

**Fall 2016**  
**INSC 542: Social Informatics**  
**The School of Information Sciences**  
**The University of Tennessee**  
**Class Meetings: Monday, 6:30-9:10 pm EST on ZOOM**  
**ZOOM Course ID/Link: <https://tennessee.zoom.us/j/699621987>**

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### **COURSE DESCRIPTION**

Social consequences of information and communication technologies (ICT) at micro (e.g., personal level), meso (e.g., organizational level) and at macro level (e.g., information society studies), and applications of ICT for businesses, government, and society are covered by the umbrella term "social informatics." It is a highly multi-disciplinary area worth exploring, since it will expose you to a range of contemporary global issues and phenomena shaped by ICT-mediated information.

### **COURSE OBJECTIVES**

- This course equips students with the knowledge necessary to identify, analyze, and report various ICT-related issues faced by society, governments, and organizations.
- This course covers key topics in social informatics including economics of information, diffusion of innovations in information society, digital divide and information divide, gender issues related to the design and deployment of ICT, role of social media in shaping communication patterns at work and in personal contexts, electronic-Governance, applications of mobile technologies for businesses, and information ethics, privacy, and digital censorship.
- The course deliverables provide a unique opportunity for students to apply knowledge acquired through case-studies, research articles, reports, lecture slides, videos, etc.
- Finally, the course prepares students for comps, e-Portfolio, and thesis.

### **STUDENT OUTCOMES**

Students who complete this course will be capable of...

- Analyzing and applying information policies, and information-related laws that influence the delivery of information resources throughout society.
- Complying with the changing responsibilities of the information professional in a culturally diverse and networked global society.
- Identifying critical professional issues in a variety of organizational, cultural, societal, disciplinary, transdisciplinary, and historical contexts.

Date	Topics	Deliverables Due & Suggested Readings
Aug 22	Fundamentals of Social Informatics	<b>General Purpose Reference Documents</b> <ul style="list-style-type: none"> <li>• Social Informatics Resources and Sites</li> <li>• Key Terms</li> </ul>
	Society in Information Age & Networked Society	
Aug 29	Information Producers vs. Information Consumers	<b>Create a blog dedicated to Social Informatics (5%)</b> Email your blog link to Dr. Potnis <b>First Blog Entry - Explain your understanding of the term social informatics after reading the following three articles. (5%)</b> <ul style="list-style-type: none"> <li>• Understanding Information Related Fields</li> <li>• Social Informatics in the Information Sciences</li> <li>• Appreciating Context in Social Informatics</li> </ul> <b>Readings for In-Class Discussion 1</b> <ol style="list-style-type: none"> <li>1. When Ethnic Humor Goes Digital</li> <li>2. Grooming, Gossip, Facebook, &amp; MySpace</li> <li>3. Open-Access Journals: Idealism and Opportunism</li> <li>4. Social Networks and Internet Connectivity Effects</li> <li>5. Messenger Wars: How Facebook Lost Its Lead?</li> </ol>
	Information Gatekeeping & Gatekeepers of Information	
	Gatekeeping Rationales: Access, Protection, Preservation of Cultures, Change Agent & Linking	
	Social Networking and Our Small Worlds in Information Society	
	Going Viral: What does it mean to go viral? Factors that make information go viral, characteristics of social networks that shape virality, and impact of information flow on us during virality	
	Libraries and Open Access Journals	
	<b>In-Class Discussion 1 (2%)</b>	
Sept 5	<b>LABOR DAY</b>	
Sept 12	Everyday life Innovations & Building Competitiveness in Information Society	<b>Readings for In-Class Discussion 2</b> <ol style="list-style-type: none"> <li>1. How to Manage Innovation</li> <li>2. Vignettes from <i>Diffusion of Innovation</i> <ol style="list-style-type: none"> <li>a. How Thermos Designed a New Electric Grill</li> <li>b. The Snowmobile Revolution in the Arctic</li> <li>c. Black Music in White America: Rap</li> <li>d. Ninetendomania</li> </ol> </li> <li>3. A Prescription for 1 Billion People: Go the Last Mile</li> </ol>
	Incentives for Innovations: Types of Innovations & Role of Information in Innovations	
	Diffusion of Innovations in Information Society	

