Introduction to Design Science Research (DSR)

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provided in depth explanation of the design cycle with its reasoning. Vaishnavi and Kuechler (2021) reproduced an enhanced model of Takeda, et al. (1990) illustrating the reasoning behind design cycles as shown in Figure 1.1.

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Design science research is õfundamentally a problem-solving paradigm. It seeks to create innovations that define the ideas, practices, technical capabilities, and products through which the analysis, design, implementation, management, and use of information systems can be effectively and efficiently accomplishedö"(Hevner, et al., 2004:76).

Hevner, et al., (2004), believe that artefacts are interdependent and coequal with organisational and social contexts in meeting business goals. Hevner, et al., (2004), argue that the ability of the constructs, models, methods, and instantiations are as important

Conclusion phase is the finale of a specific research effort. õTypically, it is the result of satisfying, that is, though there are still deviations in the behaviour of the artefact from the (multiply) revised hypothetical predictions, the results are adjudged good enoughö"*Vaishnavi & Kuechler, 2021, p. 13).

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This paper discussed the basic theories and methodology applied in DSR projects. The philosophical aspects of the DRS in relation to positivism and interpretivism are discussed with the

Social Media Representation of Female Circumcision Practice: A Twitter Analysis

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Female Circumcision (FC) affects the lives of millions of girls and women. Recent news on this practice being encouraged in the Maldives has sparked conversation and discourse, particularly on social media sites like Twitter. Hence, there is a need to analyse social media data from Twitter on the portrayal of FC practice to gather insights and inform intervention designs. This paper investigates Twitter content to examine the characteristics and perceptions of active Twitter users' discourse on FC and offers the first exploration into Twitter postings related to the topic of FC in the Maldives.

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Female circumcision was õwidely known to have occurred in the Maldivesö." however, it has been reported that this practice stopped during the 1980s and 1990s (Hope for Women, 2012). In 2009, this narrative was invalidated following former Attorney Generaløs concerns about õcircumcision of girls í going on with a new spiritö" in the Maldives (Minivan News, 2009). Thus, suggesting that it may still be ongoing in the country.

Recently, some of the Maldivian religious clerics have promoted FC and linked the practice with Islam, despite it not being an obligation of any religion (UNFPA, 2020; UNICEF, 2010). This incident led to the inclusion of a question on FGM in the Maldives Demographic and Health Survey in 2016-17 that showed that 1 in 10 women are circumcised in the Maldives (MoH & ICF, 2018). In the Maldives, 13% of women aged 15-49 are circumcised, whereas 83% of circumcised women aged 15-49 were circumcised before the age of five. Only 1% of girls, aged 0-14 are circumcised indicating that this is an ongoing practice, albeit not as commonly as previously practised. Among women who had heard of female circumcision, 10% believed that the practice was required by their religion, and 8% believed that the practice should be continued indicating that there exist myths and misconceptions of FGM, which can consequently promote FGM and can cause harm (MoH & ICF, 2018). These facts, along with the recent promotion of FC by Maldivian religious scholars (Hope for Women, 2012), imply that FC will continue in the Maldives unless the issue is addressed at multiple levels of knowledge sharing and communication. However, there are currently no known initiatives to ratify specific national legislation, national po #   it   Ê

Tweets express frustration with individuals who are not well-informed about the issue. These Tweets also touch on the themes of human rights violation, misogyny, and the need for societal change. The largest group of users had no specified profession, followed by activists, non-profits, and international organisations who accounted for the rest of the users. There were more males (53%) tweeting on the topic compared to females (47%).

The second research question examined the perceptions of active Twitter users about the practice of FC in the Maldives. During the coding process five main themes emerged as follows a) criminalize FC, b) human rights, c) Islam and FC, d) patriarchal society, and e) victimization. Table 1 provides a summary of the main themes supported by tweets.

Table 1. Summary of main themes supported by tweets

may be inadequate. This is consistent with earlier research on sensitive subjects with "hard-to-reach" populations (Dosek, 2021; Goodman et al., 2011; Hu et al., 2019), which discovered that the internet, in particular online social networks, can be efficient and culturally appropriate communication channels for such populations.

