

**INFO 5590 Information Management Systems
Fall 2023**

Course Type (e.g. F2F, online, blended): Online and/or blended in Halifax¹ (your choice, see Class Format)

Instructor name/title:



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Website: <https://colinconrad.com>

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How to contact me: I prefer to communicate by email or Microsoft Teams and check both tools often. If you wish to contact me quickly, I recommend one of these two platforms, and I will almost always respond to you within 48 hours, except on Saturdays. You are welcome to reach out to me about anything related to the course at any time. In the event of a class cancellation or other unforeseen circumstances, I will create an announcement on Brightspace, Teams and class email.

Office hours: By appointment only. Please reach out to me at colin.conrad@dal.ca.

Course website: Brightspace

Tutorials: Thursdays from 11:35 am to 14:25 pm, either in-person or online. See Course Format for more details.

Teaching Assistant(s) name/contact info: To be determined.

COURSE DESCRIPTION

In Information Management Systems we will investigate a wide range of current issues in information technology, information systems and web-based applications with a particular emphasis on how organizations can make effective use of technology. We will also explore the principles of user interface design, systems

¹ Halifax is sometimes referred to as Kjiptuk, in the Mi'kmaq language. Mi'kma'ki, the land of the Mi'kmaq, has been my home for most of my life, and I am grateful to live in a land where people can be so welcoming, despite so much historical hardship. If you are interested in learning more about the history of this land and its peoples, I encourage you to reach out to an elder or to read a book. I learned a lot by reading *Out of the Depths* by Isabelle Knockwood, who shared her experience at the Indian Residential School at Shubenacadie, Nova Scotia. Dalhousie's library system has three copies. Alternatively, [you can purchase a copy here](#).

analysis, information needs analysis, information systems requirements, and project planning. Finally, we will examine how modern information and communication technologies (ICTs) have been and are changing the way we communicate, collaborate, share information, innovate, perform, socialize and work, and how these technological changes are affecting the role and functions of information managers in the public and private sectors.

COURSE PRE-REQUISITES

The technology requirements are listed in the admission criteria for the MI program. Please see “Prior Education and Experience” here: <https://www.dal.ca/academics/programs/graduate/mi/admissions/common-application-questions.html>

LEARNING OUTCOMES

Upon completion of the course, students will:

1. Demonstrate an understanding and appreciation of systems analysis.
2. Be capable of critically evaluating information system architectures and infrastructures.
3. Understand the importance of information as an organizational resource and develop an appreciation for issues in managing data/information/knowledge using technology.
4. Demonstrate assessment and improvement of overall user experience with information systems.
5. Demonstrate the ability to experiment with and evaluate new technologies and concepts.
6. Demonstrate the skills needed for planning a technology project.
7. Understand the role technology plays in information management and the role of information professionals in managing people, information and technology.
8. Understand how information systems are used in organizations.
9. Be conversant regarding contemporary issues in information systems.

TECHNOLOGY REQUIREMENTS

Our class labs are hands-on, and technology focused. We will make use of Brightspace and Microsoft Teams to support our classroom activities. We will also use various software corresponding to the three modules:

- Unit 1: Introduction to Information Systems: Technology, Processes and People (Microsoft 365 Suite: Teams, PowerPoint, Word, and Excel)
- Unit 2: Information Systems in Organizations (Hands-on exercises, SAP Hana and Fiori, Excel, JSON, Tableau)
- Unit 3: Technical Concepts in Information Systems (Esri ArcGIS, HTML, Python)

You are only expected to have familiarity with Microsoft 365 applications before starting this course, though we will review some of them again in the first week. All the technologies used in this class are already provided through students' tuition, are free of charge, or are included with your ERPsim course materials.

DESCRIPTION OF CLASS FORMAT

INFO 5590 emphasizes flexibility above all else. The course is offered fully online and is designed to be completed almost entirely asynchronously (as in, at your own pace) if you so choose. All lectures are delivered online and as well as in person and will be recorded. Your “attendance” will be recorded through the

completion of small deliverables related to hands-on exercises, or through assignments that emphasize the lecture content.

