



2011 Proceedings

ISECON

Information Systems Educators Conference

CONISAR

Conference on Information Systems Applied Research

November 3 to 6, 2011

Wilmington, NC USA

Professional Affiliations:



2011 ISECON / CONISAR Proceedings

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Welcome to both ISECON/CONISAR 2011

As the Conference Chair for both ISECON and CONISAR Conferences, it is my pleasure to welcome you to the 28th Information Systems Educators Conference (ISECON) and 4th Conference on Information Systems Applied Research (CONISAR) in Wilmington, North Carolina. I want to extend a warm welcome to all IS/CS/IT colleagues who share an interest in improving IS education and research.

ISECON brings information educators from all over the world to share ideas on IS education. The conference is the largest continuously running conference for IS educators, with over 25 years of fostering discussion and research on the many facets of IS education. Some of the topics include pedagogical research, curriculum guidelines, assessment, and distance education.

CONISAR brings academics as well as Information Technology professionals together to discuss emerging trends in Information Systems research. I look forward to this conference continuing to grow and serve a need of our fellow researchers and upcoming PhD students.

A conference of this size is the work of many individuals. As chair I am honored to work with such a talented team of volunteers. As you participate this weekend, please say a thank you to the individuals of this great team: Kevin Jetton, conference meeting planner/coordinator and FITE President; Scott Hunsinger, CONISAR papers chair; Li-Jen Shannon, our new ISECON papers chair and her assistant Muhammad Miah; Terri Lenox and Chuck Woratschek, new member welcoming committee; Mike Smith, IS Teaching Case leader; best papers chairs – Bill Tastle and Gerald DeHondt II; our Wilmington host committee of Bryan Reinicke, Judith Gebauer, Douglas Kline and Ulku Yaylacicegi, and the officers/volunteers of FITE who are working the registration desk. If you would like to be part of ISECON/CONISAR 2012 in New Orleans please just step up and volunteer.






We are especially pleased to have the return of our supporters. Special thanks to Cengage, University of North Carolina Wilmington, IBM, Pearson Education, Wiley, Visible Software and Murach Publishing for their support of IS Education. Please visit their exhibits and workshops.

Please take time to visit the historical sites of downtown Wilmington as well as the Atlantic Ocean which is only a 10 mile drive from downtown Wilmington. If there is anything I can do to make your time more rewarding at the 2011 Conferences, don't hesitate to ask.

Tom Janicki
ISECON/CONISAR Conferences Chair
University of North Carolina Wilmington

Our Supporters

Thank you to our exhibitors and sponsors of this year's conferences. Their support has enabled us to not have increased our conference fees in over 5 years. Please make sure you visit their exhibits and attend their workshops/product demonstrations to learn more about how they may assist IS/CS/IT educators.

 Sponsor of the Friday Breakfast and Keynote Industry Speaker on skills our students should possess upon graduation	University of North Carolina Wilmington Cameron School of Business, Larry Clark, Dean.	 Sponsor of the water taxi to the battleship on Saturday afternoon. Angie Chepelsky Adam Marsh	Demonstration on Friday at 10 a.m. Get your IS Students engaged, prepared and read to succeed with CourseMate!
 Betsy Nixon Bob Horan	Demonstration on Friday at 11:30 a.m. New Approaches in Introductory Course Methods and Materials	 Beth Lang Golub Debbie Martin	Demonstration on Friday at 9:30 a.m. New Approaches to Student Engagement in the Intro IS/MIS course
 IBM Academic Alliance Penelope Gardner Thomas Harris Jr.	Demonstration on Friday at 11:00 a.m. IBM Teams Up with You to Develop Students' Business Analytics Skills	 Visible Systems John Nash Jana Nash	Demonstration on Friday at 3:00 p.m. Educational Modeling Tools for Planning, Analysis and Design Courses
	Murach Books Visit their exhibit table for more information		

Conference Highlights

Thursday Highlights

Reception	Meetings	Panels	Workshops
<p>Welcoming Reception and EDSIG Fellows Recognition</p> <p>6:00 p.m., Lower Lobby</p> <p><i>*included in the Guest Package</i></p>	<p>EDSIG Board of Directors Meeting 8:30 a.m. and 2:00 p.m. Boardroom</p> <p>First Time Attendee Welcoming Session (all new attendees welcome!) 5:00 p.m., Cape Fear A</p>	<p>A Tool for Program Review, Assessment and Accreditation: The Information Systems Assessment Test</p> <p>4:00 p.m. Cape Fear A</p>	<p>Data Mining Methods Workshop Using SQL Server Analysis Services 2:30 p.m., Skinner</p> <p>Fostering Integration of Individuals with Developmental and Intellectual Disabilities into CS/IS Schools 4:00 p.m. Skinner</p>

**Paper Presentation Sessions at Noon, 2 and 4 p.m.

**Refreshment Breaks at 1:30 and 3:30 p.m.

Friday AM Highlights

Keynote / Tour	Demonstrations	Workshops
<p>Industry Keynote Breakfast Tim Mellitt – CIO GE Hitachi Nuclear Energy</p> <p>7:45 a.m. Lower Lobby</p> <p><i>Sponsored by UNCW</i></p>	<p>New approaches to student engagement in the Intro IS/MIS Course (Wiley) 9:30 a.m., Cape Fear A</p> <p>Get your IS Students engaged, prepared and read to succeed with CourseMate! (Cengage Learning) 10:00 a.m. Cape Fear A</p>	<p>Creating Windows Mobile Apps</p> <p>9:30 a.m. Skinner</p>
<p>Guests: Walking tour of Historic Wilmington 10:00 a.m., meet in the Boardroom</p> <p><i>*included in guest package, \$10 for all other participants</i></p>	<p>IBM Teams up with You to Develop Students Business Analytics Skills 11:00 a.m., Cape Fear A</p> <p>New Approaches in Introductory Course Methods and Materials (Pearson Education) 11:30 a.m., Cape Fear A</p>	

**Paper Presentation Sessions at 9:30 and 11:00 a.m.

**Refreshment Break at 10:30 a.m.

Friday PM Highlights

Keynote	Meetings	Panels	Demonstration
<p>Educator of the Year Luncheon:</p> <p>Kathy Schwalbe 12:10 p.m., Lower Lobby</p>	<p>JISE Editors Meeting 2:00 p.m. Board Room</p>	<p>The Tenth Strand: Proposing a Separate Course in Societal and Ethical Issues for IS Majors 2:00 p.m. Cape Fear A</p>	<p>Educational Modeling Tools for Planning, Analysis and Design Courses (Visible Systems)</p> <p>3:00 p.m. Cape Fear A</p>

Friday PM Highlights (continued)

River Cruise!	Meetings	Panels	Workshops
<p>Dinner / River Cruise on the Henrietta</p> <p>Meet in Lobby at 5:45 p.m. to walk to the river boat (shuttle service will be provided)</p> <p><i>*included in Guest Package</i></p>	<p>EDSIG Fellows Annual Meeting 4:15 p.m., Board Room</p>	<p>Journal of Information Systems Education (JISE) Insight and Advice on Publishing Your Research 4:45 p.m. Cape Fear A</p>	<p>Improving your effectiveness in teaching IT Project Management 3:45 p.m., Cape Fear A</p> <p>Using Google Docs and Shared Media Prims to facilitate interaction and collaboration in Second Life 3:45 p.m., Skinner</p>

**Paper Presentation Sessions at 2 and 3:45 p.m.

**Refreshment Break at 3:30 p.m.

Saturday AM Highlights

Meal/Trip	Meetings	Panels	Workshops
<p>AITP/FITE/EDSIG Breakfast 7:45 a.m. Lower Lobby</p> <p>Guests – meet in lobby for optional trip / lunch to Ocean <i>*not included in Guest Package, Taxi and Meal extra</i></p>	<p>FITE Regents Meeting: 9:15 a.m. Board Room</p> <p>Volunteering for EDSIG (all interested in helping grow our organization) 11:00 a.m. Skinner</p>	<p>Model Curriculum "Wiki" Birds of a Feather Panel 9:15 a.m., Cape Fear A</p> <p>IS 2010 & ABET Accreditation: Perspectives and Issues on the Current Iteration 11:00 a.m. Cape Fear A</p>	<p>Beyond Twitter and Facebook: Integrating Social Software 9:15 a.m., Skinner</p>

**Paper Presentation Sessions at 9:15 and 11:00 a.m.

**Refreshment Break at 10:40 a.m.

Saturday PM Highlights

Recognition	Meetings	Abstracts Only	Battleship Tour
<p>Best Papers Recognition Luncheon</p> <p>12:10 p.m. Lower Lobby</p>	<p>EDSIG Annual Meeting / Elections. All welcome!</p> <p>5:30 p.m. Cape Fear A</p>	<p>Abstract Only Presentations start at 4:00 p.m.</p> <p>Come to offer advice to works in progress and find new research associates</p>	<p>River Taxi rides to the USS North Carolina *admission to Battleship not included (\$12/adult, \$6 kids, under 5 free)</p> <p>Every 30 minutes from 2 to 5 p.m. Leaves from the dock outside the Hilton</p> <p>Shuttle Provided by Cengage Learning</p>

**Paper Presentation Sessions at 2:15 and 4:00 p.m.

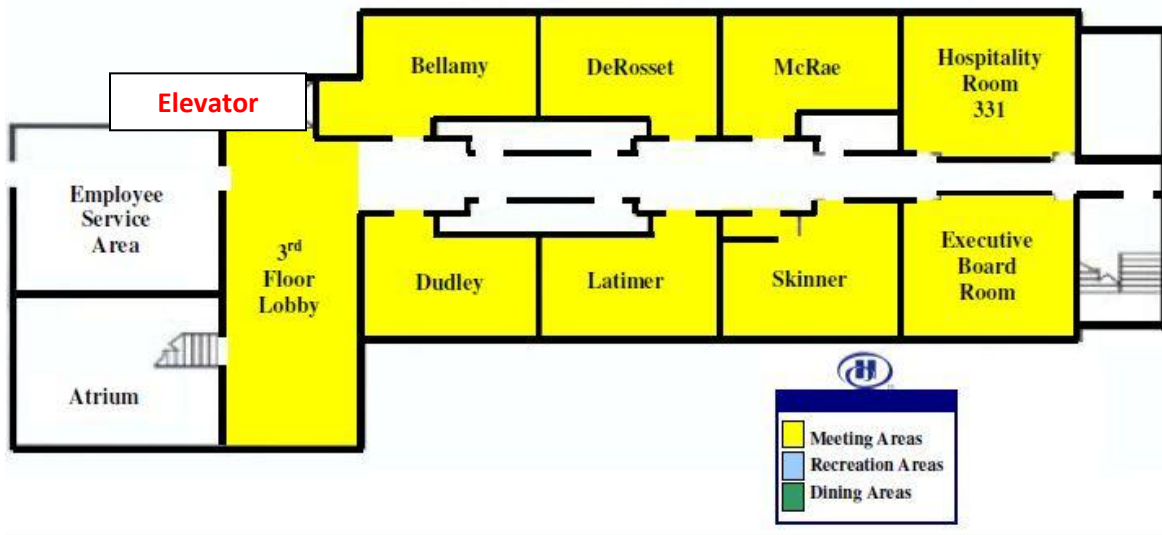
**Refreshment Break at 3:40 p.m.

Sunday AM – 2012 Planning Meeting

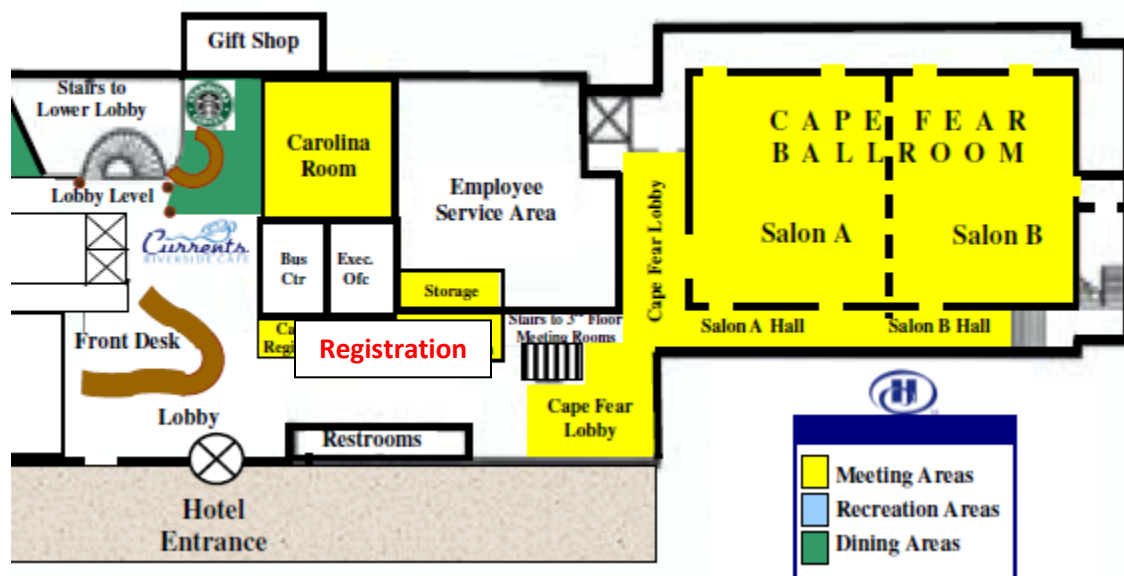
New Orleans organizational / planning meeting, all welcome. 8:30 a.m. Board Room

Hotel Maps

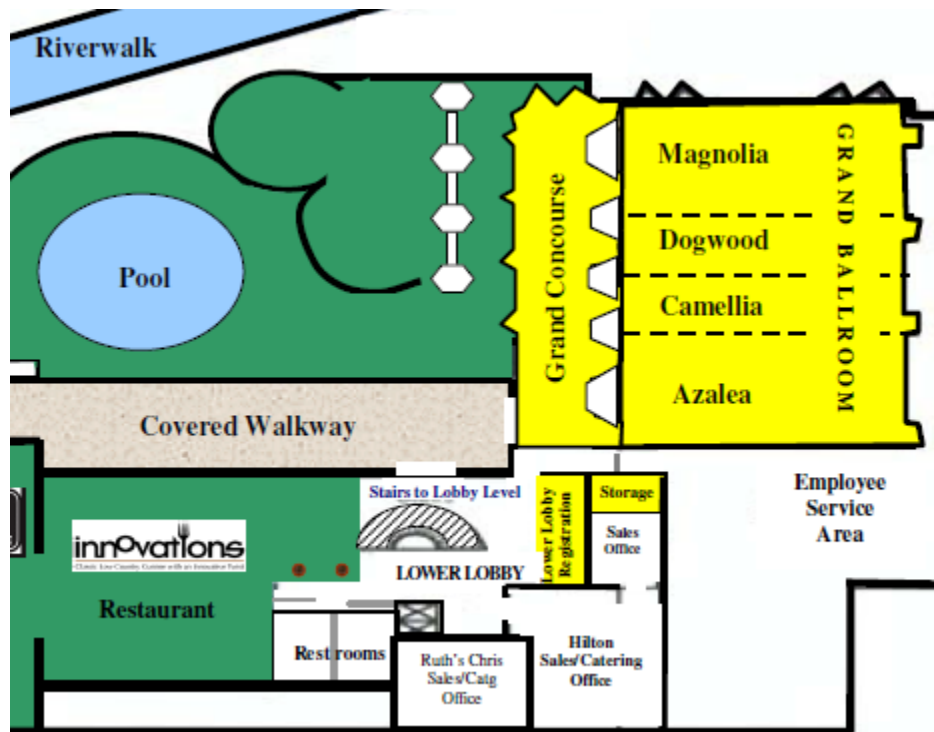
Breakout Rooms – 3rd Floor (Up steps from registration and lobby areas)



Lobby Floor (2nd Floor) (Registration, Cape Fear A Breakout, Coffee Breaks and Vendor Exhibits)



**1st Floor (Lower Level)
Major Meal Functions / Reception**



Detailed Schedule

Thursday, November 3 – Noon to 1:30 p.m.

Location/Chair	12 Noon to 12:25 pm	12:30 to 12:55 pm	1:00 to 1:25 pm
Bellamy Reinicke, Bryan	ISECON Paper Ethics Education Students' Responses to Ethical Dilemmas in an Academic Setting and in the Work Place Teer, Kruck, James Madison University, (1616)	ISECON Paper Ethics Education A Framework for Addressing Ethics in the Digital Age Lind, North Carolina A&T State University, (1624)	ISECON Paper Integration w/other Disciplines Cloud Computing as a Core Discipline in a Technology Entrepreneurship Program Lawler, Joseph, Pace University, (1607)
DeRosset White, Bruce	CONISAR Paper Networks / Clouds / Security Pay-What-You-Want Pricing for Mobile Applications: The Effect of Privacy Assurances and Social Information Racherla, Keith, Babb, West Texas A&M University, (1833)	ISECON Paper Capstone Experience A Decade Review of a Masters- Level Real-World-Projects Capstone Course Tappert, Stix, Pace University, (1661)	ISECON Paper IS Classroom Cases Social Media as a Tool for Product Launches: How DISCO saved \$100,000 White, LaManna, Quinnipiac University, (1745)
Dudley Shannon, Li-Jen	ISECON Paper Outcomes Assessment A Case Study: Applying Critical Thinking Skills to Computer Science and Technology Shannon, Bennett, Sam Houston State University, (1606)	CONISAR Paper Human Computer Interaction Why are People Using Google's Chrome Browser? Corley, Hunsinger, Appalachian State University, (1838)	CONISAR Paper IT Management / Strategy Does Size Matter in IT? An exploratory analysis of critical issues facing organizations based on company size Peslak, Penn State University - Worthington Scranton, (1806)

Refreshment Break at 1:30 p.m., Registration Lobby

Thursday, November 3 – 2:00 to 3:30 p.m.

Location / Chair	2:00 to 2:25 pm	2:30 to 2:55 pm	3:00 to 3:25 pm
Bellamy Gebauer, Judith	ISECON Paper Pedagogy/Curriculum The Learning and Productivity Benefits to Student Programmers from Real-World Development Environments Debusse, Lawley, University of the Sunshine Coast, (1648)	ISECON Paper IS Classroom Cases Creating Visualizations from Multimedia Building Blocks: A Simple Approach to Teaching Programming Concepts Linden, Victoria University, Lederman, University of Melbourne, (1619)	ISECON Paper Ethics Education An Expanded Study of Net Generation Perceptions on Privacy and Security on Social Networking Sites (SNS) Molluzzo, Lawler, Doshi, Pace University, (1634)
DeRosset Sagheb-Tehrani, Mehdi	ISECON Paper Outcomes Assessment Measuring Assurance of Learning Goals: Effectiveness of Computer Training and Assessment Tools Murphy, Sharma, Rosso, North Carolina Central University, (1658)	ISECON Paper Green IT Education Challenges of Designing, Developing and Teaching an Undergraduate Course on IT & Environment for IS, IT, CS majors and as a General Education for all Students Krishnamoorthy, Framingham State U (1617)	CONISAR Paper Networks / Clouds / Security Using the cloud: How to keep your data private Pauli, Cronin, Ham, Dakota State University, (1814)
Dudley Winkler, Hsui-lin	CONISAR Paper PhD Papers/WIP Mobile Telephone Usage and Perception During Group Meetings. Bajko, Ryerson University, (1837)	ISECON Paper Distance Education Challenges Data Analytics in Evaluating Student Forum: A Study of Sampled Forum Data Winkler, Pace University, (1697)	CONISAR Paper Networks / Clouds / Security New Tech Effect: Analyzing Juror Credibility In Cases Involving Digital Evidence Davis, Paullet, Robert Morris Univ., Kraeer, Point Park University, Grant, Robert Morris University, (1831)
Skinner	ISECON Workshop Data Mining Methods Workshop Using SQL Server Analysis Services Jafar, Babb, West Texas A&M U.,(1792)	ISECON Workshop Data Mining Methods Workshop Using SQL Server Analysis Services (Continued)	ISECON Workshop Data Mining Methods Workshop Using SQL Server Analysis Services (Continued) / (ends 3:45)

Refreshment Break at 3:30 p.m., Registration Lobby

Thursday, November 3 – 4:00 to 5:30 p.m.

Location / Chair	4:00 to 4:25 pm	4:30 to 4:55 pm	5:00 to 5:30 pm
Bellamy Lind, Mary	<u>ISECON Paper / Ethics Education</u> Will They or Won't They? Exploring Ethical Judgment, Gender, Age, Geographic Region, and Behavioral Intent <i>Martin, Woodward, Southern Illinois U - Carbondale, (1636)</i>	<u>ISECON Paper / Ethics Education</u> An Ethics Whirlwind: A Perspective of the Digital Lifestyle of Digital Natives and Initial Thoughts on Ethics Education in Technology <i>Hall, Champlain College, (1618)</i>	<u>ISECON Paper Model Curriculum Extensions</u> Enterprise Architecture - An Analysis of IS 2010's Newest Core Course <i>Schell, University of North Carolina Wilmington, Mathieu, James Madison University, (1678)</i>
Cape Fear A	<u>ISECON Panel</u> A Tool for Program Review, Assessment and Accreditation: The Information Systems Assessment Test <i>McKell, Brigham Young U., Kasper, Virginia Commonwealth U., <u>More Panelists</u> →</i>	<u>ISECON Panel</u> A Tool for Program Review, (continued) <i>White, Quinnipiac U., Dhariwal, Excelsior College, Hilton, U. of Wisconsin Eau Claire, (1766)</i>	<u>ISECON Panel</u> First Time Attendee Welcoming Session <i>Lenox, Westminster College, Woratschek, Robert Morris University, (1765)</i>
DeRosset Martin, Nancy	<u>ISECON Paper / Pedagogy/Curriculum</u> Multiple Submissions and their Impact on the 'Path of Learning' <i>Gebauer, Janicki, Yaylacicegi, Univ of North Carolina Wilmington, (1659)</i>	<u>ISECON Paper / Pedagogy/Curriculum</u> A Design Quality Learning Unit in OO Modeling Bridging the Engineer and the Artist <i>Waguespack, Bentley University, (1625)</i>	<u>ISECON Paper / Pedagogy/Curriculum</u> Wikis as a Student Collaborative Tool <i>Everett, Morehead State University, (1601)</i>
Dudley Serapiglia, Anthony	<u>ISECON Paper / Other Topics</u> Adjunct Communication Methods Outside the Classroom: A Longitudinal Look <i>Serapiglia, St Vincent College, (1670)</i>	<u>ISECON Paper / IS Classroom Cases</u> Technology and the Evolution of the Workplace <i>White, Flynn, Quinnipiac Univ, (1747)</i>	<u>ISECON Paper / IS Research for Educators</u> Emerging Technologies: Public Health Educators' Knowledge and Attitudes Towards Global Sensor Networks <i>Ajani, Stork, Robert Morris U, (1694)</i>
Skinner	<u>ISECON Workshop</u> Fostering Integration of Individuals with Developmental and Intellectual Disabilities into CS/IS Schools <i>Lawler, Pace University, (1762)</i>	<u>ISECON Workshop</u> (Continued)	

Friday, November 4, - 9:30 to 10:30 a.m.

