

ISM 7912
PhD Seminar on Behavioral IS Research
School of Information Systems and Management
Muma College of Business
University of South Florida

Spring 2023
Thursday 2-4:45pm, CIS 2074

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Course Description

The new generation of information and communication technologies including online word-of-mouth, social media, recommendation agents, and artificial intelligence are associated with digitization and disruption of business and social innovation, entrepreneurial processes, products and services, to a new cadre of business models, platforms, and social movements, and raised a variety of other behavioral, social, and economic challenges.

In the behavioral paradigm of information systems research, scholars investigate research questions related to micro- or meso-level information systems (IS) phenomena (e.g., IS use, consumer decision making in online environments), draw on theories from reference disciplines such as psychology, and use social science research methods such as surveys, experiments and field studies.

This doctoral seminar is intended to provide a foundation for doctoral students to achieve a broad understanding of the research areas and methods associated with behavioral IS research. This seminar also offers an exposition of how research problems are formulated and how the actual research is conducted and reported.

Course Objectives

This seminar is designed to provide newly or advanced doctoral students (or masters students aspiring to be doctoral students) across different disciplines a broad introduction to conceptual and theoretical perspectives and foundations in the key topics of information and communication technologies, help them appreciate the breadth, diversity, and significance of the digital phenomena, and enhance their ability to conceptualize and theorize about IT/digital related phenomena to their own research themes. This seminar also helps doctoral students to understand the strengths and weaknesses of the commonly used research methodologies in information systems and develop a research project dealing with IT/digital-enabled and contemporary behavioral phenomenon of their choice. Students will also learn to be well versed in the process of publishing IT/digital-related research in IS and non-IS journals.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Get familiar with a range of topics studied in behavioral IS research, and learn to evaluate prior research critically
- Choose a promising research topic capable of producing a program of research
- Identify interesting, novel, and important research problems and questions
- Explain the process of theory construction and how to make a research contribution
- Formulate testable hypotheses and develop logical arguments
- Explain differences among lab experiments, field experiments, and quasi/natural experiments
- Design experimental studies that exhibit the various validities necessary for efficient and effective research

Class Materials:

- All readings and other materials will be available via USF's Canvas.

Structure and Evaluation

Grading Policy. The final letter grade for this course will be based on the following:

Components:

Reading notes	15%
Class participation	15%
Discussion leadership	15%
Intermediate milestones	15%
Final paper	35%
Paper review	5%

Grading scale:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Reading Notes. Before each class, you should thoroughly read ALL assigned readings (including those without “**”) and prepare a 2-3 pages’ reading note. A lack of “**” does not mean skip; speed read and familiarize yourself with those readings.

Your reading note should a) communicate your major take-away from reading each article, and b) integrate concepts across materials. If the reading is a topic paper, you should also c) provide *your* assessment of the paper’s contributions (why was this paper published?), d) summarize the article’s greatest strengths and critique its weaknesses, and e) come up with 3 new ideas you’d like to pursue that would be interesting.

For the readings you’re leading the discussion of, you should also f) prepare at least 2-3 key questions per reading that you want to have the class discuss.

You should turn in your reading notes by 10am of the day the readings are discussed. NO LATE READING NOTES WILL BE ACCEPTED.

Class Participation. A PhD seminar is only effective when participants have carefully read and synthesized the assigned readings prior to class and are prepared to contribute to the class discussion. The seminar is intended to be highly interactive. You are expected to actively participate, debate, argue, and disagree in class discussions. To do so, you must (a) have digested and synthesized all the assigned readings in a timely manner and submitted your reading notes on time, (b) have finished all the “before class” tasks, and (c) not feel intimidated to speak up. I expect you to come prepared to discuss the required readings for each class. As you read them, be prepared to synthesize across the readings of the day (looking for the “forest” rather than “trees”) and attempt to relate them to the readings in the preceding weeks.

In determining the class participation grade, I will consider the following: familiarity with the assigned readings, ability to support or refute the readings, ability to integrate material from a diverse set of readings, ability to develop new ideas based on the readings, and ability to ask and answer relevant questions. Essentially, you will be graded on the thoroughness, sophistication, persuasiveness, and logic of your class comments.

It is important to note that a failure to meaningfully and regularly participate in class can result in a final grade of a full letter lower than that received on other graded items. Therefore, attendance is important – please arrange your schedule so that you will be able to arrive on time, attend each class, and stay for the entire class period.

