

# LEADING A DIGITAL SCHOOL

– A CONFERENCE FOR SCHOOL LEADERS

## Managing the Digital School's Information and Assets

*Karen Bonanno*



# Half-life of Knowledge

“Half-life of knowledge is linked to the amount of time that has to elapse before half of the knowledge in a particular area is superseded or shown to be untrue.”

([http://en.wikipedia.org/wiki/Half-life\\_of\\_knowledge](http://en.wikipedia.org/wiki/Half-life_of_knowledge))

Data > Information > Knowledge > Wisdom

# Digital School Community

- Who currently manages the data repositories, information objects and knowledge assets within your school community?
- Are they accessible from the one place or space?
- How are they used within the school community?
- What is their life span, how is this determined, who determines this?
- Are there policies and procedures in place? For example, classification and cataloguing, collection development, copyright.

# Metadata

“Metadata is structured, encoded data that describe characteristics of information-bearing entities to aid in the identification, discovery, assessment and management of the described entities.”

American Library Association 1999 *Task force on metadata: Summary report*  
<http://www.libraries.psu.edu/tas/jca/ccda/tf-meta3.html>

# Metadata – Core Sample

FORESTS AND FORESTRY - AUSTRALIA

<sup>K</sup>  
634.90994    YOU    YOUR forests [kit] : a teachers' resource kit on forestry / jointly produced by Queensland Department of Forestry and Queensland Department of Education

1. Forests and forestry - Australia. I. Queensland. Dept. of Education. II. Queensland. Dept. of Forestry.

CARD 02/02

ISBN 0-7242-0892-5

412166 209876

# Metadata - Expanded



Ralph Clevenger

*Is this real?*

<http://www.athropolis.com/news/berg-pic.htm>

# Metadata – Basic Elements

<b>Content &amp; about the resource</b>	<b>Intellectual Property</b>	<b>Electronic or physical manifestation</b>
Title	Author or creator	Date
Subject	Publisher	Type
Description	Contributor	Format
Source	Rights	Identifier
Language		
Relation		
Coverage		

# Metadata Applied

For example

- Library Management Systems
- Online databases
- EdNA
- The Learning Federation Objects & Digital Resources

It is necessary to make sure the information / knowledge asset is made visible in a way that allows the user to tell whether the item is likely to be useful to them.