Location / Chair	9:30 to 9:55 am	10:00 to 10:25 am
Bellamy Lawrence, Cameron	<u>ISECON Paper / Pedagogy/Curriculum</u> Teaching Management Information Systems as a General Education Requirement (GER) Capstone <i>Hoanca</i> , University of Alaska Anchorage, (1635)	<u>ISECON Paper / Pedagogy/Curriculum</u> Systems Analysis and Design: Know your audience <i>Reinicke</i> , Univ of North Carolina Wilmington, (1673)
Cape Fear A	<u>ISECON Demonstration/Workshop</u> New approaches to student engagement in the Intro IS/MIS course. <i>Lang Golub, Martin</i> , John Wiley & Sons, (1796)	<u>I ISECON Demonstration/Workshop</u> Get your IS Students engaged, prepared and read to succeed with CourseMate! <i>Chepelsky, Adams</i> , Cengage Learning, (1767)
DeRosset Brooks, Nita	<u>ISECON Paper / Integration w/other Disciplines</u> CIS Program Redesign Driven By IS2010 Model: A Case Study <i>Surendran, Amer, Schwieger</i> , Southeast Missouri State University, (1610)	<u>ISECON Paper / Distance Education Challenges</u> Towards a Consistent Model Information Systems Curriculum <i>Sagheb-Tehrani</i> , Bemidji State University, (1602)
Dudley Yaylaciçegi, Ulku	<u>ISECON Paper / Distance Education Challenges</u> Introducing a Graduate Skills Business Unit into a Business Degree in Malaysia Using a Transnational Delivery Model <i>Stein, Licciardi</i> , Victoria University, Australia, (1620)	<u>ISECON Paper / Ethics Education</u> A Study of the Perceptions of College Students on Cyberbullying <i>Molluzzo, Lawler</i> , Pace University, (1633)
Latimer Segall, Mark	<u>CONISAR Paper / IT Innovation / Tech Changes</u> Talk to Text: Changing Communication Patterns <i>Pinchot, Douglas, Paullet, Rota</i> , Robert Morris University, (1830)	<u>CONISAR Paper / Applied IS Research/Methodologies</u> An Approach for Developing Business Architecture, an Essential Enabler for Business and IT Alignment <i>Li, Modis, Inc., Steenkamp</i> , Lawrence Technological University, (1841)
Skinner	<u>ISECON Workshop</u> Creating Windows Mobile Apps <i>Frydenberg</i> , Bentley University, (1764)	<u>ISECON Workshop</u> Creating Windows Mobile Apps (Continued) (continues until Noon)

Friday, November 4, - 11:00 to Noon

Location/Chair	11:00 to 11:25 am	11:30 to 11:55 am
Bellamy Schwieger, Dana	<u>ISECON Paper / Pedagogy/Curriculum</u> ALICE In Online And On-Campus Environments - How Well Is It Received? <i>Nguyen</i> , Australian Catholic Univ, <i>Nandi</i> , RMIT Univ, Mel, <i>Warburton</i> , School of CS and Information Technology, (1613)	<u>ISECON Paper / Pedagogy/Curriculum</u> Improving Student Numeracy Skills Through a Combined MIS/DS Course with Traditional and Online Teaching Methods <i>Popovich</i> , Saint Michael's College, (1651)
Cape Fear A	<u>ISECON Demonstration /Workshop</u> IBM Teams Up with You to Develop Students' Business Analytics Skills <i>Gardner, Harris Jr</i> , IBM, (1797)	<u>ISECON Demonstration / Workshop</u> New Approaches in Introductory Course Methods and Materials (Pearson Education) <i>Nixon, Horan</i> , Pearson Education, (1769)
DeRosset Breimer, Eric	<u>ISECON Paper / Pedagogy/Curriculum</u> A Curriculum Design System For Information Systems Programs <i>Slack</i> , Minnesota State University, (1649)	<u>ISECON Paper / Pedagogy/Curriculum</u> Using Easy Excel Tools with Clickers to Make large or Small Classes on Any Subject Immediately Engaging <i>Slauson</i> , Colorado Mesa University, (1622)
Dudley Siegfried, Robert	<u>CONISAR Paper / Systems Devel/Software Eng</u> Plan to Throw one Away: Lessons Learned Developing an Economic Simulator <i>Battig, Commo</i> , Saint Michael's College, (1803)	<u>CONISAR Paper / Applied IS Research/Methodologies</u> An Empirical Study of Social Networking Behavior Using Theory of Reasoned Action <i>Peslak</i> , Penn State University, <i>Ceccucci</i> , Quinnipiac University, <i>Sendall</i> , Merrimack College, (1807)
Latimer Kakish, Kamal	<u>ISECON Paper / Outcomes Assessment</u> Analysis of the Effectiveness of Traditional Versus Hybrid Student Performance for An Introductory Computing Course <i>Kakish</i> , Georgia Gwinnett College, <i>Pollacia</i> , Northwestern State University, <i>Heinz</i> , Georgia Gwinnett College, (1628)	<u>ISECON Paper / Distance Education Challenges</u> Is Student Performance On The Information Systems Analyst Certification Exam Affected By Form Of Delivery Of Information Systems Coursework? <i>Haga, Moreno, Segall</i> , Metropolitan St Col of Denver, (1662)
Skinner	<u>ISECON Workshop</u> Creating Windows Mobile Apps <i>Frydenberg</i> , Bentley University. (1798)	<u>ISECON Workshop</u> Creating Windows Mobile Apps (Continued)

Friday, November 4, - 2:00 to 3:30 p.m.

Location / Chair	2:00 to 2:25 pm	2:30 to 2:55 pm	3:00 to 3:25 pm
Bellamy Popovich, Karen	<u>ISECON Paper / Capstone Experience</u> Cloud Computing for Capstone Software Development Courses <i>Roggio</i> , University of North Florida, (1692)	<u>ISECON Paper / Pedagogy/Curriculum</u> Software Engineering Frameworks: Textbooks vs. Student Perceptions <i>McMaster</i> , Fort Lewis College, <i>Hadfield</i> , Air Force Academy, <i>Wolthuis</i> , Brigham Young U-Hawaii, <i>Sambasivam</i> , Azusa Pacific U, (1603)	<u>ISECON Paper / Enrollment Trends</u> Will Computer Engineer Barbie® impact young women's career choices? <i>Martincic</i> , Saint Vincent College, <i>Bhatnagar</i> , University of Pittsburgh Johnstown, (1672)
Cape Fear A	<u>ISECON Panel</u> The Tenth Strand: Proposing a Separate Course in Societal and Ethical Issues for Information Systems Majors <i>Currie Little</i> , Towson U, <i>Lind</i> , NC A&T State U, <i>Hall</i> , Champlain Col, (1775)	<u>ISECON Panel</u> The Tenth Strand: Proposing a Separate Course in Societal and Ethical Issues for Information Systems Majors (continued)	<u>ISECON Demonstration / Workshop</u> Educational Modeling Tools for Planning, Analysis and Design Courses <i>Nash, Nash</i> , Visible Systems, (1799)
DeRosset Slauson, Gayla	<u>ISECON Paper / Pedagogy/Curriculum</u> Fusing Communication and Writing Skills in The 21st Century's IT/IS Curricula <i>Liu, Murphy</i> , Marymount U, (1608)	<u>ISECON Paper / Pedagogy/Curriculum</u> Visual Basic Programming Impact on Cognitive Style of College Students: Need for Prerequisites <i>White</i> , Texas State U-San Marcos, (1615)	<u>ISECON Paper / Pedagogy/Curriculum</u> The Silver Lining: A Teaching Case Using Google Docs to Illustrate Cloud Computing Concepts <i>Frydenberg</i> , Bentley University, (1641)
Dudley Waguespack, Leslie	<u>ISECON Paper / Distance Ed Challenges</u> Behind the Final Grade in Hybrid v. Traditional Courses: Comparing Student Performance by Assessment Type, Core Competency, and Course Objective <i>Bain</i> , Rhode Island College, (1666)	<u>ISECON Paper / Pedagogy/Curriculum</u> Strategies for Ensuring Computer Literacy Among Undergraduate Business Students: A Marketing Survey of AACSB-Accredited Schools <i>Hungerford, Baxter, LeMay, Helms</i> , Dalton State College, (1643)	<u>ISECON Paper / Capstone Experience</u> Considerations for Integrating and Sustaining Experiential Learning and a Capstone Experience <i>Berardi, Blundell</i> , Kent State University at Stark, (1702)
<u>More Sessions between 2 and 3:30 on the next page</u>			

Location / Chair	2:00 to 2:25 pm	2:30 to 2:55 pm	3:00 to 3:25 pm
Latimer Pauli, Wayne	<u>CONISAR Paper / HCI</u> The Effects of Interruptions on Remembering Task Information <i>Lenox, Westminster College, Pilarski, Carnegie Mellon U. Leathers, Westminster College, (1802)</i>	<u>CONISAR Paper/ HCI</u> Study of User Behavior in Image Retrieval and Implications for Content Versus Concept Based Access <i>Schultz, Tarleton State University, (1829)</i>	<u>ISECON Paper / IS Research for Educators</u> A Projection of Skills Needed By Web Design Architects for 2013 <i>McCoy, Morehead State College, (1701)</i>
Skinner Harris, Albert	<u>CONISAR Paper / Web Applications Web 2.0</u> Measuring Propagation in Online Social Networks: The case of YouTube <i>Afrasiabi Rad, Benyoucef, U of Ottawa, (1834)</i>	<u>ISECON Paper PhD Papers / WIP</u> Politexting:Using Mobile Technology to Connect the Unconnected and Expanding the Scope of Political Communication <i>Olaore, Robert Morris University, (1675)</i>	<u>ISECON Panel</u> Developing and Publishing IS Teaching Cases <i>Smith, High Point University, Ballenger, Washington and Lee University, (1791)</i>

Friday, November 4, - 3:45 to 5:15 p.m.

Location / Chair	3:45 to 4:10 pm	4:15 to 4:40 pm	4:45 to 5:15 pm
Bellamy Stein, Andrew	<u>ISECON Paper / Distance Ed Challenges</u> Ideas Tried, Lessons Learned and Improvements to Make: A Journey in Moving a Spreadsheet-Intensive Course Online <i>Berardi, Kent State U at Stark, (1691)</i>	<u>ISECON Paper / Distance Ed Challenges</u> Implementation of a Distance MS-CIS Program: Lessons Learned & Principles for Success <i>Clark, Colorado State University, (1605)</i>	<u>ISECON Paper / Distance Ed Challenges</u> Comparatively Assessing The Use Of Blackboard Versus Desire2learn: Faculty Perceptions Of The Online Tools <i>Chawdhry, California U of PA, Poullet, Benjamin, American Public U System, (1676)</i>
Cape Fear A Ceccucci, Wendy	<u>ISECON Workshop</u> Improving your effectiveness in teaching IT Project Management <i>Schwalbe, Augsburg College, (1768)</i>	<u>ISECON Workshop</u> Improving your effectiveness in teaching IT Project Management (Continued)	<u>ISECON Panel</u> Journal of Information Systems Education Insight and Advice on Publishing Your Research <i>Kruck, James Madison U, Harris, Appalachian St U, Surendran, SE Missouri St U, (1763)</i>

<u>Sessions continued from previous page</u>			
Location / Chair	3:45 to 4:10 pm (Friday)	4:15 to 4:40 pm (Friday)	4:45 to 5:15 pm (Friday)
DeRosset Lawler, James	<u>ISECON Paper / Enrollment Trends</u> Factors influencing students' decisions to major in a computer-related discipline <i>Lenox</i> , Westminster College, <i>Jesse</i> , Thiel College, <i>Woratschek</i> , Robert Morris U, (1665)	<u>ISECON Paper / Pedagogy/Curriculum</u> Beyond the Bake Sale: Fundraising and Professional Experience for Students Involved in an Information Systems Student Chapter <i>Snyder</i> , <i>Carpenter</i> , <i>Slauson</i> , <i>Skinner</i> , Colorado Mesa U, <i>Nash</i> , Pro Velocity, (1647)	<u>ISECON Paper / IS Research toward Educators</u> The Need for Mobile Application Development in IS Curricula: An Innovation and Disruptive Technologies Perspective <i>Babb</i> , <i>Abdullat</i> , West Texas A&M U, (1682)
Dudley Linden, Tanya	<u>CONISAR Paper / Master Student/Faculty Papers</u> Outsourcing Best Practices <i>Mikita</i> , <i>DeHondt II</i> , Grand Valley State University, (1813)	<u>CONISAR Paper / Other</u> Semiotics as a Theoretical Foundation of Information Design <i>Sharp</i> , Tarleton State University, (1821)	<u>ISECON Paper / Pedagogy/Curriculum</u> Designing an Introductory CIS Course to Attract and Retain Female (and Male) Students <i>Soe</i> , <i>Guthrie</i> , California State Polytechnic U, <i>Yakura</i> , Michigan State U, <i>Hwang</i> , California State Polytechnic U, (1642)
Latimer Roggio, Robert	<u>ISECON Paper / Pedagogy/Curriculum</u> Reasserting the Fundamentals of Systems Analysis and Design through the Rudiments of Artifacts <i>Jafar</i> , <i>Babb</i> , West Texas A&M University, (1671)	<u>ISECON Paper / Other Topics</u> Revisiting Tinker vs. Des Moines School District: How Technological Advances Change the Notion of "Disruption" within the Classroom <i>Louch</i> , Sanford-Brown Institute, <i>Frketich</i> , Indiana University of Pennsylvania, (1698)	<u>ISECON Paper / Distance Education Challenges</u> Improving the LMS Selection Process: Instructor Concerns, Usage and Perceived Value of Online Course Delivery Tools <i>Laverty</i> , <i>Wood</i> , <i>Tannehill</i> , <i>Kohun</i> , <i>Turcek</i> , Robert Morris University, (1683)
Skinner	<u>ISECON Workshop</u> Using Google Docs and Shared Media Prims to facilitate interaction and collaboration in Second Life <i>Korzaan</i> , <i>Brooks</i> , Middle Tennessee State University, (1794)	<u>ISECON Workshop</u> Using Google Docs and Shared Media Prims to facilitate interaction and collaboration in Second Life (Continued)	<u>ISECON Paper</u> Masters Student/Faculty Papers The Importance of Written Security Policy for any Network Connection <i>Kianmehr</i> , <i>Becker</i> , <i>Kamali</i> , Missouri Western State University, (1774)

Saturday, November 5, - 9:15 to 10:45 a.m.

Location / Chair	9:15 to 9:40 am	9:45 to 10:10 am	10:15 to 10:40 am
Bellamy Stork, Elizabeth	<u>ISECON Paper / Pedagogy/Curriculum</u> Developing an Introductory Level MIS Project in Accordance with AACSB Assurance of Learning Standard 15 <i>Schwieger</i> , Southeast Missouri State University, (1629)	<u>ISECON Paper / Pedagogy/Curriculum</u> Facing the Challenges of IS Education for the Net Generation <i>Law</i> , University of Guam, (1631)	<u>ISECON Paper / Pedagogy/Curriculum</u> Market Basket Analysis for Non-Programmers <i>Yoder, Vandenberg, Breimer</i> , Siena College, (1657)
Cape Fear A	<u>ISECON Panel</u> Model Curriculum "Wiki" Birds of a Feather Panel Session <i>Lind</i> , North Carolina A&T State U, <i>Hall</i> , Champlain College, <i>Chen</i> , Abu Dhabi University, (1770)	<u>ISECON Panel</u> Model Curriculum ... (Continued)	<u>ISECON Panel</u> Model Curriculum "....." (Continued)
DeRosset Bain, Lisa	<u>ISECON Paper / IS Research toward Educators</u> Determinants of an Effective Cloud Computing Strategy <i>Lawler, Howell-Barber, Yalamanchi, Joseph</i> , Pace University, (1623)	<u>ISECON Paper / Pedagogy/Curriculum</u> Treating the Healthcare Workforce Crisis: A Prescription for a Health Informatics Curriculum <i>Campbell, Pardue, Longenecker, Barnett, Landry</i> , University of South Alabama, (1674)	<u>ISECON Paper / Pedagogy/Curriculum</u> Microsoft Enterprise Consortium: A Resource for Teaching Data Warehouse, Business Intelligence and Database Management Systems <i>Kreie</i> , New Mexico State U, <i>Hashemi</i> , University of Houston-Downtown, (1660)
Dudley Conlon, Michael	<u>CONISAR Paper / Applied IS Research/Methodologies</u> Social Networking Systems and Campus Life <i>Sgambato, Petkov, Wolf</i> , Eastern Connecticut State University, (1828)	<u>CONISAR Paper Business Intelligence</u> Maximizing Visibility in Skylines <i>Miah</i> , Southern University at New Orleans, (1804)	<u>CONISAR Paper / ERP/Bus Process/Supply Chain</u> Visualizing Capacity and Load: A Production Planning Information System for Metal Ingot Casting <i>Wu, Acharya</i> , Robert Morris University, (1823)
<u>More sessions on next page</u>			

Location / Chair	9:15 to 9:40 am (Saturday)	9:45 to 10:10 am (Saturday)	10:15 to 10:40 am (Saturday)
Latimer Hungerford, Bruce	<u>CONISAR Paper</u> IT Innovation / Tech Changes Building a Real-Time Bus Tracking Data Display System <i>Dudley, Vetter, Brown, Janicki</i> , U of North Carolina Wilmington, (1824)	<u>CONISAR Paper / Business Intelligence</u> Using Market Basket Analysis to Estimate Potential Revenue Increases for a Small University Bookstore <i>Hoanca, Mock</i> , U of Alaska Anchorage, (1822)	<u>CONISAR Paper / Business Intelligence</u> Most Popular Package Design <i>Miah</i> , Southern University at New Orleans, (1816)
Skinner Sendall, Patricia	<u>ISECON Workshop</u> Beyond Twitter and Facebook: Integrating Social Software Tools in the Classroom <i>Frydenberg</i> , Bentley University, <i>Sendall</i> , Merrimack College, <i>Serapiglia</i> , St. Vincent College (1795)	<u>ISECON Workshop</u> Beyond Twitter and Facebook: Integrating Social Software Tools in the Classroom (Continued)	<u>ISECON Paper</u> Masters Student/Faculty Papers Involuntary Commitment Application: An Online Training Module <i>Whitfield</i> , University of North Carolina Wilmington, (1637)

Saturday, November 5, - 11:00 to Noon

Location / Chair	11:00 to 11:25 am	11:30 to 11:55 am
Bellamy Kreie, Jennifer	<u>ISECON Paper / Pedagogy/Curriculum</u> Preparing for a Career as a Network Engineer <i>Morris, Fustos, Haga</i> , Metropolitan State College of Denver, (1626)	<u>ISECON Paper / IS Research toward Educators</u> Whatever Happened to Richard Reid's List of First Programming Languages? <i>Siegfried</i> , Adelphi University, <i>Greco, Miceli, Siegfried</i> , Adelphi University, (1681)
Cape Fear A	<u>ISECON Panel</u> IS 2010 & ABET Accreditation: Perspectives and Issues on the Current Iteration <i>Saulnier</i> , Quinnipiac U, <i>Kasper</i> , Virginia Commonwealth U, <i>Mathieu</i> , James Madison U, <i>Murray</i> , Kennesaw State University, <i>White</i> , Quinnipiac University, (1761)	<u>ISECON Panel</u> IS 2010 & ABET Accreditation: Perspectives and Issues on the Current Iteration (Continued)

Location / Chair	11:00 to 11:25 am (Saturday)	11:30 to 11:55 am (Saturday)
DeRosset Petkov, Doncho	<p><u>ISECON Paper</u> / IS Research toward Educators</p> <p>Does the Instructor's Experience as a Practitioner Affect the Purpose and Content of the Undergraduate Systems Analysis and Design Course?</p> <p><i>Burns</i>, Ramapo College of New Jersey, (1664)</p>	<p><u>ISECON Paper</u> / Pedagogy/Curriculum</p> <p>Problem Solving Frameworks for Mathematics and Software Development</p> <p><i>McMaster</i>, Fort Lewis College, <i>Sambasivam</i>, Azusa Pacific University, <i>Blake</i>, Brigham Young University, (1653)</p>
Dudley Clark, Jon	<p><u>CONISAR Paper</u> / Systems Devel/Software Eng</p> <p>Co-Creating Value in Systems Development: A Shift towards Service-Dominant Logic</p> <p><i>Babb, Keith</i>, West Texas A&M University, (1835)</p>	<p><u>CONISAR Paper</u> / IT Innovation / Tech Changes</p> <p>CMobile: A Mobile Photo Capture Application for Construction Imaging</p> <p><i>Martin, Vetter, Brown, Janicki</i>, University of North Carolina Wilmington, (1839)</p>
Latimer Davis, Christopher	<p><u>CONISAR Paper</u> / Data and Data Mgt</p> <p>Survey of Data Mining Methods in Emergency Evacuation Planning</p> <p><i>Miah</i>, Southern University at New Orleans, (1815)</p>	<p><u>CONISAR Paper</u> / Applied IS Research/Methodologies</p> <p>Open Source Software in the Vertical Market: an Open Niche?</p> <p><i>Conlon</i>, Slippery Rock University, (1808)</p>
Skinner	<p><u>ISECON Panel</u></p> <p>Volunteering for EDSIG</p> <p><i>Peslak</i>, Penn State University, <i>Janicki</i>, University of North Carolina Wilmington, <i>Ceccucci</i>, Quinnipiac University, <i>Hunsinger</i>, Appalachian State University, (1793)</p>	<p><u>ISECON Panel</u></p> <p>Volunteering for EDSIG</p> <p>(Continued)</p>

Saturday, November 5, - 2:15 to 3:45 p.m.

Location / Chair	2:15 to 2:40 pm	2:45 to 3:10 pm	3:15 to 3:40 pm
Bellamy Wu, Peter	<p><u>ISECON Paper / Integration Disciplines</u></p> <p>Digital Age: Technology Progress in Developing Countries</p> <p><i>Miah, Omar</i>, Southern University at New Orleans, (1630)</p>	<p><u>ISECON Paper / Distance Ed Challenges</u></p> <p>Distance in IS Education and Managing Change: A Task-Focused Framework</p> <p><i>Davis</i>, University of South Florida, (1703)</p>	<p><u>ISECON Paper / Pedagogy/Curriculum</u></p> <p>Health Informatics as an ABET-CAC Accreditable IS Program</p> <p><i>Landry, Daigle, Pardue, Longenecker, Campbell</i>, Univ of South Alabama, (1656)</p>
DeRosset Kline, Douglas	<p><u>ISECON Paper / Pedagogy/Curriculum</u></p> <p>Health Informatics Curriculum Compatible with IS 2010 and IMIA Recommendations for an Undergraduate Degree</p> <p><i>Longenecker, Campbell, Landry, Pardue, Daigle</i>, U of South Alabama, (1689)</p>	<p><u>ISECON Paper / IS Classroom Cases</u></p> <p>A Database Design and Development Case: Smile Land Academy</p> <p><i>Harris, Harris, Eplion</i>, Indiana University Southeast, (1741)</p>	<p><u>ISECON Paper / IS Classroom Cases</u></p> <p>A Database Design and Development Case: Home Theater Video</p> <p><i>Ballenger, Pratt</i>, Washington and Lee University, (1755)</p>
Dudley Matthews, Kevin	<p><u>ISECON Paper / PhD Papers / WIP</u></p> <p>A Conceptual Framework for Implementing E-Learning Technologies in Rural Settings.</p> <p><i>Odunaike</i>, Tshwane U of Technology, <i>Olugbara</i>, Durban U of Technology, <i>Ojo</i>, Tshwane U of Technology, (1638)</p>	<p><u>CONISAR Paper / PhD Papers/WIP</u></p> <p>The impact of Organizational Culture in managing the change to the use of FOSS at a South African University</p> <p><i>Dehinbo</i>, Tshwane U of Technology, <i>Alexander</i>, University of Pretoria, (1810)</p>	<p><u>ISECON Paper / Pedagogy/Curriculum</u></p> <p>Connecting the Cloud to Theory: Applying Carr and Christensen to advance the strategic understanding of cloud computing</p> <p><i>Lawrence</i>, University of Montana, (1696)</p>
Latimer Blundell, Gregory	<p><u>CONISAR Paper / Business Intelligence</u></p> <p>Applying Business Intelligence Concepts to Medicaid Claim Fraud Detection</p> <p><i>Copeland</i>, Nevada Department of Employment, Training and Rehabilitation, <i>Edberg, Wendel</i>, University of Nevada, Reno, (1836)</p>	<p><u>CONISAR Paper / Project Management</u></p> <p>Computational Linguistic Hedges Applied to a Project Critical Path</p> <p><i>McQuighan, Hammell II</i>, Towson University, (1840)</p>	<p><u>CONISAR Paper / IT Management / Strategy</u></p> <p>The Era of Digital Activism</p> <p><i>Sivitanides, Shah</i>, Texas State University-San Marcos, (1842)</p>

Saturday, November 5, - 4:00 to 5:00 p.m. – Abstract Only Presentations

Location / Chair	4:00 to 4:20 pm	4:20 to 4:40 pm	4:40 to 5:00 pm
Bellamy White, Garry	Global Assurance <i>White</i> , Texas State University-San Marcos, (1772)	Peter Drucker and David Allen: Toward a model of increased knowledge worker effectiveness <i>Lawrence, Evans</i> , Univ of Montana, (1781)	
DeRosset Hungerford, Bruce	Corporate Boards and Technology: What they need to know <i>Lawrence, Harrington</i> , University of Montana, <i>Warden</i> , CIO, Washington Corporation, (1783)	Emerging Trends and Opportunities for Hybrid Learning in Higher Education <i>Brooks, Korzaan</i> , Middle Tennessee State University, (1780)	Strategies for Ensuring Computer Literacy Among Undergraduate Business Students: A Marketing Survey of ACBSP-Accredited Schools <i>Hungerford, Baxter, LeMay, Helms</i> , Dalton State College, (1784)
Dudley Krishnamoorthy, Suban	Carolina Road House: An Undergraduate Case for Basic Excel <i>Smith</i> , High Point University, (1789)	On a Systemic Understanding of Software Development Contexts <i>Petkov</i> , Eastern Connecticut State University, <i>Alter</i> , University of San Francisco, <i>Petkova</i> , Central Connecticut State University, (1872)	Teaching Introductory Visual Basic Using MS Team Foundation Server <i>Kline, Martin, Matthews, Janicki, Guinn</i> , University of North Carolina Wilmington, (1786)
Latimer Miah, Muhammed	A Low Cost Green Virtual Machine Vending System <i>Kline, Loftis, Green</i> , University of North Carolina Wilmington, (1787)	Analysis Of Academic Integrity Policies In A University System <i>Cannoy, Lomo-David</i> , North Carolina A&T State University, (1785)	Virtual Environments, Immersive Learning Simulations, and Serious Games as New Instructional Technology for Information Systems Students <i>Harrington</i> , Slippery Rock Univ, (1782)
Skinner Serapiglia, Constance	The Value of Internships in the Information Systems Curriculum: A Case Study <i>Harrington, Hulick</i> , Slippery Rock University, (1779)	E-Learning and Distance Learning as a Sustainable Enterprise of the Future: a Business Model <i>Serapiglia, Tannehill, Petroy</i> , Robert Morris University, (1776)	

Welcomes

EDSIG President

Dear Members, Colleagues, and Friends,

Welcome to Wilmington! As President of the Education Special Interest Group of AITP, I am proud to represent a unique group of educators who genuinely care about their colleagues, their profession, and especially their students. I joined the organization 8 years ago and have been increasingly impressed by the level of research and commitment that you have exhibited each year at our conferences. I am especially proud of the camaraderie that only this group can exhibit. I humbly follow in a line of great leaders of this organization and I am committed to continuing the traditions that we have come to expect from ISECON and CONISAR.

