THE UNIVERSITY OF
NEW SOUTH WALES

Australian School of Business
School of Information Systems, Technology and Management

INFS4886 AND INFS5986
RESEARCH TOPICS IN INFORMATION SYSTEMS 1

COURSE OUTLINE
SESSION 1, 2008

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1. COURSE STAFF

Lecturers:

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Consultation times will be announced on WebCT.

1.1 Communication with Staff

Outside the class sessions and consultations the preferred mode of communication between students and lecturers is via WebCT Vista message system. If a student has a question of wide interest, the answer will be provided so that all students can see it. All messages and announcements for students will be posted on WebCT Vista as well. In case of an urgent personal matter a student may send an email to lecturers or call by phone.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching Times and Locations

Lectures and seminars

Room: **ASB Building 205**
Time: **Thursday 17:00 - 20:00**

SISTM research seminars will be announced via email to all research students but will also be posted on WebCT.

2.2 Units of Credit

UOC value for the course is 6

2.3 Parallel Teaching in the Course

Two courses INFS 4886 for honours students and INFS 5986 for MPhil and PhD research students are taught in parallel however some tutorials, consultations and assessments are conducted separately. In addition MPhil and PhD students are requested to attend all research seminars in the SISTM.

2.4 Relationship of This Course to Other Course Offerings

Research Topics in IS 1 is a foundation course that introduces students to research problems, different approaches to researching these problems and conducting inquiries in the Information Systems discipline. As the first of the two research methods courses, Research Topics in IS 1 provides an overview of the IS field of study and different approaches and methodologies, together with examples of high quality research in IS. The course is essential for students' understanding of the nature and purpose of research as well as the development of students' ability to conduct research. Therefore INFS 4886 is a mandatory course for all honours students and INFS 5986 for all MPhil and PhD research students in the IS discipline offered by the School of Information Systems, Technology and Management. This course is also a prerequisite for the advanced course Research Topics 2 (INFS 4887 and INFS 5987) offered in Session 2. Research Topic 1 & 2 courses are designed to prepare students for independent research studies for their honours, MPhil or PhD thesis.

Research Topics in IS 1 course also provides students with concepts and skills that will be useful more generally in practice, in careers such as business systems consultants, systems analysts, IS designers and developers, IS project managers, etc.

3. COURSE AIMS AND LEARNING OUTCOMES

3.1 Course Aims

This course aims to:

- Improve understanding of the nature of research, the research process and the creation of knowledge in the IS discipline,
- Develop understanding of the different research approaches and traditions, and different research methodologies, methods and techniques applied in IS research
- Assist students in identifying interesting research topics and articulating the reasons for undertaking a research project
- Develop and apply fundamental research skills, including conducting literature reviews, designing a research project, collecting and analysing data and presenting research results
- Assist students in developing research writing skills.

3.2 Student Learning Outcomes

At the conclusion of the course you should be able to:

1. Understand the nature, types and characteristics of research in the IS discipline.
2. Critically review different perspectives and approaches to IS research and consider their strengths and weaknesses
3. Critically analyse and assess research papers
4. Conduct an information search and write a literature review
5. Formulate research problems and justify research questions.

6. Understand and apply various research approaches and methodologies.
7. Demonstrate an ability to apply different data collection and data analysis techniques.
8. Understand limitations of different research methods and data analysis techniques
9. Write up and present your research proposal.

3.3 Approach to Learning and Teaching

This course adopts the principles of adult education and student-centred learning. It is based on the assumption that (unlike information) knowledge cannot be 'transferred' from one head to another but instead needs to be co-created and experienced in a social context. This has implications for teaching strategies and assessment (discussed below) as well as for students' role, responsibilities and expected contribution to knowledge creation.

First, lecturers are responsible for setting up a learning environment that is stimulating and interesting, and that encourages collaboration, knowledge sharing and co-creation by all participants. Learning environment can be seen as both a physical and virtual space where learning and teaching activities take place. Ideally we would aim to develop an atmosphere of cooperation and a spirit of learning, inquiring and innovating in all our activities, underpinned by a sense of responsibility for our individual and collective learning (including lecturers' learning).

