

University of Kentucky
School of Information Science (SIS)
LIS / ICT 658, Section 201
Knowledge Management

Instructor:	Dr. Sean Burns
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Course Description

Organizational knowledge is a valuable strategic asset. Knowledge management refers to the systematic management of an organization's knowledge assets so that they can be leveraged for sustainable advantage. This course examines how knowledge is created, captured, organized, diffused, and implemented in an organization. Topics covered include knowledge management processes and practices, corresponding technologies, collaboration tools, and people and cultural issues.

Learning Outcomes

After completion of the course, you will be able to:

1. Acquire the relevant theoretical and practical knowledge in order to implement and evaluate knowledge management practices in an organization.
2. Identify, describe, and organize knowledge in order to retrieve and use that knowledge at a later date.
3. Synthesize key concepts in order to select knowledge management software for an organization.

Course Format

This is an online course which requires asynchronous class participation via blogs, collaboration tools, email, and other online services. The Canvas LMS system will be used for making course announcements, submitting assignments, posting grades, and other course logistical activities.

Course Design

This course is designed to function as an ecosystem and as a community of practice. The activities encourage learning about knowledge management and practicing and applying

knowledge management skills and concepts.

Course Expectations

To complete this course successfully, you should do the following:

- Read all required readings (see Reading Activity for details).
- Participate via social media and other ICT outlets.
- Submit all assignments on time.
- Respond to occasional email requests in a timely fashion.

Required Text

Polanyi, Michael. (2009). *The Tacit Dimension*. Chicago: University of Chicago Press.
(Original work published 1966) URL: <http://www.worldcat.org/oclc/844340336>

All other readings are available from the University of Kentucky Libraries.

Technology Requirements

- WordPress – Students will write blog entries about their readings. We need to synchronize on a blogging platform. We will all use wordpress.com.
- Google Drive – (preferably, use your linkblue@g.uky.edu domain to set up a UK/Google account). We will use this to write papers, peer reviews, and activity reports.
- Slack – We will use a dedicated Slack channel for casual and scholarly communication conversations as well as for enabling various types of collaboration.

Course Activities and Assignments

Short Descriptions

Blog Entries: Write at least 11 blog entries on your WordPress blog sites. Each blog post will include a *critical* discussion of **three** article readings drawn from the reading list. Your blogs should be publicly available. Posts should be at least 500 words in length and must include full references for each work discussed.

Use the blog posts to keep notes on the readings, to synthesize thoughts, and to critique the literature. By the third post, link to classmates' blog posts and draw connections between what they are reading and what you are reading. Do not wait for your classmates to write entries on the same articles before linking to their posts. Instead, link to each others' posts based on ideas.

There are no due dates for blog posts, but to maximize grades, posts should be spaced out every five to ten days and generally be well distributed across the semester. You are responsible for maintaining your own pace. Blog grades will be marked down for posts that are not well distributed throughout the semester.

As you develop a corpus of blog posts, you are encouraged to refer back to previous posts, but the main focus of each new blog entry will be your new readings.

You need to create a professional bio/about page for your WordPress site. If you already have a WordPress site that is dedicated to professional interests, you may build upon that.

Bibliographic Management: Add all of your readings to your bibliographic reference manager account on BibSonomy.org, as you read them. Add only those works that you read. Readings will include the articles from the course reading list and additional literature related to papers, etc. All readings added to the bibliographic reference manager should have at least three tags. At the end of the semester, write one blog post on the tagging system you used and developed throughout the semester.

Commenting: Very respectfully comment and engage in discussion on each other's WordPress blogs. Post at least 25 comments on other blogs by the end of the semester. Be sure to space these out. When you comment on a classmate's blog, you should:

- draw connections between your thoughts and the classmate's based on the ideas discussed in the posts (feel free to link back to your own posts), and
- promote discussion.

Conversations: Casual discussions will take place on our Slack channel. Discuss and share information, ideas, thoughts, and ask questions on Slack when not commenting on specific blog posts.

Thesis statement: Submit a thesis statement for your paper to the instructor.

Paper (First draft and Final draft): Write a 15 page paper based on your thesis statement. The paper may be a critical literature review, an analysis of knowledge management technology, a critical essay, or a research proposal.

The paper will be submitted twice. A complete, first draft (with minimal errors) will be submitted around the middle of the semester. The submission should be of high quality, grammatically correct, and complete. A second, final draft will be submitted near the end of the semester. This final draft will have been revised based on the peer review comments and must include an additional letter that responds in detail to the comments made by the peer reviewers.