	Frugal Engineering	4. The Importance of Frugal Engineering 5. First Break All the Rules 6. India's Women given Low-cost Route to Sanitary Protection 7. Three Innovative Roles for Information Professionals • <b>Second Blog Entry (5%)</b>
	<b>In-Class Discussion 2 (2%)</b>	
<b>Sept 19</b>	Technology in Information Age: Ubiquitous Computing, ICT-mediated Communication	<b>Readings for In-Class Discussion 3</b> 1. Can Silicon Valley Save the World? 2. The Disability Divide in Internet Access and Use 3. Can the Cell phone Help End Global Poverty? 4. Mobile Communication in the Global South 5. Four Learnings About Access to Information in Uganda 6. A Response to "Information Poverty" in Rural Areas of Bangladesh 7. Rural Public Libraries and Digital Inclusion: Issues and Challenges 8. How Queens Library Came to Patrons' Rescue After Hurricane Sandy • <b>Third Blog Entry (5%)</b>
	Information in Information Divide	
	Digital Divide: Exploring "Infrastructure, Access, Skills & Application" Linkage	
	Solutions to Information Divide & Digital Divide	
	<b>In-Class Discussion 3 (2%)</b>	
<b>Sept 26</b>	Gender Issues in Information Society: Gender Segregation in Employment, Violence against Women, etc.	<b>Readings for In-Class Discussion 4</b> 1. ICTs and Inequality: Net Gains for Women? 2. Cell-Phone-Enabled Empowerment of Women Earning Less than a Dollar a Day 3. Skills of Women Technologists 4. The Influence of Self-Efficacy, Gender Stereotypes and the Importance of IT Skills on College Students' Intentions to Pursue IT Careers 5. Towards Gender Equal Access to ICT
	Mainstreaming Gender in Information Society	
	IT Careers for Women	
	Women & Media: Content & Voicing Concerns on Digital Platform, Virtual Politics, etc.	

	<b>In-Class Discussion 4 (2%)</b>	6. Genderizing HCI 7. Wearable Technology: The Bra Designed to Shock Attackers
<b>Oct 3</b>	Virtues of a “Good” Teacher for Your Children in Information Age Changes promoted by ICT in Education: Teaching, Record Keeping, Resource Development, Communication, Curriculum Design, & Evaluation Understanding & Coping with Information Age Mindset of Students <b>In-Class Discussion 5 (2%)</b>	<b>Readings for In-Class Discussion 5</b> 1. How to Make a MOOC? 2. The Why’s and How’s of Integrating Downloadable Academic e-Books 3. Can We Talk? Asynchronous Communication Technologies and K12 Classroom 4. Gamification in Education and Libraries 5. Pedagogy 2.0 6. Facebook or Faceblock? 7. When the Future Finally Arrives: Web 2.0 becomes Web 3.0 • <b>Fifth Blog Entry (5%)</b>
<b>Oct 10</b>	Democracy & Social Media Fundamentals of electronic-Governance & mobile-Governance e-Inclusion & e-Participation of Citizens <b>In-Class Discussion 6 (2%)</b>	<b>Readings for In-Class Discussion 6</b> 1. How Social Media is Reinventing Government? 2. Social Media Adoption at the American Grassroots: Web 2.0 or 1.5? 3. Open Data: Empowering the Empowered or Effective Data Use for Everyone? 4. Sinkhole of Bureaucracy 5. Cashless Customers 6. Obamacare and the Proper Role of Public Libraries in Healthcare • <b>Sixth Blog Entry (5%)</b>
<b>Oct 17</b>	ICTs in Libraries: Digital References, IM for Reference Librarians, etc. Library 2.0 = Library + Web 2.0 for virtual communication, contribution, and collaboration	<b>Readings for In-Class Discussion 7</b> 1. User-Generated Content 2. User-Generated Online Content 1: Overview, Current State, and Context

