What is our Mission?

Expand Access
Strengthen Quality
Increase Diversity
Focus on Teaching and Learning
What is our IKnS Student Profile?

- Work full-time in mid to high level leadership positions
- Travel frequently for work
- Experience periodic “role expansions”
- Vie for promotions in an increasingly fierce competitive field
- Are often care-givers for their families
Where are our 2011 Qualified Prospects?
**Where are our 2011 Qualified Prospects?**
The **Original** Program Design

36 total credits

- Students are admitted in two cohorts a year (Fall and Spring)
- Students (ideally) take 2 classes per semester (offered during the evenings on campus)
- Students take 6 semesters to graduate (most often 3 years)
The **New** Program Design

36 total credits

Students are admitted in one cohort a year
(Fall)

Students take 4 semesters to graduate
(16 months)

Students take 2-3 classes per semester
(offeried through a hybrid format)
Hybrid Design for Fall Semester:

**Residency** = 40 face to face instructional hours
**Course 1** instructional hours: 12 hours during residency + 16 (live) online
**Course 2** instructional hours: 28 (live + asynchronous) online
**Course 3** instructional hours: 28 (live + asynchronous) online
Our 2011 Student Cohort

- Average 8-10 years of working experience
- Hold high level positions in a range of industries including: higher education, pharmaceutical, marketing advertising, IT, healthcare, fashion and management consulting
- 30% have already earned a higher degree in addition to their BA or BS.
- Larger and more qualified than any previous class.
The Residency

- Course Instructional Hours
- Industry Experts
- Focused Skill Workshops
- Interactive Case Studies and Simulations
- Networking Events
Student Feedback

“The residency gave us a whole new perspective on program goals and really helped the group to bond - I loved it!”

“I understand after this residency that this is where I need to be.”

“Extremely impressed with the faculty and so great to have dinner with them – loved the Met!”

“The students are amazing! The diversity of the group is inspiring and makes the program.”

“The faculty, the staff... the whole experience was world class.”
The **Online** experience

- Faculty Lectures
- Industry Experts
- Live Events
- Collaborative Learning
- Rich Feedback
A Typical Week
Faculty and Industry Expert Lectures
Large Group (live) Interactive Sessions
(Live) Study Circles, Team Meetings and Office Hours
Dynamic Integrated Learning Tools and Content

- chapter 11: The Branches of Content Management. (pp. 173-198).
- chapter 13: Staffing a CMS. (pp. 219-241)

[Download these assigned chapters.]

Boiko introduces the concepts of “data” (what it is and what it isn’t), content and content management systems. Although primarily about Content Management, many of the tools, techniques and processes discussed in this book are also applicable to the realm of digital asset management.

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- Read chapter 1: The Organization of Recorded Information (pp. 1-33).
- Read chapter 2: Retrieval Tools (pp. 39-65).

[Download these assigned chapters.]

Taylor provides perspective into the nature of information, our need to organize it, organization of information in different contexts (libraries, Internet, records management...). Although not necessarily a focus of this course (but critically important for setting context), Taylor provides an overview of retrieval tools, specific to the domains of libraries and museums.

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- chapter 1: Defining Information Architecture. (pp. 3-15).
- chapter 2: Practicing Information Architecture. (pp. 16-29).
- chapter 3: User Needs and Behavior. (pp. 30-38).
- chapter 4: The Anatomy of Information Architecture. (pp. 41-52).

[Download these assigned chapters.]
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Collaborative Learning Activities

Visualize Yourself

In this course, we will talk about the organization and representation of data. One technique that has made data more accessible in the 21st century is data visualization.

Take a look at these sites for a better understanding of how visualization works.

- Information Aesthetics
- Good
- Information is Beautiful

Once you have researched visualization, please introduce yourself by creating a visualization of yourself and posting it to the forum below. Please use one of the following visualization tools, which are based on your Twitter feed or LinkedIn account:

- http://visual.ly/twitter: Visualizations based on your Twitter posts
- http://visualize.me/: Visualizations based on your LinkedIn profile

When you post your visualization, answer these questions:

1. Do you think the visualization is an accurate representation of who you are?
2. What do you expect to learn in this course and how will it relate to your work as a knowledge leader?
Collaborative Learning Activities

http://vizualize.me/ioQrK6SMA#

I would not say this is a completely accurate representation of who I am, but it is an correct depiction of a part of me. This visualization shows who I am from a business perspective, albeit the small section regarding interests. This project was good for me because it made me revamp my LinkedIn page and really see who I was from an experience perspective. I have previously been conservative with how I express myself on my LinkedIn profile and my first shot at this project made me realize my profile was meek. After spending some time updating the profile, I feel it’s a better total picture of this part of my life.
Collaborative Learning Activities

I enjoyed reading the multiple times the reaction to question 1 was along the lines of: “This isn’t really me.” Ah, but it is you. Well, how the online world sees you that is.

