

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

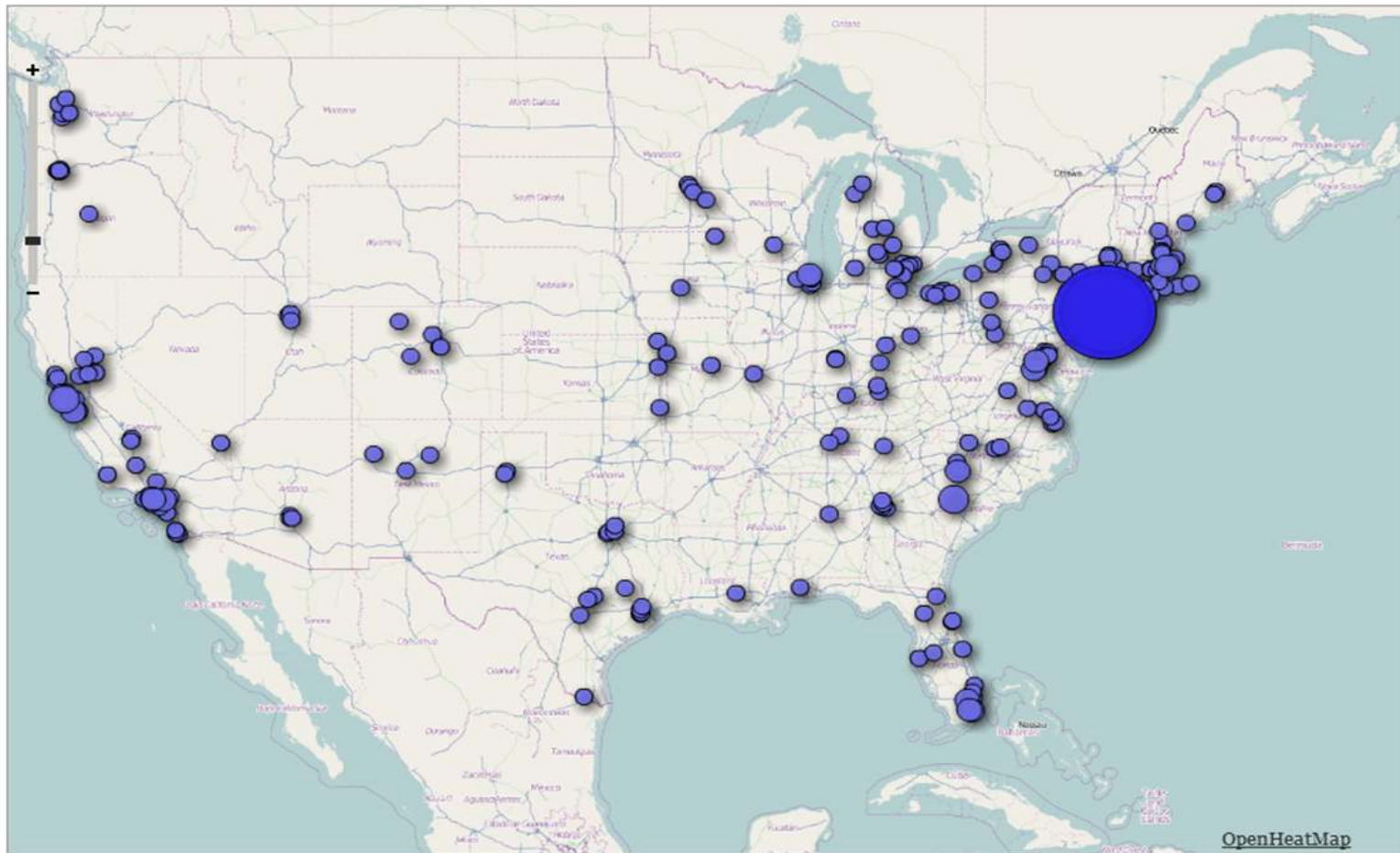
Travel frequently for work

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?

