

Search results, data security, and integrated management

draft as of June 19th 2008

Intro, swicki links quality and learning

This paper tries to put assurance in the context of the wider discussion around safety. The management of assurance is usually as part of other concerns such as quality of outputs and the sustainability of organisations. Previously I have found that many academics usually resent forms of quality assurance and do not see associated theory as helpful. I am trying to find a theoretical context for working with assurance as if it might have real positive consequences. The first section will explain why the web is a useful source for this. The second looks at ISO 27000 , especially the Plan-Do-Check-Act learning cycle. The third looks at some recent search results and continuing questions.

Academics have concentrated on “quality” as a discourse. Wilmott and Wilkinson (1995) describe the word as having “no meaning”. Perhaps the introduction to the book could be seen as about the effects of the discourse around "quality" rather than about any practice as such. A paper about wi-fi by Mackenzie (2005) has a section on security - "Meanings: regulating movement" that seems more concerned with meanings than the idea that security threats might be real.

He also writes that "Between late 2002 and 2004, frequent newspaper articles reported on the 'broadband for the people' projects associated with Wi-Fi (San Francisco, Bristol, Philadelphia, Cork, Taipei, Grandhaven, UN (United Nations, 2003), etc)" The one I know about in Bristol has some basis in reality as I find it. *Courier typeface when going a bit off topic.* There can be discourse and reality both at once I think.

Also he suggests "hype" as an alternative word for "discourse" -"Hype, or over-inflated claims about what information technologies can do ('every point on the earth surface ...'), lie on the side of the spectacle. They form part of the process whereby objects are made into commodities in terms of their sign-value and by attachment to brands." I may use the word "hype" but also try to find out more what is meant by "discourse".

In addition to the problem of how academics experience quality assurance as applied in universities, there is the problem of disciplines and their borders. The subject of "Management Learning" has had very little to do with quality. In large companies the Human Resources department may be prepared to talk to the QA Department and in smaller companies there may be a small number of people covering both. As far as I can tell QA would be seen as part of "systems" or "Management Science" and not too close to Management Learning. The journal for *Management Learning* makes a connection with quality very rarely , most recently as far as I know "Strategies for Renewal" in 2005.

In the case of "safety" there are universities such as New South Wales where Safety Science seems to be accepted as being based on words with meanings. See "Major Hazards Management- course description".

The Web is breaking down the barriers maintained by academic disciplines. David Weinberger has published "Everything is Miscellaneous" following a series of talks. The hardback was available through Amazon UK but there has not been a UK publication as such so there have been almost no print reviews edited from London. However there is a YouTube video of a talk at the Library of

Congress. Towards the end of the book he refers to "grassroots" and "official" ways to organise knowledge. Connecting ideas about learning and quality is something that happens as "grassroots", especially online.

<http://www.youtube.com/watch?v=L0xJrEGNFmc>

A Swicki is a hybrid form of Wiki and Search Engine. It starts from a word cloud to which new words can be added if searched for. Results can be voted on so they move up or down the list for each search term. I have started one connected to my "learn9" website (learning with ISO9000) and it seems to work convincingly in finding results that relate to both quality and learning.

<http://learn9-swicki.eurekster.com/>

Christopher May has written about openness and the knowledge commons. One issue is how to assess the forms of knowledge that can be found online, ranging from blogs to journal articles. This is complicated by the current interest in 'open access' publishing. Tracey Caldwell recently wrote in Information World Review that "The field of social sciences and humanities (SSH) is the poorer cousin of the sharp-suited, well-funded science, technology and medicine (STM) sector.....There is not a lot of money around to finance author-pays models of open access." However there are often drafts available online from the author or in slightly different formats as far as it appears. Papers from a conference such as Network Learning may appear online with a few weeks of the event so have a comparable value to edited versions in a journal months or years later.

ISO 27000 - data security as counter-hype

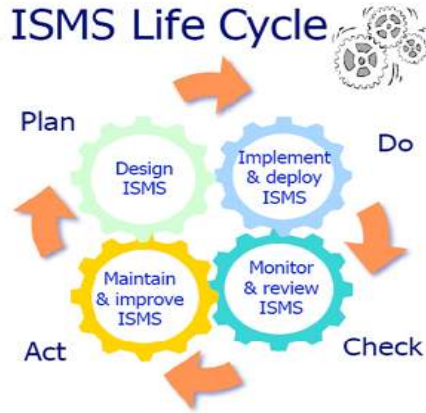
There is a discourse of danger around individual privacy and the security of organisations in terms of online communication. This is based on real problems but can also sometimes used as a reason not to adopt Web options. The UK press reporting of the Byron Review concentrated on risks and there was little attention for the research on the educational benefits of being online. The security problems for UK government and other institutions (lost data etc) have also been widely reported. Information World Review (May 2008) reports that 53% of respondents to a survey conducted by the Information Commissioner say they have "no confidence in the way that banks, councils and government departments handled personal information".

<http://www.dfes.gov.uk/byronreview/>

(later there will be more on the hype around dangers and the way that standards could be presented as counter hype. I currently work on PDF and am aware that Adobe are promoting AIR, a way to run Flash applications on the desktop as well as online. The security implication of this will be a concern that will be contested by interested parties.)

ISO standards can be used just as a guide without certification or they can be thought of as a marketing aid, reassurance with a mixed reputation. Even if the management procedures described in standards are seen as an imaginary there is still a question as to how organisations learn or otherwise change behaviour over time. As with the latest revision of ISO9000, ISO 27000 refers to the PDCA learning cycle and work by Deming. This can be seen as an approach to design.

