

School of Information Management

INFO 407 - VIRTUAL WORKPLACE: ISSUES AND STRATEGIES

Trimester 1, 2016

COURSE OUTLINE

Prescription

In the virtual workplace, individuals and groups will use a variety of technologies to assist them in communicating, collaborating, and in coordinating their activities across distance, time and culture. This course examines the impact the virtual workplace has on individuals, groups and societies. In particular, the course provides an opportunity for students to examine the technologies and issues associated with working in the virtual workplace and to identify strategies in managing them.

Course Learning Objectives

Objective	On completion of this course, students will be able to:	BCOM (Hons) Learning Goals
1	directly access, comprehend, critically assess and draw on the published international scholarly research in their discipline,	LG1
2	display insight in adapting and applying a theoretical framework(s) to real world situations,	LG2
3	explain, discuss and use a range of concepts, theories, and/or techniques in their discipline,	LG3
4	convey key discipline-specific concepts concisely in an appropriate written format, and	LG4
5	provide direction and/or present new ideas persuasively.	LG5

Course Content

Topic	Articles
<p><u>Week 1: 29 February</u></p> <ol style="list-style-type: none"> 1. Introduction to the course 2. Virtual work in traditional and virtual organizations 3. Assignment 1 	<ol style="list-style-type: none"> 1. Watson-Manheim M, Chudoba K, & Crowston K (2002). Discontinuities and continuities: A new way to understand virtual work. <i>Information Technology and People</i>, 15(3), 191–209. 2. Dixon, K. & Panteli, N. (2010). From virtual teams to virtuality in teams. <i>Human Relations</i>, 63(8), 1177-1197.
<p><u>Week 2: 07 March</u></p> <ol style="list-style-type: none"> 1. Theory of media synchronicity 2. The nature of trust in virtual teams 	<ol style="list-style-type: none"> 3. DeLuca, D. & Valacich, J. (2006). Virtual teams in and out of synchronicity. <i>Information Technology and People</i>. 19(4), 323-344. 4. Nandhakumar, J & Baskerville, R. (2006). Durability of online teamworking: patterns of trust. <i>Information Technology and People</i>, 19(4), 371-389.
<p><u>Week 3: 14 March</u></p> <ol style="list-style-type: none"> 1. Competencies for leading virtual teams 	<ol style="list-style-type: none"> 5. Olson, J. & Olson, G. (2014). How to Make Distance Work Work. <i>Interactions</i> 21(2), 29-35. 6. Thomas, D. & Bostrom, R. (2010). Vital Signs for Virtual Teams: An Empirically Developed Trigger Model for Technology Adaptation Interventions. <i>MIS Quarterly</i>. 34(1), 115-142.
<p><u>Week 4: 21 March</u></p> <ol style="list-style-type: none"> 1. Social media and Enterprise 2.0 2. Assignment 2 <p>(Assignment 1 due 9.30 am, 21 March)</p>	<ol style="list-style-type: none"> 7. Gardner, B. (2013). Making sense of Enterprise 2.0. <i>VINE</i>, 43(2), 149-160. 8. Riemer, K., & Scifleet, P. (2012). Enterprise social networking in knowledge-intensive work practices: a case study in a professional service firm. In <i>Proceedings of the 23rd Australasian Conference on Information Systems 2012</i>, 1-12.
<p><u>Week 5: 28 March</u></p>	<p>No lecture (Easter Monday)</p>
<p><u>Week 6: 04 April</u></p> <ol style="list-style-type: none"> 1. Blended learning 2. Project work 	<ol style="list-style-type: none"> 9. Anthony M. & Honore, S. (2007). Criteria for successful blended learning. <i>Industrial and Commercial Training</i>, 39(3), 143–149. 10. Thornton, K. and Yoong, P. (2009). The Application of Blended Action Learning to Leadership Development: A Case Study. In Yoong, P. (Ed.), <i>Leadership in the Digital Enterprises: Issues and Challenges</i> (pp. 163-180). Hershey: Business Science Reference.
<p><u>Week 7: 11 April</u></p> <ol style="list-style-type: none"> 1. Mobile learning 2. Project work 	<ol style="list-style-type: none"> 11. Peng, H., Su, Y., Chou, C., & Chin-Chung, T. (2009). Ubiquitous knowledge construction: mobile learning re-defined and a conceptual framework. <i>Innovations in Education and Teaching International</i>, 46(2), 171-183. 12. Saccol, A. Z., Barbosa, J. L. V., Schlemmer, E., & Reinhard, N. (2011). Mobile Learning in Organizations: Lessons Learned from Two Case Studies. <i>International Journal of Information and Communication Technology Education</i>, 7(3), 11-24.
<p><u>Week 8: 18 April</u></p> <ol style="list-style-type: none"> 1. Crowdsourcing 2. Project work 	<ol style="list-style-type: none"> 13. Schuurman, D., Baccarne, B., & De Marez, L. (2012). Smart Ideas for Smart Cities: Investigating Crowdsourcing for Generating and Selecting Ideas for ICT Innovation in a City Context. <i>Journal of Theoretical and Applied Electronic Commerce Research</i>, 7(3), pp. 13–14.

