AALBORG UNIVERSITET

Communication and digital media 8th semester, Information Architecture, Aalborg, spring 2017

Semester description

Semester details

School: School of Communication, Art and Technology (CAT)

Study board: Communication and digital media

Study regulations:

Semester organisation and time schedule

The purpose of the semester is to develop competences in understanding and incorporating the organisational context in the development and maintenance of information architecture within information management systems. Furthermore, the semester introduces the challenges of information and knowledge sharing within organizations.

The semester offers three obligatory courses and one elective course:

- Information architecture in organisations (project module): This is 10 ECTS course that focuses on the development of information management and digital communication strategies and organizational changes and consequences that may rise from the development and implementation of these strategies, within the field of information architecture.
- Design of information architecture (study subject module): This is 10 ECTS course that focuses on the overall design process from the perspective of user driven and participatory design. The course complements the project module course as it narrows down in the process of systems design and ICT design and development. The teaching of this module takes place from week 5-10. The exam of this course is in week 25.
- Design tools (study subject module): This is a 5 ECTS course that focuses on concrete design process and tools at different steps of the information architecture design process. The teaching and exam of this course take place from week 22-24.
- Elective course: This is a 5ECTS course for master students at Kommunikation og digitale medier. These courses will be offer Fridays, starting in week 9.

Semester coordinator and secretariat assistance

Anchor person: Heilyn Camacho (hcamacho@hum.aau.dk)

Secretarial assistance: Pia Knudsen (piak@hum.aau.dk)

Attach the description (in Moodle) of the different modules in PDF.

DESIGN AF INFORMATIONSARKITEKTUR (KDM_KA_INFORMATIONSARKITEKTUR_AAL)

Design of Information Architecture

Edit

Course Description

This is a 10 ECTS course and it will introduce students to design of ICT and IA directed towards organisational practice or another professional practice. The module comprises teaching within the following areas: system design with particular emphasis on interaction design, user-driven system development and system development methods in theory and practice, and formal models for preparing and communicating design solutions.

Learning goals

In the module the students will acquire knowledge of:

- Theory and methods of system development
- User-driven techniques and tools
- Formalisation and categorisation as regards formal models for the preparation, visualisation and communication of design solutions.

Skills in:

- assessing strategies and methods for system development and system design on the basis of user needs and/or costumer needs and knowledge of the disciplinary theories and methods.
- choosing suitable strategies and methods for system development and system design directed towards various domains
- data collection and analysis as regards system development and system design
- applying formal models for the preparation and communication of system development and system design
- communicating system development and system design to peers and others.

Competences in:

- taking an analytical, reflective and critical approach to the preconditions for system development and system design
- taking an analytical, reflective and critical approach to system development and system design
- engaging in disciplinary and interdisciplinary collaboration on system development and system design, with a professional approach
- identifying own learning needs and structuring own learning in relation to the subject area of system development and system design.

Academic content

See the content below.

Expectations

The module comprises 10 ECTS. There is 30 face to face hours in the course and 1000 pages of reading. All lectures are placed in February and March. This course demands 275 hours..

Examination

An internal written individual test in: Design of information architecture.

The test takes the form of a set take-home assignment to be handed in after 3 days. 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 demonstrate that the student fulfils the objectives for the module stated above. 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 10 ECTS. In the evaluation of the examination performance, the grade 12 will only be awarded to students who give an excellent performance and demonstrate that they have fulfilled the above objectives exhaustively or with only few insignificant omissions.

Announcements Edit

Add an activity or resource

Lectures

Edit

This course will be a join course with the Information Studies students. Therefore, to access to the content, lecture description, literature you should access the course of Development and Design of ICT. You will find the course HERE.