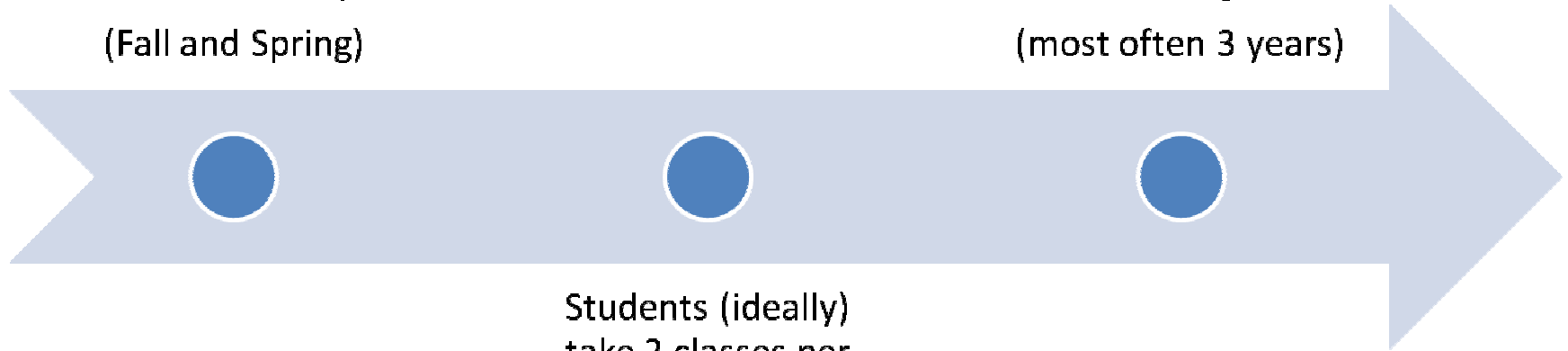


The **Original** Program Design

36 total credits

Students are admitted
in two cohorts a year
(Fall and Spring)

Students take 6
semesters to graduate
(most often 3 years)



Students (ideally)
take 2 classes per
semester

(offered during
the evenings on
campus)

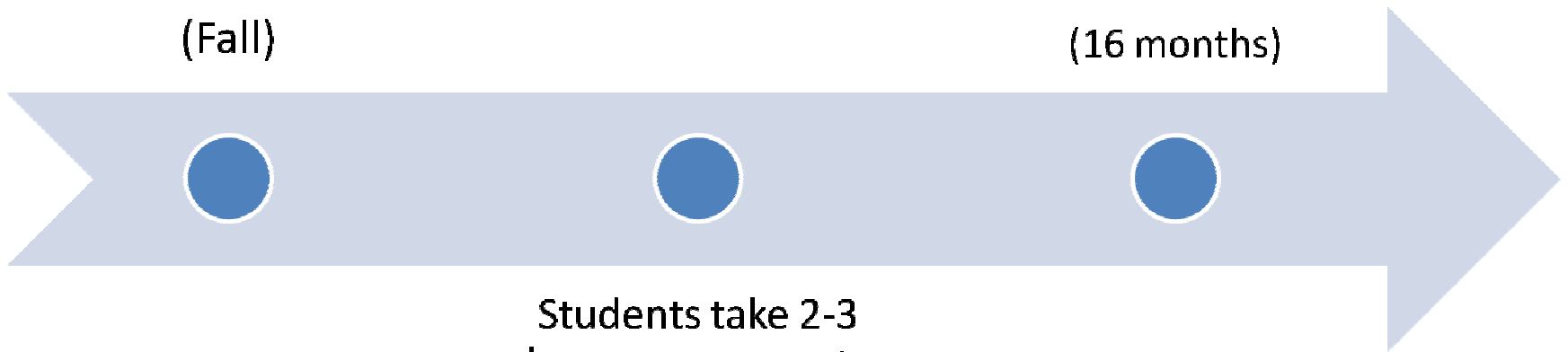
The **New** Program Design

36 total credits

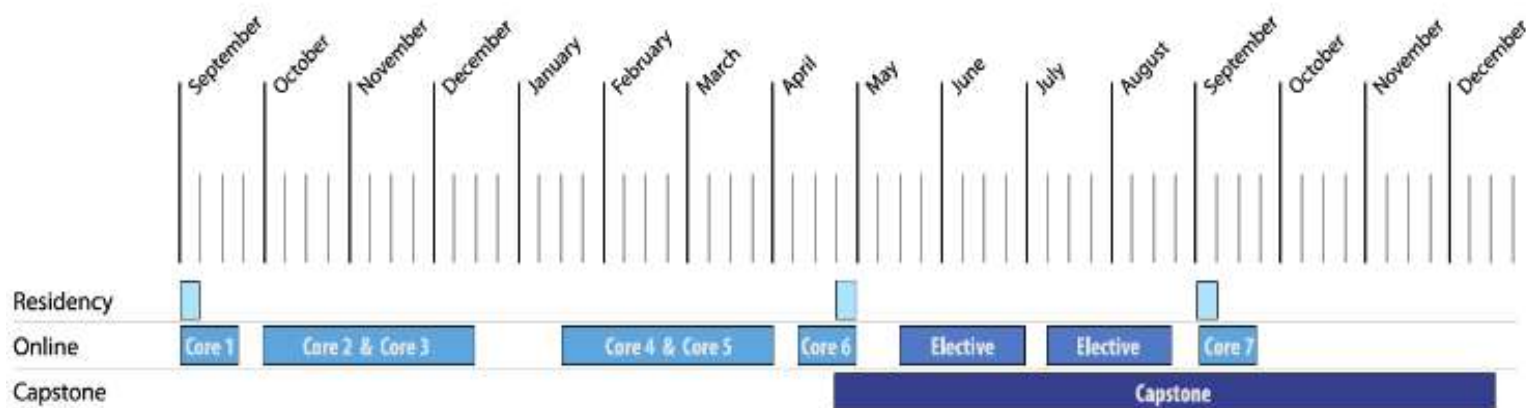
Students are
admitted in one
cohort a year
(Fall)