This year is a special opportunity as we gather and share our challenges in the turbulent economic and educational environments. I encourage you to actively participate in our workshops, panels, and presentations, since now more than ever we face a global environment requiring our students and our profession to move ever forward at an accelerating pace. Cloud computing, HTML 5, Social Media Marketing, CSS 3, Mobile Apps, Microblogging, and Geolocation are only a few of the many new technologies or processes that are new or have seen significant growth since last year. We gather yearly to help us as educators to keep up with these new ideas as well as learn new ways to incorporate them in our pedagogy. The amount of information I have gathered from the conferences over the last 8 years has been enormous, and invaluable.

This year is a special treat as well, as we gather in the beautiful port city of Wilmington, N.C. Please take some time to enjoy the beautiful sights of this nearly 300 year old city. Walk the boardwalk, visit TV and film locations from Matlock and One Tree Hill, visit the restored downtown, and tour the USS NC. I guarantee you will not run out of activities or Southern hospitality in this one-of-a-kind city.

We are thrilled to have you as part of this year's conference. It has been a busy and challenging year for EDSIG as we continue our initiatives on our primary mission of 'IS Educators helping other IS Educators' to improve their instructional abilities and increase the quality of their research. Besides the conference EDSIG has been working with AITP and FITE to increase the quality of our graduates and our programs.

A conference of this size is the work of many individuals. We (the EDSIG board) would like to thank the following leaders of the conference who work diligently to help all of us improve our research capabilities. Kevin Jetton is the conference meeting planner and works tirelessly to ensure your experience is first class. Tom Janicki is our Past President but also our ISECON/CONISAR chair. His indefatigable efforts in bringing us to Wilmington and planning our conference are unparalleled. He has prepared us to truly see this great city in its entire splendor and has arranged for you to see the highlights of its Southern charm.

The papers, panels, workshop and case teams work hard to insure higher quality papers each year. Special thanks to Scott Hunsinger, Li-Jen Shannon, Muhammad Miah, and Mike Smith who spearheaded these efforts in 2011. Our third class of EDSIG fellows will be welcomed on Friday. Thank you past fellows for recommending a select group of special contributors to EDSIG. Thanks also to Bill Tastle, Gerald DeHondt II, Chuck Woratschek, and Terri Lenox and all team members. We are always looking for more volunteers, so please step up with your unique talents.

Finally, put New Orleans, Louisiana on your calendar for November 1 to 4, 2012. The conference will make a triumphant return to one of the most interesting cities in the world. The conference will be hosted directly in the French Quarter at the historic Hotel Monteleone. We expect a record crowd for our 29th annual conference.

Thank you for all you do and especially for joining us here in here in Wilmington. Have a productive and fun conference.

Alan Peslak
Penn State University
AITP-EDSIG President

FITE President



*Foundation for
Information Technology
Education*

**500 North Michigan Avenue, Suite 3400
Chicago, IL 6061**

Dear Fellow IT/IS Colleague:

The Information Systems Educators Conference (ISECON) and the Conference on Information Systems Applied Research (CONISAR) provides special opportunities for information technology faculty. For over a quarter of a century, the Foundation for Information Technology Education has been providing this forum of a broad spectrum of presentation topics, and a special camaraderie to be shared by those who attend.

This week and weekend, we are gathering to expand our understanding of information systems education. We are extremely grateful for the efforts of the entire ISECON 2011 and CONISAR 2011 conference planning committees for organizing these conferences. Thanks to conference chair Tom Janicki, we have the most sponsors & exhibitors in many years that are supporting not only the conference but also YOU the attendees! Be sure to visit with them during the conference, attend the vendor workshops and say thanks!

The authors, reviewers, presenters, and panelists, in conjunction with the ISECON and CONISAR committees, have collaborated to make this national conference function smoothly. In addition, those involved with registration, logistics and local arrangements deserve a special thank you. Anyone who has worked on the planning and execution of a conference of this magnitude can certainly appreciate the amount of effort necessary to present such an excellent conference.

The Foundation for Information Technology Education (EF) exists to advance the state of education and practice in the Information Technology profession. We are extremely fortunate to partner with the Education Special Interest Group (EDSIG) of the Association of Information Technology Professionals (AITP) in developing the annual ISECON & CONISAR conferences. Through these conferences, we offer a forum in which IT/IS educators can interact, learn, and then return to their classrooms to shape the skills and knowledge of tomorrow's IT professionals.

On behalf of the FITE Board of Regents, I would like to extend our gratitude to those who have participated for many years to build the coalition that draws on the combined strengths of EDSIG, AITP and FITE.

We hope ISECON 2011/CONISAR 2011 will be a valuable experience – from both a personal networking and professional development viewpoints. We also sincerely hope you will join us next year at the beautiful Hotel Monteleone on Royal Street literally in the exciting French Quarter of New Orleans November 1-4, 2012.

Have a great conference and let me know if there is anything that I can do to make your conference experience better not only this year, but in future years as well!

Sincerely,

Kevin Jetton
Texas State University-San Marcos Texas
President, Foundation for Information Technology Education
ISECON & CONISAR Meeting Planner

AITP President



Dear ISECON/CONISAR Attendee:

Welcome to the 28th ISECON Conference. I thank you for your ongoing support of the Association of Information Technology Professionals (AITP), the Foundation for Information Technology Education (FITE) and our Educational Special Interest Group (EDSIG). This is the premier Information Systems Educator event and simply put, this would never have been possible without your help.

With nearly 400 educators as part of our current membership, we place a significant importance on the value that each of you deliver on a day to day basis. As those who are on the pulse of the industry, you provide the knowledge to the future IT leaders on the role they can play in tomorrow's IT Industry. As you are aware, the annual AITP National Collegiate Conference (NCC) is a strong example of the value we deliver to members. It gives college and university students opportunities to network with peers, speak with industry leaders, and receive certification. While ISECON remains the premier event for IT Educators, please take time to encourage your students to attend the NCC next year in San Antonio, Texas. This event will take place March 29 through April 1, 2012, and is hosted by Texas State University – San Marcos and St. Mary's University. If you are looking to participate in the NCC either as a participant or volunteer, we encourage you to visit the NCC site at www.aitp.org/ncc for complete registration details.

Once again, AITP is pleased that you are able to join together for four days of education and networking. Please do not hesitate to reach out to any member of the AITP Board of Directors with questions. We all believe in the philosophy that you can't "do it yourself." For that simple reason, we believe in AITP and are confident that you will find the tools you need to make your participation in AITP and EDSIG a major success.

I look forward to meeting you at the conference and working with you in the future.

Best Regards,

Jim R. Henry

Association President
Association of Information Technology Professionals

2011 Conference Team

ISECON/CONISAR Conferences Chair Proceedings Chair Tom Janicki	Information Systems and Operations Management Department University of North Carolina Wilmington janickit@uncw.edu
FITE President and Meeting Planner Kevin Jetton	Computer Information Systems Department Texas State University kjetton@satx.rr.com
CONISAR Papers Chair Scott Hunsinger	Computer Information Systems Department Appalachian State University hunsingerds@appstate.edu
ISECON Papers Chair Li-Jen Shannon	Department of Computer Science Sam Houston State University lys001@shsu.edu
ISECON Assistant Papers Chair Muhammad Miah	Department of Management Information Systems Southern University at New Orleans mmiah@suno.edu
IS Teaching Cases Chair Mike Smith	Department of Information Systems High Point University msmith@highpoint.edu
New Members Welcome Team Terri Lenox	Mathematics and Computer Science Department Westminster College lenoxtl@westminster.edu
New Members Welcome Team Chuck Woratschek	Computer and Information Systems Department Robert Morris University woratschek@rmu.edu
Host Team Bryan Reinicke (chair) Judith Gebauer Douglas Kline Ulku Yaylacicegi	Information Systems and Operations Management Department University of North Carolina Wilmington
ISECON Best Papers Awards Bill Tastle	Department of Management Ithaca College tastle@ieee.org
CONISAR Best Papers Awards Gerald DeHondt II	Department of Computer and Information Systems Grand Valley State University dehondtg@gvsu.edu

2011 Educator of the Year – Dr. Kathy Schwalbe

Award will be presented at the Friday Luncheon

Each year EDSIG recognizes one of our 'best'. The individual who is selected as educator of the year is recognized for their outstanding efforts to lead the field of IS education in terms of teaching, research and service. Particularly important is their effort to improve the quality of our graduates.



Kathy Schwalbe, Ph.D., PMP is a Professor in the Department of Business Administration at Augsburg College in Minneapolis, Minnesota. She is the department coordinator for their Management Information Systems (MIS) major and has taught every MIS course in the major. She is also the first woman to earn the rank of Professor in her department. Kathy joined Augsburg College in 1991 after working in industry for ten years. Her first job out of college was as an Air Force officer working as a project manager and systems analyst for the U.S. Air Force at Electronic Systems Division near Boston, MA. She also worked as an engineer, senior technical specialist, and management consultant for McDonnell Aircraft Company (now Boeing) in St. Louis, MO and as an independent consultant before entering academia.

In addition to teaching Kathy enjoys writing textbooks and speaking at conferences. Her first book, Information Technology Project Management, now in its sixth edition and published by Cengage Learning, sold over 250,000 copies and was translated into five languages. Cengage also published the first two editions

of Kathy's more general text, An Introduction to Project Management. After deciding to focus on her other book, Cengage gave Kathy the rights and she self-published the third edition. Kathy's students often work on real projects as part of classes, including several that benefit the local community. Kathy has given numerous presentations at conferences on various aspects of project management.

Kathy earned her B.S. in mathematics from the University of Notre Dame on an Air Force ROTC scholarship. She helped start women's soccer at Notre Dame and was selected for the All Star women's soccer and flag football teams in college. She was the first girl to play on the boys' soccer team at Walnut Hills High School in Cincinnati, OH. While working in the Air Force, she earned her MBA at Northeastern University in their high technology MBA program. Kathy earned her Ph.D. in Educational Policy and Administration from the University of Minnesota while working at Augsburg.

Kathy finds time to enjoy life with her husband, an IT architect, and their three children. She enjoys quilting, biking, golfing, fishing, traveling, and other outdoor and creative activities. Her daughter is now a teacher in St. Paul, Minnesota after working for Teach for America. Her older son is a software developer in Venice Beach, California, and her youngest son will start college in the fall of 2011. For more information, see www.kathyschwalbe.com

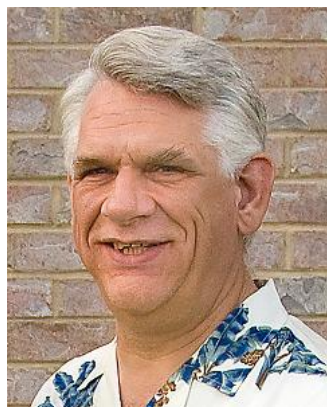
EDSIG Previous Educators of the Year

2010 Kenneth Kendall	2003 Ephraim McLean	1996 Milt Jenkins
2009 David Kroenke	2002 Blake Ives	1995 Andy Whinston
2008 Bruce White	2001 Bart Longenecker	1994 Dan Cougar
2007 Stuart Varden	2000 Paul Gray	1993 Gordon Davis
2006 Jack Russell	1999 John T. Gorgone	1987 Jerry Wagner
2005 Gayle Yaverbaum	1998 Herman "Hoppy" Hoplin	1986 Joyce Currie Little
2004 David Feinstein	1997 Jay Nunamaker	1985 Philip Gensler

EDSIG Distinguished Fellows (2011 Inductees)

The new class of inductees will occur during the Thursday Evening Welcoming Reception

This recognition is in honor of their sustained, long-term, meaningful and effective support of AITP-EDSIG in its ongoing mission to improve IS Education, mentor IS students, and foster the careers of IS faculty. They have distinguished themselves and advanced the profession of Information Systems education at the collegiate level.



Don Colton

*Brigham Young University Hawaii
Professor – Computer and Information Sciences*

I am pleased and honored to be named an EDSIG Fellow. I know it is mostly a result of all the people I have been privileged to work with. I am grateful for the opportunities that have come my way. The EDSIG board has been wonderful these past ten years. They are each uniquely different and yet curiously all the same. They are the same in their love for this organization. They are the same in their commitment to do what it takes to make EDSIG a success. They are the same in their desire to advance the careers of EDSIG members by making them better teachers, better mentors, and better professionals. I love them for it. I am grateful to have been a part of that.

I completed my BS in Mathematics in 1976, after serving a two-year mission for the Church of Jesus Christ of Latter-day Saints in Korea from 1973 to 1975. In 1975 - I married my sweetheart, Lois. I enrolled in a Ph.D. program at Oregon Graduate Institute. At OGI I studied computer-based automatic speech recognition. Never did I imagine any of that would happen. In 1997 I graduated from OGI with a Ph.D. in Computer Science and Engineering. I became an Assistant Professor of Computer Science at Brigham Young University Hawaii.

Never would I have imagined so much good, so much fun, so many friends and colleagues, so much time in Hawaii, but most of all, so much satisfaction with things that happened that I totally did not expect. Life has been very good. Thank you!

Joyce Currie Little
Towson University

Emeritus Professor, Computer & Information Science

Dr. Joyce Currie Little is Emeritus Professor, Computer & Information Sciences, at Towson University, Baltimore, Maryland, having retired in February 2011. She taught first in the Department of Mathematics and Computer Science, then became the Founding Chair of the new Department of Computer and Information Sciences in 1984.



Dr. Little has a B.S. from Northeast Louisiana University 1957, a M.S. from San Diego State University in 1963, and a Ph.D. from University of Maryland, College Park in 1984. She has been in computing for over fifty years, starting by being hired as a "test engineer" to do data analysis on aircraft and missiles, using some of the earliest computers available in aerospace work at the time. Ask her about watching Sputnik overhead in San Diego with her crew, and about their work with NASA on the Atlas Missile, and about the WWII German scientists who worked with them.

Among the honors Joyce has received are these: a 1972 Outstanding Educator in America award; the DPMA EDSIG 1986 Educator of the Year; the Baltimore Chapter AITP Outstanding Information

Sciences Professional in 1991; the annual ACM Distinguished Services Award in 1992; a Fellow of the ACM in 1994; a Fellow of the American Association for the Advancement of Science (AAAS) in 1995; a recipient of a 1997 Woman Pioneer Award in 1997, given by the Grace Hopper Celebration of Women in Computing, Towson University President's Distinguished Service Award in 2000, and the annual ACM SIGCSE Lifetime Service Award in 2006. Joyce holds the RBP, CDP and CCP credentials of the ICCP.



Gerald (Jerry) E. Wagner
California State Polytechnic University
Professor Emeritus – Computer Information Systems

Dr. Gerald E. Wagner is Professor Emeritus of Computer Information Systems at California State Polytechnic University (Cal Poly), Pomona. He joined the faculty at Cal Poly in 1966 and served as the founding Department Chair of the Business Data Processing Department, renamed later to Computer Information Systems. He also served as Associate Dean and Dean of the College of Business Administration as well as a member of the teaching faculty prior to his retirement in 1999. During his time in higher education, Jerry was involved in curriculum development and was responsible for developing one of the first, if not the first, business-oriented 4-year degree programs in Computer Information Systems. He also helped to develop the masters degree in IS Auditing at Cal Poly. He served on the original "National Model Curriculum Committee" for the Association of Information Technology Professionals (formerly DPMA) and he served as an educational consultant to develop a Common Body of Knowledge (CBOK) for the computer information systems profession.

During his career Dr. Wagner has been the recipient of numerous awards including "Meritorious Performance and Professional Promise," "Educator of the Year," "Data Educator of the Year," and "Outstanding Educator" by different professional associations or universities; and "Lifetime Membership" for Meritorious Service by the Association of Information Technology Professionals (AITP).

Dr. Wagner completed his bachelors and masters degrees in Business at the University of Northern Iowa and his doctorate at UCLA. He also holds the CDE, CCP, and CISA credentials

EDSIG Distinguished Fellows (Previous Inductees)

Honoree	Affiliation
David L. Feinstein	University of South Alabama
Albert L. Harris	Appalachian State University
Mark (Buzz) C. Hensel, Jr.	The University of Texas at Arlington
Teresa Hickerson	Snyder High School
Ronald Kizior	Loyola University Chicago
Paul Leidig	Grand Valley State University
Herbert E. Longenecker, Jr.	University of South Alabama
Herbert Rebhun	University of Houston Downtown
Jack P. Russell	Northwestern State University
William J. Tastle	Ithaca College
Margaret Thomas	Ohio University
Stuart A. Varden	Pace University
Bruce A. White	Quinnipiac University

Presentation Abstracts

ISECON Paper Abstracts

Students' Responses to Ethical Dilemmas in an Academic Setting and in the Work Place

Faye Teer.....James Madison University
S KruckJames Madison University

Thursday 11/3/2011 in Bellamy at 12 Noon

It is important for students to be prepared to act ethically when they face real world situations that test their ethical leadership. The purpose of this study was to examine university students' responses to ethical dilemmas. One hundred and sixty two students in numerous majors and both undergraduate and graduate classifications responded to a survey that presented 13 ethical dilemmas. A low survey score represents more ethical responses and a higher score represents more unethical responses. The findings for respondents indicate that the mean ethics score was 5. Since all 13 scenarios were clearly unethical, a mean score of 5 indicates many student respondents stated they would act unethically in numerous scenarios. The findings also indicate that there is not a significant difference between gender and ethics scores. The findings of our study reinforce the importance of the need for educators to work toward making academic integrity valued by all university graduates. Business school administrators and faculty need to carefully examine their curriculum to see how well their school is fulfilling its obligation in providing employees who will be ready to lead and act ethically.

With the extent of university student cheating reported in the literature and in our own research, it is clear that more insight into this problem would be helpful. Future empirical research is needed to explore the extent to which business school administrators and faculty are responding to the AACSB call to provide business students with the ability to be ethical leaders in the work place.

<http://proc.isecon.org/2011/pdf/1616.pdf>

A Case Study: Applying Critical Thinking Skills to Computer Science and Technology

Li-Jen Shannon Sam Houston State University
Judith Bennett Sam Houston State University

Thursday 11/3/2011 in Dudley at 12 Noon

A majority of incoming college freshmen and sophomores have not applied their critical thinking skills as part of their learning process. This paper investigates how students acquire their critical thinking skills while facing the copyright, fair use, and internet security challenges in this contemporary digital society. The findings show that 90 percent of students were not able to apply their critical thinking skills with valid reasoning when they made a decision based on the case scenarios.

<http://proc.isecon.org/2011/pdf/1606.pdf>

A Framework for Addressing Ethics in the Digital Age

Mary Lind North Carolina A&T State University

Thursday 11/3/2011 in Bellamy at 12:30 pm

The networked society is impacting all aspects of our lives and changing the way that information is obtained and used. For students this impact is changing how information is shared and tasks are performed just as in the workplace. This research will develop a measurement scale for digital ethics and begin to propose approaches to leverage this knowledge sharing.

<http://proc.isecon.org/2011/pdf/1624.pdf>

A Decade Review of a Masters-Level Real-World-Projects Capstone Course

Charles Tappert Pace University
Allen Stix Pace University

Thursday 11/3/2011 in DeRosset at 12:30 pm

Our mission of capstone computing courses for the past ten years has been to offer students experience with the development of real-world information technology projects. This experience has included both the hard and soft skills required for the work they could expect as industrial practitioners. Hard skills entail extending one's knowledge structure with technical know-how, specifically using the latest software and hardware tools for building applications of genuine utility. Soft skills include the ability to work in a collaborative setting (e.g., to participate in team coordination and governance), the ability to interact with a customer (e.g., to establish product requirements and achieve acceptance), the ethos of creating value, and a facility for technical communications (written, oral, and electronic). Significant changes in the instructional environment have taken place in the ten years since the capstone class was first offered. This paper describes the adaptation to changes in the course's delivery so that its mission continues to be fulfilled successfully.

<http://proc.isecon.org/2011/pdf/1661.pdf>

Cloud Computing as a Core Discipline in a Technology Entrepreneurship Program

James Lawler Pace University
Anthony Joseph Pace University

Thursday 11/3/2011 in Bellamy at 1:00 pm

Education in entrepreneurship continues to be a developing area of curricula for computer science and information systems students. Entrepreneurship is enabled frequently by cloud computing methods that furnish benefits to especially medium and small-sized firms. The authors of this paper present an enhanced model program for including cloud computing as a discipline for further learning technology entrepreneurship. In the program, students can

learn skills for leveraging cloud computing practices in the context of an enterprise strategy. This paper will be beneficial to educators exploring new initiatives in industry that might improve innovation projects in a technology entrepreneurship program.

<http://proc.isecon.org/2011/pdf/1607.pdf>

(Teaching Case)

Social Media as a Tool for Product Launches: How DISCO saved \$100,000

Bruce White Quinnipiac University
Chelsea LaManna Quinnipiac University

Thursday 11/3/2011 in DeRosset at 1:00 pm

A networking giant, DISCO, is forced to think outside the box in regards to a new product launch. The world was moving to becoming more digital, and the company realized that it needed to embark on this journey or be left behind. Through a three-month long, properly executed social media campaign that utilized not only social media platforms, but also blogs, video conferencing, and gaming, DISCO was able to successfully launch their new router into the market. The digital launch process saved them countless hours and dollars, and set precedence for future launches in terms of the way social media can be used as a launch tool.

<http://proc.isecon.org/2011/pdf/1745.pdf>

The Learning and Productivity Benefits to Student Programmers from Real-World Development Environments

Justin Debuse .. University of the Sunshine Coast
Meredith Lawley University of the Sunshine Coast

Thursday 11/3/2011 in Bellamy at 2:00 pm

Existing research and practice in software development environments shows no clear consensus on the most appropriate development tools to use; these may range from simple text editors through teaching-oriented examples to full commercial integrated development environments (IDEs). This study addresses this gap by examining student perceptions of two

development environments at opposite ends of the complexity spectrum. The results, gathered over several years using students at a range of experience levels, suggest that complex commercial IDEs are appropriate for programming education, even for entry-level students. Indeed, they offer a range of features that may improve the understanding and productivity of students. However, given the greater simplicity of simple text editors and potential for students to become overly dependent upon the support mechanisms provided by IDEs, teaching IDEs in combination with simple text editors appears to offer an ideal combination to maximize learning opportunities and student employability.

