p> <ul style="list-style-type: none"> • Scan through KCPB (2015). Internet Trends. http://kpcbweb2.s3.amazonaws.com/files/90/Internet_Trends_2015.pdf?1432854058 • Read Murray, A. (2014). Creating the future through disruptive innovation. <i>KM World</i>, 23(9), 16-21. • Read Brans, P. (2015). TWO RESOLUTIONS EVERY IT LEADER SHOULD MAKE THIS YEAR 2015. <i>Computer Weekly</i>, 15-17. • NO TUTORIALS
<p>Assignment 2 Due</p>

Course Delivery

- The course is delivered through 12 x 2 hour lectures and 10 x 1 hour tutorials – both are equally important to your learning.
- The assigned readings and your personal learning effort is also a vital part of the course and should not be ignored either. There may be quizzes and questions asked in class that you will need to have done the reading to participate fully in.
- Materials posted on Blackboard are designed to supplement class attendance not as a substitute. You cannot count on Blackboard for a complete view of what is going on in the course.

Lectures:

- Face to face lectures are the primary delivery medium for introducing and framing the topics in this course.
- Topics that arise from in class discussion are also an important part of the course and may form part of the assessments. The Internet and social media scene in New Zealand and internationally is evolving rapidly, items sourced from current news will form part of our class discussion.
- There is a direct link between attendance in class and overall success in the course.
- Guest lectures and videos may be used to supplement the topics covered and are part of the assessable material of the course. *Note. Guests may make their materials available, but you shouldn't count on it.*
- Please take your own notes. The course slides are useful to keep track of the flow of the course material and can act as part of your notes. However, they should not be thought of as a replacement for your own personal learning strategy.

Tutorials:

Tutorials for ELCM353 have two important functions:

1. To provide a supplemental discussion forum for some of the more technical aspects covered in lectures.
2. As a way of preparing for and discussing the assignment topics. Specific support for the assignments will be covered in tutorials and an opportunity for feedback on your essay plan will be provided.
3. Assessable student-led presentations will also take place in the tutorial time. See Blackboard for the schedule and readings associated with your presentations.

Expected Workload

The faculty guideline suggests for a 15-point course you should plan to spend (per week):

- 2 hours attending lectures,
- 1 hour attending tutorial,
- Up to 7 hours doing readings, doing independent topic research, preparing for lectures and tutorials and writing assignments.

Course Learning Objectives

Students who pass this course should be able to:

By the end of ELCM353, students should be able to:		Learning goals	Major attributes
1	Critically evaluate the technical infrastructure that supports internet development	LG1	MA2,3,4
2	Demonstrate the use of a social media technology in a business or government application	LG1	MA1,2,6
3	Analyse the legal, ethical and societal impacts of the latest Internet developments.	LG3	MA5,7

Readings

The course schedule lists the minimum reading you should do for class discussions. Other articles and notes will be posted on Blackboard to supplement your independent inquiry and reading on the subject.

Assessment

Assessment item	Due	Objective tested	Percentage
Business Case (2500 words)	Friday 21st August at 11:59pm (see Blackboard for details)	2,3	35%
Technology Report (2500 words)	Friday 16th October at 11:59pm (see Blackboard for details)	1,2,3	35%
Individual Presentations (10 Mins Max)	During tutorials – presentation and critique (see Blackboard for details)	2,3	20%
Tutorial Discussion	During tutorials (students are expected to take part in class discussion and prepare questions for presenters)	1,2,3	10%

Penalties

- The penalty for late submission of work without a prior extension arrangement is a reduction of 10% of the available marks each calendar day, starting from the due date and time, up to 5 days after the due date. At the course coordinator's discretion, work handed in after 5 days may be assessed and feedback provided, but no grade will be assigned
- Non-extendable assessments. For some work, such as: lab projects, case discussion preparation, and tutorial preparation there is no possibility of late submission as the opportunity for the work to be completed has already passed.
- Conflicting workload is not a reason for giving extensions, the assignment topics are given out early and there is plenty of opportunity to get started.
- For work that exceeds the word limits (a tolerance of 10% is acceptable) only be assessed up to the word limit and extra material will be ignored.

