



1. General Course Information

1.1 Course Details

| | |
|----------------------------|--|
| Course Code: | 1803ICT |
| Course Name: | Application Systems |
| Trimester: | Trimester 2, 2024 |
| Program: | Diploma of Information Technology |
| Credit Points: | 10CP |
| Course Coordinator: | Dr. Joy Galaige |
| Document modified: | 20/05/2024 |

Course Description

This course introduces aspiring IT professionals to two topic areas that are critical to your working life. First, we will help you to unravel the ways in which information underpins business and organisational activity. Second, you will explore ways in which information systems are now critically important for managing activities and relationships with customers and suppliers. This course was previously known as 1803ICT Information Systems Foundations and is incompatible with 1803ICT Information Systems Foundations.

Assumed Knowledge

Application Systems is an introductory course that assumes little or no prior knowledge of the IT domain. Students must however have base level of proficiency in oral and written communication in English because the course is a conceptual non-technical/non programming course required readings and the assessment in the course requires elaborate written responses.

1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

| Name | Email |
|-----------------|--|
| Dr. Joy Galaige | joy.galaige@griffithcollege.edu.au |

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as laptop or tablet (mobile phones are not suitable). In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

This course in Application Systems introduces you to the analysis, integration, and design of socio-technical systems focusing on the impact and user experience. The course covers various topics, including the analysis of human activity systems, ontological modelling, and specifying the organisational and external context of computing systems.

You will explore the integration of system components into coherent socio-technical systems and learn about different types of applications, such as organisational operations, simulation and decision support, information management, knowledge management, and digital platforms and markets. The course also emphasises user experience, covering interface design and the principles of physical and cognitive ergonomics.

Furthermore, the course explores application contexts specifically linked to Information and Communication Technology (ICT) domains, considering factors like e-health, e-business, transport and logistics, agriculture, and e-government. Language and cultural factors, as well as users' work practices and organisational contexts, are also analysed within the context of application systems.

By the end of the course, you will have gained a comprehensive understanding of application systems, their analysis, integration, and design, as well as the importance of user experience and contextual considerations in various ICT domains.

The course aims to instill an understanding of the following:

- **Analyse and Design Socio-Technical Systems:** You will develop the ability to analyse human activity systems, ontological modelling, and specify the organisational and external context of computing systems. You will understand the impact of these systems on users and organisations, and be able to apply this knowledge to design coherent socio-technical systems.
- **Understand and Apply Different Types of Applications:** You will gain knowledge of various types of applications, including organisational operations (transaction processing, executive information systems), simulation and decision support, information management (digital document creation, storage, communication, and retrieval), knowledge management, and digital platforms and markets. You will learn how to identify the appropriate application type for a given scenario and apply the relevant techniques and tools.

- Evaluate and Enhance User Experience:** You will learn about user experience principles, including interface design and physical and cognitive ergonomics. You will develop skills in evaluating and enhancing user experience in application systems, ensuring that interfaces are intuitive, efficient, and user-friendly. You will understand the importance of considering the needs and preferences of users in the design and implementation of application systems.
- Consider Application Context in ICT Domains:** You will explore how application systems are linked to specific ICT domains, such as e-health, e-business, transport and logistics, agriculture, and e-government. You will understand the impact of domain attributes, language, cultural factors, users' work practices, and organisational contexts on the design and implementation of application systems. You will be able to analyse and adapt application systems to meet the specific requirements and challenges of different ICT domains.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

- Analyse human activity systems, ontological modeling, and specify the organisational and external context of computing systems to appreciate their impact on users and organisations, and apply this knowledge to design coherent socio-technical systems.
- Investigate and gain knowledge of diverse applications, including organisational operations, simulation, decision support, information and knowledge management, and digital platforms, and identify and apply suitable techniques and tools for the appropriate application type in a given scenario.
- Understand user experience principles and ergonomics, develop skills to evaluate and enhance the user-friendliness of application systems, and recognise the importance of user needs and preferences in design and implementation.
- Explore the linkage of application systems to specific ICT domains, understand the influence of domain attributes, language, culture, work practices, and organisational contexts on system design and implementation, and learn to analyse and adapt systems to meet the unique needs of different ICT domains.









2.3 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Abilities Policy](#).