The INFO 5590 regular class will be on Thursdays from 11:35 am to 14:25 pm. This session will be offered live in McCain 2019 on Dalhousie's Studly campus, though we will also hold a parallel digital live session at this time. You are **encouraged** to attend the synchronous session either in-person or online, though it is **not required**.

Finally, there will be three hands-on exercises that can only be completed synchronously. These exercises will be held on the following dates:

- September 28th, 2023, at 11:35 am Atlantic
- October 5th, 2023, at 11:35 am Atlantic
- October 12th, 2023, at 11:35 am Atlantic

If you cannot attend these sessions, please reach out to me by September 28th and we can arrange an accommodation.

LEARNING MANAGEMENT SYSTEM SITE INFORMATION

The learning management system used by this course is Brightspace, Dalhousie's institutional platform. You can access Brightspace by visiting <https://dal.brightspace.com/> and logging in with your Dalhousie Web ID and password. Starting September 5th, you should see the INFO 5590 widget under "My Courses" on your home landing page.

We will use Brightspace to provide all learning materials including course readings, lecture videos, and related course information. You can access the course materials using the Content tab. From there, you can select the weekly contents using the tab to the left of the screen. From there, you can access each course unit and module, which will present the relevant content on the main pain, as per the picture below.

Course Home Content Discussions Assessments ▾ My Tools ▾ Help ▾

The screenshot shows the Brightspace LMS interface. At the top, there is a navigation bar with links for Course Home, Content, Discussions, Assessments, My Tools, and Help. Below this is a search bar labeled "Search Topics". The main content area is titled "Module 1 - Overview of Information Systems" with a "Print" button. Below the title, it says "Starts Sep 8, 2020 8:00 AM". A large blue banner with the text "Module 1" is displayed. Below the banner, the title "Overview of Information Systems" is shown, followed by the text "In this module we will explore the concept of information systems and the strategic role that they". On the left side, there is a sidebar with navigation options: Overview, Bookmarks, Course Schedule (with a red notification badge showing "17"), Table of Contents (with a badge showing "21"), and Unit 1 - Introduction to Information Systems (with a badge showing "6").

INSTRUCTIONAL METHODS

All class lectures and nearly all lab tutorials will be normally provided in-person, with asynchronous options. The weekly content will be released in units, starting around one week before the expected launch of the first module of the unit. All synchronous sessions will be linked to and recorded on MS Teams.

Three hands-on exercises will be conducted synchronously during regular class time on September 28th, October 5th, and October 12th.

In Dalhousie's MI program, students come from many diverse backgrounds and may not have deep experience with technology. You are not expected to be a technical expert and need not be an expert to perform well in this course. The goal of this course is to introduce students to the skills required to be effectively use and manage information technologies that are used in most organizations (whether they be non-profit, government, or private) and to give them exposure to a broad range of concepts that may be useful to them throughout their career. Some students will find this course to be outside of their comfort zone—this normal and reflects learning. Students who do well in this course nonetheless consistently demonstrate an openness to synthesising hands-on experience with managerial considerations that are relevant to their interests or career context in the information management profession.

LEARNING MATERIALS

In this course, we will use the ERPsim software and e-book/supporting materials, which can be found at <https://erpsim.hec.ca>. The ERPsim package (software + e-book) costs \$57 + HST and **must be purchased by all students** to complete the labs.

Some weekly readings will come from *Snappy Data Management*, an open self-published reader with hands-on exercises. You can download the electronic copy of this textbook for free at <https://leanpub.com/snappydatamanagement>.

Additional weekly readings are provided on Brightspace at the beginning of the semester. Note that though readings are mandatory, you will not be evaluated on whether you complete them each week, though will be evaluated on your use of this content in your course assignments.

METHODS OF EVALUATION

Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection.

See also the [Grading Policy](#).