Students take 4
semesters to graduate
(16 months)

Students take 2-3
classes per semester
(offered through a
hybrid format)



Master of Science in Information and Knowledge Strategy



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

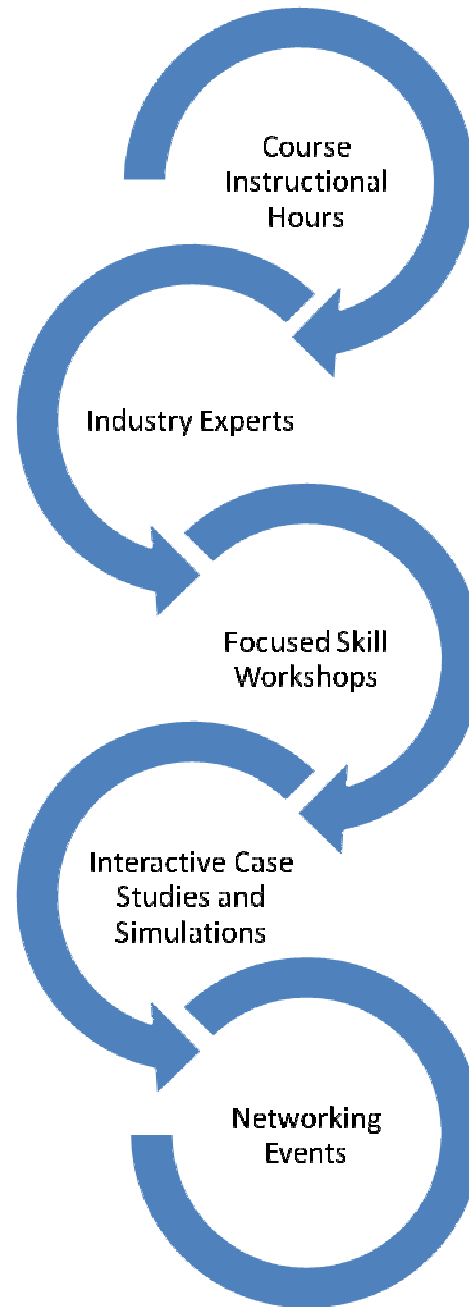
Course 3 instructional hours: 28 (live + asynchronous) online

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



Student Feedback

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

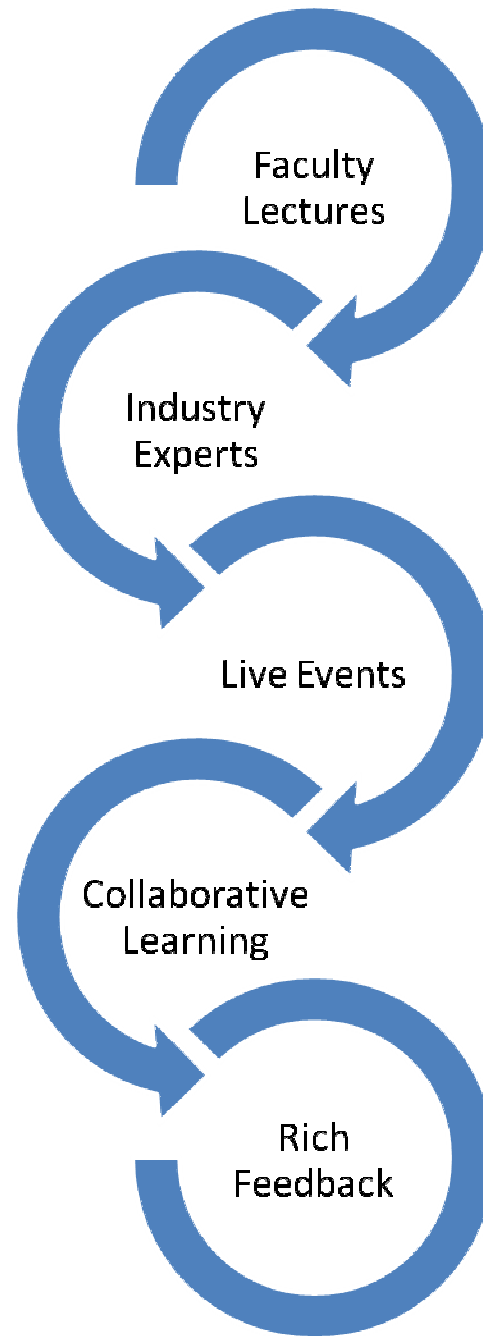
“I understand after this residency that this is where I need to be.”