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

Studies in this course will give you opportunities to begin to develop the following skills:

| Graduate Capabilities and Employability Skills | | | Focus within this course |
|--|-----------------------------------|---|--------------------------|
| Interacting with People | Teamwork |  | |
| | Communication |  | ✓ |
| | Respect for Culture and Diversity |  | |

| | | | |
|------------------------------------|--------------------------------|---|---|
| Readiness for the Workplace | Problem Solving |  | ✓ |
| | Planning and Organisation |  | |
| | Creativity and Future Thinking |  | ✓ |



3. Learning Resources

3.1 Required Learning Resources

Business Information Systems, Beynon- Davies 3rd Ed. Publisher: Bloomsbury Academic Edition: 3rd Print

ISBN-10: 135200738X, ISBN-13: 978-1352007381

The e-copy can be bought from this link:

https://www.amazon.com.au/Business-Information-Systems-dp-135200738X/dp/135200738X/ref=dp_ob_title_bk?asin=B09HX8CWTV&revisionId=7bc713b1&format=1&depth=1

3.2 Recommended Learning Resources

Experiencing MIS, David M. Kroenke; David Wilson; Wayne Brookes

Published date: 2016

Publisher: Pearson Australia

Edition: 4e

ISBN: 9781486019281

3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about support resources that are available to students are included below for easy reference.

- [Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- [Academic Integrity](#) - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.
- [Services and Support](#) provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.
- [Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.
- [IT Support](#) provides details of accessing support, information on numbers and internet access and computer lab rules.

3.4 Other Information about your Learning

Preparation and Participation in Learning

You need to prepare before attending your scheduled Learning Experience (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the

Learning Activities (After Class) set each week. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you in the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly course Learning Content (Before Class) and completing the Learning Activities (After Class). It also means you will need to find additional information to evidence your learning beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, students are engaged in their learning and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].

International students enrolled in Language Development Modules (LDM100 / LDM200 or LDH100 / LDH200)

Successful completion of LDM100 and LDM200 or LDH100 and LDH200 is **required** to graduate with your Diploma award and progress to your Bachelor. If you do not achieve non-graded passes for these language modules your progression to your Bachelor will be affected. Please attend all your classes and submit your assessment.






Teacher and Course Evaluation

Your feedback is respected and valued by your teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



4. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:





| Week | Learning Content (Before Class) | Learning Experiences (In Class) | Learning Activities (After Class) | Evidence of Learning (Assessment) | Learning Outcome |
|------|--|--|--|---|---|
| |  |  |  |  |  |
| 1 | Analysis of Human Activity Systems and Impact on User Experience | <ul style="list-style-type: none"> Weekly activity Case study analysis | <ul style="list-style-type: none"> Online learning activities Discussion forum | | 1,3 |
| 2 | Integration of System Components into Coherent Socio-Technical Systems | <ul style="list-style-type: none"> Weekly activity Case study analysis | <ul style="list-style-type: none"> Online learning activities Discussion forum | | 1 |
| 3 | Organisational Operations and Information Systems | <ul style="list-style-type: none"> Weekly activity Case study analysis | <ul style="list-style-type: none"> Online learning activities Discussion forum | | 2 |
| 4 | Simulation and Decision Support Systems | <ul style="list-style-type: none"> Weekly activity Case study analysis | <ul style="list-style-type: none"> Online learning activities Discussion forum | Quiz 1 | 2 |
| 5 | Information Management and Digital Document Creation | <ul style="list-style-type: none"> Weekly activity Case study analysis | <ul style="list-style-type: none"> Online learning activities Discussion forum | | 2 |
| 6 | Practice-based Assignment Briefing: Designing an Effective Application Systems | <ul style="list-style-type: none"> Weekly activity Case study analysis | <ul style="list-style-type: none"> Online learning activities Discussion forum | | 1,2,3,4 |
| 7 | Knowledge Management | <ul style="list-style-type: none"> Weekly activity Case study analysis | <ul style="list-style-type: none"> Online learning activities Discussion forum | Quiz 2 | 2 |
| 8 | Digital Platforms and Markets | <ul style="list-style-type: none"> Weekly activity Case study analysis | <ul style="list-style-type: none"> Online learning activities Discussion forum | | 2,3 |
| 9 | User Experience: Interface Design, Physical, and Cognitive Ergonomics | <ul style="list-style-type: none"> Weekly activity Case study analysis | <ul style="list-style-type: none"> Online learning activities Discussion forum | Practice-based Assignment | 3 |
| 10 | User Experience: Application Context in ICT: Domain, Attributes, Language and Cultural Factors, User Work Practices, and Organisational Contexts | <ul style="list-style-type: none"> Weekly activity Case study analysis | <ul style="list-style-type: none"> Online learning activities Discussion forum | | 4 |

| | | | | | |
|----|---|--|--|--------|---------|
| 11 | User Experience: Application Context in ICT: Domain, Attributes, Language and Cultural Factors, User Work | <ul style="list-style-type: none"> Weekly activity Case study analysis | <ul style="list-style-type: none"> Online learning activities Discussion forum | Quiz 3 | 4 |
| 12 | Revision Refer to the course webpage | <ul style="list-style-type: none"> Weekly activity Case study analysis Knowledge-check quiz | <ul style="list-style-type: none"> Online learning activities Discussion forum | | 1,2,3,4 |



