



THE UNIVERSITY OF  
WESTERN AUSTRALIA  
*Achieving International Excellence*

---

## **Unit Outline**

# **Information Management Research**

**INMT7421**

**Semester 1 2009**

**Dr Nick Letch**



**Business School**

[www.business.uwa.edu.au](http://www.business.uwa.edu.au)

All material reproduced herein has been copied in accordance with and pursuant to a statutory licence administered by Copyright Agency Limited (CAL), granted to the University of Western Australia pursuant to Part VB of the Copyright Act 1968 (Cth).

Copying of this material by students, except for fair dealing purposes under the Copyright Act, is prohibited. For the purposes of this fair dealing exception, students should be aware that the rule allowing copying, for fair dealing purposes, of 10% of the work, or one chapter/article, applies to the original work from which the excerpt in this course material was taken, and not to the course material itself.

## UNIT DESCRIPTION

### Introduction

Welcome to Information Management Research. This unit introduces students to critical and emerging issues in Information Management. Through an examination of the foundations of different approaches to understanding information systems, students are given the opportunity to develop abilities in understanding the impact and consequences of applications of information technology in organisations.

### The Goal of the Unit

The goal of this unit is to provide students with a background to some of the major theories and frameworks that have developed and/or are applied in research in the information systems discipline. From this background students should be able to critically assess published research in the field and appreciate the range of issues and approaches to conducting research in the field.

### Learning outcomes

On completion of this course students should be able to:

- Critically assess emerging issues in organisational information and information systems management
- Appreciate a range of issues impacting the use of IT within organisations
- Understand the breadth and extent of IT/IS impact on organisations
- Determine appropriate methods for researching aspects of information management
- Prepare for research into an aspect of information management
- Critique published research in information management

## CONTACT DETAILS

### Unit coordinator

**name:** Dr Nick Letch

**email:** nletch@biz.uwa.edu.au

**phone:** 64883741

**consultation hours:** Available most days *by appointment*

**lecture times:** Wednesday 5:00 – 8:00pm

# TEACHING AND LEARNING RESPONSIBILITIES

## Teaching and learning strategies

Broadly, the unit will investigate two themes:

- *Information Systems Research Issues*  
Research in information management can cover a variety of issues and be approached from alternative perspectives. Within this theme different research arenas will be explored together with specific analyses of issues within those arenas.
- *Information Systems Research Theory and Methods*  
Given the diversity of research problems that can be pursued within a broad definition of Information Management, the possible approaches that can be taken to research within this field will be discussed and the choice of appropriate approaches that can be used to understand IT in organisations will be examined.

Teaching will take the form of a seminars based around the two themes. The class will meet on most Wednesdays 5:00pm – 8:00pmduring the semester. Given that there is a substantial amount of reading and self-directed research required in the unit, there are some weeks in the semester devoted to individual library study and the class will not meet on those weeks. When classes are scheduled however, the course requires that class members are fully prepared to discuss the assigned readings and that they make an active contribution to the running of the seminar.

A typical class will involve a preliminary lecture relating to research in information systems followed by a class discussion of the weekly research article assigned to the class. Commencing in week 4, students will be assigned a relevant topic for presentation and discussion with the class.

## Text and Course Materials

There is no prescribed text for this unit.

Selected readings will be provided to class members throughout the semester. The weekly readings, lecture slides and presentation materials will be made available from the unit WebCT site:

<http://webCT.uwa.edu.au>

## Assessment

COMPONENT	WEIGHT (%)	DUE DATE
IS Research Article Critiques (*4)	25	Ongoing through the semester-check WebCT for submission dates
Research article discussion facilitation (*2)	10	TBA
Seminar presentation	10	TBA
Seminar Participation	5	Ongoing
Research paper	25	6 <sup>th</sup> June 5:00pm – Submit via WebCT
Final exam	25	TBA

## IS Research Articles – Discussion facilitation and Critiques

Commencing in week 3 one or more articles concerning a piece of completed research in information systems will be assigned for class discussion. You should come to the seminar having read the article(s) and have prepared notes for discussion. Your notes may include analysis of:

- The research problem presented
- The method used by the author to convey their message
- The key findings of the research and their applicability to practice
- An identification of the strengths and weaknesses
- Relevant implications for research and practice
- Alternative strategies for researching the problem
- Any questions you have arising from the article

During the semester you need to complete critiques of *four* (4) of the research articles studied in class.

Discussion of each article will be facilitated by nominated members of class. The role of the facilitator is NOT to present the article but to promote discussion. The facilitator should attempt to devise ways of engaging students in discussion

## Seminar Presentation

Each student will be assigned a topical issue in Information Management for presentation to the class. You will be provided with a literature review or paper that outlines the topic. Your presentation should be *no more than 30 minutes* and promote class discussion for a further 10 minutes. Your presentation can be based largely on the background material provided to you but you are encouraged to incorporate further examples and / or readings. You should prepare a handout for the class that summarises the topic you are presenting.