Discussion Leadership. The purpose of this assignment is to allow students to lead the class discussion on topics of importance in the course. Skills to be developed are teaching and facilitating skills, intellectual skills, and verbal skills. When we discuss various IS topics each week, you may lead the discussion of articles and/or book chapters. A thorough and in-depth discussion is expected. For each reading, the leader will: (a) present a 2-minute opening analysis of the material (main take-away, why it was published), and (b) lead the subsequent class discussion. The intention is not for you to talk for half an hour or so. Instead, your job is to inspire your classmates and get them involved in the dialogue.

Final Paper: A Research Proposal and Presentation. A major part of your grade is a research proposal and presentation for a highly focused study that uses the laboratory experiment method. The research proposal needs to focus on a *new* project of potential interest to you (and perhaps to a member of the faculty you are working with). This should be a new project, not one that the faculty member already has underway or something they have written up that you have helped as a RA. You are, however, most welcome to seek their input on the topic and your approach to it and it could be an *extension* of work you or the faculty member has previously done. Feel free to change the research question or topic the first half of the semester. However, you need to commit to a research question by the 7th week, along with theory base, etc.

The final paper will be written like a dissertation proposal (no longer than 15 double-spaced pages in Times 12 font, excluding references, figures, tables, design document, and IRB material). No data or results are required. The paper is expected to have the quality to be accepted as a research-in-progress by major IS conferences such as ICIS and CIST. **Seek feedback from me early and often.**

At a minimum, your final research proposal should include the following elements.

1. Introduction Section
 - a. Abstract
 - b. Introduction (what are you studying, why it is important, what's new, to whom)
2. Theory and Hypotheses Section
 - a. Literature review (synthesis that cuts across the prior research; be focused)
 - b. Theoretical model with construct definitions and theoretical logic for the proposed hypotheses, and precisely formulated hypotheses
3. Methodology
 - a. Research design and materials
 - b. Brief overview of the intended/actual analysis approach
4. Results (optional)
5. Expected Contributions
 - a. Expected research contributions (be precise)
 - b. Expected practical significance and limitations
6. Appendix: design document, with cover story, manipulations, and all the measurements

The evaluation criteria of the final paper:

- Is the research question developed and justified in a compelling way?
- Do the literature review and theory development synthesize recent ideas and advance them into a fresh theory, model, hypotheses, propositions?
- Is the study (e.g., experiment) competently designed, taking into account various threats to internal validity?
- Are the potential theoretical and practical contributions clearly laid out along with limitations?
- Does the proposal exhibit high level of **fit / internal consistency** among the key elements including research question, prior work, theory, research design, and contributions?
- Is writing clear, logical, and concise/to-the-point without grammar problems?

Intermediate Milestones. You will use a **staged approach** to develop the research proposal, with multiple milestones. We will iteratively work through all aspects of your project as the semester progresses, applying the key insights from each session to developing your research proposal. Each intermediate milestone is due by the end of that week. **NO LATE SUBMISSIONS WILL BE ACCEPTED.**

You will be graded based primarily on *genuine* effort and be provided feedback on the deliverable at each milestone. Your submission should also include revisions to the previous stage(s)'s deliverable(s) and a response document—a summary of major changes that were made and point-by-point responses to issues that were raised.

Paper Review. Each seminar participant is required to write up a critical peer review of a paper authored by another seminar participant. Partner in such a way that each student will review another student's work and each student will be reviewed by another student. I will take the role of an associate editor (AE). In your review, identify strengths of the paper, fatal flaws (if any), and ways to improve the paper so that it is publishable in a premier journal like MISQ or ISR. Include both theoretical and methodological comments. Be specific, e.g., provide references.

Policies

- Attendance rule: Arrive at class on time and do not leave early, unless you are excused in advance.
- You-snooze-you-lose rule: Come prepared; “physical” & mental attendance is expected.
- The bad eyesight rule: Everything submitted should be in Times 12-point font.
- The 0-minute rule. Late submissions will automatically receive a grade of zero.
- Honor code: I will do everything possible to maximize the penalty for violators.

