

Course programme

INT7045.DT	INFORMATION AND KNOWLEDGE MANAGEMENT		
ECTS 15 credits:	Amount of contact lessons: 112	Teaching semester: Spring	Assessment form: Passed/failed assessment
Course objectives:	<p>The aims of the course are:</p> <ul style="list-style-type: none"> • to develop knowledge and a critical understanding of IKM theories, practices, models, tools, and research from the content, human, business and technological perspectives; • to explain the ties between information management (IM) and knowledge management (KM) and the value and the role of information and knowledge in the development of the learning organization; • to develop knowledge and skills required for analysis and assessment of knowledge creation, acquisition, resources, and flows in an organization; • to explain the impact of organisational culture on effective information and knowledge sharing; • to build awareness of how to build and successfully implement IKM policies and strategies, set within the wider context of organisational, cultural, human resource and change management challenges; • to debate the nature and direction of current trends in IKM in the digital environment; • to facilitate the application of knowledge and understanding to make judgements in a digital information environment. 		
<p>Brief description of course content:</p> <p>(including the description of the independent work)</p>	<p>The Course contains the following units:</p> <p>Unit 1. Introduction to the Information and Knowledge Management (IKM).</p> <p>Unit 2. Dimensions and Approaches of IKM. Theoretical Models of IKM.</p> <p>Unit 3. Framework for IKM. IKM Cycle and Processes.</p> <p>Unit 4. Learning and Learning Organization.</p> <p>Unit 5. Information Culture. Information-related competencies.</p> <p>Unit 6. Technologies for Information and Knowledge Management.</p> <p>Unit 7. Strategic and planning issues, including ideas of intellectual capital.</p> <p>112 hours, independent work 278 hours. The course is supported by the e-course on the e-learning platform Moodle, theoretical materials are presented and discussions are arranged in Moodle.</p> <p>Each of the topics in the Module contains a specific reading assignment, study notes and a series of exercises to help assess how well the student is doing. Each topic may also contain a list of</p>		

references, and/or some suggested readings for those students who has very little experience with the IKM field or who would like to pursue a particular topic in more depth.

The Module contains individual assignments for each Module Unit or Topic. Individual Assignments are presented within the Folder “**Assignments**” on the Moodle within each unit.

In addition the Module contains 2 major assignments:

Assignment 1 – a case study analysis as a collaborative group project

Assignment 2 – a literature review (a research paper) as an individual project.

Assignment 1.

The result of the collaborative case study analysis will be a presentation to the class.

- 1) Students get together in small study groups of three.
- 2) All group members read the case study assigned to that group.
- 3) Each group meets to discuss the points covered in the study.
- 4) Group prepares a summary for presentation to the class (Session on **March 27th**). 20-25 minutes presentation followed by 20 minutes Question & Answer session.
- 5) Reading of the case study assigned to the group is required; the students will benefit more from discussions if they manage to scan through other studies as well.

The case study analysis should include the following components:

1. A brief overview of the case study organization.
2. A summary capturing the most important aspects of the case study.
3. An evaluation of the knowledge management strategies, initiatives, models, components and tools described in the case study.

Some questions the students may consider answering are:

- What are the main ideas in this case?
- What kind of approaches to information management and knowledge management are described in this case?
- What kind of knowledge management strategies, initiatives, models, components and tools can be identified in the case?
- What characterizes the organizational culture in this case?
- What kind of changes occurred in the organization and why?

What are the main conclusions, recommendations, best practices and lessons learned in this case?