The Assessment Handbook will apply to all VUW courses: see

<http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

Mandatory Course Requirements

In addition to obtaining an overall course mark of 50 or better, students must attend and participate in at least six out of the ten tutorials.

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

Any student who is concerned that they have been, or might be, unable to meet any of the mandatory course requirements because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

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 that 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.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details will be made available to VUWSA, the course coordinator and the class. The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

Communication of Additional Information

Changes and announcements to do with the course will happen via Blackboard as the primary communications channel – please check Blackboard regularly. Blackboard will also contain additional reading materials and links to online resources.

Additionally, administration items are flagged at the beginning of lectures – attendance in class is your best means of knowing what is happening in the course.

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.

MARKING RUBRIC for ELCM 353 Business Case (35%)

This is to be a High Level Business Case to be presented at the board of Directors level.

Pick an organisation that you think should introduce or improve their social media strategy and prepare a business case of no more than 2500 words that covers:

- A brief background of the organisation
- An analysis of the key issues/challenges the organisation is facing
- Your suggestion and justification of a social media strategy that would benefit the organisation
- An analysis of the legal, ethical and societal impacts of the social media technology that will be used in the organisation

The business case is due on Friday 21st August at 11:59pm. You must submit online through Blackboard, details on how to submit will be provided closer to the date.

Marking Criteria

	A	B	C	D
Background of organisation	Comprehensive	Adequate	Brief	Minimal
Analysis of key issues	Clearly articulated in correct language	Described, but not targeted correctly	Minimal description	Not mentioned
Justification of social media strategy	Comprehensive	Adequate	Few	Minimal
Convincing depth of business analysis	Insightful	Adequate	Minimal coverage of key issues	Unconvincing
Discussion of legal, ethical and societal impact.	Comprehensive	Adequate	Few	Minimal
Actively engaged with the case	Excellent use	Good discussion	Some understanding	No real understanding
Originality	Shows independent thought	Some new ideas	Derivative	Copied
Structure of business case	Logical Flow	Understandable	Hit and miss	Confused
Professionalism and presentation	Excellent – of board paper quality.	Good management paper.	OK – would need fixing.	Poor
Focus	All content to the point & relevant	A little extraneous material	Noticeable irrelevant material	Didn't address the case
Word Count (2500 words)	As required		Outside the specification	Much too short or too long

Grade	What was delivered	General feedback
A	A quality of learning and understanding that is the best that could reasonably be expected in this course.	Shows insight, has reflected on the case, understands the implications of using social media, has critically evaluated the case using acceptable analysis strategies. Has developed a convincing approach to the topic.
B	Highly satisfactory but lacks the flair that distinguishes A.	Has described the social media strategy, illustrated its use, has shown some understanding of the business issues and their justification, but not to the level for an A.
C	Quite satisfactory but not of the same standard as a B.	Has made good attempt at the assignment, but has not demonstrated real insight of the consequences or problems of using a particular social media strategy. Justification not convincing to management.
D	Minimally Acceptable. At the lower end of what is acceptable from a 300 level student.	May have described a social media strategy but not shown that they know how they link to a business case. Little or no reflection on how understanding issues and analysing them might affect the business case.
F	Less than acceptable.	Below the standard expected from a 300 level student.

MARKING RUBRIC for ELCM353 Technology Report (35%)

Using the organisation that you identified in your Business Case, your task is to develop an implementation plan for an improved social media strategy. You may choose to use the social media strategy that you proposed in your Business Case or you may propose a new strategy based on recent developments of Internet environments. In your report:

- Briefly explain the proposed strategy for the organisation
- Provide screen shots of the current site and annotate with your social media solution. Include an explanation of how the social media site works for the organisation.
- Provide a detailed project plan including time, resources, responsibilities, and costs.
- Analyse the legal, ethical and societal impacts of your proposed technical infrastructure

The technology report (2500 words) is due on Friday 16th of October at 11:59pm. You must submit online through Blackboard, details on how to submit will be provided closer to the date.

