BUSINESS SCHOOL

Course Outline 2018
INFOSYS 720: INFORMATION SYSTEMS RESEARCH (15 POINTS)
Semester 2 (1185)

Course prescription

This course offers a substantive review of research in the discipline of information systems. Behavioural, strategic and social issues relating to the design, implementation and impact of information technology applications will be studied.

Course advice

Prerequisite: It is advisable for students to have completed at least one of the research methods courses (INFOSYS 750 or 751) before enrolling in INFOSYS 720. Students can enrol in INFOSYS 750 or 751 concurrently with this course. INFOSYS 720 is a substantive overview of research in information systems, not a methods course. It is compulsory for all students enrolled in or intending to enrol in the Masters of PhD programme.

Since this course is taught at postgraduate-level, it is organised as a seminar, and not as a series of lectures. This approach assumes that the lecturers and students can work together in a collaborative fashion. The role of the lecturers in this environment is to establish a framework and put together a set of materials for discussion, and to create the conditions suitable for learning. The underlying assumption is that we are all co-producers in learning.

Running the course as a seminar means that all students are expected to participate and contribute equally to the discussion. It is assumed that students will have read and thought about the assigned materials before class and come prepared to contribute to the class discussion. The classes are intended to be a forum for critically reviewing and discussing the set readings; students are expected to participate fully in this process.

The course will use a seminar format. Each paper will be assigned to a student who will lead the discussion. The student will be responsible for handing in a two-page summary and discussion questions at the start of class and will have overall responsibility for facilitating the discussion of this article

Goals of the course

This course focuses on Information Systems research and the nature of the discipline. We start by looking at the nature of the field as shown by IS journals, conferences, researchers and institutions. This is then followed by a critical examination and evaluation of contemporary IS research on a variety of topics. The idea is to give you a broad understanding of the IS field as a whole.

Research in Information Systems (sometimes referred to as Management Information Systems) can be described as both inter-disciplinary and applied. It is inter-disciplinary in that a number of reference disciplines (e.g. Management Science, Computer Science, Organisation Theory, Psychology, Communications and Sociology) contribute some of the concepts, techniques, and research questions addressed by the field. Information Systems is applied in the sense that the focus is on the application of the basic concepts to the problem of analysis, design, implementation, and evaluation of computer-based information systems in managerial and organisational settings. The constant introduction of new information technology and the continual discovery of new application areas ensures that IS research is dynamic, relevant and exciting.

The academic goal of most postgraduate students in the medium term is to complete a unique research project (e.g. Honours dissertation or Master's thesis). Therefore, the postgraduate programme in the Department of ISOM is designed to prepare students for doing research. A basic grounding in the concepts underlying research in the discipline is essential if students are to succeed in completing the postgraduate programme.

This course is designed to introduce students to IS research. Students need to understand the nature of IS as a discipline and current research issues and themes. A number of current research areas will be identified and representative papers examined.

Learning outcomes (LO)

#	Learning outcome	Graduate profile capability*
LO1	Have a good knowledge and understanding of a broad array of research topics and themes within the field of information systems	1. Disciplinary knowledge and practice 4c. Engagement 5a. Independence
LO2	Have a good knowledge and understanding of information systems research and the process by which that research is produced.	1. Disciplinary knowledge and practice 2. Critical thinking 6a. Social responsibilities
LO3	Gain competence in critiquing IS research articles published in some of the leading academic journals and conference proceedings	1. Disciplinary knowledge and practice 2. Critical thinking 3. Solution seeking
LO4	Gain competence in critical thinking, and analysis and synthesis of academic sources	1. Disciplinary knowledge and practice 4c. Engagement 4b. Communication (Written)
LO5	Gain competence in verbally presenting arguments in an academic fashion	4a. Communication (Oral) 5a. Independence 2. Critical thinking
LO6	Learn how to write a literature review on an IS research topic	4b. Communication (Written) 5a. Independence 2. Critical thinking

* See the graduate profile this course belongs to at the end of this course outline.

Content outline

Week / Module	Topic	Relevant learning resources/activities	Assessment due this period
Week 1 July 16th	**Introduction**	- A discussion of the course objectives, format, expectations and assessment procedures	
Week 2 July 23rd	**Online Communities**	- Ray, S., Sung S. Kim and James G. Morris, "The Central Role of Engagement in Online Communities," Information Systems Research, (25:3), 2014, pp. 528-546.	-paper presentation, -contribution to literature -practical implications

Week / Module	Topic	Relevant learning resources/activities	Assessment due this period
Week 3 July 30th	**Online Auctions**	- "Exiting Before the End of the Game: Effect of Supply, Demand and Competition on Bidders' Continued Participation in Online Auction Markets,".	-paper presentation, -contribution to literature -practical implications
Week 4 August 6th	**Social Networks**	- Goh, Kim-Yong, Cheng-Suang Heng, "Social Media Brand Community and Consumer Behavior: Quantifying the Relative Impact of User and Marketer Generated Content," Information Systems Research, (24, 1), pp 88-107, 2013	-paper presentation, -contribution to literature -practical implications
Week 5 August 13th	**First Draft of Research Proposal**	Each student will get 13 minutes to present his/her draft proposal and get feedback	Individual presentations
Week 6 August 20th	**First Draft of Research Proposal**	Each student will get 13 minutes to present his/her draft proposal and get feedback	Individual presentations
Week 7 September 10th	**Open Source Software**	- Shaikh, M., and Vaast, E. "Folding and Unfolding: Balancing Openness and Transparency in Open Source Communities." Information Systems Research (27:4), 2016, pp. 813-833.	- paper presentation, -contribution to literature -practical implications
Week 8 September 17th	**Online Markets**	Dimoka, A., Hong, Y., and Pavlou, P. (2012). "On Product Uncertainty in Online Markets: Theory and Evidence." MIS Quarterly, 36.	-paper presentation, -contribution to literature -practical implications
Week 9 September 24th	**Review a Research Article- Assessment**	Students will be provided an article for review. Reviews will be discussed in class	
Week 10 October 1st	**Online Reviews**	- Duan, W., Gu, B., and Whinston, A. "Do Online Reviews Matter? An Empirical Investigation of Panel Data." Decision Support Systems (45:4), 2008, pp. 1007-1016.	-presentation, -contribution to literature -practical implications
Week 11 October 8th	**Research Proposal Presentation**	Each student will get 13 minutes to present his/her draft proposal and get feedback	Individual presentations. Draft research proposals are due (bring two hard copies in class) for peer reviews.
Week 12 October 15th	**Research Proposal Presentation**	Each student will get 13 minutes to present his/her draft proposal and get feedback	Individual presentations *Peer review comments on research proposal are due.*

