Knowledge Management in LIS Education: Bridging Research and Practice

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ABSTRACT
This panel provides a state of the art review of knowledge management (KM) education approaches in the LIS field. The panelists will share thoughts and experiences pertaining to the current treatment of knowledge management concepts in Library and Information Science education. The panel is comprised of professionals who have experience in both the knowledge management and LIS disciplines, in both academic and in practical roles. Furthermore, panelists represent perspectives from several contributing disciplines.

Sponsors: SIGKM and SIGED.

Keywords
Knowledge management, KM, LIS education, KM education, standards for education

INTRODUCTION
KM is a field whose origins date back to the 1950s in economics, artificial intelligence, organizational science and information science. As a result, knowledge management programs and courses are found scattered around universities. Depending on their academic home, these programs may emphasize one or more aspects of the discipline (al-Hawamdeh, 2005; Bedford, 2013). Knowledge management programs in business or public policy schools may emphasize leadership and strategy, organizational culture, collaboration, and knowledge economy elements. Courses in computer science and information systems programs may emphasize the technology or architecture aspects. Where degree programs are aligned with education or human development departments, they naturally focus on organizational learning and intellectual capital development (Dalkir, 2013). In the past two decades, knowledge management courses and certificates have emerged as part of information science programs. The natural affinity between the two disciplines has focused on knowledge asset and organization management. This panel will consider some of the challenges and opportunities associated with identifying concepts which are relevant to LIS education – in terms of curricular coverage as well as in learning and teaching methods.

The panelists and audience will address five critical questions: (1) what are the core concepts of information science and knowledge sciences; (2) what are the areas of convergence between these two fields; (3) where do we find the greatest opportunities for information science to contribute to the development of knowledge management education, and vice versa; (4) how can knowledge management contribute to solving current challenges in information science; and (5) how can we encourage research and teaching collaboration across these two disciplines?

Each panelist will provide a brief overview of their experience and research in these areas. These brief presentations will set the context for an open discussion among panelists and audience. The program format is designed to broaden participation in discussions that are currently underway in two other associations. One initiative is that undertaken by iSchools. Dr. Dalkir is leading this discussion as a forum within ICKM. ICKM is a major international annual knowledge management conference. This effort also builds upon Dr. Dalkir’s upcoming special issue of Education for Information on KM in Higher Education (Dalkir, 2015). The conversations that take place at the ASIS&T Annual Meeting will be integrated into the ICKM discussions. The second initiative is the KM Standards for Individuals, Organizations and Education Programs that is currently underway in AIIM, the Association for Information and Image management.

This panel will present state-of-the art research on KM education that will help inform our future approaches to teaching KM within LIS programs. There will be a concluding discussion to elicit priorities and perspectives from audience members.

FORMAT
The event will take place during a single ASIS&T paper session time slot of 90 minutes. The moderator will introduce each panelist and then each panelist will
briefly present the key findings from their research. The moderator will then address a series of questions to each speaker. Each panelist will provide a short introduction describing their experiences and key interests in the topic. The moderator will then open the program for discussion of the five critical questions. Panelists will first be given the opportunity to comment on a critical question. The moderator will then open the floor for discussion among the audience. The program will proceed until all five questions have been discussed. The program will conclude with encouragement from both Drs. Dalkir and Bedford for audience members to engage in the ICKM and AIIM community efforts.

**BENEFITS**

This event will provide the ASIS&T membership with a good benchmark on current research and practice in KM education, and will generate interest and involvement in cross-association collaboration. The event will also serve to catalyze a community of practice to promote high quality and consistent treatment of knowledge management concepts in LIS education programs. The program will also facilitate the emergence of individuals who have an interest in further promoting the teaching of knowledge managements in LIS programs and making important connections to knowledge management programs in business schools, engineering departments, and other related disciplines.

**CO-SPONSORS:** This proposal is co-sponsored by SIGMGT, SIGED and SIGIFP.

**PROMOTION**

This panel will be heavily promoted using ASIS&T listservs, SIGKM and SIG ED websites, and SIG ED social media accounts.