Second, students as active participants, are expected to take responsibility for their own individual and collective learning. While this course is designed to foster students' active participation and contribution to knowledge co-creation, this will not happen unless students take seriously their roles and responsibilities. As active contributors students are expected to be prepared for each class and take active role in workshops, discussions and other learning activities. The academic staff will be available to provide guidance with readings, understanding and of course assignments.

A class will typically involve a lecture or seminar — presenting a new topic and related readings - followed by groupwork, discussions, workshop, or student presentations. Discussions and groupwork will be conducted in class, face-to-face but also via electronic media. Students will be encouraged to use WebCT as well as a Wiki setup for this course to share their ideas, to collectively write a group assignment and to discuss anything of interest to their study. A student may be asked to present or discuss pre-specified reading material in the class. These activities will be assessed.

3.4 Teaching Strategies

The course involves lectures, workshops, presentations, discussions, mid-term exam, and individual and group learning activities and assignments. Each class will have a topic, specific tasks and reading material which will be made available via WebCT. A lecture will cover a particular topic, a major work of literature on a topic, and appropriate examples. A lecture may be followed by a discussion, group work or completion of some individual tasks. Instead of a lecture some topics will be examined in a workshop consisting of short presentations and an in-class study through which students will apply ideas and methods previously taught and thereby gain practical experience.

Assignments are designed to enable students to undertake individual and group learning guided by the lecturers. Students will also present their own work – their assignment #2 – in the final week. Mid-term exam will cover topics and material discussed in the first 7 weeks. Through assignments and the exam student will demonstrate achievement of learning objectives.

4. CONTINUAL COURSE EVALUATION AND IMPROVEMENT

The course design presented in this outline is a result of extensive experience and feedback from both honours and postgraduate research students. Generations of students enjoyed this course and assessed its quality and usefulness very highly. However, every generation suggested additional ways in which it can be better, more exciting and more effective. We take suggestions on board and innovate the course every year. This year we continue with workshops which students found particularly exciting. We also changed some assessment items.

Your feedback at the end of this course will be invaluable in assessing our current course design and introducing further improvements in the future. UNSW's Course and Teaching Evaluation and Improvement (CATEI) process is an important way in which student evaluative feedback is gathered systematically from all courses. We will also add some more specific forms of evaluation, including informal feedback, at the end of semester. Given our approach to teaching and learning and the role of students in these processes, we see students' evaluation as an integral part of teaching and learning.

5. LEARNING ASSESSMENT

5.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50; and
- attend at least 80% of all scheduled classes.
- attain a satisfactory performance in each component of the course (see below). A mark of 45 percent or higher is normally regarded as satisfactory.

5.2 Assessment Details

There are 4 assessment elements in this course:

Course Component	Assessment elements	%	Learning outcomes assessed	Week due	Criteria for assigning marks
Individual preparation for classes	"Preparation for class" sheet submitted in class; discussions in the class	10	1, 2, 3, 4, 5, 6	As of week 2	Evidence of preparation including reading specified materials, notes from readings, written questions and discussion in the class as well as on-line;
Research paper review (individual assignment)	Assignment #1	10	1, 2, 3	Week 5	Ability to understand research questions, approaches, methods, outcomes and contributions; critical thinking
Mid-term exam	2 hour exam	40	1, 2, 3, 6, 8	Week 8 (outside class time)	Level of understanding of concepts, approaches, methodologies, research contribution etc.
Research project proposal * INFS 4886 group assignment * INFS 5986 individual assignment	Assignment #2	40	4, 5, 6, 7, 8, 9	Week 12	Demonstrated capacity to design a research project; ability to justify and apply research methods and techniques; quality of the research project presentation; a component of this mark may be peer-assessed.

See the WebCT site (www.elearning.unsw.edu.au) for details of "Preparation for class" sheet and the assignments (including submissions details and dates).