5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

| | Evidence of Learning (Assessment) | Weighting | Learning Outcome | Due Date |
|---|--|--|---|--|
| |  |  |  |  |
| 1 | Online Quizzes (x3) | 20% | 1,2,3,4 | Week 4, 7, 11 Sunday 11:59 pm |
| 2 | Practice-based Assignment: Designing an Effective Application System | 40% | 1,2,3,4 | Week 9 Sunday 11:59 pm |
| 3 | Exam – constructed response | 40% | 1,2,3,4 | Examination Week (Week 13) |

5.2 Evidence of Learning Task Detail

You are required to **submit your own work** for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Tools that generate course content or extensively enhance a student's English language capability are not permitted to be used. Web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for outright assessment creation, translation, or extensive language assistance purposes. In addition, Wikipedia, Baidu, Weibo and WeTalk are not permitted to be used.

Students should follow all teacher directions about the use of Generative Artificial Intelligence (Gen-AI) tools in relation to formative and summative assessment tasks (including how to cite Gen-AI tools, if relevant). It should be noted that Turnitin provides teaching staff with a Gen-AI percentage indicator as well as an Originality Report which detects plagiarism.

1. Evidence of Learning Task 1: Online Quiz (15%)

Task Type: Online Quiz 1

Due Date: Week 4, Sunday 11:59 pm

Weight: 6%, Marked out of: 20

Duration: 1 hour each

Task Description: Undertaken online in set weeks as advised on the course website. Quizzes assess all material covered by the lectures.

Criteria and Marking: Students are assessed on their understanding of theoretical concepts

Submission: Online quiz

Task Type: Online Quiz 2

Due Date: Week 7, Sunday 11:59 pm

Weight: 7%, Marked out of: 20

Duration: 1 hour each

Task Description: Undertaken online in set weeks as advised on the course website. Quizzes assess all material covered by the lectures.

Criteria and Marking: Students are assessed on their understanding of theoretical concepts

Submission: Online quiz

Task Type: Online Quiz 3

Due Date: Week 11, Sunday 11:59 pm

Weight: 7%, Marked out of: 20

Duration: 1 hour each

Task Description: Undertaken online in set weeks as advised on the course website. Quizzes assess all material covered by the lectures.

Criteria and Marking: Students are assessed on their understanding of theoretical concepts

Submission: Online quiz

2. Evidence of Learning Task 2: Assignment 1 (40%)

Task Type: Assignment - Practice-based Assignment

Due Date: Week 6, Sunday 11:59 pm

Weight: 40%, Marked out of: 40

Length: Between 3000-4000 words

Task Description: The objective of this assignment is to assess students' understanding and application of concepts related to application systems, including the analysis of human activity systems, ontological modelling, specifying organisational and external context of computing systems, impact and user experience analysis, integration of system components into coherent socio-technical systems, types of applications, user experience, and application context linked to ICT domains.

Criteria and Marking: A comprehensive marking rubric will be provided on the course website.

Submission: Via Turnitin on the Course Site.

Further information will be provided on the course website.

3. Evidence of Learning Task 3: Final Examination (40%)

Task Type: Exam - selected and constructed responses

Due Date: Held in the standard final examination period

Weight: 40%, Marked out of: 40

Length: N/A

Duration: 2 hours 15 minutes

Task Description: The final exam assesses students' achievement of the four (4) learning outcomes.

Criteria and Marking: Students are assessed on the detailed marking guide based on the questions developed to assess student's achievement of the four (4) learning outcomes.

Submission: Online quiz/exam

Further information will be provided on the course website.

In order to pass this Course, students must:

A. Attempt assessment items 2 and 3 and achieve an aggregate mark of at least 50% overall

B. Demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.

5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.

5.4 Other Information about Evidence of Learning

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the Course.

Requests for extension

To apply for an extension of time for an evidence of learning task, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website – [Policy Library](#) for guidelines regarding extensions and deferred Evidence of Learning Tasks.

Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Digital Campus. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

The sum of your marks of evidence of learning tasks in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College Evidence of Learning Tasks-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sittings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

Academic Integrity Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your teachers and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

Reasonable Adjustments for Evidence of Learning Tasks –

The [Disability Services Policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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Note: Griffith College acknowledges content derived from Griffith University in Diploma level courses, as applicable.