Standard University Policies. Policies about disability access, religious observances, academic grievances, academic integrity and misconduct, academic continuity, food insecurity, and sexual harassment are governed by a central set of policies that apply to all classes at USF. These may be accessed at: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

- **Academic Honesty:** Students in this class are required to abide by the academic regulations of the university. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Violations of academic integrity, including but not limited to plagiarism and cheating (in any manner, online or offline), are regarded as extremely serious matters and will be addressed to the fullest extent allowed by university regulations.

Communication. Canvas will be used extensively for announcements, grades, readings, and other materials. **It is your responsibility to check it on a regular basis. To communicate with me, please also do so on Canvas.**

Campus Free Expression. *It is fundamental to the University of South Florida’s mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.*

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

Course Schedule (tentative)

Week 1: Introduction to Academia and Research (Jan. 12)

Think about why you have chosen academia and what you expect for being a professor. Think about what interests you that prompted you to pursue a doctorate; this might include things that you have experienced in your work or daily life, or things that you have noticed from the media. *Submit your latest CV, and a list of your research interests (in terms of topics and methodologies) by 10am.*

- * Snodgrass, R. T. (2002). Why I like working in academia. *ACM SIGMOD Record*, 31(1), 118-121.
- * Taylor, S. E., & Martin, J. (2002). The academic marathon: Managing the academic career. In J. M. Darley, M. P. Zanna, & H. L. Roediger III (Eds.), *The compleat academic: A career guide* (pp. 363-392). American Psychological Association.
- * Lord, C. G. (2004). A guide to PhD graduate school: How they keep score in the big leagues. In J. M. Darley, M. P. Zanna, & H. L. Roediger III (Eds.), *The compleat academic: A career guide* (pp. 3-15). American Psychological Association.
- * Walsh, J. P. (2011). Presidential address: Embracing the sacred in our secular scholarly world. *Academy of Management Review*, 36(2), 215-234.
- * Fiske, S. T. (2014). Scratch an itch with a brick: Why we do research. In H. T. Reis & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (pp. 1-7). Cambridge University Press.

Week 2: Scholarship and Contributions (Jan. 19)

Think about the type of research you'd like to do, and the kind of conversations you'd like to join. Scan Tarafdar (2022, next week's reading)'s Appendix C.1 (Topic Domain) and ICIS 2022 track descriptions, and then decide on at least 3 broad topics that you have interest in. *Submit your topics by 10am.*

- * Huff, A. S. (1999). *Writing for scholarly publication*. California, US: Sage Publications. Part I.
- * Janiszewski, C., Labroo, A. A., & Rucker, D. D. (2016). A tutorial in consumer research: knowledge creation and knowledge appreciation in deductive-conceptual consumer research. *Journal of Consumer Research*, 43(2), 200-209.
- Leidner, D. E. (2020). What's in a contribution? *Journal of the Association for Information Systems*, 21(1), 2.
- * Konrad, A. M. (2008). Knowledge creation and the journal editor's role. In *Opening the black box of editorship* (pp. 3-15). Palgrave Macmillan, London.
- * Hollenbeck, J. R. (2008). The role of editing in knowledge development: Consensus shifting and consensus creation. In *Opening the black box of editorship* (pp. 16-26). Palgrave Macmillan, London.
- Locke, K., & Golden-Biddle, K. (1997). Constructing opportunities for contribution: Structuring intertextual coherence and "problematizing" in organizational studies. *Academy of Management Journal*, 40(5), 1023-1062.
- * Zhou, J. (2020). Coherence, courage, and community: Lessons learned from Professor Teresa Amabile. In *Creativity at work* (pp. 211-223). Palgrave Macmillan, Cham.

- Ashford, S. J. (2013). Having scholarly impact: The art of hitting academic home runs. *Academy of Management Learning & Education*, 12(4), 623-633.

Week 3: Topic Selection and Research Questions (Jan. 26)

Come up with at least 3 “interesting” and different ideas / research questions – the more, the merrier. For each idea, describe the research problem/paradox, articulate its importance (why it is important and to whom), and then translate it into a preliminary research question. *Submit your ideas by 10am.*