Individual preparation for classes is essential for the success in this course and will be monitored every week. Students will fill in a "Preparation for class" sheet for every week and will submit these sheets in class. Students may record what they read, notes on the readings, write questions and discussion points in preparation for the class. This will greatly enhance students' understanding of the material covered and will also enable them to participate competently in class discussions.

For Assignment #1 students will select and review a research paper from a high quality IS journal to be discussed in the first class. A student needs to nominate two

or more papers for review and discuss the appropriate selection with lecturers in class. The paper for review needs to be approved by the lecturer. By reading, analysing and critically assessing a good quality research paper, students will improve their understanding of research, arguments for selecting a research approach and application of research method(s). The detailed specification of Assignment #1 including an assessment sheet will be provided via WebCT.

Mid-term exam will be based on the reading materials specified for classes and lectures/workshops during the 1-7 week period. This exam will ensure that students have read and understood the reading material and were able to use concepts and knowledge acquired in analysing particular research problems and relevant texts.

Assignment #2 is a research project proposal, which is a group activity for honours students (INFS 4886) and an individual activity for MPhil and PhD students (INFS 5986). Students will be able to demonstrate their ability to conduct literature review, formulate research questions, argue for a particular research approach and methods/techniques of data collection and analysis. Students will also present their proposals in the class. Assessment will be based on a written proposal as well as presentation. The detailed specification for Assignment #2 including an assessment sheet will be provided via WebCT.

5.3 Late Submission

Late submission of assignments will incur a penalty of 10 percent (per day) of the maximum assessment mark, which is our School's standard policy. An extension in the time of submission will only be granted under exceptional circumstances by the lecturer-in-charge. In all cases, documented evidence must be provided.

5.4 Special Consideration and Supplementary Examinations

In the ASB, requests for special consideration are determined by a Faculty wide panel which will advise the Lecturer in Charge of appropriate action.

If the Faculty panel grants a special consideration request, this may entitle the student to sit a supplementary examination. In such cases the following procedures will apply:

- Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. Actual date will be advised by mid-semester.

- Where a student is granted a supplementary examination as a result of a request for special consideration, the student's original exam (if completed) will not be marked and only the mark achieved in the supplementary examination will count towards the final grade.

Further information concerning supplementary examinations is available on the 'Policies and Guidelines for Current Students' page of the ASB website: www.business.unsw.edu.au/currentstudents.

6. Academic Honesty and Plagiarism

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html

Plagiarism is the presentation of the thoughts or work of another as one's own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne.

7. STUDENT RESPONSIBILITIES AND CONDUCT

All students are expected to adhere to university policies in relation to class attendance and general conduct and behaviour. In addition, students are expected to understand their obligations in relation to workload and keeping informed. Information and policies on these topics can be found at: www.my.unsw.edu.au .

7.1 Workload

It is expected that you will spend at least **ten hours** per week studying this course. This time should be made up of reading, research, preparing for classes, working on problems and assignments, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

7.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

7.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: www.my.unsw.edu.au

7.4 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course WebCT site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

8. STUDENT RESOURCES

8.1 Course Resources

Prescribed text:

Neuman, W.L. (2006) Social Research Methods—Qualitative and Quantitative Approaches, 6th ed., Allyn and Bacon, Boston.

Recommended readings:

Baroudi, J. and Orlikowski, W. (1989) The Problem of Statistical Power in MIS Research, *MISQ*, Vol. 13, No. 1, pp. 87-106.

Baskerville, R.L. (1999) Investigating Information Systems with Action Research, *CAIS*, Vol. 2, Article 19.

Baskerville, R. and Wood-Harper, A. (1996) A Critical Perspective on Action Research as a Method for Information Systems Research, *Journal of Information Technology*, Vol. 11, No. 3, pp. 235-246.

Benbasat, I., Goldstein, D. and Mead, M. (1987) The Case Research Strategy in Studies of Information Systems, *MISQ*, Vol. 11, No. 3, pp. 369-386.

Bunker, D. and MacGregor, R. (2002) The Context of Information Technology and Electronic Commerce Adoption in Small/Medium Enterprises: A Global Perspective, *AMCIS*, Dallas, pp. 1685-1684.

