Use of IT for business – and how it is learnt

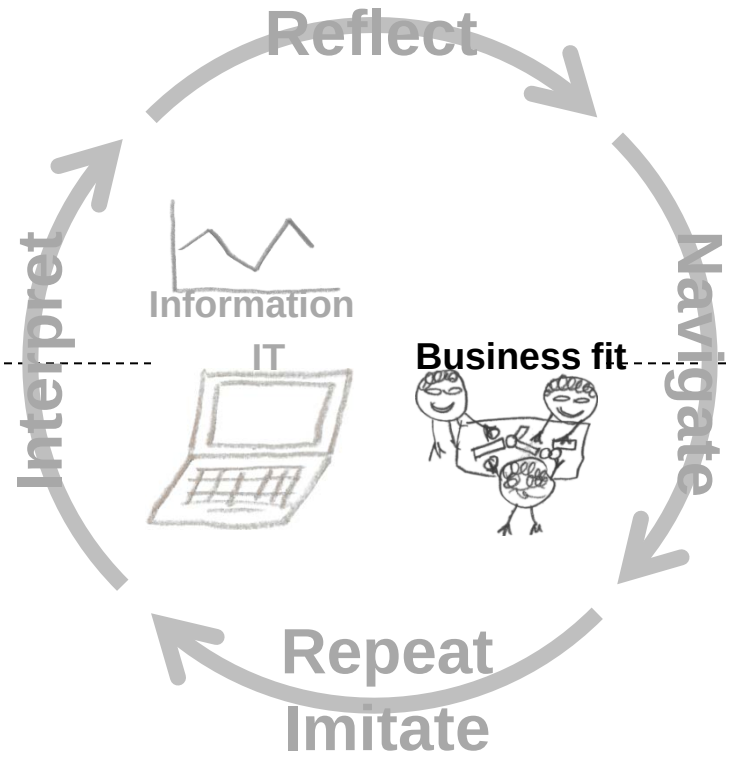
- Aim
  - Identify the activities in which the application for your Assignments 1-4 will be used
  - Determine learning goals for use of the application for the activities
  - Determine the level of mastery of these goals
    - according to the learning model
- Core literature:
  - Chapter 8. Learning business fit
- Additional literature
  - Coulson et.al. (2003) ERP training strategies: conceptual training and the formation of accurate mental models
    - You can get the points without reading the statistics

Without understanding usefulness …

- Yes, I know the intranet system, but it is more convenient to use the same mail system for all messages
  - Staff in a high security company
- No, I didn’t learn the new features, since I cope well with what I already know.
- This structured XML editor is only something that the IT people wants us to use. The layout becomes better with Word

