

Important Information

11/15/04

- Meets: Monday, 10:00-12:30pm, in Information Technology & Engineering (ITE), #239
- Professor: Dr. Wayne Lutters
 Office: ITE, #433
 E-mail: lutters@umbc.edu
 Phone: (410) 455-3941
 Office Hours: Mon 1:30-2:30, Mon & Wed, 5:15-6:00pm; online, and by appointment.
- Website: <http://blackboard.umbc.edu/>
- Texts: 1.) Strauss, Anselm L. and Corbin, Juliet. (1998). *Basics of Qualitative Research: Grounded Theory Procedures and Techniques* (second edition), Newbury Park, CA: Sage Publications.
 2.) Orr, Julian E. (1996). *Talking About Machines: an Ethnography of a Modern Job*, Ithaca, NY: Cornell University Press.
- Supplement: Additional required readings will be available in class, online, or on reserve at the AOK library. Helpful reference texts have also been placed on reserve.

Course Policies

OFFICE HOURS

Students are encouraged to take advantage of office hours, especially to discuss their research projects. While Monday afternoons are scheduled for this course, I am available many times of the week besides those posted. Stop by any time the door is open or request an appointment via e-mail to ensure that I will be available.

Students are welcome to raise any issues dealing with the course or their studies, however, as a policy I do not reiterate material from classes which you have missed. It is best to download any lecture slides and check with your fellow classmates to cover absences.

CLASSROOM CONDUCT

Regular attendance is expected, but not required. Do note, however, that active participation in class discussion is a sizeable portion of your 805 experience and final course grade. If arriving late to class, please be courteous to your fellow students and instructor. Disruptive behavior cannot be tolerated. This also includes cell phones and pagers, which must be turned off for the duration of the class.

ACADEMIC CONDUCT

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty and integrity. Acts of academic misconduct, as defined below, will result in disciplinary action that may include failure of the course, suspension, or dismissal. (Please consult the UMBC Student Handbook for the full policy.)

• **Cheating:** Knowingly using or attempting to use unauthorized material, information, or study aids in any academic exercise.

• **Fabrication:** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

• **Facilitation:** Knowingly helping or attempting to help another commit an act of academic dishonesty.

• **Plagiarism:** Knowingly representing the words or ideas of another as one's own in any academic exercise, including works of art and computer-generated information/images.

Course Objectives

- Appreciate the relationship of the fundamental philosophical stances in IS research.
- Be able to critically evaluate qualitative research.
- Thoughtfully design a field-based inquiry.
- Gain mastery of core field-based data collection and analysis techniques.
- Internalize this material through a personally relevant, semester-long, pilot research project.

Course Assignments

WEEKLY ARTICLE REVIEW

Each week the class will read, critique, and discuss a field-based research article from the contemporary IS literature. Each student will prepare and lead one of these discussions. This includes the following activities:

Presenter:

- 1.) Select an appropriate field-based IS research article of personal interest.
- 2.) Clear it with the instructor at least two weeks in advance. Article must be approved.
- 3.) Distribute the article to the class at least one week in advance.
- 4.) Read and critique the article.
- 5.) Lead in-class discussion of the article (~30 min).
- 6.) Post summary of this discussion on Blackboard.
- 7.) Promote online discussion of this article throughout the semester.

All students:

- 1.) Read and critique the article.
- 2.) Engage in active class discussion.
- 3.) Continue to discuss the paper throughout the semester via Blackboard.

COURSE PROJECT

Learn by doing. In order to concretize the abstract material from this course, each student will undertake a personally relevant research project. The topic is to be selected in consultation with the instructor and scoped appropriately for the course (likely a pilot or proof-of-concept study). The evaluative emphasis is on the experience more than the outcome of the research project. While it may not yield presentable results in a semester's time, it should provide ample opportunity to be meaningfully engaged in both data collection and analysis activities. The course content is frontloaded to accommodate the project schedule.

PROJECT PRESENTATIONS

During 11/15-12/6, you will present your course project as a "work in progress" for peer review and discussion.

PROJECT PAPER

A final term paper will summarize the course project, including: research questions, study design and rationale, analysis, preliminary findings, retrospective reflection, and expectations for continued research. Due 12/20.

TAKE-HOME EXAM

There will be a week-long, take-home essay exam due 11/8. This exam will integrate content covered to date and will evaluate your critical reasoning with regard to field-based IS research.

