



## Data strategies for organisations

### Datastrategier för organisationer

15 credits

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**Ladok Code:** C3MDO1

**Version:** 1.0

**Established by:** Committee for Education in Librarianship, Information, and IT 2024-04-09

**Valid from:** Autumn 2024

**Education Cycle:** Second cycle

**Main Field of Study (Progressive Specialisation):** Information Science (A1N)

**Disciplinary Domain:** Natural sciences 50%, Social sciences 50%

**Prerequisites:** Bachelors Degree in information science

**Subject Area:** Library and Information Science

**Grading Scale:** Seven-degree grading scale (A-F)

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### Content

The aim of the course is for the students to be given the opportunity to acquire and develop knowledge to formulate, implement and evaluate data strategies within various types of organisations, such as commercial, public and non-profit. The course focuses on how organisations and their stakeholders can benefit from data to support their operations and how the management of data can be adapted and improved to meet specific needs and goals within the organisations. Furthermore, the course deals with basic concepts and theories related to data strategies. The course also explores the potential and sustainability of data strategies in the context of emerging digital phenomena such as open data, smart cities, AI and automation. In addition, data-related ethical issues that can affect organisations and their stakeholders are identified and problematised, based on normative ethical theories.

### Learning Outcomes

After passing the course the student should be able to, concerning:

#### *Knowledge and understanding*

1.1 Explain central concepts and theories about data strategies for different types of organisations.

1.2 Explain how organisations and their stakeholders can formulate and implement data strategies to develop data management to support and improve operations.

#### *Competence and skills*

2.1 Independently propose processes to introduce and evaluate sustainable data strategies within different organisational contexts.

2.2 Apply an adequate method and relevant research to identify and describe a data-based development potential for a specific type of organisation.

2.3 Independently search for and analyse research on data-based development of organisations' operations and objectives.

#### *Judgement and approach*

3.1 Identify and evaluate the data strategic potential and sustainability potential that exists for prominent digital phenomena such as open data, smart cities, AI and automation.

3.2 Evaluate and problematise data and data strategies based on normative ethical theories to identify possible ethical implications that may affect different stakeholders.

### Forms of Teaching

Tuition is conducted through:

- lectures
- seminars
- workshops

- supervision

The language of instruction is English.

### Forms of Examination

The course will be examined through the following examination elements:

*Seminar: Data strategic potential for emerging digital phenomena*

Learning outcomes: 1.2, 3.1-3.2

Credits: 2

Grading scale: Fail (U) or Pass (G)

*Written assignment: Plan for formulation of data strategy (in group)*

Learning outcomes: 1.1, 2.1, 2.3

Credits: 6

Grading scale: Seven-degree grading scale (A-F)

*Written assignment: Plan for adoption and evaluation of a described data strategy*

Learning outcomes: 2.1-2.3

Credits: 5

Grading scale: Seven-degree grading scale (A-F)

*Seminar: Ethical perspectives on data strategies*

Learning outcomes: 1.2, 3.2

Credits: 2

Grading scale: Fail (U) or Pass (G)

For a passing grade (E-A) on the entire course, at least E is required on Submission: Plan for formulating data strategies (group task) and Submission: Plan for adoption and evaluation of a described data strategy as well as Pass on Seminar: Data strategic potential for emerging digital phenomena and Seminar: Ethical perspectives on data strategies. A higher grade for the entire course is determined according to a model where the grades for Submission: Plans for formulating data strategies and Submission: Plan for implementing and evaluating a described data strategy are converted to numerical values according to E = 1, D = 2, C = 3, B = 4, A = 5, after which they are multiplied by the moment's number of points. The two products are summed and then divided by the total number of points for the part and rounded to the nearest whole number.

When the course plan is changed, students who wish to finalise course components from a course instance will be examined based on the new content and structure of the course. When the course has ended, students who wish to finalise course components can follow all or parts of another equivalent course.

If the student has received a decision/recommendation regarding special pedagogical support from the University of Borås due to disability or special needs, the examiner has the right to make accommodations when it comes to examination. The examiner must, based on the objectives of the course syllabus, determine whether the examination can be adapted in accordance with the decision/recommendation.

Student rights and obligations at examination are in accordance with guidelines and rules for the University of Borås.

### Literature and Other Teaching Materials

The literature is in English.

Cordon, C., Garcia-Milà, P., Ferreiro Vilarino, T. & Caballero, P. (2016). Strategy is digital: How companies can use Big Data in the value chain. Springer International Publishing. (144 p.)

Cummings, T. G., & Worley, C. G. (2014). Organization development and change. Cengage learning. (656 p.)

Holt, B. A. (2021). Data Governance: Governing data for sustainable business (1 uppl.). BCS Learning & Development Limited. (100 p.)

Ott, J. S., Shafritz, J. M., & Jang, Y. S. (2011). Classic Readings in Organization Theory. Wadsworth Cengage Learning. (560 p.)

van Dijck, J. (2014). Datafication, dataism and dataveillance: Big Data between scientific paradigm and ideology. Surveillance & Society, 12(2), 197-208. (12 p.) [Electronically available]

Wallis, I. (2021). Data Strategy: From definition to execution. BCS, The Chartered Institute for IT. (270 p.)

Scientific articles and chosen literature are added (approx. 300 pages).

### **Student Influence and Evaluation**

The course is evaluated in accordance with current guidelines for course evaluations at the University of Borås in which students' views are to be gathered. The course evaluation report is published and returned to participating and prospective students in accordance with the above-mentioned guidelines, and will be taken into consideration in the future development of courses and education programmes. Course coordinators are responsible for ensuring that the evaluations are conducted as described above.

### **Miscellaneous**

The course is a part of Master's Programme in Information Science: Digital Environments.

This syllabus is a translation from the Swedish original.