

School of Information Management

## **INF0402 CURRENT ISSUES IN IS RESEARCH**

Trimester 2 2015

### **COURSE OUTLINE**

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#### **Names and Contact Details**

David Johnstone (Course Co-ordinator), [david.johnstone@vuw.ac.nz](mailto:david.johnstone@vuw.ac.nz)

Room: RH431, Phone: (04) 463 5877

For appointments, please contact me by email to arrange a time.

#### **Trimester Dates**

Teaching Period: Monday 13 July – Tuesday, 3 November, 2015

#### **Withdrawal from Course**

1. Your fees will be refunded if you withdraw from this course on or before Friday 24 July 2014.
2. The standard last date for withdrawal from this course is Friday 25 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 or [online](#).

#### **Class Times and Room Numbers**

Weekly class: Thursdays 9:30am – 12:20pm, in RWW 315.

#### **Prescription**

Building on INFO 401, this course will make a critical examination of recent literature in the domain of strategic, managerial and organisational aspects of information systems research. Students are assessed both on their knowledge of the field covered in the course and their general knowledge of information systems research literature.

#### **Course Learning Objectives**

On successful completion of the course, students should be able to:

1. Appropriately critique academic articles including research papers, research reviews, position papers, tutorials, and practitioner-focussed articles. (Assessments: a, b, c) (Learning goals: LG1, LG3, LG4).

2. Describe, integrate and apply to research situations the findings of selected articles in designated thematic areas of information systems as listed in the course schedule. (Assessments a, c) (Learning goals: LG2, LG3, LG5)
3. Identify, describe, and analyse emerging themes and theories in information systems and apply them to academic or practitioner situations, problems, or questions. (Assessments a, c) (Learning Goals: LG1, LG2, LG3)

## Course Schedule

INFO 402 – Classes			2015 / 2
Week	Date	Topic	Notes
		<b>Introduction</b>	
<b>1</b>	16 July	IS research – past, present, future	No student seminars this week
		<b>IS Research Methods</b>	
<b>2</b>	23 July	Critical realism, design science & critical methods	
		<b>IS Research &amp; Organisations</b>	
<b>3</b>	30 July	Cloud computing	
<b>4</b>	6 Aug	Crowdsourcing	
<b>5</b>	13 Aug	Green IT	Essay – 1 due: <b>Tues, 18 August</b>
<b>6</b>	20 Aug	Big data & business analytics	
<b>Mid-Trimester Break</b>			
<b>7</b>	10 Sept	Social media	
		<b>IS Research &amp; Society</b>	
<b>8</b>	17 Sept	IT and healthcare	Essay – 2 due: <b>Tues, 22 September</b>
<b>9</b>	24 Sept	IT and the future of work	GUEST LECTURER: Dr Mary Tate
<b>10</b>	1 Oct	Privacy	
<b>11</b>	8 Oct	Online communities & social networks	
<b>12</b>	15 Oct	e-Government	No student seminars this week
			Research Report: <b>Tues, 3 November</b>

## Assessment Activities

### (a) Article summaries and seminar leadership [Learning objectives: 1, 2, 3]

Each week, designated students will each submit a written overview of an assigned article. Each student will be assigned two readings, each occurring at different points in the course (between Weeks 2 – 11). The overview will include:

- i) A descriptive summary of the main ideas of the paper (about 1½ pages), and
- ii) A short critique which comments on the ideas presented and puts the paper into context relative to other papers read within or outside the course (about ½ page). The designated students will also present on, and lead a short discussion about, the paper.

The emphasis in this course is on the concepts, frameworks, and key content of the paper, together with discussion of how the area might be applied or extended. Article critiquing is expected but **not** emphasized.

**Article summaries, and powerpoint slides, due by email by 5.00 pm** on the day before the seminar.

**(b) Seminar participation** [Learning objectives: 1, 2, 3]

Class members must attend every class, read the week’s assigned articles before class, and come prepared to contribute to discussion. Participation will be noted with an emphasis on quality, not quantity or frequency of contributions. Volunteering is preferred, but, you may be cold called at any time.

Unique perspectives, inter-relating of perspectives or synthesis of the discussion are valued. Timely and useful quotations or questions can also be an effective contribution.

Presenting relevant information beyond the readings is also highly valued.

Unsubstantiated chip shots (e.g. “I agree”) add little to the discussion and are not highly valued.

**(c) Essays 1 and 2** [Learning objectives: 2, 3]

This will consist of two separate essay questions – one completed in the first half of the course, and one in the second half. Each essay will be based on a specific topic from the course schedule, drawing together themes and content from one or more readings for that topic area. To succeed students must demonstrate the ability to reflect on, synthesize, and critically evaluate the material from the chosen readings.