PDCA ISMS Life Cycle Model



<http://sloanleadership.mit.edu/pdf/LeadershipinAnAgeofUncertainty-researchbrief.pdf>

(this will be expanded, and compared to the Distributed Leadership Model -

- **Sensemaking:** making sense of the world around us, coming to understand the context in which we are operating.
- **Relating:** developing key relationships within and across organizations.
- **Visioning:** creating a compelling picture of the future.
- **Inventing:** designing new ways of working together to realize the vision.)

One area to concentrate on is security around mobile communications. There is currently a trend for material promoting security software to present social networking as a danger. How to balance this with the benefits of web access will be considered taking an internet cafe as a case study. A PayPal account was compromised during 2007, evidence that danger can be real.

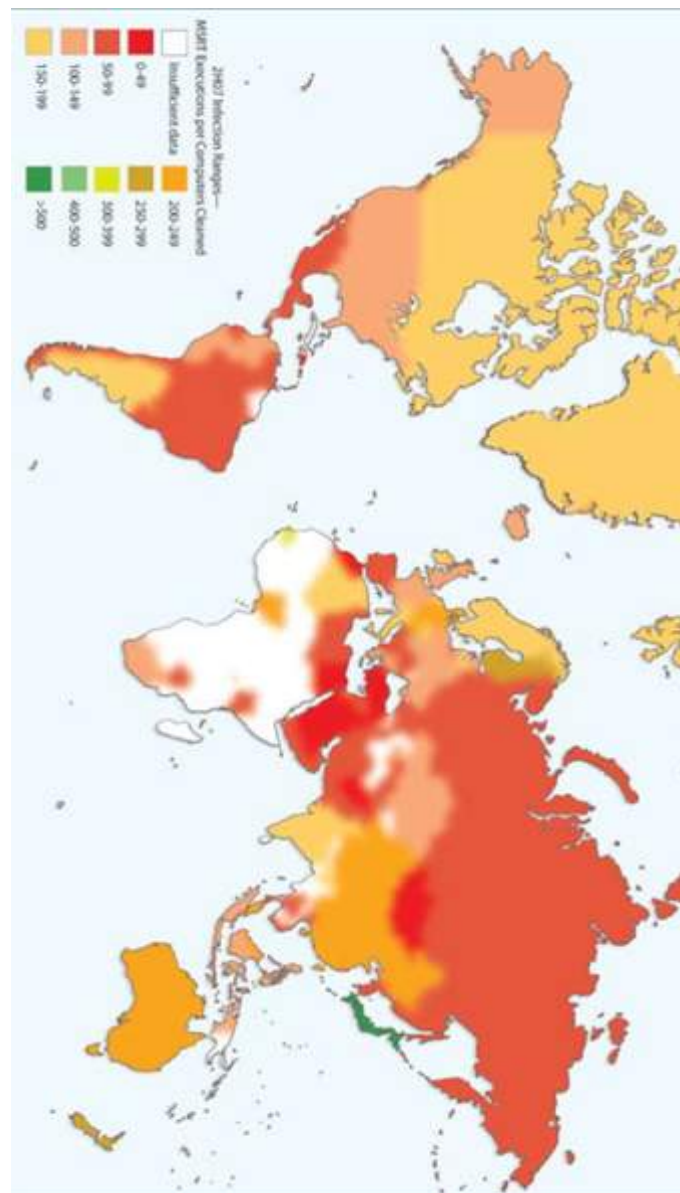
Protection Science Swicki

There is a swicki started to relate to words in the current IAS research project. I have now added ISO 27000. When this paper is discussed there will be a check to see what overlap exists with where this swicki has arrived at.

<http://protection-science-swicki.eurekster.com/>

PDCA in Japan

The most recent survey by ISO showed only 486 certificates for ISO 27000 in the UK compared to 3,790 in Japan. The PDCA approach is often supposed to have been introduced to Japan by Dr Deming in the 1950s. However it seems to have been much better adopted than in the USA or UK. Is there some reason why this appear to be so? ISO 9000 was also linked to PDCA in the 2000 revision. Certificate numbers in the UK have declined although growth continues in other countries, particularly China.



The map is from the Microsoft Security Intelligence Report for July through December 2007. The colour shows the levels of infection for each country. Japan is the least infected and also the country with most ISO 27001 certificates. This is not a detailed statistical study.

expand and / or leave space for discussion , could be explored as journalism as in OhmyNews stories or drafts. English language journals not covering Asia as much as they might. Chris Jones in an introduction to articles on Networked Learning mentions UK sources, Kaleidoscope in Europe and the Sloan Consortium in the USA. Given the fibre in Korea and Japan there is probably more research available than people in the UK realise.

previous story on Information Security

http://english.ohmynews.com/articleview/article_view.asp?article_class=4&no=382408&rel_no=1

References

Innumerable transmissions: Wi-Fi®from spectacle to movement

Adrian Mackenzie

http://www.networkcommons.org/wireless/mackenzie_wifi-image-action-2005.pdf

Making Quality Critical

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María C. Ferguson-Amores

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Christopher May - Openness, the knowledge commons and the critique of intellectual property

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OA in the humanities badlands

Tracey Caldwell Information World Review

<http://www.iwr.co.uk/information-world-review/features/2218215/oa-humanities-badlands>

Major Hazards Management- course description, UNSW School of Safety Science

http://www.safesci.unsw.edu.au/downloads/profiles/9221profile_14Dec06.pdf

Networked Learning Conference papers

<http://www.networkedlearningconference.org.uk/papers.htm>

Microsoft Security Intelligence Report (July - December 2007)

<http://www.microsoft.com/downloads/details.aspx?FamilyId=BCC879DB-9FE6-4331-B231-E274EA8FC804&displaylang=en>

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Updated versions will be at "Learning with ISO 9000"

<http://www.learn9.net/paper1.html>