Burns R.B. (2000) *Introduction to Research Methods*, 4th ed., Longman.

Burnstein, F. and Gregor, S. (1999) The Systems Development or Engineering Approach to Research in Information Systems: An Action Research Perspective, *Proceedings of the 10th Australasian Conference on Information Systems*, Victoria University of Wellington, New Zealand, pp. 122-33.

Cavaye, A. (1996) Case Study Research: A multi-faceted Research Approach For IS, *Information Systems Journal*, Vol. 6, No.3, pp. 227-242.

Cecez-Kecmanovic, D. (2004) A Sensemaking Model of Knowledge in Organisations: A Way of Understanding Knowledge Management and the Role of Technology, *Journal of Knowledge Management Theory and Practice*, Vol 2, pp. 155-168.

Cecez-Kecmanovic, D. (2005) "Basic Assumptions of the Critical Research Perspectives in Information Systems", Chapter 2 in D. Howcroft and E. Trauth (Eds.), *Handbook of Information Systems Research: Critical Perspectives on Information Systems Design, Implementation and Use*, Edward Elgar Publishing, Cheltenham, UK, pp. 19-46.

Cecez-Kecmanovic, D., Klein, H. and Brooke, C. (2008) "Exploring the Critical Agenda in Information Systems Research", *Information Systems Journal*, Vol. 18, No. 2, pp. 123-135.

Cecez-Kecmanovic, D., Moodie, D., Busuttil, A. and Plesman, F., (1999) "Organisational Change Mediated by E-mail and Intranet – An Ethnographic Study", Information Technology and People, Vol. 12, No. 1, pp. 9-26.

Chevalier, A. and Ivory, M.Y. (2003) Web Site Designs: Influences of Designer's Expertise and Design Constraints, *International Journal of Human-Computer Studies*, Vol 58, pp. 57-87.

Chin, W. and Todd, P. (1995) On the Use, Usefulness, and Ease of Use of Structural Equation Modelling in MIS Research: A Note of Caution, *MISQ*, Vol. 19, No. 2, pp. 237-246.

Crotty, M. (1998) *The Foundations of Social Research: Meaning and Perspective in the Research Process*, Allen & Unwin.

D'Ambra, J. and Rice, R.E. (2001) Emerging Factors in User Evaluation of the World Wide Web, *Information & Management*, Vol. 38, pp. 373-384.

Darke, P., Shanks, G. & Broadbent, M. (1998) Successfully Completing Case Study Research: Combining Rigour, Relevance and Pragmatism, *Information Systems Journal*, Vol. 8, pp. 273-289.

Denzin, N.K. and Lincoln, Y. S. (2000) *Handbook of Qualitative Research*, 2nd Ed., Sage Publications, Thousand Oaks.

Gefen, D., Straub, D. and Boudreau, M. (2000) Structural Equation Modelling and Regression: Guidelines for Research Practice, Communications of the AIS, Vol. 4, article 7, pp. 1-77.

Glaser, B. (1992) *Basics of Grounded Theory Analysis*, Sociology Press, Mill Valley, CA.

Gregor, S., Bunker, B., Cecez-Kecmanovic, D., Metcalfe, M., and Underwood, J. (2007) "Australian Eclecticism and Theorizing in Information Systems Research", *Scandinavian Journal of Information Systems*, Vol 19, No. 1, pp. 11-37.

Guba, E.G. and Lincoln, Y.S. (2000) Competing Paradigms in Qualitative Research, in N.K. Denzin, and Y.S. Lincoln, *Handbook of Qualitative Research*, 2nd ed., pp. 163-188, Sage Publications, Thousand Oaks.

Goodhue, D. and Thompson, R. (1995) Task-Technology Fit and Individual Performance, *MIS Quarterly*, Vol. 19, No. 2, pp. 213-236.

Hirschheim, R. and Klein, H.K. (1989) Four Paradigms of Information Systems Development, *Communications of the ACM*, Vol. 32, No. 10, pp. 1199-1216.

Howcroft, D. and Trauth, E.M. (2005) Handbook of Critical Information Systems Research: Theory and Application, Edward Elgar, Cheltenham, UK.

