E-learning system can be enhanced by Knowledge Management and vice versa. This book aims to provide the knowledge about E-learning and Knowledge Management, the relationship between them, analysis of relationship between Moodle (E-learning system) and Knowledge Management and enhancement of Moodle system by applying Knowledge Management functions. Students learn important ideas and benefit from the concept they gain in the field of E-learning and Knowledge Management.

This book constitutes the refereed proceedings of the First European Conference on Technology Enhanced Learning, EC-TEL 2006. The book presents 32 revised full papers, 13 revised short papers and 31 poster papers together with 2 keynote talks. Topics addressed include collaborative learning, personalized learning, multimedia content, semantic web, metadata and learning, workplace learning, learning repositories and infrastructures for learning, as well as experience reports, assessment, and case studies, and more.

Delivering E-Learning describes a new and better way of understanding e-learning. The author looks at overcoming objections to e-learning and acknowledging poor past practice before presenting a new strategic approach. It places the emphasis firmly on learning, not the technology, de-mystifying the jargon and de-bunking industry myths. The current way most people look at e-learning is flawed, and this means they are missing its full potential. This book provides a clear framework to better understand e-learning. Proposing a strategic approach to implementing e-learning, the author demonstrates how to align e-learning strategy with learning and business strategies. It offers a complete resource for applying e-learning to any organization.

A follow-up to his best-selling E-Learning, Beyond E-Learning explains the most current thinking on how organizations learn and apply what they know to be successful, and explores the increasingly important role that technology plays, not as an end in itself but as a vital means to get there. The book also provides a clear path for helping to integrate learning—including e-learning—knowledge management, and performance support, and will help training professionals and the organizations they serve go beyond common myths and misconceptions about training and e-learning, focus training/learning activities directly on organizational know-how, and implement a framework that can (at last) be a catalyst for true organizational learning.

Knowledge Management (KM) is the technique of using the information and knowledge that is supplied to, generated by and inherent in any organization or institution, to improve its performance. This volume demonstrates how KM can be used in education to improve learning. The premise of this book is that knowledge work—knowledge sharing and creating—takes place all the time, every day, routinely and pervasively in people’s talk and text, or discourse. Organizations are viewed as social entities where discourse cuts across all boundaries, cultures, disciplines, and actions. The author approaches discourse as the core of knowledge work, and the site to which knowledge management practice should be focused. The book uses real-life case studies to show how the analysis of discourse can reveal ‘knowledge games’. From this methodological perspective, discourse is shown to be constructive and action-oriented: people accomplish functional, consequential actions with their talk. Analysis of discourse reveals knowledge work in practice as psychological phenomena with function and effect, and steeped in context. The aim is to enable and support practitioners and leaders in the development and implementation of more effective strategies and practices in leveraging knowledge in their organizations.

Competencies in Organizational E-Learning: Concepts and Tools provides a comprehensive view of the way competencies can be used to drive organizational e-learning, including the main conceptual elements, competency gap analysis, advanced related computing topics, the application of semantic Web technologies, and the integration of competencies with current e-learning standards. Competencies in Organizational E-Learning: Concepts and Tools is the first book to address competencies as a key observable workplace behavior, driving learning and knowledge dissemination processes inside organizations. This book works as a guide for implementing or improving competency-based approaches to e-learning.

The growth of e-learning is being described as explosive, unprecedented and disruptive. This book provides a framework for understanding the application and characteristics of e-learning in higher education. This book contains a selection of articles from The 2013 World Conference on Information Systems and Technologies (WorldCIST’13), a global forum for researchers and practitioners to present and discuss the most recent innovations, trends, results, experiences and concerns in the several perspectives of Information Systems and Technologies. The main topics covered are: Information and Knowledge Management; Organizational Models and Information Systems; Intelligent and Decision Support Systems; Software Systems, Architectures, Applications and Tools; Computer Networks, Mobility and Pervasive Systems; Radar Technologies; and Human-Computer Interaction.