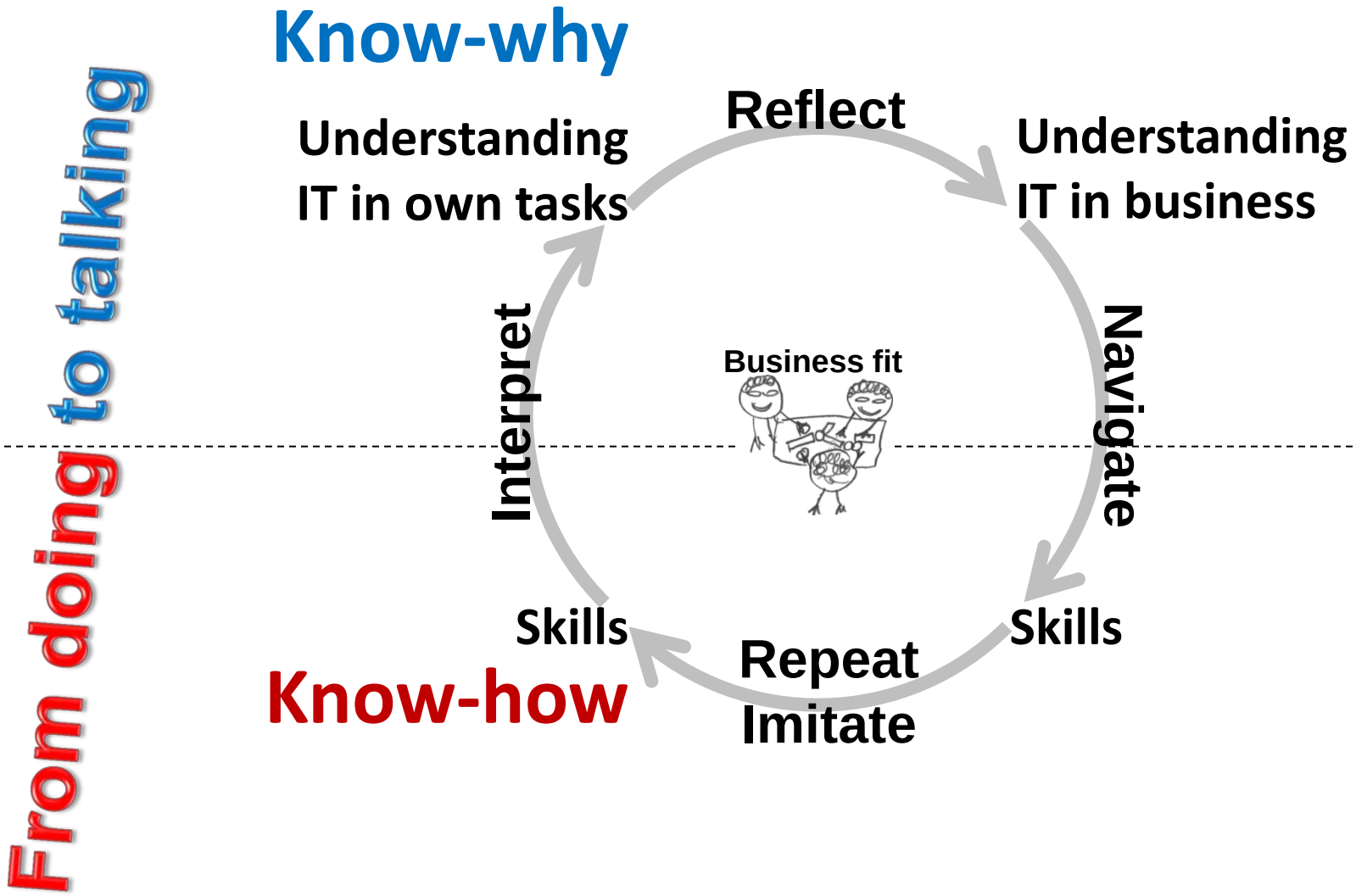
… people don’t change behaviour

Understanding
- also called Mental Models



Skills