**PANELISTS**

**Kimiz Dalkir, Moderator**

Dr. Dalkir is an Associate Professor of Knowledge Management (KM) Stream at the School of Information Studies at McGill University. She has a Ph.D. in Educational Technology, an MBA in Management Science and Management Information Systems and a B.Sc. in Human Genetics. Dr. Dalkir teaches courses in KM Foundations, Knowledge Taxonomies, Intellectual Capital Management and Communities of Practice. Kimiz wrote *Knowledge Management in Theory and Practice* which has had an international impact on KM education and on KM practice. She is currently working on the revisions and updates for the third edition. Dr. Dalkir pursues research on the effectiveness of knowledge processing in both profit and non-profit organizations, learning in peer networks and measurement frameworks for assessing knowledge management success. She recently published *Intelligent learner modeling in real-time* (Dalkir, 2015) and co-edited *Utilizing Evidence-Based Lessons Learned for Enhanced Organizational Innovation and Change* (McIntyre et al., 2015) and is currently part of an industrial-university research consortium that is looking at facilitating collaboration in the aeronautical industry.

As moderator and panelist, Kimiz brings the unique experience of having been a KM practitioner for over 15 years, a KM educator and researcher for over 12 years. She authored one of the first textbooks on KM (Dalkir, 2011) and has been following the evolution of KM and KM education very closely. She will first present a high-level chronology of KM education and briefly discuss the key milestones. This will be followed by a summary of major research on KM in higher education. She will conclude with an introduction to the special issue research themes and a list of key issues to be addressed in order to tackle the next stage of KM education in LIS.

**Denise A. D. Bedford**

Dr. Bedford is an Adjunct Professor at Georgetown University, a Distinguished Practitioner and Virtual Fellow, U.S. Department of State, a Visiting Scholar at the University of Coventry, and Adjunct Faculty at the Schulich School of Business, York University. She is also Chair, AIIM Standards Board, and is currently leading the effort to establish KM Standards for individuals, organizations and education programs. Over the past 17 years, she has taught both LIS and KM courses at the University of Tennessee, Georgetown University, and Catholic University of America. Her LIS course list includes organization of information, library and information center management, information systems, business intelligence, search and information retrieval, integrated library systems, project management, and other special topics. Her KM course list has included foundational principles of knowledge management, communities of practice, economics of information, semantic analysis, business intelligence, enterprise architecture, intellectual capital management, knowledge audits, knowledge maturity modeling, and information environments. Her current research interests include knowledge economics, intellectual capital assets and liabilities, semantic analysis methods, communities of practice, knowledge sharing practices, knowledge architectures and knowledge engineering, futuring, business architecture, and search system design/architecture. Denise retired from the World Bank in 2010, where she had served as a Senior Information Officer since 1997. She earned a Ph.D. from the University of California at Berkeley, a Master of Arts and a Bachelor of Arts from the University of Michigan, and a Master of Science from Western Michigan University.

As panelist, Dr. Bedford will discuss recent research into the current state of knowledge management education programs around the world. She will also share progress on the AIIM KM standards effort, particularly as it pertains to education programs at all levels of education, including graduate schools. From this research and from her practical experience, Denise will discuss the coverage and treatment of knowledge management concepts in the extended LIS curriculum, including divergent perspectives and opportunities for expansion based on areas of practice. Dr. Bedford will also speak about recent research that involved the application of knowledge
management methods and life cycle models to library and information science curricula and peer-reviewed research. The research provides an interesting interplay of and distinction between two disciplines which are often thought to be synonymous. The research results highlight the need to bring current LIS research into the professional curricula. The results suggest that knowledge management curricula may serve as a good practice model for integrating current research into professional education.

**Pamela Carson**

Pamela Carson is the Web Services Librarian at Webster Library, Concordia University. Her research and professional interests include: lifelong learning and informal learning, information literacy, knowledge management, and the usability of academic library websites. She regularly presents and publishes in those areas. Pamela received her Master of Library and Information Studies (MLIS) from McGill University, Montreal, Quebec, in 2011 with a specialization in knowledge management. She was also granted a Webmaster Certificate from Mohawk College in 2009 and completed her B.A. in Art from McMaster University, Hamilton, Ontario in 2003.

