INFS5935
IS Executive Contemporary Issues Seminar Series

Course Outline
Semester 2, 2014

Part A: Course-Specific Information

Please consult Part B for key information on Business School policies (including those on plagiarism and special consideration), student responsibilities and student support services.
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Associate Professor John D’Ambra
Room: Q2088
Phone No: 9385 4854
Email: j.dambra@unsw.edu.au
Consultation Times: TBA

1.1 Communication with Staff
The best way to contact John is via email. If you have an urgent matter and John is not available by phone then you should contact the school office on 9385 5320.

1.2 Consultation times
TBA

2 COURSE DETAILS

2.1 Teaching Times and Locations
TBA

2.2 Units of Credit
The course is worth 6 units of credit.

2.3 Summary of Course

The field of information systems is highly complex and dynamic, and IS executives and professionals often need to continually acquire an understanding of the existence, prevalence, implications and application of emerging trends and technologies.

This course will provide students with an understanding of the prevalence and implications of contemporary issues in the new and emerging national and international IS management landscape. It will provide students with an opportunity to study some of these key contemporary issues that pose significant opportunities and threats to the IS function of an organisation. Examples include contentious discussions on Green IT, cloud computing, the role of IS professional in contemporary business, and the ROI and implications of agile and lean IS management.

2.4 Course Aims and Relationship to Other Courses

In this course students will research, present and discuss key emerging areas of interest in IS, so as to build a comprehensive understanding of the challenges and opportunities that these issues create for IS executives. The seminar series provides an excellent opportunity to network with IS researchers.
This is a core course in the Master of Information Systems Management (MISM; program code 8435). This course is only available to students enrolled in program 8435. Ideally this course should be taken after the first semester of enrolment.

2.5 Student Learning Outcomes

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

| 1. Discuss the latest research on the contemporary issues |
| 2. Recognise key contemporary IS issues facing IS professionals |
| 3. Describe the impacts and challenges for business of a number of contemporary issues |
| 4. Present a well-researched analysis of the detail of each contemporary issue |
| 5. Critically assess issues as presented in class and published research |
| 6. Critique and evaluate the potential impact for IS professionals |
| 7. Assess and evaluate the potential ethical, cultural and environmental impact of contemporary issues on organisations and IS professionals |

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes – what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).

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Business School Postgraduate Coursework Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.
   You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.
   You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective communicators in professional contexts.
   You should be able to:
   a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
   b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. Teamwork: Our graduates will be effective team participants.
   You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.
You should be able to:

a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
b. Consider social and cultural implications of business and/or management practice.

6. Leadership: Our graduates will have an understanding of effective leadership. (MBA and MBT programs only).
You should be able to reflect on your personal leadership experience, and on the capabilities necessary for leadership.

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all Business School undergraduate students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>1 Knowledge</td>
<td>Discuss the latest research on the contemporary issues</td>
<td>reports, literature review, participation</td>
</tr>
<tr>
<td></td>
<td>Recognise key contemporary IS issues facing IS professionals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describe the impacts and challenges for business of a number of contemporary issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Present a well-researched analysis of the detail of each contemporary issue</td>
<td></td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>Critically assess current issues as presented in class and published research</td>
<td>reports, literature review, participation</td>
</tr>
<tr>
<td></td>
<td>Critique and evaluate the potential impact for IS professionals</td>
<td></td>
</tr>
<tr>
<td>3a Written communication</td>
<td>Present a well-researched analysis of the detail of each contemporary issue</td>
<td>reports, literature review</td>
</tr>
<tr>
<td></td>
<td>Describe the impacts and challenges for business of a number of contemporary issues</td>
<td></td>
</tr>
<tr>
<td>3b Oral communication</td>
<td>Present a well-researched analysis of the detail of each contemporary issue</td>
<td>Presentation, participation</td>
</tr>
<tr>
<td></td>
<td>Describe the impacts and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>challenges for business of a number of contemporary issues</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teamwork</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Present a well-researched analysis of the detail of each contemporary issue</td>
<td>Not assessed</td>
</tr>
<tr>
<td></td>
<td>Describe the impacts and challenges for business of a number of contemporary issues</td>
<td></td>
</tr>
<tr>
<td>5a</td>
<td>Ethical, environmental and sustainability responsibility</td>
<td>Asses and evaluate the potential ethical, cultural and environmental impact of contemporary issues on organisations and IS professionals.</td>
</tr>
<tr>
<td>5b</td>
<td>Social and cultural awareness</td>
<td>Asses and evaluate the potential ethical, cultural and environmental impact of contemporary issues on organisations and IS professionals.</td>
</tr>
</tbody>
</table>