- * Colquitt, J. A., & George, G. (2011). Publishing in AMJ—part 1: Topic choice. *Academy of Management Journal*, 54(3), 432-435.
- Rai, A. (2017). Editor’s comments: Avoiding type III errors: formulating IS research problems that matter. *MIS Quarterly*, 41(2), iii-vii.
- * Podsakoff, P. M., Podsakoff, N. P., Mishra, P., & Escue, C. (2018). Can early-career scholars conduct impactful research? Playing “small ball” versus “swinging for the fences”. *Academy of Management Learning & Education*, 17(4), 496-531. [skip the methods and results sections]
- * Simsek, Z., Heavey, C., Fox, B. C., & Yu, T. (2022). Compelling questions in research: Seeing what everybody has seen and thinking what nobody has thought. *Journal of Management*, 48(6), 1347-1365.
- * Alvesson, M., & Sandberg, J. (2011). Generating research questions through problematization. *Academy of Management Review*, 36(2), 247-271.
- * Robinson, S. L. (2021). Tales from a late bloomer: Ten principles for influential scholarship. In X. P. Chen & H. K. Steensma (Eds.), *A journey toward influential scholarship: Insights from leading management scholars* (pp. 215-241), Oxford University Press.
- Tarafdar, M., Shan, G., Bennett Thatcher, J., & Gupta, A. (2022). Intellectual diversity in IS research: Discipline-based conceptualization and an illustration from Information Systems Research. *Information Systems Research*.
- Whinston, A. B., & Geng, X. (2004). Operationalizing the essential role of the information technology artifact in information systems research: Gray area, pitfalls, and the importance of strategic ambiguity. *MIS Quarterly*, 28(2), 149-159.

Project Milestone 1: research problem, question, and intended contributions.

Narrow down to one idea that is deemed the most important, interesting and novel, convert this interest/puzzle into a problem statement (the starting point for your project’s motivation), and translate the problem into a focused research question. *Submit 1-2 pages by the end of week*, including the following:

- Describe the research problem, enumerate why the problem is important from both a practical and scholarly standpoint, and specify the research question(s).
- Identify and list 5-10 major articles in A-level journals in your field related to your idea. Get familiar with two business journal lists: UTD-24 and FT-50. Use Google Scholar to search keywords; to trace the major developments, use Google Scholar (or Web of Science) to track related papers using a handful of key conversant papers.
- Provide a brief review of prior literature (describing themes across papers rather than describing papers one by one), and then articulate your intended contributions.

Week 4: Theory and Theorizing (Feb. 2)

Identify *at least* one theory or theoretical perspective that you believe might be a promising starting point for your own study. Draw a simple boxes-and-arrows figure (the nomological network) with your dependent variable and a preliminary pool of independent variables in your research model. Think through two questions for class discussion: (a) How these variables are related to the theory you have selected and (b) why you included these and not others. Remember that your goal in model development is parsimony. Draft three formal hypotheses related to a main effect, a moderation, and a nonlinear relationship respectively. Think about the logic for your hypotheses. *Submit your research model and hypotheses by 10am.*

Readings:

- * Gregor, S. (2006). The nature of theory in information systems. *MIS Quarterly*, 30(3), 611-642.
- Rai, A. (2017). Editor's comments: Seeing the forest for the trees. *MIS Quarterly*, 41(4), iii-vii.
- Mithas, S., Xue, L., Huang, N., & Burton-Jones, A. (2022). Editor's comments: Causality meets diversity in information systems research. *MIS Quarterly*, 46(3), iii-xviii.
- Cornelissen, J. (2017). Editor's comments: Developing propositions, a process model, or a typology? Addressing the challenges of writing theory without a boilerplate. *Academy of Management Review*, 42(1), 1-9.
- * Sparrowe, R. T., & Mayer, K. J. (2011). Publishing in AMJ—part 4: Grounding hypotheses. *Academy of Management Journal*, 54(6), 1098-1102.
- * Fisher, G., Mayer, K., & Morris, S. (2021). From the editors—Phenomenon-based theorizing. *Academy of Management Review*, 46(4), 631-639.
- * Weick, K. E. (1989). Theory construction as disciplined imagination. *Academy of Management Review*, 14(4), 516-531.
- * Makadok, R., Burton, R., & Barney, J. (2018). A practical guide for making theory contributions in strategic management. *Strategic Management Journal*, 39(6), 1530-1545.
- Thatcher, S. M., & Fisher, G. (2022). From the editors—The nuts and bolts of writing a theory paper: A practical guide to getting started. *Academy of Management Review*, 47(1), 1-8.

After class: skim Grant & Pollock's (2011) (titled "Publishing in AMJ—Part 3: Setting the hook"), and draft introduction section based on feedback for your first milestone submission.