Hoyle, R.H., Harris, M.J. and Judd, C.M. (2002) *Research Methods in Social Research*, Wadsworth, Thomson Learning.

Janson, M. and Cecez-Kecmanovic, D. (2005) "Making Sense of eCommerce as Social Action", Information Technology & People, Vol. 18, No. 4, pp. 311-342. (Emerald Literati Club award for the best paper in volume 18)

Janson, M., Cecez-Kecmanovic, D. and Zupancic, J. (2007) "Prospering in a Transition Economy through IT-Supported Organizational Learning", Information Systems Journal, Vol. 17, pp. 3-36.

Jarvenpaa, S. (1988) The Importance of Laboratory Experimentation in Information Systems Research, (Technical correspondence) *Communications of the ACM*, Vol. 31, No. 12, pp. 1502-1504.

Jarvenpaa, S., Dickson, G. and DeSanctis, G. (1985) Methodological Issues in Experimental IS Research: Experiences and Recommendations, *MISQ*, Vol. 9, No. 2, pp. 141-156.

Klein, H.K. (1999) "Knowledge and Methods in IS research: From Beginnings to the Future", in O. Ngwenyama, L.Introna, M.D. Myers, and J.I. DeGross, (Eds.), *New Information Technologies in Organizational Processes—Field*

studies and theoretical reflections on the future of work, IFIP, Kluwer Academic Publishers, Boston, pp.13-25.

Klein, H.K. and Myers, M.D. (1999) A Set of Principles for Conducting and Evaluating Interpretive Field Studies in Information Systems, *MISQ,* Vol. 23, No. 1, pp. 67-93.

Kuhn, T.S. (1970) *The Structure of Scientific Revolutions*, (Rev. ed.), University of Chicago Press, Chicago.

Lee, A.S. (1991) Integrating Positivist and Interpretive Approaches to Organizational Research, *Organization Science*, Vol. 2, No. 4, pp. 342-365.

Lee, A.S and Baskerville, R.L. (2003) "Generalizing Generalizability in Information Systems Research", *ISR*, Vol. 14, No. 3, pp. 221-243.

Lee, A.S., Liebenau, J. and DeGross, J.I. (Eds.) (1997) *Information Systems and Qualitative Research*, IFIP, Chapman & Hall, London.

Lee, B., Barua, A. and Whinston, A. (1997) Discovery and Representation of Causal Relationships in MIS Research: A Methodological Framework, *MISQ*, Vol. 21. No. 1. pp. 109-136.

Lincoln, Y. (1995) Emerging Criteria for Quality in Qualitative and Evaluative Research. *Qualitative Inquiry*, Vol. 1, No. 3, pp. 275-289.

Lyytinen, K. (1999) Empirical Research in Information Systems: On the Relevance of Practice in Thinking of IS Research, *MISQ*, Vol. 23, No. 1, pp. 25-28.

March, S.T. and Smith, G.F. (1995) Design and Natural Science Research on Information Technology, *Decision Support Systems*, Vol. 15, pp. 251-266.

Markus, M.L., Majchrzak, A. and Gasser, L. (2002) A Design Theory for Systems that Support Emergent Knowledge Processes, *MISQ*, Vol. 26, No. 3, pp. 179-212.

McKay, J. and Marshall, P. (2001) The Dual Imperatives of Action Research, *Information Technology & People*, Vol. 14, No. 1, pp. 46-59.

McKay, J. and Marshall, P. (2005) A Review of Deign Science in Information Systems, *Australasian Conference on Information Systems, ACIS*, Sydney.

Miles, M.B. and Huberman, A.M. (1984) *Qualitative Data Analysis: A Sourcebook of New Methods*, Sage Publications, Newbury Park, CA.

Mingers, J. (2001) Combining IS Research Methods: Towards a Pluralist Methodology, *ISR*, Vol. 12, No. 3, pp. 240-259.

Mingers, J. and Brocklesby, J. (1997) Multimethodology: Towards a Framework for Mixing Methodologies, *Omega*, Vol. 25, No. 5, pp. 489-509.