With regard to the perceived justifications for the practice of FC, religious and cultural motivations were frequently mentioned in the tweets. Participants' also portrayed a dialogue that FC was a manifestation of patriarchy in society, particularly among those of Islamic faith aimed at exerting control over women, which was corroborated by survey data from various countries (ARROW & Orchid Project, 2020; UNICEF, 2013; WHO, 2018). The perceived

Discussion

The initial findings indicate a growing inclination towards the defense of the human rights of females who have or may potentially become victims of FC. The analysis suggests that social media platforms such as Twitter, can serve as an effective means of increasing awareness surrounding sensitive issues, such as FC, fostering dialogue surrounding the topic, and highlighting areas in which current interventions

Proposal — Sunkissed Scandal: A Qualitative Study on Corruption in the Maldives Tourism Industry

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The study aims to examine corruption in the Maldives tourism industry from the perspectives of key stakeholders, to provide a deeper understanding of the issue. The findings will inform policy decisions within the industry and contribute to the wider academic literature on corruption in the tourism sector. The study is important as it addresses the susceptibility of tourism to corruption, which is crucial for economic and social development. Understanding the extent and causes of corruption within the industry is crucial for promoting economic and social growth in the Maldives. It will also provide insights on current anti-corruption measures in the industry and recommendations for future actions.

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The Maldives is a popular tourist destination, known for its beautiful beaches, clear blue waters, and luxurious resorts. However, in recent years, the Maldives tourism industry has been plagued by allegations of corruption.

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As previously outlined in the publication õPrinciples of Cultural Historical Activity Theory - Part Iö"in the last issue of the Research Digest, these principles form the basis for CHAT's approach to understanding social phenomena and provide a framework for investigating the complex relationships between individuals, their environment, and the cultural and historical context in which they live and learn. As CHAT has developed and evolved over generations there are several perspectives and directions of using CHAT in research. Consequently, the principles discussed in this publication are founded on particular research and investigators. Some of the main contributions to these principles were made by Jonassen and Rohrer-Murphy (1999). These principles are also presented here in the context of conducting research on use of Interactive Whiteboard (IWB) in classrooms.

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As previously mentioned, the unity of the conscious and activity (Kaptelinin, 1996) is central to CHAT. Vygotsky posits that õsocially mediated activity may serve as an explanatory principle in regard to, and be considered as a generator of, human consciousnessö"(Kozulin, 1986, p. 264). Vygotskyøs statement emphasises the role of social mediation in shaping human consciousness and suggests that it acts as a generator, rather than just an explanatory principle, of human consciousness. In this perspective, activities are the interactions of humans with their environment and some of these are conscious activities. The human mind develops and exists as a special component of these interactions with the world, meaning activity is a precursor to learning. For example, the comprehension of subtraction by learners is facilitated through the engagement in practical subtraction procedures within a contextual setting. They can memorise a subtraction table but only understand what they mean through practically doing it. This is challenged in

CHAT by the idea that learning is understood by carrying out these actions and that affect our knowledge and that changes our actions (Jonassen & Rohrer-Murphy, 1999). This concept is fundamental in Vygotsky *3;9:+øs work, where he argues that consciousness is manifested in action: õyou are what you doö" (p. 7). Actions are socially bound and are influenced by people and tools (physical and mental). Therefore, it is necessary to analyse the activities in which actors engage in the context of their performance. Thus, this study endeavours to examine the utilization of IWBs in the context of classroom teaching and learning, as the manner in which they are employed may differ significantly from that in an office setting.

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The principles of internalization and externalization in human activity reflect the interdependence of the individualøs mental processes and the cultural and societal context. The mutual process of transforming these components of activity is referred to as internalization and externalization (Kaptelinin & Nardi, 2006). For example, internalization occurs when a young learner uses an IWBøs touch feature to trace over guiding lines when practicing writing alphabets and over time they are able to write without the guiding lines. On the other hand, externalisation is when a learner uses touch to draw a picture based on his imagination. The individual and the social are also not separable; for example, when a leaner practice counting on the IWBs as a whole-class activity and later is able to individually complete a worksheet on writing the numbers in order.

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become familiar with the nature of this evolution. For example, the use of technology in teaching and learning has changed over time, and new learning theories and technologies have emerged and been shared in education. From a CHAT perspective, IWB use in teaching and learning cannot be understood without awareness of its predecessors: personal computers, touch screens, projectors, whiteboards, and presentation software, particularly as these technologies exist in some form in IWB technology. Moreover, the beliefs and values that arose around these technologies are already internalised in the teaching community, in turn permeating the use of IWBs.

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Jonassen, D. H., & Rohrer-Murphy, L. (1999). Activity Theory as a framework for designing constructivist learning environments. *Gfwecvkqpcn vgejpqnqi{. tgugctej cpf fgxgnqrogpv.*69(1), 61.

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Since about the year 2009, Boko Haram, a territorial terrorist organization, has wreaked havoc on communities in Northeast Nigeria and beyond. Significant debate has ensued about the reasons for the Boko Haram insurgency and their objectives. The governmentøs response to Boko Haram has largely focused on the need to stamp out the insurgency through strong   u   op   en