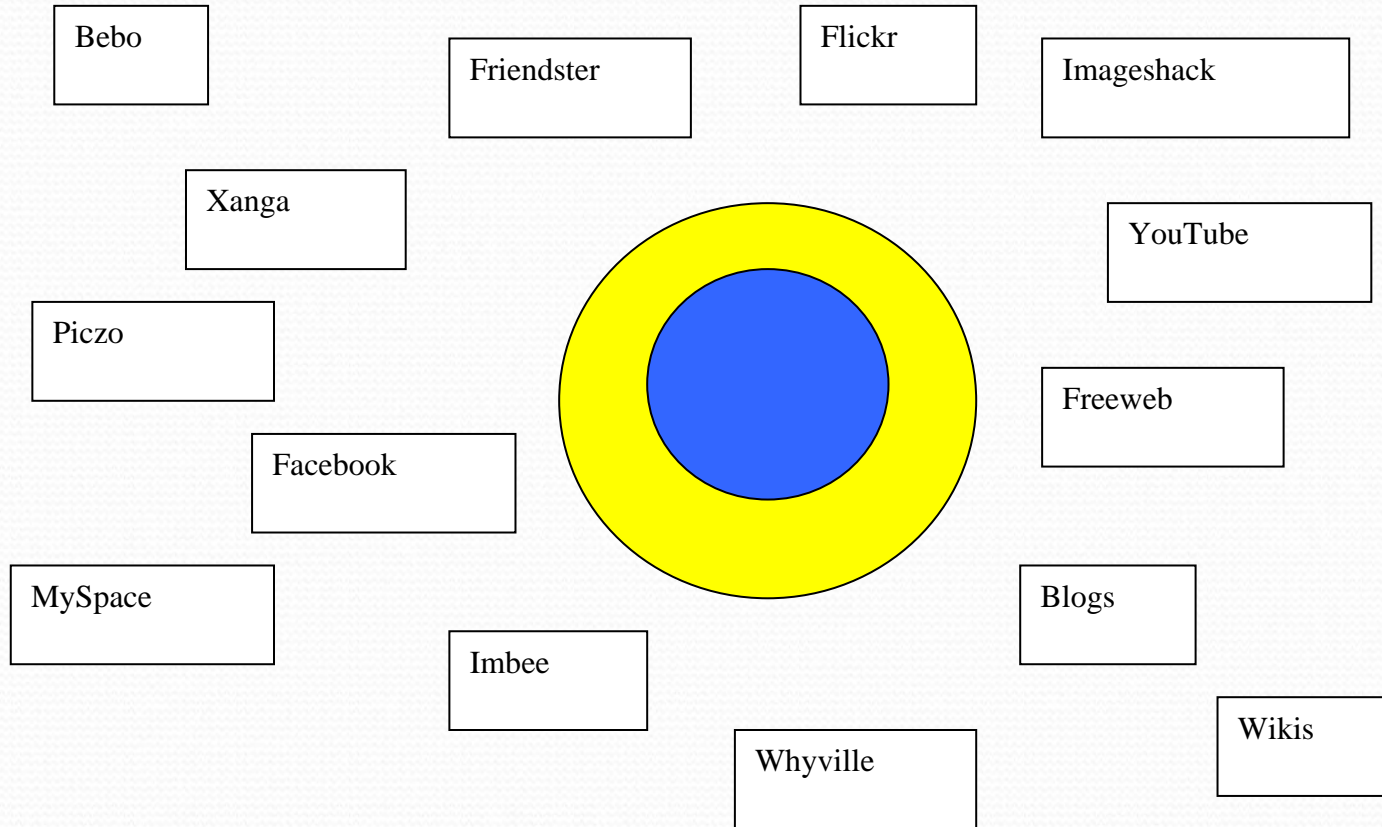


# Improving Discovery

PLUS

- Administrative control
- Security
- Personal information
- Management of information
- Content relationships
- Rights management
- Preservation

