

School of Information Management
CRN 14534 MMIM 590 – CASE STUDY

Trimesters 1 & 2, 2016

COURSE OUTLINE

Prescription

An independent investigation of a selected information management issue as a case study.

Names and Contact Details

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Programme Administrator:	Usha Varatharaju Room RH 520, Rutherford House, Lambton Quay, Wellington Ph: 463 5309 Email: usha.varatharaju@vuw.ac.nz
Dates:	1 March –17 October 2016
Times:	Tuesdays 5.40 -7.30pm
Venue:	Trimester 1: RH 421/ Trimester 2: RWW 129

Course Learning Objectives

Students who pass this course should be able to:

1. identify, clarify and investigate a research problem in information management,
2. locate, analyse, and integrate relevant literature,
3. gather and analyse additional data where appropriate, and
4. present a coherent, well-organised argument (written and oral) based on the above using standard academic writing and bibliographic conventions.

Course Content

This course provides an opportunity for students to complete a Case Study project on an approved topic in information management. It is intended that through this process, the student will demonstrate not only mastery of the theoretical basis of the topic chosen, but also an ability to undertake independent research at an appropriate academic level.

Trimester Dates

This course runs for two trimesters

Trimester 1: From Monday 29th February to Friday 3rd June

Trimester 2: From Monday 11th July to Monday 17th October

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 11th March 2016.
2. The standard last date for withdrawal from this course is Friday 13th May 2016. 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](#).

Course Content

Date	Topic	Deliverables
8th March	Overview of course and support mechanisms. Identify and discuss key issues facing IS managers. Form study groups and assign roles. (See Blackboard for preparatory readings for this class)	
22nd March	Present and justify your problem topic and its organizational significance. Study group planning: Using literature and organizational documents to frame the topic and justify its significance; engaging with the organization. (Bring a bullet-point summary of key research/organizational literature)	
5th April	Presentation and report requirements, using analytical frameworks, , Update on individual project plans. Group reporting & planning. (Bring ideas for analytical frameworks)	Project outline & rationale 28th March (5%)
19th April	Gaining access, selecting participants, the human ethics application process. Interviewing, designing and using questions. Group reporting & planning	Draft HEC application, information & consent forms
3rd May	Group updates & planning. Peer review of draft human ethics applications. (Bring draft human ethics application, information sheet & consent form)	Draft interview script
17th May	Eliciting data that helps you investigate and understand the issue Group updates & planning. (Bring interview scripts to trial) Problem solving	Submit HEC application by 26th May
Break: 6th June – 10th July		
19th July	Individual updates, data transcription and analysis, memoing Group reporting and planning	
26th July	Writing the case description (Bring draft 1-page case description)	
9th August	Writing up your analysis of the issue (findings), using the framework or model. (Bring the framework or model you are using to help understand the issue)	
13th Sept	Making/justifying recommendations; linking them to data and findings	
20th Sept	Presentations and feedback on findings/recommendation (1)	10% of final mark
4th Oct	Presentations and feedback on findings/recommendation (2)	
10th - 14th Oct	Problem solving (peer-to-peer/ individual) Times tbc:	Report due Monday 17th October (85%)

Course Delivery

The course will be delivered in the form of twelve seminars facilitated by the course coordinator who will also fulfil the role of supervisor. While the emphasis is on the delivery of an individual report, students will work in study groups based around common topics and/or organisations, and in some cases may build and share common datasets. To optimise the peer-learning process, there will be class discussions during the seminars to answer student queries and problems arising from the case study research. There may be additional scheduled face-to-face meetings as needed during the second trimester, as well as contact via telephone or email.

Readings

There is no set textbook for this course. Readings will be obtained from the internet and academic sources - some may be handed out in class.

Expected Workload

This is a 30 point course which runs over two trimesters. One point should equate to 10 hours of work, which means a total of 300 hours for a 30-point course. With 12 two-hour seminars a total of 24 hours class time will be required. The remaining time will be spread over the 24 teaching weeks and the mid-trimester and between trimester breaks. Students should, however, expect a large proportion of this time to be spent in the data gathering, analysis and write-up stages of the project.

Assessment

Item [& relevant learning objectives]	Value	Due date
Project outline and rationale [1,2]	5%	5p.m. Tues 19 April
Presentation on emerging findings [1-4]	10%	In class 20 September/4 October
Case Study Report [1-4]	85%	5p.m. Monday 17 October

Note: In addition to assessed items, signoff from the course co-ordinator is required for the topic proposal prior to proceeding with the project. Human ethics requirements (including informed consent of participating individuals and organisations) must also be fulfilled and formally approved prior to data gathering. The Assessment Handbook will apply to all VUW courses: see <http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>

Detailed requirements for the above assessments items follows

Project Outline and rationale [1000 words] – 5% contribution to course grade

A description of the problem being investigated and its organisational setting, justification of the significance of this issue (drawing on key research literature and contextual events), a brief outline of the method to be used in the study, and an outline of candidate analytical framework or model that may be used in analysis.

Individual Presentation [10 minutes]- 10% contribution to course grade

A ten-minute oral presentation on the study outlining the key emerging findings and using visuals, followed by 5 minutes of questions/discussion. (See rubric).

