



Informing Science: The International Journal of an Emerging Transdiscipline

Volume 14, 2011

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: 1-932886-41-9

978-1-932886-41-2

**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 14, 2011 – Table of Contents

When What is Useful is Not Necessarily True: The Underappreciated Conceptual Scheme T. Grandon Gill	1-32
Informing: A Cognitive Load Perspective Slava Kalyuga	33-45
The Information Age Measurement Paradox: Collecting Too Much Data Nitza Geri and Yariv Geri	47-59
Towards an Information Sharing Pedagogy: A Case of Using Facebook in a Large First Year Class Patient Rambe and Dick Ng’ambi	61-89
The Informing Science Institute: The Informing System of a Transdiscipline William F. Murphy, Jr.	91-123
Promoting Relevance in IS Research: An Informing System for Design Science Research Bill Kuechler and Vijay Vaishnavi	125-138
Backbone or Helping Hand? On the Role of Information Systems and Non-systematic Information in Managers’ Work Cecilia Gullberg and Alf Westelius	139-160
Integrating the Visual Design Discipline with Information Systems Research and Practice Daniel A. Peak, Victor R. Prybutok, Yu “Andy” Wu, and Chenyan Xu	161-181