Paper Comments, Peer Review: Each student will peer review two papers (each paper will have two peer reviews). As peer reviewers, you will comment on two of your classmates' papers using a template provided by the instructor. As authors, you will use the reviews to will revise your draft. You will submit the final draft at the end of the semester.

All papers will be written on and submitted as a Google Doc. Instructions for sharing to peer reviewers will be given during the course.

Progress Reports: Near the end of the semester, submit a cumulative report of your semester's activities. This report will serve as documentation of all your major activities, which should be logged, and will be used to evaluate your coursework. The report will include a description of your activities as well as links to these activities on the web. You should provide quantitative and qualitative assessments of your activities that summarize, describe, and provide evidence that you have been reading, adding and tagging your readings in the bibliographic reference manager,

posting blogs entries, commenting on blog entries, and *slacking* throughout the semester at a reasonable pace. Based on this report, you will assign yourself a grade (using the course grading scale). You will receive this grade if warranted by your activities and the evidence you provided.

Include the following sections in your progress report:

- a title page
- an executive summary of your activity (separate page)
- a section that describes your blogging and reading activity
- a section that describes your bibliographic management and tagging activity
- a section that describes your commenting activity
- a section that describes your *slacking* activity
- a section that summarizes the report and assigns a grade a conclusion

Course Grading

Grading Scale (no rounding)

- 93% - 100% = A (Exceptional Achievement)
- 80% - 92% = B (High Achievement)
- 70% - 79% = C (Average Achievement)
- 0% - 69% = E (Failing)

Assignment Due Dates and Weight

Assignment	Due Dates	Weight
Thesis statement	Feb 11	5%
Paper, First draft	March 11	20%
Paper comments, Peer review	March 25	10%
Paper, Final draft	April 15	15%
Progress report	May 1	50%

Reading List

The reading list is divided into three categories:

- books (both required),
- articles that are review, conceptual, or theoretical in nature, and
- articles that report empirical research.

The articles are sorted alphabetically under each article category. You will select and read 17 articles from the review, etc. category and 16 articles from the research, etc. category. You have the freedom to choose the order you read the material. There are exceptions: both books should be read and Michael Polanyi's book, **The Tacit Dimension**, should be read at the beginning of the semester; you cannot choose the alphabetical order as your reading order. We will use Slack to discuss Polanyi's book. You will use your WordPress blogs to discuss the articles.

As you read the material you have chosen, save the references to these items in your bibliographic reference manager account. Classify your reading list using a tagging system (folksonomy) that contains thematic and topical elements for each reading. At the end of the semester, you will write a 500 word blog post statement on your tagging patterns and also suggest a methodology for future tagging.

Books (read both)

1. Hara, N. (2009). *Communities of practice: Fostering peer-to-peer learning and informal knowledge sharing in the work place*. Information Science and Knowledge Management (Vol. 13). Berlin: Springer-Verlag. **Available as a free eBook from UK Libraries**.
2. Polanyi, Michael. (2009). *The tacit dimension*. Chicago: University of Chicago Press. (Original work published 1966) URL: <http://www.worldcat.org/oclc/844340336>

Articles: Review, Theoretical, Conceptual, Historical (choose 17 to read)

1. Ackerman, M. S., Dachtera, J., Pipek, V., & Wulf, V. (2013). Sharing knowledge and expertise: The CSCW view of knowledge management. *Computer Supported Cooperative Work*, 22, 531-573. doi:<https://doi.org/10.1007/s10606-013-9192-8>
2. Alavi, M., & Leidner, D. E. (2001). Knowledge management and knowledge management systems: Conceptual foundations and research issues. *MIS Quarterly*, 25(1), 107-136. URL: <http://www.jstor.org/stable/3250961>
3. Amin, A., & Roberts, J. (2008). Knowing in action: Beyond communities of practice. *Research Policy*, 37(2), 353–369. doi:[10.1016/j.respol.2007.11.003](https://doi.org/10.1016/j.respol.2007.11.003)
4. Argote, L., & Ingram, P. (2000). Knowledge transfer: A basis for competitive advantage in firms. *Organizational Behavior and Human Decision Processes*, 82(1), 150-169. doi:[10.1006/obhd.2000.2893](https://doi.org/10.1006/obhd.2000.2893)
5. Bissett, N. (2004). Diversity writ large – Forging the link between diverse people and diverse organisational possibilities. *Journal of Organizational Change Management*,