Knowledge Management and E-Learning CRC Press

"This encyclopedia is a research reference work documenting the past, present, and possible future directions of knowledge management"—Provided by publisher.

"This book analyzes different types of virtual communities, proposing Knowledge Management as a solid theoretical ground for approaching their management"—Provided by publisher.

The rapidly growing demand for online courses and supporting technology has resulted in a plethora of structural and functional changes and challenges for universities and colleges. These changes have led many distance education providers to recognize the value of understanding the fundamental concepts of both e-learning and knowledge management (KM)—including the e-learning economic model and how to change the current culture of delivery system providers. Supplying a complete examination of the synergy between KM and e-learning, Knowledge Management and E-Learning begins by considering KM practices, techniques, and methodologies in e-learning. These chapters explain how knowledge capture, retention, transfer, and sharing can help enhance the e-learning experience. Edited and written by leading authorities in the fields of knowledge management and e-learning, the book contains international case studies that illustrate the applications of KM to e-learning in businesses, government agencies, and universities.
in the United States, Canada, Mexico, United Kingdom, Europe, and Asia. The text is divided into four parts: Setting the Stage Methodologies and Techniques Case Studies and Applications Industry Perspectives This groundbreaking reference discusses the use of digital media engagement and social media to enhance the e-learning experience through the ability to share knowledge among various communities and individuals. It details key KM and social networking methodologies, trends, and technologies. The text concludes with a summary of current and emerging trends by those at the forefront of this rapidly evolving field.

This book constitutes the proceedings of the 4th World Summit on the Knowledge Society, WSKS 2011, held in Mykonos, Greece, in September 2011. The 90 revised full papers presented were carefully reviewed and selected from 198 submissions. The papers address issues such as information technology, e-learning, e-business, cultural heritage, e-government.

This book analyzes the nature and requirements of workplace e-learning based on relevant theories such as adult learning, community of practice, organizational learning, and the systems thinking. By integrating considerations on organization, pedagogy and technology, a performance-oriented e-learning framework is then presented, where performance measurement is used to: 1) clarify and link organizational goals and individual learning needs, 2) direct learning towards work performance; and 3) support social communication and knowledge sharing and management in the workplace. E-learning and related emerging technologies have been increasingly used by organizations to enhance the skills and performance of knowledge workers. However, most of the efforts tend to focus on the technology, ignoring the organizational context and relevant pedagogies of workplace learning. Many e-learning projects in the workplace settings fail to connect learning with work performance and align organizational goals and individual needs in a systemic way. Moreover, there is insufficient effort on externalizing and transferring tacit knowledge embedded in practices and expertise, based on which to maintain and expand knowledge assets for sustainable development.

The book presents a systemic theoretical framework, design principles, and implementation methods, together with a case study to demonstrate the use and effectiveness of the performance-oriented approach to workplace e-learning, in which organizational, social and individual perspectives are integrated in a systemic way. The performance-oriented approach to workplace e-learning enables self-regulated and socially constructed learning activities to be clearly motivated and driven towards the goal of performance improvement, and makes learning at the organizational, social and individual levels integrated in a systemic way. The effects of individual and social learning support and organizational learning environment on employees' motivation to use performance-oriented e-learning are also investigated.

Once considered the traditional approach to education, brick and mortar institutions are no longer the norm due to e-learning technologies. Populations are turning into ubiquitous human beings, and educational practices are reflecting this change. E-Learning 2.0 Technologies and Web Applications in Higher Education compiles the latest empirical research findings in the area of e-learning and knowledge management technologies assessment.Highlighting specific comparisons and practices of e-learning and knowledge management technologies, this book is an essential guide for professionals and academics who want to improve their understanding of the strategic role of e-learning at different levels of the information and knowledge society.