Please note that you **do not follow** all the teaching and activities of that course. The lectures for this course are:

Lecture name	Date	Time	Place	Teacher
Course introduction	01/02/17	11:15-12:00		Heilyn
Introduction to System Development	03/02/17	10:15-12:00	Join teaching See the room number in Moodle	P.O. Zander
Agile System Development	06/02/17	10:15-12:00	Join teaching See the room number in Moodle	P.O. Zander
Participatory system development and principles of participation	13/02/	10:15-12:00	Join teaching See the room number in Moodle	Pernille Andersen
Tools and techniques in User Driven design	15/02/17	8:15-12:00	Join teaching See the room number in Moodle	Pernille Andersen
Multi-stakeholders collaboration, a critical perspective in participation	20/02/17	10:15-12:00	Join teaching See the room number in Moodle	Pernille Andersen
Formal Models	27/02/17	10:15-12:00	Join teaching See the room number in Moodle	Tanja Svarre
Design Thinking (+Empirical Work)	01/03/17	8:15-12:00 (13:00-16:00)	Join teaching See the room number in Moodle	Heilyn Camacho
Design Thinking (+Empirical Work)	02/03/17	(9:00-12:00) 12:30-16:15	Join teaching See the room number in Moodle	Heilyn Camacho
Case work: engaging with a design challenge	06/03/17	8:15-12:00		Heilyn Camacho

Lecture name	Date	Time	Place	Teacher
Philosophy and Information (**voluntary participation**)	08/03/17	10:15-12:00	Join teaching See the room number in Moodle	P.O. Zander

Add an activity or resource

Introduction to system development

Edit

This lecture surveys the history of systems development and also give an introduction of activities that takes place in industry practice today, without assuming prior knowledge to programming or industry experience. Waterfall and agile methods are compared and contrasted.

Add an activity or resource

Agile system development

Edit

Introduction to agile methods. Reflecting back on previous experience of agile projects (as students or employees). This session is highly interactive.

Add an activity or resource

Participatory system development and principles of participation

Edit

This lecture gives an introduction to the general principles of PD, and a brief introduction to its history and origin. In specific the lecture will elaborate on the notion of participation, as a central aspect of user-driven approaches and ideals. We will discuss different forms, mind-sets and approaches towards participation

Literature

	Mandatory lit. no of pages.	Additional. lit. no of pages.	Dig. Upload *
Simonsen, J., & Robertson, T. (Eds.). (2013). *Routledge international handbook of participatory design*. New York: Routledge (Introduction, p 1-17 + Chapter 1, p. 17-36 + Chapter 3, p. 37 – 63 + Chapter 6, p. 117-145)	91		
Sanders, L. (2008). An Evolving Map of Design Practice and Design Research. *Interactions*, November + December, 13-17. (Online access via aub.aau.dk & ACM digital library)	5		
Yanki Lee: “Design participation tactics: the challenges and new roles for designers in the co-design process”. *CoDesign,* 4:1, pp. 31-50 2010. (Available online via aub.aau.dk).	20		

Kanstrup & Bertelsen: "Participatory Reflections – Power & Learning in User participation", In T. Børsen & Lars Botin (Eds.): *What is Techno-Anthropology?* Aalborg University Press, Series in Transformational Studies; Nr. 1, Vol. 2, pp. 405-430. (Preprint available in folder)	25		yes

Add an activity or resource

Tools and techniques in user-driven design

Edit

The lecture introduces challenges as well as potentials of different user-involving methods and techniques in the design process. Most traditional expert driven methods are relatively one-directional – e.g., we analyse the requirements *from* the users; we deliver a system *to* the users; we collect usability data *from* the users. In user-driven design it is important to have *two-directional* communication. The lecture will in specific present different tangible and visual artefacts/techniques communicative, mediating and generative qualities. We will discuss how artefacts can be used to challenge knowledge derived from different domains and practices as well as how artefacts can be used to scaffold mutual learning between designer and stakeholders.