# A Current Scenario

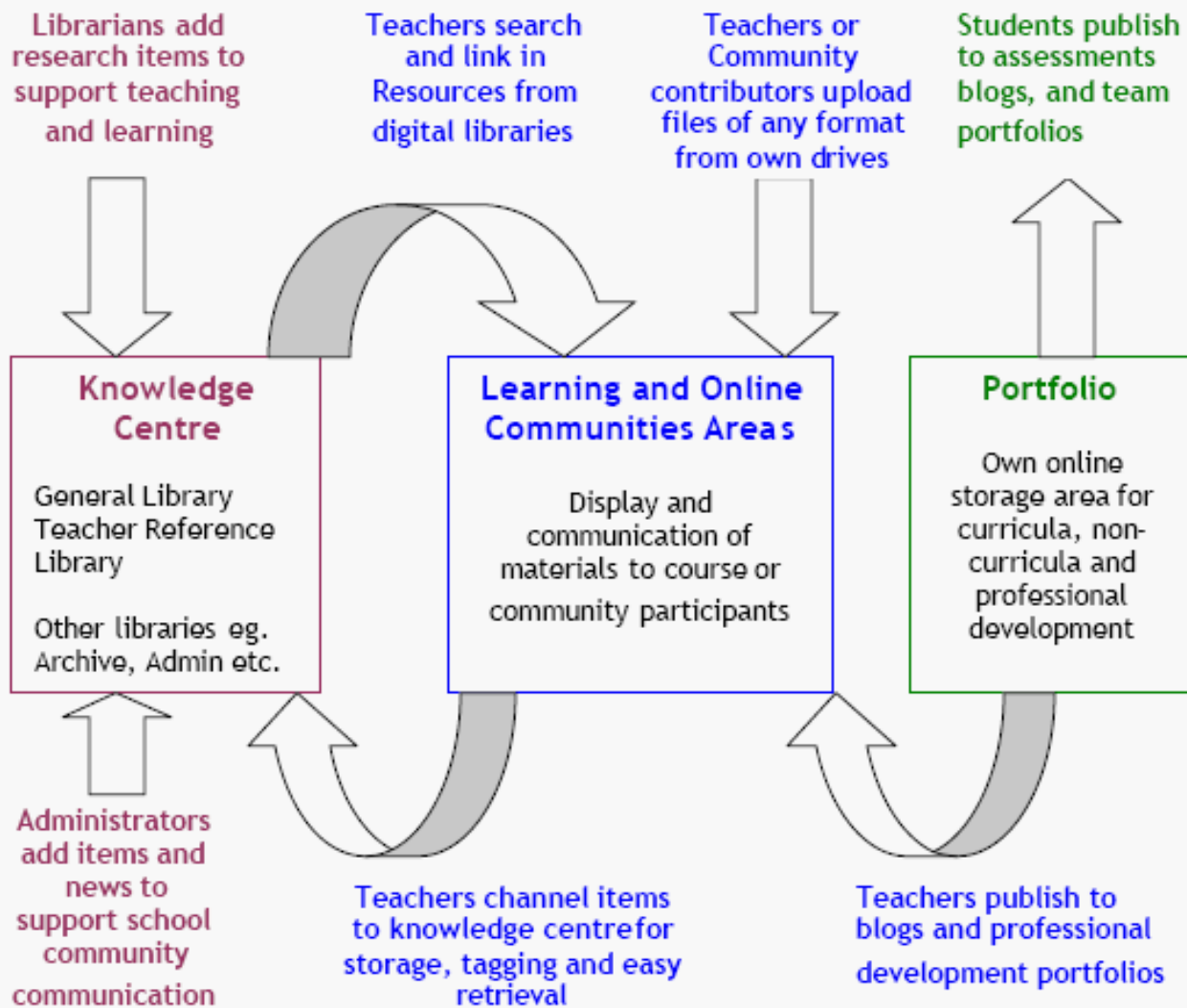


# Poor Management

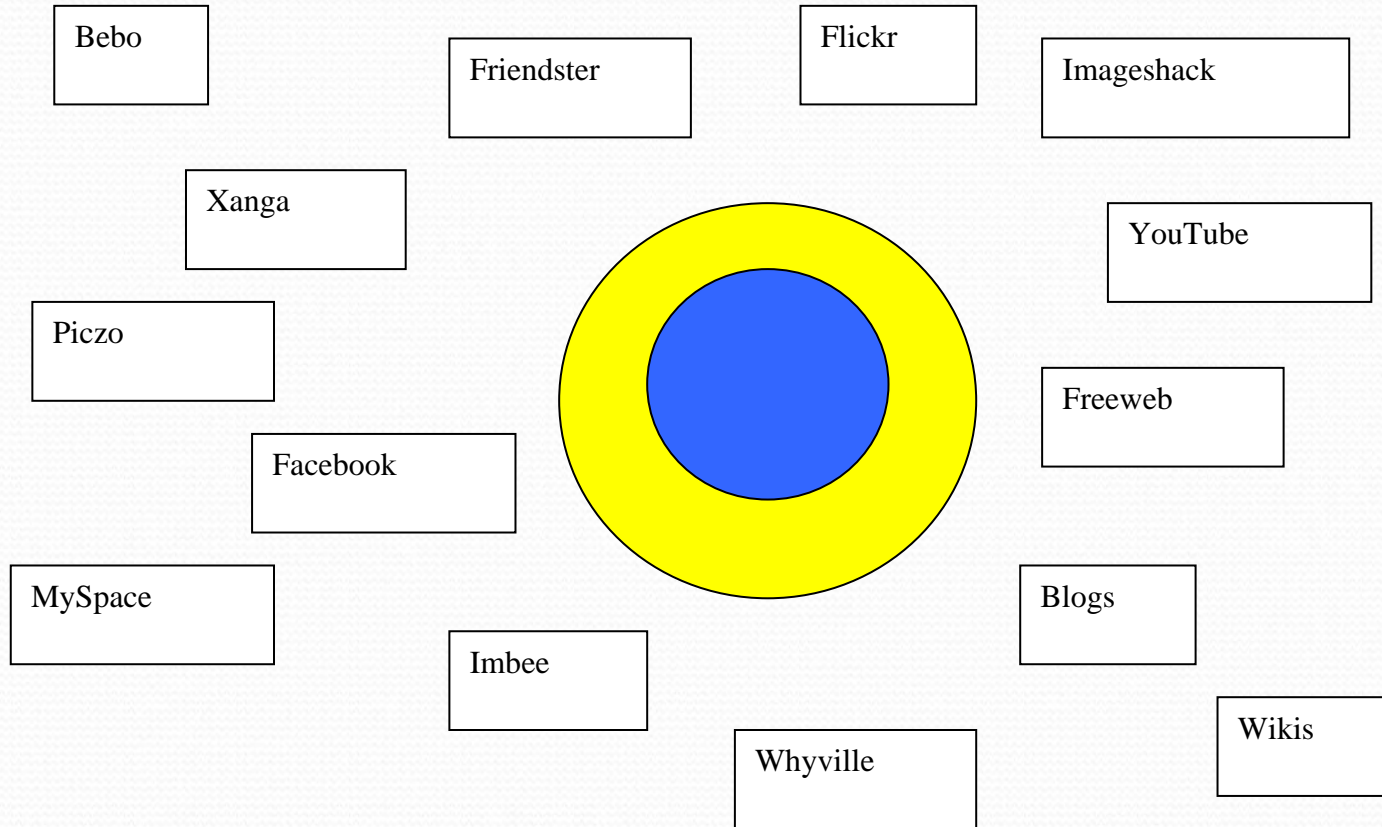
- Redundant collections
- Too wide in dissemination to be effective
- Stored after useful life
- Destroyed after its useful life
- Duplication
- Useful, but not easily accessible
- Inefficient method of collection, storage and retrieval
- Lack of security or over-the-top
- Clumsy exchange