COMPONENT	DETAILS	DUE DATE	Weight
Weekly lab deliverables	In this class we will explore technologies during the labs. <u>Choose 8 of the 12 labs</u> and complete the challenge questions provided on Brightspace. You can choose to submit additional labs, though only the score of your best 10 will be counted.	One week following its release on Thursday at 11:59 pm, or as otherwise stated in Brightspace.	20%
Group Assignment – Emerging Technology Presentation	Select an emerging technology that is interesting to you and members of your group. Groups will make a 5-10 minute video presentation designed to introduce your classmates to an emerging technology.	Sep 29 th	10%

Individual Assignment 1 – Improving Organizational Processes	This assignment will test your ability to understand how organizations can use information systems to change or improve their work processes. Based on the case given, analyze how information systems are employed in the organization and how they might be improved.	Oct 20th	20%
Individual Assignment 2 – Data Visualization	This assignment will test your ability to analyze an organization’s operations using information resources. You will be given a case and data that pertains to it. Using the data visualization technologies explored in class, answer a series of questions about the data provided.	Nov 10th	20%
Group Project – Request for Proposals	Identify an existing information system of your choice and develop a Request for Proposal (RFP) for a new information system that improves it. You are expected to describe the elements, requirements and value of the new system in detail.	Dec 8 th	30%

INTEGRATION OF [MI Competencies](#)

PROGRAM COMPETENCY	COURSE LEARNING OUTCOMES	COURSE ASSESSMENT
Adaptation	1, 2, 5, 7, 8	WL, GA, IA1, GP
Collaboration	2, 4, 7, 8	GA, GP
Commitment to equity, diversity, inclusion, accessibility, and decolonization	2, 4, 9	GA, IA1
Communication	1, 3, 4, 5, 6, 7, 8	GA, IA1, IA2, GP
Digital and technological literacy	1, 2, 3, 4, 5, 6, 7, 8, 9	WL, GA, IA1, IA2, GP

Evidence-based practices	1, 2, 4, 7, 8	IA1, IA2
Leadership	4, 5, 6, 9	GA, GP
Learning	1, 2, 7, 9	WL, GP
Management	1, 2, 3, 5, 6, 7, 8	GA, IA1, IA2, GP
User-centred design	2, 4, 5	WL, IA2

CLASS POLICIES

Attendance

Class attendance is required in all MI courses and is included in the participation mark. Attendance records will be kept by the instructor.

Citation Style

MI courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at <https://libraries.dal.ca/help/style-guides.html> or the APA's Frequently Asked Questions about APA

Late penalties for assignments

A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see below). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

Missed or Late Academic Requirements due to Student Absence:

Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed [Student Declaration of Absence form](#) to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term.

GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

ACCOMMODATION POLICY FOR STUDENTS

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. Visit

https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-classroom-accommodation.html for more details.

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

ACADEMIC INTEGRITY

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides [policies and procedures](#) that every member of the university community is required to follow to ensure academic integrity.

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the [Faculty of Management Professor and Student Contract on Academic Integrity](#), and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's [Academic Integrity](#) page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the [Policy on Academic Dishonesty](#) contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

UNIVERSITY STATEMENTS

This course is governed by the academic rules and regulations set forth in the [University Calendar](#) and the Senate.

ACCESSIBILITY

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. We work collaboratively with Dalhousie and King's students, faculty, and staff to create an inclusive educational environment for students. The Centre is responsible for administering the university-wide [Student Accommodation Policy](#) working across all programs and faculties.

STUDENT CODE OF CONDUCT

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

INTERNATIONALIZATION

At Dalhousie, “thinking and acting globally” enhances the quality and impact of education, supporting learning that is “interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders.”

RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

FAIR DEALING POLICY

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

COURSE SCHEDULE

Date of Class	Topics	Required Readings
Sep 7 th	Information Technology: Hardware, Data, and Software	[2A] Lyle, D. (2018). Introduction to information systems. In Robert et al. (Eds.) <i>Information Technologies in Organizations</i> . HEC Montreal. https://erpsim.hec.ca/en/node/548 Smith, C. (2023, June 25). Information Literacy for the ChatGPT Age. <i>American Libraries Magazine</i> . https://americanlibrariesmagazine.org/blogs/the-scoop/information-literacy-chatgpt/ <u>Lab:</u> Microsoft 365, online collaboration, and “The Cloud”
Sep 14 th	Social Dimensions of Information Systems	Dwivedi, Y. K., Hughes, D. L., Coombs, C., Constantiou, I., Duan, Y., Edwards, J. S., ... & Upadhyay, N. (2020). Impact of COVID-19 pandemic on information management research and practice: Transforming education, work and life. <i>International Journal of Information Management</i> , 55, 102211. https://doi.org/10.1016/j.ijinfomgt.2020.102211 Conrad, C., Deng, Q., Caron, I., Shkurska, O., Skerrett, P., & Sundararajan, B. (2022). How student perceptions about online learning difficulty influenced their satisfaction during Canada's Covid-19 response. <i>British Journal of Educational Technology</i> , 53(3), 534-557. https://doi.org/10.1111/bjet.13206 <u>Lab:</u> How to Create an Effective Online Presentation
Sep 21 st	Information Systems and User Experience	Norman, D. A. (2013). The psychopathology of everyday things. <i>The Design of Everyday Things: Revised and Expanded Edition</i> . Basic Books.

		<p>Conrad, C., & Newman, A. (2021). Measuring mind wandering during online lectures assessed with EEG. <i>Frontiers in Human Neuroscience</i>, 15, 697532. https://doi.org/10.3389/fnhum.2021.697532</p> <p>Beaubien, L., Conrad, C., Music, J., & Toze, S. (2021). Evaluating Simplified Web Interfaces of Risk Models for Clinical Use: Pilot Survey Study. <i>JMIR formative research</i>, 5(7), e22110. https://doi.org/10.2196/22110</p> <p><u>Lab</u>: Microsoft Excel for Information Managers</p>
Sep 28 th	Enterprise Technology	<p>[1B] Robert, J., Léger, P.-M., Babin, G., and Lyle, D. (2018). Introduction to the ERPsim Dairy Logistics Game. In Robert et al. (Eds.) <i>Information Technologies in Organizations</i>. HEC Montreal. https://erpsim.hec.ca/en/node/548</p> <p>[2B] Robert, J., Babin, G., and Léger, P.-M. (2022). SAP Navigation and the Introductory ERPsim Dairy Game (FIORI). In Robert et al. (Eds.) <i>Information Technologies in Organizations</i>. HEC Montreal. https://erpsim.hec.ca/en/node/548</p> <p>Breeding, M. (2023, May 1). 2023 Library systems report. <i>American Libraries Magazine</i>. https://americanlibrariesmagazine.org/2023/05/01/2023-library-systems-report/</p> <p><u>Lab</u>: Introduction to Enterprise Resource Planning</p>
Oct 5 th	Organizations as Processes	<p>[3A] Robert, J., Brière, Y, Talbot, J., Babin, G. and Wybo, M. (2018). Business process modeling. <i>Information Technologies in Organizations</i>. HEC Montreal. https://erpsim.hec.ca/en/node/548</p> <p>Standing Committee on National Finance (2018, July 31). <i>The phoenix pay problem: Working towards a solution</i>.</p> <p>Carroll, N., & Conboy, K. (2020). Normalising the “new normal”: Changing tech-driven work practices under pandemic time pressure. <i>International Journal of Information Management</i>, 55, 102186. https://doi.org/10.1016/j.ijinfomgt.2020.102186</p> <p><u>Lab</u>: Introduction to Business Processes</p>
Oct 12 th	Digital Transformation	<p>[3B] Titah, R., Ortiz de Guinea, A., Bourdeau, S. and Brière, T. (2018). Business process transformation. In Robert et al. (Eds.) <i>Information Technologies in Organizations</i>. HEC Montreal. https://erpsim.hec.ca/en/node/548</p> <p>Library and Archives Canada (n.d.). <i>Vision 2030: A strategic plan to 2030</i>. https://library-archives.canada.ca/eng/corporate/about-us/strategies-initiatives/vision2030/pages/Vision-2030-Strategic-Plan.aspx</p> <p><u>Lab</u>: Improving Enterprise Systems</p>

