

## A COURSE MODULE DESCRIPTOR FORM

(Course Book)

| Module Information     |   |                  |                       |
|------------------------|---|------------------|-----------------------|
| Course Module Title    | Managing Information resources in public sector   |                  |                       |
| ناوه كورس مۆديول       | بهريوه بردني سه رچاومكاني زانياري له كهرتي گشتيدا   |                  |                       |
| عنوان الوحدة           | إدارة مصادر المعلومات في القطاع العام   |                  |                       |
| Course Module Type     | On Campus   | Module Code      | HA401MIR              |
| ECTS Credits           | 3   | Module Level     | 4 <sup>th</sup> Grade |
| Semester of Delivery   | First Semester  | Dept. Code       | HA                    |
| College (Code)         | A&E   |                  |                       |
| Module Website (CMW)   |   |                  |                       |
| Module Leader (ML)     | Ronyaz Hayyas Mahmood   |                  |                       |
| e-mail                 | ronyaz.hayyas@lfu.edu.krd   |                  |                       |
| ML Acad. Title         | Assistant Lecture   | ML Qualification | Master                |
| ML ORCID               | <a href="https://orcid.org/my-orcid?orcid=0000-0003-2657-5366">https://orcid.org/my-orcid?orcid=0000-0003-2657-5366</a>                         |                  |                       |
| ML Google Scholar Acc. | <a href="https://scholar.google.com/citations?user=Jpcoek4AAAAJ&amp;hl=en">https://scholar.google.com/citations?user=Jpcoek4AAAAJ&amp;hl=en</a> |                  |                       |

|                            |  |                       |  |
|----------------------------|--|-----------------------|--|
| <b>Course Module Tutor</b> |  |                       |  |
| <b>Module Tutor email</b>  |  |                       |  |
| <b>Date Approved</b>       |  | <b>Version Number</b> |  |

**Relation With Other Modules****Pre-requisites**

Students are expected to come early to the class and bring their note books and other relevant material for learning. They are expected to adhere with the classroom etiquettes.

**Module Aims, Learning Outcomes, and Indicative Contents****Module  
Introductory  
Description**

This subject focuses on the management of information resources in the public sector and provides essential principles for public sector organizations and managers to effectively guide personnel toward a shared objective. The subject initially provides a rationale for discussing the management of information resources in the public sector, as well as highlighting the distinctions between data and information. The text explores a range of subjects, including an overview of managing information resources, the quality of information, information systems for decision-making, and information systems in global business today. The text finishes by discussing several concepts in the field of Management Information Systems (MIS), including Artificial Intelligence, Expert Systems, Decision Support Systems (DSS), and Enterprise Resource Planning (ERP).

This resource is primarily designed for Management students who aim to enter the corporate sector. It aims to provide students with the necessary abilities required for effective management

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| <b>Module Aims</b>                      | <p>The Management Information resource in general to introduce the student to the most important concepts, of Management Information resource used in the field of management and how to apply them. Therefore, the aim of teaching Management Information Systems can be summarized as follows:</p> <ol style="list-style-type: none"> <li>1. Understood management of Information resource, and distinguished between Data and Information.</li> <li>2. Familiarity with what Quality Management is? What is the Dimension of Quality Management?</li> <li>3. Understood desirable qualities of information.</li> <li>4. Providing the student with the ethical, social, and political issues to apply basic Management Information resource in global.</li> <li>5. Familiarize the student with the challenges Management Information resources face in today's increasingly competitive global environment.</li> </ol> |
| <b>Module Learning Outcomes</b>         | <p>At the end of the course students should:</p> <ol style="list-style-type: none"> <li>1. Understanding why are information systems so essential for running and managing a business today?</li> <li>2. Define the impact of information systems on organizations.</li> <li>3. Knowing the transforming of information systems business and what is their relationship to globalization?</li> <li>4. Be familiar with the ethical, social, and political issues are raised by information systems.</li> <li>5. Recognize information systems helps businesses use synergies, core competencies, and network-based strategies to achieve competitive advantage?</li> <li>6. Be familiar with the features of organizations do managers need to know about to build and use information systems successfully.</li> </ol>  |
| <b>Learning and Teaching Strategies</b> |  |
| <b>Strategies</b>                       | <p>The study of Electronic management is a starting point in this Model for students of the Business Administration Department.</p> <p>The methods used in teaching of management functions as divided into 2 parts: 1. Teacher-centered approach / 2. Student-centered approach.</p> <ol style="list-style-type: none"> <li>1. Teacher-centered approach: is whereby Students are viewed as “empty vessels” whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is my primary role to pass</li> </ol>   |