“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



A Typical Week

Faculty and Industry Expert Lectures

Course Wrap Up



[Direct Link for iPad](#)

Expert Interview: Dale Stanley



[Direct Link for iPad](#)

Faculty Briefing with Len Peters



[Direct Link for iPad](#)

Large Group (live) Interactive Sessions

The screenshot displays a web-based interface for a live interactive session. The main content area shows a presentation slide titled "Organizing & Accessing Fall 2011 Week 2" with a URL from adobeconnect.com. The slide content includes a navigation bar with "Announcements", "IR", "Information Behaviors", "Search", and "The Anatomy of Search". Below this is a diagram with three orange triangles: "Users" (Portal: Brand, Patterns, Incentives, Find), "Search" (Performed, Explored, Fast, Browse), and "Objects" (Great, Database, Collection, Social, Findable). A sidebar on the left lists attendees and participants. A chat window at the bottom left shows a conversation about the terms "redundant", "outdated", and "trivial". A poll window at the bottom right asks about working in an interdisciplinary field.

Attendees (54)

- Anthony Pesto (A...)
- Cristina Lindae
- Leslie Abbott
- Leslie Abbott 2

Participants (30)

- Abid Ali
- Alexander Patouras
- Alexis Adair
- Andie Hine
- Aric Peck
- Christine Abbano...
- Cybil Powers
- David Cortico
- David Crumb
- Edward DuFres
- Eniko Mészáros
- Georgeta Pitat
- Eora Dekkerman
- Jana Smith
- Jessica Spila
- Jillal Palmer
- Jake Brown Grant
- Jake Schaffer
- Julie Lee
- Laura Lerner
- Laura Rendon
- Malissa Abney
- Madine Reszala

Chat Week 2 - (over)

Laura Lerner: *redundant, outdated, trivial*
Madine Reszala: *analysis?*
Laura Lerner: *and what trivial means...*
Laura Lerner: *and what outdated means...*
Laura Lerner: *and what redundant means...*
Laura Lerner: *All depends on your goals*
Cristina Lindae: *And with that fabulous observation, Laura, I open the last poll of the*

Poll 3

AMBIGUITY POLL TIME! On a scale of 1 - 5, how do you feel about working in an interdisciplinary field where the context determines your role?

- 1 - kinda bummed
- 2 - unenthusiastic
- 3 - neutral, ambiguity is a non-issue
- 4 - fascinated
- 5 - incredibly enthusiastic

0:46:56/1:00:29

(Live) Study Circles, Team Meetings and Office Hours



Dynamic Integrated Learning Tools and Content



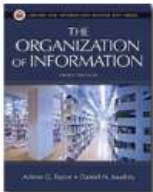


Boiko, B. (2004). *Content Management Bible, 2nd Ed.* Indianapolis, Ind.: Wiley Pub.

- 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.



Taylor, A.G., and Joudrey, D.N. (2009). *The Organization of Information, 3rd Ed.* Westport, Conn.: Libraries Unlimited.

- 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.



Rosenfeld, L., & Morville, P. (2007). *Information Architecture for the World Wide Web.* Farnham: O'Reilly

- 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.](#)

Please note -- Due to copyright restrictions, online access to this material is limited to instructors and students currently registered for this course. Please be advised that by clicking the link to the electronic materials in this course, you have read and accept the following:

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction.