Week 5: Behavioral Methods and Data (Feb. 9)

Design a simple experiment to test one of your hypotheses. Would you use a between-subjects or within-subjects design? What is the cover story or setting of your experiment? What kinds of stimuli would you use? How would you manipulate the independent variables of your interest? How would you measure the dependent variables of your interest? *Submit your answers to these questions 2 hours before class starts.*

- * Wilson, T. D., Aronson, E., & Carlsmith, K. (2010). *The art of laboratory experimentation*. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *Handbook of Social Psychology*. John Wiley & Sons, Inc.

- Morales, A. C., Amir, O., & Lee, L. (2017). Keeping it real in experimental research—Understanding when, where, and how to enhance realism and measure consumer behavior. *Journal of Consumer Research*, 44(2), 465-476.
- * Goldfarb, A., Tucker, C., & Wang, Y. (2022). Conducting research in marketing with quasi-experiments. *Journal of Marketing*, 86(3), 1-20.
- * Valli, V., Stahl, F., & Feit, E. M. (2022). Field experiments. In *Handbook of Market Research* (pp. 37-65). Springer.
- Vomberg, A., & Klarmann, M. (2022). Crafting survey research: A systematic process for conducting survey research. In *Handbook of Market Research* (pp. 67-119). Cham: Springer International Publishing.
- * Igartua, J. J., & Hayes, A. F. (2021). Mediation, moderation, and conditional process analysis: Concepts, computations, and some common confusions. *The Spanish Journal of Psychology*, 24(e49), 1-23.
- * Golder, P. N., Dekimpe, M., An, J. T., van Heerde, H. J., Kim, D., & Alba, J. W. (forthcoming). Learning from data: An empirics-first approach to relevant knowledge generation. *Journal of Marketing*.
- Suddaby, R. (2010). Editor's comments: Construct clarity in theories of management and organization. *Academy of Management Review*, 35(3), 346-357.

After class: Finalize the set of hypotheses and start drafting your theory development section.

Week 6: Writing, Revising, Reviewing, and Replication Crisis (Feb. 16)

Improve your term-paper write-up and research design continually. Think about what paper you intend to develop after the current paper.

- Ragins, B. R. (2012). Editor's comments: Reflections on the craft of clear writing. *Academy of Management Review*, 37(4), 493-501.
- * Leidner, D. E., & Birt, M. (2023). On scholarly composition: From acceptable to exceptional. *Journal of the Association for Information Systems*, 24(1), 1-11.
- Baird, A. (2021). On writing research articles well: A guide for writing IS papers. *Journal of the Association for Information Systems*, 22(5), 1197-1211.
- * Kane, G. C. (2022). How to write an “A” paper. *Journal of the Association for Information Systems*, 23(5), 1071-1079.
- Grant, A. M., & Pollock, T. G. (2011). Publishing in AMJ—Part 3: Setting the hook. *Academy of Management Journal*, 54(5), 873-879.
- Geletkanycz, M., & Tepper, B. J. (2012). Publishing in AMJ—part 6: Discussing the implications. *Academy of Management Journal*, 55(2), 256-260.
- * Pang, M-S., & Thatcher, J. B. (2022). A practical guide for successful revisions and engagements with reviewers. *Journal of the Association for Information Systems*, 24.
- Campbell, J. T. & Aguilera, R. V. (2022). Why I rejected your paper: Common pitfalls in writing theory papers and how to avoid them. *Academy of Management Review*, 47(4), 521–527s
- * Lee, A. S. (1995). Reviewing a manuscript for publication. *Journal of Operations Management*, 13(1), 87-92.

- * Nosek, B. A., Hardwicke, T. E., Moshontz, H., Allard, A., Corker, K. S., Dreber, A., ... & Vazire, S. (2022). Replicability, robustness, and reproducibility in psychological science. *Annual Review of Psychology*, 73, 719-748.

Week 7: Proposal Presentation (Feb. 23)

Prepare a presentation of your proposed idea, including motivation, research question, research model and presented hypotheses, planned study design, and intended contributions. *Submit your presentation slides 2 hours before class starts.*

Project Milestone 2: conceptual model.

Revise your drafted introduction section based on feedback you got so far. Draft the theory section: revise your research model and hypotheses, along with fully fleshed out arguments for the individual hypotheses (3-4 pages). Aim for at least 2-3 innovative, interesting, non-obvious, empirically testable, and non-trivial propositions/ hypotheses along with defensible arguments supporting each. Your arguments must build up to the individual hypothesis.