	14. Muhdi, L., Daiber, M., Friesike, S. & Boutellier, R. (2011). The crowdsourcing process: an intermediary mediated idea generation approach in the early phase of innovation. <i>International Journal of Entrepreneurship and Innovation Management</i> , 14(4), 315-332.
	Trimester break
<u>Week 9: 02 May</u> 1. Coordination and emergency management: Role of ICT 2. Project work (Assignment 2) due 9.30 am, 02 May)	15. Bharosa, N., Lee, J., & Janssen, M. (2010). Challenges and obstacles in sharing and coordinating information during multi-agency disaster response: Propositions from field exercises. <i>Information Systems Frontiers</i> , 12(1), 49-65. 16. Duffy, T., McMaster, R., Baber, C., & Houghton, R. (2012). <i>Towards an Ontology Broker to Improve Cross-agency Sharing in Emergency Response</i> . Paper presented at the Proceedings of the 9th International ISCRAM Conference, Vancouver, Canada, 1-5.
<u>Week 10: 09 May</u> 1. Online community of practice	17. Conrad, D. (2008). From Community to Community of Practice: Exploring the Connection of Online Learners to Informal Learning in the Workplace. <i>The American Journal of Distance Education</i> , 22, 3-23. 18. Stacey, E., Smith, P. and Barty, K. (2004). Adult Learners in the Workplace: Online learning and communities of practice. <i>Distance Education</i> , 25(1), 107-123.
<u>Week 11: 16 May</u> (Project report due 9.30 am, 16 May)	Project presentation preparation
<u>Week 12: 23 May</u>	Project presentations
<u>Week 13: 30 May</u>	No lecture

Names and Contact Details

Course Coordinator:	Name:	Professor Pak Yoong
	Room:	RH 510, Rutherford House
	Tel:	463 5878
	Email:	pak.yoong@vuw.ac.nz
Office hours:	By appointment	

Class Times and Room Numbers

Lectures:	Monday, 11.30 am – 2.20 pm; Venue: RWW 221
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Course Delivery

Each week designated students will lead small group discussion about the assigned articles. This involves preparing an interesting question about each of the papers, and preparing your own views on a possible answer, supported by evidence from the reading itself, or other academic or practitioner sources including multi-media clips like Youtube. The seminar leader is expected to facilitate a small group discussion and to provide feedback to the class on the findings of the group.

Note: Instead of a question, you may prepare and lead a group activity or exercise (e.g. role play), and explain how it will illustrate key points from the article. They may involve the class in some academic activity, e.g., classifying topics by some scheme in the article reviewed, or developing research questions from some model presented.