	<b>In-Class Discussion 7 (2%)</b>	<ol style="list-style-type: none"> <li>3. User Tagging of Library Resources: Toward a Framework for System Evaluation</li> <li>4. Folksonomy-based User-centric Information Organization Systems</li> <li>5. Crowdfunding</li> </ol> <ul style="list-style-type: none"> <li>• <b>Seventh Blog Entry (5%)</b></li> </ul>
<b>Oct 24</b>	ICT-mediated Information to Alleviate Poverty	<b>Readings for In-Class Discussion 8</b> <ol style="list-style-type: none"> <li>1. The Fortune at the Bottom of the Pyramid</li> <li>2. Is the Bottom of the Pyramid Really for You?</li> <li>3. Information Systems to Support “Door-step Banking”: Enabling Scalability of Microfinance to Serve More of the Poor at the Bottom of the Pyramid</li> <li>4. How Information Gives You Competitive Advantage</li> </ol> <ul style="list-style-type: none"> <li>• <b>Individual Presentation Outline (5%)</b></li> </ul>
	Business Informatics	
	Best Models for Financial Inclusion in Developing Nations	
	<b>In-Class Discussion 8 (2%)</b>	
<b>Oct 31</b>	Economics of Information and Measuring Information Economy	<b>Readings for In-Class Discussion 9</b> <ol style="list-style-type: none"> <li>1. The Knowledge Economy</li> <li>2. Chief Knowledge Officers</li> <li>3. Measuring the Information Economy</li> <li>4. The Third Great Wave</li> <li>5. Supermarkets Offer Personalized Pricing</li> </ol>
	Information/Knowledge Economy: Employment, Workforce & Access to Information	
	Careers in “Big Data” – data mining, visualization, management, and modeling techniques	
	<b>In-Class Discussion 9 (2%)</b>	
<b>Nov 7</b>	Information Security	<b>Readings for In-Class Discussion 10</b> <ol style="list-style-type: none"> <li>1. Copyright</li> <li>2. Patent Informatics</li> <li>3. Libraries, Technologies, and the Culture of Privacy</li> <li>4. Reaching for Silicon Valley</li> <li>5. Taking Risks When Communicating on the Internet</li> </ol>
	Information Ethics, Privacy & Digital Censorship	
	Intellectual Property: Copyrights, Creative Commons Licenses, Patents, Trademarks, & Trade Secrets	

	<b>In-Class Discussion 10 (2%)</b>	6. Man who Invented the First Computer Mouse in the 1960s Dies Aged 88 7. RFID and Patron Privacy in Libraries 8. Is Your Mobile Workforce Exposing You to Unseen Risks?
<b>Nov 14</b>	Class Overview	
	Discussion on Selected Readings Not Covered So Far...	
<b>Nov 21</b>	<b>Individual Presentation and Q&amp;A (15%)</b>	
<b>Nov 28</b>	<b>Field Project Presentation and Q&amp;A (10%)</b>	
<b>Dec 5</b>	<b>Field Project Paper (10%)</b>	

## COURSE DESIGN

This course adopts an active learning approach. Students are required to complete all required readings, attend all class lectures, complete graded activities and assignments, and participate in all class activities, including teacher-led and student-led discussions, and small-group and individual activities. All recommended readings are listed in the syllabus and will be uploaded on the course Blackboard site at the beginning of the semester.

The amount of knowledge and skills you will gain from this course will depend on the amount of time and work you invest each week. Information sharing and processing, and collaboration are essential components of learning. Discussion on reading(s) requires active contribution & participation by all students at all times for meaningful and engaging discussions. Record will be kept of each student's participation in the class each week.

