

University of Kentucky

School of Information Science (SIS)
LIS/ICT 658, Section 201 Knowledge Management
Spring Semester 2016
January 13, 2016 – April 29, 2016

Instructor Information

Name: C. Sean Burns, Ph.D., Assistant Professor
Office Location: 327 Little Library Building
Phone Number: (859) 218-2296
Email: sean.burns@uky.edu
Twitter: [@burnscsb](#)
Website: <http://cseanburns.net/>

Preferred Method of Contact: By email or phone.

Response Time: Within 24 hours or by Monday afternoon if received on the weekend

Office Hours:

2:00-4:00 PM Wednesdays & Thursdays,
Or by appointment

Course Format

This is an online course which requires asynchronous class participation via student blogs, Twitter, 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 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.

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.

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 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

- You will need access to an appropriate computer with a broadband Internet connection. Note that it is your responsibility to ensure you have a reliable computer for use during the course. Ongoing "computer problems" will not be considered a legitimate excuse for missing course activities.
- You will use Google Docs for your paper and for the progress reports. You will need to share the documents and allow commenting and editing.
- A working speaker is required to watch some video materials; a working microphone is preferred for participating in virtual office hours or other online class activities.
- This course uses Twitter <https://twitter.com> for some communication. Please see the Twitter Beginner's Guide for instructions on setting up a Twitter account and using Twitter: <https://support.twitter.com/articles/215585#>
- This course uses Wordpress <https://wordpress.com> for blogging. Wordpress.com is a free blogging platform. Refer to the WordPress' Getting Started Guide for help with

setting up and using Wordpress: <https://learn.wordpress.com/>

- This course uses hypothes.is <https://hypothes.is/> for collaborative web page annotation. Refer to the hypothes.is site for instructions on setting up an account and adding an extension to either the Mozilla Firefox or Google Chrome browser.
- This course uses CiteULike.org for bibliographic management. CiteULike.org is available for free. See the CiteULike Help and FAQs for instructions on how to set this up: http://wiki.citeulike.org/index.php/Main_Page. Once ready, visit <https://www.citeulike.org/> to set up your account.

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:

- <http://www.uky.edu/StudentAffairs/Code/>
- <http://www.uky.edu/StudentAffairs/Code/part2.html>
- <http://www.uky.edu/Ombud/Plagiarism.pdf>

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 "F". The last day to drop/withdraw is February 3, 2016 without the course appearing on your transcript. See the Academic Calendar for other important dates:

- <http://www.uky.edu/registrar/content/spring-2016-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 blog posting and Tweeting. 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, Twitter, and CiteULike). 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](#)

- Jake Karnes, Director
- 859-257-2754 or jkarnes@email.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/IT/CustomService/>). 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: dllservice@email.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/>.

Activity Grades / Course Grade

- Meeting with Instructor: 5%
- Progress Report, Mid-semester: 10%
- Paper, First draft: 20%

- Paper comments, Peer review: 10%
- Paper, Final draft: 15%
- Progress Report, Final: 40%

Grading Scale

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

Important Dates

- February 1 - February 29, 2016: Meeting with Instructor
- March 7, 2016: Progress Report, Mid-semester
- March 28, 2016: Paper, First draft
- April 4, 2016: Paper comments, Peer review
- April 18, 2016: Paper, Final
- April 29, 2016: Progress Report, Final

Activities

Meeting with Instructor

During the month of February, the Instructor will meet with each student individually in order to discuss class assignments and course progress. Meetings will take place at the Instructor's office, on the phone, or online through *Firefox Hello*, *Google Hangouts*, or *Skype*. Students are responsible for scheduling their meetings with the Instructor.

Blog Entries

Post 11 reading-related blog entries using **WordPress** (<https://www.wordpress.com/>). Discuss and keep notes on at least three items from the reading list per entry and actively link to other students' entries. Your blogs should be publicly available. Posts should be at least 500 words in length and must include full references for each work (article / book / etc.) you discuss.

You will use your blog posts to keep notes on your reading and to synthesize your thoughts. By your third entry, you should be linking to fellow students' blogs and drawing thoughtful connections between what they are reading and thinking about and what you are reading and

thinking about. Do not wait for other students to write entries on the same articles before you start linking to their posts. Instead, link to each others' posts based on ideas.

You should post once every five to ten days. You should distribute your posts evenly throughout the semester. You are responsible for maintaining your own pace.

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 bio page for your WordPress site. If you already have a WordPress site that is dedicated to professional interests, you may build on that.

Bibliographic Management and Tagging

As you read articles and works, you will add references to these works to your **CiteULike** (<https://www.citeulike.org/>) bibliographic reference manager account. You will assign at least three tags to each reference you add. At the end of the semester, you will post one tagging analysis blog where you discuss patterns in your tagging and suggest a methodology for future tagging.