- also called procedural knowledge

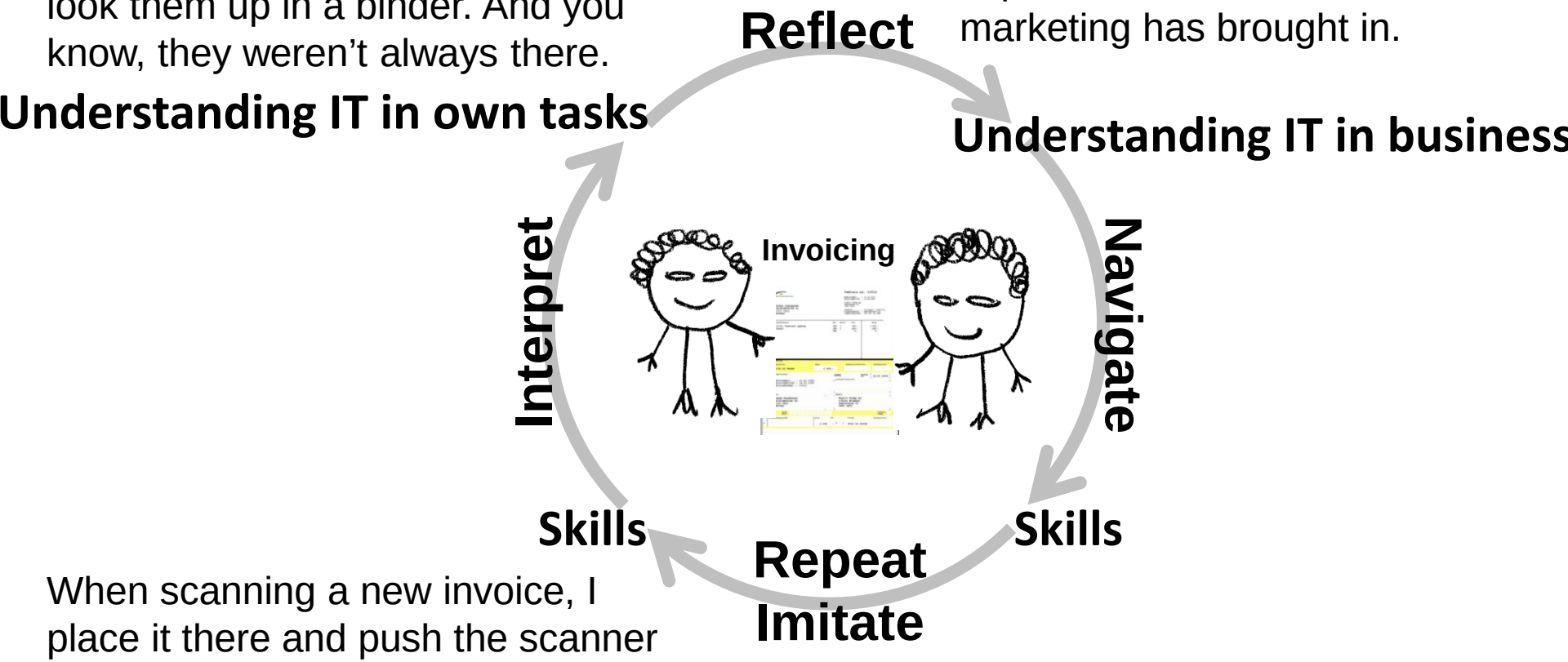
Learning business fit – levels of mastery