<http://proc.isecon.org/2011/pdf/1648.pdf>

Measuring Assurance of Learning Goals: Effectiveness of Computer Training and Assessment Tools

Marianne Murphy North Carolina Central Univ
Aditya Sharma. North Carolina Central University
Mark Rosso North Carolina Central University

Thursday 11/3/2011 in DeRosset at 2:00 pm

Teaching office applications such as word processing, spreadsheet and presentation skills has been widely debated regarding its necessity, extent and delivery method. Training and Assessment applications such as MyITLab, SAM, etc. are popular tools for training students and are particularly useful in measuring Assurance of Learning (AOL) objectives. Meeting these assessment objectives has become a crucial issue in business schools as it now plays a major role in AACSB accreditation. It is our contention that these tools are fundamentally necessary to train and assess students to meet specific objectives that support a particular goal. In our experience, the simulation component of these tools is not enough to ensure all objectives. In this paper, we describe our experience with the use of in-the-application assignment projects to supplement the assessment and training simulation in order to improve final assessments and close the AOL loop.

<http://proc.isecon.org/2011/pdf/1658.pdf>

(Teaching Case)

Creating Visualizations from Multimedia Building Blocks: A Simple Approach to Teaching Programming Concepts

Tanya LindenVictoria University
Reeva Lederman University of Melbourne

Thursday 11/3/2011 in Bellamy at 2:30 pm

Academics teaching programming are faced with the challenge of teaching dynamic concepts using static media. Despite multiple tools developed in the past to support learning of programming concepts, access to these tools is very limited and many educators have to create their own support materials and tools which is often time-consuming, complex and expensive. In this paper we share our experience of producing simple animations using widely and/or freely available software packages to develop small building blocks that are customizable and reusable and can be mixed and matched to meet the learning requirements of individual students. Positive student feedback from using these tools has encouraged the continued exploration of options for developing animations illustrating programming concepts.

<http://proc.isecon.org/2011/pdf/1619.pdf>

Challenges of Designing, Developing and Teaching an Undergraduate Course on IT and Environment for IS, IT, CS majors and as a General Education for all Students

Suban Krishnamoorthy... Framingham State Univ

Thursday 11/3/2011 in DeRosset at 2:30 pm

A safe, lasting green environment that is good for all species on earth can be built and sustained only with the collective efforts of every human being, societies, religions, and governments through education and involvement. Information systems and technologies (ISTs) can aid as well as hinder building and sustaining a green environment. This paper describes the processes and challenges encountered in designing, developing

and teaching the course entitled, "IT and Environment" as a general education course for the students at a University. The main objective of the course is to cover various ISTs involving water, glaciers, forests, renewable energies, species, personal and household devices and systems, and recycling and management of wastes of ISTs.

<http://proc.isecon.org/2011/pdf/1617.pdf>

Data Analytics in Evaluating Student Forum: A Study of Sampled Forum Data

Hsui-lin Winkler Pace University

Thursday 11/3/2011 in Dudley at 2:30 pm

This paper presents results and discusses issues using data analytics for analyzing student forums. Useful techniques such as frequency counting, categorization, and classification were found to provide insightful information when applied to temporal student forum data. The main constraints in applying data analytics are direct accessibility to data sources and confusing user interfaces in data collection.

<http://proc.isecon.org/2011/pdf/1697.pdf>

An Expanded Study of Net Generation Perceptions on Privacy and Security on Social Networking Sites (SNS)

John Molluzzo Pace University
James Lawler Pace University
Vijal Doshi Pace University

Thursday 11/3/2011 in Bellamy at 3:00 pm

Social networking on the Internet continues to be a frequent avenue of communication, especially among Net Generation consumers, giving benefits both personal and professional. The benefits may be eventually hindered by issues in information gathering and sharing on social networking sites. This study evaluates the perceptions of students taking a required university-core computing course in an expanded and new survey at a leading northeast institution on facets of privacy of marketplace

social networking sites, relative to internal information gathering and sharing on the sites. Findings from the survey continue to demonstratively indicate less knowledge of personal information gathering and sharing techniques on the sites, notably in privacy and security statements, than of the popular sociality of the sites. These findings furnish impetus into the continued improvement of curricula in the disciplines of information systems and non-information systems, in order to educate students on often overlooked dimensions of social networking on the Internet.

<http://proc.isecon.org/2011/pdf/1634.pdf>

Will They or Won't They? Exploring Ethical Judgment, Gender, Age, Geographic Region, and Behavioral Intent

Nancy Martin .. Southern Illinois Univ Carbondale
Belle Woodward Southern Ill Univ Carbondale

Thursday 11/3/2011 in Bellamy at 4:00 pm

The unethical use of information technology and information resources continues to be an important research topic. Understanding individual differences that may impact decision making in an ethical dilemma is valuable not only to educators, but to practicing managers as well. In this study, we use logistic regression analysis to explore the relationship between an individual's behavioral intent and their judgment of the ethicality of a scenario. We also consider gender, age, and geographic region as possible predictors of intent. Results indicate that for all scenarios, behavioral intent was lower the more unethical a scenario was judged. Results also show that in some instances, women were less likely than men and U.S. students were less likely than European students to commit an unethical act. Age was not a significant predictor of behavioral intent. These results inform educators and practitioners of key ethics topics that need continued and improved attention both in curriculums and in the workplace.

<http://proc.isecon.org/2011/pdf/1636.pdf>

Multiple Submissions and their Impact on the 'Path of Learning'

Judith Gebauer Univ of NC Wilmington
Tom Janicki Univ of NC Wilmington
Ulku Yaylaci Univ of NC Wilmington

Thursday 11/3/2011 in DeRosset at 4:00 pm

Learning theory from the 'behaviorist' camp suggests that a stimulus (problem) with quick feedback and then repetition (resubmission) will increase student learning. To test this assumption an experiment was conducted. In an introductory management information system class students are given the opportunity to submit several skill-building assignments prior to the due date. These submissions were graded promptly with feedback provided and the students could then re-submit the assignment for final grading upon the actual due date. Data that was collected from 159 students on three different spreadsheet and database assignments indicates that there is a relationship between the choice of a student to take advantage of pre-grading and the final test grade that tests similar skills as in the assignments. However, the relationship is not immediate, but it appears that students need to follow a 'path of learning' in order to achieve a higher level of understanding, whereby prompt and constructive feedback can play an important role.

<http://proc.isecon.org/2011/pdf/1659.pdf>

Adjunct Communication Methods Outside the Classroom: A Longitudinal Look

Anthony Serapiglia St Vincent College

Thursday 11/3/2011 in Dudley at 4:00 pm

The ubiquitous nature of social networking and online/electronic communication has become expected in every area of life by those students that are entering colleges and universities today. This is in direct opposition with the trend of colleges and universities to reduce support for basic infrastructure services such as school provided E-mail. The continued rise of reliance on adjunct professors as a source of direct, on-ground instruction has also led to a shift and reduction of the opportunities for the student to interact with their teachers. The availability of modern technology for communication has

provided many new avenues for this interaction to take place. It is necessary for adjunct faculty and institutions to explore and leverage new channels of electronic and online communication to provide opportunities for timely and valuable exchanges between instructor and student outside of the classroom.

<http://proc.isecon.org/2011/pdf/1670.pdf>

An Ethics Whirlwind: A Perspective of the Digital Lifestyle of Digital Natives and Initial Thoughts on Ethics Education in Technology

Brian Hall Champlain College

Thursday 11/3/2011 in Bellamy at 4:30 pm

As digital natives continue rolling onto college campuses around the country, the questions surrounding digital ethics grow. Students do not know life without modern technology, computers, mobile devices, the Internet and their lifestyle has developed around this mass. Unlike their predecessors, they do not recognize a difference between the digital space and the real world. They are one-in-the-same. Yet, the connection between digital actions and real-life consequences is often unrecognized. This is mainly due to the fundamental lack of proper moral code education and application. This paper is a presentation of data collected on students' digital behavior and initial thoughts on the issues surrounding digital ethics education.

<http://proc.isecon.org/2011/pdf/1618.pdf>

A Design Quality Learning Unit in OO Modeling Bridging the Engineer and the Artist

Leslie Waguespack Bentley University

Thursday 11/3/2011 in DeRosset at 4:30 pm

Recent IS curriculum guidelines compress software development pedagogy into smaller and smaller pockets of course syllabi. Where undergraduate IS students once may have practiced modeling in analysis, design, and implementation across six or more courses in a

curriculum using a variety of languages and tools they commonly now experience modeling in four or fewer courses in at most a couple of paradigms. And in most of these courses their modeling decisions focus on acceptable syntax rather than principles representing and communicating concepts of quality in information systems. Where learning design quality may once have been an osmotic side effect of development practice it must now be a conscious goal in pedagogy if it is to be taught at all. This paper presents a learning unit that teaches design quality in object-oriented models. The focus on object-oriented models allows the learning to permeate analysis, design, and implementation enriching pedagogy across the systems development life cycle. The quality perspective presented is more expansive than that usually found in software engineering, the traditional "objective" notion of metrics, and integrates aspects of aesthetics, the more subjective phenomena of satisfaction. This learning unit is intended as an adaptable framework to be tailored to the coursework and the overall objectives of specific IS programs.

<http://proc.isecon.org/2011/pdf/1625.pdf>

(Teaching Case)

Technology and the Evolution of the Workplace

Bruce White Quinnipiac University
Susan Flynn Quinnipiac University

Thursday 11/3/2011 in Dudley at 4:30 pm

Technology is changing the boundaries of the traditional workplace. For some industries it is no longer necessary for employees to be physically present in an office. Technological improvements are giving employees the ability to work effectively from remote locations, and the virtual office is a growing trend. Telecommuting arrangements are being adopted for economic, psychological and environmental reasons. This is a case study about a fictitious company which examines the evolution of its workplace and discusses some of the benefits as well as disadvantages to these changes.

<http://proc.isecon.org/2011/pdf/1747.pdf>

Enterprise Architecture – An Analysis of IS 2010's Newest Core Course

George Schell Univ of North Carolina Wilmington
Rick Mathieu James Madison University

Thursday 11/3/2011 in Bellamy at 5:00 pm

The IS 2010 Model Curriculum introduced a new course into the core curriculum: Enterprise Architecture (EA). The primary goal of this course is to provide undergraduate students with a top-down view of "computing architecture" replacing a more traditional bottom-up view of architecture. Interestingly, few universities teach an EA course and no textbook on the topic currently exists. This paper studies the proposed EA course by analyzing the proposed learning objectives in the context of the larger overall learning outcomes contained in IS 2010. The paper concludes by recommending several strategies for making the EA course a practical and useful undergraduate course.

<http://proc.isecon.org/2011/pdf/1678.pdf>

Wikis as a Student Collaborative Tool

Donna Everett Morehead State University

Thursday 11/3/2011 in DeRosset at 5:00 pm

Wikis are one of many Web 2.0 components that may be used to enhance the teaching and learning process. A wiki is a web communication and collaboration tool that can be used to engage students in learning with others within a collaborative environment. This paper expands on wiki usage, reviews current literature on wiki use in education. It presents the results of a pilot application of a wiki as a student collaborative tool in a required Business Communication class to determine if a wiki will improve student performance (grades).

<http://proc.isecon.org/2011/pdf/1601.pdf>

Emerging Technologies: Public Health Educators' Knowledge and Attitudes Towards Global Sensor Networks

Taiwo Ajani Robert Morris University
Elizabeth Stork Robert Morris University

Thursday 11/3/2011 in Dudley at 5:00 pm

The planet-wide networking of sensing devices planned by some computer corporations will have major implications for socio-political systems including national security, public health, and environmental monitoring. The early acceptance or failure of these deployments will depend on first users' knowledge and attitudes about it. This correlation study used two adapted instruments, one on knowledge of technology and one on attitudes, and captured demographic information on 155 Public Health educators as well. It found that Public Health university educators were not very knowledgeable about sensor systems and had moderately positive attitudes about the idea of global sensor deployment. A slight positive correlation between knowledge and attitudes on global sensor networks was found. Public Health professionals are on the forefront of environmental and global health research and policy and as such their involvement in development and implementation are critical to the public's acceptance of this technology.

<http://proc.isecon.org/2011/pdf/1694.pdf>

Teaching Management Information Systems as a General Education Requirement (GER) Capstone

Bogdan Hoanca... University of Alaska Anchorage

Friday 11/4/2011 in Bellamy at 9:30 am

Although many IS programs nationwide use capstone courses in the major, this paper reports on the use of an upper division Management Information Systems (MIS) class as a general education requirements (GER) capstone. The class is a core requirement for all majors in the Bachelor of Business Administration (BBA) program at the University of Alaska Anchorage, which includes the MIS major. The BBA program is accredited by the

Association to Advance Collegiate Schools of Business (AACSB).

The explosive developments in information technology have both economic and cultural impacts on society, and often lead to ongoing debates. In dealing with the impact of technology on society, the capstone class challenges students to integrate GER knowledge, business and their major-specific knowledge, and IT knowledge. Students must demonstrate skills across five dimensions: 1) knowledge integration, 2) effective communication (oral and in writing), 3) critical thinking and problem solving, 4) information literacy, and 5) quantitative perspectives. The five GER dimensions are assessed using a research project and a series of four hands-on projects (information literacy, database management, data mining, and decision support). The research project is based around a debate on topics relating to the impact of technology on society, and challenges students across all five dimensions. The hands-on projects focus more on information literacy, critical thinking and quantitative perspectives.

<http://proc.isecon.org/2011/pdf/1635.pdf>

CIS Program Redesign Driven By IS2010 Model: A Case Study

Ken Surendran Southeast Missouri State Univ
Suhair Amer Southeast Missouri State Univ
Dana Schwieger ... Southeast Missouri State Univ

Friday 11/4/2011 in DeRosset at 9:30 am

The release of the IS2010 Model Curriculum has triggered review of existing Information Systems (IS) programs. It also provides an opportunity to replace low enrollment IS programs with flexible ones that focus on specific application domains.

In this paper, the authors present a case study of their redesigned Computer Information Systems (CIS) program that comes into effect in Fall 2012. Of the four tracks in the program, two are aimed at students interested in two diverse application domains: Business Administration and Graphics Communications (Multimedia). The authors describe the context and design constraints in choosing the tracks, as well as the process they used in designing their flexible CIS program. They also discuss how well the core courses in the redesigned CIS

program fare against the IS2010 Model recommendations. Further, for the CIS Business track, they illustrate how the courses collectively satisfy the IS Body of Knowledge recommended in the Model document. In addition, they map the domain-related courses in that track onto the different levels of a two-dimensional learning taxonomy to help design the assessments in those courses. They also provide an outline of the Multimedia track they developed using the same process.

<http://proc.isecon.org/2011/pdf/1610.pdf>

Introducing a Graduate Skills Business Unit into a Business Degree in Malaysia Using a Transnational Delivery Model

Andrew Stein..... Victoria University
Raquel Licciardi..... Victoria University

Friday 11/4/2011 in Dudley at 9:30 am

The School of Management and Information Systems at Victoria University Australian resides within the Business Faculty and has a range of Management and Information Systems degrees. In 2008 all degree programs in the Business Faculty introduced a graduate or generic skills compulsory subject that focused on problem-solving, critical thinking, communication and teamwork. This paper presents a discussion of the challenges faced when delivering the graduate/generic skills business unit into an Information Systems degree into a Malaysian University. Cultural, pedagogical, logistical, operational and student perceptions are some of the challenges that must be assuaged when deploying new units. Further this paper will present preliminary quantitative data to analyse and identify key classroom delivery challenges and then facilitator/student qualitative data to provide context and deeper understanding. The challenges that arose in the rollout included; the need to customise programs into culturally different destinations, the need to find and train facilitators that could deliver the graduate skills-based activities, and the adoption of a team-based learning pedagogy with the commensurate difficulty this type of pedagogy engender in a teaching culture that is heavily reliant upon the individual in its education system. Suggestions for improving learning outcomes are provided and include the adoption of a team-based learning pedagogy, a focussed

student assessment rationale and the development of a student lecturer trust relationship.

<http://proc.isecon.org/2011/pdf/1620.pdf>

Systems Analysis and Design: Know your audience

Bryan Reinicke University of NC Wilmington

Friday 11/4/2011 in Bellamy at 10:00 am

Systems analysis and design (SAD) classes are required in both Information Systems and Accounting programs, but these audiences have very different needs for these skills. This article will review the requirements for SAD within each of these disciplines and compare and contrast the different requirements for teaching systems analysis and design to both audiences. These observations are based on both literature on the subject, and the authors personal experience with teaching SAD to these two audiences.

<http://proc.isecon.org/2011/pdf/1673.pdf>

Towards a Consistent Model Information Systems Curriculum

Mehdi Sagheb-Tehrani .. Bemidji State University

Friday 11/4/2011 in DeRosset at 10:00 am

Many programs are closely following the curriculum guidelines of a widely recognized IS model. However, the decrease in enrollment in IS programs has motivated many institutions to be innovative in the design of their curricula in order to attract more students to their programs. Therefore it is important to study how to redesign the curriculum for survival in the current economic environment. An understanding of these programs will help us create a more consistent CIS/MIS curriculum that will be challenging and yet attractive to more students. seventy one IS programs are evaluated in the Unites States. The main purpose is to compare these programs with 2009-IS model and show the differences that exist between these programs regarding core and elective courses credit hours. The results show a significant difference between institutions of higher education with respect to

core and elective course credit hour offerings in their IS programs.

<http://proc.isecon.org/2011/pdf/1602.pdf>

A Study of the Perceptions of College Students on Cyberbullying

John Molluzzo Pace University
James Lawler Pace University

Friday 11/4/2011 in Dudley at 10:00 am

Cyberbullying is a concern for all citizens. Harassment and hostility continue to be evident on digital media in society. In this study, the authors evaluate the perceptions of college students on cyberbullying at a major metropolitan university. The findings from a research survey disclose a higher level of knowledge of the perceived prevalence of cyberbullying and of the perceived perpetration of cyberbullying towards distinct populations of students. The findings from the study concurrently disclosed a lower level of knowledge of perceptions of institutional protection on problems of cyberbullying at the university. This study will benefit administrators, counselors and instructors, and especially information systems instructors, considering an improved process to respond to the sensitivity of students confronting cyberbullying in both society and university.

<http://proc.isecon.org/2011/pdf/1634.pdf>

ALICE In Online And On-Campus Environments – How Well Is It Received?

Thuy-Linh Nguyen..Australian Catholic University
Dip Nandi.....RMIT University
Geoff WarburtonRMIT University

Friday 11/4/2011 in Bellamy at 11:00 am

Since its launch around 2000, Alice, an innovative tool to aid in the teaching of introductory programming, has received much publicity and great acceptance worldwide. It has however, also received a number of criticisms, and in some cases, was even removed from the curriculum. Further researches are needed to

establish more precisely what works and what does not work for Alice, and in what situation. This paper reports on the outcomes of an educational empirical research project that aims to establish if there are any correlations between the level of acceptance of Alice by students and the learning environments (online versus on-campus), taking into consideration the specific characteristics of Alice as well as the personal traits, learning style, and relevant background and experiences of the students. The findings indicate that is more likely that online students like Alice than on-campus students. This deviation however, is not likely to be influenced by the learning environment or study mode per se, but rather by age, communication frequency, and English as the first language.

<http://proc.isecon.org/2011/pdf/1613.pdf>

A Curriculum Design System for Information Systems Programs

James Slack.....Minnesota State University

Friday 11/4/2011 in DeRosset at 11:00 am

This paper describes how we used a Curriculum Design System to redesign our Information Systems program. It also discusses the benefits of using such a system, which include automated generation of curriculum documentation and automated validation of the curriculum.

<http://proc.isecon.org/2011/pdf/1649.pdf>

Analysis of the Effectiveness of Traditional Versus Hybrid Student Performance for An Introductory Computing Course

Kamal Kakish.....Georgia Gwinnett College
Lissa Pollacia Northwestern State University
Adrian HeinzGeorgia Gwinnett College

Friday 11/4/2011 in Latimer at 11:00 am

This paper investigates the performance of students enrolled in traditional versus hybrid Introductory Computing course at Georgia Gwinnett College (GGC). For this study, we collected and analyzed student performance data for the course goals over two semesters

(Fall 2010 and Spring 2011). GGC is unique as it is an open access undergraduate institution, which has experienced rapid growth since its recent foundation in 2006. This presents a distinct challenge because there is a diverse student population, with various degrees of computing expertise and learning capabilities.

<http://proc.isecon.org/2011/pdf/1628.pdf>

Improving Student Numeracy Skills through a Combined MIS/DS Course with Traditional and Online Teaching Methods

Karen Popovich.....Saint Michael's College

Friday 11/4/2011 in Bellamy at 11:30 am

This paper describes the process taken to develop a quantitative based and Excel™-driven course that combines BOTH Management Information Systems (MIS) and Decision Science (DS) modeling outcomes and lays the foundation for upper level quantitative courses such as operations management, finance and strategic management.

<http://proc.isecon.org/2011/pdf/1651.pdf>

Using Easy Excel Tools with Clickers to Make large or Small Classes on Any Subject Immediately Engaging

Gayla Slauson Colorado Mesa University

Friday 11/4/2011 in DeRosset at 11:30 am

The value of interactivity and enhancing student engagement in the classroom is well established. Using technology to make class more engaging is also widespread and often sought by Information Systems teachers. What this paper offers is three additional interactive techniques that can easily be used to enhance a variety of types of courses and class sizes, using the readily available Excel program found in the Microsoft Office Suite and clickers. Effective teachers are always looking for easy ways to improve the learning effectiveness in the classroom. The tools presented in this paper are easy enough for anyone to use, even those who

only use Excel occasionally. Each of these tools has been used by the author to increase student interest and engagement in classes in varying levels of courses with students ranging from freshmen to juniors.

<http://proc.isecon.org/2011/pdf/1622.pdf>

Is Student Performance On The Information Systems Analyst Certification Exam Affected By Form Of Delivery Of Information Systems Coursework?

Wayne Haga ... Metropolitan St College of Denver
Abel Moreno ... Metropolitan St College of Denver
Mark Segall Metropolitan St College of Denver

Friday 11/4/2011 in Latimer at 11:30 am

In this paper, we compare the performance of Computer Information Systems (CIS) majors on the Information Systems Analyst (ISA) Certification Exam. The impact that the form of delivery of information systems coursework may have on the exam score is studied. Using a sample that spans three years, we test for significant differences between scores obtained on three of the areas of the ISA exam by CIS majors who completed the coursework via classroom delivery with those who completed the coursework via online delivery. Results from the study are analyzed and conclusions discussed. Opportunities for further study are proposed.

<http://proc.isecon.org/2011/pdf/1662.pdf>

Cloud Computing for Capstone Software Development Courses

Robert Roggio University of North Florida

Friday 11/4/2011 in Bellamy at 2:00 pm

This paper proposes a new approach to teaching a two-course sequence capstone course in software development. Rather than having students use accustomed methodologies, such as the Unified Process, Agile, Lean, or other hybrids as methodologies, this paper proposes making cloud computing a core issue in this sequence. Teams are divided into those

providing infrastructure, platform, application support, coupled with a client base that uses the cloud to develop applications.

<http://proc.isecon.org/2011/pdf/1692.pdf>

Fusing Communication and Writing Skills in The 21st Century's IT/IS Curricula

Xiang (Michelle) Liu Marymount University
Diane Murphy Marymount University

Friday 11/4/2011 in DeRosset at 2:00 pm

Written and oral communication has been listed as the top explicitly requested skill by employers for a long time. Despite pressure from industry, the gap still exists between the expectations and average written and oral communication skills of current information technology/information systems graduates. This paper addresses the above issues and discusses incorporating written communication requirements into today's information technology curriculum. Drawing from the nation-wide university initiative of "Writing Across the Curriculum" (WAC) in the 1980s, our university's "Writing Intensive (WI)" course requirements are reviewed. The paper covers the rationale and strategy used to convert three existing courses in our Information Technology (IT) program into WI courses to meet university writing requirements. Furthermore, the paper discusses faculty preparation, and some lessons learned. The study gives pragmatic guidance for educators in the information technology discipline who want to enhance the writing and communication skills of their students.

<http://proc.isecon.org/2011/pdf/1608.pdf>

Behind the Final Grade in Hybrid v. Traditional Courses: Comparing Student Performance by Assessment Type, Core Competency, and Course Objective

Lisa Bain Rhode Island College

Friday 11/4/2011 in Dudley at 2:00 pm

There are many different delivery methods used by institutions of higher education. These include traditional, hybrid, and online course offerings. The comparisons of these typically use final grade as the measure of student performance. This research study looks behind the final grade and compares student performance by assessment type, core competency, and course objective. The results showed that hybrid course delivery can produce similar if not better results than traditional delivery. In addition, students performed significantly higher in assignments, critical thinking, written communications, and the advanced course objectives. Surprisingly, there appeared to be little if any impact on group projects and teamwork skills in the hybrid sections. Therefore, this study supports the hybrid delivery method for courses with similar course components.

<http://proc.isecon.org/2011/pdf/1666.pdf>

Software Engineering Frameworks: Textbooks vs. Student Perceptions

Kirby McMaster Fort Lewis College
Steven Hadfield Air Force Academy
Stuart Wolthuis Brigham Young Univ-Hawaii
Samuel Sambasivam Azusa Pacific University

Friday 11/4/2011 in Bellamy at 2:30 pm

This research examines the frameworks used by Computer Science and Information Systems students at the conclusion of their first semester of study of Software Engineering topics. A questionnaire listing 64 Software Engineering concepts was given to students upon completion of their first Software Engineering course. This survey was given to samples of students at three universities. To identify which topics were most important, students were asked to rate each concept on a ten-point scale. From their responses, we calculated the average perceived importance for each concept. This paper analyzes the results of this survey for the three student samples. We then compare the student ratings with word frequencies exhibited by authors of Software Engineering textbooks. In this way, we show how student frameworks relate to frameworks presented by Software Engineering authors.

<http://proc.isecon.org/2011/pdf/1603.pdf>

Visual Basic Programming Impact on Cognitive Style of College Students: Need for Prerequisites

Garry White ..Texas State University-San Marcos

Friday 11/4/2011 in DeRosset at 2:30 pm

This research investigated the impact learning a visual programming language, Visual Basic, has on hemispheric cognitive style, as measured by the Hemispheric Mode Indicator (HMI). The question to be answered is: will a computer programming course help students improve their cognitive abilities in order to perform well?

The cognitive styles for the right hemisphere involve concrete experiences and creativity while the left hemisphere involves abstract and logic thinking. Prior research has shown procedural programming involved a left brain hemispheric style thinking. Object-oriented programming has been found to require neither left nor right hemispheric cognitive style. Even though Visual Basic contains object-oriented components, left brain thinking was found to be required for success in Visual Basic. Prior researches were relational studies, and no cause/effect was established. This study found hemispheric cognitive style remained the same after a semester course in Visual Basic. College age students' cognitive style was not impacted. This may be due to maturation of the brain.

Since left hemispheric cognitive style is required to be successful in Visual Basic and Visual Basic does not create such cognitive style, this research, as well as other research, supports the need for prerequisites for Visual Basic to ensure students' success.

<http://proc.isecon.org/2011/pdf/1615.pdf>

Strategies for Ensuring Computer Literacy among Undergraduate Business Students: A Marketing Survey of AACSB-Accredited Schools

Bruce Hungerford.....Dalton State College
Joseph Baxter.....Dalton State College
Stephen LeMayDalton State College
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Friday 11/4/2011 in Dudley at 2:30 pm

There is broad agreement that college students need computer and information literacy for their studies and to be competitive as graduates in an environment that increasingly relies on information technology. However, as information technology changes, what constitutes computer literacy changes. Colleges have traditionally used the freshman- or sophomore-level course in microcomputer applications/introduction to computers to assure basic literacy. There has been much discussion in schools of business about whether today's entering students have enough experience in computer applications from high school and work experience to omit the course. There is also ongoing debate about the appropriate balance of theory and application, as well as the appropriate format for the course. This research used a questionnaire administered electronically via www.SurveyMonkey.com to poll individuals nominated by the deans of schools of business accredited by the Association to Advance Collegiate Schools of Business (AACSB) as being the most appropriate for completing a survey on their school's computer literacy requirements. The instrument requests information in the following areas: (1) demographic data about the respondents and the institutions they represent, (2) the structure and content of their computer literacy programs, (3) whether students are allowed to test out of courses, and if permitted, how many try to test out, how many succeed, and what are the standards to test out, (4) the contents of their computer literacy programs with percentages of time devoted to various aspects of computer literacy, and finally (5) the respondents' views of major influences on computer literacy programs.

<http://proc.isecon.org/2011/pdf/1643.pdf>

Politexting: Using Mobile Technology to Connect the Unconnected and Expanding the Scope of Political Communication

Oladeji Olaore Robert Morris University

Friday 11/4/2011 in Skinner at 2:30 pm

Information and Communication Technology (ICT) has changed the face of the world, and its impact is manifest in every facet of our lives. The introduction of ICT into the democratic

process, and the use of the new technologies by politicians and public officials is no exception; access to information is crucial to effective citizen participation in the democratic process. The shift in the technological innovations offers the political class, those seeking public office and elected representatives considerable scope to improve their communication strategy, and information management, especially the potential to improve communication and information flow between public officials and citizens. This study utilizes interpretive interactionism to examine the communicative experiences of elected representatives in Nigeria. The study revealed that mobile technologies have become ubiquitous and potent political communication tool by elected representatives in Nigeria with focus on the use of text messaging, a phenomenon described in this study as Poltexting (SMS) – the use of text messaging in political communication.

<http://proc.isecon.org/2011/pdf/1675.pdf>

Will Computer Engineer Barbie® impact young women's career choices?

Cynthia Martincic Saint Vincent College
Neelima Bhatnagar. Univ of Pittsburgh Johnstown

Friday 11/4/2011 in Bellamy at 3:00 pm

Controversy and fanfare accompanied the announcement in 2010 by Mattel, Inc. of the Barbie® doll's 126th career - computer engineer. Even though women have been and still are in a minority in the information technology (IT) and computer science (CS) fields, enough women voted for the computer engineer as the next career for Barbie® on Mattel's website that it won the overall vote, while the winning choice voted for by young girls was news anchorwoman. The discrepancy resulted in Mattel producing Barbie® dolls in both careers. This paper reports the results of a survey completed by women in the IT and CS fields regarding their attitudes about and purchases of Computer Engineer Barbie®.

<http://proc.isecon.org/2011/pdf/1672.pdf>

The Silver Lining: The Silver Lining: A Teaching Case Using Google Docs to

Illustrate Cloud Computing Concepts

Mark Frydenberg Bentley University

Friday 11/4/2011 in DeRosset at 3:00 pm

As cloud computing becomes an increasingly important technology strategy and solution for businesses, it is important for today's students to be aware of the various services that the Cloud offers. While many first-year college students have heard of the term cloud computing and used Google Docs, a popular web-based office suite of applications for collaboration, their knowledge of how the Cloud is used in a business environment is limited. This paper describes an introductory lesson that builds on student familiarity with Google Docs to illustrate the concepts of Infrastructure, Software, Data, and Platform as a Service. The paper concludes with student reflections on their learning from this lesson based on anecdotal and survey data.

<http://proc.isecon.org/2011/pdf/1641.pdf>

Considerations for Integrating and Sustaining Experiential Learning and a Capstone Experience

Victor Berardi..... Kent State University at Stark
Gregory Blundell .. Kent State University at Stark

Friday 11/4/2011 in Dudley at 3:00 pm

Experiential learning and capstone experiences are popular components in many university programs. Research shows experiential activities can provide meaningful learning opportunities for students, can prepare them for success upon graduation, and can lead to higher levels of student persistence and retention. While experiential learning has long been implemented in an ad hoc manner in our business management program, new strategic thrusts from our university relating to experiential learning and capstone experiences, along with significant curriculum changes in the program itself, affords the opportunity to re-imagine our curriculum. To do this, we considered the skills and abilities our students need to be successful after graduation, such as strong communication skills, the ability to handle non-routine, dynamic situations, and the ability to use technology to

solve problems. Then we reviewed our curriculum to ensure that our program was reinforcing these issues throughout and not just as an add-on during the last semester or two. Of particular concern are integrating technology and project-oriented activities throughout the program so students will be prepared to work with external clients when they begin the capstone experience course. Finally, we consider a process for acquiring new clients and projects as an important, ongoing concern. In particular, we plan a multi-phased development process where we initially consider internally-focused projects, move to external on-campus projects, and ultimately to local small businesses. To prepare for this last phase, we are working with our local small business development center to reach promising clients.

<http://proc.isecon.org/2011/pdf/1702.pdf>

Ideas Tried, Lessons Learned and Improvements to Make: A Journey in Moving a Spreadsheet-Intensive Course Online

Victor BerardiKent State University at Stark

Friday 11/4/2011 in Bellamy at 3:45 pm

Using information systems to solve business problems is increasingly required of everyone in an organization, not just technical specialists. In the operations management class, spreadsheet usage has intensified with the focus on building decision models to solve operations management concerns such as forecasting, process capability, and inventory management. This paper presents an experience in moving the course to full online delivery. Of particular concern was maintaining the impact that the in-class workshop approach to spreadsheet activities and exams had when converted to the online setting. The LMS used by the university proved inadequate to handle a fully online spreadsheet intensive course such as this one, so new capabilities had to be found or developed. This proved to be non-trivial as it required designing custom solutions. This paper covers what was tried, how it worked, and ideas for improvements. Links to resources developed and used are provided in the appendices for others to improve upon.

<http://proc.isecon.org/2011/pdf/1691.pdf>

Factors influencing students' decisions to major in a computer-related discipline

Terri LenoxWestminster College
Gayle Jesse Thiel College
Charles Woratschek Robert Morris University

Friday 11/4/2011 in DeRosset at 3:45 pm

Too few students are entering the workforce with the technological skills required due to several factors, including under-enrollment in the computer-related disciplines by college students. Enrollment in these disciplines has made some progress since the precipitous decline of 2000 – 2007 and steps have been taken to attract more majors. However, we still do not fully understand the factors that influence students to choose to major in the computer-related disciplines. The purpose of the research described here was to: 1) explore, in-depth, specific factors that might influence a student's decision to major in a computer-related discipline and 2) determine if there were commonalities amongst these factors across the subject population.

<http://proc.isecon.org/2011/pdf/1665.pdf>

Reasserting the Fundamentals of Systems Analysis and Design through the Rudiments of Artifacts

Musa Jafar West Texas A&M University
Jeffrey Babb West Texas A&M University

Friday 11/4/2011 in Latimer at 3:45 pm

In this paper we present an artifacts-based approach to teaching a senior level Object-Oriented Analysis and Design course. Regardless of the systems development methodology and process model, and in order to facilitate communication across the business modeling, analysis, design, construction and deployment disciplines, we focus on (1) the ability to define the boundaries of the system through context analysis, (2) the separation between business needs and technology requirements (business requirements vs. software requirements

specifications), (3) the clear separation between analysis and design (business-domain models vs. analysis models vs. design models), (4) the evolution of artifacts from domain artifacts, to analysis artifacts and to design artifacts, and (5) the application of abstractions, formal methods and patterns to produce the necessary design artifacts. Thus, we emphasize the transition from computation-independent models, to platform-independent models, to platform-specific implementation models. We assert that the qualities of the produced artifacts convey the essentials of a student's understanding of analysis and design. In this sense, as students engage the artifacts of design, they converse with the problem and solution space in a manner that strengthens their command of the interface between information systems and organizations. We assert that faculty teaching an Analysis and Design course should focus on the quality of artifacts that serve as the "meeting point or interface" between the problem space and the solution space rather than on the development methodology(s) and process model(s) involved.

<http://proc.isecon.org/2011/pdf/1691.pdf>

Implementation of a Distance MS-CIS Program: Lessons Learned & Principles for Success

Jon Clark Colorado State University

Friday 11/4/2011 in Bellamy at 4:15 pm

The Master of Science in Computer Information Systems (MS-CIS) program at Colorado State University (CSU) was one of the first in the country when it was established in 1967 according to the model provided by the Data Processing Management Association (DPMA). Beginning in 1967, CSU initiated delivery of its MBA at a distance and graduated the first student in 1972, thus, making it the first and most senior program in the US. In 1992 a Computer Information Systems (CIS) concentration was offered in the distance MBA, though many challenges were faced due primarily to the distribution of the necessary software (IEF by Texas Instruments). The concentration was discontinued in 1995 due to difficulties associated with installation of the complex IEF software on distance student computers. Fall 2010 saw the rollout of the entire MS-CIS program consisting of 5 courses in the fall, 4 courses in the spring and the

remainder during summer 2011. The purpose of this paper is to share lessons learned in terms of university and college approval, development and deployment. Surprisingly, many lessons may appear to be counter-intuitive and, yet, are critical to the success of the distance program.

<http://proc.isecon.org/2011/pdf/1605.pdf>

Beyond the Bake Sale: Fundraising and Professional Experience for Students Involved in an Information Systems Student Chapter

Johnny Snyder Colorado Mesa University
Don Carpenter Colorado Mesa University
Gayla Slauson Colorado Mesa University
Joe Skinner Colorado Mesa University
Cole Nash Pro Velocity

Friday 11/4/2011 in DeRosset at 4:15 pm

Student fundraising typically involves selling. This paper explores the merits of selling technology services provided by a technology oriented student club to members of a campus community. This club activity puts into practice learning theories presented in the literature. Beyond fundraising, this activity yields many additional benefits to the students and the institution. Student benefits include an active learning experience, intellectual synthesis joining theory and applications, and practical work experience. Institution benefits include student retention, technology repair services for the campus community and increased learning by the students involved. This fundraising activity gives participating students real-world experience that merits inclusion on their resumes and practice applying recently learned classroom knowledge in a realistic business setting.

<http://proc.isecon.org/2011/pdf/1647.pdf>

Revisiting Tinker vs. Des Moines School District: How Technological Advances Change the Notion of "Disruption" within the Classroom

Michelle Louch Sanford-Brown Institute
Dennis Frketich Indiana Univ of Pennsylvania

Friday 11/4/2011 in Latimer at 4:15 pm

In 1969, Tinker vs. Des Moines School District set the standard for when schools may censor student expression and when they are in violation of a student's right to free speech as granted by the First Amendment. Under Tinker, students have the right to express themselves so long as doing so does not cause a substantial disruption to the school day. Stemming from a peaceful protest to the Vietnam War, Tinker has become the measuring stick for all form of students expression - particularly electronic expression on social networking sites such as MySpace and Facebook. These electronic expressions in question are not peaceful protests, rather they are derogatory, demeaning statements about instructors. Because Tinker was decided in a world where cellular phones, personal computers, the Internet, and cyber bullying did not exist, revisiting its legal value is a necessity. Without a reevaluation of Tinker, students will continue to use cyberspace as a place to harass and bully school officials with relative impunity.

<http://proc.isecon.org/2011/pdf/1698.pdf>

Comparatively Assessing the Use Of Blackboard Versus Desire2learn: Faculty Perceptions Of The Online Tools

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Karen Poullet American Public Univ System
Daniel Benjamin American Public Univ System

Friday 11/4/2011 in Bellamy at 4:45 pm

Current trends indicate that an increasing number of Universities have been offering online classes without assessing the faculty perspective of the online learning management tools. When a University understands the faculty perception they can implement an online education environment that is both conducive to student

learning and faculty engagement. This paper provides a quantitative and com-parative assessment of Blackboard and Desire2Learn, two tools used to implement online classes. These tools were utilized at a small rural Mid-Atlantic university in the 2010 and 2011 academic years. A survey was distributed to the faculty populations to understand their opinions about Blackboard and Desire2learn, and to assess the difference in their preferences between these two technologies. This survey was based upon an earlier study conducted at the University of Denver in 2006. The results of this survey were analyzed to better understand the faculty perceptions of these technologies and the commonly used features.

<http://proc.isecon.org/2011/pdf/1676.pdf>

The Need for Mobile Application Development in IS Curricula: An Innovation and Disruptive Technologies Perspective

Jeffry Babb West Texas A&M University
Amjad Abdullat West Texas A&M University

Friday 11/4/2011 in DeRosset at 4:45 pm

As agile systems development methods can be viewed from a disruptive technology perspective, what have we learned from the perturbation? Our perspective does not focus on how agility changed existing methods, but rather on what changes in the environment precipitated agile methods and what can be learned about the future of systems development from these changes. In this paper, we re-conceptualize systems development methods from both a service-dominant logic perspective and from the perspective of the co-creation of value between the systems developer and the customer during the systems development life cycle (SDLC). In software development, value co-creation happens in the form of meeting customer needs as well as the creation of new operant resources. We provide a new conceptualization of systems development method selection based on these ideas and illustrate some implications from both the S-DL and Co-creation perspectives. This conceptualization should afford new areas for future research which assumes that agile vs. plan-driven methodology choice is a false dichotomy.

<http://proc.isecon.org/2011/pdf/1682.pdf>

Designing an Introductory CIS Course to Attract and Retain Female (and Male) Students

Louise Soe California State Polytechnic Univ
Ruth Guthrie California State Polytechnic Univ
Elaine Yakura Michigan State University
Drew Hwang..... California State Polytechnic Univ

Friday 11/4/2011 in Dudley at 4:45 pm

In order to stem the decline of female majors and encourage the persistence of all students in the Computer Information Systems (CIS) Department at Cal Poly Pomona (CPP), the department faculty is instituting a new course to introduce incoming freshmen and transfer students into the major. This course will incorporate the career exploration that students previously conducted in a junior level class, as well as introduce students to best practices in the computing field. Students will start to build their professional/mentor networks in this class through interaction with alumni, student clubs, presentations by professional organizations, and a hands-on networking workshop. Other in-class workshops will be conducted by a university librarian, the career center, and a blind woman who will demonstrate the importance of accessibility. Students will use social media, critique one another's work, and work in teams and small groups. The goal of the course is to show the value of studying computer information systems and the variety in potential CIS careers. The class design is based on research about attracting students to CIS (particularly members of under-represented groups such as females and minorities), retaining females in the profession, and the positive effects of pairs programming.

<http://proc.isecon.org/2011/pdf/1642.pdf>

Improving the LMS Selection Process: Instructor Concerns, Usage and Perceived Value of Online Course Delivery Tools

Joseph Laverty Robert Morris University
David Wood..... Robert Morris University
Darcy Tannehill..... Robert Morris University
Frederick Kohun..... Robert Morris University
John Turchek..... Robert Morris University

Friday 11/4/2011 in Latimer at 4:45 pm

Selecting or upgrading a university's Learning Management System involves complex decisions concerning curriculum delivery, students, financial commitments, technology and support services, and faculty. The purpose of this paper is to study faculty concerns, usage and perceptions of the instructional value of online course management tools. During a LMS selection process, a faculty survey was prepared and disseminated to all full-time, part-time and adjunct faculty of a university. This survey was designed and customized for a) faculty who have never taught an online course, b) faculty who were novices in using online courses, and c) faculty who had some expertise in designing online courses. Data concerning faculty discipline, level of teaching experience, academic rank, and preferences for learning management systems were also captured. An analysis of data collected, preliminary conclusions, and recommendations are presented.

<http://proc.isecon.org/2011/pdf/1683.pdf>

The Importance of Written Security Policy for any Network Connection

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Deborah Becker Missouri Western State Univ
Ali Kamali Missouri Western State Univ

Friday 11/4/2011 in Skinner at 4:45 pm

This paper discusses the role of a network "security policy" in an organization, the need for writing a viable policy, and the effects it has on the flow of information in an organization. The paper looks at security policies as a document that defines the ways in which data, software, and computers can be utilized in an organization. It is hypothesized that a solid security policy helps an organization's security systems. Since any data on the Internet can be misconstrued as "public," the only "private" data can be found inside a corporate network (private network) where security measures are in place. Hence, this paper proposes: 1) how to magnify the importance of network policy for an organization; and, 2) how to make it easier to write.

<http://proc.isecon.org/2011/pdf/1774.pdf>

Developing an Introductory Level MIS Project in Accordance with AACSB Assurance of Learning Standard 15

Dana Schwieger.....Southeast Missouri State Univ

Saturday 11/5/2011 in Bellamy at 9:15 am

As part of the introductory level management information systems (MIS) course, faculty are asked to introduce the students to MIS concepts as well as to help them develop technology-related skills benefitting them in their course work and beyond. However, with a vast array of MIS topics that could be covered and class time at a premium, it is difficult to determine which MIS topics to address and which ones to forego. Ensuring that the appropriate topics are addressed and adequately covered is tremendously important to the learning process as well as abiding by the learning standards of accrediting institutions. In this study, the author describes a project and survey that was administered to undergraduate junior and graduate MBA students in the core MIS classes in the College of Business undergraduate and graduate level curriculum. The purpose of the study was threefold: to introduce the students to collaborative technologies, determine whether or not students were already familiar with the technology assigned, and evaluate the perceived value of the projects in relation to learning objectives and the projects' use of class time.

<http://proc.isecon.org/2011/pdf/1629.pdf>

Determinants of an Effective Cloud Computing Strategy

James Lawler Pace University
H Howell-Barber Pace University
Rohit Yalamanchi Pace University
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Saturday 11/5/2011 in DeRosset at 9:15 am

The cloud continues to be an area of information systems that is being adopted cautiously by business firms. The authors of this study analyze factors that can determine the effectiveness of a cloud strategy as firms invest in this computing method. The authors examine cloud computing strategy from a best practices survey, a detailed case study, and a statistical

interpretation of a sample of projects of firms and organizations. The findings impute that technical factors are driving cloud computing projects more than procedural factors, and that projects in the study exhibit less discipline in methodology than might otherwise be helpful in enabling an initial cloud computing strategy. This study contributes a framework for a prudent cloud computing strategy that can help firms as they further invest in this method of technology.

<http://proc.isecon.org/2011/pdf/1623.pdf>

Facing the Challenges of IS Education for the Net Generation

Wai Law University of Guam

Saturday 11/5/2011 in Bellamy at 9:45 am

Problem-based Learning (PBL) and Learner-Centered education (LCE) approaches were deployed to address the challenges of delivering IS education to the Net Generation, especially for non-IS majors. The main benefits has been making the educational experience more relevant to the students, with students positively responded to the class interaction, active learning experience. The paper also reported a solution to scale PBL and LCE with wiki for large enrollment.

<http://proc.isecon.org/2011/pdf/1631.pdf>

Treating the Healthcare Workforce Crisis: A Prescription for a Health Informatics Curriculum

Matt Campbell..... University of South Alabama
J. Harold Pardue..... University of South Alabama
Bart Longenecker ... University of South Alabama
Les Barnett..... University of South Alabama
Jeffrey Landry University of South Alabama

Saturday 11/5/2011 in DeRosset at 9:45 am

A serious need exists for information systems workers who have an understanding of the healthcare environment. Traditional information systems degree programs do not adequately prepare students to enter the healthcare environment. In this paper, we propose a curriculum for a baccalaureate health informatics

degree that combines the technical and business training of a traditional information systems degree with a strong foundation in healthcare courses to create a graduate that is able to function proficiently in a modern healthcare organization.

<http://proc.isecon.org/2011/pdf/1674.pdf>

Market Basket Analysis for Non-Programmers

Robert YoderSiena College
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Eric BreimerSiena College

Saturday 11/5/2011 in Bellamy at 10:15 am

Market Basket Analysis is an important topic to cover in a Management Information Systems course. Rather than teach only the concept, our philosophy is to teach the topic using hands-on activities where students perform an analysis on a small but non-trivial data set. Our approach does not require knowledge of SQL, programming, or special software. Students use simple Microsoft Access functionality to find frequent itemsets and association rules. We believe this approach is a rigorous and engaging way to teach Market Basket Analysis that is most appropriate for an introductory course. Our follow-on Business Database course revisits the topic in a more technical manner where students write SQL queries. Thus, students are introduced to various SQL features through a fundamentally important topic that they have already seen in the prerequisite course. This paper describes the cognitive support structures used to introduce Market Basket Analysis, the details of how the activities are performed without SQL, and how we reinforce the topic with SQL in our Business Database course.

<http://proc.isecon.org/2011/pdf/1657.pdf>

Microsoft Enterprise Consortium: A Resource for Teaching Data Warehouse, Business Intelligence and Database Management Systems

Jennifer KreieNew Mexico State University
Shohreh Hashemi..... Univ of Houston-Downtown

Saturday 11/5/2011 in DeRosset at 10:15 am

Data is a vital resource for businesses. It is important to businesses to manage and use their data effectively. Because of this businesses value college graduates with an understanding of and experience working with databases, data warehouses and data analysis. Faculty in many business disciplines try to prepare students for this data-oriented business environment by teaching some database and business intelligence concepts in their courses. However, many faculty may not be aware of some important online resources, some of which come from major businesses themselves. The Microsoft Enterprise Consortium (MEC) provides data and instructional resources to faculty in business colleges through access to several data sets to be used for teaching a range of topics: fundamentals of database management, beginning and advanced SQL, data warehouses, business intelligence (data mining, data cubes and dimensional reporting). For fundamental database concepts, the MEC provides databases that range from fairly simple in terms of the number of tables, relationships and data rows to fairly complex databases with large amounts of data. For teaching data warehouses and business intelligence the MEC offers very large data sets contributed by companies, such as Sam's Club, Tyson Foods, and Dillard's. These companies made these data sets available specifically for instructional purposes in higher education. The purpose of this paper is to raise awareness of this teaching resource and present an overview of the materials available at the MEC, which is hosted at the University of Arkansas Walton College of Business.

