**Working Models for Teacher’s Personal Knowledge Management**

In the information society, teachers’ heavy-duty information-transforming roles are expected, and thus a leading position to guide the society to become information literate. In order for the teachers to become effective information literacy educators to successfully convey the task to influence the k12 to adults, teachers need to possess certain knowledge management skills. Personal Knowledge Management (PKM), suggesting competencies, such as “access, evaluate, organize, analyze, convey, collaborate, and secure” (e.g., Avery, Brooks, Dorsey, and O’Conner, 2001) support and extend the concept of information literacy to an operational level. In order to identify if a working model for teacher’s PKM is available, this research is proposed to answer the questions: (1) What are the teachers’ information behavior features in their daily teaching tasks in terms of seeking and searching for, and organizing teaching material in the web environment? (2) How do they accumulate information in daily life? How do they organize the materials searched? And, (3) How do the teachers transform this information to their teaching presentation? This research takes a naturalistic approach by conducting in-depth interview and real web searching activities. It takes two phases, the first year to explore the theoretical framework of teacher’s PKM and the second year to propose a working model. This poster presents the research results of the working model. In the first phase, in order to explore a theoretical model for teacher’s PKM, information behavior rich teachers are selected and interviewed. Data analysis has suggested a two dimensional theoretical model, namely, attributes and key activities. The attributes of personal knowledge management include four elements: value, tools, skills, procedures whereas access, evaluation, organization, and creation to denote the four key activities. Although Avery, Brooks, Dorsey, and O’Conner (2001) have suggested seven key competencies for PKM: access, evaluate, organize, analyze, convey, collaborate, and secure, it seems that analyze, collaborate, and secure are the minor concern of the teachers. Information behavior such as seeking, organizing storing, using, and creating form the basic framework of teacher’s personal knowledge management. This poster will begin with the description of the two dimensional theoretical model for teacher’s personal knowledge management. A prototype-working model of teacher’s personal knowledge management system based on the theoretical framework will be proposed and illustrated.

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