### 3 LEARNING AND TEACHING ACTIVITIES

#### 3.1 Approach to Learning and Teaching in the Course

The interactive teaching in this course will take place in the context of a seminar. Seminars are forums in which issues are raised and explored, but not necessarily resolved; they require you to think, to practice the skills of analysis and synthesis, and by doing so, possibly leave with more and better ideas than the ones with which you came. Seminars are not intended as a mechanism for transmitting information; they serve as a means for teams of students to obtain a set of common experiences, usually based on a text, piece of art, film, etc. Seminars are not a place for the transmission of data. Ideally they go beyond the sharing of facts and probe the depths of the subject matter at hand.

The success of the seminar is dependent on the team's ability to work together and, through discussion, develop an understanding of the material that you wouldn't have thought of on your own.

- Here are some tips on how to prepare:
  - Always complete assigned reading prior to the seminar
  - Take notes on the assigned reading, and bring those notes, along with assigned texts, to each meeting of the seminar. Such notes are of two kinds: paraphrases (glosses), and reflective comments or questions.
  - Read specifically for ideas and for key concepts. Make your own index to them in back of the book.

#### 3.2 Tips for creating successful seminars

- Seminars are collaborative adventures that require everyone's participation and ideas.
- Everyone is responsible for the creation of a good learning environment.
Constructive roles in seminar include people who ask questions, people who summarize, people who refer to material, people who clarify. Try out each of these roles.

- Take advantage of pauses to ask if people who haven't spoken have anything to add.
- Attempt to give space for others to speak.
- Take personal responsibility for making the seminar a good one!
- If the seminar is not going well, address the team at the end of one of your meetings to discuss what each person can do to improve the seminar or how your seminar format could be changed to facilitate more meaningful conversation.
- If problems persist, talk with your faculty member.

The above information on seminars has been excerpted from *Seminars*, published by the Washington Center (http://www.twc.edu/, accessed 5 July 2013)

### 3.3 Learning Activities and Teaching Strategies

To achieve the objectives of the course students will be required to read assigned readings, research and identify current thinking in the topic areas by research the current research and, through critical analysis, assess the current and future impact of the topics on organisations and IS professionals.

### 4 ASSESSMENT

#### 4.1 Formal Requirements

- Attendance at seminars is compulsory. The roll will be taken at each seminar. Students are reminded that they are required to attend 80% of all classes or a failure in the course will be recorded.
- Any of the results of the assessment tasks may be scaled to a mean of 60%.
- All components of assessment must be completed at a satisfactory level (normally a minimum mark of 45%). If this level of performance is not achieved in any component a UF may be awarded.
- Team members are expected to work in a harmonious and professional manner.
- For team based assessment tasks peer assessment will be used to weight marks for individual students. Individual marks are private and will not be disclosed under any circumstances to team members.
- This subject will be assessed in accordance with the School's assessment policies that can be found at [www.sistm.unsw.edu.au](http://www.sistm.unsw.edu.au)

#### 4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
<td>weekly</td>
</tr>
<tr>
<td>Newshound</td>
<td>30%</td>
<td>From week 3</td>
</tr>
<tr>
<td>Literature Review</td>
<td>40%</td>
<td>Week 12</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
<td>Week 12</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
**Participation**
Participation will be broadly assessed on your contributions to discussion and other learning activities in the class. You will be expected to offer your own ideas, experience, opinions etc., as well as respond to comments and contributions from your fellow students. In addition, your facilitator may set specific interactive tasks for you to complete as part of this assessment.

