Editorial: Collaborative Knowledge Management and E-Learning

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Abstract: Finding effective ways to collaborate, and to create and share knowledge among people who are connected via disperse networks is one of the most challenging tasks. Many of our traditional learning models and educational systems are not yet ready for new forms of collaboration and knowledge management due to recent technology advancement. To achieve effective education and training, we need to pay attention not only to the technology itself, but also to technology infrastructures, pedagogies, social, and management aspects. This special issue of the KM&EL international journal focuses on recent directions for the alignment of collaborative knowledge management and e-learning, and their rising impact on research and pedagogical practice.

Keywords: Collaboration tools; e-Learning; Knowledge management

Biographical notes: Helen S. Du is a teaching fellow in the Department of Computing at The Hong Kong Polytechnic University. She received her Ph.D. in Information Systems from City University of Hong Kong. Her current research interests lie in the areas of human-computer interaction, technology-enhanced learning, and knowledge management. Results of her research have been published in major journals such as Journal of the American Society for Information Science and Technology, IEEE Transactions on Engineering Management, International Journal of Human-Computer Studies, Decision Support Systems, among others.

Christian Wagner is a Professor of Information Systems at the City University of Hong Kong. Christian is an avid user of technology for instructional uses. He has used blogs and wikis in the classroom since 2002 and has authored and co-authored several articles on the subject, including a *Journal of Information Systems Education* teaching note titled *Put another (B)log on the Wire*. Overall, Christian has authored or co-authored over 90 articles. His current research revolves around wiki use as a medium for corporate knowledge sharing to harness the collective knowledge of employees. Christian also led a project on the use of wireless PDAs in large classes to facilitate interactive learning.

1. Introduction

Improved strategies and practices in applying collaboration technologies for effective peer-to-peer learning and management of user-generated content have rising impact on both research and pedagogy. Learning organizations in the education sector are facing increased pressure to demonstrate the effectiveness of their educational efforts for enhanced performance. Meanwhile, the capability to leverage collective intelligence for decision making and creation of innovative ideas is also a timely and challenging issue faced by many knowledge-intensive business enterprises. While the right technologies are available at an affordable cost, many of our existing learning models and practices are not yet ready for new forms of collaboration and knowledge sharing. To achieve effective learning and knowledge-intensive collaboration, several recent studies have paid specific effort to not only the technology itself, but also to the technology infrastructures, pedagogies, social, and management aspects as a whole (e.g., Churchill 2009; Du et al. 2010; Klett et al. 2009; Zhao 2010).

2. Preview of Papers

For this special issue, we initially received six papers for double-blended review by at least two independent reviewers. Out of the six papers, three of them were invited submissions from the *sixth International Conference on Knowledge Management* (December 2009). After two-rounds of review and revision with significant expansion from the conference versions, we accepted two papers (one of which was the best conference paper). We also received three additional submissions through the online call for paper channel. Only one additional paper successfully completed the two rounds of rigorous peer review and is also included. As a result, this special issue contains three papers, with a 50% acceptance rate. A brief summary of these papers follows.

Cheuk and Dervin (2011) applied the *sense-making methodology* (Dervin and Foreman-Wernet 2003) to understand the knowledge management (KM) system design using Web 2.0. Specifically, the case of "Safety Moment" project in Environmental Resources Management, the world's largest all-environmental consulting firm, is introduced as an illustration. The result of this research calls for attention to the notion of "Leadership 2.0", defined as a set of alternative management values and practices facilitating employees' genuine collaboration at work.

Chu, Wang and Yuen (2011) took an interpretivist approach to investigate factors of KM implementation in the Hong Kong secondary school environment. Thirty-three secondary school teachers were interviewed, and the questions asked concerning four aspects: (1) teachers' understanding of KM; (2) teachers' concerns of KM; (3) pre-requisites for KM support; and (4) expected outcomes of KM. As a result, knowledge sharing, people, culture and knowledge storage are found to be four important factors in the KM implementation.

Mark, Thadani, Santandreu Calonge, Pun and Chiu (2011) adopted an ethnographic approach (Watt and Jones 2010) to examine the effective use of two e-learning and content management technologies for enhancing faculty (particularly graduate teaching assistants) training. Promising results were found, which suggest that participants, supported the Echo360 system and discussion board, demonstrated

significant improvement in their presentation and self-reflection skills. This study contributes to the development of e-learning strategies for students whose English is a second language in higher education.

Acknowledgements

We would like to thank the Editors-in-Chief Dr. Maggie M. Wang for her encouragement and continuous support of the Special Issue. Our thanks also go to those anonymous reviewers who have contributed their time and effort to ensure the quality of this edition.

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