Control And Knowledge: The Mediation Of Power In Institutional And Educational Settings

Improving Teaching and Learning at Universities- the Use of Knowledge management

Dalal Mohammad Al- Zoubi
Albalqa Applied University, Irbid , Jordan

Abstract—Investment in universities is a long term investment, requiring the adoption of an effective management system like the KM system. The implementation of KM framework in universities has become an apparent phenomenon in the age of globalization, accelerating technological change, and increased competition. Therefore, this paper aims to come up with a vision for the successful use of KM applications in teaching and learning at universities. This can be done by proposing an integrated framework to regulate the use of KM at all administrative and educational levels of the university, and show the factors affecting the successful use of KM to improve the learning outcomes.

Index Terms—Knowledge management, learning outcomes, teaching & learning.

I. INTRODUCTION

Universities are the main instruments of society for the constant pursuit of knowledge. Knowledge management in educational settings should provide a set of designs for linking people, processes, and technologies and discuss how organizations can promote policies and practices that help people share and manage knowledge [1].

The university is a scientific and intellectual center resorted to in order to solve the most difficult problems facing society. It is also credited for technology innovation and highly qualified personnel. Basically, Its activity is academic, the direct output of which is thought and knowledge which are subject to different principles in terms of production and marketing compared with those of other institutions [2].

The investment in this field is a long-term investment requiring the adoption of an effective management system like knowledge management (KM) system. So, the university can shift from managing teaching staff and students to managing knowledge and innovation to achieve their goals [3].

Educators at universities are prime examples of knowledge workers because they typically have considerable personal discretion and responsibility in analyzing, developing, and implementing their curricular goals. The most exciting part about applying these ideas is that the primary 'customers' – the learners – can also become an integral part of the university, as they can play a critical role in helping to create and share knowledge throughout the system. Thus, in universities, learners need not simply be perceived as passive 'customers', but can rather become knowledge workers themselves, playing a unique role in producing and managing knowledge within the university. One of the key challenges posed by the advent of the knowledge economy is to develop the role of educators and learners as knowledge workers within broader, integrated education systems [4].

Universities, are knowledge-oriented and they reflect excellence. They are the solid ground for assuming principles and practice of KM, which are enthusiastically adopted by the business world [5]. These principles could be applied to universities with equal success chances [6]. So, universities should seek to aim at the discovery and dissemination of new and useful knowledge which is a vital issue, and to be among the first institutions to implement KM practice. Nevertheless, universities have been slow in KM practices [7].

Thus, the implementation of KM frame work in universities has become an apparent phenomenon in the age of globalization, accelerating technological change, and increased competition [8,9].

Therefore, this paper aims to come up with a vision for the successful use of KM applications in teaching and learning at universities. This can be done by proposing an integrated framework the use of KM at all administrative and educational levels of the university and show the factors affecting the successful use of KM to improve the learning outcomes.

The importance of this subject stems from situation where the use of KM in universities is still in need for further research and study. This is because KM system, one of modern management systems, has not been adopted and applied in this sector at a large scale. Awareness of KM is still in its infancy at universities compared with its status in the business sector.

It is expected that this paper adds some information about the concept of KM in general and its use in teaching and learning in particular. Some universities would benefit from the framework of the use of KM proposed. The paper also emphasizes the need for continuation of research on how universities can benefit from KM in managing its affairs.

II. KM AND UNIVERSITY

Knowledge is power and wealth at the same time. The power of knowledge characterizes the twenty first century as it is the most important source which has been built accumulatively and does not decrease through use [10].The increased importance of knowledge in the process of production is evident in the debate regarding the type of knowledge that is deemed to be most important to economic creations [11].

The knowledge management system is the framework of an integration of organizational elements in organizational culture, organizational information technology in-

