



# Chapter 16

## Analysis of Research on Knowledge Management in Universities

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### ABSTRACT

*The teaching management of higher education institutions (HEIs) has traditionally focused on processing compliance with regulated curricular conditions rather than normalizing the learning and knowledge developed to be transferred to society. The motivation of knowledge management in HEIs should be oriented to the strengthening of knowledge preservation strategies. In recent decades, this model has been a growing interest on the part of academics and academic institutions at the international level. The main objective of this study is to analyze the research trends on knowledge management in HEIs worldwide during the period 2000-2019. Bibliometric techniques were applied to a sample of 1,836 articles from scientific journals selected from the Scopus database. The study documented a rapidly growing knowledge base, mostly written by academics located in developed societies. This chapter provides a point of reference for future research on this topic, as well as revealing the intellectual structure of this interdisciplinary field.*

### INTRODUCTION

Over time, the educational management of some higher education institutions (HEIs) has been in charge of managing compliance with regulated curricular conditions, rather than processing and standardizing the learning and knowledge formed, to be transferred to society (Orr, 2019).

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So, exploring alternatives to contribute to management, allows promoting the development of strategies to recognize and accredit the knowledge and learning that is created in the different university processes, with the intention that they can be used strategically. For this reason, it is necessary to bear in mind that knowledge is considered an intangible asset in society, that it works as a competitive tool, and that it needs to be properly managed (Huisman & Mampaey, 2018).

Knowledge management refers to the provision of explicit and empirical knowledge institutions, in an orderly, practical, and effective way, to optimize productivity and performance. On the other hand, it will also make use of methodological resources of knowledge management, to recognize and accredit learning and knowledge, and create value (Mukhtar et al., 2020). In this line, strategies will be designed to efficiently implement knowledge management, which will contribute to the process of creating, documenting, and communicating tacit and explicit information in the organization (Walker II, 2016). These will allow create, codify, appropriate, share and reuse knowledge so that they enable the development of collective work, and contribute to the acquisition of skills at all levels of the organization. Therefore, knowledge management refers to the design and implementation of actions in different organizational processes, in addition to the work system that supports and promotes the storage, transfer and application of knowledge (Harrison, & Lockett, 2019).

In this context, knowledge management in HEIs refers to directing cognitive assets as strategic assets that generate opportunities for the development of activities, such as teaching, research, extension and social projection. In addition, it will generate and maintain institutional quality, because this model is filtered in all processes (Archer-Brown, & Kietzmann, 2018).

Therefore, knowledge management links people and technologies that promote policies and practices to share knowledge. The HEIs have formalized knowledge management based on the study of contexts, to implement actions that stimulate environments that generate, learn, and share knowledge, in addition to improving teaching, internationalization, and research functions. In this way, knowledge management models insert mechanisms to collect data and information from the educational institution, which in turn can be shared between individuals, groups and departments, and develop a culture of knowledge management and propose strategies (Lee, & Kuzhabekova, 2019).

The purpose of this research chapter was to examine the evolution of scientific knowledge based on knowledge management in universities. Thus, the research questions that arise refer to determining (1) how scientific production has evolved, (2) how the main driving agents of the study theme cooperate, and (3) what the current lines of research and future are.

Consequently, the main objective of this study is to analyze research trends on knowledge management in HEIs globally during the period 2000-2019. To obtain answers to the research questions, a sample of 1836 articles from scientific journals selected from the Scopus database was analyzed. This study uses bibliometric techniques to synthesize the knowledge base on teaching and knowledge management in HEIs.

The results showed the contributions of this line of research, which has allowed identifying the main driving agents, their future trends, and revealing certain gaps in critical knowledge.

Finally, it should be noted that among the lines of research that are currently being developed in relation to the subject of the study, these refer, among others, to those related to the holistic concept of university, knowledge-based systems, knowledge transfer, knowledge management, teaching, information management, and learning.

Likewise, new terms associated with the study of knowledge management in the field of HEIs have been detected, which will lead to the development of this topic in the future, such as educational ecosystems, wellbeing, data analysis software, program evaluation, and organizational performance.

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