Today there are fewer and fewer opportunities to actually meet people, as we live in an increasingly digital world (telecommuting, emailing, texting). What you do online is starting to define how the rest of the world sees you, and there really is no denying it or avoiding it. In today’s constantly connected and interconnected world you are practically defined by your “digital footprint”, i.e. the information that you choose (although sometimes it’s not a choice) to provide about yourself on the Internet. Your online reputation can be considered a component of your identity. Your “personal brand” or “digital identity” speaks on your behalf to the online world.

Looking for a job? Chances are they will Google you, and whatever is out there is now speaking on your behalf. Just do a search for online reputations and you will get all kinds of hits, from how to monitor your reputation, to increasing your personal brand. It’s a reality that employers have now begun using the online reputations of candidates to influence their hiring choices - although they may not be able to admit it publicly. They are using your online identity to “define” you without ever meeting you in person. They are asking “will you, or will you not, fit into their corporate culture?”

Online reputations are important. Think about how many times a tweet is repeated without anyone checking its source just because it was posted by someone with a lot of influence or “Kout” (http://koud.com/). That’s the beauty of Spam, it spreads through influence. The worst offenders in this genre are generally those that attack you based on your trust of, or relationship with someone else.

Now, more than ever, it is becoming increasingly important to monitor and curate this online representation of you. Ask yourself, after seeing your own personal LinkedIn visualization, how many of you went back and modified your profile, added new things and updated old information to generally create a more complete picture of yourself? According to the activity in the forums many of you did just that. What were your motivations?
How Collaborative is this Space?
206 total posts: 4 teams

1\textsuperscript{st} Post average: 670 words

Response post average: 4 per thread

(just one assignment)
Meaningful Connections
And what about quality?

<table>
<thead>
<tr>
<th>READING CRITIQUE RUBRIC</th>
<th>3 Good</th>
<th>2 Satisfactory</th>
<th>1 Needs Improvement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Synthesis of Key Themes</strong></td>
<td>Post expertly synthesizes concepts from readings to construct insights about the broader field of knowledge and information management</td>
<td>Posts accurately discuss concepts from readings but may make only surface-level connections the broader field of knowledge and information management</td>
<td>Posts may not accurately reference concepts from readings or may demonstrate difficulty in connecting them to the broader context of knowledge and information management</td>
<td>__/3</td>
</tr>
<tr>
<td><strong>Ability to Communicate Understanding</strong></td>
<td>Student demonstrates deep understanding through clear and succinct post.</td>
<td>Student may not be able to demonstrate depth in space allowed. Post may lack focus.</td>
<td>Student has difficulty demonstrated depth of understanding. Post may be poorly organized and wordy.</td>
<td>__/3</td>
</tr>
<tr>
<td><strong>Participation/Timeliness</strong></td>
<td>Posts include initial critique of readings, and responses to students as they comment on initial critique.</td>
<td></td>
<td>Initial critiques but no responses to any comments on the critique; OR posts are made but after the assigned due date</td>
<td>__/3</td>
</tr>
</tbody>
</table>

Scores of 0 will be assigned if work is not completed.
Rich Feedback

- Weekly Study Circles
- Focus on Process and Product
- Active Forum Facilitation
Student responses to their online experience to date?
“I thoroughly enjoyed the **live sessions**, especially the polls and listening to Linda tie everything we read and discussed during the week together. The **feedback** from Kate was amazing.”
“Convenience. It made it much easier to fit in than if I had to get to campus for the course, and also left more time available for studies and projects, since I wasn't wasting time in commuting.”
“The focus on getting people to participate and contribute their experiences and thoughts was the most positive aspect for me. I really enjoyed getting inside the heads of my classmates – learning how they are applying the readings to their work contexts, which are very different from mine.”
“The instructors for the course were attentive, organized and involved. They kept the course work relevant to today's world and did a great job at explaining it.”
Really intense and all around exceptional!
How we measure Success.

- Admissions profile
- Learning Style
- Attitudes Assessment
- Engagement
- Learning Outcomes
- Grades
- Post-program Impact
Questions?