## Seminar Participation

You are required to participate actively in the seminars - especially in the interactive discussions of assigned case studies and readings. In order to successfully participate in certain class exercises, you may be asked to read selected case study material or complete various tasks in the week before a particular tutorial. You will also be assessed on evidence of your general preparation (keeping up with relevant readings and demonstrating knowledge of the 'theory' underlying a particular tutorial topic and ability to contribute to class discussion.

## Semester Research Paper

During semester you will need to work on preparing a research paper (approx 3500-5000 words) that reviews the literature on an approved topic of relevance to information systems. Further details regarding how you should write your research paper will be provided throughout the semester.

## Final Exam

The final exam will be based on the lecture material and readings discussed during the semester.

INMT7421 / INMT8506 Information Management Research - *Draft Seminar Outline 2009*

<b>Week</b>	<b>Week commencing</b>	<b>IS Research Seminar</b>	<b>Reading</b>	<b>Discussion Article</b>	<b>Presentation</b>
1	23 February	Introduction to the course  What is the Information Management / Information Systems Discipline Research? - The Nature of the Field	Davis, G.B (2000)	NA	NA
2	2 March	Research resources for Information Systems Theory in IS Research (Gregor)	Gregor (2006)  Markus and Robey (1988)	Orlikowski and Iacono	NA
3	9 March	Alternative Approaches to IS Research (Galliers)	Galliers	Lapointe, L. & Rivard, S. "A Multilevel Model of Resistance to IT Implementation"	NA
4	16 March	No class – library study			

Week	Week commencing	IS Research Seminar	Reading	Discussion Article	Presentation
5	23 March	IS Success –	Delone & McLean.	Ko, Dong-Gil, Kirsch, L.J. & King, W.R. (2005) "Antecedents of Knowledge Transfer from Consultants to Clients in Enterprise System Implementation. <i>MIS Quarterly</i> , Vol. 29, No. 1, pp 59-85	Business Intelligence
6	30 March	IT Diffusion of Innovation Research The Technology Acceptance Model	Fichman	Delone, W. & McLean, E. Measuring (2004) e-Commerce Success: Applying the DeLone and McLean IS Success Model. <i>International Journal of Electronic Commerce</i>	Web Services

<b>Week</b>	<b>Week commencing</b>	<b>IS Research Seminar</b>	<b>Reading</b>	<b>Discussion Article</b>	<b>Presentation</b>
7	6 April	Structuration Theory in IS Research	Orlikowski	Lamb & Kling (2003) Reconceptualising Users as Social Actors in Information Systems Research. <i>MIS Quarterly</i> , Vol. 27, No.2	XML & XBRML
	13 April	Semester Break			
8	20 April	Social Constructivist Approaches - Actor Network Theory in IS Research	Walsham	TBA	Open Source Software
9	27 April	Social Network Analysis in IS Research		Hanseth et al (2006) Reflexive Standardization: Side effects and Complexity in Standard Making. <i>MIS Quarterly</i> , Vol. 30	Enterprise Content Management
10	4 May	Action Research	Baskerville	TBA	IT Sourcing
11	11 May	No Class – Library Study			

Week	Week commencing	IS Research Seminar	Reading	Discussion Article	Presentation
12	18 May	Design Science Research	Gregor	Braa, Monterio & Sahay (2004) Networks of Action: Sustainable Health Information Systems Across developing Countries. <i>MIS Quarterly</i> , Vol. 28, No. 3.	
13	25 May	Review Meeting 2		TBA	

## Standard of Assessment

The Business School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia's grading system:

HD	(Higher distinction)	80-100%
D	(Distinction)	70-79%
CR	(Credit pass)	60-69%
P	(Pass)	50-59%
N+	(Fail)	45-49%
N	(Fail)	0-44%

The School awards marks leading to these grades by using the following general criteria which are presented here as a clear indication of the School's expectations. These general criteria may be supplemented by specific standards with regard to a particular assignment.

- HD The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well articulated analysis within the analytic framework presented in the unit. The student is able to draw widely from the academic literature and elsewhere but maintains relevance.
- D The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the unit and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.
- CR The student demonstrates an understanding of the analytic framework developed in the unit and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions. The student is able to draw upon an adequate range of references and other materials.
- P The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does not demonstrate the ability to apply the analytic framework which had been developed in the unit. Draws primarily upon unit materials for referencing.
- N+ The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic framework developed in the unit, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.
- N The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to unit framework and shows not effort to identify or address critical aspects of the topic.

The scaling of marks to ensure comparability between classes is an acceptable academic practice. The School and Board of Examiners have the right to scale marks where it is considered necessary to maintain consistency and fairness.

