

Doctoral Seminar – Overview of MIS Research

MSIS 6333 – Fall 2007

Instructor

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The syllabus attachment for the Fall 2007 semester is located at the following web address: <http://osu.okstate.edu/acadaffr/aa/syllabusattachment-Fall.htm>

Office Hours – TBA and by Appointment

As the first formal research seminar in Information Systems for some of you, this course will have the ambitious overall objectives to:

Provide an overview of key classical and recent articles pertaining to the area of Information Systems Research.

Introduce key theoretical and methodological perspectives that allow IS phenomena to be examined from different vantage points.

Some Specific Learning Objectives:

- Understand what it is to do a PhD in MIS
- Understand the history of MIS academic research
- Understand the diversity underlying academic MIS research
- Understand research tools employed in MIS research
- Understand how to conduct research - intellectual contribution and the research process
- Understand what Theory is and how to develop and apply it in research

- Understand the journal review process (from start to finish)
- Understand models of successful MIS academic research

Seminar Interaction Approach:

For article discussions: Each student will prepare a 1-2 page (single spaced) write-up on **A SUBSET (1 or 2)** of each of the assigned articles each week, distribute a copy of the write-up and lead a class discussion on an assigned article(s).

The write-up should be a written repository of the interpretation of the article by the reader. As such, these write-ups can be useful compilations for comprehensive exam preparation. **DO NOT COPY** from the articles – but summarize the key points.

More importantly, students need to “**read**,” “**think**” and “**interpret**” articles critically, yet **positively** toward offering constructive advice to the authors and to glean knowledge for their own use in conducting IS research.

The write-up should contain two sections:

- (a) A **summary of the key takeaway points** as discerned by the reader, and
- (b) An **interpretation of the article**.

For (b) this could include responses to questions like:

- How did this article **influence thinking** in the IS field at that time?
- What is its **contribution with respect to contemporary IS environments**?
- How does it **relate to other articles and practices**?
- Does it espouse a **theoretical perspective that is useful** to study IS phenomena and why?
- How has it **influenced your thinking** of the field?
- Are there aspects here that are **unclear, make too many assumptions** or could be subject to **other criticism**?

While not all these questions may be relevant for every article under consideration, the essence is demonstrated that you have gone through the **think-read-interpret** process. Keep in mind that the write-ups (or class discussions) are not intended to be critiques. While you will have many opportunities to criticize, at this stage of your career it is more useful to assimilate and interpret. With a stronger foundation under your belt, you will increasingly be in a position of strength with regard to criticism of others’ work.

The **class discussion** should have at least four components:

1. Summary or overview of the article (In PPT if you like)
2. Assessment of article's contribution to the IS literature (and to practice), i.e., where it fits into your schema.
3. Assessment of future work that can build on the study.
4. Discussion of article's strengths and weaknesses, with particular emphasis on philosophy/methodology/Theory

IT IS CRITICAL THAT EVERY STUDENT READ ALL PAPERS ASSIGNED AND CONTRIBUTE THEIR PERSPECTIVE DURING OR AFTER THE DISCUSSION LEADER'S PRESENTATION.

Each article should take between 15-30 minutes to discuss. However, on many occasions the discussion may go much longer. Therefore, do not be alarmed if the class continues over the allotted time. There have been occasions in the past where a 2.5-hour class has gone over 6 hours. But, this is doctoral study.... I assume that you are here to learn and *I am willing to make the commitment to you if you are toward yourselves*. This makes time (almost) irrelevant.

DRAWING FROM REFERENCE DISCIPLINES:

To become a truly active and contributing member of the community of IS scholars, one must understand **not only the research methods and approaches in one's own domain but also the research methods used in neighboring domains**. There are at least two reasons for this.

First, no business enterprise can be viably separated into an accounting module, an information systems module, a finance module, a marketing module, a strategy module, a human resource management module, a management science module, etc. Therefore, a person doing research in any one of these domains of management eventually and inevitably comes into contact with people doing research in the other domains. In the same way that proponents of business processing reengineering believe that a business must integrate across its functional silos not only to prosper but even to survive, I believe that we Management Information Systems researchers must similarly conceptualize across our disciplinary silos not only to be able to publish, but also (and more importantly) to be able to do research that our constituents (executives and managers in corporations) will find relevant, practical, readable, understandable and fundable.