[Bonanno, K 2006 'Managing information within professional groups', in *Access*, Vol. 20, No. 1, p. 27-31. Also available at <http://www.kb.com.au>]

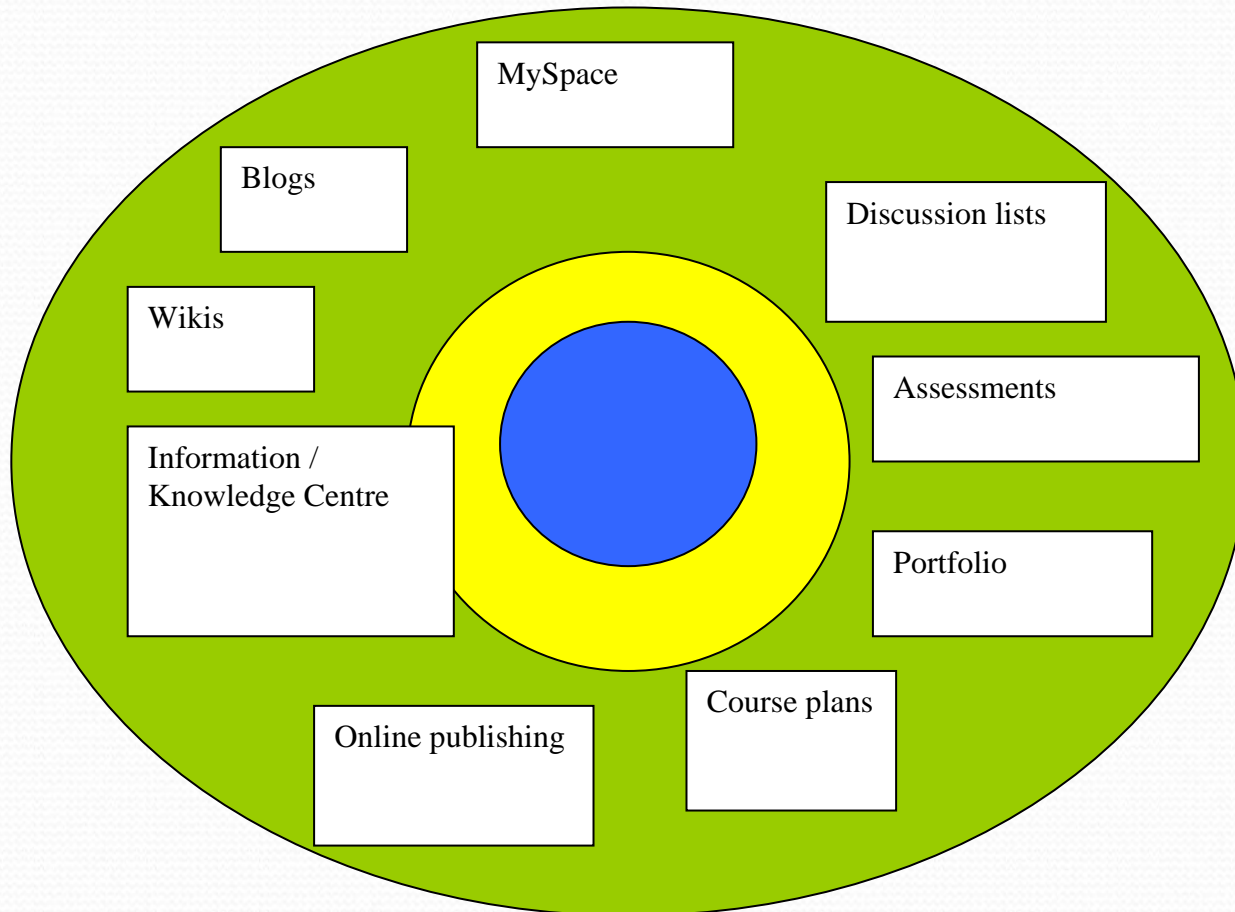
## The Integration of Personal, Communal and Organisational Knowledge



