

Important Information

11/19/05

- Meets: Thursday, 1:00-3:30pm, in Information Technology & Engineering (ITE), #406
- Professor: Dr. Wayne Lutters
Office: ITE, #433
E-mail: lutters@umbc.edu
Phone: (410) 455-3941
Office Hours: Thursday 3:30-5:30pm, 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 Thursday 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 1-2 field-based research articles 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 (~15 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.

Research Areas:

- Artificial Intelligence/Knowledge Management
- Database/Data Mining
- Decision Making Support Systems
- Human-Computer Interaction
- Software Engineering/Systems Analysis & Design
- E-Government
- Health/Bio Informatics

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 11/17-12/8, 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 by 12/19.

TAKE-HOME EXAM

There will be a week-long, take-home essay exam due 11/10. This exam will integrate content covered to date and will evaluate your critical reasoning with regard to field-based IS research.

CLASS EXERCISES & PARTICIPATION

Every student is expected to have completed all assigned readings (text, supplemental reading, review article) prior to class. All students should actively participate in both class and on-line discussions. Contributions will be noted and mid-semester feedback will be provided. There will also be a series of in-class and take home exercises.

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
• Exercises	10
• Class participation	15

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	9/1 ½ class	Course introduction	Strauss, CH 1			Blackboard bio
	9/8	Philosophical foundations	Orlikowski & Baroudi Weber Lee	Reviewing	[W.Lutters] Markus, M. Lynne. (1983). Power, Politics, and MIS Implementation. <i>Communications of the ACM</i> (26:6), ACM Press, 430-444.	ICIS panel review
	9/15	Research design	Strauss, CH 2-4, 17	Ethics debate	DMSS [Y.Mowafi] Fiel, W., W. Janssen, E. Faber, & R. Wagenaar (2004). Confronting the Design and Acceptance of Electronic Intermediaries: a Case Study in the Maritime Sector, <i>Proceedings of the International Conference on Electronic Commerce</i> , ACM Press, 392-401.	IRB certification
	9/22	Case studies, ethnography, ethnomethodology	Strauss, CH 5 Supplemental readings	Field notes, jottings	HCI [H.Holden] Volda, A., R. Grinter, N. Ducheneaut, W.K. Edwards & M.W. Newman (2005). Listening in: practices surrounding iTunes music sharing. <i>Proceedings of the SIGCHI conference on Human factors in computing systems</i> , ACM Press, 191-200. [M.Kaur] Palen, L., & Salzman, M. (2002). Voice-mail diary studies for naturalistic data capture under mobile conditions. <i>Proceedings of the conference on Computer supported cooperative work</i> , ACM, 87-95. [K.White] Bellotti, V. & I. Smith. (2000). Informing the Design of an Information System With Iterative Fieldwork. <i>Proceedings of the Conference on Designing Interactive Systems</i> , ACM Press, 227-237.	Project ideas

Method	Data Collection	9/29	Observation (<i>Naturalistic, Structured, Think-aloud, Diary</i>)	Supplemental readings	Naturalistic observation field exercises		Project topic Class IRB
	Data Analysis	10/6	Interviewing (<i>Open, Structured, Semi-Structured, Contextual</i>)	Strauss CH 6 Supplemental readings	Interview role play exercises	DB/DM [K.Ngamkajornwiwat] Herring, S.C., Kouper, I., Paolillo, J.C., Scheidt, L.A., Tyworth, M., Welsch, P., Wright, E. & N. Yu (2005). Conversations in the Blogosphere: An Analysis "From the Bottom Up". <i>Proceedings of Hawaii International Conference on System Sciences</i> , IEEE, 1-11. [M.Ahluwalia] Sammon, D., & P. Finnegan (2000). The ten commandments of data warehousing, <i>ACM SIGMIS Database</i> , (31:4), 82-91.	Take-home observation exercise
		10/13	Focus groups, field experimentation, action research	Supplemental readings	Mock focus group session	SE [M.McGuire] Hooper, B.P. (2001). Information management behavior of Australian catchment managers, <i>Water International</i> , (26:4), 1-14. [E.Holtgreffe] Sharp, H. & H. Robinson. (2005). Some Social Factors of Software Engineering: the maverick, community and technical practices. <i>Proceedings of the workshop on human and social factors of software engineering (HSSE), International Conference on Software Engineering (ICSE)</i> , 1-6. [M.Dinmore] Blackwell, A.F., Burnett, M.M. & Peyton Jones, S. (2004). Champagne Prototyping: A research technique for early evaluation of complex end-user programming systems. <i>Proceedings of IEEE Symposium on Visual Languages and Human-Centric Computing</i> , 47-54. AI/KM [B.Bekure] McDonald, D. (2003). Recommending Collaboration with Social Networks: A Comparative Evaluation, <i>Proceedings of the SIGCHI conference on Human factors in computing systems</i> , ACM , 593-600.	Project plan