Week 8: Online Reviews (Mar. 2)

Start drafting your study design section based on feedback.

- Jabr, W., Liu, B., Yin, D., & Zhang, H. (2020). Online word-of-mouth. In A. Bush & A. Rai (Eds.), *MIS Quarterly Research Curations*, <http://misq.org/research-curations>.
- * Yin, D., Bond, S. D., & Zhang, H. (2014). Anxious or angry? Effects of discrete emotions on the perceived helpfulness of online reviews. *MIS Quarterly*, 38(2), 539-560.
- Yin, D., Mitra, S., & Zhang, H. (2016). When do consumers value positive vs. negative reviews? An empirical investigation of confirmation bias in online word of mouth. *Information Systems Research*, 27(1), 131-144.
- * Lei, Z., Yin, D., & Zhang, H. (2021). Focus within or on others: The impact of reviewers' attentional focus on review helpfulness. *Information Systems Research*, 32(3), 801-819.
- * Chen, P. Y., Hong, Y., & Liu, Y. (2018). The value of multidimensional rating systems: Evidence from a natural experiment and randomized experiments. *Management Science*, 64(10), 4629-4647s
- * Burtch, G., Hong, Y., Bapna, R., & Griskevicius, V. (2018). Stimulating online reviews by combining financial incentives and social norms. *Management Science*, 64(5), 2065-2082.
- * Qiao, D., & Rui, H. (forthcoming). Text performance on vine stage? The effect of incentive on product review text quality. *Information Systems Research*.

Week 9: Online Emotions (Mar. 9)

Prepare a design document that includes the cover story, stimuli, manipulation method, etc. Eventually, the design document should include everything needed for implementing the experiment you designed. Check out Appendix B of Yin et al. (2021) as an example. *Submit your design document 2 hours before class starts.*

- Yin, D., Bond, S. D., & Zhang, H. (2017). Keep your cool or let it out: Nonlinear effects of expressed arousal on perceptions of consumer reviews. *Journal of Marketing Research*, 54(3), 447-463.
- * Yin, D., Bond, S. D., & Zhang, H. (2021). Anger in consumer reviews: Unhelpful but persuasive? *MIS Quarterly*, 45(3), 1059-1086.
- * Qiu, L., Wang, W., & Pang, J. (forthcoming). The persuasive power of emoticons in electronic word-of-mouth communication on social networking services. *MIS Quarterly*.
- * Yu, Y., Yang, Y., Huang, J., & Tan, Y. (forthcoming). Unifying algorithmic and theoretical perspectives: Emotions in online reviews and sales. *MIS Quarterly*.
- * Alashoor, T., Keil, M., Smith, H. J., & McConnell, A. R. (forthcoming). Too tired and in too good of a mood to worry about privacy: Explaining the privacy paradox through the lens of effort level in information processing. *Information Systems Research*.
- * Lakhiwal, A., Bala, H., & Léger, P. M. (forthcoming). Ambivalence is better than indifference: Behavioral and neurophysiological assessment of ambivalence in online environments. *MIS Quarterly*.
- Jiang, L., Yin, D., Liu, D., & Johnson, R. (forthcoming). The more enthusiastic, the better? Unveiling a negative pathway from entrepreneurs' displayed enthusiasm to funders' funding intentions. *Entrepreneurship Theory and Practice*.

After class: Complete an IRB application of your study and submit it ASAP (by the end of the week at the latest). You may need to upload the questionnaire of your study, which is essentially a design document.

Week 10: Heuristics and Biases (Mar. 23)

Continue to revise your design document based on this week's readings. Find existing scale items that measure just the dependent variable in your research model. Be sure to use an existing/published scale where one exists (look this up before you reinvent the wheel). Here is a tool that might help you with this searching process (<https://inn.theorizeit.org/>). Adapt the scale(s) to your setting. The scale should begin with a precise theoretical and operational definition of the construct, its type explicitly identified (Likert, semantic differential, etc.), and a tentative set of anchors listed.