Mingers, J. and Willcocks, L. (2004) *Social Theory and Philosophy for Information Systems*, John Wiley & Sons.

Myers, M.D. *Qualitative Research in Information Systems*, http://www.qual.auckland.ac.nz/

Myers, M.D. (1999) Investigating Information Systems with Ethnographic Research, *CAIS*, Vol. 2, Article 23.

Myers, M.D. and Avison, D. (2002) *Qualitative Research in Information Systems – A Reader*, SAGE Publications, London, UK.

Ngwenyama, O.K. and Lee, A.S. (1997) Communication Richness in Electronic Mail: Critical Social Theory and the Contextuality of Meaning, *MISQ*, Vol. 21, No. 2, pp. 145-167.

Nunamaker, J.F. Chen, M. and Purdin, T. (1990) Systems Development in Information Systems Research, *Journal of Management Information Systems*, Vol. 7, No. 3, pp.89-106.

Olesen, K. and Myers, M.D. (1999) Trying to Improve Communication and Collaboration with Information Technology – An Action Research Project which Failed, *Information Technology & People*, Vol. 12, No 4, pp. 317-332.

Orlikowski, W. (1993) CASE Tools as Organizational Change: Investigating Incremental and Radical Changes in Systems Development, *MISQ*, Vol. 17, No. 3. pp. 309-340.

Orlikowski, W. and Baroudi, J. (1991) Studying Information Technology in Organizations: Research Approaches and Assumptions, *ISR*, Vol. 2. No. 1, pp. 1-28.

Orlikowski, W. and Iacono, S. (2001) Desperately Seeking 'IT' in IT Research: A Call to Theorizing the IT Artefact, *ISR*, 12, 2, pp. 121-124.

Pinsonneault, A. and Kraemer, K. (1993) Survey Research Methodology in Management Information Systems: An Assessment, *Journal of Management Information Systems*, Vol. 10, No. 2, pp. 75-105.

Rondeau, P.J., Vonderembse, M.A. and Ragu-Nathan, T.S. (2002) Investigating the Level of End-User Development and Involvement Among Time-Based Competitors, Decision Sciences, Vol. 33, No. 1, pp. 149-160.

Sarker, S. and Lee, A.S. (2002) Using a Positivist Case Research Methodology to Test Three Competing Theories-in-Use of Business Process Redesign, *JAIS*, Vol 2, No 7.

Sethi, V. and King, W. (1991) Construct Measurement in Information Systems Research: An Illustration in Strategic Systems, *Decision Sciences*, Vol. 22, No. 3, pp. 455-464.

Smith, H.J. and Hasnas, J. (1999) Ethics and IS: The Corporate Domain, *MISQ*, Vol. 23, No. 1, pp. 109-127.

Straub, D. (1989) Validating Instruments in MIS Research, *MISQ*, Vol. 13, No. 2, pp. 147-169.

Straub D., Soon, A. and Evaristo, R. (1994) Normative Standards for IS Research, *Data Base,* Vol. 25, No. 1, pp. 21-34.

Schwandt, T. (2000) Three Epistemological Stances for Qualitative Inquiry, in N.K. Denzin, and Y.S. Lincoln, *Handbook of Qualitative Research*, 2nd ed., pp. 189-213, Sage Publications, Thousand Oaks.

Trauth, E. (Ed.) (2001) *Qualitative Research in Information Systems: Issues and Trends*, Idea Group Publishing, Hershey.

Trauth, E. and Jessup, L. (2000) Understanding Computer-mediated discussions: Positivist and Interpretive Analysis of Group Support System Use, *MISQ*, Vol. 24, No. 2, pp. 43-79.

Vaughan, D. (1992) Theory Elaboration: the Heuristics of Case Analysis, in C. Ragin, & H. Becker, (Eds.), *What is A Case: Exploring the Foundations of Social Inquiry*, Cambridge, MA: Cambridge University Press.

Walsham, G. (1993) *Interpreting Information Systems in Organisations*, John Wiley & Sons, Chicester.

