

CKME2011 – 3rd Workshop on the Convergence of Knowledge Management and E-Learning

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1 Introduction

The workshop brings together researchers and practitioners that are interested in combining findings from two different fields: knowledge management and e-learning. Thereby, the content ranges from recent scientific approaches via prototypical implementations up to field reports about the convergence of knowledge management and e-Learning.

After the very successful first two CKME Workshops in 2007 and 2009, we proceeded on this current topic. Thus, we decided to keep up the discussion concerning the integration of concepts, processes, and systems for the fields of knowledge management and e-learning.

Convergence can be observed on different levels, i.e., cultural level, organisational / process level, system's level, and technological level. Among these levels, we will basically focus on the following within the workshop:

- *Organisational / Process Level*

In organizations, learning processes are no longer separated from work processes. Learning processes will be integrated into the day-to-day work. Additionally, responsibilities are changed: every employee will be self-responsible for his/her training.

This also means that new solutions are to be found for learning outside the workplace during leisure time.

- *Systems' Level*

Different systems, applications, and tools converge towards a common performance improvement system. In many cases, social networks serve as a common access point to knowledge and learning services. This includes improvement through availability of documents (document management systems), availability and generation of adequate content (content management systems), availability and exchange of knowledge (knowledge management systems), just-in-time learning (learning systems) and other enterprise and information systems, in particular social networks and social software applications.

The workshop mainly focused on two issues: a) how can knowledge, learning and business processes be integrated, and b) how can the related systems be integrated to enable an efficient workflow. Currently, even less learning environments take the context and the environment into account. Using mobile and ambient technologies can lead to a paradigm shift in the construction of such environments: from static to highly contextualized knowledge experiences. Based on the integration of these systems into social networks and social software applications, formal and informal collaborative interactions will further enhance this effect.

With regard to recent research and application projects the third CKME Workshop focused on the adoption and diffusion of corresponding approaches. How can knowledge, learning and processes as well as the related systems be designed and interrelated for successful adoption and diffusion? This was the leading question for the workshop.

The CKME2011 workshop specifically focused on the following topics leading to comprehensive insights into integrated knowledge and learning solutions:

- Convergence of processes and systems
- Implementing and establishing convergent solutions
- Using web 2.0 applications for KM and E-Learning integration
- Contextualisation (e.g., location-based services, internationalisation)
- Tools and implementations
- Social networks and social media as convergence tools

2 Presented Papers

Four manuscripts were submitted to the CKME2011 workshop. One of them has been accepted as a full paper and one has been accepted as a short paper for publication and presentation during the 6th Conference *Professional Knowledge Management*:

A Mash-up Architecture for Learning Environments and Knowledge Management Systems

Bernhard Hoisl

In recent time a new trend can be recognised on the Internet in general and especially in learning environments and knowledge management systems by moving away from monolithic 'one-provider-fits-all' to a combinatorial 'mixing-pieces-together' approach. Mashing-up stands for the re-use, -combination, and -organisation of small software artefacts of clearly defined functionality. Subsequently, mashed-up learning or knowledge management systems describe the idea of highly customisable environments shifting substantial personalisation possibilities from administrators to the end-users. This shift has significant impacts on infrastructure requirements of learning and knowledge management systems as well as on software design decisions. Therefore, this *short paper* describes an approach for a mash-up architecture, making use of small software artefacts which are capable of being easily integrated in various systems.

Influence Factors for Sharing Open Science and Open Educational Resources through Social Networking Services

Hendrik Kalb, Henri Pirkkalainen, Jan Pawlowski and Eric Schoop

In a knowledge society it is crucial to serve the need for accurate and up-to-date knowledge produced by scientists. The possibilities of electronic communication through the use of social software provides means for open discourse and offers easier ways to make scientific and educational resources available that can be used in knowledge management and e-learning. Within this full paper, the authors describe how researchers share knowledge in the form of artefacts. These artefacts consist of open science and open educational resources. The focus will be on understanding the influence factors for sharing these artefacts with social networking services. Through the research, an improved understanding of the decision making and sharing habits of a researcher will be obtained for the use of social software for globally distributed and open scientific communication.

3 Workshop Organisers / Workshop Organisatoren

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