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, 2016

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.**
Programme Administrator:	**Usha Varatharaju** Room RH 520, Rutherford House, Lambton Quay, Wellington Ph: 463 5309 Email: usha.varatharaju@vuw.ac.nz

Class Times and Room Numbers

Dates:	Tuesday 1 March – Tuesday 3 May 2016
Times:	Tuesdays - 5.40 to 8.30pm
Venue:	RWW 315
Saturday - Blended workshop	Saturday 2nd April 2016
Times:	9am to 12 noon
Venue:	AM 103

Trimester Dates
From Monday 29th February to Friday 6th May 2016

Prescription

A critical approach to the role of communication in an environment of exponential growth of new information. The course is concerned with the principles of communications design and critical thinking with special reference to communications mediated through information technology.

Course Learning Objectives

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 an oral or written format appropriate to the intended audience.

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.

Course Content

Week	Date of lecture	Topic	Session preparation assignment	Venue and presenter
1	01 Mar	An overview of this course. Presentation topic allocation. Blackboard for learning and teaching. What is critical thinking?	SPA 1	**RWW 315** Tony Hooper
2	08 Mar	How to do a literature search Intellectual integrity – citation conventions and their use	SPA 2 SPA 3	**RWW 102** Cyber Commons - Tony Hooper
3	15 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	**RWW 315** Tony Hooper
4	22 Mar	Writing an academic assignment. Academic writing structure. The literature review. Building the document. Informal feedback doc.	SPA 6 SPA 7	**RWW 315** Tony Hooper
		24-30 March Study Break/Easter		
5	02 Apr	Presenting an argument using authorities from the literature Polishing your presentation	SPA 8	**AM 103** Tony Hooper
6	12 Apr	Evaluating your work – how the marking schedule is constructed	Written essay delivery	**RWW 315** Tony Hooper
7	19 Apr	More on critical thinking Class presentations		**RWW 315** Tony Hooper
8	03 May	Class presentations		**RWW 315** Tony Hooper

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 15th April 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 Delivery

All classes will be delivered in RWW 315, except for Module 2 on Tuesday 8th March which will be delivered in RWW 102 Cyber Commons and Module 5 on Saturday 2nd April from 9am to 12 noon. Module 5 will be a Blended delivery in AM 103 during which we will be joined by the Auckland cohort of the same course.

Readings

Extensive use will be made of readings, especially in the Session Preparation Assignments (SPAs). These are usually gleaned from the Internet. To keep them fresh and current, these have not yet been finalised. They may only be finalised during the week prior to the SPA being distributed via Blackboard.

Because of the importance of the Literature Review assignment, the following document will form the basis of the first class discussion and will provide a reference framework that will be used as the course proceeds:-

> Rowe, F. (2014). What literature review is not: diversity, boundaries and recommendations, *European Journal of Information Systems, 23*(3), 241–255. (doi:10.1057/ejis.2014.7)

A copy can be downloaded from http://www.palgrave-journals.com/ejis/journal/v23/n3/abs/ejis20147a.html

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:-

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

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.

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

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

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.

Group Work
As indicated above, 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.

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
Although not mandatory, most students in the MIM programme bring with them their networked laptops, tablets or iPads to lectures. As all students may not be so equipped, arrangements are being made for Module 2 to be delivered in RWW 102 Cyber Commons so that each student has access to a networked computer for the class assignments.

Student feedback
Because this is a core course for the MIM, to assist students to succeed and obtain good grades, mastering the content of this course is crucial for your future studies. Feedback from earlier courses is made available on the course Blackboard site. As you will see, the feedback has been very largely positive. Where appropriate, the course content has been modified slightly in an attempt to ensure that any shortcomings identified by the students have been addressed. Further student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Class Representative
A class representative will be elected in the first class, and that person's name and contact details 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

Any additional course information, including information on changes to the information contained in this course outline will be conveyed to students via Blackboard, and/or email sent directly to all class members.

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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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:-

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Student name……………………………………………………

Aspect	Exemplary – (8)	Satisfactory – (6)	Unsatisfactory – (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……………………………...

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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 a topic of your choice but your choice should be agreed by email with the Course coordinator (Tony Hooper) before you start work on it.

Each student is free to identify the topic qualifier they wish to research and discuss. For those students who are struggling to find a topic the following are suggestions for their consideration:-

- How information and communications technology mediates the global economy
- Cyber-forensics – a developing tool for solving computer crime
- ERP systems and the problems of compromise
- Supply chain visibility – protecting the smaller supplier
- Contactless pay-card technologies in the transport industry
- Computer games and their use in skills development

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 3rd May 2016 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 2nd May 2016.

Student name:………………………………...

Academic Assignment marking guide/EVALUATION FORM

Title.……………………………………………………………………….……………

………………………………………………………………………………………………..

Marker ....   **Date** …………………

Element	Weighting out of 100	Criteria	Exceeds R'qments	Meets R'qments	Below R'qments	Mark
Introduction, Conclusions and Abstract	15	Do they all relate to one other and correlate in terms of content?	12	9	6	
Comments						
Literature review & bibliography	25	Logic of argument, use of evidence from literature, comprehensiveness	20	15	10	
Comments						
Questions arising / methodology	10	Conciseness, completeness, relevance to one another	8	6	4	
Comments						
Analysis and findings	15	Rigour, accuracy, explanation, is it understandable?	12	9	6	
Comments						
Title page, Layout, Contents page	10	Completeness, attention to detail, logical?	8	6	4	
Comments						
Quality of writing, readability	15	Good English, easy to read and understand, spelling, grammar, good editing	12	9	6	
Comments						
Maturity, insight and overall presentation of argument	10	Does the student demonstrate clearly the ability to align the communication with the audience?	8	6	4	
Comments						
Late penalty						
TOTAL	100					

Overall comments:

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Class Presentation Assignment – Current issues in Information Management

(Faculty Learning Outcomes on Oral communication. Course Learning Outcome 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 five student presentations based on one of the following topics. The topics to choose from are:-

Group	Reading
1	The impact of Virtual Worlds on the Real World
2	Mobile devices and their use for marketing – selected problem areas
3	Security issues and the Internet of Things
4	Controlling the Internet – The issues and concerns of a caring nation
5	The evolution of Facebook functionality – tracking the future of social media

Group	Members			
1				
2				
3				
4				
5				

Each group will need to:

1. In your groups identify three topics you would be prepared to develop into a class presentation, and rank them into 1st choice, 2nd choice and 3rd choice. I shall try to allocate topics to groups based on identified 1st choice, but if that fails then I may need to allocate according to 2nd or 3rd choices.
2. Once your topic is finalised, as a group you will need to do a literature search for approximately 5 peer-reviewed research articles that will inform you further about the topic including any research that might help you.
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. Topics to agree within your group:-
   a. The main argument
   b. Why this is important
   c. What the implications might be in future, especially for New Zealand
4. It will be easier of you can allocate specific tasks to each member, where possible based on each person's identified skills, knowledge or interests.
5. Immediately after the class presentation preside over an in-class discussion around that topic

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.