	<p>Assignment 2. The result of the individual project work will be a literature review (a research paper) – 5500-7500 words [article for publishing].</p> <ol style="list-style-type: none"> 1) The student decides the specific topic under the general topic and formulates research questions. 2) The student prepares periodically drafts of his/her work to the teacher for feedback and presents the draft in Moodle for comments. 3) Each student prepares a literature review [research paper, article for publishing] on the topic as a final product. 4) Each student prepares a summary for presentation to the class (in the last session on May 10th): 20-25 minutes for a presentation followed by 15-20 minutes Q&A sessions. 5) Each literature review will be peer-reviewed by fellow students in addition to the reviews by the instructor.
Learning outcomes:	<p>With successful completion of this Module students will be able to:</p> <ul style="list-style-type: none"> • Describe the current theories, principles, practice and research of IKM. • Explain the nature and value of IKM in organisations. • Analyse the range of issues and international trends of IKM and integration of IM and KM field. • Discuss the changing role of information professionals initiating and supporting the IKM initiatives in organizations. • Synthesise information, with critical awareness, in a manner that may be innovative, utilising knowledge from the forefront of the IKM practice and research. • Identify possibilities for IKM activities in facilitating the development of learning organization. • Propose IKM initiatives in the organization in accordance with the organizational goals. • Perform assessments of knowledge based management processes in a variety of contexts. • Have the learning skills that allow them to continue to study in a manner that may be largely self-directed or autonomous.
Assessment Methods:	<p>The final assessment consists of the following components:</p> <ul style="list-style-type: none"> • A production of a collaborative group project – Assignment 1 (30%); • A production of an individual assignment – Assignment 2 (30%); • Weekly assignments – preparation of short reports based on readings (20%); • A contribution to the discussions and group works in the Moodle (10%); • A production of 2 peer-graded assignments (10%).
Lecturer(s):	Sigrid Mandre

Course title in Estonian:	Info- ja teadmusjuhtimine
Prerequisted course(s):	-
Compulsory literature:	<p>Becerra-Fernandez, I; Sabherwal, R. (2015). <i>Knowledge Management Systems and Processes</i>. 2nd ed. New York: Routledge, Taylor & Francis Group.</p> <p>Choo, C. W. (2016). <i>The Inquiring Organization: How Organizations Acquire Knowledge And Seek Information</i>. Oxford: Oxford University Press.</p> <p>Choo, C. W. (2006). <i>The Knowing Organization: How Organizations Use Information to Construct Meaning, Create Knowledge, and Make Decisions</i>. 2nd ed. New York: Oxford University Press.</p> <p>Dalkir, K. (2011). <i>Knowledge Management in Theory and Practice</i>. Cambridge, Mass: MIT Press.</p> <p>Duffy, J. (1999). <i>Harvesting Experience: Reaping the Benefits of Knowledge</i>. Prairie Village, KS: ARMA International.</p> <p>Desouza, K. C., Paquette, S. (2011). <i>Knowledge Management: An Introduction</i>. New York, NY: Neal-Schuman Publishers, Inc.</p> <p>Koenig, M. E. D, Srikantaiah, T. K. (eds.) (2004). <i>Knowledge Management, Lessons Learned; What Works and What Doesn't</i>. Medford, N.J., Information Today Inc. for the American Society for Information Science and Technology.</p> <p>Koohang, A., Harman, K., Britz, J. (2008). <i>Knowledge Management: Theoretical Foundations</i>. Santa Rosa (Calif.): Informing Science Press.</p> <p>Lave, J., Wenger, E. C. (1991). <i>Situated Learning: Legitimate Peripheral Participation</i>. New York, NY: Cambridge University Press.</p>
Replacement literature:	<p>Ichijo, K., Nonaka, I. (2007). <i>Knowledge Creation and Management: New Challenges for Managers</i>. Oxford; New York: Oxford University Press.</p> <p>Jennex, M. E. (2008). <i>Knowledge Management: Concepts, Methodologies, Tools, and Applications</i>. Hershey (Pa.); New York: Information Science Reference.</p> <p>Nonaka, I. (1991). The knowledge creating company. <i>Harvard Business Review</i>, 69, 96-104.</p> <p>Sallis, E., Jones, G. (2002). <i>Knowledge Management in Education: Enhancing Learning & Education</i>. London; Sterling: Kogan Page.</p> <p>Senge, P. (1990). <i>The Fifth Discipline: The Art and Practice of the Learning Organization</i>. New York: Doubleday.</p> <p>Stewart, T. A. (1997). <i>Intellectual Capital: The New Wealth of Organizations</i>. New York: Doubleday/Currency.</p> <p>Sveiby, K. E. (1997). <i>The New Organizational Wealth</i>. San Francisco: Berrett-Koehler Publishers.</p> <p>Srikantaiah, T. K., Koenig, K. (2008). <i>Knowledge Management in Practice: Connections and Context</i>. Medford (N.J.): Information</p>