10/20	Survey design & use, Qual sampling techniques	Supplemental readings	Sampling exercises	<p>HCI</p> <p>[J.Chakraborty] Stengers, H., O. De Troyer, M. Baetens, F. Boers, & A.N. Mushtaha (2004). Localization of Web Sites: Is there still a need for it? <i>Workshop presentation at ACM Conference on Hypertext and Hypermedia.</i></p> <p>[B.Nolker] Ho-Ching, F.W., Mankoff, J., Landay, J.A. (2003). Can you see what I hear? The Design and Evaluation of a Peripheral Sound Display for the Deaf. <i>Proceedings of the SIGCHI Conference on Human factors in computing systems</i>, ACM Press, 161-168.</p> <p>[L.Vizer] Davies, N., K. Cheverst, A. Dix, & A. Hesse. (2005). Understanding the role of image recognition in mobile tour guides. <i>Proceedings of International Conference on Human Computer Interaction with Mobile Devices and Services</i>, 191-198.</p>	Project consent forms
10/27	Coding & Analysis I (<i>Grounded Theory, Content & Protocol</i>)	Strauss, CH 7-10	Coding exercises	<p>DB/DM</p> <p>[Q.Fan] Lim, S. (2002). The Self-Confrontation Interview: Towards an Enhanced Understanding of Human Factors in Web-based Interaction for Improved Website Usability, <i>Journal of Electronic Commerce Research</i>, (3:2), 162-173.</p> <p>e-Gov</p> <p>[M.Davis] Burn, J. & G. Robins (2003). Moving towards e-government: a case study of organisational change processes, <i>Logistics Information Management</i> (16:1), 25-35.</p> <p>M/BI</p> <p>[M.Pohl] van den Brinka, J.L., Moormana, P.W., de Boerb, M.F. Pruync, J.F.A., Verwoerdb, C.D.A., van Bemmela, J.H. (2005). Involving the patient: A prospective study on use, appreciation and effectiveness of an information system in head and neck cancer care. <i>International Journal of Medical Informatics</i> (74), 839-849.</p>	Survey critique
11/3	Coding & Analysis II (<i>Advanced, software support</i>)	Strauss, CH 11, 12, 13	Demo: nVivo	<p>HCI</p> <p>[R.Goldman] Grinter, R.E. & L. Palen (2002). Instant Messaging in Teen Life. <i>Proceedings of the ACM Conference on Computer Supported Cooperative Work</i>, ACM Press, 21-30.</p> <p>[D.Ho] Darbyshire, P. (2004). Rage against the machine?: nurses' and midwives' experiences of using Computerized Patient Information Systems for clinical information. <i>Journal of Clinical Nursing</i> (13), 17-25.</p>	

Practice	11/10	Research Roundtable: Dr. Komlodi	Selected research articles: JCDL'03, IRMA'04	Cross-cultural study design	Critique: Chakraborty, Davis, Fan, Goldman, Holtgreffe, McGuire	Take home exam Presentations
	11/17	Research Roundtable: Dr. Holden	Selected research articles: IJPA'04, TIS'05	Exam debrief	Critique: Ho, Kaur, Ngamkajornwivat, Nolker	Presentations
	11/24	Thanksgiving Break				
	12/1	“Talking About Machines: An Ethnography of a Modern Job”	Orr 1-161	Book discussion	Critique: Ahluwalia, Bekure, Holden, Mowafi, Dinmore, White	Presentations
	12/8	Writing & reviewing qualitative research Research Roundtable: Dr. Lutters	Strauss, CH 14-15 Supplemental readings Selected research articles:	Understanding the peer review system	Critique: Ho, Pohl	Presentations
	12/19	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.

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

Krueger, Richard A. and Mary Anne Casey. (2000). *Focus Groups* (3rd 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.