# TEACHING AND LEARNING RESPONSIBILITIES

## Charter of student rights and responsibilities

This Charter of Student Rights and Responsibilities upholds the fundamental rights of students who undertake their education at the University of Western Australia.

It recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University's role of awarding formal academic qualifications to students, the University must strive to instil in all students independent scholarly learning, critical judgement, academic integrity and ethical sensitivity.

Please refer to the guild website the full charter of student rights, located at <http://www.secretariat.uwa.edu.au/home/policies/charter>

## Student Guild contact details

The University of Western Australia Student Guild  
35 Stirling Highway  
Crawley WA 6009  
Phone: (+61 8) 6488 2295  
Facsimile: (+61 8) 6488 1041  
E-mail: [enquiries@guild.uwa.edu.au](mailto:enquiries@guild.uwa.edu.au)  
Website: <http://www.guild.uwa.edu.au>

## Ethical Scholarship, Academic Literacy and Academic Misconduct

**Ethical scholarship** is the pursuit of scholarly enquiry marked by honesty and integrity.

**Academic Literacy** is the capacity to undertake study and research, and to communicate findings and knowledge, in a manner appropriate to the particular disciplinary conventions and scholarly standards expected at university level.

**Academic misconduct** is any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment. **Students must not engage in academic misconduct.** Any such activity undermines an ethos of ethical scholarship. Academic misconduct includes, but is not limited to cheating, or attempting to cheat, through:

- Collusion
- Inappropriate collaboration
- Plagiarism
- Misrepresenting or fabricating data or results or other assessable work
- Inappropriate electronic data sourcing/collection
- Breaching rules specified for the conduct of examinations in a way that may compromise or defeat the purposes of assessment.

Penalties for academic misconduct vary according to seriousness of the case, and may include the requirement to do further work or repeat work; deduction of marks; the award of zero marks for the assessment; failure of one or more units; suspension from a course of study; exclusion from the University, non-conferral of a degree, diploma or other award to which the student would otherwise have been entitled. Refer to the Ethical Scholarship, Academic Literacy and Academic Misconduct located on the University's website at

[http://www.teachingandlearning.uwa.edu.au/tl4/for\\_uwa\\_staff/policies/student\\_related\\_policies/academic\\_conduct](http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/policies/student_related_policies/academic_conduct)

## Academic Conduct Essentials (ACE)

From Semester 1, 2008 all newly enrolled students are required to complete a short compulsory online unit called *Academic Conduct Essentials (ACE)* within the first 10 weeks of semester. ACE introduces students to essential knowledge regarding ethical scholarship, it helps prepare them for the expectations they will need to meet during their university career and it informs them of correct academic conduct.

ACE can be accessed via WebCT (<http://webct6.uwa.edu.au>). In order to pass the unit, the unit quiz must be completed with a mark of 80% or greater. To gain the required pass mark students may attempt the quiz as many times as they wish. Completion of the unit will be recorded as an Ungraded Pass (UP) on the student's academic record. Non-completion (NC) within the required timeframe will also be documented on formal academic records (ie, in either case the grade will appear on transcripts). More information on ACE is available at <http://ace.uwa.edu.au>

## Acknowledging sources of information

In the course of your individual and team work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All assignments that you submit **must** acknowledge all the different sources you have used. Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student's previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is **your** responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism. To mark words as a quotation the entire text that has been copied should be enclosed within the quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set it as a separate and indented paragraph. Each time that text is copied, the source must be acknowledged with a reference citation, including the page number.

If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advice of your lecturer.

The Faculty of Economics and Commerce has the following regulation on Plagiarism: "The Faculty will promote the highest levels of probity and honesty amongst students and will provide instruction on ethical conduct. By submitting assignments and other work for assessment, students acknowledge Faculty's duty to guard against plagiarism, including by electronic means such as Turnitin or Mydropbox. A lecturer may require students submitting written or electronic work to sign a Plagiarism Declaration Form indicating that the work is original."

## **Business IRIS (Introductory Research and Information Skills)**

Business IRIS is an online, self paced unit that provides an introduction to the skills needed to find and use information effectively and efficiently when studying in Business. Topics covered include how to locate and use library resources, the search process and search strategies, how and why to reference work, and evaluating online sources.

Business IRIS is a WebCT unit containing 8 modules, the final one being a self-test module. It is recommended that you work through the modules in the order they are presented and finish with the Test Yourself quiz and survey. Multiple attempts at the quiz are allowed.

Although the Business IRIS unit is not compulsory you are strongly encouraged to complete it as it will greatly help you in your studies. Students who have completed the Arts or Science IRIS will be familiar with much of the Business IRIS but are still most welcome to complete Business IRIS.

## **Appeals against academic assessment**

In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded. The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal. It is recommended that students contact the Guild Education Officers to aid them in the appeals process.

There is a 20 day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found at <http://www.secretariat.uwa.edu.au/home/policies/appeals>