Pamela brings to the panel an important knowledge management perspective to the discussion – that of organizational learning and learning methods. Pamela will present the implications for library school curriculum and course design that arise from her study of the range of learning practices that academic librarians use throughout their careers, and her exploration of the ways library schools give students the opportunities to engage in learning methods that they are likely to use in their careers as librarians. Her study used semi-structured interviews with academic librarians to explore their experiences of learning in library school, as new librarians, and later as they advanced through their careers. The study found that learning is an ongoing and essential aspect of librarianship, and that it is generally self-directed, informal, highly dependent on social interactions with peers, and embedded in practice. Participants in the study reported that most of what they needed to know was learned once they started working as librarians, and that their library school experience did little to prepare them for these ways of learning. The study also found that the conceptual model of communities of practice provides a useful perspective for understanding the learning of librarians and for designing a library school experience that is more effective at preparing students for their future careers as librarians.

**Yeona Jang**

Dr. Yeona Jang is the Professor of Practice at Desautels Business School, McGill University. Dr. Jang has over 15 years of consulting and management experience in IT as a senior executive and decision maker in companies in industries as widely varying as telecommunications, financial services, utility, and IT services industries. She is experienced in various aspects of IT, including IT strategy, IT-enabled business innovation, strategic use of 6 sigma for business transformation, knowledge management, enterprise architecture, software product development, large-scale systems integration, IT productivity transformation, and IT governance.

Yeona’s research focus is on advancing the understanding of IT-to-Value pathways and Knowledge Management to help organizations shape the future and drive changes for greater efficiency and innovation in the 21st century economy. Not “what worked in the past and how do we repeat it?” but “what's necessary for the future and how do we create it?” She served on the committee responsible for recommending future information architectures, processes, and strategies for the Centers for Medicare and Medicaid Services in the U.S. She is a member of the Knowledge Management Advisory Committee of National Research Council Canada.

Prior to joining the Desautels Faculty of Management at the McGill University in June 2008, she worked as Vice President and CIO (Chief Information Officer)/CKO (Chief Knowledge Officer) at Samsung SDS. In addition, as a member of the CEO Advisory Office of the company, she advised CXOs in various Samsung companies with strategic insights on knowledge management and IT-enabled business transformation and innovation.

A specialist in information systems, Yeona teaches in the areas of technology and innovation management. Yeona received her PhD in Computer Science from the Massachusetts Institute of Technology, an MSc in Business Management from the Sloan School of Management, Massachusetts Institute of Technology, an MSc in Computer Science from the Massachusetts Institute of Technology, and a BSc in Computer Science and Statistics from Seoul National University, South Korea.

In her presentation, Yeona will examine how millennial students in higher education use social media and other collaboration technologies in their collaborative learning activities, revealing the primary decision factors driving students’ technology choice for use in their collaborative learning activities. The analysis revealed convenience as an important decision factor impacting millennial students’ choice of social media and collaborative technologies to use in their team-based collaborative learning interactions. In particular, three salient types of convenience emerge that matter to millennial students: convenient to everybody in the team, convenient to access and use, and convenient to collaborate with each other privately within the team. The analysis also suggests that the use of social media and collaboration technologies chosen by students in their collaborative learning activities is more likely to result in students with a positive collaborative learning experience than otherwise. In addition, a moderately strong correlation was found between students’ learning performance in co-creating new knowledge through the application of existing knowledge and the sharing of ideas and their perception on the impact of the use of the technologies of their choice on learning experience. A student-engaged, technology-choice-and-impact framework is proposed that captures the relationship between millennial students’ convenience-
driven technology choice and its impact on collative learning experience and performance. Further efforts should focus on investigating pedagogic designs that engage students in technology choice for improved collaborative learning experience and performance. The results of this study can inform educators and education technology providers in tailoring their approaches to incorporating technologies with learners in mind, thus turning their engagement into improved learning experience and performance.

REFERENCES


