

Chapter 3

Tacit and Explicit Knowledge Types and Modalities to Align Interpretations

ABSTRACT

The authors will measure the causes and effects in order to solve problems, and they will map out the decisions in order to realign ad hoc evaluation and reporting tools. The link between three explicit knowledge traits (conceptual, applied, and contextual) and three delivery platforms (face-to-face, video-based, and blended) is not something that is typically taken into consideration. Despite this, they believe that the face-to-face delivery platform is noteworthy for the conceptual and applied explicit knowledge features that it possesses. Additionally, it is of an engaging and instructive quality, but it was criticized for not being able to be reviewed. In terms of the explicit knowledge feature that required review for contextualization, technology-enabled, video-based, and blended learning are particularly noteworthy. However, these methods were hindered by video-viewing fatigue, which is caused by a gradual loss of motivation over time.

INTRODUCTION

A significant amount of research has been conducted on the subject of knowledge. It is generally accepted that there are two components that make up knowledge. It is important to note that there are two components: the explicit component and the tacit component. The phrase “we can know more than we can tell” is how Polanyi uses to describe tacit knowledge. Tacit knowledge is therefore the knowledge that is

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internalized and specific to the context, and it is difficult to codify. Explicit knowledge, on the other hand, is knowledge that can be recorded and transmitted. Polyani's position, according to Nonaka's interpretation, is derived from the field of Gestalt Psychology, which is a branch of psychology in which information is incorporated into bigger patterns or pictures. Senge has argued that there is a fundamental difference between the Fifth Discipline and organizational learning, which is the process of attempting to increase the knowledge bins of an organization.

Tacit Knowledge Characteristics

The term “tacit knowledge” refers to the knowledge that is derived from first-hand experience gained. The nature of tacit knowledge is that it is personal. Those who study social science frequently refer to it as “practical intelligence.” In addition, there are those who believe that tacit knowledge is founded on individual values, relationships, judgments, and relationships with other people. This information is the result of a hard-wired, informal, and subjective process. It varies from person to person due to the fact that every individual acquires tacit knowledge through their own experiences in a specific situation.

Being able to communicate tacit information to other people can be difficult because of the abstract nature of the information. There is no way to encode it because knowledge is stored in the human mind, which is notoriously difficult to transmit. In spite of this, it is possible for it to be developed or internalized within a particular environment over a considerable amount of time. For instance, tacit knowledge can be acquired in the workplace through:

- face-to-face interactions,
- mentoring,
- internships,
- apprenticeships, and
- peer networks.

Tacit knowledge can be shared in the field of education through:

- Peer review,
- learning communities,
- conferences, and
- seminars

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