

A Revolution in Knowledge Sharing

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Abstract: *We are witnessing that inspite of unexpected speed of information transmission, we are to go a long way to achieve genuine knowledge societies. In Knowledge societies everyone must be able to bring together research and practice towards the achievement of mutual development. The process of building Knowledge societies is about bringing all sort of divides (race, sex, language, religion, political and philosophical convictions, income or class). The aspiration at the heart of the effort to build knowledge societies is that knowledge is the source of empowerment and capacity building. Human capital is the main source of profit moreover knowledge is key to a broader understanding of development whether human development or sustainable development*

Keywords: information, transmission, knowledge, sustainable development

1. Knowledge Divide to Knowledge sharing

The Knowledge divide is the gap in the standard of living between those who can find, create, manage, process and disseminate information or knowledge and those who are impaired in the process. The rise of the globe information society spawned by the new technology revolution must not over shadow the fact that it is valuable only as a mean to achieve genuine knowledge societies. Information is in many cases a commodity. We are witnessing that inspite of unexpected speed of information transmission, we are to go a long way to achieve genuine knowledge societies. In Knowledge societies everyone must be able to bring together research and practice towards the achievement of mutual development. The process of building Knowledge societies is about bringing all sort of divides (race, sex, language, religion, political and philosophical convictions, income or class). The aspiration at the heart of the effort to build knowledge societies is that knowledge is the source of empowerment and capacity building. Human capital is the main source of profit moreover knowledge is key to a broader understanding of development whether human development or sustainable development.

Two remarks should however lead us to considerable precaution in advancing the promising hypothesis. First, in the field of knowledge there is a wide divide between rich and poor countries which is sustained by knowledge gap. Secondly, the rise of global information society has lead different social groups to be far away for having equal access and capacity to assimilate the growing flow of information or knowledge. If we want to create knowledge based societies, there can be no doubt that education is one of the most decisive challenges we will have to face.

In 21st century, we are forced to consider that we can bring about change in society when and where technology proves its relevance in social context; here are some of the areas in which knowledge sharing is must if we wish to build up knowledge societies.

E- Knowledge:- E- Knowledge is not just a digitized collection of knowledge but it consists of that combine content, context and insights an application.

E-Knowledge finds expression in many shapes and forms in a profoundly networked world. E-Knowledge consists of knowledge objects and knowledge flows that combine content, context and insights on application.

E-Knowing is the act of achieving understanding by interacting with individuals, communities of practice, and knowledge in a networked world. E- Knowledge commerce consists of the transactions based on the sharing of knowledge. These transactions can involve the exchange of digital content/context and/or tacit knowledge through interactivity. E-Knowledge is technologically realized by the fusion of e-learning and knowledge management and through the networking of knowledge workers. Transactable e-knowledge and knowledge networking will become the lifeblood of knowledge sharing. They will support a “Knowledge Economy” based on creating, distributing and adding value to knowledge. Knowledge sharing- if it sparks innovation, changes in organisational dynamics, and new sources of value- can also make the difference in academic and e-learning. It is a challenge of institutional leadership to get faculty and staff to reflect on the nature of knowledge and on how knowledge can be understood or shared. Knowledge can be modelled as a “thing” and “flow” at the same time. It is a static resource- a snap shot, if you will- and a dynamic flow between the various states of the known and the unknown. Knowledge flows between tacit (subjective) and explicit (objective) states. Knowledge is information presented within a particular context, yielding insight on application in that context. Knowledge is a social construct. “Knowledge can be regarded as the only unique resource that grows when shared, transferred, and managed skillfully”. Knowledge, we referred to the “acquisition, assimilation, and sharing of knowledge.” Knowledge economy includes interpreting, reflecting, creating, applying, realizing, understanding, associating, recognizing, repurposing, and enhancing knowledge. Knowledge becomes tangible as digitized content. The networked world continuously refines, reinvents, and reinterprets knowledge, often in an automatic manner. Knowledge through the different lenses of “know what”, “know who”, “know how”; “know why”, “know where”, “know when”, and “know it”. Knowledge Economy enterprises and focusing more attention on tacit knowledge and insights revealed through interaction, collaboration, and innovation. The knowledge networks and communities of practice that specialize in such tacit knowledge will most certainly be the epicentres of the

Volume 9 Issue 8, August 2020

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Knowledge Economy. Interoperability is also key to shared understanding. In higher education today, pioneering efforts are under way to capture digital assets in shareable knowledge objects. Today's proof-of-concept efforts will enable the development of more robust perspective, tools, policies, and practices. At the same time, new deployments of pervasive, ambient technology are likely to accelerate the shape of future of e-knowledge.

Today

- Distinct from developing knowledge.
- Explicit knowledge.
- Focused on data exchanged.
- Practice is inadequately recognized in organizations.
- Independently and begin to intersect.
- Expensive.
- Drawn from traditional sources of academic content.
- Not yet established.
- Enforcing copyrights and licenses, thus protecting ownership and "building a moat".

Tomorrow

- Align closely with knowledge networks.
- Both explicit and tacit knowledge.
- Focus on information, not just data.
- Epicenters of tacit knowledge creation and sharing.
- Dynamic and churning.
- Less expensive.
- Wide range of sources, ranging from traditional sources to individual blocs and communities of practice.
- Object creation, updating, and repurposing and reutilized and have achieved amenity.
- Enabling people to both share knowledge and share its control.