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|  | <p>knowledge and information onto the students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments.</p> <p>2. Student centered approach: in this section teacher and the students play an equally active role in the learning process. My primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessment are connected; student learning is continuously measured during my instruction.</p> |
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| Module Delivery             |         |
|-----------------------------|---------|
| Structured workload (h/w)   | 3 h/w   |
| Unstructured workload (h/w) |         |
| Total workload (h/w)        | 3 Hours |

| Module Assessment   |      |  |  |  |
|---------------------|------|--|--|--|
|                     |      |  |  |  |
| Midterm Examination | 25%  |  |  |  |
| Assignments         | 15%  |  |  |  |
| Final Examination   | 60%  |  |  |  |
|                     |      |  |  |  |
| Total               | 100% |  |  |  |

| Learning and Teaching Resources |   |                           |
|---------------------------------|---|---------------------------|
|                                 | Text  | Available in the Library? |
| Required Texts                  | <ol style="list-style-type: none"> <li>1. Kenneth, C., &amp; Jane, P. (2014). <i>Management Information System Managing the Digital Firm, 13 ed.</i> UK: Pearson Education Limited.</li> <li>2. Pooja. (2016). <i>Management Information System.</i> New Delhi/ India: EXCEL BOOKS PRIVATE LIMITED.</li> <li>3. Sayles, N. B., &amp; Laurayln, k.-B. (2021).</li> </ol> |                           |

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|-------------------|---|--|
|                   | <p><i>Introduction to Information Systems for Health Information Technology 3rd Edition.</i> Ahima press: Chicago.</p> <p>4. Turban, E., Sharda, R., &amp; Delen, D. (2011). <i>Decision Support and Business Intelligence Systems.</i> Person Education.</p> |  |
| Recommended Texts |   |  |
| Websites          |   |  |

| Delivery Plan (Syllabus) |  |
|--------------------------|--|
|                          | Material Covered   |
| Week 1                   | <b>Chapter One: - Introduction to Managing Information System</b><br>Data, Information, Data Versus Information  |
| Week 2                   | Characteristics of Information, Classification of Information  |
| Week 3                   | Quality Information, The attributes of quality of information, Knowledge, Type of Knowledge  |
| Week 4                   | <b>Chapter Two: - Fundamentals of Health Management Information Systems Organization and Strategy.</b><br>Management information system analysis, Concept of Management Information System,    |
| Week 5                   | Managing Information Systems and other Business Administration Sciences, Advantages and disadvantages  |
| Week 6                   | Objectives of MIS, Characteristics of MIS, Nature, and Scope of MIS, Computer application areas  |
| Week 7                   | <b>Chapter Three: - Information Technology for Decision Making</b><br>Concept of Decision-Making, Decision-Making Process, Classification of Decision, Roles of technology in decision-making, |
| Week 8                   | <b>Mid-term</b>  |

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|----------------|---|
| <b>Week 9</b>  | Process and Modeling in Decision-Making   |
| <b>Week 10</b> | <b>Chapter Four:- Kinds Of Management Information System</b><br>Expert System ES, Decision Support System (DSS),                                      |
| <b>Week 11</b> | Group Decision-Making.  |
| <b>Week 12</b> | Enterprise resource planning (ERP), MRS, TPS & OIS.   |
| <b>Week 13</b> | <b>Chapter Five: - Communication, Internet and Security</b><br>Communication, Internet, INTERNET and its Importance in Management Information System. |
| <b>Week 14</b> | Virtual Organization, Technology for Information Systems  |
| <b>Week 15</b> | Information Systems Security, Information Crimes.   |
| <b>Week 16</b> | <b>Final Exam</b>   |

| Course Keywords                                    |
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| Management Information System, Information System. |

### APPENDIX: (Help and Information)

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|-------------------------------------|-------------------------|---------------------|---------------------------------------|----------|
| GRADING SCHEME                      |                         |                     |                                       |          |
| Group                               | ECTS Grade              | % of Students/Marks | Definition                            | GPA      |
| <b>Success Group<br/>(50 - 100)</b> | <b>A</b> - Excellent    | Best 10%            | Outstanding Performance               | <b>5</b> |
|                                     | <b>B</b> - Very Good    | Next 25%            | Above average with some errors        | <b>4</b> |
|                                     | <b>C</b> - Good         | Next 30%            | Sound work with notable errors        | <b>3</b> |
|                                     | <b>D</b> - Satisfactory | Next 25%            | Fair but with major shortcomings      | <b>2</b> |
|                                     | <b>E</b> - Sufficient   | Next 10%            | Work meets minimum criteria           | <b>1</b> |
| <b>Fail Group<br/>(0 – 49)</b>      | <b>FX</b> – Fail        | (45-49)             | More work required but credit awarded |          |
|                                     | <b>F</b> – Fail         | (0-44)              | Considerable amount of work required  |          |
|                                     |                         |                     |                                       |          |

**Note:**

NB Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. KNU has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

**Useful Resource:**

**Designing Learning, From module outline to effective teaching**

<https://www.sun.ac.za/english/faculty/arts/Documents/Designinglearning.pdf>