

Issues in Informing Science and Information Technology

Volume 17, 2020

Edited by Eli B. Cohen



Informing Science Institute

Issues in Informing Science and Information Technology:
Volume 17, 2020

Editor: Eli B. Cohen, Informing Science Institute

Copyright © 2020 by the Informing Science Institute. All rights reserved.

(CC BY-NC 4.0) Articles in this journal are licensed to you under a [Creative Commons Attribution-NonCommercial 4.0 International License](#). When you copy and redistribute any of these articles in full or in part, you need to provide proper attribution to it to ensure that others can later locate this work (and to ensure that others do not accuse you of plagiarism). You may (and we encourage you to) adapt, remix, transform, and build upon the material for any non-commercial purposes. This license does not permit you to use this material for commercial purposes.

Published by:

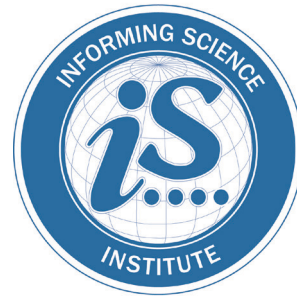
Informing Science Institute
131 Brookhill Court
Santa Rosa, California 95409 USA

Telephone: + 1.707.324-3171

Email: Publisher@InformingScience.org

Website: <http://IISIT.org>

<http://InformingScience.org>



ISBN: 978-1-68110-062-9

ISSN: 1547-9684

Printed in the USA

The Journal of
Issues in Informing Science and Information Technology

Volume 17, 2020

Table of Contents

Over Mountain Tops and Through the Valleys of Postgraduate Study and Research:
A Transformative Learning Experience from Two Supervisees' Perspectives
Joy Penman, Glenna Lear 1-20

Design of a Knowledge Management System for the Research-Teaching Nexus: Evidence from
Institutional Audit Reports
**Alrence Santiago Halibas, Rolou Lyn Rodriguez Maata, Mohamed Varusai, Ali Al-Badi,
Peyman Nouraey** 21-40

Review Process

Except where otherwise noted, all papers were reviewed using a process commonly known as double-blind (that is, with author and affiliation information) by between 6 and 10 external reviewers. The reviewers did not know the identity of the authors nor the authors of the reviewers. Reviewers were matched to papers using a formula to minimize the psychological distance between reviewers' stated expertise and interest and the topics covered in the paper. In cases where this formula did not provide at least 6 reviewers, reviewers were randomly assigned to papers. No reviewer was required to review more than 3 papers.

Reviewers were instructed to mentor the submission's authors by providing feedback on how to improve the submission. They were further required to recommend whether or not the paper should be accepted using a six-point scale (from "reject" to "must accept").

The authors of all papers, whether accepted or not, were provided with the reviewers' feedback as part of our process of mentoring authors. Authors of accepted papers were required to revise their submissions in light of the issues raised in the reviews.

We believe that the papers in this journal represent a great contribution to science.