***Essay 1 is due by 5:00 pm on 18 August; Essay 2 is due by 5:00 pm on 22 September.***

**(d) Research report** [Learning objectives: 1, 2, 3]

The focus of this assessment is on the application of academic thinking to real world situations. Students will be asked to select a ‘topic’, drawn from the following list: a technology/innovation, an organisation (private or public), an organisational issue, or a social issue. The topic will then be analysed/evaluated by applying frameworks/models from at least three academic readings, drawn from at least two subject areas described in the Course Weekly Schedule.

At some point in the second half of the course, students can discuss their selected topic and proposed readings for analysis with the course lecturer. A final research report will be submitted after the course lectures have finished. The research report will outline: (a) a brief description of the topic; (b) the results of the article-based analyses/evaluations of the topic (including the challenges faced and assumptions made); and (c) a synthesis of the analyses and discussion of their implications for the topic area.

***The research report is due by 5:00 pm on 3 November.***

**Course Delivery**

Face-to-face post-graduate seminars and individual study.

**Expected Workload**

Students are expected to work 150 hours for this course. Times will vary for individuals, but the following breakdown presents one estimate of how that time may be broken down:

Attending classes: ..... 36 hours (3 hours each for 12 sessions)

Reading material for each class and having unstructured discussions with classmates:

..... 48 hours (4 hours for each of 12 sessions)

Seminar preparation and article summary: ..... 14 hours

Essay preparation and writing: ..... 16 hours

Preparing for and writing the research report: ..... 36 hours

## Group Work

While there is no formal group work for this course, being part of the Honours cohort is an important aspect of the learning in the course. You are strongly encouraged to work at least part of the time in the lab and be willing to engage in informal debates on the course topics with your classmates.

## Readings

Weekly readings will be posted on Blackboard. A reading list is attached to this Course Outline, but this list may be adjusted over the duration of the course.

## Assessment Requirements

Assessed item	%
Article summaries, seminar leadership, and participation.	30
Essay 1	15
Essay 2	15
Research report	40

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

**Quality Assurance Note:** 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 audit purposes. The findings may be used to inform changes aimed at improving the quality of FCom programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

**Examinations:** There is no final examination for this course.

**Penalties:** In fairness to other students, work submitted after a deadline, will incur a penalty of 10% for each day or part-day it is overdue. In the event of bereavement or prolonged illness affecting your ability to meet a deadline, discuss your situation with the Course Coordinator. You must verify your claim, e.g., produce a medical certificate. In doing so, you consent to your supporting documentation being checked by the Course Coordinator. Extensions will be granted only under these conditions.

## 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 subject to checking by Turnitin. Turnitin will retain a copy of submitted materials 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, it is expected that Honours students will attend all classes, and inform the course coordinator if for any reason they cannot attend. An attendance register will be kept.

If you cannot complete an assignment, refer to [www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat](http://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.

## **Communication of Additional Information**

Face to face, email and blackboard are the primary communications devices for this course. It is a small course and cohort – you cannot hide.

## **Student Feedback**

Student feedback will be sought for aspects of both the teaching and the course. Student feedback forms will be distributed towards the end of the course.

Student feedback on University courses may be found at:

[www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://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>

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## **INFO 402 Reading List**

### **Week 1 – Past, Present and Future**

Lee, A. (2010) Retrospect and prospect: information systems research in the last and next 25 years, *Journal of Information Technology*, 25, 336-348.

Beath, C., Berente, N., Gallivan, M. & Lyytinen, K. (2013) Expanding the frontiers of information systems research: introduction to the special issue, *Journal of the Association for Information Systems*, 14, i-xvi.

### **Week 2 – New IS research methods**

Myers, M. & Klein, H. (2011) A set of principles for conducting critical research in information systems, *MIS Quarterly*, 35, 1, 17-36.

Peppers, K., Tuunanen, T., Rothenberger, M. & Chatterjee, S. (2008) A design science research methodology for information systems research, *Journal of Management Information Systems*, 24, 3, 45-77.

Tsang, E. (2014) Case studies and generalization in information systems research: a critical realist perspective, *Journal of Strategic Information Systems*, 23, 174-186.

### **Week 3 – Cloud computing**

Peng, G., Dutta, A. & Choudhary, A. (2014) Exploring critical risks associated with enterprise cloud computing, *Lecture Notes of the Institute of Computer Sciences, Social Informatics and Telecommunications Engineering*, 133, 132-141.

Yang, H. & Tate, M. (2012) A descriptive literature review and classification of cloud computing research, *Communications of the AIS*, 31, 35-60.

Marston, S., Li, Z., Bandyopadhyay, S., Zhang, J. & Ghalsasi, A. (2011) Cloud computing – the business perspective, *Decision Support Systems*, 51, 176-189.