- Liu, Q. B., & Karahanna, E. (2017). The dark side of reviews: The swaying effects of online product reviews on attribute preference construction. *MIS Quarterly*, 41(2), 427-448.
- * Lei, Z., Yin, D., Mitra, S., & Zhang, H. (2022). Swayed by the reviews: Disentangling the effects of average ratings and individual reviews in online word-of-mouth. *Production and Operations Management*, 31(6), 2393-2411.
- * Yin, D., de Vreede, T., Steele, L., & de Vreede, G. J. (forthcoming). Decide now or later: Making sense of incoherence across online reviews. *Information Systems Research*.
- * Lu, T., Yuan, M., Wang, C., & Zhang, X. (forthcoming). Histogram distortion bias in consumer choices. *Management Science*.
- * Tan, B., Yi, C., & Chan, H. C. (2015). Deliberation without attention: The latent benefits of distracting website features for online purchase decisions. *Information Systems Research*, 26(2), 437-455.

- * Deng, H., Wang, W., Li, S., & Lim, K. H. (2022). Can positive online social cues always reduce user avoidance of sponsored search results? *MIS Quarterly*, 46(1).

After class: Repeat the procedure for the remaining constructs in your model, including mediators, moderators, and manipulation checks. Add measurement items of all the variables to the design document, and also add the sources for the items. Log in your USF Qualtrics account and create a demo survey for your study. Submit the link to your online survey by the end of the week.

Week 11: IS Use (Mar. 30)

Think about your sampling and data collection strategies. Conduct a power analysis: figure out the sample size you need to ensure 80% power to capture main and interaction effects of at least moderate size ($f = .25$) in your hypotheses. Search GPower in Google.

- Burton-Jones, A., Stein, M., & Mishra, A. (2020). IS use. In A. Bush & A. Rai (Eds.), *MIS Quarterly Research Curations*, <http://misq.org/research-curations>.
- * Chen, A., & Karahanna, E. (2018). Life interrupted: The effects of technology-mediated work interruptions on work and nonwork outcomes. *MIS Quarterly*, 42(4), 1023-1042.
- * Ho, C. K., Ke, W., Liu, H., & Chau, P. Y. (2020). Separate versus joint evaluation: The roles of evaluation mode and construal level in technology adoption. *MIS Quarterly*, 44(2), 725-746.
- * Feng, Y., Claggett, J., Karahanna, E., & Tam, K. Y. (2022). A randomized field experiment to explore the impact of herding cues as catalysts for adoption. *MIS Quarterly*, 46(2), 1135-1164.
- * Zou, H., Sun, H., & Fang, Y. (forthcoming). Satisfaction to stay, regret to switch: Understanding post-adoption regret in choosing competing technologies when herding. *Information Systems Research*.
- * Gerlach, J. P., & Cenfetelli, R. T. (2022). Overcoming the single-IS paradigm in individual-level IS research. *Information Systems Research*, 33(2), 476-488.
- Thatcher, J. B., Wright, R. T., Sun, H., Zagenczyk, T. J., & Klein, R. (2018). Mindfulness in information technology use: Definitions, distinctions, and a new measure. *MIS Quarterly*, 42(3), 831-848.

Project Milestone 3: methodology, planned analysis or actual analysis & results.

Flesh out the methodology section of your paper, including stimulus materials, procedure and measures. Be specific and descriptive. Check out Study 1 of Yin et al. (2014) as an example. Include your planned analysis methods if you have not collected data, or actual analysis and results if you collected data. As an example, check out results section of Study 1 from Yin et al. (2014). Append the finalized design document in the end that should include everything needed for implementing your experiment. Finalize your Qualtrics study that implemented the manipulation in your experiment and measured all the needed variables; include a link to the study in your submission.

Week 12: Social Media (Apr. 6)

- * Krasnova, H., Widjaja, T., Buxmann, P., Wenninger, H., & Benbasat, I. (2015). Why following friends can hurt you: An exploratory investigation of the effects of envy on social networking sites among college-age users. *Information Systems Research*, 26(3), 585-605.
- * Moravec, P. L., Kim, A., & Dennis, A. R. (2020). Appealing to sense and sensibility: System 1 and system 2 interventions for fake news on social media. *Information Systems Research*, 31(3), 987-1006.
- * Wang, S. A., Pang, M. S., & Pavlou, P. A. (2022). Seeing is believing? How including a video in fake news influences users' reporting the fake news to social media platforms. *MIS Quarterly*, 46(3), 1323-1354.
- * Wong, R. Y. M., Cheung, C. M., Xiao, B., & Thatcher, J. B. (2021). Standing up or standing by: Understanding bystanders' proactive reporting responses to social media harassment. *Information Systems Research*, 32(2), 561-581.
- * London Jr, J., Li, S., & Sun, H. (2022). Seems Legit: An Investigation of the Assessing and Sharing of Unverifiable Messages on Online Social Networks. *Information Systems Research*, 33(3), 978-1001.

