



Semesterbeskrivelse for kandidatuddannelsen i Informationsarkitektur, 8. semester, forår 2014

Semesterbeskrivelse

Oplysninger om semesteret

Skole: CAT

Studienævn: Humanistisk informatik

Studieordning: Studieordning for kandidatuddannelsen i Informationsarkitektur ved Aalborg Universitet med korrektioner 2008

Semesterkode og studieordningskode:

Semesterets temaramme

Det andet semester på kandidatuddannelsen i informationsarkitektur har fokus på det konkrete design af informationsarkitektur. Der arbejdes på semestret på at implementere 7. semesters teoretiske fundament i konkrete designs af informationsarkitektur. Dette indebærer sideløbende med praktisk casearbejde undervisning i IA design-, analyse- og evalueringsprocesser (og herunder IKT-værktøjer til IA design), etik i design, brugerorienteret systemdesign, kontekstforståelse og projektstyring. Casearbejdet formidles i løbet af semestret i både mundtlig form som afrapportering til rekvirent og i skriftlig form i semesterprojektet.

Semesterets organisering og forløb

Semestret dækker undervisning i kurserne "Design af informationsarkitektur" (modul 4) og "It-teknik: software" (modul 5), sidstnævnte samlæses med Informationsvidenskabs modul i "Lærings-, videns- og indholdshåndtering med ikt" (Modul 13).

Formålet med semestret er at opøve kompetencer i brugerdrevet design af informationsarkitektur. Ifølge studieordningen skulle den brugerdrevne del have været samlæst med Informationsvidenskab på 7. semester, men da den del er flyttet fra IV's 7. til 8. semester i den nye studieordning, samlæses timerne på 8. semester i stedet.

Semestret på organiseres overordnet omkring arbejdet med de 3 efter hinanden følgende caseforløb. Casene dækker Design af informationsarkitektur (forløb 1, 3 cases), Evaluering og redesign af informationsarkitektur (forløb 2, 1 case) og Udvikling af metadata til informationsarkitektur (forløb 3, 2 cases). Sideløbende undervises de studerende i emner omkring udvikling af informationsarkitektur.

Kurset i IT-teknik præsenterer de studerende for systemer til styring af læring, viden og indhold samt dertil knyttede processer.

Semesterkoordinator og sekretariatsdækning

Ankerlærer: Tanja Svarre

Sekretær: Louise Mette Møller

Modulbeskrivelse

Modultitel, ECTS-angivelse og STADS-kode

Design af informationsarkitektur/Design of information architecture

25 ECTS

Aktivitetskode:

Modul 4: Design af informationsarkitektur

Placering

8. Semester

Studienævn (eller valgfag eller lign.):Huminf

Modulansvarlig

- *Tanja Svarre*

Type og sprog

Projektmodul

Engelsk

Mål

Faglige kompetencer: Den studerende skal gennem modulet opnå faglige kompetencer inden for:

- *design af informationsarkitektur med udgangspunkt i brugerdrevet innovation*
- *projektledeelse af design af kultursensitive og flermediale informationsarkitekturer*
- *formidling af designstrategier.*

Praksiskompetencer: Den studerende skal gennem modulet opnå kompetencer til:

- *design af informationsarkitektur med udgangspunkt i brugerdrevet innovation*
- *projektledeelse af design af kultursensitive og flermediale informationsarkitekturer*
- *praksisrefleksion med henblik på forbedring af processer og produkter og udvikling af egen kompetence i design af informationsarkitektur.*

Fagindhold og begrundelse

Modulet sætter fokus på opøvelse af den studerendes kompetence i brugerdrevet design af indhold og struktur i alle slags informationssystemer på tværs af medieformer, med særlig fokus på kombination af forskellige kulturelle koder og mediemodaliteter.

Den studerende udfører successivt tre designforløb af tre til fire ugers varighed efterfulgt af en uges refleksion. Hver refleksion over designforløb munder ud i en refleksionsrapport. Designforløbene initieres af opgaver stillet af eksterne samarbejdspartnere, som efterfølgende får præsenteret de udarbejdede designforslag og giver den studerende feedback som supplement til vejledningen. I hvert designforløb skal den studerende anvende den teoretiske viden, han/hun har erhvervet på modul 1, Informationsarkitekturs retorik og økologi.

Omfang og forventning

Modulet er berammet til 25 ECTS og har tildelt 160 timer, dvs. omkring 40 K-timer. Desuden følger de studerende 11 k-timer i systemdesign på Informationsvidenskabs modul 12 i systemdesign, altså i alt 52 k-timer. Forberedelsen til timerne vil primært være i form af læsning af litteratur. Dertil kommer arbejdet med de tre successive cases, der løses og præsenteres sideløbende med undervisningen. Her vil forberedelsen bestå i indsamling af data, bearbejdning, analyse og omsætning til designforslag. De studerende modtager 15 timers vejledning til arbejdet med de 3 cases. En del af disse timer lægges som fællesvejledning i løbet af semestret.

Deltagere

12 deltagere

Deltagerforudsætninger

Deltagelsen forudsættes af, at den studerende har deltaget på uddannelsens 7. semester, da der bygges videre på den teori, der har været præsenteret på det foregående semester.

Modulaktiviteter (kursusgange med videre)

Date	Content	Readings
Første caseforløb: Design af IA		
3.2 9.15- 12 Tanja	Designing IA 1 <ul style="list-style-type: none">• Introduction to the course<ul style="list-style-type: none">○ Lecture plan○ Cases – and in particular case 1• Cases:<ul style="list-style-type: none">○ PBL akademiet○ Rumas○ Sandras børnehave• Design process and analysis methods• Planning the design process	Morville, P & Rosenfeld, L (2007). <i>Information architecture for the World Wide Web</i> . Sebastopol (CA): O'Reilly. 231-263.
3.2 12.30- 15.15 San- dra	Designing IA 2 <ul style="list-style-type: none">• Value-sensitive design• Ethics in design	Kommer
4.2 10.15- 12 Tanja	Designing IA 3 <ul style="list-style-type: none">• Information architecture design• Analysis and subsequent design	Morville, P. & Rosenfeld, L. (2007). <i>Information architecture for the World Wide Web</i> . Sebastopol (CA): O'Reilly. 264-331.
4.2 12-15 Anne Marie	System design <ul style="list-style-type: none">• Systems design & participation – an introduction	Löwgren & Stolterman Chapter 1+2 Michael J. Muller: "Participatory Design: The Third Space in HCI" <i>Human-computer interaction: Development process</i> (2003): 165-185.
5.2 9.15- 12 San- dra	Designing IA 4 <ul style="list-style-type: none">• Persuasive design	Kommer
6.2	System design	http://www.mountangoatsoftware.com/agile/ (Cohn's site)

10-12 P.O	<ul style="list-style-type: none"> Agile methods 	<p>on Agile & Scrum, good for beginners)</p> <p>Beyer, H. (2010). User-centered agile methods. San Rafael, Calif. Morgan & Claypool Publishers.</p> <p>Royce, W. (n.d.). Managing development of large software systems. In IEEE Wescon (pp. 1–9)</p>
10.2 9-12 Anne Marie	<p>System design</p> <ul style="list-style-type: none"> Design roles and Methods and Techniques 	<p>Löwgren & Stolterman Chapter 3 + 4</p> <p>Yanki Lee: “Design participation tactics: the challenges and new roles for designers in the co-design process”, in CoDesign, 4:1,31-50 2010.</p>
12.2 9.15- 12 Heilyn	<p>Designing IA 5</p> <ul style="list-style-type: none"> Organisational kontekst 	<p>MacDavid. The Business-IT Gap: A Key Challenge. IBM Almaden Service Research: http://www.almaden.ibm.com/coevolution/pdf/mcdavid.pdf</p> <p>National Computer Center. Aligning IT with Business strategy: http://www.ictknowledgebase.org.uk/fileadmin/ICT/pdf/NCC/Align_IT_with_strategy.pdf</p> <p>Chapter 1 of: Teegarden, Paige Hull Hinden, Denice Rothman Sturm, Paul (2010) Nonprofit Organizational Culture Guide : Revealing the Hidden Truths That Impact Performance. Online in AUB.</p> <p>Benoit A Aubert,* Henri Barki, Michel Patry & Vital Roy (2008). A multi-level, multi-theory perspective of information technology implementation. Info Systems Journal 18, page 45-72</p>
20.2 9-12 Anne Marie	<p>System design</p> <ul style="list-style-type: none"> Design conditions and thoughtful interaction design 	<p>Löwgren & Stolterman Chapter 6+7</p> <p>Kanstrup & Bertelsen: “Participatory Reflections – Power & Learning in User participation”, in press, 2013.</p> <p>Suchman: “located accountabilities in technology production” in Scandinavian Journal of Information Systems, 2002, 14(2): 91-105.</p>
21.2 9.15- 12 Tanja	<p>Designing IA 6</p> <ul style="list-style-type: none"> Presentation and discussion of IA design proposal: Case 1 	
Andet caseforløb: Evaluering og redesign af IA		
28.2 9.15- 12 Tanja	<p>Evaluating IA 1</p> <p>Introduction to case 2: Housing Enabler data collection</p> <ul style="list-style-type: none"> Evaluation in information architecture Planning the evaluation Converting evaluation results into redesign 	<p>Rogers, Sharp & Preece (2011): Ch. 12-14</p> <p>Coursaris & Kim (2011). A meta-analytical review of empirical mobile usability studies. Journal of usability studies, 6(3), 117-171.</p>

6.3 8.15-12 Marianne	Evaluating IA 2 <ul style="list-style-type: none"> Evaluation and evaluation criteria 	Kalbach, J. (2007). Designing web navigation. Sebastopol (CA): O'Reilly. 147 – 167 (Chapter 06 Evaluation).
12.3 10.15-12 Heilyn	Evaluating IA 3 <ul style="list-style-type: none"> Project management 	Tomsett, Michael (2010) The little black book of project Management.
	Week 11-12: Case 2 data collection Students: Monday 10.3 UCN employees Last part of week 12	
4.4 8.30-10.30 Tanja	Evaluating IA 4 <ul style="list-style-type: none"> Presentation and discussion of IA evaluation and design proposals 	
Tredie caseforløb: Metadata i IA?		
15 14.4 11.15-12 Tanja	Metadata in IA 1 <ul style="list-style-type: none"> Introduction to case 3 <ul style="list-style-type: none"> DEFF projekt Emne-metadata case 	Androulakis, Buckle, Atkinson & Groenewegen (2009). ARCHER: e-Research tools for research data management. The international journal of digital curation, 1(4), 22-33. Available from: http://www.iidc.net/index.php/iidc/article/view/99/74
14.4 12.30-14.15 Marianne	Metadata in IA 2 <ul style="list-style-type: none"> Metadata 	Haynes, D. (2004). Metadata for information management and retrieval. London: Facet Publishing.
15.4 8.15-14.15 Marianne	Metadata in IA 3 <ul style="list-style-type: none"> Metadata workshop Multites 	Kommer
16.4 10.15-12 Tanja	Metadata in IA 4 <ul style="list-style-type: none"> Pervasive information architecture and metadata 	Resmini & Rosati (2009). Information architecture for ubiquitous ecologies. In: Proceedings of the International Conference on Management of Emergent Digital EcoSystems. ACM: New York. Available from: http://andrearesmini.com/blog/ia-for-ubiquitous-ecologies Resmini & Rosati (2011). Pervasive information architecture. Amsterdam: Elsevier. Ch. 3-8.

2.5 9.15- 12 Tanja	Metadata in IA 5 • Presentation: Case 3	
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Eksamen

I hvert designforløb skal den studerende anvende den teoretiske viden, han/hun har erhvervet på modul 1, Informationsarkitekturens retorik og økologi. Modulet evalueres gennem mundtlig eksamen med udgangspunkt i de refleksionsrapporter, der udarbejdes på baggrund af de tre caseforløb. Har en gruppe studerende løst alle 3 cases i fællesskab, kan eksamen afvikles som gruppeeksamen.

Module description

Module title, ECTS credits and STADS code <i>IT-teknik: software</i> 5 ECTS
Location 8th semester Study board of Humanistisk Informatik
Module coordinator Mette Skov
Type and language Study subject module English
Objectives The module introduces students to the management and adaptation of systems for learning, knowledge and content management in order to enable them to act independently when needing to adapt systems, implement prototypes and implement more complete solutions within various domains (business, cultural heritage and education). Students will gain knowledge of theory and methods regarding ICT systems for learning, knowledge and content management. Students will acquire skills in assessing, selecting and applying methods for learning, knowledge and content management; select and adapt ICT systems as well as communicate methods and solutions for ICT for learning, knowledge and content management. Students will acquire competences in taking an analytical, reflective and critical approach to selecting, adapting and applying ICT systems for learning, knowledge and content management.
Academic content and basis Cf. semester description
Scope and expectations The module is organised with 30 lecture hours at campus for which students are expected to prepare for a minimum of 3 hours for each lecture hour through readings and exercises. Real life cases will be presented as part of the module and it is expected that students engage in case work and exercises in order to work on the ability to integrate theory and practice. The course is co-read with module 13, ICT for learning, knowledge and content management (the master's programme in Human Centered Informatics)
Participants Students enrolled at the 8 th semester Information Architecture

Prerequisites for participation

BA-level in studies accepted by the study board of Human Centered Informatics

Module activities (course sessions etc.)

The module is divided in three sections and will alternate between lectures, hands-on and workshops. More detailed descriptions and readings will be available in Moodle:

1. Introduction to the course and knowledge management (5 lecture hours) – Heilyn Camacho Nunez (Mette Skov & Thomas Ryberg)
2. Hands on: Adoption and implementation of CMS systems (10 lecture hours) – Morten Aagaard – in this part of the course students will get hands-on experience with CMS/LMSs
3. ICT systems for learning, knowledge and content management in various domains
 1. ICT for Learning, Knowledge and Content Management in the cultural heritage domain (4 lecture hours) – Mette Skov
 2. Enterprise systems, introduction and considerations (4 lecture hours) – Heilyn Camacho Nunez
 3. ICT for Learning, Knowledge and Content Management in the educational domain (4 lecture hours) – Thomas Ryberg
 4. Workshop days: Challenges in implementing and using knowledge, learning and content management systems (2 workshops) – Heilyn Camacho Nunez & Mette Skov

Preliminary list of readings:

- Panahi, P.; Watson, J. and Partridge, H. (2013) Towards tacit knowledge sharing over social web tools. *Journal of Knowledge Management*, Vol. 17, No 3. pp. 379-397. Emerald Group Publishing Limited, ISSN 1367-3270
- Karl M. Wiig. (1997) *Knowledge Management: An Introduction and Perspective*. The Journal of Knowledge Management Volume 1 Number 1.
- Shari Shang & Peter B Seddon. (202) Assessing and managing the benefits of enterprise systems: the business manager's perspective. *Info Systems Journal* 12, 271–299.
- Rajiv Malhotra and Cecilia Temponi (2010). Critical decisions for ERP integration: Small business issues. *International Journal of Information Management* 30, pag. 28–37
- Kumar, V; Reinartz, Werner (2012) Chapter 1: Strategic Customer Relationship Management Today. In *Customer Relationship Management : Concept, Strategy, and Tools*. Chapter 1: / SpringerLink (Online book at AUB)

Examination

The module is completed through an internal, written examination in English. The examination is a three-day take-home assignment on a set topic. On the basis of the module, students will respond to one or a number of questions and assignments within the subject area of the module. The assignment paper must not exceed ten pages, and it must be prepared individually.

Evaluation: Grading according to the 7-point scale.

The study elements on which the examination is based is equivalent to 5 ECTS.