- 17(3), 315–325. doi:[10.1108/09534810410538360](https://doi.org/10.1108/09534810410538360)
6. Blackler, F. (1995). Knowledge, knowledge work and organizations: An overview and interpretation. *Organization Studies*, 16(6), 1021-1046. doi:[10.1177/017084069501600605](https://doi.org/10.1177/017084069501600605)
 7. Brown, J. S., & Duguid, P. (1991). Organizational learning and communities-of-practice: Toward a unified view of working, learning, and innovation. *Organization Science*, 2(1), 40-57. doi:[10.1287/orsc.2.1.40](https://doi.org/10.1287/orsc.2.1.40)
 8. Chalmeta, R., & Grangel, R. (2008). Methodology for the implementation of knowledge management systems. *Journal of the American Society for Information Science and Technology*, 59(5), 742-755. doi:[10.1002/asi.20785](https://doi.org/10.1002/asi.20785)
 9. Collins, H. M. (1974). The TEA set: Tacit knowledge and scientific networks. *Science Studies*, 4, 165-185. URL: <http://www.jstor.org/stable/284473>
 10. Cook, S. D. N., & Brown, J. S. (1999). Bridging epistemologies: The generative dance between organizational knowledge and organizational knowing. *Organization science*, 10(4), 381-400. doi:[10.1287/orsc.10.4.381](https://doi.org/10.1287/orsc.10.4.381)
 11. Cowan, R., David, P. A., & Foray, D. (2000). The explicit economics of knowledge codification and tacitness. *Industrial & Corporate Change*, 9(2), 211-253.
 12. Duguid, P. (2005). “The art of knowing”: Social and tacit dimensions of knowledge and the limits of the community of practice. *Information Society*, 21, 109-118. doi:<https://doi.org/10.1080/01972240590925311>
 13. Gertler, M. S. (2003). Tacit knowledge and the economic geography of context, or the undefinable tacitness of being (there). *Journal of Economic Geography*, 3, 75-99. doi:<https://doi.org/10.1093/jeg/3.1.75>
 14. Grace, T. P. L. (2009). Wikis as a knowledge management tool. *Journal of Knowledge Management*, 13(4), 64-74. doi:[10.1108/13673270910971833](https://doi.org/10.1108/13673270910971833)
 15. Haas, P. M. (1992). Introduction: Epistemic communities and international policy coordination. *International Organization*, 46(1), 1-35. URL:<http://www.jstor.org/stable/2706951>
 16. Hemsley, J., & Mason, R. M. (2013). Knowledge and knowledge management in the social media age. *Journal of Organizational Computing and Electronic Commerce*, 23(1), 138-167. doi:[10.1080/10919392.2013.748614](https://doi.org/10.1080/10919392.2013.748614)
 17. Huber, G. P. (1991). Organizational learning: The contributing processes and the literatures. *Organization Science*, 2(1), 88-115. URL:<http://www.jstor.org/stable/2634941>
 18. Johnson, B., Lorenz, E., & Lundvall, B. A. (2002). Why all this fuss about codified and tacit knowledge? *Industrial and Corporate Change*, 11, 245-262. doi:<https://doi.org/10.1093/icc/11.2.245>
 19. Jones, N. B. & Mahon, J. F. (2012) Nimble knowledge transfer in high velocity/turbulent environments. *Journal of Knowledge Management*, 16(5), 774-788.

doi:[10.1108/13673271211262808](https://doi.org/10.1108/13673271211262808)