A comprehensive text and reference provides both substantive theoretical grounding and pragmatic advice on applying key concepts. The ability to manage knowledge has become increasingly important in today's knowledge economy. Knowledge is considered a valuable commodity, embedded in products and in the tacit knowledge of highly mobile individual employees. Knowledge management (KM) represents a deliberate and systematic approach to cultivating and sharing an organization's knowledge base. It is a highly multidisciplinary field that encompasses both information technology and intellectual capital. This textbook and professional reference offers a comprehensive overview of the field of KM, providing both a substantive theoretical grounding and a pragmatic approach to applying key concepts.

Drawing on ideas, tools, and techniques from such disciplines as sociology, cognitive science, organizational behavior, and information science, the text describes KM theory and practice at the individual, community, and organizational levels. It offers illuminating case studies and vignettes from companies including IBM, Xerox, British Telecommunications, JP Morgan Chase, and Nokia. This second edition has been updated and revised throughout. New material has been added on the information and library science perspectives, taxonomies and knowledge classification, the media richness of the knowledge-sharing channel, e-learning, social networking in KM contexts, strategy tools, results-based outcome assessments, knowledge continuity and organizational learning models, KM job descriptions, copyleft and Creative Commons, and other topics. New case studies and vignettes have been added; and the references and glossary have been updated and expanded.

This book serves as a reference for individuals interested in knowledge management (KM) and educational issues surrounding KM. It looks at KM as an emerging profession and the need to educate a new generation of knowledge professionals to deal with managing knowledge on the one hand and managing knowledge workers on the other hand. In particular, it examines the skills and competencies of knowledge professionals; and how educational programs can address these demands – covering such issues as determining the optimal mix of subjects from the various disciplines that develop the requisite professional competencies. The first book to cover KM education Adopts a multidisciplinary approach to KM education Based on the many years of experience of the author in KM education Although knowledge management (KM) has already helped numerous organizations achieve competitive advantages, many organizations have yet to embark on their knowledge management journey. Geared for executives and senior managers, Beyond Knowledge Management: What Every Leader Should Know is concise and easy-to-read. It looks at 10 areas where organizations can gain competitive advantage. It shows you how to make better decisions, avoid knowledge loss, and maximize the intellectual assets of your organization. Edited by Jay Liebowitz—who is among the top 10 KM researchers/practitioners worldwide—the book examines key areas that can add value to your organization. Each chapter opens with an introduction to one of these promising areas, followed by case studies from industry, government, and not-for-profits. The case studies demonstrate how leaders at organizations such as The Coca-Cola Company, e-Bay, PringwaterhouseCoopers, University of Maryland University College, Northrop Grumman, and the U.S. Department of Health and Human Services have used the concepts discussed in the book to improve decision making. The distinguished contributors from these organizations explain how to use information and decision technologies, strategic intelligence, e-learning, human capital, innovation, globalization, and relationships, to improve operations and achieve an advantage over your competitors. The powerful approaches described in this book will not only help you preserve your most valued intellectual assets but also infuse the vitality and creativity your organization will need to stay one step ahead of the competition.

This multidisciplinary book represents an initial attempt to connect adult learning and knowledge management in theory and practice. It provides educators, learners and organizational development professionals with new strategies and resources for developing active and effective pedagogies, which in turn prepare learners and practitioners to manage knowledge in organizations and higher education.
To do so, it gathers contributions and case studies from a diverse, global team of authors and provides a theoretical and practical outline of new strategies and methods for facilitating adult teaching and learning. It also provides a fresh reading of active learning methods, by adopting a knowledge management viewpoint that is broadly applicable, whether helping students master content in university courses, or helping organizations learn and change. The book is divided into three main sections: a) methods and theories for adult teaching and learning; b) knowledge management in education; and c) case studies and best practices that consider classroom learning, higher education change, and organization development.