Walsham, G. (1995) The Emergence of Interpretivism in IS Research, *ISR*, Vol. 6, No. 4, pp. 376-394.

Walsham, G. (2002) Cross-Cultural Software Production and Use: A Structurational Analysis, *MISQ*, Vol. 26, No. 4, pp. 359-380.

Weber, R. (1987) Toward a Theory of Artefacts: A Paradigmatic Base for Information Systems Research, *Journal of Information Systems*, Spring, pp. 3-19.

Webster, J. and Watson, R.T. (2002) Analysing the Past to Prepare for the Future: Writing a Literature Review, *MISQ*, Vol. 26, No. 2, pp. xiii-xxiii.

Weick, K. (1984) Theoretical Assumptions and Research Methodology Selection, in F.W. MacFarlan (Ed.) *The Information Systems Research Challenge*, pp. 111-132, Harvard Business School Press, Cambridge, MA.

Yoo, Y. and Alavi, M. (2001) Media and Group Cohesion: Relative Influences on Social Presence, Task Participation, and Group Consensus, *MISQ*, Vol. 25, No. 3, pp. 371-390.

Zikmund, W.G. (2003) *Business Research Methods*, 7th ed., Thomson, South-Western.

Additional materials are provided via WebCT.

Recommended Internet sites:

http://www.isworld.org
http://owl.english.purdue.edu/handouts/research/r_apa.html

8.2 Other Resources, Support and Information

The University and the ASB provide a wide range of support services for students, including:

Learning and Study Support:

- ASB Education Development Unit

The Education Development Unit (EDU) provides learning support and assistance to all students in the ASB, to enable them to enhance the quality of their learning. The EDU services are free, and tailored to meet the academic needs of students in the Australian School of Business.

The role of the EDU is to provide

- A range of support initiatives for students from the Australian School of Business in relation to their transition to university;
- Learning skills development, resources and activities for Business students
- Academic writing and skills workshops throughout the session;
- Printed and online study skills resources, such as referencing guides, report writing and exam preparation;
- A drop-in EDU Office containing books and resources that can be borrowed;
- A limited consultation service for students with individual or small group learning needs.

The EDU website contains information, online resources and useful links as well as providing information and dates for workshops. More information about the EDU services including resources, workshop details and registration, and consultation request forms are available from the EDU Office.

EDU Contact Details

Location	Room GO7, Ground Floor, West Wing, Australian School of Business Building
Telephone:	02 9385 5584
Email:	Edu@unsw.edu.au
Website	www.business.unsw.edu.au/edu

UNSW Learning Centre (http://www.lc.unsw.edu.au)
In addition to the EDU services, the UNSW Learning Centre provides academic skills support services for all UNSW students. The Learning Centre is located on Level 2 of the Library and can be contacted by phone: 9385 3890 or through their website.

Technical support:

For any technical support issues (difficulty logging in to websites, problems downloading documents, etc) you can contact the UNSW IT Service Desk at: (02) 9385 1333 ; Email: servicedesk@unsw.edu.au

Counselling support - http://www.counselling.unsw.edu.au
Students experiencing problems of a personal or academic nature are encouraged to contact the Counselling Service at UNSW. This consultation service is free and confidential and run by professional counsellors. The Counselling Service also conducts workshops on topics such as 'Coping With Stress' and 'Procrastination'. The Counselling Service is located on Level 2, Quadrangle East Wing, and can be contacted on 9385 5418.

Library training and support services - http://info.library.unsw.edu.au

Disability Support Services – Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator or the Equity Officer (http://www.studentequity.unsw.edu.au/disabil.html). Early notification is essential to enable any necessary adjustments to be made.

In addition, it is important that all students are familiar with University policies and procedures in relation to such issues as:

- **Examination procedures** and advice concerning illness or misadventure https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html

- **Occupational Health and Safety** policies and student responsibilities; **https://my.unsw.edu.au/student/atoz/OccupationalHealth.html**

9. COURSE SCHEDULE

Course schedule is available on WebCT and will be updated regularly. A copy will be provided in the first class.