20. Kimble, C. (2013). Knowledge management, codification and tacit knowledge. *Information Research*, 18(2). URL: <http://www.informationr.net/ir/18-2/paper577.html>
21. Levy, M. (2009). Web 2.0 implications on knowledge management. *Journal of Knowledge Management*, 13(1), 120-134. doi:[10.1108/13673270910931215](https://doi.org/10.1108/13673270910931215)
22. Eraut, M. (2000). Non-formal learning and tacit knowledge in professional work. *British Journal of Educational Psychology*, 70, 113. doi:<https://doi.org/10.1348/000709900158001>
23. Nahapiet, J., & Ghoshal, S. (1998). Social capital, intellectual capital, and the organizational advantage. *The Academy of Management Review*, 23(2), 242-266. URL: <http://www.jstor.org/stable/10.2307/259373>
24. Nonaka, I. (1994). A dynamic theory of organizational knowledge creation. *Organization Science*, 5(1), 14-37. URL: <http://www.jstor.org/stable/10.2307/2635068>
25. Powell, W. W., & Snellman, Kaisa. (2004). The knowledge economy. *Annual Review of Sociology*, 30, 199-220. doi:[10.1146/annurev.soc.29.010202.100037](https://doi.org/10.1146/annurev.soc.29.010202.100037)
26. Reber, A. S. (1989). Implicit learning and tacit knowledge. *Journal of Experimental Psychology: General*, 118, 219-235. (Available via *Web of Science*)
27. Rule, J. B., & Besen, Yasemin. (2008). The once and future information society. *Theory and Society*, 37(4), 317-342. doi:[10.1007/s11186-007-9049-6](https://doi.org/10.1007/s11186-007-9049-6)
28. Spender, J. C. (1996). Making knowledge the basis of a dynamic theory of the firm. *Strategic Management Journal*, 17, 45-62. doi:[10.1002/smj.4250171106](https://doi.org/10.1002/smj.4250171106)
29. Stock, W. G. (2011). Informational cities: Analysis and construction of cities in the knowledge society. *Journal of the American Society of Information Science and Technology*, 62(5), 963-986. doi:[10.1002/asi.21506](https://doi.org/10.1002/asi.21506)
30. Suorsa, A. R. (2015). Knowledge creation and play – a phenomenological approach. *Journal of Documentation*, 71, 503-525. doi:<https://doi.org/10.1108/JD-11-2013-0152>
31. Tremblay, G. (1995). The information society: From Fordism to Gatesism. *Canadian Journal of Communication*, 20(4), 461-482. URL: <http://cjc-online.ca/index.php/journal/article/viewArticle/891/797>
32. Trkman, P., & Desouza, K.C. (2012). Knowledge risks in organizational networks: An exploratory framework. *Journal of Strategic Information Systems*, 21(1), 1-17. doi:[10.1016/j.jsis.2011.11.001](https://doi.org/10.1016/j.jsis.2011.11.001). Available here: [SSRN Print](https://ssrn.com/abstract=2111111)
33. Tsoukas, H. (2001). What is organizational knowledge. *Journal of Management Studies*, 38(7), 973-993. doi:[10.1111/1467-6486.00268](https://doi.org/10.1111/1467-6486.00268)

Articles: Empirical reports (choose 16 to read)

1. Bharati, P., & Chaudhury, A. (2015). Better knowledge with social media? Exploring the roles of social capital and organizational knowledge management. *Journal of Knowledge*

- Management*, 19, 456-475. doi:<https://doi.org/10.1108/JKM-11-2014-0467>
2. Chua, A. Y. K. (2007). A tale of two hurricanes: Comparing Katrina and Rita through a knowledge management perspective. *Journal of the American Society of Information Science and Technology*, 58(10), 1518-1528. doi:[10.1002/asi.20640](https://doi.org/10.1002/asi.20640)
 3. Chua, A. Y. K., & Banerjee, S. (2013). Customer knowledge management via social media: The case of Starbucks. *Journal of Knowledge Management*, Vol. 17(2), 237-249. doi:[10.1108/13673271311315196](https://doi.org/10.1108/13673271311315196)
 4. Colon-Aguirre, M. (2015). Knowledge transferred through organizational stories: a typology. *Library Management*, 36(6/7), 421-433. doi:[10.1108/LM-06-2014-0073](https://doi.org/10.1108/LM-06-2014-0073)
 5. Connelly, C. E., Zweig, D., Webster, J., & Trougakos, J. P. (2012). Knowledge hiding in organizations. *Journal of Organizational Behavior*, 33(1), 64–88. doi:[10.1002/job.737](https://doi.org/10.1002/job.737)
 6. Daneshgar, F., & Parirokh, M. (2012). An integrated customer knowledge management framework for academic libraries. *The Library Quarterly*, 82(1), 7-28. URL: <http://www.jstor.org/stable/10.1086/662943>
 7. Gressgård, L. J., Amundsen, O., Aasen, T. M., & Hansen, K. (2014). Use of information and communication technology to support employee-driven innovation in organizations: A knowledge management perspective. *Journal of Knowledge Management*, 18, 633-650. doi:<https://doi.org/10.1108/JKM-01-2014-0013>
 8. Hwang, Y., Kettinger, W. J., & Yi, M. Y. (2015). Personal information management effectiveness of knowledge workers: Conceptual development and empirical validation. *European Journal of Information Systems*, 24, 588-606. <https://doi.org/10.1057/ejis.2014.24>
 9. Ibrahim, N. H., & Allen, D. (2012). Information sharing and trust during major incidents: Findings from the oil industry. *Journal of the American Society of Information Science and Technology*, 63(10), 1916-1928. doi:[10.1002/asi.22676](https://doi.org/10.1002/asi.22676)
 10. Kang, J., Rhee, M., & Kang, K. H. (2010). Revisiting knowledge transfer: Effects of knowledge characteristics on organizational effort for knowledge transfer. *Expert Systems with Applications*, 37(12), 8155–8160. doi:[10.1016/j.eswa.2010.05.072](https://doi.org/10.1016/j.eswa.2010.05.072)
 11. Kothari, A., Rudman, D., Dobbins, M., Rouse, M., Sibbald, S., & Edwards, N. (2012). The use of tacit and explicit knowledge in public health: A qualitative study. *Implementation Science*, 7. doi:<https://doi.org/10.1186/1748-5908-7-20>
 12. Kumar J, A., & Chakrabarti, A. (2012). Bounded awareness and tacit knowledge: Revisiting Challenger disaster. *Journal of Knowledge Management*, 16(6), 934-949. doi:[10.1108/13673271211276209](https://doi.org/10.1108/13673271211276209)
 13. Lam, W., & Chua, A. Y. (2009). Knowledge outsourcing: An alternative strategy for knowledge management. *Journal of Knowledge Management*, 13(3), 28-43. doi:[10.1108/13673270910962851](https://doi.org/10.1108/13673270910962851)
 14. Liu, S-H., & Lee, G-G. (2013). Using a concept map knowledge management system to enhance the learning of biology. *Computers & Education*, 68, 105-116.