### **Week 4 – Crowdsourcing**

Doan, A., Ramakrishnan, R. & Halevy, A. (2011) Crowdsourcing systems on the world wide web, *Communications of the ACM*, 54, 86-96.

Alam, S. & Campbell, J. (2012) Crowdsourcing motivations in a not-for-profit GLAM context: The Australian newspapers digitisation program, *Proceedings of the 23<sup>rd</sup> Australasian Conference on Information Systems (ACIS)*, December, Geelong, Australia.

Zhao, Y. & Zhu, Q. (2014) Evaluation on crowdsourcing research: current status and future direction, *Information Systems Frontiers*, 16, 417-434.

### **Week 5 – Green IT**

Chen, A., Watson, R., Boudreau, M. & Karahanna, E. (2011) An institutional perspective on the adoption of green IS & IT, *Australasian Journal of Information Systems*, 17, 1, 5-27.

Dedrick, J. (2010) Green IS: concepts and issues for information systems research, *Communications of the AIS*, 27, 173-184.

Molla, A., Abareshi, A. & Cooper, V. (2014) Green IT beliefs and pro-environmental IT practices among IT professionals, *Information, Technology & People*, 27, 129-154.

## **Week 6 – Big data & business analytics**

Chen, H., Chiang, R. & Storey, V. (2012) Business intelligence and analytics: from big data to big impact, *MIS Quarterly*, 36, 4, 1165-1188.

Kim, G-H., Trimi, S. & Chung, J-H. (2014) Big-data applications in the government sector, *Communications of the ACM*, 57, 3, 78-85.

Reshef, D. et al (2011) Detecting novel associations in large data sets, *Science*, 334, 1518-1524.

## **Week 7 – Social media**

Kaplan, A. & Haenlein, M. (2010) Users of the world, unite! The challenges and opportunities of social media, *Business Horizons*, 53, 59-68.

Kietzmann, J., Hermkens, K., McCarthy, I. & Silvestre, B. (2011) Social media? Get serious! Understanding the functional building blocks of social media, *Business Horizons*, 54, 241-251.

Dewan, S. & Ramaprasad, J. (2014) Social media, traditional media, and music sales, *MIS Quarterly*, 38, 1, 101-121.

## **Week 8 – IT and healthcare**

Fichman, R., Kohli, R. & Krishnan, R. (2011) The role of information systems in healthcare: current research and future trends, *Information Systems Research*, 22, 3, 419-428.

Garmann-Johnsen, N., Mettler, T. & Sprenger, M. (2014) Service robotics in healthcare: a perspective for information systems researchers? *Proceedings of the 35<sup>th</sup> International Conference on Information Systems (ICIS)*, Auckland, New Zealand.

Pousti, H., Urquhart, C., Burstein, F. & Linger, H. (2013) Methodological implications of social media as a research setting for IS studies in healthcare: reflections from a grounded theory study, *Proceedings of the 24<sup>th</sup> Australasian Conference on Information Systems (ACIS)*, December, Melbourne, Australia.

## **Week 9 – IT and the future of work**

Baily, D., Leonardi, P. & Barley, S. (2012) The lure of the virtual, *Organization Science*, 23, 5, 1485-1504.

Brynjolfsson, E., McAfee, A. & Spence, M. (2014) New world order: labor, capital, and ideas in the power law economy, *Foreign Affairs*, 93, 4, 44-53.

Brabham, D. (2012) The myth of amateur crowds: a critical discourse analysis of crowdsourcing coverage, *Information, Communication & Society*, 15, 3, 394-410.

## **Week 10 – Privacy**

Light & McGrath (2010) Ethics and social networking sites: a disclosive analysis of Facebook, *Information, Technology & People*, 23, 4, 290-311.

Belanger & Crossler (2011) Privacy in the digital age: a review of information privacy research in information systems, *MIS Quarterly*, 35, 4, 1017-1041.

Fuchs (2013) Societal and ideological impacts of deep packet inspection internet surveillance, *Information, Communication & Society*, 16, 8, 1328-1359.

### **Week 11 – Online communities & social networks**

Gaved & Mulholland (2010) Networking communities from the bottom up: grassroots approaches to overcoming the digital divide, *AI & Society*, 25, 345-357.

Kozinets (1999) E-tribalized marketing? The strategic implications of virtual communities of consumption, *European Management Journal*, 17, 3, 252-264.

Berger, K., Klier, J., Klier, M. & Probst, F. (2014) A review of information systems research on online social networks, *Communications of the AIS*, 35, Article 8, 145-172.

### **Week 12 – e-Government**

Manoharan & Carrizales (2011) Technological equity: an international perspective of e-government and societal divides, *Electronic Government, an International Journal*, 8, 1, 73-84.

Belanger & Carter (2012) Digitizing government interactions with constituents: an historical review of e-government research in information systems, *Journal of the AIS*, 13, 363-394.