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Proceedings of the 2018 AIS SIGED International Conference on Information Systems Education and Research

SIGED: IAIM Conference

2018

AIS SIGED Association for Information Systems Special Interest Group on IS Education

Asli Yagmur Akbulut
Grand Valley State University, akbuluta@gvsu.edu

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AIS SIGED

Association for Information Systems Special Interest Group on IS Education

Proceedings of the 2018 SIGED International Conference on Information Systems Education and Research

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AIS SIGED

The Association for Information Systems Special Interest Group on Education (SIGED) is dedicated to promoting excellence in information systems education, practice, and research. The objective of SIGED is to provide a forum in which researchers and educators in information systems can exchange ideas, techniques, and applications. This objective is realized through various activities and publications.

SIGED sponsors an annual international conference in December at which competitively selected peer-reviewed papers, tutorials and panel discussions are presented. Best Paper and Best Reviewer Awards are announced and all papers presented are published in the conference proceedings, which are distributed free to conference registrants and via Internet for SIGED members.

The annual conference provides members with opportunities for continued professional growth, development and networking. Please refer to our web site, www.ais-siged.org, for the most current information on AIS SIGED activities.

This proceedings was prepared and edited by: Asli Yagmur Akbulut

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Preface to Proceedings

AIS SIGED is dedicated to promoting excellence in information systems (IS) education, research and practice. The objective is to provide a forum in which researchers and educators in IS can exchange ideas, techniques, and applications. Through various activities including organizing an annual pre-ICIS conference, engagement in and promotion of IS education and pedagogy throughout the association, and organizing education tracks at major AIS-affiliated conferences we realize our objectives.

We organize the pre-ICIS conference every year, and we competitively select peer-reviewed papers, tutorials, and panel discussions. Formerly known as the International Academy for Information Management, our special interest group on IS education has been organizing this pre-ICIS annual conference for the past 30 years. All papers go through a double-blind peer review process, and conference proceedings are produced every year. A best paper award and a best reviewer award is announced at the conference every year.

In the last few years, we have seen education tracks expand in almost all major AIS conferences. SIGED is now regularly involved in organizing the education tracks at various AIS conferences. Our members serve as track, mini-track, and session chairs, as well as reviewers at AIS conferences, and we are continuing this tradition into the years to come. In addition, we conduct teaching and learning workshops at AIS conferences to help sharpen teaching and curriculum development skills for our young professors.

Every year we elect a President-Elect, (to assume the role of President the following year). Secretary, Treasurer, and the directors are elected for two-year terms on a rotation. Our board meets every year at least twice – once at our annual pre-ICIS conference and again either virtually or at AMCIS or another AIS-affiliated conference, depending upon the presence of a majority of board members.

We urge all IS educators to become members of this special interest group and participate actively in its activities. Members receive regular invitations to participate and organize education tracks in the affiliated conferences.

Welcome to San Francisco, USA! We are looking forward to an exciting conference.

Acknowledgements

The efforts of the officers and directors of AIS SIGED should be acknowledged. The following individuals devoted significant time, effort, and resources in order to attend board meetings and to maintain and enhance SIGED as a professional organization. A considerable amount of program planning and program-related decision making were conducted at the board meetings. If you would like to become more involved with SIGED, please contact any one of the officers listed.

2018 SIGED Conference Committee

Venky Shankararam, *Conference Chair and President-Elect,* venks@smu.edu.sg
Asli Yagmur Akbulut, *President,* akbuluta@gvsu.edu
Rhonda A. Syler, *Past President,* rhonda.syler@gmail.com
Jan Seruga, *Research Chair,* Jan.Seruga@acu.edu.au

2018 SIGED Board of Directors

Asli Yagmur Akbulut, *President,* (Grand Valley State University)
Venky Shankararam, *President-Elect,* (Singapore Management University)
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Andrew Urbaczewski, *Membership Director,* (University of Denver)
Jan Seruga, *Research Director,* (Australian Catholic University)
Ann Svensson, *Publication Director,* (Gothenburg University)

Paper Selection Process

Each year, the process of selecting high quality papers/panels/teaching cases for inclusion in the SIGED annual conference is demanding. Each of the individuals who assisted in the process is owed a debt of thanks. We are sincerely grateful for the time and effort that they devoted to ensure a strong and balanced program covering the major pedagogical issues and concerns of IS educators and researchers, as well as other professionals who incorporate information technology within their disciplines. The fruits of their labor are evident in the papers found on the following pages.

Copies of manuscripts were submitted to this year's research committee chair. Each paper was then given a brief editorial review to assure proper submission and the papers were then converted to PDF format for convenient reviewer access. Each paper was then assigned to at least two reviewers for blind review. Reviewers rated and commented on the submissions on the basis of the appropriateness of the topic, the contribution of the approach, and results toward strengthening their pedagogy and/or curriculum. Acceptance recommendations were returned to the research/track chair that was responsible for making the final decision. Authors of accepted papers (or extended abstracts) were notified of their acceptance status, were provided with reviewer feedback for potential improvements, and were provided with guidelines for submitting final copy of revised/formatted articles.