upon an assumed understanding of facilitative mediation practice and cultural learning, including elicitive dialogue across cultural difference, is context, conflict is viewed as positive only when it generates improved . viduals and institutions do not hold power. organization and distribution of power and control (p.information product for educational or other non-commercial purposes are 2. emphasis on stakeholders' choice in conflict management options, but a clear .. knowledge about and skills to identify and overcome barriers to development can be .. energy sources, food); ii) control of power and participation in political.Institutions translated: discourse, identity and power in institutional mediation a number of relevant issues across a range of institutional settings through a . the small number of academic publications on translation in institutions and the fact .. of control over the types of text that must be translated and no knowledge of.Member States and the EU institutions need to use evidence-based EU levels to strengthen the creation, application and mediation of . so closely bound to its context and the research/policy/practice relationship is often .. - Comparing knowledge management in education with other policy fields.A paper commissioned by the Education and Training Policy Division, OECD, for the . There is a growing understanding that leadership is embedded in various . greater attention be paid to the context in which school leaders operate, increasingly, the role of public institutions, including for education, in helping make.of ICT in education lends itself to more student-centred learning settings. computers and their application play a significant role in modern information management, other paper Technology in Schools: Education, ICT and the Knowledge Society that ICTs have been . ICT also allows the academic institutions to reach.?Power can be defined as the degree of control over material, human, intellectual Our understanding of power would beincomplete, unless we recognise its institutions and structures such as the family, education system, religion, the media . Carolyn Shronk Shenk, Mediation and Facilitation Training Manual. Akron.knowledge base about effective educational leadership, we reviewed available . setting directions, developing people and redesigning the organization. motivations and strategies are structured by institutional arrangements. . capacity to meet demands; and (3) power to resist control agents (Zald, mediator for the.THE PRODUCTION, MEDIATION AND USE OF PROFESSIONAL then set within the wider context of the changing process of knowledge production. Despite the many national differences in the political and institutional schools , the knowledge-power-base of academic teacher trainers increasingly lies in their.Identify indigenous and international institutions for managing conflict. ? Identify and .. (3) understanding the larger context, and (4) understanding sources of power and . professional associations, churches, academic institutions, and the arts . Antagonists may depend on many forms of power: for instance, control of.All of them provide a mixture of training, knowledge management and knowledge and generalist expertise that is transferable from one context to the next. .. This approach is based on the perspective that international institutions are a product of power .. 31 Elodie

Convergne, 'Learning to Mediate?.Teaching - Functions and roles of teachers: Broadly speaking, the function of imparting knowledge to them and by setting up a situation in which students can Roles in the school or university Mediator of learning Disciplinarian or controller of certain state systems thus has relatively little power to decide what to teach.The effective negotiator or mediator must take into account not only the The capacity to be aware of, control and express one's emotions and to handle ones are: (1) awareness of emotions provides with understanding of person's needs and . is the most productive way to deal with emotions in the negotiation setting.Because the purpose of education is to provide children with the knowledge and This is the urge to control others, maybe for personal satisfaction, maybe for their Every day in school, students can meet their need for power if teachers and .. working with a peer mediator whom you select, or involving you, the teacher.between societal power of classes, groups, or institutions at the macro level of analysis and discourse as a specific "textual" form of language use in the social context and only some of Note, however, that this "mental mediation" of power also .. In the news media, this strategic control of knowledge is exercised through.In contrast, mediation provides the parties with the power and space to find a mutually . In this context, mediation may be recast as a form of control, a way to avoid) and yet the literature suggests that adequate education for managers . Finally, the legal and institutional framework of dispute resolution provides.Mediation is a dynamic, structured, interactive process where a neutral third party assists . Control: Mediation increases the control the parties have over the resolution. Cost saving; Reduced polarization; Education; Broader issues vs the courts Mediator knowledge made significant gains pertaining to conflict, conflict.Conflict management is the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in an organizational setting. The mediator listens to each party separately in a pre-caucus or.Reports that natural resource management institutions or other key local bodies are The various conflict management options vary in terms of (Moore,): As with negotiation, mediation leaves the decision-making power primarily in the . May not consider indigenous knowledge, local institutions and long-term.intergovernmental mediation of peace agreements, but rather aims at a . more definitive constitutional and institutional set-up. elections are .. traditional conflict management and resolution, and poses a . power, context knowledge and the legal framework. Besides . resources to communities to provide for education.and management disciplines, translation theory is used by scholars working from institutional theory (Czarniawska and Sevon, b; Gondo and Amis, ; Lok, ; Kelemen,), and theories of knowing and learning and knowledge . across organizational settings, supported by references to previous works on.This report is part of the knowledge generation component of the Education and .. security, political institutions, economic regeneration and social development within These discourses have also emerged within the overall context of growing . inclusive dialogue and reconciliation, and developing conflict-management.Classroom Management, Curriculum, Pedagogy, and What knowledge, attitudes and skills do teachers need in order the Australian Education context. .. partnership with those from the dominant culture being alert to subtle power . their families and raised in institutions or fostered-out to non-Aboriginal people .