DEVELOPMENT OF A HUMAN FOCUSED E-COLLABORATIVE MANAGEMENT MODEL FOR TEACHING AND LEARNING CONTENT: A CASE OF KOLEJ UNIVERSITI SELATAN

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March 2015

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Dissertation Submitted to
Othman Yeop Abdullah Graduate School of Business,
Universiti Utara Malaysia,
in Partial Fulfillment of the Requirement for the Doctor of Business Administration

Kolej Perniagaan
(College of Business)
Universiti Utara Malaysia

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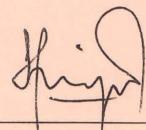|			
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Tajuk Tesis / Disertasi : **Development of a Human Focused E-Collaborative Management**
(Title of the Thesis / Dissertation) **Model for Teaching and Learning Content: A Case of Kolej Universiti**
Selatan

Program Pengajian : **Doctor of Business Administration**
(Programme of Study)

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ABSTRACT

Despite the availed policy and incentives, inadequate teaching and learning content (TLC) is being utilized in Kolej Universiti Selatan (KUS). This study is designed to develop a human-focused electronic collaborative management (ECM) model for TLC in KUS. The three research questions are: What are the motivating factors in ECM on the TLC process? Why should one use these relevant factors to promote ECM on TLC in KUS? How do these factors inspire ECM on TLC in KUS? The objective of this study is to assist KUS to firmly determine the best practice of ECM on TLC to construct and sustain a competitive niche for a higher education institution (HEI). KUS has a population of ninety full-time and fifty part-time lecturers. Participatory action research (PAR) was applied on fifteen lecturers across different faculties and academic supporting departments. Advocating, adapting, and aligning are the three continuous revolving spiral improvement actions that are applied to the reflective cycles employed to promote ECM on TLC. Data was obtained through participant observation, in-depth interviews, and document triangulation of data sources. The purpose was to construct, synthesize, develop, and justify the model of ECM on TLC. The four human-perspective motivation factors to develop a human-focused ECM model for TLC were: "Cooperative working behaviour", "Guidance collaborative processes", "Substantial reciprocal practice", and "Conclusive common goals". They foster collective action practices toward common objectives to promote ECM on TLC. Their roles are as enablers, facilitators, mechanisms, and drivers to inspire ECM on the TLC process. This study advances ideas on how to group the right professions, recruit right partners, catch the right timing, and make the right setting. Besides these, this research shows the value of PAR when applied to ECM on TLC in HEI.

Keywords: collaboration, e-collaboration, collaborative management, electronic collaborative management.

ABSTRAK

Kandungan Pengajaran dan Pembelajaran (TLC) masih tidak mencukupi di Kolej Universiti Selatan (KUS) walaupun terdapat dasar dan galakan insentif yang tertentu. Kajian ini bertujuan untuk membentuk model Pengurusan Kolaboratif Elektronik (ECM) untuk TLC yang berteraskan keinsanan di KUS. Terdapat tiga persoalan kajian iaitu: Apakah faktor-faktor motivasi ECM dalam proses TLC? Mengapa KUS perlu menggunakan faktor-faktor motivasi ini untuk menggalakkan proses ECM pada TLC? dan Bagaimana faktor-faktor ini memberi inspirasi terhadap ECM pada TLC di KUS? Tujuan kajian ini adalah untuk membantu KUS menentukan secara jitu amalan yang terbaik terhadap ECM pada TLC iaitu bagi membina dan mengekalkan daya saing sesebuah institusi pendidikan tinggi (HEI). KUS mempunyai seramai 90 orang pensyarah sepenuh masa dan 50 orang pensyarah sambilan. Kajian tindakan penyertaan (PAR) diaplikasikan terhadap 15 orang penyarah dari pelbagai fakulti dan jabatan sokongan akademik. Tiga tindakan dalam lingkaran penambahbaikan berterusan iaitu menyaran, mengadaptasi dan menjajar telah diaplikasikan dalam kitaran refleksi semasa membina ECM pada TLC. Data diperolehi melalui pemerhatian peserta, temuduga mendalam dan dokumen iaitu bagi mewujudkan triangulasi sumber data. Tujuannya adalah untuk membina, mensintesis, menbangunkan dan mengesahkan model ECM pada TLC. Empat faktor motivasi perspektif keinsanan dalam proses ECM ialah, Kelakuan Kerja Koperasi, Kolaboratif Proses Bimbingan , Amalan Saling Kebergantungan dan Matlamat yang Muktamad. Semua faktor tersebut adalah untuk memupuk amalan tindakan kolektif ke arah objektif yang sama iaitu untuk menggalakkan ECM pada TLC. Ia berfungsi sebagai pemboleh ubah, fasilitator, mekanisme dan pendorong untuk memberi inspirasi terhadap ECM dalam proses TLC ini. Kajian ini mengemukakan idea-idea bagaimana untuk mengumpulkan profesion yang tepat, merekrut rakan kongsi yang berpadanan dalam keadaan yang sesuai mengikut konteks dan keadaan serta masa yang betul. Selain itu, ia juga menunjukkan nilai PAR apabila digunakan ke atas ECM pada TLC di HEI.