It is a great pleasure to share with you the Springer CCIS 111 proceedings of the Third World Summit on the Knowledge Society—WSKS 2010—that was organized by the International Scientific Council for the Knowledge Society, and supported by the Open Research Society. NGO, (http://www.open-knowledge-society.org) and the Int- national Journal of the Knowledge Society Research, (http://www.igi- global.com/ijksr), and took place in Aquis Corfu Holiday Palace Hotel, on Corfu island, Greece, September 22–24, 2010. The Third World Summit on the Knowledge Society (WSKS 2010) was an inter- tional scientific event devoted to promoting the dialogue on the main aspects of the knowledge society towards a better world for all. The multidimensional economic and social crisis of the last couple years brings to the fore the need to discuss in depth new policies and strategies for a human-centric developmental process in the global context. This annual summit brings together key stakeholders of knowledge society development worldwide, from academia, industry, government, policy makers, and active citizens to look at the impact and prospects of it information technology, and the knowledge-based era it is creating, on key facets of living, working, learning, innovating, and collaborating in today’s hyper-complex world.

The e-Learning Handbook provides a critical reflection on the current state of e-learning with contributions from the world’s leading experts and best-selling authors from academia and industry, including Margaret Driscoll; Brent Wilson Lee Christopher; William Horton, L. Wayne Precht, Harvey Singh, Jim Everidge, and Jane Bozarth; Pat Brogan; Patrick Parrish; Marc J. Rosenberg and Steve Forman; Pat McGee; Philip C. Abrami, Gretchen Lowerison, Roger Cote, and Marie-Claude Laviole; Thomas C. Reeves, Jan Herrington, and Ron Oliver; and Patrick Lambe. The book offers a comprehensive and up-to-date assessment of the technological, design, economic, evaluation, research, economic, and philosophical issues underlying e-learning. Each chapter includes a chart that summarizes the key take-away points, contains questions that are useful for guiding discussions, and offers suggestions of related links, books, papers, reports, and articles.

E-learning is still an emerging phenomenon in international hotel companies about which very few previous academic studies have been carried out. This had created a need for this research. This study is an endeavor to bridge the gap in knowledge regarding the use of e-learning in international hotel companies. More specifically it focuses on exploring how international hotel companies can optimize the benefits that they get from using the e-learning tools (e-learning portal). This research is novel in the area of hospitality management and more specifically in the literature focusing on international hotel companies.

This is the first study, to the author’s knowledge, that has examined e-learning in international hotel companies from the perspectives of organizational learning and knowledge management. This study uncovered the practices in using e-learning of the three studied international hotel companies. This thesis highlights the importance of building a close (integral) relationship between e-learning, organizational learning and knowledge management. E-learning is viewed as a complex adaptive system. This study is organized into eleven chapters. The first six chapters focus on the literature review that supported the achievement of the main aims of this research. Chapter seven is the methodology. In order to attain the aims of this research, data were collected from multiple sources, for example interviews, data published in the public domain (internet sources) and documents collected from the three studied companies. Chapters eight, nine and ten are the case studies of the three studied companies. Each of these chapters in divided into two phases of analysis. Chapter eleven is the conclusion, recommendations and contributions of this research.

The task of structuring information on built environment has presented challenges to the research community, software developers and the industry for the last 20 years. Recent work has taken advantage of Web and industry standards such as XML, OWL, IFC and STEP. Another important technology for the fragmented AEC industry is digital communication. Wired or wireless, it brings together architects, engineers and construction site workers, enabling them to exchange information, communicate and work together.

Virtual enterprise organization structures, involving mobile teams over distance, are highly compatible with the needs of the construction industry.

Knowledge Management and Management Learning: Extending the Horizons of Knowledge-Based Management examines a range of topical considerations in the field by utilizing dynamic and non-linear systems behavior or the complexity paradigm. From this examination have come a number of new and promising relevant extensions to knowledge management and its practice. Many of the topics have been pulled from "real world" situations in actual companies, and therefore these topical treatments reflect the pioneering and qualitative research done within the knowledge management framework of actual company experience. Offered are a series of topical treatments that extend the parameters of knowledge management and examine the practical implications of these extensions. The book begins with an extended introduction and theoretical framework. The contributing authors have written chapters that add to both the framework and the practical consequences of knowledge management. Within this context, the book illustrates why and how of knowledge management is important for companies.