Literature

	Mandatory lit. no of pages.	Additional. lit. no of pages.	Dig. Upload *
Sanders, L., & Stappers, P. J. (2012). *Convivial Design Toolbox: Generative Research for the Front End of Design*. BIS. (Chapter 3, p. 64-95)	30		
Muller, M. J., & Druin, J. A. (2012). Participatory Design. The Third Space In J. A. Jacko (Ed.), *The Human-Computer Interaction Handbook 3rd Edition*: CRC Press. (p. 1125-1153)	28		
Mattelmäki, T. (2005). Applying probes – from inspirational notes to collaborative insights. *CoDesign,* 1(2), 83–102. Downloades fra: http://www.tandfonline.com/doi/full/10.1080/15719880500135821	20		
Simonsen, J., & Robertson, T. (Eds.). (2013). *Routledge international handbook of participatory design*. New York: Routledge (Chapter 7, p. 145-182 + Chapter 8, p. 182 - 209)	17		
Kanstrup, A. M., & Christiansen, E. (2009). User-Driven Innovation as Mutual but Asymmetrical Learning. *International Journal of Technology and Human Interaction*, *5*(3), 1-12	12		
Kanstrup, A. M., & Bertelsen, P. S. (2016). Bringing new voices to design of exercise technology: participatory design with vulnerable young adults. In PDC '16 Proceedings of the 14th Participatory Design Conference: Full papers. (Vol. 1, pp. 121-130). Association for Computing Machinery. (PDC : Proceedings of the Participatory Design Conference). DOI: 10.1145/2940299.2940305	20		
Gudiksen, S. K., Poulsen, S. B., & Buur, J. (2014). Making business models. *CoDesign*, *10*(4), 15-30	15		

Add an activity or resource

Multi-stakeholder collaboration, a critical perspective on participatory engagement and design

Edit

Participatory development of new technologies or practices takes place within the confines of different professional knowledge bases and work traditions, each of which derives from its own means of formal and informal education, languages, cultural background, and goals. In this lecturer we will take a more critical look at the challenges of multi-stakeholder collaboration and participation, and look at how to navigate between different interests and assumptions as well as support collaborative negotiation. The topic of this lecture is explored through a case example and a concrete tool is presented.

Literature

	Mandatory lit. no of pages.	Additional. lit. no of pages.	Dig. Upload *
Gottlieb, F., Larsen, H., & Sørensen, V. (2013). *Multi stakeholder innovation*. Paper presented at the Proceedings of the Participatory Innovation Conference, 2013, Lathia, Finland. 253-261	8		
Sproedt, H., & Larsen, H. (2012). *Social Shaping of Innovation–the Practice of Dealing with Paradox, and Conflict*. Paper presented at the 13th International CINet Conference, Rome (pp. 1003-1012)	10		
Sengers, P., Boehner, K., David, S., & Kaye, J. J. (2005). *Reflective Design*. Paper presented at the Proceedings of the 4th decennial conference on Critical computing: between sense and sensibility, (pp. 49-58). ACM	10		
Andersen, P. V. K. (2016). Steps towards a Third Space: A case study of multi-stakeholder communication mediated by a tangible tool . Aalborg Universitetsforlag. (Ph.d.-serien for Det Humanistiske Fakultet, Aalborg Universitet). (Chapter 55-84) (Assesible through: http://vbn.aau.dk/en/publications/steps-towards-a-third-space(d59af168-a682-4416-a609-6f1a6f5f0c20).html)	30		
Simonsen, J., & Robertson, T. (Eds.). (2013). *Routledge international handbook of participatory design*. New York: Routledge (Chapter 9, 10 and 11 pp. 203-280)	77		

Add an activity or resource

Formal Models

Edit

he lecture defines formal models within the frame of software development and gives examples of different ways of modelling software, e.g. by means of UML and blueprints.

Literature

Name of the text	Mandatory lit. no of pages.	Additional. lit. no of pages.	Dig. Upload
Garlan (2000). Software architecture: a roadmap. Proceedings of the Conference on The Future of Software Engineering (pp. 91-101). New York: ACM. Available here.	12		no

Add an activity or resource

Design Thinking in Practice

Edit

These lectures cover the theory of Design thinking and the implementation of the methodology through a real case exercise (6 hours lectures + a field trip).

The topic is organized as follow:

- On March 1st, we are focused on the theory of Design Thinking
- On March 1st and 2nd, there is a short field trip about collecting data using Design Thinking tools. It is around 3 hours. The group will be divided in sub-groups and each subgroup will collect data in different places.
- On March 2nd , we will working with the data collected, we will try to get some first prototypes for the design challenge.

The design challenge will be around the topic of technology to improve education in schools.

Literature of the topic

Name of the text	**Mandatory lit. no of pages.**	**Additional. lit. no of pages.**	**Dig. Upload**
Brenner, W., Uebernickel, F., & Abrell, T. (2016). Design Thinking as Mindset, Process, and Toolbox. In Brenner, W.,Uebernickel, F. (Eds.), Design Thinking for Innovation (pp. 3-25). Cham: Springer International Publishing.	18		
Thienen, V., Meinel C. and Nicolai, C (2014). How Design Thinking Tools help to solve Wicked Problems. In H. Plattner et al. (eds.), Design Thinking Research, Understanding Innovation, Springer International Publishing Switzerland.	6		
Kôppen, E. and Meinel, C. (2014). Empathy via Design Thinking: Creation of Sese and Knowledge. In H. Plattner et al. (eds.), Design Thinking Research, Understanding Innovation, Springer International Publishing Switzerland.	14		
Gumienny, R., Dow, S., Wenzel, M., Gerick, L. and Meinel C. (2014). Tagging User Research Data: how to support the synthesis of Information in Design Teams. In H. Plattner et al. (eds.), Design Thinking Research, Understanding Innovation, Springer International Publishing Switzerland.	23		
Thoring, Katja, Muller, Roland, M., Martens, Jean-bernard, & Markopoulos, Panos. (2011). Understanding the creative mechanisms of design thinking: An evolutionary approach. Creativity and Innovation in Design Proceedings of the Second Conference, 137-147	10		
Tschimmel, K. (2012). Design Thinking as an effective Toolkit for Innovation. In: Proceedings of the XXIII ISPIM Conference: Action for Innovation: Innovating from Experience. Barcelona.	20		
Brown, T. Change by design: how design thinking transforms organizations and inspires innovation. Harper Business, New York, 2009 (Chapters from 1-8).	202		

Students will get a lot of "how to do" material.

Add an activity or resource

Case work: engaging with a design challenge

Edit

During this session students will get three different design challenges within the area of Information Architecture. In groups, they should come up with a proposal about how to approach the challenges and their arguments for their decisions.

Add an activity or resource

Topic 10

Edit

Add an activity or resource

DESIGN TOOLS (KDM_KA_INFORMATIONSARKITEKTUR_AAL)

Announcements Edit Edit

Add an activity or resource

Design Tools

Edit

Welcome to Design Tools' Moodle room on 8th Semester, Information Architecure (and elective course for some other programs).

Note: The module is 5 ECTS (equals 137,5 working hours)

Module Coordinator: Pär-Ola Zander

Study Secretary: Pia Knudsen

Objectives

In the module the students will acquire knowledge of:

· Tools for designing and developing information architecture

Skills in:

· Selecting relevant tools for supporting and documenting the design of information architecture

· Applying specific design tools in practice for designing and documentation of information architecture

Competences in:

· Reflecting on own practice and documentation hereof

· Identifying own learning needs and structuring own learning in relation to applying information architecture

This course is similar to the previous "Database and web technologies" course in that it is practically oriented, and enables academic engagement within the profession of Information Architecture, by allowing the students to familiarize themselves with tools in the profession.

See more detailed contents below.

Add an activity or resource

Course introduction & Framing

Edit

Houde, S., & Hill, C. (1997). What do prototypes prototype. *Handbook of Human-Computer Interaction*, *2*, 367–381.
Read: to get a simple thought model for what...prototypes prototype.

Lim, Y.-K., Stolterman, E., & Tenenberg, J. (2008). The anatomy of prototypes. *ACM Transactions on Computer-Human Interaction*, *15*(2), 1–27. https://doi.org/10.1145/1375761.1375762 (cirka 30 pages)
Read: To understand the filtering function of prototypes.

Ylirisku, S.(2013). *Frame it simple!: towards a theory of conceptual designing*. Aalto University. (Cirka 250 pages)
Read: Especially Figure 3 and the chapter around it and its applications

Ehn, P., & Kyng, M. (1986). A tool perspective on design of interactive computer support for skilled workers. *DAIMI Report Series*, *14*(190). (cirka 15 pages)

Read: This course series is dedicated to learning design tools (tools for building others' tools). This article conceptualizes what it means to think in terms of tools and not systems.

Dow, S. P., Heddleston, K., & Klemmer, S. R. (2009). The efficacy of prototyping under time constraints. In *Proceedings of the seventh ACM conference on Creativity and cognition* (pp. 165–174). ACM. (cirka 10 pages)

Read: This article "sells" iterative design. To reflect on: Which materials and tools afford iterations in prototyping, and *when*?

Kanstrup, A. M., & Christiansen, E. (2005). Model power: still an issue? In *Proceedings of the 4th decennial conference on Critical computing: between sense and sensibility* (pp. 165–168). ACM. (cirka 15 pages)

This amounts to 320 pages. All articles are available through the AAU library in digital form. We will time and again return to these issues during the course sessions.

Add an activity or resource

Lynda (raster graphics)

Edit

Add an activity or resource

Raster Graphics I

Edit

Add an activity or resource

Raster Graphics II

Edit

Add an activity or resource

Lynda

Edit

Add an activity or resource

Axure I

Edit

Add an activity or resource

Axure II

Edit

Add an activity or resource

Axure III

Edit

Add an activity or resource

Taxonomy Tools (Marianne Lykke)

Edit

Add an activity or resource

Exam

Edit

The test takes the form of a set take-home assignment to be handed in after 3 days. In the test, the student completes a designated task with the tools presented in the course. The assignment paper must demonstrate that the student fulfills the objectives for the module stated above. It will be Graded according to the 7-point scale.

Concretely, the task be of a prototyping nature. You will create a number of mock-ups and interactive prototypes with paper, Photoshop and Axure, and will have to think about the taxonomies of content involved in the task.

Add an activity or resource

INFORMATION ARCHITECTURE IN ORGANISATIONS (KDM_KA_INFORMATIONSARKITEKTUR_AAL)

Information Architecture in Organizations

Edit

Welcome to the module of Information Architecture in Organizations. This is 10 ECTS course and it is the project module.

The learning objectives of the module

In the module the students will acquire knowledge of:

- Information management and digital communication strategies and their individual and organisational consequences
- Ethical considerations regarding the use of Information Architecture and Persuasive Design in organisations

skills in:

- Developing information architecture supporting organisational information management and digital communication strategies
- Reflecting on ethical problems related to the use of information architecture elements and persuasive design principles

competences in:

- Coordinating and co-operating in design processes using knowledge about information management and communication strategies
- communicating with both specialists and users on professional problems in relation to strategic information architectures and persuasive designs
- communicating design strategies
- to plan and manage the design of culture-sensitive and multi-medial information architectures in a way which demonstrates the ability to achieve insight into other cultures and perceptions

Academic content

In this modules, students will be introduced to 8 different topics around the overall topic of information management strategies. See the description of each topic and the literature below.

Expectations

The module comprises 10 ECTS. There is 30 face to face hours in the course and 1000 pages of reading. All lectures are placed in February and March. Further, as this is the project module, this is where the semester project is placed. The students have 15 hours of supervision for the individual projects, and some of these will be offered as cluster supervision. This course demands 275 hours.

Examination

An external written individual test in: Information Architecture in Organisations. The student develops an information strategy in a certain context and prepares an essay of not more than 30 pages that presents, theoretically examines and critically discusses the proposed strategy.

Literature foundation: 1000 standard pages supervisor approved, self-selected literature related to the project.

Grading according to the 7-point scale.

The study elements on which the evaluation is based are equivalent to 10 ECTS. In the evaluation of the examination performance, the grade 12 will only be awarded to students who give an excellent performance and demonstrate that they have fulfilled the above objectives exhaustively or with only a few insignificant omissions.

Module coordinator

Heilyn Camacho (hcamacho@hum.aau.dk)

Announcements Edit

Add an activity or resource

Information Architecture and its organizational context

Edit

Lecture description

This lecture aims to help the students to link the information architecture field with the organizational theory field. The students will explore the practice of information architecture and the role an value of an information architect within organizations. Furthermore, students will analyze the alignment between information strategies and organizational goals.