Learning and teaching

Attendance and participation will help you enormously when you work on your group and individual assignments. They will equip you with analytical skills and theoretical frameworks which you need to use in your assignments to get a high mark.

Workload:

Contact hours (including and class presentations)	36
Preparatory reading	24
Self-study	90
Total	**150**

Teaching staff

Associate Professor Arvind Tripathi

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Learning resources

There is no textbook as such for this course, because all the readings are recent and relevant articles from journals and conference proceedings. However, students are expected to read more widely including additional articles from any recognised journal. Many useful citations can also be obtained from the AIS Digital Library, the ACM Digital Library, IEEE Xplore Digital Library and other bibliographic databases such as ABI/Inform, Science Direct or the Emerald Library. Many of these libraries and databases are available online from the University of Auckland Library. You should be familiar with accessing these digital resources.

Assessment information

Assessment task	Weight %	Group and/or individual	Submission
Paper presentation and summary)	10%	Group and Individual	Power Point presentation (two page paper summary in your own words-bring hardcopy in class)
Paper Discussion, 5% each	10%	Group	Power Point presentation during the session
Class Participation	10%	Individual	Contributing to class discussion
Peer review assignment	10%	Individual	Write review of proposals submitted (due week 12)
Draft proposal presentation (first and second, 5% each)	10%	Individual	Power Point presentation (week 5,6,11 and 12)
Research Proposal	50%	Individual	Submission on Canvas

Pass requirements

Students need to score passing marks in research proposal, in order to pass this course.

Description of assessment tasks

Assessment task	Learning outcome to be assessed
Paper Presentation and Summary: You will have 6 group tasks, 5 of which are assessed (worth 3% each, 15% in total). These tasks involve case study analysis and exercises that would allow you to apply theoretical concepts and frameworks to solve real-life problems.	LO2, LO3, LO4, LO5 and LO6
Paper Discussion: Each student will lead the discussion in class for the articles assigned. More details will be provided in class.	LO1, LO2, LO3, LO4, LO5 and LO6
Class Participation: It is essential in a seminar-based course such as this for both students and lecturers to participate equally. In order to facilitate this, a significant part of the final grade will be awarded for class participation. More details will be provided in class.	LO1, LO2, LO3, LO4 and LO5

Assessment task	Learning outcome to be assessed
Peer Review Assignment: Students will be assigned to review proposals of their peers. Here is an article that discusses how to review a paper or a research proposal in our case. http://www.people.vcu.edu/~aslee/referee.htm	LO2, LO3, LO4 and LO6
Research Proposal: The purpose of the research proposal is to ensure that students have identified an area of research interest, have read the relevant literature and have initial plans on methodology to be used to answer the proposed research question. More details on this will be discussed in class.	LO1, LO2, LO3,Lo4 and LO6

Inclusive learning

Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the courses convenor/lecturer and/or tutor.

Academic integrity

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the worldwide web. A student's assessed work may be reviewed against electronic source material using computerised detection to provide an electronic version of their work for computerised review.

Student feedback

- Students will be asked to complete formative fast feedback early in the semester, and course and teaching evaluations at the end of the course. In addition, each course will seek volunteers to serve as class reps.

In the event of an unexpected disruption

We undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions, the University has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies, In the event of a disruption, the University and your course coordinators will make every effort to provide you with up to date information via Canvas and the University website.

Graduate profile for

The following six themes represent the capabilities that the Business School seeks to foster in all of its graduates. The development of these capabilities does not come all at once, but rather is expected to build from year to year. Each course is not expected to contribute to all capabilities, but each course will have its own goals and learning outcomes that relate to the overall development of this profile.

1. Disciplinary knowledge and practice

   Graduates will be able to demonstrate an advanced understanding of theory and practice and apply this in the context of sourcing information technology and business processes in the global environment.

2. Critical thinking

   Graduates will be able to synthesise and critically evaluate ideas and information from multiple sources to develop coherent and evidence-based arguments.

3. Solution seeking

   Graduates will be able to creatively and systematically address complex business and management issues and develop practical and innovative solutions.

4. Communication and engagement

Graduates will be able to work effectively in teams and engage diverse audiences by communicating professionally using multiple formats.

5. Independence and integrity

Graduates will be able to work professionally and ethically as well as demonstrate self-management in complex situations.

6. Social and environmental responsibility

Graduates will be able to demonstrate respect for the principles underpinning the Treaty of Waitangi, as well as diversity, equity and sustainability, when operating in a global business environment.