Do information and knowledge mean the same thing? What is their relationship within an organisational context? What happens to knowledge when we attempt to represent it in document form? Today’s exercises will look at the flows of information and knowledge in

a) Paper aeroplane construction;
b) the decision making process for a group hiring a video, DVD or game console;
c) state policies on terrorism.

Lab component:

Working in pairs,

1. One of you will make a paper aeroplane, while the other writes a document containing instructions on how to make it.

2. Swap your instructions with another group, and build a paper plane according to the other group’s directions.

3. Compare the outcomes.

Working in pairs,

1. Design a flow chart (you choose the format) that identifies the steps involved in together choosing and then borrowing three videos, DVDs or console games for hire, to watch on a weekend camp with four other friends.

2. For each step in the process, note both the information and/or knowledge that will be required to carry it out.

3. In constructing your diagram, you may use any piece of available software that you consider relevant, such as Visio or Rational Rose (or Word, which contains flow chart objects amongst the Autoshares in its Draw function).

4. Now swap your diagram with another group’s. Go to a web site that hires or sells videos (eg Blockbuster), and see whether the way in which you choose a video
matches the steps in the model made by the other group. What (if anything) needs to be modified? What sort of relevant information and/or knowledge is available at the site?

5. How would this process be different if you were selecting and borrowing videos or DVDs by yourself, for your individual use? How is the process different if performed online?

**Tutorial component:**

1. Listen to the tutorial presentations for this week, and participate in the group discussion that follows.

2. Working in groups of four or five, read through the handout provided by your tutor, and try to answer the following questions.

   d) Imagine you are responsible for this project. How would you go about designing the information-gathering and analysing processes? What weight would you assign to word of mouth, as opposed to other sources of information?
   
   e) In what ways (if any) could technology play a role in this project?
   
   f) Do you agree with the document’s claim that ‘the key … is information’. Why?
   
   g) Is a project such as this likely to achieve its aims? What sorts of things might hinder its success?
   
   h) Compare your findings with those of another group.