<http://proc.isecon.org/2011/pdf/1660.pdf>

Involuntary Commitment Application: An Online Training Module

Kimberly Whitfield ... University of NC Wilmington

Saturday 11/5/2011 in Skinner at 10:15 am

The use of Web-based technology has enabled many government and corporate training divisions to reach more learners than ever before. Institutions are restructuring their budgets or obtaining funding from governments or foundations to fund resources needed to increase online learning offerings. While online

learning is increasing, questions arise as to the quality when compared to traditional face-to-face instruction. The purpose of this project is to analyze training sessions used by a state judicial system in southeastern United States for their Involuntary Commitment (IC) training to determine if self-directed online training is a viable solution to replace the current face-to-face training program and if so, design, develop and evaluate a pilot program for online training material.

<http://proc.isecon.org/2011/pdf/1637.pdf>

Preparing for a Career as a Network Engineer

Gerard Morris ..Metropolitan ST College of Denver
Janos Fustos ..Metropolitan ST College of Denver
Wayne Haga...Metropolitan ST College of Denver

Saturday 11/5/2011 in Bellamy at 11:00 am

A network engineer is an Information Technology (IT) professional who designs, implements, maintains, and troubleshoots computer networks. While the United States is still experiencing relatively high unemployment, demand for network engineers remains strong. To determine what skills employers are looking for, data was collected and analyzed from 1,199 nationwide job advertisements listed on Dice.com. Requested skills were then grouped into related categories and summarized. The most frequently requested skills were identified and discussed. The authors also collected data regarding the education level and certifications requested. The results can be used to modify networking courses/curriculum to better prepare students to obtain positions and be successful as network engineers.

<http://proc.isecon.org/2011/pdf/1626.pdf>

Does the Instructor's Experience as a Practitioner Affect the Purpose and Content of the Undergraduate Systems Analysis and Design Course?

Timothy BurnsRamapo College of New Jersey

Saturday 11/5/2011 in DeRosset at 11:00 am

This paper reports the results of a survey and follow up interviews that were administered to instructors of the undergraduate systems analysis and design course, a core course of the Information Systems curriculum. The goal of this research was to learn if the background of the instructor, in terms of industry experience, affects the purpose and content of the course. The survey results indicate that there are significant differences between instructors with no practitioner background and those with prior industry experience.

<http://proc.isecon.org/2011/pdf/1664.pdf>

Whatever Happened to Richard Reid's List of First Programming Languages?

Robert SiegfriedAdelphi University
Daniel GrecoAdelphi University
Nicholas MiceliAdelphi University
Jason Siegfried.....Adelphi University

Saturday 11/5/2011 in Bellamy at 11:30 am

Throughout the 1990s, Richard Reid of Michigan State University maintained a list showing the first programming language used in introductory programming courses taken by Computer science and information systems majors; it was updated for several years afterwards by Frances Van Scoy of West Virginia University. However, it has been 5 years since the last Reid List was released. An updated list was compiled revealing the most popular programming language. The resultant correspondence with faculty members at many of the 410 Reid List colleges and universities indicates several trends, some of which are contradictory, as well as the reasons for the language choices of the participating schools. We present several conclusions from our findings.

<http://proc.isecon.org/2011/pdf/1681.pdf>

Problem Solving Frameworks for Mathematics and Software Development

Kirby McMasterFort Lewis College
Samuel Sambasivam Azusa Pacific University
Ashley BlakeBrigham Young University

Saturday 11/5/2011 in DeRosset at 11:30 am

In this research, we examine how problem solving frameworks differ between Mathematics and Software Development. Our methodology is based on the assumption that the words used frequently in a textbook indicate the mental framework of the author. We compared word frequencies in a sample of 139 books that discuss problem solving. The books were grouped into three categories: Traditional Math, Applied Math, and Software Development. We obtained a list of the most frequent words in each category, and used these lists to describe three problem solving frameworks. Applied Math uses models and algorithms to solve problems. Traditional Math is more concerned with proving theorems. In the Software Development framework, customers provide the problem, and models and algorithms are used to create a software solution. Our findings have relevance in the development of approaches for teaching problem solving in Mathematics and Software Development courses.

<http://proc.isecon.org/2011/pdf/1653.pdf>

Digital Age: Technology Progress in Developing Countries

Muhammed Miah . Southern Univ at New Orleans
Adnan Omar..... Southern Univ at New Orleans

Saturday 11/5/2011 in Bellamy at 2:15 pm

Developing nations have developed technology rapidly in recent years. These nations are integrating various forms of technology, such as computers, radios, cellular phones, televisions, newspapers, and the internet into their daily lives. This research argues that technological growth in developing nations results from a mutually dependent process: technology use spurs understanding, which in turn spurs greater use. Using a multi-method approach of observation, trend analysis and case studies, this research breaks its argument into three main parts: 1) understanding the technological challenges in developing countries; 2) implications on how technology affects education, infrastructure, healthcare, and social and economic development; and 3) status of technological advancement and the accelerating growth and developmental rates of the developing countries. The evidence presented in

this research also supports the contention that developing countries' lack of access to technology and other infrastructure has contributed to their lag behind the new technology development.

<http://proc.isecon.org/2011/pdf/1630.pdf>

A Health Informatics Curriculum Compatible with IS 2010 and IMIA Recommendations for an Undergraduate Degree

Bart Longenecker ... University of South Alabama
Matt Campbell..... University of South Alabama
Jeffrey Landry University of South Alabama
J. Harold Pardue..... University of South Alabama
Roy Daigle..... University of South Alabama

Saturday 11/5/2011 in DeRosset at 2:15 pm

In addition to being a relevant program for health information technology workers, a recently pro-posed Health Informatics program was designed with additional objectives in mind: that the program is compatible with the IS2010 Model Curriculum and that it satisfies the International Medical Informatics Association recommendation for undergraduate curricula. In this paper, we show that the pro-gram meets the IS2010 guidelines based on an analysis of skill expectations for health informatics graduates. We produce a three-way mapping of IS2010 knowledge and skill sets to IMIA learning outcomes to health informatics course sets. The program is comprised of three course sets: information systems courses, health informatics courses, and courses comprising the clinical environment. Courses in all three sets contribute skills in adequate depth with no gaps in coverage of required skills in either model. The success of the mappings indicate that health informatics should be a robust information systems program that will increase the productivity of individuals and organizations through the application of health information technology. The health informatics curriculum is largely an organizational systems-based program designed to enable new workflow models for health environments.

<http://proc.isecon.org/2011/pdf/1689.pdf>

A Conceptual Framework for Implementing E-Learning Technologies in Rural Settings.

Solomon Odunaike ..Tshwane Univ of Technology
Oludayo OlugbaraDurban Univ of Technology
Sunday Ojo Tshwane University of Technology

Saturday 11/5/2011 in Dudley at 2:15 pm

This research work intends to develop a conceptual framework for effective implementation of e-learning technology in the rural settings. E-learning is a form of computer mediated teaching and learning pedagogy that utilizes electronic media, such as web/internet, television, consumer devices and distributed resources to improve the quality of teaching and learning. This kind of teaching and learning methodology is rapidly becoming a force to be associated with because it has recorded a substantial growth and improvement in the education system. However, despite all the numerous benefits of e-learning, its implementation has been hastily conducted in most cases without a clear cut assessment for its viability especially in the rural settings. In most cases, computer vendors simply installed and dumped high costs learning management systems in schools and the rest is history. The effective implementation of e-learning technology has more to do with strategic planning and concretely evaluating factors that can enhance its successful implementation. This calls for the need to develop a more pragmatic framework for evaluating e-learning technology implementation. The conceptual framework being proposed derives from our intuitions and personal experiences and using the rural communities of South Africa as a basis, we propose to develop a pragmatic framework to guide the future implementation of e-learning technology. This will enable the effective utilization of e-learning infrastructures for the provisioning of quality teaching and learning services.

<http://proc.isecon.org/2011/pdf/1638.pdf>

Distance in IS Education and Managing Change: A Task-Focused Framework

Christopher Davis University of South Florida

Saturday 11/5/2011 in Bellamy at 2:45 pm

Our current research explores the use of information systems among communities of knowledge workers in the criminal justice, health and financial services sectors. Our primary goal is to better understand how knowledge work differs from more traditional forms of work, and how the goals, values, preferences and practices associated with knowledge work change and are changed by information systems. We focus specifically on the challenges that occur as information systems become more functionally sophisticated and specialized and the challenges that this presents to users and those who educate and train them. Emergent information systems types are increasingly abstract and therefore 'distant' from the strategies and repertoires of conventional education and training. In this paper we report some preliminary findings about the nature and significance of issues that face the communities of users, educators and managers as enterprise applications, collaboration tools and other information systems are introduced to support knowledge work. In order to explore the issues central to facilitating and managing change, we propose a framework that examines two key dimensions of the task environment. The framework identifies some of the challenges pivotal to the acquisition and development of knowledge and thus to managing the organizational changes associated with increasingly complex information systems.

<http://proc.isecon.org/2011/pdf/1703.pdf>

(Teaching Case)

A Database Design and Development Case: Smile Land Academy

Ranida HarrisIndiana University Southeast
Ken HarrisIndiana University Southeast
David EplionIndiana University Southeast

Saturday 11/5/2011 in DeRosset at 2:45 pm

This case describes the situation of Smile Land Academy (SLA), a real-world based childcare center. SLA has grown from a very small company to a fairly large-sized organization (30 employees with 150 children). Unfortunately, its system for record-keeping, summarization of data, and reporting has not kept pace. The hard copies and spreadsheet software programs that

have been used to manage the data are no longer effective or efficient. This case presents the situation SLA is in as well as the desired system features and outputs that the organization would like in a new system.

<http://proc.isecon.org/2011/pdf/1741.pdf>

Health Informatics as an ABET-CAC Accreditable IS Program

Jeffrey LandryUniversity of South Alabama
Roy DaigleUniversity of South Alabama
J. Harold PardueUniversity of South Alabama
Bart Longenecker....University of South Alabama
Matt CampbellUniversity of South Alabama

Saturday 11/5/2011 in Bellamy at 3:15 pm

This paper builds on prior work defending innovative information systems program as ABET-accreditable. A proposal for a four-year degree program in health informatics, initiated at the authors' university to combat enrollment declines and to therefore help information systems to survive and thrive, is described. The program proposal is then evaluated against ABET-CAC criteria for information systems degree programs. The results of the evaluation were used to refine the authors' program proposal and provide further evidence of the defensibility of innovative IS degree programs as ABET-accreditable.

<http://proc.isecon.org/2011/pdf/1656.pdf>

(Teaching Case)

A Database Design and Development Case: Home Theater Video

Robert Ballenger . Washington and Lee University
Renee Pratt Washington and Lee University

Saturday 11/5/2011 in DeRosset at 3:15 pm

This case consists of a business scenario of a small video rental store – Home Theater Video, which provides background information, a description of the functional business requirements, and sample data. The case provides sufficient information to design and

develop a moderately complex database to assist Home Theater Video in solving their management problem. Students should be able to create an Access database, populated with data, develop a series of queries, forms, reports, a switchboard, and execute pivot tables that satisfy the functional requirements given by the video store. Teaching notes containing suggested implementation guidelines, suggested deliverables, and the resulting database containing the required queries, forms, reports, switchboard, and pivot tables are provided.

<http://proc.isecon.org/2011/pdf/1755.pdf>

Connecting the Cloud to Theory: Applying Carr and Christensen to advance the strategic understanding of cloud computing

Cameron LawrenceUniversity of Montana

Saturday 11/5/2011 in Dudley at 3:15 pm

Cloud computing has become an important part of MIS education and is beginning to alter our discipline and curriculum in significant ways. In this paper we outline two important sets of ideas that emerged from the Harvard Business School that can be used to situate cloud discussions and projects in a deeper set of theoretically based ideas. Specifically, this paper discusses key ideas and concepts derived from the work of Nick Carr and Clayton Christensen. This approach has been employed at the undergraduate and graduate levels with great success.

<http://proc.isecon.org/2011/pdf/1696.pdf>

CONISAR Paper Abstracts

Pay-What-You-Want Pricing for Mobile Applications: The Effect of Privacy Assurances and Social Information

Pradeep Racherla West Texas A&M University
Mark Keith West Texas A&M University
Jeffrey Babb West Texas A&M University

Thursday 11/3/2011 in DeRosset at 12 Noon

The market for mobile apps is expanding quickly. Customer adoption for these apps is determined positively by app utility and social information as well as negatively by the perceived privacy risk associated with disclosing sensitive private information such as customer identity and geographical location. Because of the social nature of many of these apps, and the characteristics of the primary user base (those ages 18-29), we examine how the pay-what-you-want pricing model—which has been successful in certain instances in the music industry—would work in the market for mobile apps which have a similar price point of one to two dollars (on average). Using a theoretical model based on social information and reference pricing and an empirical experiment involving 1079 participants, we find that privacy assurance is the largest contributing factor to a customer's willingness-to-pay for mobile apps while social information and reference pricing play much smaller roles.

<http://proc.conisar.org/2011/pdf/1833.pdf>

Why are People Using Google's Chrome Browser?

Ken Corley Appalachian State University
Scott Hunsinger Appalachian State University

Thursday 11/3/2011 in Dudley at 12:30 pm

Google's Chrome browser has quickly become the third most popular web browser worldwide following its initial public launch on September 9, 2008. To date, no known study has examined the factors influencing an individual's decision to use the Chrome browser. This study employed

two research methodologies for this purpose. First, a group of twelve individuals were interviewed and allowed to elaborate on factors that influence their decision to use specific Internet Browsers. Second, the inter-view responses and Ajzen's recommendations for the Theory of Planned Behavior were used to guide the construction of a survey instrument. This survey was designed to measure factors influencing an individual's decision to use Google's Chrome browser including Attitude, Perceived Behavioral Control, and Subjective Norm. Given recent studies noting the significant influence of emotion on individual behavior, the construct 'Affect' was also included in the survey. The results of data analysis suggest Attitude, Perceived Behavioral Control, and Affect significantly influence a user's decision or intention to use the Chrome browser. Contrary to the research literature related to the Theory of Planned Behavior, this study suggests Subjective Norm does not have a significant influence on an individual's intention to use Google's Chrome browser. Implications are discussed.

<http://proc.conisar.org/2011/pdf/1838.pdf>

Does Size Matter in IT? An exploratory analysis of critical issues facing organizations based on company size

Alan Peslak Penn State University

Thursday 11/3/2011 in Dudley at 1:00 pm

Information technology (IT) continues to play a vital role in business organizations. The critical IT issues that are important to organizations, however, are varied, and range from strategic fit to replacement of legacy systems. Our study reviews fourteen commonly expressed IT issues and measures their importance based on the size of an organization. Company size has been determined to be a significant variable affecting what is important to an organization. Our study finds that this company size as measured by sales volume does affect what IT issues are critical to an organization, and that there are

statistically significant differences based on the size of an organization.

<http://proc.conisar.org/2011/pdf/1806.pdf>

Mobile Telephone Usage and Perception During Group Meetings.

Robert Bajko Ryerson University

Thursday 11/3/2011 in Dudley at 2:00 pm

In the past few years smartphones have infiltrated the North American consumer markets. As the functionality and processor speed increase on these devices, they have started to be used in meetings in place of conventional mobile devices such as laptops. The aim of our research is to assess the perceptions and attitudes of mobile device user in organizational meetings. This paper presents results from an online survey conducted in the Southern Ontario region on smart mobile device perception and use during meetings. The major findings from 105 participants include that the majority of participants use a laptop during meetings regardless of who is present, and that laptops are most supported while iPhones are least supported. Participants also claim to have few difficulties with multitasking between tasks being carried out with the laptop and meeting tasks. A majority of participants would not accept or make phone calls or text messages during meetings unless there is an emergency.

<http://proc.conisar.org/2011/pdf/1837.pdf>

Using the cloud: How to keep your data private

Wayne Pauli Dakota State University
Kyle Cronin Dakota State University
Michael Ham Dakota State University

Thursday 11/3/2011 in DeRosset at 3:00 pm

Cloud computing has overcome the computing industry within the past few years. Exciting prospects such as sharing resources, reducing costs, and increasing efficiency have made the cloud computing model highly attractive. In this paper, we will focus briefly on the privacy and security concerns of outsourcing the hosting of a

virtual infrastructure, often referred to as Infrastructure as a Service. Also, we will analyze two different methods of encrypting data and the performance degradation that is caused by leveraging encryption in an effort to prevent a cloud provider from accessing your information. Then, we will compare the results of a simulated SQL server and have a basic conclusion of what method offers better performance, and a basic analysis of the degradation of performance caused by encrypting data in a particular cloud computing setting.

<http://proc.conisar.org/2011/pdf/1814.pdf>

The New Tech Effect: Analyzing Juror Credibility In Cases Involving Digital Evidence

Gary A Davis..... Robert Morris University
Karen Pullet Robert Morris University
Blase Kraeer Point Park University
A.J. Grant..... Robert Morris University

Thursday 11/3/2011 in Dudley at 3:00 pm

In recent studies, the "Tech-Effect" has replaced the "CSI-Effect" as a means to explain the potential impact of technology on jurors. In past studies, the CSI-Effect (Crime Scene Investigation Effect) proposed that jurors tend to acquit suspects when forensic evidence isn't as prevalent as it is in television crime dramas. The newer "Tech-Effect" (Technology Effect) proposes that crime dramas do not influence jurors; rather, jurors have heightened expectations for technical and scientific evidence simply because technology is so widespread in society. This study surveyed 131 students in a medium-sized, private university to determine if a Tech-Effect truly exists (and if so) can it influence juror credibility. Specifically, the survey attempted to answer two questions: 1) Will students in IS/IT degree programs demonstrate greater knowledge of forensic technology in cases involving digital evidence?, and 2) Will students in IS/IT programs demonstrate lower acquittal rates in cases involving digital evidence? The study found that students in IS/IT programs do demonstrate greater knowledge of forensic technology. However, the study failed to reveal a relationship between higher levels of digital forensic knowledge and higher rates of acquittal.

<http://proc.conisar.org/2011/pdf/1831.pdf>

Talk to Text: Changing Communication Patterns

Jamie Pinchot Robert Morris University
David Douglas Robert Morris University
Karen Paullet Robert Morris University
Daniel Rota Robert Morris University

Friday 11/4/2011 in Latimer at 9:30 am

Dependence on mobile technology is continuing to grow, as the mobile phone becomes the all-in-one communication device with instant access to the Internet and a variety of functions for keeping in touch with others including text messaging, email, and social networking. People are primarily using mobile phones as replacements for their land lines. Mobile phones, and text messaging in particular, are rapidly becoming the preferred communication tools, in many cases replacing face-to-face or voice-to-voice communication. This exploratory study surveyed 168 participants at a mid-Atlantic university to determine if mobile technology is changing the way we communicate. Specifically, the survey attempted to answer two research questions: 1) Is text messaging replacing face-to-face and voice-to-voice communication?, and 2) How are the capabilities of mobile devices impacting how we communicate? This study seeks to determine how mobile technology, and specifically text messaging, is impacting our communication habits and proficiencies.

<http://proc.conisar.org/2011/pdf/1830.pdf>

An Approach for Developing Business Architecture, an Essential Enabler for Business and IT Alignment

Chingmei Li Modis, Inc.
Annette Steenkamp Lawrence Technological U

Friday 11/4/2011 in Latimer at 10:00 am

The business and Information Technology (IT) alignment issue has become one of the top ten IT management issues since 1980. Since then IT has strived to achieve alignment with business goals and objectives through many efforts. Enterprise Architecture (EA) to provide the foundation of IT in an organization and has been extensively covered in the past two decades with

most of the efforts focusing on Technology Architecture, Information Architecture and Application Architecture and less emphasis on Business Architecture (BA). This research developed an approach with supporting methodology to develop a comprehensive BA, and to address and improve business / IT alignment following a qualitative research methodology. The research was based on 1. the proposition that a comprehensive BA is required to enhance Business IT alignment, and 2. that the BA should be developed before the Information Architecture, Application Architecture, and Technical Architecture. The key deliverable of the research project is the conceptual solution of the BA Development Approach encompassing the BA principles, BA viewpoint (and sub-viewpoint), BA framework, BA process model, BA methodology and BA Tool. The conceptual solution was demonstrated by means of a case study performed in a real world manufacturing company which convincingly validated the research propositions. The key contribution of this research is that it has demonstrated that the business can greatly benefit from the development of the BA which provides improved alignment of business and IT life cycle processes. The improvements are mainly attainable in the communication and partnership perspectives. It was also demonstrated that significant value is obtained by implementing the BA before the other architectures.

<http://proc.conisar.org/2011/pdf/1841.pdf>

Plan to Throw one Away: Lessons Learned Developing an Economic Simulator

Michael Battig Saint Michael's College
Michael Commo Saint Michael's College

Friday 11/4/2011 in Dudley at 11:00 am

This paper presents our experiences designing and building an economic simulator for use in a Public Finance course. The project was a joint venture between the Information Systems & Computer Science Department and the Economics Department. Faculty and Students collaborated to create the simulation system. The second version of the software is currently being used in our Economics courses and a third major version is in the early design phases. Plans are underway to roll this software product

out to other institutions for use in Economics classes. The current version was created with Visual Basic and contains some performance issues. The next version will resolve some database performance issues and employ an expert system in order to ease the maintenance burden. We also discuss the software hurdles encountered during the development process.

<http://proc.conisar.org/2011/pdf/1803.pdf>

An Empirical Study of Social Networking Behavior Using Theory of Reasoned Action

Alan Peslak Penn State University
Wendy Ceccucci Quinnipiac University
Patricia Sendall Merrimack College

Friday 11/4/2011 in Dudley at 11:30 am

One of the most important means of communication for young people today is social networking. This study explores social networking behavior using the Ajzen and Fishbein (1980) model of human behavior known as Theory of Reasoned Action (TRA). Specifically, findings reveal that both attitude toward social networking and "subjective norm" are positively associated with intention to use SN. In addition, intention influences use of social networking. The TRA model provides a strong fit with the overall data and can be used to predict and understand the usage of social networking in the target population.

<http://proc.conisar.org/2011/pdf/1807.pdf>

The Effects of Interruptions on Remembering Task Information

Terri Lenox Westminster College
Neil Pilarski Carnegie Mellon University
Lance Leathers Westminster College

Friday 11/4/2011 in Latimer at 2:00 pm

Interruptions can cause us to take longer to complete our tasks and lower the quality of the results. Yet, we are interrupted frequently in our daily lives by other people, by ourselves, and by our computers. We may not be able to control some of these interruptions, but it should be possible to create computer interfaces that

control the interruptions. Two methods are examined in this paper. The first method is to allow the user to postpone the secondary task (the interruption). The second method is to allow the user to take a note about the current task before moving on to the interruption. In the first experiment, subjects had the choice to postpone or not and in the high cognitive workload task, 83% chose to postpone. In the second experiment, memory for details of the task was examined when the user postponed the secondary task and when they did not. There were no significant differences between the two conditions. In the final experiment, some subjects could take a note about the primary task. Counter intuitively, the subjects who could not take a note performed better on the task, but not significantly.

<http://proc.conisar.org/2011/pdf/1802.pdf>

Measuring Propagation in Online Social Networks: The case of YouTube

Amir Afrasiabi Rad University of Ottawa
Morad Benyoucef University of Ottawa

Friday 11/4/2011 in Skinner at 2:00 pm

We conducted a propagation analysis on an open social network, i.e., YouTube, by crawling one of its friendship networks and one of its subscribers (followers) networks. Our study is unique because it investigates the two main types of connections (i.e., friends and followers) within the same environment and interaction features. We observed that the effect on propagation of people who are not either in a friendship network or a subscription network is higher than that of friends or subscribers. Meanwhile, we found that even though the network of subscribers was denser than the network of friends, the magnitude of propagation in the subscription network was less than in the friendship network. We also noticed a low correlation between the popularity of content and its propagation in general, with a greater correlation in subscription networks than that in friendship networks.

<http://proc.conisar.org/2011/pdf/1834.pdf>

Study of User Behavior in Image Retrieval and Implications for Content Versus Concept Based Access

Leah Schultz.....Tarleton State University

Friday 11/4/2011 in Latimer at 2:30 pm

This paper explores the terms assigned by users to images for retrieval purposes in image databases. In order to determine how users conceptualize meaning for image retrieval, sixty-one participants provided potential retrieval terms for 40 images divided into 4 types of images. The categories include landscape, portrait, news, and city photography. The terms provided were analyzed for levels of meaning and relationships between terms supplied and the type of image described are explored. Results indicate significant findings in the level of meaning of terms assigned to images and relationships existed between the type of image viewed and the number and levels of terms provided. The implications for content and concept based retrieval schema are discussed.