Learning business fit – levels of mastery

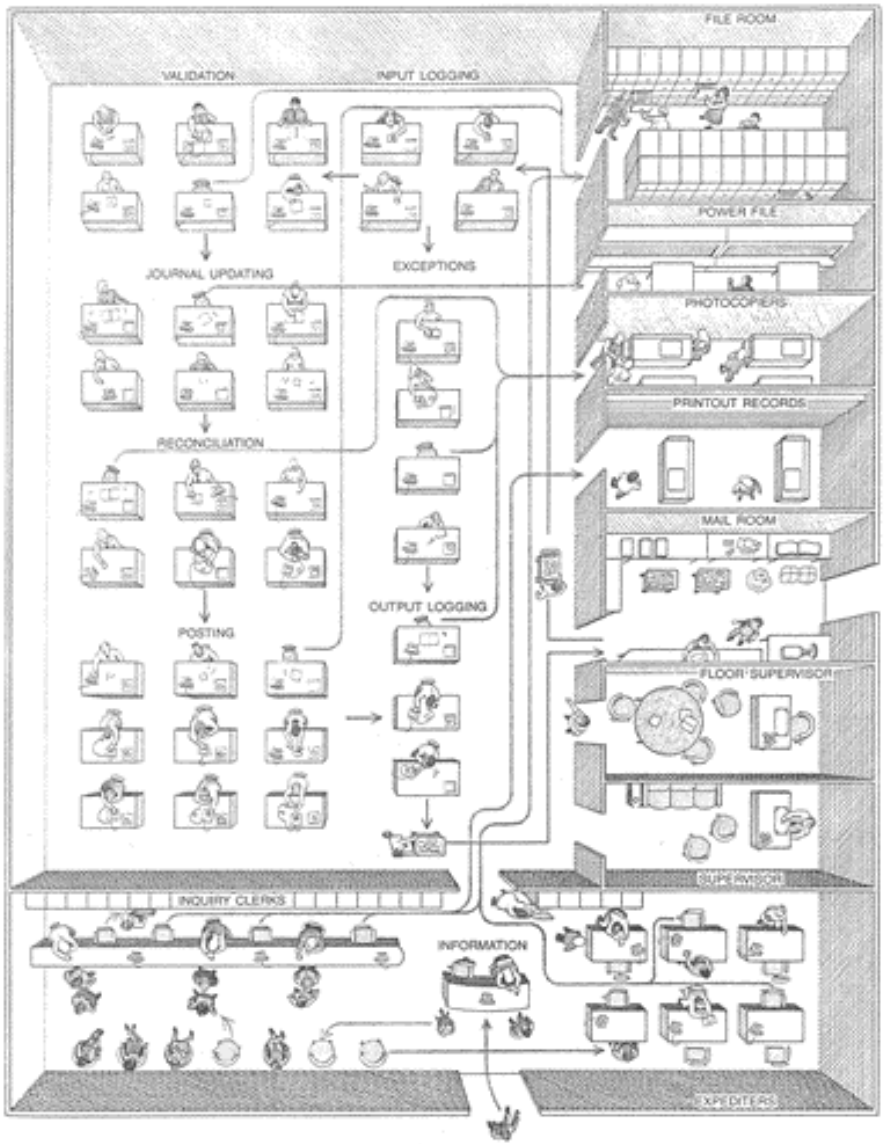
Scanned invoices are simple to retrive. Now I can just search the company name and the invoice also pops up. Previously, we had to look them up in a binder. And you know, they weren't always there.

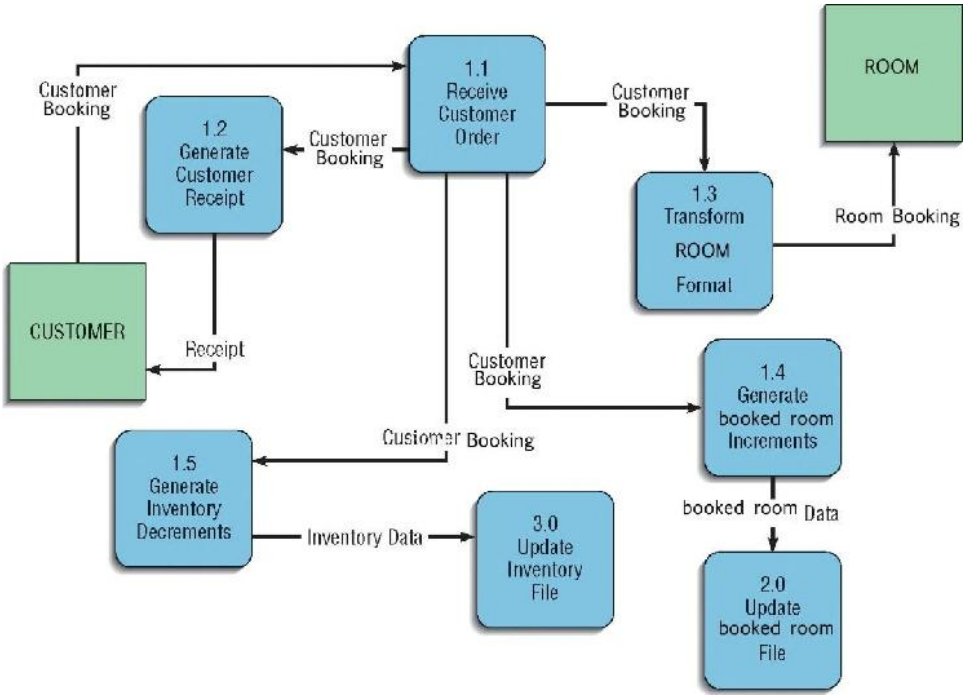
With the digital invoice, all those concerned can view and check it. It has saved us from more expenses than our FaceBook marketing has brought in.