One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

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:

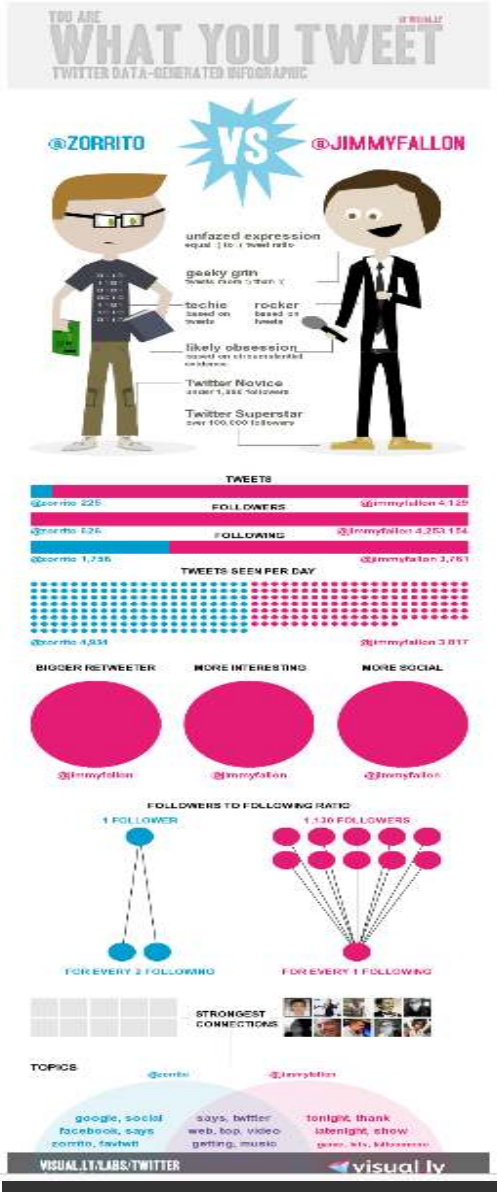
- <http://visual.ly/twitter>: Visualizations based on your Twitter posts
- <http://vizualize.me/>: Visualizations based on your LinkedIn profile



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/iqQrfK6SMA#>

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 Linked In page and really see who I was from an experience perspective. I have previously been conservative with how I express myself on my Linked In 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

Question 1: Thoughts

Instructor Abbott

10/4/2011 5:58:37 PM

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 "Klout" (<http://klout.com/home>). 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.



K
54

Leala Abbott

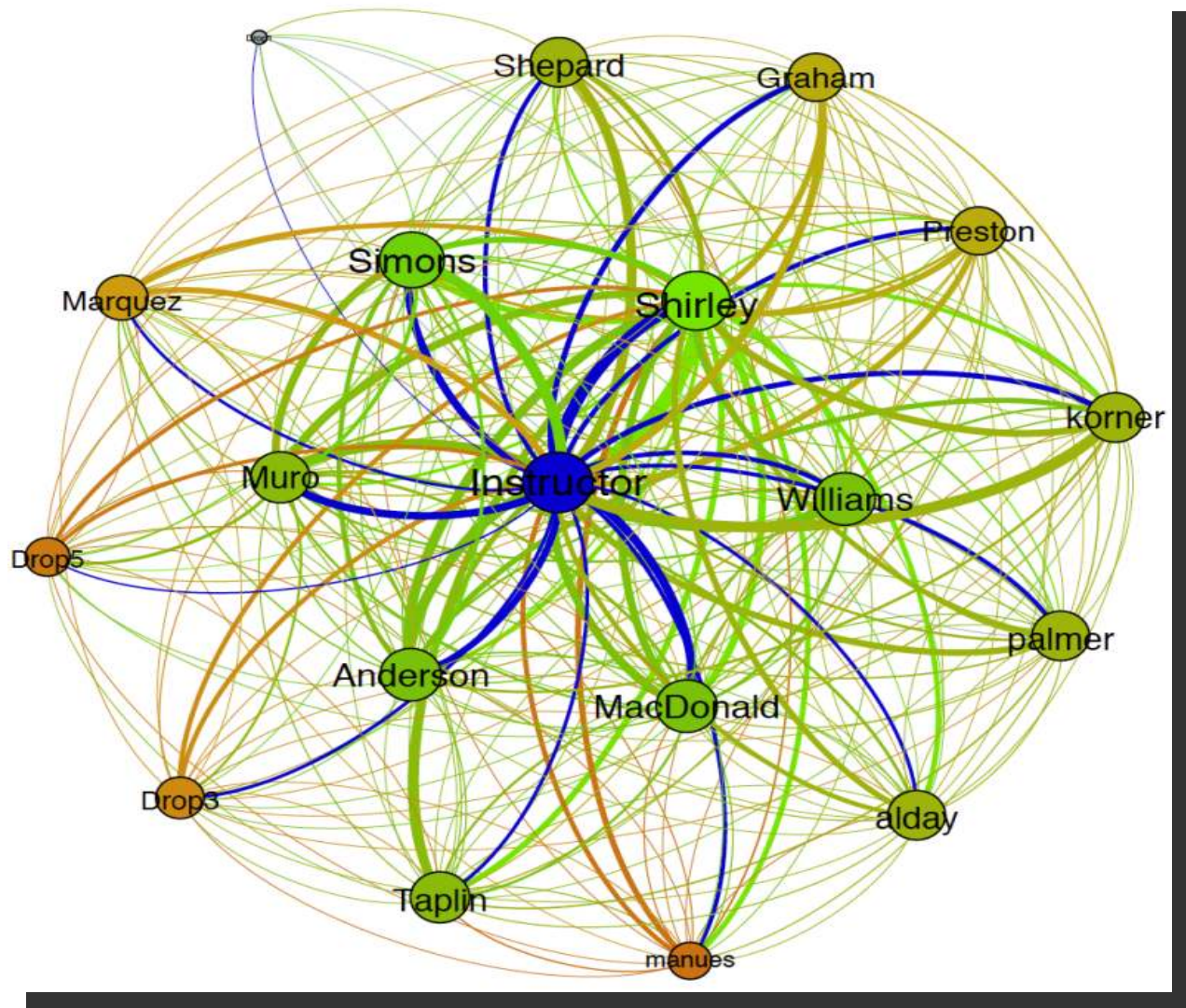
Metadata nerd and professional pragmatist. I like tech and humans, but only at the same time (HCI). I drink a lot of coffee, pick locks and play soccer.
New York City

Influencer of [346]

Influential about
Semantic Web
Github
Usability

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?



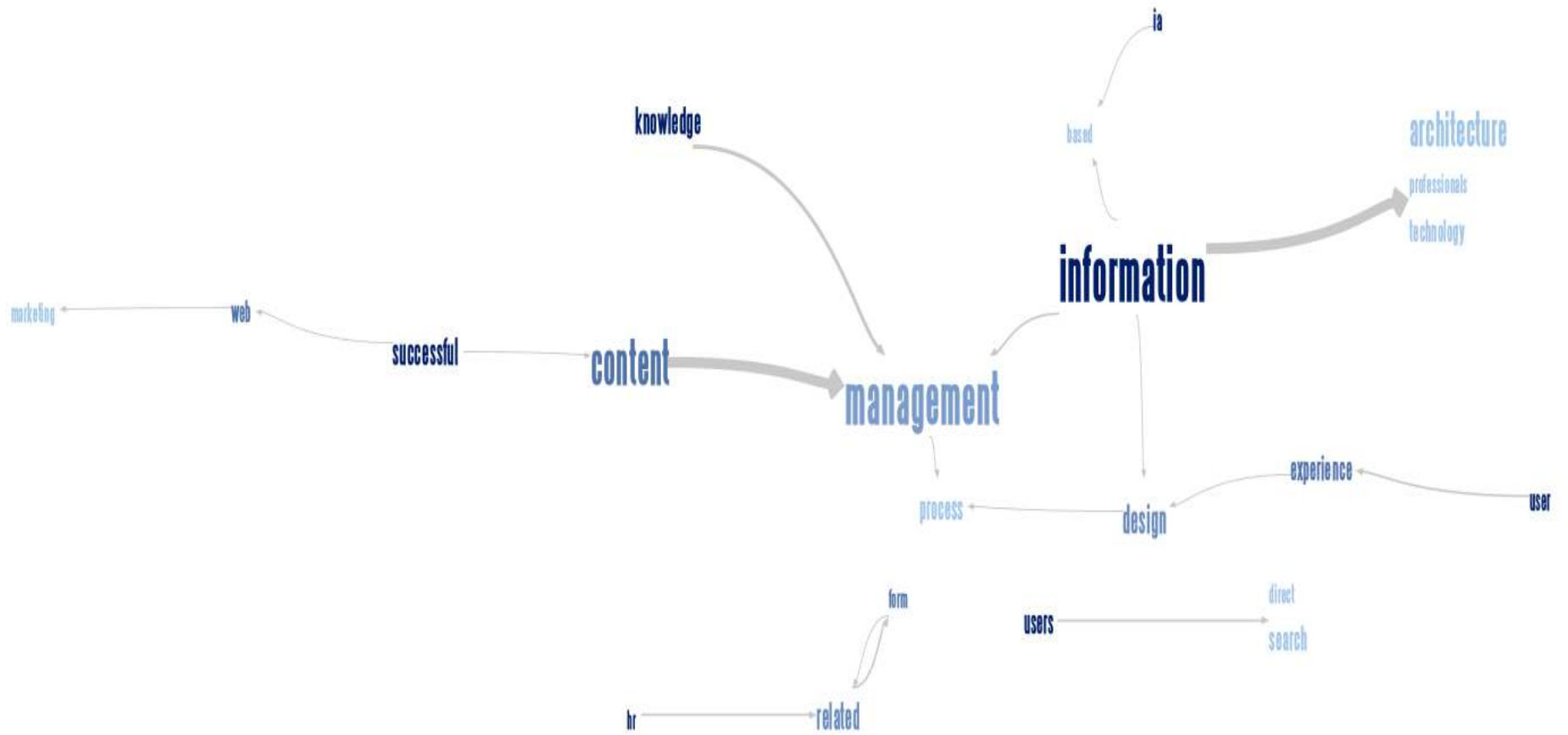
206 total posts: 4 teams

1st Post average: 670 words

Response post average: 4 per thread

(just one assignment)

Meaningful Connections



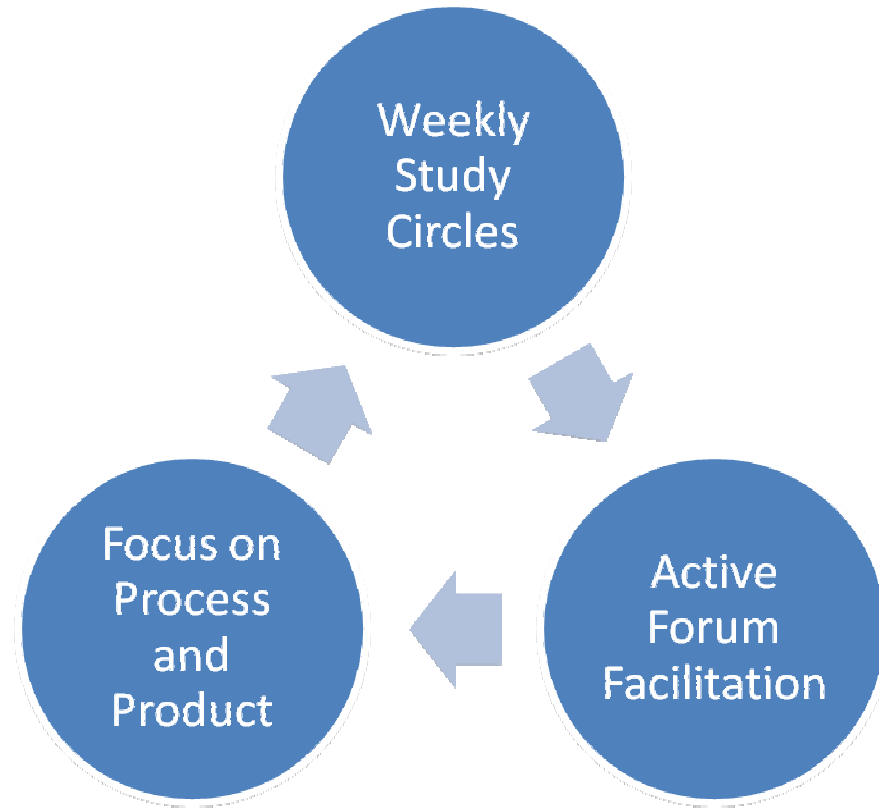
And what about quality?

READING CRITIQUE RUBRIC

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

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

Rich Feedback



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.”

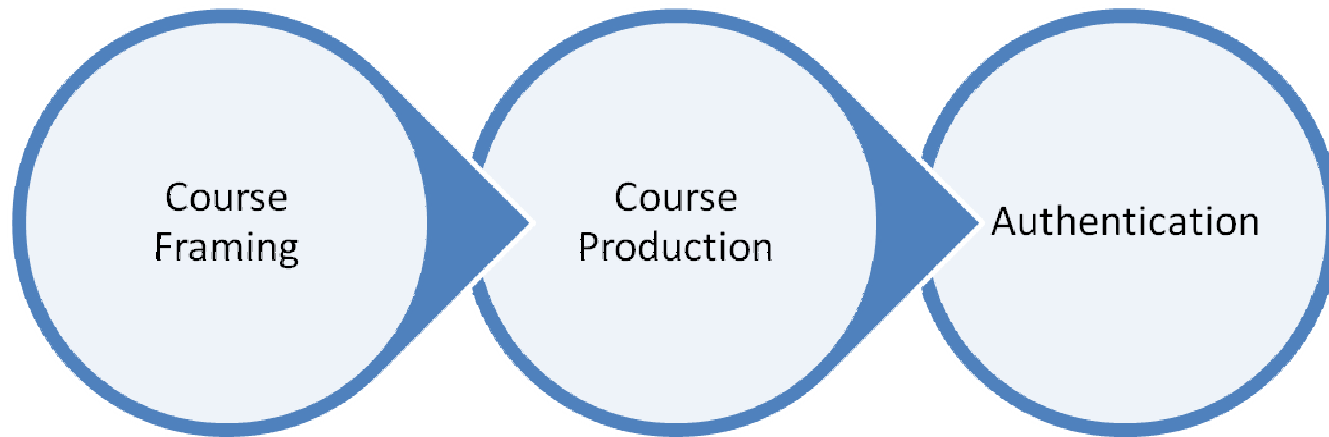
“Convenience. It made it much easier to fit in than if I had to get to campus for the course, and also left more time available for studies and projects, since **I wasn't wasting time in commuting.”**

“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.”

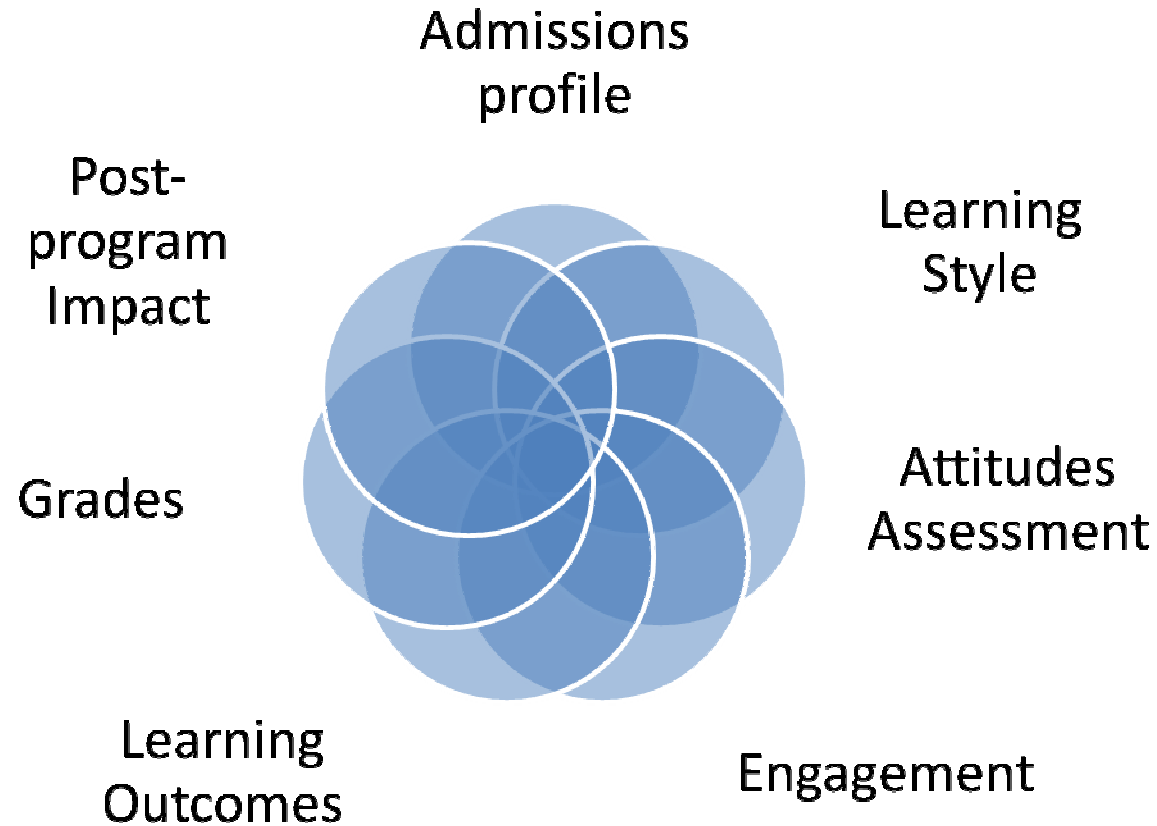
“The instructors for the course were attentive, organized and **involved**. They kept the course work **relevant to today's world** and did a great job at explaining it.”

Really **intense** and all around exceptional!

16 Weeks



How we measure Success.



Questions?