BACHELOR OF INFORMATION SYSTEMS

IMS2603 – Information Management in Organisations

Tutorial 6, Week 7 Evaluating Classification Systems

This week’s exercises will look at

a) the classification of criminal offences in Australia;
b) one attempt to develop a controlled vocabulary concerning the study of information systems

Pre-tutorial reading:

Spend some time familiarising yourself with the classification system developed for IS at the MISQ Keyword Classification Scheme [http://www.misq.org/roadmap/codes.html](http://www.misq.org/roadmap/codes.html), which will be used as part of today’s lab exercises.

Read the page providing background information, then spend some time exploring both the Categories of Classification Scheme and the Reverse Classification Index. Try and get a feel for the way in which the authors have grouped together — and separated — terms within their classification scheme.

Lab component:

a) One attempt to classify criminal offences is as follows:

1. Homicide and related offences
2. Acts intended to cause injury
3. Sexual assault and related offences
4. Dangerous or negligent acts endangering persons
5. Abduction and related offences
6. Robbery, extortion and related offences
7. Unlawful entry with intent/burglary, break and enter
8. Theft and related offences
9. Deception and related offences
10. Illicit drug offences
11. Weapons and explosives offences
12. Property damage and environmental pollution
13. Public order offences
14. Road traffic and motor vehicle regulatory offences
15. Offences against justice procedures, government security and government operations
16. Miscellaneous offences

Working in pairs,

b) Discuss the advantages and disadvantages of using the classification system set out in a). What criteria of classification seem to underlie the divisions that it makes? What alternative approaches could you use to classify criminal offences?

c) Devise two subdivisions (secondary terms) to include under the second, fourth, sixth, eighth, tenth, twelfth, fourteenth and last of the headings provided in a). Make a note of your answers.

Now it’s time to compare your handiwork with the approach developed for the Australian government:

1. Go to the web site for the Australian Standard Offence Classification (ASOC), maintained by the Australian Bureau of Statistics (http://www.abs.gov.au/Ausstats/abs%40.nsf/66f306f503e529a5ca25697e0017661f/a255559553152085ca25697e00184ac1!OpenDocument)

2. Look at the divisions set out at http://www.abs.gov.au/Ausstats/abs@.nsf/66f306f503e529a5ca25697e0017661f/7c75f1a81f4a54d9ca25697e00184c8c!OpenDocument Compare the subdivisions under the various headings with those you drew up in the tutorial. In what ways do your subdivisions differ from those found here? Are there any surprises (eg things left out, or included) in the ASOC subdivisions? Spend a bit of time exploring the classification system, as we will discuss it in the tutorial component.

Classification in the field of information systems:

3. Go to the MISQ Keyword Classification Scheme http://www.misq.org/roadmap/codes.html.

4. Think over the various topics that have been discussed this year in one of the units that you are currently undertaking with SIMS. Scroll through the Reverse Classification Index, and group any relevant terms (and their code) under each unit name. For example, if you were currently enrolled in first year, you might start by writing:

**IMS1603 Information Use and Management**

- Age of information AD0509
- Critical perspective AI0803
- CULTURAL DIFFERENCES BD05
- Ethical issues BD0104.01
- INFORMATION MANAGEMENT E
- Information overload EI0216
- USER NEEDS GB05
5. Now use the term codes (e.g. EI0216) to explore the MISQ Categories of Classification Scheme.

6. What other keywords are grouped together with the terms that you have selected?

7. Is the reason why these terms are grouped together an obvious one? Can you think of other important terms that could be added to each grouping? Where would you place them within the classification scheme’s hierarchy?

8. Can you think of any topics covered in your SIMS study this year that are not included in the MISQ Categories? Can you find keywords in the scheme that are similar to these topics? If not, where would you place the missing topics within the MISQ scheme?

**Tutorial component:**

1. Participate in the discussion of the presentations by fellow students.

2. Report your findings from the lab exercises to the whole tutorial.

3. Working in pairs,

   - Look at the members of your tutorial group. Under the broad category of “Students”, what possible sub-categories exist? (e.g. ‘male’ and ‘female’)

   - When you have come up with as many sub-categories as possible can you think of any reason(s) why these categorisations might be useful? (e.g. would male/female be fairly useless unless the university were involved in some sort of education campaign (health?) directed at one gender? Under ordinary circumstances, does the university need to distinguish between males and females?)

**Group Discussion:**

Think about the exercises above and think more generally. What sort of rationale (i.e. reasons) can you identify for classifying “things” — including documents in an information system?

1. e.g. we put everyday plates at the front of a cupboard for ease of access, just as some documents which are used most often (e.g. templates) might be made easiest to retrieve from a system.

2. Discuss the pros and cons of the various systems with the rest of the tutorial group.