

effort of the activities since they do not know beforehand what each activity involves. In order to guide them, we expect them to give more presentations during the semester to demonstrate and compare their progress with that of the other students in the class.

There is a procedure for the students to ask the industry-professional technical questions. Very few students make use of this procedure.

More than 50% of all our Honors in Information Systems students find their first employment position in the BI/DW industry. The University is often approached by industry aiming to recruit our DW students.

5.7. Communication

Communication in terms of DSR focusses on scholarly communication as a means of distributing new knowledge.

This paper forms part of this communication. The study guide for the module in question is also a form a communication within the university community. Faculty members and external moderators are invited to attend the final demonstration of the student projects.

This instructional design is internally available in to the faculty members in the form of the study guide for the module. Other modules may be redesigned according to similar PBL principles by using this study guide as an example.

5. Conclusion and future work

Project-based learning (PBL) provides a teaching strategy to bring industry into the classroom. The instructional design reported in this paper is especially successful in this regard due to the commitment of an industry professional. His presents not only results in realistic data and requirements but also provide an employment opportunity for some of the students. The industry professional views his contact with the students as a year-long interview.

The study demonstrated that an instructional design can be viewed as an artifact from a DSR perspective and the development of an instructional design can be done according to the phases of a typical DSR research project.

The distinction between descriptive and prescriptive knowledge used in DSR may have highlighted a research gap in the field of information systems. The researcher could not find specific prescriptive guidelines for selection of projects in a PBL driven instructional design.

6. References

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