A written version of the question and the answer (or the proposed activity) must be provided to the lecturer by 5:00 pm on the day before the class at which they are to be discussed. Each “answer” should be no more than 500 words (and may be less).

Notes on seminar leadership

1. Written submission of questions or activities: Prepare one question OR activity which is relevant to the designated paper for the week. Provide a brief answer to the question, supported by evidence, or an explanation of how the activity will contribute to understanding of the key points of the paper. A written version of the question and the answer (or the proposed activity) must be provided to the lecturer by 5:00 pm on the day before the class at which they are to be discussed. Each “answer” should be no more than 500 words (and may be less).
2. Seminar facilitation: You should aim for about 30 minutes of facilitated discussion on the paper set for your designated week. This may include your own questions or activities and/or questions set by the lecturer or the designated presenter for the week. You need to keep the discussion focussed, synthesise the findings and opinions of your small group, and briefly report them back to the wider group.

Readings

The weekly reading list is provided in the Course Content section.

Mandatory course requirements

In addition to achieving an overall pass mark of at least 50%, students must:

1. have attended at least eight normal 3-hour lectures (note: there are nine normal lectures),
2. gain a minimum of 40% on each assignment and a weighted average of 50% across all assignments.

If you believe that exceptional circumstances may prevent you from meeting the mandatory course requirements, contact the Course Coordinator for advice as soon as possible.

If you cannot complete an assignment or sit a test or examination, refer to

www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Expected Workload

You are required to attend all course sessions, read assigned materials, and contribute to discussions. For each week of the course, plan to spend three hours in class and six to eight hours preparing for class. Additional time will be required for completion of course assignments.

This is an average workload—actual workload will vary both with individuals and from week to week during the trimester.

Assessment

The Assessment Handbook will apply to all VUW courses: see

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

There are three major assignments for this course (subject to minor changes). Details of the assessment requirements will be specified within each assignment document. See Blackboard for details.

Assignment	Description	Due date	%
1	Assignment 1: An essay on an aspect of the virtual workplace (Assessing Objectives 1 and 4)	11.30 am, 21 March	35
2	Assignment 2: An essay on an aspect of learning in the virtual workplace (Assessing Objectives 2, 3 and 4)	11.30 am, 02 May	35
3	Project report: A project on an aspect of learning in the virtual workplace (Assessing Objectives 2, 3 and 4)	11.30 am, 16 May	20
	Seminar leadership (Assessing Objectives 1, 3 and 5)	Continuous	10

To obtain a fair distribution of marks relative to assignment difficulty, scaling of marks may be employed on some or all assessments.

Penalties

In fairness to other students, assignment work submitted after the deadline will incur a 10% penalty for each actual day (prior to 9.30 am) late. In the event of bereavement or prolonged illness affecting your ability to meet the deadline, discuss your situation with the Course Co-ordinator. 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 Co-ordinator. Extensions will only be granted under these conditions.

Important Notes:

- *No extension is possible based on a student's workload. You are expected to manage your workload to ensure there is sufficient time to complete assessments as required.*
- *You are expected to back up your work – From time to time files are lost, computers crash, etc., so it is critical that you get into the habit of backing up important files.*
- *Do not leave submitting your work to the last minute – Technology problems do occur (especially on the day an assessment is due). Be smart and submit it in plenty of time. Extensions will not be granted due to problems with submitting work.*

- *Working together – All assessments in this course are individual assessments, unless they are explicitly identified as group assessments. You are encouraged to discuss aspects of your individual assessments with others. However, when it is time to develop your solution, **the work must be ENTIRELY your own**. In this way, we will have your perspective on the topic - not someone else's!*

Group Work

Students are required to participate in a group presentation as part of Assignment 3. This will involve an average of 20 hours work outside the class room.

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.

Student feedback

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

Communication of Additional Information

Additional information will be communicated to students via the Blackboard system and through announcements in lectures.

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.