# Past Scenario



# Future Scenario



# A Digital Community

- Autonomous learning for students
- Curriculum management and development
- Assessment tools for learning
- Assessment grading
- Teaching staff CPD and peer networks
- Digital portfolios
- Personal learning plans
- Online community
- Information / Knowledge Centre
- Courseware development

# Management Practices

- Creation in a collaborative environment
- Improved decision-making
- Improved efficiencies and responsiveness
- Improved accessibility
- Reduced costs
- Increased value adding
- Increased flexibility
- More stability
- Improved knowledge

[Bonanno, K 2006 'Managing information within professional groups, in *Access*, Vol. 20, No. 1, pp-27-31. Also available at <http://www.kb.com.au>]



# Strategic Planning

Natarajan and Shekhar: four-phase methodology

- K-Need Identification
- K-Acquisition Framework
- K-Net Design
- K-Net Implementation

[Natarajan, G & Skekhar, S 2001, *Knowledge management: Enabling business growth*, International edition, McGraw-Hill, Boston.]

- K-Enhancement

# Policy and Procedures

Information and knowledge management policy & procedures

- Copyright / Intellectual Property
- Internet / Intranet Acceptable Use
- Online publishing
- Privacy
- Email / Wiki / Blog Acceptable Use
- Plagiarism

Useful site: <http://www.asla.org.au/policy/manual.htm>

# Copyright – Sample 1



**Copyright: Reproduced with permission from Karen Bonanno**

**Source: Taipei Botanical Gardens, Lotus Pond, 15 July 2007**

# Copyright – Sample 2

A teacher asks the teacher-librarian to scan all the pages of a picture book from the school library collection into a PowerPoint presentation so all the students in the class can read it.

The teacher-librarian refuses to do this.

Did the teacher-librarian do the right thing?

# Copyright – Sample 3

A parent is currently copying her own Magic School Bus videos onto a DVD and has offered the school a copy.

The videos were originally taped from free-to-air TV.

Should the school accept a copy?

# Copyright Summary

- Private use
- “Special case” exception
  - Maintaining or operating a library or archives
  - Giving educational instruction
  - Obtaining a copy of material in a form which assists a person with a disability

In most instances, the Hardcopy Statutory Education Licence is retained.

<http://www.copyright.org.au/information/specialinterest/education.htm>

# Listen to the Student Voice

- US tertiary education sector [Zemsky & Massy, 2004]
- UK Children Go Online [Livingstone & Bober, 2004]
- PEW Internet & American Life Project [Fallows, 2005]
- Education Testing Service [USA, 2006]
- Student Learning through Australian School Libraries [Lyn Hay, CSU, 2005]
- Information-seeking Behaviour of the Net Generation [Barbara Combes, ECU, 2007 and ongoing]

# Listen to the Student Voice

- Is the Net Generation as tech-savvy, web-savvy, Internet-savvy, computer-savvy as we think?
- Is the Net Generation information-smart?
- Is the research telling us, as adults, to butt out, or begging us to listen?
- Are we taking the time to listen to the student voice in our digital school journey?



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