<http://proc.conisar.org/2011/pdf/1829.pdf>

Analysis of the Effectiveness of Traditional Versus Hybrid Student Performance for An Introductory Computing Course

Kamal Kakish Georgia Gwinnett College
Lissa Pollacia Northwestern State University
Adrian Heinz..... Georgia Gwinnett College

Friday 11/4/2011 in Latimer at 3:00 pm

This paper investigates the performance of students enrolled in traditional versus hybrid Introductory Computing course at Georgia Gwinnett College (GGC). For this study, we collected and analyzed student performance data for the course goals over two semesters (Fall 2010 and Spring 2011). GGC is unique as it is an open access undergraduate institution, which has experienced rapid growth since its recent foundation in 2006. This presents a distinct challenge because there is a diverse student population, with various degrees of computing expertise and learning capabilities.

<http://proc.conisar.org/2011/pdf/1805.pdf>

Outsourcing Best Practices

Dan MikitaGrand Valley State University
Gerald DeHondt IIGrand Valley State Univ

Friday 11/4/2011 in Dudley at 3:45 pm

Outsourcing of a software project can have many benefits to an organization, but how to implement a successful outsourcing initiative can be very difficult. The decision to outsource a software project can provide many benefits to an organization, yet they may also incur several challenges. These can include items such as the interaction between current employees and the outsourcing service provider, the technological environment needed to successfully create the proper work environment, and total cost considerations. If executed properly, the outsourcing of a specific project can have a substantial gain in company growth and efficiency. Improper implementation can lead to total project failure and the loss of project resources. In spite of the challenges inherent with outsourcing, this strategy is fast becoming a popular solution to implementing corporate projects without endangering the jobs of current employees. This paper will investigate and suggest best practices that may be used to maximize the anticipated outcome of this endeavor while minimizing potential challenges.

<http://proc.conisar.org/2011/pdf/1813.pdf>

Semiotics as a Theoretical Foundation of Information Design

Jason Sharp..... Tarleton State University

Friday 11/4/2011 in Dudley at 4:15 pm

This paper sets forth semiotics as a viable theoretical foundation of information design. In addition to presenting a brief history of the development of semiotics it also gives three examples of how semiotic principles are applied to specific fields of study. These areas include information systems engineering, organizational decision support systems, information intensive web interfaces, and agent-based e-commerce systems. Although some have criticized semiotics for being arbitrarily applied, the literature presented in this paper supports it as an effective theory of information design which provides many practical applications.

<http://proc.conisar.org/2011/pdf/1821.pdf>

Social Networking Systems and Campus Life

Erika Sgambato Eastern Connecticut ST Univ
Doncho Petkov Eastern Connecticut ST Univ
Robert Wolf..... Eastern Connecticut ST Univ

Saturday 11/5/2011 in Dudley at 9:15 am

Social networking sites such as Facebook foster a sense of community in campus life. This technology has the potential to increase social capital and connectivity among students if properly managed. It also may raise the self-esteem and sociability of individual students, which increases the rate of social interaction amongst the entire student body. In order to investigate these beliefs in the context of student life, a multidimensional questionnaire was distributed to both residential and non-residential undergraduate students of a public liberal arts university in the Northeast. The survey instrument is based on a questionnaire used by Ellison, Steinfield and Lampe in a 2007 paper which was adapted however to the needs of this study. The instrument measures several constructs including bridging and bonding social capital, referring to the resources accumulated through the relationships between people. By limiting the administration of the questionnaire to juniors and seniors, we wanted to involve students who have had sufficient experience with campus life. The practical contribution of the research reveals aspects of social networks usage in a particular university environment as that has a value for improvement of the utilization of social networking sites in campus life. The theoretical value of the partial replication of a previous research on a similar topic is in providing validation for its model of variables and in demonstrating how the pace of changes in social networking sites over the last four years affects student perceptions about their impact.

<http://proc.conisar.org/2011/pdf/1828.pdf>

Building a Real-Time Bus Tracking Data Display System

Jason Dudley University of NC Wilmington
Ron Vetter University of NC Wilmington
Jeff Brown..... University of NC Wilmington
Tom Janicki University of NC Wilmington

Saturday 11/5/2011 in Latimer at 9:15 am

Mass transit competes with automobiles to move passengers. However, until recently, mass transit has not utilized technology to keep their potential passengers informed of estimated time of arrival (ETA) of buses or even mechanical breakdowns of buses on the passenger's route. A local public transit authority desired to increase its level of technology and communication with passengers as it built a new transfer station between its routes. They felt this increased level of communication would have a positive effect on the perception of their service by potential riders. This research discusses the design and implementation of a system to provide real time tracking of buses for a public transit authority. Key requirements were the development and display of ETA for all buses via mobile, web, LCD and LED displays. The research builds on the work of other transit authorities and Google. Once implemented a study found that the ETA algorithm developed by the researchers was superior to the estimates provided by Google for identical routes. Results of the study are included.

<http://proc.conisar.org/2011/pdf/1824.pdf>

Maximizing Visibility in Skylines

Muhammed Miah .. Southern Univ at New Orleans

Saturday 11/5/2011 in Dudley at 9:45 am

Given a new product (a tuple), we consider the problem of selecting a small subset of attributes to highlight such that the product stands out in a crowd of existing competitive products and is widely visible to the pool of potential customers. This problem has applications in marketing and product manufacturing and has been the subject of recent investigations. In this paper, we consider an important variant where a product is considered to be visible to a customer if it occurs in the skyline of the query posed by the customer. Given a set of d-dimensional points, a skyline query returns points that are not dominated by any other point on all dimensions. This problem variant poses new challenges that cannot be solved optimally using prior techniques. We develop novel optimal algorithm based on the Signature Tree data structure as well as approximation algorithms to solve the problem. We conduct a performance study illustrating the benefits of our methods on real as well as synthetic data.

<http://proc.conisar.org/2011/pdf/1804.pdf>

Using Market Basket Analysis to Estimate Potential Revenue Increases for a Small University Bookstore

Bogdan Hoanca... University of Alaska Anchorage
Kenrick Mock..... University of Alaska Anchorage

Saturday 11/5/2011 in Latimer at 9:45 am

Market basket analysis (MBA) is a widely used technique for identifying affinities among items that customers purchase together. MBA metrics are support, confidence, and lift. We show that support and confidence may include misleading information about the nature of the affinity, and that lift is the most useful metric. Starting with the MBA, we use the product affinities to predict ways to increase revenues, and we estimate the magnitude of the possible increases as a function of customer price sensitivity and affinity saturation level. We also point out limitations of the MBA and suggest ways to overcome them. For the case of a small university bookstore, we identify pairings of items that have revenue-increasing potential. Depending on the customers' price sensitivity and affinity saturation level, revenues could be increased by as much as \$10,000 or as little as \$100 for a \$410,000 starting level. In particular, we identify pairings where customer price sensitivity might be overcome (one-time situations, for example graduation-related purchases). This case study is the first to provide an actual magnitude of the estimate of potential revenue increases.

<http://proc.conisar.org/2011/pdf/1822.pdf>

Visualizing Capacity and Load: A Production Planning Information System for Metal Ingot Casting

Peter Wu..... Robert Morris University
Sushil Acharya..... Robert Morris University

Saturday 11/5/2011 in Dudley at 10:15 am

Information system for production planning needs to deal with myriads of parameters and conditions to cope with the ever-changing marketplace today. The visualization of production schedule provides the basis for interactive decision support. We study the problem of metal ingot casting, and design the

abstract machine models to visualize capacity and loading of the production schedule. We identify two categories of machines: setup sensitive machines and batch operation machines. The graphical user interface design partitions the time domain into capacity buckets in order to visualize the schedule according to the specific characteristics of the machines. Our design may also be extended to support many other important functions such as tracking availability of raw materials, projection of inventory due to production overage, as well as critical business analysis. We briefly discuss the extensions

<http://proc.conisar.org/2011/pdf/1823.pdf>

Most Popular Package Design

Muhammed Miah.. Southern Univ at New Orleans

Saturday 11/5/2011 in Latimer at 10:15 am

Given a set of elements, and a set of user preferences (where each preference is a conjunction of positive or negative preferences for individual elements), we investigate the problem of designing the most "popular package", i.e., a subset of the elements that maximizes the number of satisfied users. Numerous instances of this problem occur in practice. For example, a vacation package consisting of a subset of all possible activities may need to be assembled, that satisfies as many potential customers as possible, where each potential customer may have expressed his preferences (positive or negative) for certain activities. Likewise, the problem of designing new products, i.e., deciding which features to add to a new product that satisfies as many potential customers as possible, also falls under this framework. We present innovative optimal and approximate algorithms, and study their performance. Our experimental evaluation on real and synthetic datasets shows that our optimal and approximate algorithms are efficient for moderate and large datasets respectively.

<http://proc.conisar.org/2011/pdf/1816.pdf>

Co-Creating Value in Systems Development: A Shift towards Service-Dominant Logic

Jeffrey Babb..... West Texas A&M University
Mark Keith West Texas A&M University

Saturday 11/5/2011 in Dudley at 11:00 am

If we accept the advent of agile systems development methods as a disruptive technology, then what have we learned from the perturbation? An important lesson to learn is not how agility changed existing methods, but rather what changes in the environment precipitated agile methods and what can we learn about the future of systems development from these changes? In this paper, we re-conceptualize systems development methods from both a service-dominant logic (S-DL) perspective (Vargo and Lusch 2004) and from the perspective of the co-creation of value (Prahalad and Ramaswamy, 2004) between systems developer and customer during the systems development life cycle (SDLC). In software development, value co-creation happens in the form of meeting customer needs as well as the creation of new operant resources. We provide a new conceptualization of systems development method selection based on these ideas and illustrate some implications from both the S-DL and Co-creation perspectives. This conceptualization should afford new areas for future research which assumes that agile vs. plan-driven methodology choice is a false dichotomy.

<http://proc.conisar.org/2011/pdf/1835.pdf>

Survey of Data Mining Methods in Emergency Evacuation Planning

Muhammed Miah . Southern Univ at New Orleans

Saturday 11/5/2011 in Latimer at 11:00 am

Evacuating large numbers of people during a natural disaster or terrorist attack is a vital challenge for emergency management professionals. This is even a continuous pressure on the management in the hurricane zones. Hurricanes Katrina and Rita vividly illustrated this problem. Miles-long traffic jams on the highways during any evacuation in Louisiana and

Texas expose the limitations of the regional transportation network and the inadequacy of evacuation route planning. A good plan should be designed to allow comprehensive evacuation planning studies including estimates of evacuation times, development of traffic management and control strategies, identification of evacuation routes, and traffic control points and other elements of an evacuation plan. Efficient tools are needed to produce plans that identify routes and schedules to evacuate affected populations as quickly and effectively as possible. Data mining is one of the most powerful tools in data analyzing, visualizing and forecasting which has been used in numerous applications both in private and public sectors. In this paper we make an effort to survey and organize the current knowledge in the use of data mining methods and tools in emergency evacuation planning, as well as present the challenges and future research directions. Our findings come as a result of a thorough bibliography survey. We conclude by presenting future research directions.

<http://proc.conisar.org/2011/pdf/1815.pdf>

CMobile: A Mobile Photo Capture Application for Construction Imaging

Andrew Martin University of NC Wilmington
Ron Vetter..... University of NC Wilmington
Jeff Brown University of NC Wilmington
Tom Janicki University of NC Wilmington

Saturday 11/5/2011 in Dudley at 11:30 am

In recent years the mobile application space has exploded in popularity, a fact which is reflected in the increasing availability of both free and paid applications on a variety of mobile platforms. In order to take advantage of this ever-growing market, the authors developed a mobile photo capture application, called CMobile, to supplement data gathering for a project/content management system. This paper describes the original design requirements and features of the application, the methodology by which design choices were tracked and implemented, reviews the issues and problems encountered, discusses the resolutions employed and lessons learned, and concludes with a discussion of potential future developments.

<http://proc.conisar.org/2011/pdf/1839.pdf>

Open Source Software in the Vertical Market: an Open Niche?

Michael ConlonSlippery Rock University

Saturday 11/5/2011 in Latimer at 11:30 am

Much of the universe of open-source software is categorized; abundant open-source software is found for most categories. However, relatively few dual-licensed open-source software programs are found, and very little open-source software is found for vertical markets. Explanations are explored.

<http://proc.conisar.org/2011/pdf/1808.pdf>

Applying Business Intelligence Concepts to Medicaid Claim Fraud Detection

Leannndra Copeland Nevada Dept of Employment
Dana EdbergUniversity of Nevada, Reno
Jeanne WendelUniversity of Nevada, Reno

Saturday 11/5/2011 in Latimer at 2:15 pm

U.S. governmental agencies are striving to do more with less. Controlling the costs of delivering healthcare services such as Medicaid is especially critical at a time of increasing program enrollment and decreasing state budgets. Fraud is estimated to steal up to ten percent of the taxpayer dollars used to fund government supported healthcare, making it critical for government authorities to find cost effective methods to detect fraudulent transactions. This paper explores the use of a business intelligence system relying on statistical methods to detect fraud in one state's existing Medicaid claim payment data. This study shows that existing Medicaid claim transactions that have been collected for payment purposes can be reformatted and analyzed to detect fraud and provide input for decision makers charged with making the best use of available funding. The results illustrate the efficacy of using unsupervised statistical methods to detect fraud in healthcare-related data.

<http://proc.conisar.org/2011/pdf/1836.pdf>

The Impact of Organizational Culture in managing the change to the use of FOSS at a South African University

Johnson Dehinbo Tshwane Univ of Technology
Patricia Alexander.....University of Pretoria

Saturday 11/5/2011 in Dudley at 2:45 pm

A recent change in the software landscape involves the introduction of the Free and Open Source Software (FOSS). FOSS offers freedom to access and enhance software source code at low or free cost, thereby demonstrating high potential to enhance the impact of ICT in the society. However, the Tshwane University of Technology (TUT) and some other higher education institutions in South Africa are yet to embrace and derive the benefits of the FOSS change phenomena. It thus seems like being unable to make sense of the FOSS phenomenon and generally in need some framework or perspective to deal with the change to FOSS. Dealing with change, according to literature and practice, requires a conducive organizational culture. But to what extent is organizational culture being taken into account in the management of technological changes like FOSS at TUT? An interpretive research approach which is qualitative in nature is adopted to investigate this problem. A case study of TUT is conducted using questionnaire and interview triangulated with document review. The study concludes that effective use of Information Technologies such as FOSS for the benefit of the organization could be enabled with properly managed change initiative enhanced by a conducive organizational culture at the University in which the management, staff members and students have various roles to play.

<http://proc.conisar.org/2011/pdf/1810.pdf>

Computational Linguistic Hedges Applied to a Project Critical Path

Joseph McQuighanTowson University
Robert Hammell IITowson University

Saturday 11/5/2011 in Latimer at 2:45 pm

Recent research projects have implemented Zadeh's computing with words (CWW) paradigm

as a viable solution to estimation issues in the planning stages of projects. This paper moves beyond the planning phase to applying those concepts to the monitoring and controlling phase. The methodology proposed in this study is to use computational intelligence to implement linguistic hedges which would refine the interpretation of the scope status on a critical path. This paper outlines why scope was selected as the constraint to monitor, why fuzzy sets were determined to be a good tool for the scope constraint, and provides an example as to how computational intelligence would be used to ascertain the scope status for an activity when linguistic hedges are available. By applying hedges that consider the relative importance of the critical path a meaningful status for the scope constraint can be constructed. Since errors in scope lead to cost overruns and schedule delays, the early awareness of scope issues should contribute to rapid corrective actions, thus increasing project success.

<http://proc.conisar.org/2011/pdf/1840.pdf>

The Era of Digital Activism

Marcos Sivitanides .Texas State Univ-San Marcos
Vivek Shah....Texas State University-San Marcos

Saturday 11/5/2011 in Latimer at 3:15 pm

The subject of digital activism is often associated with stories and case studies: tales of political campaigns, like Barack Obama's, that used a social network to mobilize volunteers; inspiring stories from Iran or Moldova about citizens broadcasting mobile phone videos on YouTube or giving protest updates on Twitter. These tales are analyzed, reported, and critiqued. And finally lessons are derived and best practices are imitated. The field, nonetheless, is fragmented. Thus, in order to properly depict digital activism, this paper will look into the fundamentals of digital activism as well as the practices, arguments, and effects associated with the field today.

<http://proc.conisar.org/2011/pdf/1842.pdf>

Panels

(Displayed in presentation order)

A Tool for Program Review, Assessment and Accreditation: The Information Systems Assessment Test

Lynn McKell..... Brigham Young University
George Kasper..... Virginia Commonwealth Univ
Bruce White Quinnipiac University
Kewal Dhariwal..... Excelsior College
Thomas Hilton University of Wisconsin Eau Claire

Thursday 11/3/2011 in Cape Fear A at 4:00 pm

Assessment is central to both AACSB and ABET accreditation. A foundational requirement of AACSB accreditation is "Assurance of Learning" (AOL), whereas assessment of student learning outcomes and continuous quality improvement are Criterion 4 of the ABET computing program accreditation. Thus, whether your program is undergoing accreditation or just program review and improvement, this panel will look at a tool that is a widely used benchmark that can be used as part of AOL and Criterion 4. Panel members are seasoned, experienced faculty from institutions engaged with multiple accrediting bodies, and have an established record of using the Information System Assessment Test. This presentation will discuss 1) Specific examples of how the test has been implemented in some campus assessment processes; 2) How the test has been used in accreditation; 3) Other benefits from using the test, such as CCER Reports, program review and improvement, and individual certification through the ICCP; 4) insights for getting college/university support to use the test; 5) some of the recent test updates, enhancements, and future directions.

proc.isecon.org/2011/panels/1766.html

First Time Attendee Welcoming Session

Terri Lenox..... Westminster College
Charles Woratschek Robert Morris University

Thursday 11/3/2011 in Cape Fear A at 5:00 pm

How to make the best use of your time at ISECON/CONISAR. All new and returning attendees welcome!

proc.isecon.org/2011/panels/1765.html

The Tenth Strand: Proposing a Separate Course in Societal and Ethical Issues for Information Systems Majors

Joyce Currie Little.....Towson University
Mary Lind North Carolina A&T State University
Brian Hall Champlain College

Friday 11/4/2011 in Cape Fear A at 2:00 pm

In the development of ACM curricula models, there has been an expectation that graduates of these programs would be prepared to enter the workforce as emerging professionals. The ACM/IEEE Joint Task Force on Computing Curricula '91 articulated this need by defining basic cultural, social, legal, and ethical issues that are inherent in the discipline. In the mid-90's this area of study became the "tenth strand," following the work of a group funded by a National Science Foundation grant designed to develop the topical areas. What resulted was a well-defined set of topics that could become units of instruction – that could be integrated within a required computing course, or combined in various ways to become a separate course. This panel will provide information on how to design, implement, and teach a separate course for these topics for Information Systems. Some issues surrounding such a separate course include: selection of topics in such a course; challenges in teaching such a course; whether to teach it within the computing department, or elsewhere; how to get recognition of the course by the departmental and college hierarchy; how to encourage faculty to become advocates of such a course; what student reaction to expect from such a course; what variations may be

needed for special audiences around the globe; how to ensure that assessment is satisfactory for the accreditation bodies; and how to ensure that you meet all the requirements of the IS2010 Model Curriculum.

proc.isecon.org/2011/panels/1775.html

Developing and Publishing IS Teaching Cases

Michael Smith..... High Point University
Robert Ballenger Washington and Lee University

Friday 11/4/2011 in Skinner at 3:00 pm

Using cases is a way to make course content more relevant. By working current, real-world issues into course coverage and depicting problems in a more realistic way than is commonly done in textbooks, cases can make the material both more interesting and relevant to students.

Topics include:

- Kinds of teaching cases and where each fits pedagogically.
- Where to get ideas for cases.
- How to develop an interesting case.
- What we're trying to build in ISECON.

proc.isecon.org/2011/panels/1791.html

Journal of Information Systems Education (JISE) Insight and Advice on Publishing Your Research

S KruckJames Madison University
Albert Harris..... Appalachian State University
Ken SurendranSoutheast Missouri State Univ

Friday 11/4/2011 in Cape Fear A at 4:45 pm

Interesting in publishing your research? In this session, you will hear directly from, and ask questions of, the editor, editor emeritus and assistant editor of JISE as to what they're looking for, how to avoid a rejection or endless R&R's. In addition, they will cover the review process and other opportunities to become involved. Attendees are encouraged to ask questions and explore publishing opportunities.

proc.isecon.org/2011/panels/1763.html

Model Curriculum "Wiki" Birds of a Feather Panel Session

Mary Lind North Carolina A&T State University
Brian Hall Champlain College
Wenshin Chen Abu Dhabi University
Jeffry Babb West Texas A&M University
Wayne Pauli Dakota State University
John Reynolds Grand Valley State University
Dana Schwieger ... Southeast Missouri State Univ
Ken Surendran Southeast Missouri State Univ

Saturday 11/5/2011 in Cape Fear A at 9:15 am

The purpose of this informal discussion is to promote involvement in our curriculum wiki. In ISECON 2010 faculty generated substantial panels, papers, and discussion regarding the ACM/AIS IS 2010: Curriculum Guidelines for Undergraduate Degree Programs in Information Systems. Model curricula are of considerable interest to educators in the computing fields for developing ideas and discussion concerning curricula development. In recent years, collaborative tools for collective authorship of content and ideas have risen to prominence with tools such as discussion forums and Wikis. A tool for collective idea generation, such as a Wiki, allows IS educators to conduct an ongoing conversation on the IS Curriculum as it evolves. ISECON group seeks to involve the entire IS educators community in this discussion. As such, we have created a Wiki to facilitate our discussion.

proc.isecon.org/2011/panels/1770.html

IS 2010 & ABET Accreditation: Perspectives and Issues on the Current Iteration

Bruce SaulnierQuinnipiac University
George Kasper Virginia Commonwealth Univ
Rick Mathieu James Madison University
Meg Murray Kennesaw State University
Bruce White Quinnipiac University

Saturday 11/5/2011 in Cape Fear A at 11:00 am

This panel will examine issues arising from release of IS 2010 on ABET accreditation and reaccreditation decisions of Information Systems programs. In particular, the panelists will:

1. Present an overview of the accreditation hierarchy (regional focus on the

institution, AACSB or other agency focus on the school/college, and ABET focus on the program) with attention to (1) standards and processes and (2) how these standards and processes create synergies and differences at the various levels;

2. Discuss the need/efforts to professionalize the computing professions both by accrediting IS/IT/CS programs and certifying practitioners in light of the increasingly global computing labor market and hence the need for greater global interoperability among academic programs;
3. Compare and contrast the IS 2010 Model Curriculum with the 2011-2012 ABET criteria for accrediting Information Systems programs; and
4. Present the results of a study conducted to examine two issues that emerged with the release of IS 2010: (1) Does the absence of AITP input into the initial formulation of IS 2010 coupled with the lack of programming as a requirement in IS 2010 affect the attitude of ABET-accredited Information Systems programs about whether or not to seek re-accreditation?;

and (2) Does AIS discontinuing their financial support for ABET affect the attitude of ABET-accredited Information Systems programs about whether or not to seek re-accreditation?

proc.isecon.org/2011/panels/1761.html

Volunteering for EDSIG

Alan Peslak Penn State University
Wendy Ceccucci Quinnipiac University
Scott Hunsinger Appalachian State University
Tom Janicki UNC Wilmington

Saturday 11/5/2011 in Skinner at 11:00 am

This panel will solicit improvements and new volunteers for at all levels. EDSIG. Discussion will include EDSIG in general, the conference and our two journals. This is an opportunity for significant professional service that can be very important for tenure and promotion as well as your faculty evaluations. It is also an opportunity for more senior members to mentor newer educators. We are a welcoming group and hope you can join us. Just stop by. There may be areas that will peak your interest

proc.isecon.org/2011/panels/1793.html

Workshops/Demonstrations

Data Mining Methods Workshop Using SQL Server Analysis Services (ends 3:45)

Musa Jafar West Texas A&M University
Jeffrey Babb..... West Texas A&M University

Thursday 11/3/2011 in Skinner at 2:00 pm

Data mining theory, hands-on model building and prediction routines for: market basket analysis, decision trees, neural networks, clustering analysis, logistic regression, and naive Bayesian algorithms.

proc.isecon.org/2011/workshops/1792.html

Fostering Integration of Individuals with Developmental and Intellectual Disabilities into CS/IS Schools

James Lawler Pace University

Thursday 11/3/2011 in Skinner at 4:00 pm

Attendees will learn a process for focusing on the abilities distinct from the disabilities of students with disabilities desiring to major in information systems. Attendees will learn of assistive communication device technologies for empowering students with disabilities to be involved in courses and projects and also recreation settings of a school of computer science and information systems and technologies; and will learn steps for involving administrative services of the university to be proactive in supporting inclusion programs of a school of computer science and information systems.

proc.isecon.org/2011/workshops/1762.html

Creating Windows Mobile Apps

Mark Frydenberg Bentley University

Friday 11/4/2011 in Skinner at 9:30 am

Learn how to create mobile applications for the Windows Phone 7 platform using Visual Basic

and C# in just a few hours. By the end of this workshop, you will create and customize a phone app template developed by the presenter that combines information from your school's Web site, RSS feeds, and other online sources to create a phone app for your school. Best of all, you don't need to write a single line of source code to do this! You will also learn how to submit your apps to the Microsoft Marketplace.