Case Study Report [8,500-9,000 words] – 85% contribution to final grade

The majority of the assessment (90%) for the course will be based on a written Case Study, an investigative report guided by academic research and based in a practical context, similar to a consultant's report. This is due by 17th October 2015. It will include the following components:

(a) Executive Summary [1-2 pages] A high level outline of the project (explaining the motivating issue and its significance, how the issue was investigated, a summary of the research setting, and the key findings and recommendations [excluded from Word Count])

(b) Case Description [3000 words] A detailed description of the case context and situation, combining the author's framing narrative with rich information and empirical data gathered in the study (illustrative quotes, summary tables etc.)

(c) Introduction to analysis [1500 words] An outline of the significance of the topic or issue being investigated, with a synthesis of the key guiding research literature and justification for the author's selection of the analytical framework(s) or lens applied in the analysis.

(d) Analysis [3000 words]: An outline of the analysis approach (the methods used to gather and analyse data) followed by a clearly structured, in-depth analysis of the situation outlined in (b), applying at least one appropriate theoretical framework or lens to arrive at a clear set of findings.

(e) Recommendations and conclusion [1200 words] A set of recommendations for the relevant organisation, explicitly linked with the findings/issues identified in the analysis.

(f) References at least 20 academic references [excluded from Word Count]. Attention should be paid to both the quantity and quality of references, and the strength of their relevance to the topic.

(g) Appendices – exhibits as required, including signed Human Ethics paperwork [excluded from Word Count]

To achieve the above deliverables, iterative submissions will be made over the full period of the two-trimester course, leading to the final presentation and bound case study project submission.

The template for the Title page of the case study is to be found at Appendix 2 and the Evaluation form that will be used can be found at Appendix 3.

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

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.

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

Group Work

Group work may occur in class and may extend to field work, but will not contribute per se to course grades.

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.

Materials and Equipment

Digital recording devices may be needed for gathering data from interviews etc. These can be borrowed from the school for short periods by arrangement and subject to availability. In order to fulfil human ethics requirements relating to confidentiality of data it will be necessary to have access to data storage facilities and locked files that provide secure storage.

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 or information on changes will be conveyed to students via Blackboard.

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.

FORMAT FOR TITLE PAGE

Notes

1. Replace relevant italicised text with your title, name, year, etc.
2. You are free to use illustrations, backgrounds and colour to enhance the title page.
3. The declaration can be placed on a separate page.

MY TOPIC

A Case Study presented to the

School of Information Management

Victoria University of Wellington

by

NAME

in partial fulfilment of the requirements for the MMIM 590 course.

Due date

Declaration

1. I know that plagiarism is wrong. Plagiarism is to use another’s work and pretend that it is one’s own.
2. I have used the APA convention for citation and referencing. Each contribution to, and quotation in, this entitledfrom the work(s) of other people has been attributed, and has been cited and referenced.
3. This paper is my own work.
4. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work
5. I acknowledge that copying someone else’s assignment, essay or paper, or part of it, is wrong, and declare that this is my own work.

Signature(s)

Date .../.../.....

Case Study 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		15
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 590 – Individual Presentation Rubric				
Name and topic:				
	<i>Exemplary</i>	<i>Good</i>	<i>Acceptable</i>	<i>Unacceptable</i>
Content [6 marks]				
Organization and Professionalism [1 mark]	Presentation is organized and the interest level of the audience is maintained.	Thoughts articulated clearly, though does not engage audience.	Thoughts don't flow, not clear, does not engage audience.	Mumbles, audience has difficulty hearing, confusing.
Selection of Evidence [1 mark]	Makes thorough and accurate selection of relevant evidence.	Generally good selection of evidence, though with a few gaps.	Largely accurate and adequate selection of evidence for task at hand.	Significant omissions and/or inaccuracies in evidence
Interpretation of Evidence [2 marks]	Interprets evidence accurately, convincingly and systematically.	Generally convincing interpretation though not always systematic.	Largely accurate, appropriate and justifiable interpretation of evidence.	Interpretation of evidence is incomplete, inaccurate, distorted or misused.
Completeness [1 mark]	Thoroughly explains all points and responds to questions with easiness and in a convincing manner.	Majority of points covered in depth, some points glossed over. Answers most questions in a convincing manner.	Majority of points glossed over and has difficulty responding to questions.	One or more points left out and cannot provide satisfying answers to questions.
Creativity [1 marks]	Very original presentation of material; captures the audience's attention.	Some originality apparent; good variety.	Little or no variation; material presented with little originality or interpretation.	Repetitive with little or no variety, insufficient use of visual aids.
Delivery [4 marks]				
Eye Contact [1 marks]	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
Enthusiasm [1 marks]	Demonstrates a strong positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
Visual Aid [1 marks]	Visual aid enhances presentation; all thoughts articulated; keeps interest.	Thoughts articulated clearly, but not engaging.	Adds nothing to the presentation.	Poor, distracts audience and is hard to read.
Time Frame [1 marks]	Presentation falls within required time frame (~1 minutes).	Presentation falls within required time frame (~3 minutes).	Presentation falls within required time frame (~5 minutes).	Presentation is much more or much less than the required time frame.
Scorer's Holistic Judgement	Excellent oral communication for students at this level.	Good oral communication skills for students at this level.	Satisfactory oral communication for students at this level.	Unsatisfactory oral communication for students at this level.