When scanning a new invoice, I place it there and push the scanner button. Then I drag the file to the end of the invoice list.

Structural models to help understanding IT in business





Information and task flows

Technology Acceptance Model – 1989

Perceived personal usefulness

- Using the system would improve my job performance
- Using the system would increase my productivity
- Using the system would make it easier to do my job
- …

Extent of use

Perceived personal ease of use

- Learning to operate the system would be easy for me
- I would find it easy to get the system to do what I want it to do
- I would find the system easy to use
- …

Understanding personal usefulness → motivates use → motivates learning

Understanding personal usefulness … motivates learning

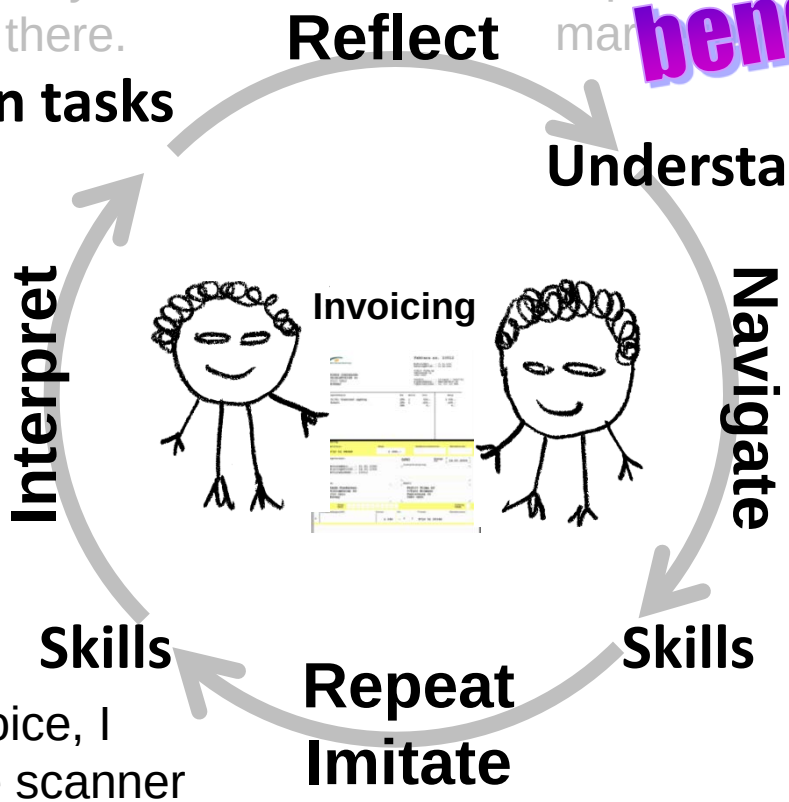
Scanned invoices are simple to retrive. Now I can just search the company name. Previously, we had to look them up in a binder. And you know, they weren't always there.

Personal usefulness

Understanding IT in own tasks

With the digital invoice, all these concerned can view it. It h from more expenses than our FaceBook mar ought in.

Organisational benefits



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Qualities of IT applications

+ Understood usefulness
- Poor Ease of use
→ People will learn

- Usefulness
  - Effectiveness
  - The quality of the result
- Usability
  - Efficiency
    - Time and effort used to achieve the result
  - Satisfaction
    - Comfort and acceptability amongst users
- Learnability
  - Time from first encounter to use
  - Number of trials before errorless use

Ease of use

Motivation in teaching – Assignment 1-4

1. What are possible personal benefits when using the functionality / application?

   Benefits: 1+

2. What are possible organisational benefits?
3. What is the your main argument for learning the new functionality / application?