	<p>Today.</p> <p>Wenger, E., McDermott, R., Snyder, W. (2002). <i>Cultivating Communities of Practice: A Guide to Managing Knowledge.</i> Cambridge, MA: Harvard Business School Press.</p>
Participation and exam requirements:	<p>The Module will be assessed as passed or failed.</p> <p>The final assessment consists of the following components:</p> <ol style="list-style-type: none"> 1) A production of a collaborative group project – Assignment 1 (30%) 2) A production of an individual assignment – Assignment 2 (30%) 3) A contribution to the discussions, group works and individual assignments (40%)
Independent work:	<p>The Course contains individual assignments for each Module Unit or Topic. Students will find individual Assignments within relevant topic/unit in the learning environment Moodle.</p> <p>The Course contains two major assignments:</p> <p>Assignment 1 – collaborative group project: A case study analysis.</p> <p>Assignment 2 – individual assignment: a literature review.</p>
Grading criteria scale or the minimum level necessary for passing the subject:	<p>The evaluation criteria:</p> <p>Assignment 1: A case study analysis as a collaborative group project</p> <p><i>Method of Assessment:</i> Case Study</p> <p><i>Form of Assessment:</i> Passed/Failed</p> <p><i>Assessment Requirements:</i> A case study analysis should meet all the criteria described below to an at least satisfactory extent.</p> <p><i>Criteria of Assessment:</i></p> <p><u>Case Study Analysis</u></p> <p>1.Criteria: Content (40%)</p> <ul style="list-style-type: none"> - The group captures the most important aspects of the case study - The group gives a clear picture of how the company operated - The main ideas, approaches, strategies, initiatives, models, components and tools of IKM within the company are emphasized and organizational culture analyzed - The changes occurred in the organization are highlighted and the reasons explained - Focus: Clearly distinguishes between relevant and irrelevant information - Prioritisation: Issues clearly prioritised in a logical order and based on a clear rationale - Use of theory: Assignment demonstrates integration of theory - Integration : Diverse areas of knowledge and skills integrated effectively - Conclusions: The main conclusions, recommendations, best practices and lessons learned in this case are presented; analytical and clear conclusions well grounded in theory and literature

- The group address the purpose of the assignment comprehensively and imaginatively

- Critical Thinking: This analysis demonstrates the ability to raise appropriate questions, and use in-depth analysis

2. Criteria: Organization (20%)

- The case analysis is submitted within time boundaries

- The case analysis is submitted within the prescribed parameters

- Logic: Communication is effective, recommendations realistic, concise and logical

- The group demonstrates interpersonal and collaborative skills by communicating ideas in the process of researching and writing the case study analysis

3. Criteria: Presentation (20%)

- Clarity and conciseness of ideas :The presentation is clearly and logically organized

- Referencing is consistently accurate using the APA system

- The analysis demonstrates the proper use of grammar, syntax, structure and style; spelling is accurate and language fluent

4. Criteria: Resources used and sources discovered (20%)

- Relevant sources are used

- Resources that extended the case material are used

Case Study Presentation

5. Criteria: Use of presentation tools (20%)

-The presentation slides are professional and illustrative

- The technology is properly used

6. Clarity of presentation including content/organization and communication (50%)

- The presentation is clearly and logically organized

- Presentation shows a polished and imaginative approach to the topic

- The presentation performance is confident and competent

- There is a good organization with a smooth transition between participants

- The division of work in the team demonstrates a good balance

- The competencies and skills of different group members are taken into account

7. Criteria: Discussions (30%)

- The discussion goes smoothly

- The team answer competently to the questions

Assignment 2: A literature review (a research paper)

Method of Assessment: A literature review (a research paper)

Form of Assessment: passed/failed

Assessment Requirements: The research paper (literature review)

should meet all the criteria described

below to an at least satisfactory extent.

Criteria of Assessment of the Literature Review:

1. Criteria. Definition of research scope and goals

- The goals of the research paper are evident
- The research scope has been defined
- The research questions are evident from the paper.

