



Knowledge Management: A new perspective in changing Education

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Abstract

The paper seeks to identify the concept of Knowledge management. The need of knowledge management and the challenges faced by the educational institutions in coming up with the Knowledge management techniques. It also focuses on knowing the various strategies or practices involved in KM . The effort to share the most recent understandings about Knowledge management in education is the changing roles and challenges for higher education.

Keywords: Knowledge management, Higher Education.

INTRODUCTION

In today age , searching for knowledge has become a comparatively easier task as compared to the earlier age. The challenge now is how to handle and manage this available knowledge. The answer to this question is in understanding Knowledge Management.

Knowledge Management basically comes from business and industrial background. This concept is emerging in the field of education as well.

Knowledge Management can be basically described as a set of practices that helps to improve the use and of sharing of data and information in Decision Making.

Knowledge Management, (KM) is a concept and a term that arose approximately two decades ago, roughly in 1990. Quite simply one might say that it means organizing an organization's information and knowledge holistically, but that sounds a bit woolly, and surprisingly enough, even though it sounds overbroad, it is not the whole picture. Very early on in the KM movement, Davenport (1994) offered the still widely quoted definition: "Knowledge management is the process of capturing, distributing, and effectively using knowledge."

Knowledge management is a discipline that promotes an integrated approach to identifying, capturing, evaluating, retrieving, and sharing all of an enterprise's information assets. These assets may include databases, documents, policies, procedures, and previously un-captured expertise and experience in individual workers."

Having a knowledge of Knowledge Management can help the educational institutes to work along with the available knowledge.

Dimensions of Knowledge:

Different [frameworks](#) for distinguishing between different 'types of' knowledge exist. One proposed framework for categorizing the [dimensions](#) of knowledge distinguishes between [tacit knowledge](#) and [explicit knowledge](#). Tacit knowledge represents internalized knowledge that an individual may not be consciously aware of, such as how he or she accomplishes particular tasks. At the opposite end of the spectrum, explicit knowledge represents knowledge that the individual holds consciously in mental focus, in a form that can easily be communicated to others ([Alavi & Leidner 2001](#)). Similarly, Hayes and Walsham (2003) describe content and relational perspectives of knowledge and knowledge management as two fundamentally different epistemological perspectives. The content perspective suggest that knowledge is easily stored because it may be codified, while the relational perspective recognizes the contextual and relational aspects of knowledge which can make knowledge difficult to share outside of the specific location where the knowledge is developed. Hayes, M.; Walsham, G. (2003).

Early research suggested that a successful KM effort needs to convert internalized tacit knowledge into explicit knowledge in order to share it, but the same effort must also permit individuals to internalize and make personally meaningful any codified knowledge retrieved

from the KM effort. Subsequent research into KM suggested that a distinction between tacit knowledge and explicit knowledge represented an oversimplification and that the notion of explicit knowledge is self-contradictory. Specifically, for knowledge to be made explicit, it must be translated into information (i.e., [symbols](#) outside of our heads) ([Serenko & Bontis 2004](#)). Later on, Ikujiro Nonaka proposed a model (SECI for Socialization, Externalization, Combination, Internalization) which considers a spiraling knowledge process interaction between [explicit knowledge](#) and tacit knowledge ([Nonaka & Takeuchi 1995](#)). In this model, knowledge follows a cycle in which implicit knowledge is 'extracted' to become explicit knowledge, and explicit knowledge is 're-internalized' into implicit knowledge.

A second proposed framework for categorizing the dimensions of knowledge distinguishes between embedded knowledge of a [system](#) outside of a human individual and embodied knowledge representing a learned capability of a human body's [nervous](#) and [endocrine systems](#) ([Sensky 2002](#)).

A third proposed framework for categorizing the dimensions of knowledge distinguishes between the exploratory creation of "new knowledge" (i.e., innovation) vs. the [transfer](#) or exploitation of "established knowledge" within a group, organization, or community. Collaborative environments such as communities of practice or the use of [social computing](#) tools can be used for both knowledge creation and transfer.

Need of Knowledge management:

The ample of knowledge available in the Education system now needs to systematically organised and managed. The following needs are felt:

- Value of knowledge and wealth creation
- Minimize effort duplication
- Enhanced innovation through leveraging the intellectual capital.
- The overwhelming requirement for efficient knowledge sharing.
- Need for increased speed and the existing latency of knowledge distribution.

Issues and challenges in Knowledge management:

- Knowledge about existing knowledge
- Minimize effort duplication
- Enhanced innovation through leveraging the intellectual capital.
- The overwhelming requirement for efficient knowledge sharing.

Need for increased speed and the existing latency of knowledge distribution.

For proper management of knowledge certain Key tasks are involved.

A. Micro-level management of tasks:

- Course structuring and study material preparation;
- Distribution and presentation of study materials;
- Communication between educational actors (student-faculty, student-student, students-students);
- Performing instructional assignments, either alone or group-based;
- Performance assessment.

B. Macro-level management of tasks:

- Organisation of the whole educational process;
- Organising and managing information and knowledge flows within the educational organisation;
- Keeping track of performance of students, faculty, courses, curriculum, and of the (allocation of) available knowledge resources;
- Monitoring results in terms of goals and standards;
- Dynamic changing of the educational program as feedback to discrepancies between goals and standards and obtained performance results.

Along with the tasks various strategies and techniques are available for knowledge management depending upon the nature, usability of the knowledge. To mention a few, they are:

- Push strategy

- rewards (as a means of motivating for knowledge sharing)
- storytelling (as a means of transferring tacit knowledge)
- cross-project learning
- after action reviews
- knowledge mapping (a map of knowledge repositories within a company accessible by all)
- expert directories (to enable knowledge seeker to reach to the experts)
- best practice transfer
- knowledge fairs
- competence management (systematic evaluation and planning of competences of individual organization members)
- collaborative technologies (groupware, etc.)
- knowledge repositories (databases, bookmarking engines, etc.)
- social software (wikis, social bookmarking, blogs, etc.)
- Inter-project knowledge transfer
- Taxonomy

Each of these strategies have got their own specificities, and requirements. They work in accordance to the knowledge available.

Conclusion:

Knowledge management as a concept in Education seems to be new but is the need of the time, as there is exploration of knowledge. The basic motto of Knowledge Management is to do the right things rather than doing things in right manner. There are certain drives which help in for effective knowledge management like, building the knowledge, storing the knowledge, distributing and further using the knowledge. Hence, knowing the available knowledge and further managing it is very essential for the development of Education towards betterment and at an accelerated rate.

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