For those with some programming experience, we will review application code to interact with RSS feeds, display maps, and invoke Web services. We will also introduce Silverlight markup for designing a mobile application's user interface.

For those with no programming experience, we will also present web-based development tools to create mobile applications on iPhone, Droid, and Windows Phone 7 platforms.

proc.isecon.org/2011/workshops/1764.html

New approaches to student engagement in the Intro IS/MIS course.

Beth Lang Golub..... John Wiley and Sons
Debbie Martin John Wiley & Sons

Friday 11/4/2011 in Cape Fear A at 9:30 am

We know that engaging business students in the required Intro IS/MIS course can be challenging, even though these same students are immersed in technology every day.

This session will briefly introduce two approaches – “tightly-linked concepts and activities” and the “learn-do-reflect model” – that we believe will help engage students more effectively in the Intro course.

Secondly, we'll demonstrate new print and online resources that use these approaches and will be available for use shortly.

proc.isecon.org/2011/workshops/1796.html

Improve student outcomes by adding SAM (Skills Assessment Manager) to your course! (Cengage Learning)

Angie Chepelsky Cengage Learning
Kelly Kimall Cengage Learning

Friday 11/4/2011 in Cape Fear A at 10:00 am

Are you ready to be able to answer today's million dollar question... How do you assess your students' engagement, ensure your students have read the material or viewed the resources you've assigned and how can you tell if your students are struggling with a concept? Now with CourseMate and Engagement Tracker you will be able to assess the engagement, preparation and success of your students in your IS/MIS course. CourseMate brings course concepts to life with interactive learning, study, and exam preparation tools that support the printed textbook. Watch student comprehension soar as your class works with the printed textbook and the textbook-specific website. CourseMate includes interactive teaching and learning tools, Engagement Tracker, and an integrated eBook.

proc.isecon.org/2011/workshops/1767.html

IBM Teams Up with You to Develop Students' Business Analytics Skills

Penelope Gardner IBM
Thomas Harris Jr..... IBM

Friday 11/4/2011 in Cape Fear A at 11:00 am

Penelope will facilitate the session, beginning with a brief intro to the IBM Academic Initiative . Tom will provide practical examples of how business analytics is being applied in industry, specifically Education. Both will participate in Q&A, and encourage faculty to visit the IBM exhibit table to experience demos of IBM Academic Initiative no-cost offerings including business analytics software. Faculty users who attend the session will be invited to share their experience using IBM business analytics software in the classroom.

proc.isecon.org/2011/workshops/1797.html

New Approaches in Introductory Course Methods and Materials (Pearson Education)

Betsy Nixon Pearson Education
Bob Horan Pearson Education

Friday 11/4/2011 in Cape Fear A at 11:30 am

1) Interactive Digital Simulations that enhance comprehension of core topics and foster decision making---Coming in Wallace; Information Systems in Organizations 1e (Jan 2012)

2) Teaching the Introductory Course with a Business Process orientation including optional SAP exercises (Coming in Kroenke/McKinney; Process, Systems and Information, 1e (Jan 2012)

proc.isecon.org/2011/workshops/1769.html

Educational Modeling Tools for Planning, Analysis and Design Courses

John Nash Visible Systems
Jana Nash Visible Systems

Friday 11/4/2011 in Cape Fear A at 3:00 pm

Topics covered or Session Overview:

1. One Tool for All Your Modeling Needs
2. Light Software Footprint
3. Ease of Use
4. Dynamic Modeling
5. Methodology Completeness and Consistency Checking
6. Integrated Data Dictionary
7. Group Projects (concurrent development)
8. Tools for Professors
9. High Definition Videos
10. Next Release

proc.isecon.org/2011/workshops/1799.html

Improving your effectiveness in teaching IT Project Management

Kathy Schwalbe Augsburg College

Friday 11/4/2011 in Cape Fear A at 3:45 pm

Did you know that project management is one of the most important skills that organizations look for when hiring new college graduates? In this workshop, Kathy will share samples of some of her project management teaching techniques as well as challenges she has faced as an educator for the past twenty years. She will collaborate with the audience to apply key principles of learning (as discussed in her keynote talk) to a class in IT Project Management. Participants will provide inputs on issues for discussion and share their own experiences on how to effectively teach a course in IT Project Management.

proc.isecon.org/2011/workshops/1868.html

Using Google Docs and Shared Media Prims to facilitate interaction and collaboration in Second Life

Melinda Korzaan Middle Tennessee State Univ
Nita Brooks Middle Tennessee State University

Friday 11/4/2011 in Skinner at 3:45 pm

Basic skills needed to meet in Second Life, Planning your virtual meeting, How to create a Google Document for group collaboration, Setting up your own Shared Media Prim in Second Life, Practice group collaboration by interacting with the Google Document on your Shared Media Prim

proc.isecon.org/2011/workshops/1794.html

Beyond Twitter and Facebook: Integrating Social Software Tools in the Classroom

Mark Frydenberg Bentley University
Patricia Sendall Merrimack College

Saturday 11/5/2011 in Skinner at 9:15 am

The presenters will facilitate a discussion and demonstration of best practices for using social media tools in the classroom. Some of the applications we may share include blogs and wikis, collaborative writing and screen sharing tools, and applications for social networking beyond Facebook and Twitter. See how you can engage your students using these social media and social networking tools, and share some of your own suggestions as well.

proc.isecon.org/2011/workshops/1795.html

Abstract Only Presentations

(Displayed in presentation order)

Global Assurance

Garry White ..Texas State University-San Marcos

Saturday 11/5/2011 in Bellamy at 4:00 pm

A global economy has developed. Information is now distributed and communicated all over the world. A moved from local security to global security issues has occurred. What are new challenges that must be meet in order to assure the confidentiality, integrity, and availability of information on a global scale?

proc.isecon.org/2011/abstracts/1777.html

Corporate Boards and Technology: What they need to know

Cameron Lawrence..... University of Montana
Michael Harrington University of Montana
Chris WardenCIO, Washington Corporation

Saturday 11/5/2011 in DeRosset at 4:00 pm

Effective corporate governance has emerged as a central issue in the contemporary business environ-ment. Because of regulatory issues and shareholder activism, boards have increasingly come under pressure to improve in almost all areas including member composition. Much has been written around the area of corporate governance and the scholarship in this area is becoming widely distributed. However, it appears there has been little commentary or research around the topic of corporate governance and its role in the oversight of IT function in organizations. This project intends to better link the MIS discipline with the growing research on corporate governance. This project has two distinct streams. The first is to identify the key areas and topics related to IT governance that board members should understand. The second stream seeks to analyze the composition of current Fortune 500 boards to determine the extent and nature of the technical expertise of board members.

proc.isecon.org/2011/abstracts/1783.html

Carolina Road House: An Undergraduate Case for Basic Excel

Michael Smith High Point University

Saturday 11/5/2011 in Dudley at 4:00 pm

The Carolina Road House will be a top-of-the-line brewpub. As building construction will finish soon, they must make decisions regarding brewing equipment. It's not a simple problem. There are many equipment options, many makers and many distributors. They could buy new or used equipment. Some suppliers run specials. Shipping costs vary widely depending on equipment ordered and location of the supplier. The owner knows that she can't analyze her options properly in her head so she has hired an intern who knows Excel to create a decision support tool for her. The intern finds that quotes from suppliers are relatively easy to come by compared to understanding enough about the brewing process to intelligently compare them. Then he is challenged to create a spreadsheet whose design supports playing what-if games in an environment in which quotes may change weekly and equipment from different suppliers may be combined. Thanks to his ability to teach himself whatever he needs to know about Excel, the intern discovers that making beer is as interesting as and a great deal more complicated than drinking it.

proc.isecon.org/2010/abstracts/1789.html

A Low Cost Green Virtual Machine Vending System

Douglas Kline..... UNC Wilmington
Tyler Loftis UNC Wilmington
Patrick Green..... UNC Wilmington

Saturday 11/5/2011 in Latimer at 4:00 pm

Virtualization technology offers a means to help provide infrastructure to meet the needs of IT instruction. We present the work-in-progress system that allows faculty and students to self-serve virtual machines for their use. Aside from the benefits of the easy provisioning of virtual machines, the entire system is based on older

hardware that would normally go to a landfill, has low power consumption, and is more reliable than the previous virtualization environment.

proc.isecon.org/2011/abstracts/1787.html

The Value of Internships in the Information Systems Curriculum: A Case Study

Maria Harrington.....Slippery Rock University
Frank Hulick.....Slippery Rock University

Saturday 11/5/2011 in Skinner at 4:00 pm

Within the context of the information systems academic curriculum (Landry, Daigle, Longenecker, and Pardue, 2010) and educational pedagogy, part of the aim of information systems education research is to understand how to improve students' ability to solve real world problems with technology. Several approaches have been accepted and are commonly used that go beyond textbook, lecture, and exam. One such approach is to offer internships to students for immersion in the problem solving process of design, development and deployment of information systems for real world situations (Martincic 2009). This paper is a case study presented as a success story that describes and evaluates the undergraduate coursework and internship experience, which also resulted in the permanent placement of an information system professional.

proc.isecon.org/2011/abstracts/1779.html

Peter Drucker and David Allen: Toward a model of increased knowledge worker effectiveness

Cameron Lawrence.....University of Montana
Jerry EvansUniversity of Montana

Saturday 11/5/2011 in Bellamy at 4:20 pm

Today's knowledge workers are embedded in extraordinarily complex and dynamic webs of information which have come to characterize the globalized business world. Much of MIS education is focused upon helping students advance their understanding of the underlying technologies and the transformative business practices that globalization has come to represent. However, little in the undergraduate

MIS program or the MBA helps students to develop and cultivate the skills and habits related to "managing oneself" in the face of the extraordinary complex work environments of which they will soon be a part. Accordingly, this research project aspires to develop, advance and test a new model that is based upon Peter Drucker's seminal work, *The Effective Executive*, and David Allen's *Getting Things Done*, which has had significant influence in modern tech culture. This approach, which will employ the Evernote application, will be rolled out to undergraduate and graduate students this fall.

proc.isecon.org/2011/abstracts/1781.html

Emerging Trends and Opportunities for Hybrid Learning in Higher Education

Nita Brooks.... Middle Tennessee State University
Melinda Korzaan..... Middle Tennessee State Univ

Saturday 11/5/2011 in DeRosset at 4:20 pm

Higher educational institutions have been increasing the frequency of offering courses and degree programs in hybrid format. Typically these environments combine face-to-face and online components highlighting the role of synchronous and asynchronous learning within the same course. The focus of this paper is to explore and understand how hybrid-learning environments can be expanded to 1) create a more productive environment for educators and students and 2) provide additional opportunities for higher education. Specifically, this study will examine how students respond to virtual environments, such as Second Life, used to enhance the synchronous components of hybrid courses and how institutions can combine courses to allow students to complete more than one in a given assigned time using the online tools provided by traditional asynchronous learning environments. Additionally, data collected related to student perceptions of these environments will be analyzed as a preliminary means to exploring the ideas presented.

proc.isecon.org/2011/abstracts/1780.html

On a Systemic Understanding of Software Development Contexts

Steven AlterUniversity of San Francisco
Doncho Petkov ... Eastern Connecticut State Univ
Olga PetkovaCentral Connecticut State University

Saturday 11/5/2011 in Dudley at 4:20 pm

Understanding software development contexts is a precondition for better systems analysis and design. A starting point for us is a review of two existing typologies for software projects contexts proposed in 2005 by Bustard and Keenan and also by Alter and Browne. We propose a mapping of these contexts onto the System of Systems Methodologies by Jackson and Keys, a well-known grid whose dimensions include the diversity of stakeholder interests and the complexity of a problem situation. Thus we can explore in a unified way the various software development project situations discussed by Bustard and Keenan and also by Alter and Browne. That is useful also for justifying the application of a particular systems approach like Soft Systems Methodology by Checkland or the Work System Method by Alter within a particular software development project context.

proc.conisar.org/2011/abstracts/1872.html

Analysis of Academic Integrity Policies in a University System

Sherrie Cannoy North Carolina A&T State Univ
Ewuuk Lomo-DavidNorth Carolina A&T State Univ

Saturday 11/5/2011 in Latimer at 4:20 pm

Plagiarism and cheating, both violations of academic integrity policies, have been an increasingly significant concern in higher education. This has been especially true because of the plethora of readily available resources on the Internet. One of the main reasons that cheating occurs is that there is a lack of education about academic integrity policies and enforcement of these policies. This interpretive study examines current policies in 16 universities in a state system to enable further understanding of the role these policies play in academic integrity concerns. This is a study in progress, which will be expanded for future research to further understand why current policy is failing to prevent academic integrity violations. It is critical that students

legitimately gain the skills and knowledge so that they can achieve professional success and to preserve the credibility of academic degrees granted.

proc.isecon.org/2011/abstracts/1785.html

E-Learning and Distance Learning as a Sustainable Enterprise of the Future: a Business Model

Constance Serapiglia Robert Morris University
Darcy Tannehill Robert Morris University
Anthony Petroy Robert Morris University

Saturday 11/5/2011 in Skinner at 4:20 pm

Advances in technology and the wide use of the Internet have provided the venue for expanding on knowledge development through e-learning/distance learning. E-learning strategies have to address economical, pedagogical and technological goals. Sustainable business development involves the application of sustainability principles to business operations and for e-learning/distance learning to be successful both academically and economically; there is a need for these programs to be structured as a business operation. In implementing or expanding on an e-learning/distance learning program, the academic sector needs to close the gap between costs and generated revenues. There currently is a lack of theories and business models ensuring economically marketable and sustainable products in the corporate sector and these models are almost nonexistent in the academic arena. This paper takes a new approach for a sustainable e-learning/distance learning business model that integrates and consolidates strategic propositions concerning marketing, implementation, and projected future growth.

proc.isecon.org/2011/abstracts/1776.html

Strategies for Ensuring Computer Literacy among Undergraduate Business Students: A Marketing Survey of ACBSP-Accredited Schools

Bruce Hungerford.....Dalton State College
Joseph Baxter.....Dalton State College
Stephen LeMayDalton State College
Marilyn Helms.....Dalton State College

Saturday 11/5/2011 in DeRosset at 4:40 pm

College students need computer literacy for their studies and to be competitive as graduates. Colleges have traditionally used the freshman- or sophomore-level course in microcomputer applications to assure basic literacy. There has been much discussion in business schools about whether today's entering students have enough prior experience in computer applications to omit the course, what is the proper balance of theory and application, and the appropriate format for the course. Prior research has surveyed knowledgeable faculty at Association to Advance Collegiate Schools of Business (AACSB) schools regarding computer literacy policies in their programs and respondents' views of major influences on computer literacy programs. While the AACSB is the most prestigious accrediting organization for business schools, there is also the Accreditation Council for Business Schools and Programs (ACBSP). This research surveys knowledgeable faculty at ACBSP-accredited schools, reports the results, and compares them with those from a similar study of AACSB-accredited schools.

proc.isecon.org/2011/abstracts/1784.html

Teaching Introductory Visual Basic Using MS Team Foundation Server

Douglas KlineUNC Wilmington
Paul Martin.....UNC Wilmington
Kevin MatthewsUNC Wilmington
Tom JanickiUNC Wilmington
Curry GuinnUNC Wilmington

Saturday 11/5/2011 in Dudley at 4:40 pm

The enterprise-level application lifecycle management system, MS Team Foundation System was used in an introductory Visual Basic Programming Course for assigning projects, collecting finished projects, and grading. The system was found to add little or no cognitive overhead to the students, saved instructor and student time, and introduced version control concepts to the students.

proc.isecon.org/2011/abstracts/1786.html

Virtual Environments, Immersive Learning Simulations, and Serious Games as New Instructional Technology for Information Systems Students

Maria HarringtonSlippery Rock University

Saturday 11/5/2011 in Latimer at 4:40 pm

Capstone projects and internships are acceptable educational practices and pedagogy as they provide opportunities to apply academic knowledge to business problems in context. These approaches provide experience to solve complex information systems problems. These are valuable learning experiences, as the information systems students have to apply knowledge, solve problems, and collaborate much as they would in the real world. Students provided with such immersive learning experiences and opportunities, develop skills and judgment that is highly valued by employers. Virtual environments, immersive learning simulations, and serious games all offer technology that can be used to create immersive training and learning simulations for students. Simulated real world work environments provide deeper and broader learning experiences within the safety of academic programs. This paper is an analysis, evaluation, and taxonomy of immersive learning simulations and related tools, of interest to the academic and practitioner alike.

proc.isecon.org/2011/abstracts/1782.html

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EDSIG (Education Special Interest Group of the Association of Information Technology Professionals) is an organization that devotes itself specifically to IS (Information Systems) education. EDSIG's mission is to provide IS educators with the latest research in educational techniques, processes and technology.

EDSIG:

- promotes understanding of the mutuality of business and education with the IS industry
- encourages productive dialog between industry and academic regarding IS education
- We are IS educators helping other IS educators to improve the quality of our graduates and programs.

Conferences sponsored by EDSIG:

- ISECON - Information Systems Educators Conference - each Fall - <http://isecon.org>
- CONISAR - Conference for Information Systems Applied Research - each Fall - <http://conisar.org>

EDSIG Publications:

- JISE - Journal of Information Systems Education - <http://jise.org>
- ISEDJ - Information Systems Education Journal - <http://isedj.org>
- JISAR - Journal of Information Systems Applied Research – <http://jisar.org>

<http://www.aitp-edsig.org>

FITE

FITE (Foundation for IT Education) The Foundation's mission is the professional development of individuals in the Information Systems industry. FITE as an independent body representing practitioners, educators and researchers, seeks to provide leadership in identifying educational opportunities that will advance the information systems profession.

SERVICES:

- Advance the education of information systems professionals in education, business, government, and the general public.
- Determine the needs and desires of information systems professionals with regard to education and development.
- Develop and stimulate the use of educational programs for information systems evaluation.

- Conduct research and development activities related to educational courses and programs.
- Further the development of effective information systems curricula.
- Encourage the development and adoption of technical and managerial information systems standards and preferred practices.
- Develop and release publications in support of the Foundation's objectives.

<http://www.edfoundation.org/>

AITP

AITP (Association of Information Technology Professionals) is the leading worldwide society of information technology business professionals and the community of knowledge for the current and next generation of leaders.

MISSION:

To serve our members by delivering relevant technology and leadership education, research and information on current business and technology issues, and forums for networking and collaboration.

CORE VALUES:

Integrity	We value professionalism and uphold the AITP Code of Ethics and Code of Conduct.
Respect	We build an inclusive environment through mentoring, delivering on commitments, working together with trust, and enjoying the camaraderie of each other.
Innovation	We learn, share insights, and encourage our members to make a difference today and for the future.
Service	We keep current in technology, business, and academia. We contribute to the Association, IT profession, and society utilizing leadership, appropriate solutions, and sound processes.

<http://www.aitp.org>

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ISEDJ / JISAR Journal Submission Process

Papers to be considered for publication in ISEDJ/JISAR must first be submitted, accepted and presented at either the ISECON or CONISAR Conferences. A minimum of three double-blind peer reviews occurs for acceptance to be presented at the conferences.

After the conference, the top 15% of papers presented at the conference are automatically accepted into the journals. These award winning papers: best paper (1% of the pool); distinguished papers (7 to 8% of the pool); and meritorious (up to 15% of the pool) will be presented certificates at the conference.

The remainder of the papers submitted before the second submission date (usually July 15) that are accepted and presented at the conference are **considered** for publication following another round of reviews.

Authors are given the opportunity to improve the quality of their manuscript based on conference feedback; the revised manuscripts are due back by December 31 of the conference year. These revised papers are submitted to a different team of reviewers and those papers that are deemed of sufficient quality are accepted for publication in the ISEDJ/JISAR journals. Thus these papers have been through a minimum of five different reviewers.

The reviews are normally complete by February 28 of the following year, and notice of acceptance or rejection is sent in early March. Currently the overall acceptance rate for the journals is under 45%.

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Email janickit@uncw.edu if interested in any of the following board positions; see the web site for a list of duties by position. The new leaders will be elected at the Annual Membership Meeting Saturday, November 5, 2011

President Vice President Director at Large (5 – 2 Year Terms)

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Email arp14@psu.edu or contact the key volunteer if you are interested in any of the following positions:

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Assist the editor in selection, editing and proofing for the 2012 editions of ISEDJ.
Key duties include:

1. Solicitation of reviewers
2. Follow up with reviewers
3. Review/Develop review criteria
4. Recommend final acceptance
5. Proofing and editing of final document
6. Communications with reviewers and authors

2012 Assistant Conference Chairs

Assist the conference chair to

1. Determine major program events (receptions, luncheons)
2. Theme of conference (if any)
3. Solicit vendors
4. Local entertainment
5. Build team of workers
6. Recruit attendees

Track/Program Chairs

1. Help develop themes for the conferences
2. Review papers submitted for applicability
3. Send papers out for reviews
4. Provide final acceptance/rejection after revisions are received

Other Conference Volunteers

1. Host committee
2. Vendor committee
3. Panel coordinator
4. Workshop coordinator
5. Abstract coordinator

2012 ISECON/CONISAR Conference

November 1 to 4, 2012
New Orleans Louisiana

ISECON/CONISAR returns to New Orleans, one of our most popular cities. Plan now to attend to renew friendships, increase your research productivity, enhance your teaching and enjoy the "New Orleans Culture".



Our host hotel is the Hotel Monteleone, and is located in the heart of the French Quarter, only one block from Bourbon Street.

From the hotel you can easily walk to all the tourist spots in the lower New Orleans area. Close to parks, restaurants, casinos and night life.



ISECON/CONISAR History and Future Conferences

Which Years/Events Were YOU at or Plan to be at?

<u>#</u>	<u>Year</u>	<u>City/State</u>	<u>Theme/Hotel</u>
30th	2013	San Antonio, TX	
29th	2012	New Orleans, LA	Hotel Monteleone New Orleans
28th	2011	Wilmington, NC	Hilton Wilmington Riverside
27th	2010	Nashville, TN	"In Tune with IS Education"
26th	2009	Washington DC	"CAPITOLize on IS Education"
25th	2008	Phoenix, AZ	"Sunny Days for IS Education"
24th	2007	Pittsburgh, PA	"Bridges to IT Education"
23rd	2006	Dallas, TX	"Boot Up IS Education"
22nd	2005	Columbus, OH	
21st	2004	Newport, RI	"Sink your teeth into IS"
20th	2003	San Diego, CA	"Join the IS Fleet"
19th	2002	San Antonio, TX	"The Future of IS - Hot n Spicy"
18th	2001	Cincinnati, OH	"Where Innovation & Information Converge"
17th	2000	Philadelphia, PA	"Let Freedom Ring:..The Future of IS Education"
16th	1999	Chicago, IL	
15th	1998	San Antonio, TX	"Where Teaching Takes Center Stage"
14th	1997	Orlando, FL	"The Wonderful World of Information Systems"
13th	1996	St. Louis, MO	"Gateway to the Future"
12th	1995	Charlotte, NC	" IS Education: The Global Marketplace"
11th	1994	Louisville, KY	
10th	1993	Phoenix, AZ	
9th	1992	Nashville, TN	
	1991	*not held*	
8th	1990	Chicago, IL	
	1989	*not held*	
7th	1988	Dallas, TX	
6th	1987	San Francisco, CA	
5th	1986	Atlanta, GA	
4th	1985	Houston, TX	
3rd	1984	Anaheim, CA	
2nd	1983	Chicago, IL	
1st	1982	Chicago, IL	

*Note: CONISAR started in 2008 in Phoenix/Mesa, AZ