doi:<https://doi.org/10.1016/j.compedu.2013.05.007>

15. Lucas, L. M. (2005). The impact of trust and reputation on the transfer of best practices. *Journal of Knowledge Management*, 9(4), 87-101. doi:[10.1108/13673270510610350](https://doi.org/10.1108/13673270510610350)
16. Massingham, P. (2010). Knowledge risk management: A framework. *Journal of Knowledge Management*, 14(3), 464-485. doi:[10.1108/13673271011050166](https://doi.org/10.1108/13673271011050166)
17. Pillet, J. C., & Carillo, K. D. A. (2016). Email-free collaboration: An exploratory study on the formation of new work habits among knowledge workers. *International Journal of Information Management*, 36(1), 113–125. doi:[10.1016/j.ijinfomgt.2015.11.001](https://doi.org/10.1016/j.ijinfomgt.2015.11.001)
18. Schultze, U. (2000). A confessional account of an ethnography about knowledge work. *MIS Quarterly*, 24(1), 3-41. URL: <http://www.jstor.org/stable/3250978>
19. Szulanski, G. (1996). Exploring internal stickiness: Impediments to the transfer of best practices within the firm. *Strategic Management Journal*, 17, 27-43. doi:[10.1002/smj.4250171105](https://doi.org/10.1002/smj.4250171105)
20. Wang, W. T., & Lu, Y. C. (2010). Knowledge transfer in response to organizational crises: An exploratory study. *Expert Systems with Applications*, 37(5), 3934-3942. doi:[10.1016/j.eswa.2009.11.023](https://doi.org/10.1016/j.eswa.2009.11.023)
21. Wasko, M. M., & Faraj, S. (2005). Why should I share? Examining social capital and knowledge contribution in electronic networks of practice. *MIS quarterly*, 29(1), 35-57. doi:<http://www.jstor.org/stable/25148667>
22. Weichselgartner, J., & Pigeon, P. (2015). The role of knowledge in disaster risk reduction. *International Journal of Disaster Risk Science*, 6, 107-116. doi:<https://doi.org/10.1007/s13753-015-0052-7>
23. Yuan, Y. C., Zhao, X., Liao, Q., & Chi, C. (2013). The use of different information and communication technologies to support knowledge sharing in organizations: From e-mail to micro-blogging. *Journal of the American Society for Information Science and Technology*, 64(8), 1659-1670. doi:[10.1002/asi.22863](https://doi.org/10.1002/asi.22863)
24. Ziori, E., & Dienes, Z. (2008). How does prior knowledge affect implicit and explicit concept learning? *The Quarterly Journal of Experimental Psychology*, 61, 601-624. doi:<https://doi.org/10.1080/17470210701255374>