Week 13: AI (Apr. 13)

- * Berente, N., Gu, B., Recker, J., & Santhanam, R. (2021). Managing artificial intelligence. *MIS Quarterly*, 45(3), 1433-1450.
- * Schanke, S., Burtch, G., & Ray, G. (2021). Estimating the impact of "humanizing" customer service chatbots. *Information Systems Research*, 32(3), 736-751.
- * Han, E., Yin, D., & Zhang, H. (forthcoming). Bots with feelings: Should AI agents express positive emotion in customer service? *Information Systems Research*.
- * Lehmann, C. A., Haubitz, C. B., Fügner, A., & Thonemann, U. W. The risk of algorithm transparency: How algorithm complexity drives the effects on use of advice. *Production and Operations Management*, 31(9), 3419-3434.
- * Adam, M., Roethke, K., & Benlian, A. (forthcoming). Human versus automated sales agents: How and why customer responses shift across sales stages. *Information Systems Research*.
- Jiang, L., Yin, D., & Liu, D. (2019). Can joy buy you money? The impact of the strength, duration, and phases of an entrepreneur's peak displayed joy on funding performance. *Academy of Management Journal*, 62(6), 1848-1871.

Week 14: Security, Privacy, Healthcare, and Mobile Computing (Apr. 20)

- Hui, K. L., Vance, A., & Zhdanov, D. (2018). Securing digital assets. In A. Bush & A. Rai (Eds.), *MIS Quarterly Research Curations*, <http://misq.org/research-curations>.
- * Amo, L. C., Grijalva, E., Herath, T., Lemoine, G. J., & Rao, H. R. (2022). Technological entitlement: It's my technology and I'll (ab) use it how I want to. *MIS Quarterly*, 46(3), 1395-1420.
- Popovic, A., Thong, J. Y. L., & Wattal, S. (2019). Information privacy. In A. Bush & A. Rai (Eds.), *MIS Quarterly Research Curations*, <http://misq.org/research-curations>.
- * Khern-am-nuai, W., Hashim, M. J., Pinsonneault, A., Yang, W., & Li, N. (forthcoming). Augmenting password strength meter design using the elaboration

likelihood model: Evidence from randomized experiments. *Information Systems Research*.

- Baird, A., Angst, C., & Oborn, E. (2020). Health information technology. In A. Bush & A. Rai (Eds.), *MIS Quarterly Research Curations*, <http://misq.org/research-curations>.
- * James, T. L., Wallace, L., & Deane, J. K. (2019). Using organismic integration theory to explore the associations between users' exercise motivations and fitness technology feature set use. *MIS Quarterly*, 43(1), 287-312.
- * Adjerid, I., Loewenstein, G., Purta, R., & Striegel, A. (2022). Gain-loss incentives and physical activity: The role of choice and wearable health tools. *Management Science*, 68(4), 2642-2667.
- * Liu, Y., Jiang, Z., & Choi, B. C. (forthcoming). Pushing yourself harder: The effects of mobile touch modes on users' self-regulation. *Information Systems Research*.

Week 15: Presentations and Wrapping Up (Apr. 27)

Prepare the final presentation of your whole project. *Submit your slides 2 hours before class starts.*

- * Hollenbeck, J. R., & Mannor, M. J. (2007). Career success and weak paradigms: The role of activity, resiliency, and true scores. *Journal of Organizational Behavior*, 28(8), 933-942.
- * Ferris, G. R., Ketchen Jr, D. J., & Buckley, M. R. (2008). Making a life in the organizational sciences: No one ever said it was going to be easy. *Journal of Organizational Behavior*, 29(6), 741-753.
- * Marx, G. T. (1990). Reflections on academic success and failure: Making it, forsaking it, reshaping it. In B. M. Berger (Ed.), *Authors of their own lives: Intellectual autobiographies*. University of California Press.

Project Milestone 4: Submit the final write-up of your research proposal before end of week.