## COMMUNICATION

- The course instructor is required to communicate with students through UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](#) to obtain directions for forwarding your UTK mail to your preferred address if you don't wish to check both accounts.
- Feel free to contact me for questions or to share ideas! To ensure quick response, start your message subject line with **INSC 542**. I will reply to your messages as soon as I can.
- This course is offered in a virtual mode using Blackboard & Zoom. The delivery of the course content will include lectures, videos, discussions, live demonstrations, and hands-on training activities.

- All lecture slides will be posted on Blackboard. Read the class announcement posted on Blackboard to stay current with course matters.
- Submit assignments on Blackboard. Do not email them to the instructor.

## **COMPUTING REQUIREMENTS**

You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Blackboard, and Collaborate software. You must learn how to submit your assignments using Bb. The [Office of Information Technology \(OIT\)](#) provides training classes in using varied technologies for students at no charge (advance registration is required).

You must obtain a UT email account, and subscribe to the SIS student listserv. In addition, you must have the PowerPoint Reader or the regular PowerPoint software installed on your computer in order to download the lecture notes from Blackboard.

## **CLASS ATTENDANCE POLICY**

It is assumed that each student be present and speak in class. Missing more classes or failing to participate will lower your grade; frequent participation will raise the grade.

Regular attendance is required and necessary. A substantial portion of your grade will be based on in-class work and participation. Unexplained absences will affect your grade. Contact me as soon as possible if you cannot attend class. If you will be absent from class, you must:

- Inform me in advance or as soon as possible after class
- Submit any work due from the missed class period
- Listen to class recording
- Obtain notes, handouts, etc. from Bb
- Check with classmates for notes, announcements, etc.

*Acceptable reasons for absence from class include:*

- Illness
- Serious family emergencies
- Special curricular or job requirements (e.g., judging trips, field trips, professional conferences)
- Military obligation
- Severe weather conditions
- Religious holidays
- Participation in official university activities such as music performances, athletic competition or debate
- Obligations for court imposed legal obligations (i.e., jury duty, subpoena)

Missing more than one class meeting for reasons other than those listed above will have a negative impact on your course participation grade.

## **INCLEMENT WEATHER**

*“The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, information is*

*distributed to the campus community, shared with local media, and posted on the front page at <http://utk.edu>. (Hilltopics, p. 55)( <http://hilltopics.utk.edu/files/Hilltopics%202015-16.pdf> ).* SIS will cancel classes when UT is closed. Please check the SIS student listserv ([UTKSIS-L@LISTSERV.UTK.EDU](mailto:UTKSIS-L@LISTSERV.UTK.EDU)) for messages about closing.

## **DISABILITIES THAT CONSTRAIN LEARNING**

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.

## **CIVILITY**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

## **CCI DIVERSITY STATEMENT**

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community.

## **ACADEMIC INTEGRITY**

Students should be familiar and maintain their *Academic Integrity* described in <http://hilltopics.utk.edu/files/Hilltopics%202015-16.pdf> , p. 15 as: "*Study, preparation and presentation should involve at all times the student's own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.*"

Students should abide by the **Honor Statement** described in the same Hilltopics, p. 73:

*"An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."*

## PLAGIARISM

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

### *Specific examples of plagiarism are:*

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor's approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. (Additional resources are available at <http://www.lib.utk.edu/instruction/plagiarism.>)

Infractions of academic integrity are penalized according to the severity of the infraction but **may include a course grade of "F."**

## ASSIGNMENTS AND GRADING

Student work is assigned a grade based on quality of thought and writing style, thoroughness of research and of references, appropriateness of length, and originality. Only exceptional work will receive an "A" grade. Deliverables that are received after the due date will be assigned a lower grade than would otherwise be received. All sources must be cited, quotations must be in quotation marks and attributed correctly. Not doing so constitutes plagiarism.