**5935 Newshound**
During the semester you will be required to locate articles from the IS/IT industry literature which relates to one of the topics that has been considered in class (participation in this assessment task does not commence until week 4 so the first contribution will be based on the first two topics considered) and make a post on the forum provided in Moodle. You should then write a very brief review of the article and provide your view on the issues and a perspective on what the impact may be and how industry should respond. You are required to make two primary contributions to the forum and respond to all primary contributions.

**Literature Review**
The literature review will involve a substantial review of the current research of one of the topics considered in the course or of the student's choosing. If the student chooses the topic it must be approved by the LIC. This assignment will be the subject of the presentations in week 12.

**4.3 Assessment Format**
Details of the format of each assessed component and the submission procedure will be published on the subject's Web site prior to submission deadline. Teams are also encouraged to discuss the format of assessable components during consultations with the Unit Coordinator.

**4.4 Assignment Submission Procedure**
Details of the format of each assessed component and the submission procedure will be published on the subject's Web site prior to submission deadline. Teams are also encouraged to discuss the format of assessable components during consultations with the Unit Coordinator.

**4.5 Late Submission**
The late submission of assignments carries a penalty of 10% of the maximum marks for that assignment per day of lateness (including weekends and public holidays), unless an extension of time has been granted. An extension of time to complete an assignment may be granted by the course co-ordinator in case of misadventure or illness. Applications for an extension of time should be made to the course co-ordinator by email or in person. You will be required to substantiate your application with appropriate documentary evidence such as medical certificates, accident reports etc. Please note that work commitments and computer failures are grounds for an extension.
Quality Assurance
The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential and will not be related to course grades.

5 COURSE RESOURCES

- Students will be expected to use the facilities of the UNSW Library
- All readings will be provided via Moodle.

6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through the end of semester CATEI evaluation and through informal feedback to the course coordinator throughout the semester. The evaluations and feedback is taken into account in all course revisions.
### 7 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date Week commencing</th>
<th>Lecture Topic</th>
<th>References</th>
<th>Other Activities/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28 July</td>
<td>Overview of topics Using the UNSW Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4 August</td>
<td>Cloud computing</td>
<td>Trigueros-Perciardo et al. 2013 Vaquero et al. 2009</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>11 August</td>
<td>Social Matrix</td>
<td>Aral et al. 2013 Saxton et al. 2013</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>25 August</td>
<td>Big Data and advanced analytics</td>
<td>Chen et al. 2012</td>
<td>5935 Newshound</td>
</tr>
<tr>
<td>6</td>
<td>1 September</td>
<td>SOA</td>
<td>Choi et al. 2010 Lee et al. 2010 Mueller et al. 2010</td>
<td>5935 Newshound</td>
</tr>
<tr>
<td>7</td>
<td>8 September</td>
<td>Green IT</td>
<td>Dao et al. 2011 Elliot 2011 Harmon et al. 2011</td>
<td>5935 Newshound</td>
</tr>
<tr>
<td>8</td>
<td>15 September</td>
<td>Web 3.0</td>
<td>Garrigos-Simon et al. 2012 Hendler 2010 Hendler 2009</td>
<td>5935 Newshound</td>
</tr>
<tr>
<td>9</td>
<td>22 September</td>
<td>MOOCS</td>
<td>Allison et al. 2012 Cooper 2013 Daniel 2012</td>
<td>5935 Newshound</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mid-Semester break: Saturday 27 September – Monday 6 October inclusive</td>
</tr>
<tr>
<td>10</td>
<td>6 October</td>
<td>The Internet of all things</td>
<td>Eguchi et al. 2013 Hurlburt et al. 2012</td>
<td>5935 Newshound</td>
</tr>
<tr>
<td>12</td>
<td>20 October</td>
<td>Present team assignment</td>
<td></td>
<td>Literature Review Presentations</td>
</tr>
</tbody>
</table>