Bring-Your-Own-Device (BYOD) in the University Sector towards Consumerization Of Technology: A Sociomateriality Perspective

Research Aims

My study is contextually bounded in tertiary education organisations capturing Bring-Your-Own-Device (BYOD) and its environment as the phenomenon indicating changes in the wider field of study. This research brings forward an increasingly engaging discourse on the emergent field of information and communication technology (ICT) consumerisation. To view this structure, students are identified as the specialist users with their own personal devices. They are the main players in the performance of BYOD. My research concerns the extent to which, and how quickly, university structures act to enable demands for these emerging digital ecosystems. A research problem area that may be stated as: (i) Is BYOD welcomed by stakeholders on all sides in the Higher Education sector? (ii) To what extent is this “welcome” analogous to its “welcome” in other sectors? These questions will then guide better understanding towards the consumerisation of information and communications technology through the lens of BYOD phenomenon in the university sector.

Research Methodology

Choosing a research context in the university sector, this research uses BYOD phenomenon as a lens towards Consumerisation using a grounded theory method in an interpretive case study approach. This research examines the emerging role of the adoption of personal electronic devices as the material properties among human actors, namely the students, the lecturers and IT personnel in teaching and learning process. It involves the interactions and affectiveness amongst both human and non-human actors. Grounded with the social and material relationship and perspective, this research is well-grounded by appropriate and related underpinning frameworks which include sociomateriality with actor-network theory as the analytical tool for theorising the findings. It utilises multiple cases as the unit of analysis. (see Figure 1).

Figure 1. Grounded Theory Methodology (GTM)

Research Processes

Figure 2 shows the research processes. I’m currently in the midst of collecting data from my case studies and data will be analysed and theorised based on GTM. It is expected that my research will emerge a set of heuristics, a well-grounded theory towards the consumerisation of ICT in education.

Figure 2. Research processes

Preliminary findings (Interviews & Observation fieldnotes)

<table>
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<tr>
<th>Qualitative</th>
<th>Field Notes (NVivo)</th>
<th>Out of sample participants and identifying the event</th>
<th>Obtaining participants’ input</th>
<th>Interviews or observations</th>
<th>Transcribed and coded</th>
<th>Field Notes (NVivo)</th>
<th>Observation fieldnotes</th>
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Figure 1. The role of the student and the faculty in the digital ecosystem