

Spring 2019

Instructor Information

Instructor: Rahul Singh, PhD
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Office: 481, Bryan Building
Class Time: 10:00 am to 1:00 pm. Mondays. Bryan 433
Office Hours: Monday 3 to 5:30 pm.
Other times by Appointment.

Catalog Description

Issues in design, development, use and impact of information systems from a behavioral perspective. Topics include ethical, privacy, societal, decision support, user interface, system usability and training aspects.

Student Learning Outcomes

Upon completion of the seminar, students should be able to:

- Understand existing research related to behavioral and organizational issues in Information Systems
- Attain a critical perspective on past and current research
- Understand appropriate methods for conducting behavioral and organizational research in Information Systems
- Choose an appropriate method to conduct research specific behavioral and organizational issues
- Integrate multiple perspective to engage in productive scientific enquiry.

Required Materials:

Books and materials:

Van de Ven, A. H., *Engaged Scholarship: A Guide for Organizational and Social Research*, Oxford University Press, 2007. (available at: <https://ebookcentral-proquest-com.libproxy.uncg.edu/lib/uncg/detail.action?docID=415274>)

Required readings for each week are provided in canvas. Information about the readings will be provided in class and on canvas.

Canvas LMS:

UNCG Canvas is available at <https://canvas.uncg.edu>. Course materials, announcements and updates will be posted on Canvas regularly. I request you to check daily.

Course Overview

This seminar builds an understanding of research on behavioral issues in information systems within the framework of developing theory.

We take a broad view of “behavior”. The interactions between and the impact of technology on the behavior of individuals, groups, societies and organizations are the over-arching topic of discussion. This course undertakes a systematic study of behavior exhibited by individuals, groups, teams, organizations and societies as each of these interact with technology. Moreover, behavior influences technology and technology influences behavior.

In addition to building and communicating good theory, the seminar will survey the volume of research on cognitive, social, organizational and economic influences on information systems and how this research influences the design of technology. This course discusses the *what*, *why* and *how* of these influences within the framework of theory building.

The purpose is to obtain a broad understanding of the various ways in which behavior influences technology, at various levels. The intent is to provide you with a *broad* understanding of these influences and interactions. In addition, the intent is to apply and extend the current knowledge to design and improve technology. The course balances the acquisition of knowledge about the conduct of research in behavioral and organizational issues with the application of that knowledge to research on information systems. The course is intended for doctoral students in Information Technology or related areas.

Evaluation and Grading

Your final grade in the course will be determined as follows:

Class Discussions, Presentations and Peer Reviews – 25%

Homework Assignments (including topic analyses, literature reviews, intermediate paper deliverables) – 25%

Final Research Proposal (expect to submit to a conference or journal) – 25%

Final Exam – 25%

Class Participation

All students are expected to prepare for and participate in class discussion. In a seminar of this type, you *must* be active participants in the learning process. The class participation component of the course grade is awarded for constructive contributions to class discussion at every class meeting.

Excellent participation requires thorough preparation, critical thinking, a cooperative attitude, and the willingness to share ideas and constructive criticism. You should approach the readings from a critical perspective, looking for aspects of the readings that are interesting, intriguing, counter-intuitive, confusing, or even contradictory. You should consider what the most important insights were, what new things were learned, what caused you to think differently about a phenomenon, what caused you to become aware of a phenomenon, or what you didn't understand.

Much of the class will involve discussion of ideas from readings and your assignments. You should be prepared to discuss and defend your positions and help others understand your positions. You will often be asked to take a position and defend it. You may be called upon, without previous notification, to present major aspects of a reading or your perspectives and critiques.

It is your job to inform and support your discussion with literature and structure your position using conceptual frameworks. A better discussion assimilates, integrates and proposes concepts based on extant research, through a conceptual framework, within the guidelines of scientific theorization. This is the structure you should develop in your discussion and homework assignments.

Homework (research proposal development, reviews)

Research Proposal Development

We follow a staged approach to developing a research proposal that requires 3 intermediate, cumulative submissions and a final research proposal submission at the end of the semester.

At each intermediate stage, you will receive feedback from the instructor and *at least* 2 anonymous peer-reviewers. For each subsequent submission, requires a revision as well as response to reviewers outlining how reviewer and instructor feedback was incorporated in the revised document. Each submission, reviews and response to reviewers is graded. Feedback with suggestions for improvement is provided on all submissions.

Stage	Deliverable
Stage 1: Due 01/27 Problem Statement, Form of scholarship, candidate journal. (2 pages total + bibliography)	Problem Statement (1 page max): Should describe the research problem, justify why the problem is important from both a research and practitioner perspective and specify the research question. In addition, provide: An explanation and justification of the form/approach of engaged scholarship your research will take; and Candidate journals that are suitable targets for your research with justification of your choice in the form of exemplar articles from these journals.
Stage 2: Due 03/18 Literature Review (5 pages total + bibliography)	Review, critique and synthesize the 10-15 major research articles that inform your research objectives and research questions. The objective is to build argumentation for the need and value of your research by summarizing current knowledge and identifying gaps therein, thus motivating your research problem.
Stage 3: Due 04/15 Role of theory and theory development, model specification, research design. (3 pages total + bibliography)	Explain and justify the theory building contribution of your research through existing theories that inform your research. Explain and justify your choice of a process or variance approach in your study. Explicate and explain the research model ensuring correspondence with the theoretical foundations of your research. Provide a research design for your research and justify your choice.

Topics and Tentative Schedule

This is a tentative schedule.

Modification and adjustment will likely be required during the semester. You will be notified on any changes on canvas. More details will be provided on specific due dates and times on canvas.

Week	Date	Topic	Deliverables (Due Date)
1:	1/14	Introduction to Course.	
	1/21	MLK Day	
2:	1/28	Theory and Theory Building	Stage 1 Proposal
3:	2/4	Writing and developing good theory. Behavioral Theory in IS	Stage 1 Reviews
4:	2/11	Writing and developing good theory. Behavioral Theory in IS	
5:	2/18	Psychological Perspectives	
6:	2/25	Psychological Perspectives	
	3/4	Spring Break	
7:	3/11	Group/Team Perspective	
8:	3/18	Social Perspective	Stage 2 Proposal
9:	3/25	Social Perspective + Stage 2 Reviews	Stage 2 Reviews
10:	4/1	Organizational Perspective	
11:	4/8	Organizational Perspective	
12:	4/15	Technical (Design Perspective)	Stage 3 Proposal
13:	4/22	Technical (Design Perspective)	Stage 3 Reviews
14:	4/29	Project Presentations	
	5/6	Final Exam	