Literature

	Mandatory lit. no of pages.	Additional. lit. no of pages.	Dig. Upload *
Hinton, A. (2014). Understanding context: Environment, language, and information architecture. O'Reilly Media		464	
Fleischmann, K. (2013). Information and Human Values. Synthesis Lectures on Information Concepts, Retrieval, and Services, November 2013, Vol. 5, No. 5 , chapter 2, 4, 5 and 6	45		
Cataldo, A., McQueen, R. and Hardings J (2012) Comparing Strategic IT Alignment versus Process IT Alignment in SMEs. Journal of Research and Practice in Information Technology, Vol. 44	15		
Carvalho, G. and Sousa, P. (2008). Business and Information Systems MisAligment Model (BISMAM): a holistic model leveraged on misalignment and Medical sciences approaches. Proceedings of the Third International Workshop on Business/IT Alignment and Interoperability (BUSITAL'08). France, June 16-17, 2008	16		
Hinton, Andrew (2014). What we Make when we make information architecture. Page 103-117. In Resmini, A., & SpringerLink. (2014). Reframing Information Architecture. Human-Computer Interaction Series. Cham: Springer International Publishing.	15		
Burford, S., Given, L. and Hider, P. (2015). Fragmented Practice: Creating and Maintaining Information – Rich Websites in SMEs. Libres, Vol. 25, issue 1.	15		

Martin, Dmitriev, & Akeroyd. (2010). A resurgence of interest in Information Architecture. International Journal of Information Management, 30(1), 6-12.	7		
Burford, S. 2014. A Grounded Theory of the Practice of Web Information Architecture in Large Organization. Journal of the Association for Information Science and Technology. Vol. 65 (10). Page 2017-2034.	18		
Total of literature pages	131		

+ Add an activity or resource

Knowledge Management

Edit

Lecture description

This lecture will Introduce the students to the concepts of the process of Knowledge creation, knowledge sharing and knowledge management. Furthermore, the role of ICT in the field of Knowledge management will be presented including a brief introduction about knowledge management systems.

Literature

	Mandatory lit. no of pages.	Additional. lit. no of pages.	Dig. Upload *
Tan, S. C., So, H. J., & Yeo, J. (Eds.). (2014). Knowledge Creation in Education. Singapore : Springer Singapore (chapter 2).	24		
Blacker F. (1995). Knowledge, knowledge workers and organizations: an overview and interpretation. Organization Studies 16(6): 1021-1046.	25		
Teo, T., Nishant, R., Goh, M. and Agarwal, S. (2011) Leveraging Collaborative Technologies to Build a Knowledge Sharing Culture at HP Analytics. MIS Quarterly Executive. Vol. 10, No 1, page 1-18	18		
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	18		
Alavi, M. and Dorothy E. L. (2001) "Review: Knowledge Management and Knowledge Management Systems: Conceptual Foundations and Research Issues", MIS Quarterly, Vol. 25, No. 1, pp 107-136.	29		
Nonaka, I., Toyama, R., & Byosière, P. (2001). 'A Theory of Organizational Knowledge Creation: Understanding the Dynamic Process of Creating Knowledge'. In: M. Dierkes, A. B. Antal, J. Child & I. Nonaka (eds.). *Handbook of Organizational Learning and Knowledge*. Oxford: Oxford University Press, p. 491-517		26	

Add an activity or resource

Information Management

Edit

Lecture description

Information management concerns production, control, storage, retrieval and dissemination of information from internal and external stakeholders in corporate settings. This lecture concerns how this can be done in order to improve organizational performance.

Literature

	Mandatory lit. no of pages.	Additional. lit. no of pages.	Dig. Upload *

	Mandatory lit. no of pages.	Additional. lit. no of pages.	Dig. Upload *
Detlor, B. (2009) "Information Management". In: Eds. Bates & Maack, Encyclopedia of Library and Information Sciences, 3. ed. London: Routledge (pp. 2445-2451)	6		
Kirk, J. (1999) "Information in organisations: directions for information management" Information Research, 4(3). Available here.	20		
Best, d. (2010),"The future of information management", Records Management Journal, 20(1), 61 - 71. Available here.	12		

Add an activity or resource

Organizational information practice

Edit

Lecture description

This lecture presents at the concept of information practice presented at last semester's project module, this time from an organizatinal perspective.