Commenting

Comment on fellow student blogs throughout the semester. Post at least 25 comments by the end of the semester.

When you comment on fellow students' blogs, you should be:

- drawing connections between their thoughts and your thoughts, and
- promoting discussion.

Conversations

You will use **Twitter** to share ideas, links, thoughts, and to ask questions or have discussions. You do not have to follow each other on Twitter; rather, use the hashtag **#kmcci** to collate course-related tweets.

You should use Twitter at least three to four times per week. Make sure you use the course hashtag.

Paper

You will write a 15 page paper that analyzes knowledge management software, with knowledge management theory guiding your analysis. This paper will include a technical analysis, a use-case description, and a discussion about the implications the software might have on knowledge management practices. (Page limit does not include title page, abstract, bibliography, or any appendices.)

The proposal will include the following sections (be sure to include section headings):

- a title and author page
- an abstract of your paper (separate page)
- an introduction that discusses the topic
- a literature review that summarizes and narrates previous, related work
- a technical analysis of the software
- a use-case description
- a description about implications on practice
- a discussion section that synthesizes your overall thoughts
- a conclusion

You will submit a completed, first draft of your proposal to one randomly assigned student and the Instructor by the end of March. As peer reviewers, your fellow students and the Instructor will return comments and you will use these comments to revise your draft. You will submit the final draft at the end of the semester.

Use the following style guide for your papers and progress reports:

VandenBos, G. R. (Ed.). (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Progress Reports

In the middle of the semester you will submit a cumulative report of your semester's activities. You will submit a final version of this report at the end of the semester, and this will include a report of the entire semester's activities. These two reports account for 50% of your course grade.

These reports will serve as documentation of all major activities, which should be logged, and will be used to evaluate your work. The reports will include a description of your activities as well as links to these activities on the web. You should provide both quantitative and qualitative assessments of your activities that summarize, describe, and provide evidence that you have been reading, tagging your reading in CiteULike, posting blogs entries, commenting on blog entries, and tweeting 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.

Include the following sections in your progress reports:

- 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 tweeting activity
- a section that summarizes the report and assigns a grade
- a conclusion

Reading List

The reading list is divided into two categories:

- works that are review, conceptual, or theoretical in nature, and
- works that report empirical research.

Under each category, the articles are sorted alphabetically. You will select and read 21 articles from the review, etc. category and 12 articles from the research, etc. category. You have the freedom to choose which order to 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.

As you read the material you have chosen, save the references to these items in your CiteULike account, an online academic, bibliographic reference manager. Classify your reading list using a tagging system (folksonomy) that contains thematic and topical elements. 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.

Reading List

Books

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.**

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 (27 articles total; choose 21 to read)

1. 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>

2. 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)
3. 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)
4. 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)
5. 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)
6. 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)
7. Chalmers, 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)
8. 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)
9. Cowan, R., David, P. A., & Foray, D. (2000). The explicit economics of knowledge codification and tacitness. *Industrial & Corporate Change*, 9(2), 211-253.
10. Dalkir, K. (2010). Knowledge management. *Encyclopedia of Library and Information Science* (3rd Ed.). doi:[10.1081/E-ELIS3-120043816](https://doi.org/10.1081/E-ELIS3-120043816)
11. 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)
12. Haas, P. M. (1992). Introduction: Epistemic communities and international policy coordination. *International Organization*, 46(1), 1-35. URL:<http://www.jstor.org/stable/2706951>
13. Hansen, M. T., Nohria, N., & Tierney, T. (1999). What's your strategy for managing knowledge. *Harvard Business Review*. URL: <http://consulting-ideas.com/wp-content/uploads/Whats-your-strat-art.pdf>
14. 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)
15. 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>
16. 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)
 17. Kimble, C. (2013). Knowledge management, codification and tacit knowledge. *Information Research*, 18(2). URL: <http://www.informationr.net/ir/18-2/paper577.html>
 18. 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)
 19. 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>
 20. 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>
 21. 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)
 22. 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)
 23. 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)
 24. 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)
 25. 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>
 26. 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://www.ssrn.com/sol3/papers.cfm?abstract_id=2111111)
 27. 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: Research, Empirical (17 articles total; choose 12 to read)

1. 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)
2. 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)
 3. 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)
 4. 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)
 5. 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>
 6. Goggins, S. P., & Mascaro, C. (2013). Context matters: The experience of physical, informational, and cultural distance in a rural IT firm. *The Information Society*, 29, 113-127. doi:[10.1080/01972243.2012.758212](https://doi.org/10.1080/01972243.2012.758212)
 7. 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)
 8. 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)
 9. 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)
 10. 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)
 11. 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)
 12. 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)
 13. 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)

14. 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>
15. 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)
16. 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)
17. 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>
18. 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)