

# Informing Science: The International Journal of an Emerging Transdiscipline

### Volume 13, 2010

Editor-in-Chief: T. Grandon Gill, University of South Florida, USA Managing Editor: Eli Cohen, Informing Science Institute, USA Publisher: Elizabeth Boyd, Informing Science Institute, USA

Senior Editor:

Kay Fielden, Unitec, New Zealand

**Associate Editors:** 

Roger Blake, University of Massachusetts, USA Zbigniew J Gackowski, California State University – Stanislaus, USA Karlheinz Kautz, Copenhagen Business School, Denmark Peter Rittgen, University College Borås, Sweden David Vance, Mississippi State University, USA Rowan Wagner, International Business School Kelajak Ilmi, Uzbekistan

The purpose of the journal **Informing Science** is to provide a better understanding of fields that inform their clientele. These fields include information systems, library science, journalism in all its forms, and education. Even though these fields developed separately and are taught across campus, they are evolving into the new discipline of **Informing Science**.

**Informing Science** publishes articles that provide insight into how best to inform clients using information technology. Authors may use epistemologies from engineering, computer science, education, psychology, business, anthropology, and such. The ideal paper will serve to inform fellow researchers, perhaps from other fields, of contributions to this problem.

Informing Science is an academically peer reviewed journal. All submissions are blind refereed by three or more peers. Informing Science is published in print by subscription and its articles also appear online free of charge on the web site **http://inform.nu** 

The Informing Science journal is listed in Cabell's Directory of Publishing Opportunities in Educational Curriculum & Methods, Cabell's Directory of Publishing Opportunities in Educational Technology & Library Science, Cabell's Directory of Publishing Opportunities in Management, Directory of Open Access Journals (DOAJ), EBSCO, Information Science Abstracts, INSPEC, Directory of Scholarly Electronic Journals and Academic Discussion Lists, Ulrich's Periodicals Directory.

#### Copyright of Material Published in Informing Science

Material published as part of this journal, either on-line or in print, is copyrighted by the Informing Science Institute. Permission to make digital or paper copy of part or all of these works for personal or classroom use is granted without fee provided that the copies are not made or distributed for profit or commercial advantage AND that copies 1) bear this notice in full and 2) give the full citation on the first page. It is permissible to abstract these works so long as credit is given. To copy in all other cases or to republish or to post on a server or to redistribute to lists requires specific permission and payment of a fee. Contact Publisher@InformingScience.org to request redistribution permission.

ISSN: online 1521-4672; print 1547-9684; CD 1547-9692 ISBN: 1-932886-32-X 978-1-932886-32-0

> Published by the Informing Science Institute 131 Brookhill Ct., Santa Rosa, California USA phone: +1-707-537-2211; fax: +1-480-247-5724 http://informingscience.org/

## Informing Science: the International Journal of an Emerging Transdiscipline

## **Volume 13, 2010 – Table of Contents**

Preface to Volume 13  T. Grandon Gill	v-vii
A Study on Complex Information Needs in Business Activities  Rimvydas Skyrius and Vytautas Bujauskas	1-13
Informing in the Flat, Rough World: Balancing Globalization Gone Awry <b>Bob Travica</b>	15-34
Subjectivity Dispelled: Physical Views of Information and Informing  Zbigniew J. Gackowski	35-52
Critical-Thinking Pedagogy and Student Perceptions of University Contributions to Their Academic Development Martine Robinson Beachboard and John C. Beachboard	53-71
From Group-based Learning to Cooperative Learning: A Metacognitive Approach to Project-based Group Supervision Christopher Cheong	73-86
An Informing Service Based on Models Defined by Its Clients  Juan Ricardo Bauer Mengelberg	87-119
Social Network Position and Its Relationship to Performance of IT Professionals  Paul Burton, Yu "Andy" Wu, and Victor R. Prybutok	121-137
Organizational Practices That Foster Knowledge Sharing: Validation across Distinct National Cultures  Sherry D. Ryan, John C. Windsor, Bashorat Ibragimova, and  Victor R. Prybutok	139-164
Informing as a Discipline: An Initial Proposal  Zbigniew J. Gackowski	165-175
A Model for Mandatory Use of Software Technologies: An Integrative Approach by Applying Multiple Levels of Abstraction of Informing Science	
Chang E. Koh, Victor R. Prybutok, Sherry D. Ryan, and Yu "Andy" Wu	176-203