While this seminar focuses primarily on IS research, I believe that it is important to assimilate alternative perspectives from other fields, particularly strategy, organizational behavior, economics, marketing, accounting, innovation, computer science, engineering and sociology. Many theories from these fields can be found in the eclectic IS area, but independent study of theories in these fields could be very important.

Individual Assignments and Points (percentage) of grade:

- 1: Article Summaries and Lead Discussions for some weeks. 10 @ 10 = 100 (10 %)
(Due in class as hard copies and soft copy via email before class)
2. For each of the Faculty that presents their research in a seminar session: Write up a summary for each one. 4 @ 25 Points = 100 (10%)
(Due the Week following the presentation)
- 3: Meet with all OTHER Tenure track RESEACH faculty is MSIS and discuss their research interests and yours. Write up a summary for each one ~10 @ 20 = 200 (20%)
(DUE Week 10: Oct 24, 2006)
- 4: Critical Reviews of an academic IS papers 3 @ 50 = 150 (15%)
Find a published or unpublished IS paper and Review it to the best of your ability.
Discuss the paper with Dr. R. to see if it is acceptable
 1. **Due: Week 5: 9-19-2006**
 2. **Due: Week 11: Oct 31, 2006**
 3. **Due: Week 14: Nov 21, 2006**
- 5: Develop Mini-proposals for research 3 @ 50 = 150 (15%)
Due : Week 12: Nov 7, 2005:
- 6: Develop with a Faculty member an INITIAL DRAFT of a RESEARCH paper that can eventually be submitted to a conference or journal. 200 (20%)
Due: Week 16: Dec 5, 2005

More of each of these later in the semester.

900-1000 - A

800-899 – B

700-799 – C

Below this fails

ACADEMIC INTEGRITY:

I will follow OSU's Commitment to Academic Integrity: "*I will respect OSU's commitment to academic integrity and uphold the values of honesty and responsibility that preserve our academic community.*" I expect all students to follow this commitment.

The **academic integrity policy** recognizes the obligation of all OSU faculty and **students** to **understand**, **communicate**, and **abide by** the standards of academic integrity.

See: academicintegrity.okstate.edu and see **Academic Integrity Policy and Procedures** <http://academicintegrity.okstate.edu/doc/aipp.pdf>

See also: Academic Integrity Guidelines for OSU Students <http://academicintegrity.okstate.edu/doc/aistudenthandout.pdf>

What I will do WHEN/IF I detect cheating. If I have evidence that would convince a reasonable third party that the student "more likely than not" cheated on an exam, plagiarized, or committed some other academic integrity violation, my first move will be to contact the Office of Academic Affairs to obtain the services of an academic integrity facilitator and then to inform the student in writing (using the Academic Integrity Violation Notification form) of the charge, eventually setting up a meeting with the student and the facilitator. The academic integrity policy no longer requires proof of the student's "intent" to cheat.

See the *Academic Integrity Handbook* or academicintegrity.okstate.edu for detailed procedures and forms.

Required Texts:

1: Avison, David and Pries-Heje, Jan (2005) *Research in Information Systems: A handbook for research supervisors and their students* Butterworth-Heinemann (January 26, 2005) ISBN: 0750666552.

2. John W. Creswell (2003) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Sage Publications, Inc; 2nd edition (July 15, 2002) ISBN: 0761924426.

3. Whitman, Michael E. and Woszczyński Amy B. (2003) **The Handbook of Information Systems Research** Idea Group Publishing (October 2003) ISBN-10: 159140228X ISBN-13: 978-1591402282

5. Other Reading will be provided via WebCT (After the first week.)

6. You will need to find the three papers to review on your own – they must be RECENT RESEARCH ARTICLES IN MIS JOURNALS or CONFERENCES

Topics: Reading, wRiting, aRithmetic and Other R's (Reviewing, Research methods, Results, Rigor, Relevance, References, etc.)

Some things to try to get out of this seminar this semester:

Research Questions – how to formulate them, what makes a good one

Reading – what to read and when?

wRiting – when to write – how to write

aRithmetic – Stats – presentation is most important

Research Methods – which ones, when?

Reviewing – good vs. bad reviews; how many? For Whom?

Relevance/Ramifications (Implications or Relevance)

Rigor

Relationships – Theoretical, Social, and Collegial

Representation

References [citations and letters]

ScholaRship

PRoblem

Resources

GRants

SeRvice

InstRuction (AKA Teaching)

Replication

TheoRy

Think about The Three Jobs of a Faculty Member:

Teaching:

Research:

Service: