Unit Outline 2012
Faculty of Arts and Design

Knowledge Sharing and Communication using the Internet PG
7604
This Unit Outline must be read in conjunction with:

a) *UC Student Guide to Policies*, which sets out University-wide policies and procedures, including information on matters such as plagiarism, grade descriptors, moderation, feedback and deferred exams, and is available at *(scroll to bottom of page)*

b) *UC Guide to Student Services*, and is available at *(scroll to bottom of page)*

c) Any additional information specified in section 6h.

### 1: General Information

1a **Unit title**
   Knowledge Sharing and Communication using the Internet PG

1b **Unit number**
   7604

1c **Teaching period and year offered**
   Semester 2, 2011

1d **Credit point value**
   3

1e **Unit level**
   PG

1f **Name of Unit Convener and contact details (including telephone and email)**

   Brad Hinton  
   Phone: 0411 574 357  
   Email: bhinton3801@gmail.com (preferred contact point)

   **Tutor**
   Tarita Dickson  
   Email: taritadickson@gmail.com

1g **Administrative contact details (including name, location, telephone and email)**

   Name: Ms Brooke Barnes  
   Location: Building 9, Room C6  
   Phone: +61 2 6201 2475  
   Email: Brooke.Barnes@canberra.edu.au
2: Academic Content

2a Unit description

Unit Description
Communication and knowledge sharing in the modern organisation are enabled through web-based technologies. This unit will explore the way that the internet enables organisations to communicate and share knowledge more effectively. Specific internet technologies and their optimal use will be studied in a framework of support for organisational communication and knowledge and information management strategies.

Learning Outcomes
On successful completion of this unit, students will be able to:

1. describe the need for organisations to embrace and use the internet as a means of communicating and sharing knowledge
2. research and plan for organisational-specific needs in the introduction of significant web-enabled technologies to support communication and knowledge sharing
3. manage the ongoing integration of internet technologies into an organisation’s communication and knowledge management strategies
4. evaluate and discern the value of emerging web technologies.

2b Prerequisite
None

2c Graduate Attributes

In addition to meeting specific learning outcomes, all graduates are expected to acquire a range of generic skills or graduate attributes through their program of study. Employers value these highly, and it is important for your future career that you are able to identify your generic skills and point to the learning experiences that produced them.

A statement of graduate attributes that students will develop during the course of their studies can be found in section 6f of this unit outline. Specifically, this unit will enable students to develop graduate attributes 1, 2, 3, 4 and 5.

3: Delivery of Unit and Timetable

3a Delivery mode

Fully online
### 3b  Timetable of activities

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Discussion Forum 1 - introductions</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Discussion Forum 2</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>Assignment Activity – Participate in class wiki (for next 3 weeks)</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>Assignment Activity – Social tagging using Delicious</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>Assignment Activity – Microblogging using Twitter</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>Submit assignment 1</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3</td>
<td>Discussion Forum 3</td>
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<tr>
<td>11</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4</td>
<td>Discussion Forum 4</td>
</tr>
<tr>
<td>14</td>
<td>4</td>
<td>Submit Assignment 2</td>
</tr>
</tbody>
</table>

### 4: Unit Resources

#### 4a  Lists of required texts/ readings

There is no required textbook for this unit.

*Required readings* for this unit are placed on the Library’s eReserve accessible via the unit website or directly via the Library’s website at [http://www.canberra.edu.au/library](http://www.canberra.edu.au/library)

#### 4b  Materials and equipment


#### 4c  Unit website

2. Click on MOODLE
3. Bookmark the LearnOnline login page so that you can return quickly.
4. Login to Moodle
5. Click on the appropriate unit link.
5: Assessment

5a Assessment overview

<table>
<thead>
<tr>
<th>Assessment item</th>
<th>Due date of Assignment</th>
<th>Weighting</th>
<th>Addresses learning outcome(s)</th>
<th>Related Generic Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1 Using Social Media</td>
<td>5 Oct (week 8)</td>
<td>50%</td>
<td>1,3</td>
<td>1,2,4,5</td>
</tr>
<tr>
<td>Assignment 2 Enabling Internet Technologies</td>
<td>15 November (week 14)</td>
<td>50%</td>
<td>2,4</td>
<td>1, 2,3,4.</td>
</tr>
</tbody>
</table>

5b Details of each assessment item

Assignment 1 - Using Social Media

<table>
<thead>
<tr>
<th>Due date</th>
<th>5 Oct (week 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>50%</td>
</tr>
<tr>
<td>Suggested length</td>
<td>Approx. 2500 words</td>
</tr>
</tbody>
</table>
| Instructions              | This assignment has two parts:

**Part 1 (approx. 1000 words)**

a) Find six internet resources that will be of use to you in this unit (but have not been presented to you in the study guide). Go to the social tagging site - Delicious (http://delicious.com) - and tag these resources using your own concepts and language. In order to create an assured social connection for the class, tag all of your resources with the label internetcommunication (one word) as well as any other tags that you select. Search Delicious on the tag internetcommunication and other tags that interest you.

b) As a class we will use a wiki to create a collaborative site that outlines 'the benefits and risks of blogs in business'. You will be given access and instructions on how to use the wiki via the discussion forum.

c) Participate in the Twitter activity during week 6. Details of the activity will be posted to the discussion forum.

d) Submit a 1000 word (approx) reflection on your use of these social media. Attempt to analyse your experience in some detail and explain what aspects of the social media activity were beneficial or how they might be improved. How did your use of these internet communication tools challenge you? Make this a reflection of your practice and experience (supported by the literature) rather than a theoretical paper or a description of what happened.

**Part 2 (approx 1500 words)**

Social Classification: Consider this excerpt from *Information Architecture for the Web* (3rd ed.) by Morville and Rosenfeld. (2006, OReilly, USA)
Of course, the tagging revolution hasn't come without a cost. In their enthusiasm for the new, many overzealous pundits have forecast the demise of traditional forms of organization. For example, David Sifry, founder and CEO of Technorati, stated:

Tags are a simple, yet powerful, social software innovation. Today millions of people are freely and openly assigning metadata to content and conversations. Unlike rigid taxonomy schemes that people dislike, the ease of tagging for personal organisation with social incentives leads to a rich and discoverable folksonomy. Intelligence is provided by real people from the bottom-up to aid social discovery. And with the right tag search and navigation, folksonomy outperforms more structured approaches to classification.

Will social classification replace traditional forms of organising information on the web ie. organisations structuring content for their clients to access? Argue your case and support your argument with scholarly and professional literature.

<table>
<thead>
<tr>
<th>Purpose of assignment</th>
<th>This assignment addresses learning outcomes 2 and 4 (see Section 2a), and graduate attributes 1, 2, 3, and 4. (see Section 6f). The purpose of this assignment is to examine the emerging phenomena of Web 2.0 and its application to knowledge work.</th>
</tr>
</thead>
</table>
| Marking criteria      | The following criteria will be used in marking this assignment:  
  - ability to reflect on an experience in using social media and determine its value  
  - ability to present a position and logical argument  
  - clear and concise descriptions of traditional and social organisation of web information  
  - presentation, structure, expression, citation and referencing. |
| Submission details     | Please submit the assignment electronically through the assignment drop box in the Moodle site for this unit. |

### Assignment 2 – Enabling Internet Technologies

<table>
<thead>
<tr>
<th>Due date</th>
<th>16 November (week 14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>50%</td>
</tr>
<tr>
<td>Suggested length</td>
<td>Approx 2500 words</td>
</tr>
</tbody>
</table>

**Instructions**

Write an essay that examines a number of internet technologies that support knowledge work in some way. Describe both the enabling internet technology and how it supports an individual or an organisation in their activities of managing knowledge. You should cover four to five cases of enabling internet technologies in your essay. These cases may be from your personal or professional experience (excluding your online course at UC) or they may be reported in scholarly literature or textbooks (but not those presented as resources in this unit). The emphasis in this essay should be on the context, the knowledge work that is being undertaken and the enabling internet technology.

| Purpose of assignment | This assignment addresses learning outcomes 1 and 3 (see Section 2a), and graduate attributes 1, 2, 3, 4 and 5 (see Section 6f). |
5c  **Text-matching software**
Not used in this unit

5d  **Special assessment requirements:**
None

5e  **Supplementary assessment:**
Not applicable

5f  **Academic Integrity**
Students have a responsibility to uphold University standards on ethical scholarship. Good scholarship involves building on the work of others, and use of others’ work must be acknowledged with proper attribution. Cheating, plagiarism and falsification of data are dishonest practices which contravene academic values.

### 6:  **Student Responsibility**

6a  **Workload**
The amount of time you will need to spend on study in this unit will depend on a number of factors, including your prior knowledge, learning skill level and learning style. Nevertheless, in planning your time commitments, you should note that for a 3cp unit, the total notional workload over the semester or term is assumed to be 150 hours. These hours include time spent in reading, online discussion and preparing assignments. The total workload for units of different credit point value should vary proportionally. For example, for a 6cp unit the total notional workload over a semester or term is assumed to be 300 hours.

6b  **Special needs**
Students who need assistance in undertaking the unit because of disability or other circumstances should inform their Unit Convener or UC AccessAbility (formerly the Disabilities Office) as soon as possible so the necessary arrangements can be made.

6c  **Withdrawal**
If you are planning to withdraw, please discuss with your unit convener. Please see [this link](#) for further information on deadlines.
6d Required IT skills
LearnOnline is the learning management system for this unit. Basic computer literacy is assumed, and students should be able to perform the following before commencing the unit:

- use a standard word processing software
- manage and upload files
- access the Internet and use email

A guide to using LearnOnline is available at:


6e Costs
In addition to the fees for this unit, students will need to acquire the required course materials and access the computer facilities necessary to undertake online study.

6f Generic Skills

**UC Generic skills and attributes**
By the end of their course, graduates will have developed skills and attributes in:

1. **Communication**
The ability to present knowledge, ideas and opinions effectively and communicate within and across professional and cultural boundaries

2. **Analysis and inquiry**
The ability to gather information, and to analyse and evaluate information and situations in a systematic, creative and insightful way

3. **Problem solving**
The ability to apply problem-solving processes in novel situations; to identify and analyse problems then formulate and implement solutions

4. **Working independently and with others**
The ability to plan their own work, be self-directed, and use interpersonal skills and attitudes to work collaboratively

5. **Professionalism and social responsibility**
The capacity and intention to use professional knowledge and skills ethically and responsibly, for the benefit of others and the environment

**Personal attributes**
Individuals entering our programs bring with them a diversity of attributes and experiences. As students of the University they will develop the qualities of critical thinking, curiosity and reflective practice. They will use foresight, initiative and leadership, and be open to alternative perspectives. As graduates, they will continue to learn and thrive in environments of complexity, ambiguity and change.
6 g Work Placements, internships or practicums

No

7: Student Feedback

All students enrolled in this unit will have an opportunity to provide anonymous feedback on the unit at the end of the Semester via the Unit Satisfaction Survey (USS) which you can access by logging into MyUC via the UC homepage: http://www.canberra.edu.au/home/. Your lecturer or tutor may also invite you to provide more detailed feedback on their teaching through an anonymous questionnaire.

8: Authority of this Unit Outline

Any change to the information contained in Section 2 (Academic content), and Section 5 (Assessment) of this document, will only be made by the Unit Convener if the written agreement of Head of Discipline and a majority of students has been obtained; and if written advice of the change is then provided on the unit site in the learning management system. If this is not possible, written advice of the change must be forwarded to each student enrolled in the unit at their registered term address. Any individual student who believes him/herself to be disadvantaged by a change is encouraged to discuss the matter with the Unit Convener.