Marking Criteria

	A	B	C	D
Explanation of strategy	Clearly articulated	Some coverage but lacks depth	Minimal description	Not mentioned
Design of social media strategy	Excellent design	Good design	OK design	Poor design
Breadth of reading and references	Comprehensive	Adequate	Few	Minimal
Project plan	Clearly articulated	Some coverage but lacks depth	Minimal description	Not mentioned
Analysis of the legal, ethical and societal impacts	Shows true insight	Some understanding	Minimal appreciation shown	None
Originality	Shows independent thought	Some new ideas	Derivative	Copied
Argument	Logical Flow	Understandable	Hit and miss	Confused
Depth of investigation of solution	Excellent	Good	OK	Poor
Focus	All content to the point & relevant	a little extraneous material	noticeable irrelevant material	Didn't answer the question
Presentation	Excellent	Good	OK	Poor
APA citation	Exact	Minor Inconsistencies	Incorrect formatting	Not used
Report Format	Structured	Bit wandering	Confused	Messy
Word Count (2500 words)	As required		Outside the specification	Much too short or too long

Grade	What was delivered	General feedback
A	A quality of learning and understanding that is the best that could reasonably be expected in this course.	Shows insight, has reflected on their personal learning strategies, understands the implications of using a particular philosophy, and has critically evaluated their learning. Has presented their personal approach to their topic.

B	Highly satisfactory but lacks the flair that distinguishes A.	Has described the technology and processes, how they are used, has shown some understanding of the legal, ethical and societal issues and their justification, but not to the level for an A.
C	Quite satisfactory but not of the same standard as a B.	Has made good attempt at the assignment, but has not demonstrated real insight about the consequences or problems of the solution. Justification may not be explicitly shown.
D	Minimally Acceptable. At the lower end of what is acceptable from a 3 rd year student.	May have described some technologies but not shown that they know how to apply them. Little or no reflection on how understanding issues and analysing them might affect the proposed strategy.
F	Less than acceptable.	Below the standard expected from a 300 level student.

MARKING RUBRIC for ELCM 353 Individual Presentation (20%)

You are required to examine the reading assigned to you present a 10 minute critique. Ensure you include the following:

- Key points of the paper
- A critique of the paper
- Your suggestions/recommendation for future research

Your presentation should not exceed 10 minutes. There will be a 5-minute Q&A session at the end of your presentation. You are encouraged to use PowerPoint or any other equivalent presentation tool.

Marking Criteria

	A	B	C	D
Convincing suggestions/recommendations	Insightful	Adequate	Minimal coverage of key issues	Unconvincing
Discussion of key points in paper	Comprehensive	Adequate	Few	Minimal
Critique of paper	Excellent	Good critique	Some understanding	No real understanding
Originality	Shows independent thought	some new ideas	derivative	copied
Professionalism and presentation	Excellent	Good	OK – would need fixing.	Poor
Focus	All content to the point & relevant	a little extraneous material	noticeable irrelevant material	Didn't address the case

Grade	What was delivered	General feedback
A	A quality of learning and understanding that is the best that could reasonably be expected in this course.	Shows insight, has reflected on the paper, has critically evaluated the paper using acceptable analysis strategies. Has presented professionally.
B	Highly satisfactory but lacks the flair that distinguishes A.	Has described the key issues, provides some analysis on quality of paper, good presentation, but not to the level for an A.
C	Quite satisfactory but not of the same standard as a B.	Has made good attempt at the critique, but has not demonstrated real insight of the paper. Justification not convincing, presentation needs improvement.
D	Minimally Acceptable. At the lower end of what is acceptable from a 300 level student.	May have described the key points but not shown in-depth examination of paper. Little or no reflection on quality of paper, poor presentation skills.
F	Less than acceptable.	Below the standard expected from a 300 level student.