Literature

	Mandatory lit. no of pages.	Additional. lit. no of pages.
Mackenzie, M. L. (2005) “Managers look to the social network to seek information”. Information Research, 10(2). Available here.	16	
Tredinnick, L. (2008) Digital information culture: the individual and society in the digital age. Chapters 1-3, 6.	68	
Widén-Wulff, G. (2007). Challenges of Knowledge Sharing in Practice: a Social Approach. Chapters 2, 7-9	46	

Add an activity or resource

Business Metadata

Edit

Lecture description

In this lecture, we will look at the notion of business metadata and metadata management - how metadata are used in corporations to identify, describe, relate and manage central business objects: customer, supplier, product, costs, employees, etc.

Lecturer: Marianne Lykke

Literature

	Mandatory lit. no of pages.	Additional. lit. no of pages.	Dig. Upload
Hüner, K.M., Otto, b: & Ôsterie, H. (2011). Collaborative Management of Business Metadata. International Journal of Information Management, 31. 366-373. doi:10.1016/j.ijinfomgt.2010.12.002	8		
Inmon, W.H., O´Neil, B. & Fryman, L. (2008). Business Metadata. Capturing Enterprise Knowledge. Burlington (MA): Morgan Kaufmann. Chapter 1 Introducing Business Metadata 12-22, Chapter 9 Business Metadata Infrastructure 157-173.	26		

Add an activity or resource

Organizational Change

Edit

Lecture description

This lecture will introduce the students to the organizational context and chance when implementing information management strategies. The students will be get an understanding of different change models, different type of changes and the influence of organizational culture in the design of information management strategies.

Literature

Name of the text	Mandatory lit. no of pages.	Additional. lit. no of pages.	Dig. Upload
Burnes, Bernard (2004) Kurt Lewin and the Planned Approach to Change: A Re-appraisal. Journal of Management Studies 41:6 September 2004 (only from page 977-992)	16		
Cabrera, A., Cabrera, E. and Barajas, S. (2001).The key role of organizational culture in a multi-system view of technology-driven change. International Journal of Information Management 21.	17		
Kotter, J. (2012). Leading Change (2.nd ed.). Boston, Mass: Harvard Business Review Press (chapter 2)	15		
Kotter, J. (2012). Leading Change (2.nd ed.). Boston, Mass: Harvard Business Review Press (chapter 3-10)		130	
Lewis, L. K. (2011). Organizational change: creating change through strategic communication. Chichester, West Sussex; Malden, MA: Wiley-Blackwell. (Chapters 1-3)	94		
Markus, L. (2004) Technochange management: using IT to drive organizational change. Journal of Information Technology 19:4-20. (Palgrave Macmillan)	17		

Rafferty, A., Jimmieson, N., & Armenakis, A. (2013). Change Readiness: A multilevel review. Journal of Management, 39(1), 110-135.	26		
Schein, E. (1996) Kurt Lewin's Change Theory in the Field and in the Classroom: Notes Toward a Model of Managed Learning. Systems Practice, Vol. 9, No. 1(only from page 27-37)	10		
Visvalingam Suppiah Manjit Singh Sandhu, (2011),"Organisational culture's influence on tacit knowledge-sharing behaviour", Journal of Knowledge Management, Vol. 15 Iss 3 pp. 462 – 477	19		
Total literature pages for this topic	**214**	**130**	

Add an activity or resource

Persuasive design and ethics within organizational context

Edit

Lecture description

In these lectures, we expand on our understanding of Persuasive Design, by taking a more critical approach to the field, and to the implications of designing with the intent to change user's attitudes and/or behaviours. In continuation, ethical considerations related to designs which create, change or reinforce behaviours in an organizational context, are considered and discussed from a Value Sensitive Design perspective

Literature

	Mandatory lit. no of pages.	Additional. lit. no of pages.	Dig. Upload *
Atkinson, B. M. C. (2006). Captology: A Critical review. Persuasive Technology 2006, ACM	12		
Redström, J. (2006). Persuasive Design: Fringes and Foundations. Persuasive Technology 2006. Eindhoven, Springer.	11		
Miller, G. R. (2002). On Being Persuaded, Some Basic Distinctions. The Persuasion Handbook, Developments in Theory and Practice. J. P. Dillard and M. Pfau. London, Saga Publications.	10		X
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