Analysis, Design and Modelling of IS –
Case assignment: UBT Knowledge Center

General Instructions
The pre-work students have done, reading the literature and answering the questions, ensure a ‘shared understanding’ of the theories, models and methods included in this part of the course. Thus, the written assignments have prepared students for applying these on the case assignment. The case assignment is a project that is carried out in groups and during class meetings. Groups of three-four will be formed at the first class meeting based on mix competences and professional backgrounds. We encourage students to start reflecting on the elements of the case.

Scope of case assignment
Issue/Challenge: Academic libraries across the globe are now full-service learning, research, and project spaces. The University for Business and Technology Knowledge Center concept, under discussion for more than three years, will enable UBT to bring together the functions of libraries, labs, lounges, and seminar spaces in a single community gathering ecosystem.

Across the globe, increased knowledge of the value of integrating technology, information, and learning – what it is, where it is going, and why it matters to teaching, learning, and research – is accelerating improvement of student learning outcomes and revitalization of faculty teaching methods. The UBT Knowledge Center will incorporate such best practices to reinvent library physical places and virtual spaces. This transformative initiative recognizes that: Great universities have great libraries.

Objectives:
1. Design a process that engages a broad campus community in shaping the future of libraries' space utilization on its four campuses.
2. Develop library use scenarios that inform the university's Knowledge Center concept.

Process
The groups follow the phases of Soft Systems Methodology (SSM): Finding Out, Modelling, Comparing/Debating, and Taking Action as introduced in course literature and in class meetings. During class meetings, students work on the case. Also, students should further explore elements of the case prior to the class meetings, during the days of class meetings, and when preparing the presentation of the work.

In the Finding Out, the aim is to create a rich picture of the situation, as rich as possible, and include different viewpoints that express various stakeholders and interests.

In the Modelling, SSM provides modelling techniques. You can also use other models, which we touch on, to visualize different ideas and viewpoints. The purpose of this phase is to establish a foundation for the subsequent phase, so you can refer to this earlier work when you put forward your ideas and viewpoints.

The Comparing/Debating phase entails discussing and testing the viability and feasibility of the different ideas as represented in the models. SSM provides techniques for performing and documenting this phase.

Finally, in this course, the Taking Action phase involves recommendations from you to be
forwarded to the case organization, since you are not in a position to take actions. The recommendations are in the form of presentations during the course meetings and in a final presentation, which should be plausible to be presented at the 8th International conference Information Systems and Technology Innovation (ISTI), http://conference.ijsint.org.

**Examination and Assessment**

Submit a report of app. 4000 words or 8 A4 pages including references (Harvard Style). The pre-course work can be used to inform the group report. The font should be Times New Roman, size 12, single space, one line space between headings and between paragraphs.

The report should be structured in the following manner:

- **Title of the report** – Use no more than 15 words and be as descriptive as possible. The title should reflect the content, followed by a list of group members’ names.
- **Introduction** – Present the context, followed by description of the report organization. You could also add information about the collective qualifications of the team.
- **Subsequent sections** build on each other and include brief presentation and discussion of framework, methods, and/or theories used, as well as findings. These various pieces can be organized and sequenced in a variety of ways. **Consider structuring this part around your models and figures** that you have developed as part of the course workshops or in-between class meetings. The aim throughout is to offer reliable and influential counsel to organizational decision makers.
- **Conclusion** - Report outcomes or findings of the study and present recommendations for case organization decision makers. This part can build on your own Reflection paper.
- **Appendices** – Include information that is important for the assignment, or too detailed to be in the body of the report.

Course literature should be read and considered for inclusion – build on what you have submitted already in your individual assignment prior to the course meetings. In addition, feel encouraged to identify other additional relevant literature. We provide a reference on how to write. Consult this paper for guidance on how to write a report, which also can also serve as a conference paper:


The final presentation can be in the form of an extended abstract, a paper, and/or a power point presentation. Submit your final presentation in the Moodle Submission folder before **May 1, 9.00 am**. Feedback will be provided and recommendations on submission to the ISTI conference. If accepted, you will be invited to present your work at this year’s ISTI conference in Tirana, June 23-24, 2017, http://conference.ijsint.org/.

Besides finding out about the case in its context you can also consult additional information related to the scope of your assignment, e.g.,
• re: participatory design to further 'work to be done' by professors and students in library facility (re)design

http://www.sr.ithaka.org/publications/designing-a-new-academic-library-from-scratch/

• re: participatory design using mixed methods to identify students' 'work to be done' to inform co-design