## DUE DATES AND LATE ASSIGNMENTS

Assignments should be submitted to the "assignments" area of Bb and are due (officially) at 11:59 p.m. EST on the due date listed on the syllabus. I will download the submissions from Bb early the next morning. **I will ONLY download course deliverables from Blackboard ONCE.**

- Two percent of Total Grade will be deducted for each 24-hour period the deliverable (e.g., assignments, online discussion entries, etc.) is not turned in.
- In case of emergency, please contact the instructor before the due date to avoid losing points for the late submission.

## INCOMPLETES

Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of *I* (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to insure sufficient time to complete the required work.

For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

## EVALUATION

Semester grades will be assigned according to the following scale:

A	90≤	(4 quality points per semester hour) superior performance.
B+	88-89.75	(3.5 quality points per semester hour) better than satisfactory performance.
B	80-87.75	(3 quality points per semester hour) satisfactory performance.
C+	78-79.75	(2.5 quality points per semester hour) less than satisfactory performance.
C	70-77.75	(2 quality points per semester hour) performance well below the standard expected of graduate students.
D	60-69.75	(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
F	59.75≥	(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
I		(no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.
S/NC		(carries credit hours, but no quality points) S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the <i>Graduate Catalog</i> . The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.
P/NP		(carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.
W		(carries no credit hours or quality points) indicates that the student officially withdrew from the course.

## COURSE EVALUATION

You will be invited to evaluate the course at the end of the term. Please participate in this valuable process. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

## ASSIGNMENTS: DESCRIPTION

### A. Blogging (40%)

One of the main goals for blogging is to spread your ideas. Your blog dedicated to social informatics would act as a platform for spreading, sharing, and discussing ideas related to the field. One should look at this blogging exercise as an opportunity to build a forum for like-minded students, researchers, and practitioners in the social informatics field.

You need to include as many keywords as possible in the field of social informatics so that Google search engine could retrieve your blog when someone is looking for a social informatics topic covered in this course. You could find the keywords in our syllabus to enhance the visibility of your blog. The ability of search engines to retrieve your blog would increase the popularity of your blog, and perhaps make your blog one of the most popular online forums for social informatics!

### How do I blog?

Select a Topic of Your Choice: [For Example: Cascaded Innovations in Information Society]

1. Your Argument: [Each innovation in information society has the potential to lead to few more innovations.]
2. Evidence in Support of Your Argument
3. Evidence Against Your Argument
4. Balanced Discussion (at least 20 meaningful sentences)

**Please Note**

- a. Make sure to have a well-thought argument. Construct your argument carefully.
- b. Enough evidence/illustrations need to be produced and presented for both sides.
- c. Make sure that you produce and present scholarly, preferably academic evidence in support and against your argument.
- d. You could present information from Website links, YouTube videos, graphs, pictures, excerpts from scholarly articles in academic journals, opinions expressed by scholars in magazines like Economists, editorials in newspapers like New York Times, Washington Post, etc., statistical data released by government agencies, or financial firms, etc. as part of evidence for both the sides.
- e. Coherent and logical discussion around your argument is the key to score full points.
- f. Be creative! You could add videos, excerpts, stories, and research findings to support your arguments. Remember, only balanced discussions on any topic will attract new visitors and retain existing readers for your blog.

**B. Individual Presentation Outline (5%)**

You will select a social informatics topic from or related to the course syllabus, and produce a detailed outline for your presentation. Typically, the outline would consist of topics and sub-topics of your presentation. You will be expected to give a comprehensive list of titles on PPT slides you plan to present. Make sure to supplement the outline with academic references. The outline needs to be approved by Dr. Potnis. You would incorporate his feedback in your presentation.

**C. Individual Presentation and Q&A (15%)**

You can select any social informatics topic of your choice. You will be expected to present for 15 minutes. You need to define the scope of your presentation followed by details in depth.

You can record videos, create podcasts, or have any other creative but effective way of communicating your message. Your presentation will be followed by a short Q&A session. You will answer questions related to your presentation.

**D. Field Project Presentation and Q&A (10%)**

You will present key details from your field project for 15 minutes. You can shoot videos, create podcasts, or have any other creative but effective way of communicating your message. Please be prepared to answer questions related to your presentation.