CLASS PARTICIPATION

Every student is expected to have completed all assigned readings (text, supplemental reading, review article) prior to class and to actively participate in class discussion. Contributions will be noted and mid-semester feedback will be provided. There will also be a series of in-class exercises for which all should actively contribute. (These activities will be included in your participation grade.)

Grading Policies

GRADING STANDARDS

The University's Graduate Catalog states that grades of "A", "B", and "C" are passing and grades of "D" and "F" indicate failure. There is specifically no mention of any numerical scores associated with these letter grades. Consequently, there are no pre-defined numerical boundaries that determine final letter grades. These boundaries can only be defined at the end of the semester after all scores have been earned. At that point, boundaries for final letter grades can be defined such that they conform to the University's and IS's official guidelines. This means that it is not appropriate to assume that a given numerical score corresponds to a particular letter grade. It is also important to understand that final letter grades reflect academic achievement and not effort.

GRADING DETAILS

Your course grade will depend largely upon your course project, including both the presentation and final paper. Other activities include your article review session, exam, in-class exercises and active class participation.

There are 100 possible points to be earned in the course, with approximate percentage breakdowns as follows: (specific point values for each assignment will be announced and listed in the Blackboard grade book.)

Assignment	%
• Project	
- Presentation	10
- Paper	30
• Article review	10
• Exam	25
• Class participation/exercises	25

LATE WORK

Assignments are due at the beginning of class or as indicated. Late assignments will not be accepted.

OIT instructions for registering for the IS 805 Blackboard 6 course website:

- 1.) Go to <http://blackboard.umbc.edu>
- 2.) When you press the "login" button, you will receive a UMBC "WebAuth" login prompt. Simply use your usual UMBC "kerberos" userid & password. You will then be redirected to your course or to the MyBlackboard screen that lists your available courses.
- 3.) If you have not enrolled in the online course before, click on the "course" button. Then click on "Browse Course Catalog".
- 4.) Type in a keyword for your course in the text box. For example, if you are taking an English course, type in ENGL. Click on "Go".
- 5.) Find your course site and click on the "Enroll" button on the far right side of the window. Click on "Submit", and "OK", when prompted to do so.

Tentative Schedule

Following is a very tentative schedule of lecture topics, readings, research panel topics and assignment due dates. The instructor reserves the right to adjust this schedule for any reason, given fair advanced notice both in class and on the Blackboard announcements page. In addition, the most current schedule will always be available under "Course Information." Please check Blackboard frequently to ensure that your information is up-to-date.

	Date	Topic	Reading	Activity	Article Review	Assignment Due
Theory	9/6	No class (<i>Labor Day</i>)				
	9/13	Course introduction, philosophical foundations	Orlikowski & Baroudi Weber Strauss, CH 1			Blackboard bio
	9/20	Philosophical foundations Research design	Strauss, CH 2-4, 17 Lee	Reviewing	[W.Lutters] Markus, M. Lynne. (1983). Power, Politics, and MIS Implementation. <i>Communications of the ACM</i> (26:6), 430-444.	ICIS panel review
	9/27	Case studies, ethnography, ethnomethodology	Supplemental readings	Ethics debate	[D.Gurzick] Nardi, B.A., D.J. Schiano, M. Gumbrecht. (2004) "Blogging as Social Activity, or, Would You Let 900 Million People Read Your Diary?" Proc. of CSCW, ACM Press. [in press, appear 11/04]	IRB certification
Method	<i>Data</i>	10/4	Observation (<i>Fieldnotes</i>)	Strauss, CH 5 Supplemental readings	Naturalistic observation field exercises	Project topic
		10/11	Interviewing (<i>Open, Structured, Semi-Structured, Contextual</i>)	Strauss CH 6 Supplemental readings	Interview role play exercises	[T.Gal] Xiao, Y, F.J. Seagull, C.F. Mackenzie & K. Klein. (2004). Adaptive leadership in trauma resuscitation teams: a grounded theory approach to video analysis. <i>Cognition, Technology & Work</i> , 6, 158-164. & Xiao, Y & C.F. Mackenzie. (2004). Introduction to the special issues on video-based research in high risk settings: methodology and experience. <i>Cognition, Technology & Work</i> , 6, 127-130.
	<i>Data Analysis</i>	10/18	Focus groups, field experimentation	Supplemental readings	Mock focus group session	[S.Mukherjee] . Gotel, O. & Finkelstein, A. (1994). "An Analysis of the Requirements Traceability Problem," Proc. of International Conference on Requirements Engineering, 94-102.

