

## Appendix 1

### Summary of the Interactive Workshop Sessions at STPIS'16

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In the morning interactive work session, a number of fundamental existential questions concerning socio-technical systems research as a discipline were raised. For example, the question of “Is truth about socio-technical systems discovered or created” was raised. As expected, different answers to the questions was discussed and debated. It was pointed out that since FACEBOOK, one of the world largest socio-technical systems, was created without the knowledge or use of socio-technical systems approach it may not make any difference if the truth is discovered or created.

Next in the session, a brainstorming group activity was held to model were on the so call rigor relevance curve the STPIS workshop is today and where it should be. Dirk Riehles graph [1] of the rigor vs. relevance was used as a discussion platform, see Fig. 1. Participant were asked to make self-report plots as to where they saw their own paper on Riehles the rigor vs relevance graph, see Fig. 2.

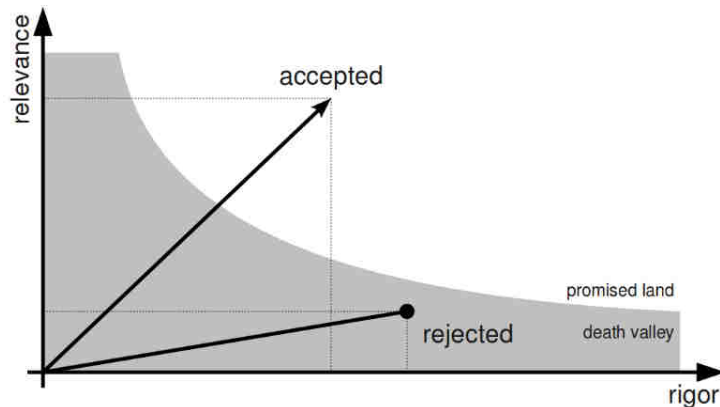


Fig. 1. Rigor Vs Relevanc Graph [1]

In the second section, the discussion focused on teaching socio-technical theories and practice. The first part of the discussion was on what should be taught and the second part of the discussion was on how it should be taught. In what should be taught, the question raised was if there exist a set of fundamental systems concepts that form the common body of knowledge in socio-technical theory and practice. The discussion was

extensive and an agreement was reached that there is a given set of principles that should be taught. However, no agreement was reached as to what principles made up this set.

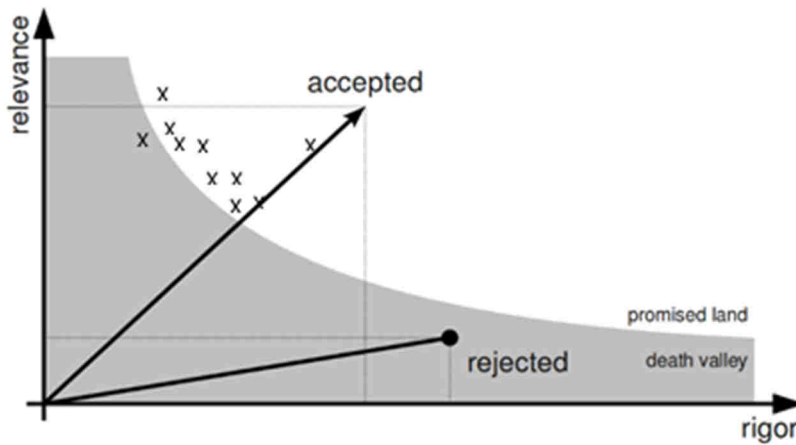


Fig. 2. Self Report Plot of Their Own Paper by Participants

As to the question of how these principles should be taught, there was a consensus that the best way to teach socio-technical theories and practice to university students is through cases. An agreement was reached that at the next STPIS conference a case exercise would be held to test if it is possible to create a generic case example to be used in teaching socio-technical analysis.

## References

1. Dirk Riehele , Rigor vs. Relevance, or: What Is The Size Of A Dissertation?, Accessed may 29<sup>th</sup> 2017, <http://dirkriehle.com/2011/04/20/rigor-vs-relevance-or-what-is-the-size-of-a-dissertation/>