2. Criteria. Command of the topic

- The paper shows that the authors are aware of key ideas, authors, and theories relevant to their problem
- The students demonstrate command of the topic and understanding of the scope of research
- There is evidence that the students can identify, scrutinise and evaluate knowledge that is relevant to their field of practice
- This paper demonstrates the ability to raise appropriate questions, and use in-depth analysis
- The students demonstrate skills in making use of a wide range of relevant literature which has been thoroughly analysed, applied and discussed
- The paper uses an appropriate academic citational style APA and it is applied consistently and accurately

3. Criteria: Methods and Conclusions

- The students demonstrate ability to choose justified methods for reaching the goals
- The results answer the research questions presented
- The research paper presents well founded conclusions drawn from the results

4. Criteria. The structure

- The research paper is a well organized logical whole.

5. Criteria. Presentation and language

- The overall appearance of the research paper is appropriate
- The given guidelines have been followed
- The research paper is a well organized, coherent whole
- The research paper is written in coherent, formal style
- The research paper contains no such structural, grammatical or spelling errors that complicate reading and is in fluent academic writing style.

Literature Review Presentation

1. Criteria: Use of presentation tools (20%)

- The presentation slides are professional and illustrative
- The technology is properly used

2. Clarity of presentation including content/organization and communication (50%)

- The presentation is clearly and logically organized
- Presentation shows a polished and imaginative approach to the topic
- The presentation performance is confident and competent
- There is a good organization with a smooth transition between topics

3. Criteria: Discussions (30%)

- The discussion goes smoothly
- The student answers competently to the questions

	<p>Discussions in the Moodle Forums <i>Method of Assessment:</i> discussions in Moodle Forums <i>Form of Assessment:</i> passed/failed <i>Criteria of Assessment :</i> active/passive contribution</p> <p>The student has to contribute to all discussion topics in the Moodle Forums.</p> <p>Module Topics The Module consists of 7 major topics. Each of the topics in the Module contains a specific reading assignment, study notes and a series of exercises to help assess how well the student is doing. Each topic also contains a list of additional references, and/or some suggested readings for those students who has very little experience with the IKM field or who would like to pursue a particular topic in more depth.</p> <p>The student has to prepare these reading assignments for each class and these assignments are assessed through class discussions, teamwork and group work and in MoodleForums.</p>
<p>Information about the course: (Topics by contact session, deadlines of independent works and exams/assessments times)</p>	<p><i>Date and Topic</i> The Module is arranged in the following ways: Unit 1. Introduction to the Information and Knowledge Management (IKM). 30.01.2017 at 14.15-17.45 01.02.2017 at 14.15-17.45 Unit 2. Dimensions and Approaches of IKM. Theoretical Models of IKM. 06.02.2017 at 14.15-17.45 08.02.2017 at 14.15-17.45 13.02.2017 at 14.15-17.45 15.02.2017 at 14.15-17.45 Unit 3. Framework for IKM. IKM Cycle and Processes. 20.02.2017 at 14.15-17.45 22.02.2017 at 14.15-17.45 27.02.2017 at 14.15-17.45 01.03. 2017 at 14.15-17.45 Unit 4. Learning and Learning Organization. 06.03.2017 at 14.15-17.45 08.03.2017 at 14.15-17.45 13.03.2017 at 14.15-17.45 15.03.2017 at 14.15-17.45 Unit 5. Information Culture. Information-related competencies. 27.03.2017 at 14.15-17.45 29.03.2017 at 14.15-17.45 03.04.2017 at 14.15-17.45 05.04.2017 at 14.15-17.45</p>

	<p>Unit 6. Technologies for Information and Knowledge Management. 10.04.2017 at 14.15-17.45 12.04.2017 at 14.15-17.45 17.04.2017 at 14.15-17.45 19.04.2017 at 14.15-17.45</p> <p>Unit 7. Strategic and planning issues, including ideas of intellectual capital. 24.04.2017 at 14.15-17.45 26.04.2017 at 14.15-17.45 01.05.2017 at 14.15-17.45 03.05.2017 at 14.15-17.45</p> <p>Project work 08.05.2017 at 14.15-17.45 10.05.2017 at 14.15-17.45</p>
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Teaching Unit in charge:	School of Digital Technologies
Course programme is prepared by:	Sigrid Mandre
Date:	24.01.2017

The course program is registered in the academic unit:

Date:	24.01.2017
Name of academic coordinator:	Viktoria Humal