	10/25	Survey design & use, Qual sampling techniques	Supplemental readings	Sampling exercises	[S.Mitchell] Gittins, R., Hope, S., Williams, I., "Qualitative Studies of XP in a Medium Sized Business," <i>XP 2001</i> , pp. 122-126. & Karlstrom, Daniel, "Introducing Extreme Programming -- An Experience Report," <i>XP 2002</i> , pp. 24-29.	Project plan
	11/1	Coding & Analysis I (<i>Grounded Theory, Content & Protocol</i>)	Strauss, CH 7-10	Coding exercises	[S.Russell] Lacity, MC & Janson, MA (1994). "Understanding Qualitative Data: A Framework of Text Analysis Methods" <i>Journal of Management Information Systems</i> (11:2), 137-155.	Survey critique Project consent forms
Practice	11/8	Research Roundtable: <i>Dr. Steve Holden</i> & <i>Dr. Carolyn Seaman</i>	Selected research articles: [IEEE'03,IJPA'04] & [TSE'98,TSE'99,ICSM'02]			Take home exam
	11/15	Research Roundtable: <i>Dr. Anita Komlodi</i> Cross cultural study design	Selected research articles: [IRMA'04,DunkerJCDL02]		[T.Terry] Padayachee, K. (2002). "An Interpretive Study of Software Risk Management Perspectives," <i>Proc. of the Annual Conference of the South African Institute of Computer Scientists & Information Technologists</i> , 118-127.	
	11/22	Coding & Analysis II (<i>Advanced, software support</i>)	Strauss, CH 11, 12, 13	Demo: nVivo Present: <i>Gurzick, Mitchell</i>	[K.Khoo] Selwyn, Neil. (2004). "The Information Aged: A Qualitative Study of Older Adults' Use of Information and Communications Technology," <i>Journal of Aging Studies</i> , 18, 369-384.	Presentations
	11/29	"Talking About Machines: An Ethnography of a Modern Job"	Orr 1-161	Book discussion Present: <i>Khoo, Mukherjee, Terry, Russell</i>		Presentations
	12/6	Research Roundtable: <i>Dr. Wayne Lutters</i>	Selected research articles: [CSCW'02,ITP'03,CHI'04]	Present: <i>Gal, Heckle</i>	[R.Heckle] .	Presentations
	12/13	Writing & reviewing qualitative research S/W tools for research	Strauss, CH 14-15 Supplemental readings	Understanding the peer review system		
	12/20	No final exam				Project paper due

Additional Readings Referenced in Class

Dillman, Donald A. (2000). *Mail and Internet Surveys: The Tailored Design Method* (2nd ed.), New York: John Wiley & Sons.

Krueger, Richard A. and Mary Anne Casey. (2000). *Focus Groups* (3rd ed.), Thousand Oaks, CA: Sage Publications.

Fetterman, David M. (1998). *Ethnography* (2nd ed.), Thousand Oaks, CA: Sage Publications.

- Lee, Alan S. (1995). Reviewing a Manuscript for Publication. *Journal of Operations Management* (13:1), 87-92.
- Lofland, John and Lyn H. Lofland. (1995). *Analyzing Social Settings: a Guide to Qualitative Observation and Analysis* (3rd ed.), Belmont, CA: Wadsworth Publishers
- Morgan, David L. (1997). *Focus Groups as Qualitative Research*. Newbury Park, CA: Sage Publications.
- Orlikowski, Wanda J. and Jack J. Baroudi. (1991). Studying Information Technology in Organizations: Research Approaches and Assumptions. *Information Systems Research* (2:1), 1-28.
- Patton, Michael Q. (2002). *Qualitative Research and Evaluation Methods* (third edition), Thousand Oaks, CA: Sage Publications.
- Warwick, Donald P. and Charles A. Lininger. (1975). *The Sample Survey: Theory and Practice*. New York: McGraw-Hill.
- Weber, (2004). The Rhetoric of Positivism Versus Interpretivism: A Personal View. *MIS Quarterly* (28:1), iii-xii.