Internet and intranet technologies offer tremendous opportunities to bring learning into the mainstream of business. E-Learning outlines how to develop an organization-wide learning strategy based on cutting-edge technologies and explains the dramatic strategic, organizational, and technology issues involved. Written for professionals responsible for leading the revolution in workplace learning, E-Learning takes a broad, strategic perspective on corporate learning. This wake-up call for executives everywhere discusses: • Requirements for building a viable e-learning strategy • How online learning will change the nature of training organizations • Knowledge management and other new forms of e-learning Marc J. Rosenberg, Ph.D. (Hillsborough, NJ) is an independent consultant specializing in knowledge management, e-learning strategy and the reinvention of training. Prior to this, he was a senior direction and knowledge management field leader for consulting firm DiamondCluster International.

This second volume consists of the sections: technologies for knowledge management, outcomes of KM, knowledge management in action, and the KM horizon.

Innovative Techniques in Instruction Technology, E-Learning, E-Assessment and Education is a collection of world-class paper articles addressing the following topics: (1) E-Learning including development of courses and systems for technical and liberal studies programs; online laboratories; intelligent testing using fuzzy logic; evaluation of on line courses in comparison to traditional courses; mediation in virtual environments; and methods for speaker verification. (2) Instruction Technology including internet textbooks;
pedagogy-oriented markup languages; graphic design possibilities; open source classroom management software; automatic email response systems; tablet-pcs; personalization using web mining technology; intelligent digital chalkboards; virtual room concepts for cooperative scientific work; and network technologies, management, and architecture. (3) Science and Engineering Research Assessment Methods including assessment of K-12 and university level programs; adaptive assessments; auto assessments; assessment of virtual environments and e-learning. (4) Engineering and Technical Education including cap stone and case study course design; virtual laboratories; bioinformatics; robotics; metallurgy; building information modeling; statistical mechanics; thermodynamics; information technology; occupational stress and stress prevention; web enhanced courses; and promoting engineering careers. (5) Pedagogy including benchmarking; group-learning; active learning; teaching of multiple subjects together; ontology; and knowledge representation. (6) Issues in K-12 Education including 3D virtual learning environment for children; e-learning tools for children; game playing and systems thinking; and tools to learn how to write foreign languages.

Within the past 10 years, tremendous innovations have been brought forth in information diffusion and management. Such technologies as social media have transformed the way that information is disseminated and used, making it critical to understand its distribution through these mediums. With the consistent creation and wide availability of information, it has become imperative to remain updated on the latest trends and applications in this field. Information Diffusion Management and Knowledge Sharing: Breakthroughs in Research and Practice examines the trends, models, challenges, issues, and strategies of information diffusion and management from a global context. Highlighting a range of topics such as influence maximization, information spread control, and social influence, this publication is an ideal reference source for managers, librarians, information systems specialists, professionals, researchers, and administrators seeking current research on the theories and applications of global information management.

Text surveys recent applications and innovations in knowledge management (KM). Demonstrates KM in practice; revealing what has been learned, what works, and what doesn't. DLC: Knowledge management.

"This book provides fundamental research on the architecture of learning technology systems, discussing such issues as the common structures in LTS and solutions for specific forms such as knowledge-based, distributed, or adaptive applications of e-learning. Researchers, and scholars in the fields of learning content software development, computing and educational technologies, and e-learning will find it an invaluable resource"--Provided by publisher.

With the relevant use of internet technologies such as Web 2.0 tools, e-learning can be a way to teach students anywhere at any time. Quality internet connection and a mobile device, such as a smartphone or tablet, offer students the capacities to grow along with knowledge, lectures, and helpful advice for learning in good conditions. Advanced Web Applications and Progressing E-Learning 2.0 Technologies in Higher Education is an essential reference source providing relevant theoretical frameworks and the latest empirical research findings in e-learning and mobile learning in modern higher education and its applications in other professional fields such as medical education. Featuring research on topics such as m-learning, knowledge management technologies, computer graphics, image processing, and web-based communities, this book is ideally designed for professionals and researchers seeking coverage on education, adult education, sociology, computer science, and information technology.