**Helpful Readings for the Field Project**

1. Information Technology and The Dynamics of Organizational Change
2. Why Don't Men Ever Stop to Ask for Directions? Gender, Social Influence, and Their Role in Technology Acceptance and Usage Behavior

3. Factors affecting e-book Reader Awareness, Interest, and Intention to Use
4. Factors affecting adoption of OLR by Business Students
5. A Cross-cultural Comparison of Perceptions and Uses of Mobile Telephony
6. Factors Influencing Adoption of Web 1.0, Web 2.0, and Mobile Technologies by the Growth Engine of the US Economy

### **E. Field Project Paper (10%)**

You will be expected to apply knowledge acquired in the course to identify, analyze, and report real-world issues related to the social impact of ICT. The paper will report the following findings in no more than 15 double-spaced pages.

1. The goal is to understand the process experienced by people to start using new technologies and/or systems in organizational contexts, and the impact of the technologies and/or systems on the users.
2. Select an organization of your choice. It can be a school, hospital, library, government agency, small business, etc.
3. You will interview at least three employees (e.g., supervisors, librarians, staff, doctors, instructors, customer representatives, etc.) working in the organization and at least three patrons of the same organization.
4. Interview will cover at least the following details.
  - a. Different types of technologies (e.g., computers, mobile devices, etc.) and/or systems (e.g., social media, CMS, websites, transaction processing system, decision-making system, etc.) used by the organization to serve patrons
  - b. General process adopted by the organization for selecting technologies and/or systems [*applicable only to employees*]
  - c. General process followed by the organization to introduce new technologies and/or systems to their employees. The answer would cover details related to training, manual, online resources, etc.
  - d. General process followed by the organization to introduce new technologies and/or systems to their patrons
  - e. Process of technology appropriation: resistance to use, experiments with the technology/system, assistance available to adopt technologies and/or systems, benefits derived from the use, etc.
  - f. Perceptions vs. Reality: (Perceived use, perceived ease of use, perceived benefits, perceived learning curve, perceived assistance, etc.) vs. (Actual use, actual ease of use, actual benefits, actual assistance available, etc.)
  - g. External and internal pressures and support to adopt and continue using the new technologies and/or systems
  - h. Problems associated with “using” the new technologies and/or systems
5. Based on the interview responses, analyze the process of IT adoption by employees and patrons of the organization of your choice. You should be able to answer the following questions.
  - a. What works? What does not work? Why?
    - i. Motivations and challenges for using technologies and/or systems
  - b. What is the role of external factors? Internal factors?
  - c. Is the current practice appropriate? Can you compare old process against new one?
  - d. Is the selection of technologies and/or systems appropriate?

- e. Do new technologies and/or systems help employees and patrons to achieve their objectives? Do technologies and/or systems make the process efficient?
- f. How does information flow? What is the role of new technologies and/or systems in making the information flow efficient?
- g. What are relevant organizational policies for using new technologies and/or systems? Do policies support or hinder the process of adoption?
- h. What can be done differently in the future?

**F. In-Class Discussion/Class Participation (20%)**

You will be graded based on your meaningful contribution to the class discussions. You are expected to advance the discussion with insightful comments, opinions, or facts. It is a great way of sharing your ideas, discoveries, and controversies.

**GRADE DISTRIBUTION**

<b>Deliverables</b>	<b>% of Total Grade</b>	<b>Due Date</b>
Blogging	40%	Aug 29, Sept 12, Sept 19, Sept 26, Oct 3, Oct 10, & Oct 17
Individual Presentation Outline	5%	Oct 24
Individual Presentation and Q&A	15%	Nov 21
Field Project Presentation and Q&A	10%	Nov 28
Field Project Paper	10%	Dec 5
In-Class Discussions	20%	Entire Semester

**DISCLAIMER**

Please be aware revisions may be made to this syllabus over the course of the semester, and as such, the content contained within may be subject to change.