Course Policies

Academic Integrity

According to Senate Regulations 6.3.1: "All academic work, written or otherwise, submitted by students to their Instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where you feel unsure about a question of plagiarism involving your work, you are obliged to consult the Instructors on the matter before submission." For specific information regarding the University's code and regulations on plagiarism and cheating, visit:

- Code of Student Conduct: <http://www.uky.edu/studentconduct/code-student-conduct>
- Academic Ombud: <http://www.uky.edu/ombud/>

Diversity, Assessment, and Technology

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. The course content and the course environment are dedicated to an understanding of and acceptance of all people.

Disparaging remarks in relation to others' ethnic or racial background, sex, sexual orientation, age, disability, socioeconomic background, etc., will not be tolerated.

Withdrawal Policy

It is your responsibility to drop a course. Failure to do so will result in receiving an "E". The last day to drop/withdraw is January 31, 2018 without the course appearing on your transcript. See the Academic Calendar for other important dates:

- <http://www.uky.edu/registrar/content/spring-2018-semester>

Homework Submission Policy

- Any homework submitted after 12:00 midnight (Eastern Time Zone) on the due date will be docked 10% for each late (calendar) day.
- Homework will not be accepted any more than 3 (calendar) days after the deadline under any circumstances without Instructor approval.
- Extensions may be given for the purpose of emergencies, medical or otherwise. If you need an extension, please contact the Instructor ASAP, before the due date.
- The above rules do not apply to blog posting, commenting, and *slacking*. You should be posting to these media at a consistent pace throughout the semester and your final portfolio should document your pacing.

Contact Information

For personal or course related queries, you may contact me through Canvas, email at sean.burns@uky.edu, or call my office phone at 859-218-2296. I will generally respond to course-related communication within 24 hours or by Monday afternoon for messages received on weekends. Please include the course number in brackets (LIS 658) in the subject line for all email messages. I am happy to meet face to face or via technology with students. Set up the appointment in advance via email or contact me during office hours.

FERPA and Privacy

Under the Family Educational Rights and Privacy Act (FERPA), your records are confidential and protected. Learn about student rights to privacy at <http://www.uky.edu/registrar/FERPA-privacy>.

In this course we will be working with third party online applications (WordPress, Slack, and BibSonomy). Check and read the privacy statements by the owners of these services / sites. The FERPA policy at UKY does not apply to these sites and it will be your responsibility to read the privacy documentation at each site.

You may use an alias when using the third party websites required for this course. If you have concerns, please e-mail me as soon as possible to discuss your options.

Good social media practices:

- Do not post course logistics on social media.
- Do not ask about grades, homework info (due dates, extensions, etc.) on social media.
- Use social media for the dissemination and communication of knowledge management content, including links to articles, blog posts, and like.

ADA Services

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the:

- [Disability Resource Center](#)
- David T Beach, Director
- 859-257-2754 or dtbeac1@uky.edu

The Center is located in the Alumni Gym, Room 2, at the corner of Avenue of Champions and South Limestone Street (next to the Student Center and across South Limestone Street from Kennedy Bookstore). See the [campus map](#).

Course Resources

Canvas

- We will use the Canvas learning management system to perform some course management and administrative functions. Please visit <https://uk.instructure.com/> to learn about this system and the login requirements. You should be automatically added to the Canvas roll; if this goes as expected, you will not have to sign up manually for the course.
- Canvas help is available online through the Canvas Guides <https://community.canvaslms.com/community/answers/guides/>, and from the UK help desk (859-257-1300; <http://www.uky.edu/its/>). The help desk is also able to assist with general computing issues (file download, browser updates, etc.). Use the Canvas Guides first before contacting IT or the instructor for help with Canvas.

Distance Learning Library Services

- At UK, students in online courses have available Distance Learning Library Services. The link to DLLS is: <http://libraries.uky.edu/DLLS>. Here is some information from that site:

Phone: 859-257-0500, ext. 2171

2nd Phone: 800-828-0439

Fax: 859-257-0505

Email: carla@uky.edu

Location: 2-2, North Wing, [William T. Young Library](#)

Distance Learning Librarian: Carla Cantagallo

Writing Center

- UK Writing Center offers both face to face and online consultation. They also provide e-Tutoring consultation (you can send your work as an attachment). Details can be found at <http://ukwrite.wordpress.com/>.