The increasing growth in the use of e-learning environments, in which education is delivered and supported through information and communication technologies, has brought new challenges to academic institutions. From all the current definitions of e-learning, it can be seen that learning contents are one of the key issues for a successful e-learning experience. Therefore, there is a real need for academic staff, managers and librarians to re-think the whole process of delivering courses, information resources and information services. Offered is a design project for managing digital content for classical and distance education institutions, covering all the aspects related to the content lifecycle, integrating it into the learning process. Practical aspects such as standards for content e-learning management, a review of existing experiences of learning repositories, and a survey of available platforms for delivering courses and providing access to information resources is also covered. Lastly, the book addresses the three main factors which make it crucial in the current context: first, the web 2.0 paradigm, which breaks the content producer-consumer barrier; second, the open content movement for educational purposes, which changes the knowledge management transference model; and third, the new European Higher Education Area, where the concept of content needs to be rethought.

This book constitutes the refereed proceedings of the First International Conference on E-learning and Games, Edutainment 2006, held in Hangzhou, China in April 2006. The 121 revised full papers and 52 short papers presented together with the abstracts of 3 invited papers and those of the keynote speeches cover a wide range of topics, including e-learning platforms and tools, learning resource management, practice and experience sharing, e-learning standards, and more.

Knowledge Management has evolved into one of the most important streams of management research, affecting organizations of all types at many different levels. The Encyclopedia of Knowledge Management, Second Edition provides a compendium of terms, definitions and explanations of concepts, processes and acronyms addressing the challenges of knowledge management. This two-volume collection covers all aspects of this critical discipline, which range from knowledge identification and representation, to the impact of Knowledge Management Systems on organizational culture, to the significant integration and cost issues being faced by Human Resources, MIS/IT, and production departments.

Knowledge management (KM) - or the practice of using information and collaboration technologies and processes to capture organizational learning and thereby improve business performance - is becoming one of the key disciplines in management, especially in large companies. Many books, magazines, conferences, vendors, consultancies, Web sites, online communities and email lists have been formed around this concept. This practical book focuses on the vast offerings of KM solutions—technology, content, and services. The focus is not on technology details, but on how KM and IT practitioners actually use KM tools and techniques. Over twenty case studies describe the real story of choosing and implementing various KM tools and techniques, and experts analyse the trends in the evolution of these technologies and tools, along with opportunities and challenges facing companies harnessing them. Lessons from successes and failures are drawn, along with roadmaps for companies beginning or expanding their KM practice. The introductory chapter presents a taxonomy of KM tools, identifies IT implications of KM practices, highlights lessons learned, and provides tips and recommendations for
companies using these tools. Relevant literature on KM practices and key findings of market research groups and industry consortia such as IDC, Gartner and APQC, are presented. The majority of the book is devoted to case studies, featuring clients and vendors along the entire spectrum of solutions: hardware (e.g. handheld/wearable devices), software (e.g. analytics, collaboration, document management) and content (e.g. newsfeeds, market research). Each chapter is structured along the "8Cs" framework developed by the author: connectivity, content, community, commerce, capacity, culture, cooperation and capital. In other words, each chapter addresses how appropriate KM tools and technologies help a company on specific fronts such as fostering adequate employee access to knowledge bodies, user-friendly work-oriented content, communities of practice, a culture of knowledge, learning capacity, a spirit of cooperation, commercial and other incentives, and carefully measured capital investments and returns. Vendor history, product/service offerings, implementation details, client testimonials, ROI reports, and future trends are highlighted. Experts in the field then provide third-party analysis on trends in KM tools and technique areas, and recommendations for KM practitioners.

Examines the issue of how people communicate and learn in the electronic environment. It explores many of the problems associated with the newness of e-learning and the diverse approaches to e-learning adopted by the academic, government, corporate and community sectors.

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