   Argument: 1+

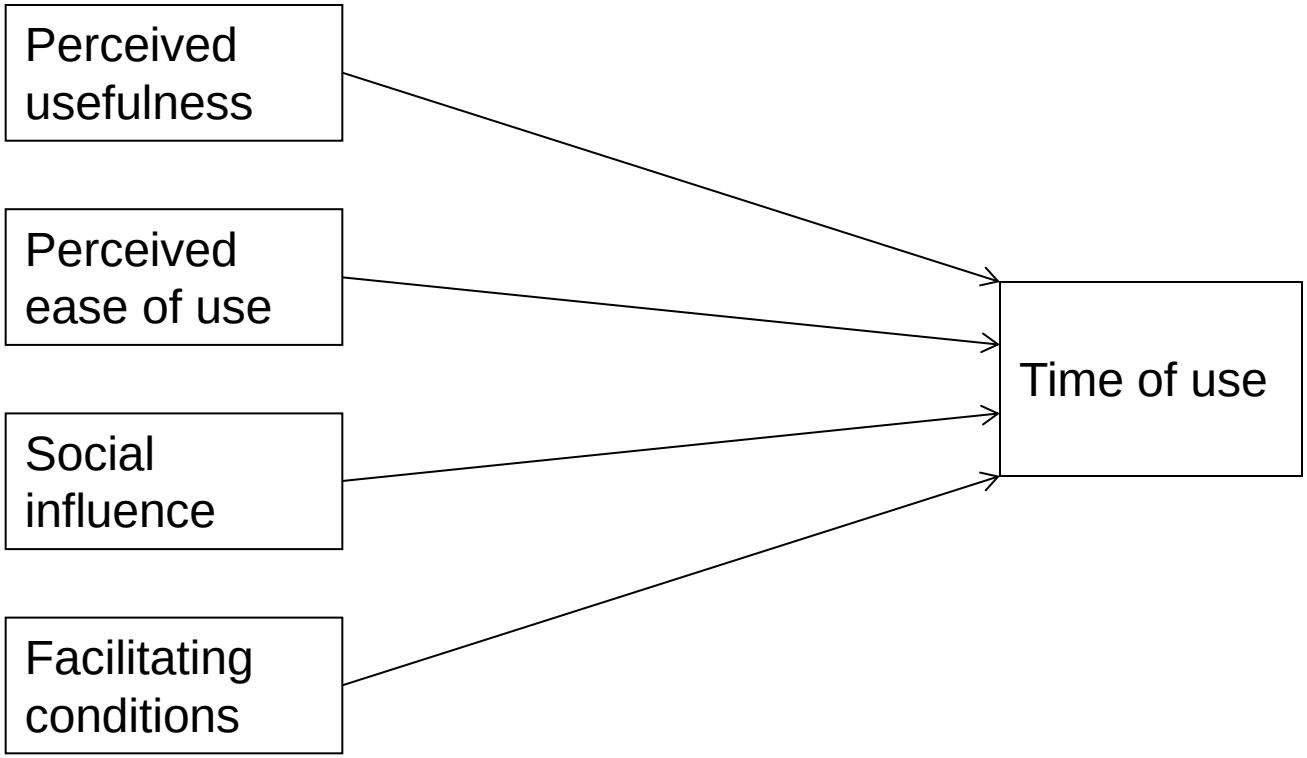
4. Which examples, tasks and concepts do you need to include in teaching for the user to experience and understand the benefit?

   Example: 1+

   Tasks: 2+

   Concepts: 1+

Technology Acceptance Model – 2003



Implications for teaching

- Convince learners about personal usefulness
  - Practice
  - Reflection
- Convince learners about organisational benefits
  - Reflection
- Make learners experience that colleagues learn and use
- Make sure that the software and hardware are working
  - Otherwise demotivating