2. Changing the Knowledge Experience

The development of wireless communications is enabling technology-rich environments in which individuals can carry networked digital devices like notebook computers, PDA's, cellular phones, pagers, and a myriads of converging tools that open new opportunities for communication and knowledge sharing. Pervasive computing is creating environments in which ubiquitous computing devices are being embedded in everything. Coupled with emerging voice-recognition and display technologies, these developments have the potential to turn every kind of public and private space into a venue for digitally enabled knowledge sharing and learning. Educators and practitioners need to be more reflective about the development of pervasive, ambient technology environments.

The patterns of interactivity and the very manner in which we experience knowledge will be enriched. At an accelerated, turbulent pace everything about the knowledge experience will change, including the places in which we get experience knowledge and the intensity of our engagement with knowledge resources, the time sequence for accessing knowledge, our expectations about knowledge timeliness our reliance on intelligent agents and ability to multitask knowledge streams and the amenity of the knowledge experience. These changes will accelerate the demand for e-

knowledge and for reliance of knowledge networks in a variety of forms and formats examples of such smart environments are Xerox's PARC & the movie minority report provided information on how individuals in mid 21st century would be able to use pervasive knowledge environment to engage and manipulate a virtual avalanche of knowledge in pictorial, text graphics and audio forms. Most of technologies to implement such capabilities already exist educators and practitioners need to be more reflective about the development of pervasive, ambient technology environment and what these means for experience of learners, faculty, staff and other stakeholders. How will such environment affect the construction of new facilities ? campus master planning ? The relationship between campus environment & other setting?

These developments require universities and colleges to change their basic knowledge ecologies if they are to remain attractive to learners. These transformations will include not just infrastructure but also the basic a processes, structure competencies and cultural belief and practices relating to use and sharing of knowledge evolving a knowledge ecology poised for success in knowledge economy is among the greatest challenges.

3. Transforming the Knowledge Ecology

Over the past decade, higher education institutions have undertaken major investments in their capabilities for processing knowledge through deploying enterprise resource planning (ERP) systems, enterprise portals, data warehousing, course management systems There is more to knowledge resources than courses. Digital asset management is receiving attention from many institutions, encompassing the full range of institutional knowledge assets in learning, research, practice and public service. Initiatives such as Open Knowledge Initiative (OKI) and MIT's Open Course Ware (OCW) are tapping into latent support for an open- source approach to e-knowledge and e-learning and sharing of knowledge assets.

It will do more than merely improve the efficiency of existing channels and interactions for knowledge sharing. E-knowledge enables the unbundling, deconstruction, and reinvention of all of the knowledge elements and patters of interactivity associated with learning, research, and other institutional functions. Both academic and administrative processes will be loosely coupled and deconstructed. New technologies and practice will support the emergence of a seamless web of interoperable applications for dealing with knowledge and knowledge-based interactivity.

The new knowledge sharing ecology will ground itself in collaboration, communities of practice, and knowledge networks. Soon these nascent knowledge networks can be equipped with the next generation of tools, perspectives, and practices for knowledge sharing. The concept of value on investment is to explore the implications of knowledge sharing for institutional competitive advantage. New best practices, business models, and strategies for learning and knowledge management are emerging around the globe. All are using innovation to enhance their value proposition. Learners can also access a wider range of resources from

standard searchable course repositories to question/answer capabilities to interactivity with other students. The knowledge ecology can reshape the basic relationship between learning providers and learners. Knowledge sharing can enable knowledge producers to reach markets that have not been served in the past. Urban Land Institute has prototyped a model for practitioner-driven problem-solving that will revolutionize the way urban land development is taught in graduate school and in practice. In a world of ambient technologies, pervasive knowledge networking, and multitasking learners, the dynamics of learning experiences must change to provide value to new generations of learners.

4. New Taxonomy of Knowledge Repositories and Resources

Some of the following collections exist today are-

- Institutional repositories capture the knowledge that lies within a particular community, such as college or university, and that crosses over many professional and discipline based communities of practice. Such repositories are local and horizontal.
- International, discipline-based community of practice are DLESE and digital libraries
- Trade book and academic publishers capture Knowledge from texts in digital form can combine this knowledge edge with other intellectual property within their digital library.
- Academic content exchanges such as MERLOT collect course materials including peer reviews are global and horizontal.
- Communities of practice exist throughout academia, in academic and administrative support areas like enrolment services and human resources local and vertical group like Boston has formalized their communities of practice.

This will require persistent, dynamic digital rights management. These efforts could introduce protocols that would become de facto standards and greatly reduce the cost and energy. E-Knowledge X change, is focusing on knowledge sharing support and services for K-14, public libraries, and other sources of published materials.

To conclude I can say that leading edge individual acquire, assimilate, utilize, reflect on, and share knowledge. E-knowledge, e-knowing and e-knowledge commerce will mature, using technologies that are largely developed and that await deployment and widespread use. Knowledge-Based Organization, “the degree to which an enterprise is knowledge-based depends not on the nature of its programs, products, and services but primarily on how it is organized and how it functions. The knowledge assets in every aspects of their activities, cultivate the process of knowledge.

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