## Research Student Wan Aryati Wan Ghani

Supervisors David W. Wilson Julian Sims

Question Respondent	Heard about BYOD acronym	Use of own devices (perceptions about students bring their own device)	University preparation to support BYOD practice
ITS Director	Yes	N/A	Current setup  - Teaching materials are accessible online  - Support TEL—see it as an important components  - Virtual Private Network (VPN)  Considering full BrOD setup Le reducing the number of desistop provision  - Not decession  - Not very soon
Teaching assistant/ Demonstrator	Yes	Out of 50, only 2-3 students using their own device, running on different OS	
Student	No	Use own device for both learning (type lecture notes) & entertainment     Record lecture     Taking screenshot, lazy to write down     Some students prefer hand-written note taking	
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lacture notes on the laptop. Trunty minutes after the lacture started, 2 students used their smartphones to manigate social media and started faultry messages. Most of the students did not use their own devices for this learthing and learning purposes			

Preliminary findings (Interviews & Observation fieldnotes



Department of Computer Science and Information Systems

# 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 quide 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).

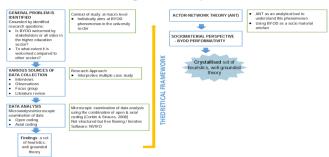


Figure 1. Grounded Theory Methodology (GTM)

## **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.

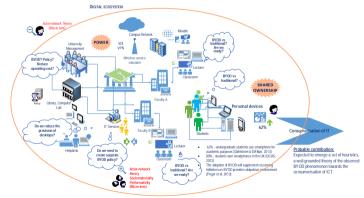


Figure 2. Research processes

#### **Publications**

Wan Ghani, W.(2015) Consumerization of Tech as an enabler towards BYOD in the university sector. PhD Consortium.UKAIS Wan Ghani, W., Wilson, D., & Sims, J. (2015). The Performativity of BYOD. In Proceedings of UKAIS2015 Wan Ghani, W., Wilson, D., & Sims, J. (2016). BYOD in the university sector: an interpretive case studies approach. In Proceedings of UKAIS