Kata Kunci: kolaborasi, kolaborasi elektronik, pengurusan kolaboratif, pengurusan kolaboratif elektronik.

ACKNOWLEDGEMENT

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LIST OF ABBRECIATIONS

AAR	After Action Review
AI	Appreciative Inquiry
AQIP	Academic Quality Improvement Project
AR	Action Research
CCO	Computer Centre Office
CIS	Collaborative Information System
CIMS	Curriculum and Information Management System
CITL	Centre of Innovation for Teaching and Learning
CM	Collaborative Management
CoP	Community of Practice
CSCW	Computer Support Collaborative Work
ECWE	Electronics Collaborative Working Environment
ECM	Electronic Collaborative Management
E-Collaboration	Electronic Collaboration
EMPEROR	Experience Management Portal using Empirical Results as Organizational Resources
E-Portfolio	Electronic Portfolio
FAD	Faculty of Art and Design
FEIT	Faculty of Engineering and Information Technology
FHSS	Faculty of Humanities and Social Science
GEM	Global Excellence in Management
GT	Grounded Theory
HEI	Higher Education Institution
ICT	Information, Communication, and Technology

IT	Information Technology
KM	Knowledge Management
KMS	Knowledge Management System
KUS	Kolej Universiti Selatan
MECE	Mutual Exclusive and Collectively Exhaustive
MIS	Management Information System
MQA	Malaysian Qualifications Agency
NPOV	Neutral Point of View
OM	Organizational Memory
OMS	Organizational Memory System
PAR	Participatory Action Research
PDA	Planning and Development Accreditation Office
POLC	Planning, Organizing, Leading, and Controlling
PTPTN	Perbadanan Tabung Pendidikan Tinggi Nasional
SCORM	Shareable Content Object Reference Model
SSO	Single Sign On
SWOT	Strength, Weakness, Opportunity, Threat
TLC	Teaching and Learning Content

PREAMBLE

It is widely recognized that electronic collaboration has already acquired prominence in modern landscape. That being said, the study of Electronic Collaborative Management (ECM) should not be confused with electronic collaboration (e-collaboration). For e-collaboration has given rise to a number of pressing issues that need to be solved. The present study is to fill the gaps. The overall focus of the study is to grapple with the ways in which effective and efficient e-collaborative management can be sustained through the development of ECM on Teaching and Learning Content (TLC). The aim is to develop necessary theory that will underpin the following propositions so as to map out its practical ramifications. As such the following claims will be substantiated in its proper sequence and to lay bare the fundamental contentions, namely

- That ECM on TLC has become one of the most pressing issues that is encountered by Higher Education Institutions (HEI);

- That the development of a feasible ECM on TLC practice is necessarily, but it must be supported by insights that are gained from the synergy of social and system theories;

- That the theoretical framework mentioned above will in turn form a firm bedrock for the argument on the importance of participatory action research (PAR) and grounded theory.

Granted, the main contention is that the theory can be reified in terms of empirical practices which are further strengthened by necessarily participatory efforts and the knowledge that is generated and produced by concrete analysis of the findings. All the

claims mentioned above will then be laid bare in the subsequent chapters in proper sequence:-

- to address the issues of ECM on TLC which are encountered by the case study of Kolej Universiti Selatan (KUS) and HEI (chapter one);

- the way in which social and system theory help in the development of ECM on TLC practice and theory (chapter two);

- the deployment and importance of test-case, for example, in the proposed PAR, especially the findings that are based on the qualitative analysis of the research data (chapters three and four);

- the summary of the findings will be provided in the form of discussion, conclusion and recommendation (chapter five).

CHAPTER ONE

INTRODUCTION

1.1   Background of the Study

It has been widely recognized that information, communication and technology (ICT) along with technological evolution, have had tremendous impact on the ways organization operates. One of the relevant issues to pose, however, is how to establish collaboration within the organization. There is no doubt that global business organizations employ electronic collaboration (e-collaboration) across continents and oceans. The very new form of collaboration provides thereby enormous opportunities space for organizational innovation. Their concern form the backdrops of the present study, the aim is to develop a human-focused model oriented and sensitive for electronic collaborative management (ECM) on teaching and learning content (TLC) for higher education institution (HEI). The goal is to enable HEI manage its TLC. The rationale behind the endeavor is viable curricula to students.

TLC is considered as one of vital elements for quality curriculum delivery in HEI. It is accumulated from various sources of professional knowledge, case studies, lessons learnt, pedagogical practices, practical know-how, lecturers' experiences, etc. TLC formats include lecture notes, study guides, illustration slides, audio and video material (Seldin, 2004), which are used for curriculum to disseminate knowledge and skills (MQA, 2009). These are all unstructured type of soft-copies data prepared by lecturers with professional expertise and domain of knowledge of the subject. It therefore has many sources of input (for example, from overseas or developed countries' text books) that blend in with local social setting, cultural and education goals.

The contents of the thesis is for internal user only

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