In addition to rating and commenting on papers, the reviewers were asked to make recommendations regarding whether a paper should be given consideration for the best conference paper award. Several papers were nominated as best paper candidates. The research chair then reviewed reviewer ratings to determine consensus regarding the quality of these papers and subsequently forwarded the best paper candidates to a second round of review and for ranking. The best paper results are announced at the conference and are designated via special presentation session at the conference.

The articles submitted by authors who met conference qualifications and completed their final drafts by the specified deadline appear in the following pages. Authors retain full copyright of their work but are requested to cite these proceedings where appropriate.

Reviewers

We thank the following referees who contributed their valuable time and expertise in the blind review of the papers for this year's conference:

Andrew Urbaczewski, Ann Svensson, Asli Yagmur Akbulut, Bas Smit, Brian Curtis, Colleen Schwarz, Craig Tyran, David Green, Geoffrey Dick, Heikki Topi, Jan Seruga, JP Allen, Lori Baker-Eveleth, Mary Granger, Meg Murray, Rhonda Syler, Sean Eom, Tom Case, Toon Abcouwer, Venky Shankararaman

Papers Presented

1. A THEMATIC LITERATURE REVIEW OF THE IMPLEMENTATION OF MOOCS-2008 TO 2018, Tania Prinsloo, Andrew M. Ainslie

2. MEDIATED LEARNING EXPERIENCE THEORY IN ONLINE COURSES, Aryeh Ben-Chayim, Iris Reychav, Roger McHaney, Baruch Offir

3. FUTURE CHALLENGES AND THE ROLE OF E-LEARNING: WHY ELEARNING IS CRUCIAL TO DEAL WITH FUTURE CHALLENGES IN SOCIETY?, Toon Abcouwer, Emőke Takács

4. RADICALLY REDESIGNING INTRODUCTORY MIS LARGE-SCALE LECTURES: CREATING ENHANCED LEARNING ENVIRONMENTS, Amy Lavin, Marie-Christine Martin, Steve Sclarow

5. NOVICE PROGRAMMING STRATEGIES, Marjahan Begum, Jacob Nørbjerg, Torkil Clemmensen

6. A QUANTITATIVE CONSIDERATION OF RIGOR AND RETALIATION: INVESTIGATING STUDENT EVALUATIONS OF TEACHING, RIGOR, AND GRADE DISTRIBUTIONS, Jeremy Shafer

7. RECONSIDERING THE ROLE OF STANDARD CURRICULA IN (IS / IT) EDUCATION, Emőke Takács, Bas Smit, Toon Abcouwer

8. ON THE IMPORTANCE OF DATA QUALITY IN INFORMATION SYSTEMS RESEARCH AND PH.D. CURRICULA, James Burleson, Michelle Carter, Jalal Sarabadani

9. USING COMPETENCIES FOR SPECIFYING OUTCOME EXPECTATIONS FOR DEGREE PROGRAMS IN COMPUTING: LESSONS LEARNED FROM OTHER DISCIPLINES, Heikki Topi

10. TEACHING INNOVATION IN INTERDISCIPLINARY ENVIRONMENTS: TOWARD A DESIGN THINKING SYLLABUS, Manuel Wiesche, Larry Leifer, Falk Uebernickel, Michael Lang, Eric Byler, Niels Feldmann, Juan Pablo Garcia-Cifuentes, Katja Höltää-Otto, Kevin Kelly, Gerhard Satzger, Sushi Suzuki, Christine Thong, Matteo Vignoli, Helmut Krcmar

11. APPLYING DESIGN THINKING TO STUDENT OUTREACH PROJECTS: EXPERIENCES FROM AN INFORMATION SYSTEMS SCHOOL, Swapna Gottipati, Venky Shankararaman, Alan Megargel

12. NEED, SIGNIFICANCE AND RELEVANCE OF EDUCATIONAL TECHNOLOGY IN OUR WORLD, Toon Abcouwer, Emőke Takács, Judit Dömölki, Mate Beres

13. AUTOMATED GRADING, ANALYSIS, AND FEEDBACK IN EXCEL ASSIGNMENTS, Raymond Frost, Lauren Kenyo, Vic Matta

14. DESIGNING CHATBOTS FOR HIGHER EDUCATION PRACTICE, Jonas Sjöström, Nam Aghaee, Maritha Dahlin, Pär J. Ågerfalk

15. TAKING THE ERPSIM GAMES INTO MANAGEMENT EDUCATION, Geoffrey N Dick, Asli Yagmur Akbulut, Giulia Paulet

16. SMU TEACHING BANK: ENHANCING CLASSROOM LEARNING FOR DIGITAL BANKING AND IT ARCHITECTURE RELATED COURSES, Alan Megargel, Venky Shankararaman