Oct 19 th	Introduction to Data Analytics	<p>[4A] Robert, J. and Ortiz de Guinea, A. (2018). Introduction to business data. <i>Information Technologies in Organizations</i>. HEC Montreal. https://erpsim.hec.ca/en/node/548</p> <p>Conrad, C. (2023). Analytics: Nuggets in the sand. <i>Snappy Data Management</i>. https://leanpub.com/snappydatamanagement</p> <p>Giamo, C. (2017, May 12). Florence Nightingale was born 197 years ago, and her infographics were better than most of the internet's. <i>Atlas Obscura</i>. https://www.atlasobscura.com/articles/florence-nightingale-infographic</p> <p><u>Lab:</u> Predict Population Growth Patterns</p>
Oct 26 th	Enterprise Analytics and Performance Measures	<p>[5A] Robert, J. and Ortiz de Guinea, A. (2018). Introduction to business intelligence. In Robert et al. (Eds.) <i>Information Technologies in Organizations</i>. HEC Montreal. https://erpsim.hec.ca/en/node/548</p> <p>Giamo, C. (2017, May 12). Florence Nightingale was born 197 years ago, and her infographics were better than most of the internet's. <i>Atlas Obscura</i>. https://www.atlasobscura.com/articles/florence-nightingale-infographic</p> <p>Privy Council of Canada (2019, April 11). <i>Report to the clerk of the privacy council: A data strategy roadmap for the federal public service</i>. https://www.canada.ca/en/privy-council/corporate/clerk/publications/data-strategy.html</p> <p><u>Lab:</u> Dashboards and Descriptive Analytics with Tableau</p>
Nov 2 nd	Geospatial Information Systems	<p>Conrad, C. (2023). Geospatial Data: There is a time and a place for everything. <i>Snappy Data Management</i>. https://leanpub.com/snappydatamanagement</p> <p>Crampton, J. W. and Krygier, J. (2006). An introduction to critical cartography. <i>ACME: An International E-Journal for Critical Geographies</i>, 4(1), 11-33. http://beu.extension.unicen.edu.ar/xmlui/handle/123456789/359</p> <p><u>Lab:</u> Visualize the Impact of Fisheries in Nova Scotia</p>
Nov 9 th	Sourcing and Managing Information Technology Projects	<p>[7A] Cameron, A.-F. (2018). IT development projects. In Robert et al. (Eds.) <i>Information Technologies in Organizations</i>. HEC Montreal. https://erpsim.hec.ca/en/node/548</p> <p>[7B] Tams, S. (2018). Software selection. In Robert et al. (Eds.) <i>Information Technologies in Organizations</i>. HEC Montreal. https://erpsim.hec.ca/en/node/548</p> <p>Fortune Magazine (2016, July 11) Why drobox uses its own IT infrastructure. https://www.youtube.com/watch?v=HHZcnarVReg</p> <p><u>Lab:</u> Manage a Simple Information Technology Project</p>

Nov 16th - FALL STUDY BREAK – NO CLASS

<p>Nov 23rd</p>	<p>Information Security and Privacy</p>	<p>Conrad, C. (2023). Privacy: Don't inspire an episode of Black Mirror. <i>Snappy Data Management</i>. https://leanpub.com/snappydatamanagement</p> <p>Carlton, A. (2021, January 24). Libraries and invasive technology. <i>American Libraries Magazine</i>. https://americanlibrariesmagazine.org/blogs/the-scoop/libraries-and-invasive-technology/</p> <p>Fahey, R. A., & Hino, A. (2020). COVID-19, digital privacy, and the social limits on data-focused public health responses. <i>International Journal of Information Management</i>, 55, 102181. https://doi.org/10.1016/j.ijinfomgt.2020.102181</p> <p><u>Lab:</u> Visualize Textual Data</p>
<p>Nov 30th</p>	<p>Artificial Intelligence</p>	<p>Conrad, C. (2023). <i>Snappy Data Management</i> pp. 74-78, 108-111, 122-124. https://leanpub.com/snappydatamanagement</p> <p>Bloomberg (2018, June 25). This Canadian genius created modern AI. https://www.youtube.com/watch?v=I9RWTMNnvi4</p> <p><u>Lab:</u> What Programming for Data Science is Like</p>