


Chapter 1

Breaking Down Silos: Strategies for Collaborative Technology Integration in Higher Education

Menard Musendekwa

 <https://orcid.org/0000-0002-6644-8727>

Reformed Church University, Zimbabwe

ABSTRACT

*In order to prepare students for the digital needs of the modern industry, cooperation between higher education institutions and the workforce is crucial. However, these collaborations are frequently hindered by institutional silos, which isolate academic departments and restrict interaction with other stakeholders. In order to promote productive cooperation, this chapter, *Breaking Down Silos: Strategies for Collaborative Technology Integration in Higher Education*, looks at methods for tearing down these obstacles. The chapter provides a framework for bridging the gap between academia and industry by highlighting technology transfer collaborations, collaborative curriculum creation, and shared professional development. It illustrates sustainable methods of integrating technology that improve digital literacy and equip graduates for changing job demands through qualitative case studies. Thematic analysis will identify key themes, while comparative analysis will evaluate factors influencing technology integration and collaboration.*

DOI: 10.4018/979-8-3373-0004-7.ch001

INTRODUCTION

Breaking Down Silos: Strategies for Collaborative Technology Integration in Higher Education

Higher education has never been more important in providing students with the necessary skills in a time of rapid technology advancement and changing industry demands (Brynjolfsson & McAfee, 2014; World Economic Forum [WEF], 2020). Higher education institutions have the responsibility of equipping graduates to function in intricate, technologically advanced surroundings. However, institutional silos frequently impede the achievement of this goal. Effective collaboration and innovation are severely hampered by these silos, which appear as barriers dividing academic departments, restricting interdisciplinary contact, and isolating institutions from external stakeholders (Kezar, 2005; Senge, 2006).

The distance between academics and the workforce exacerbates this issue, producing a gap between the skills graduates possess and the abilities necessary in the modern economy (Jackson, 2019; Marginson, 2016). As industries undergo digital transformation, they demand a workforce that is not only adept in the use of technology but also capable of adapting to new tools and processes (Schwab, 2016). In order to create collaborations that benefit both academics and business, higher education institutions must reconsider how they integrate technology and collaborate with others, tackling both institutional and cultural obstacles (Barrett & Barrett, 2020).

This chapter, *Breaking Down Silos: Strategies for Collaborative Technology Integration in Higher Education*, explores how institutions can overcome these challenges by adopting innovative strategies to dismantle silos and promote collaboration. The chapter focuses on practical strategies for closing the gap between higher education and the workforce by emphasizing technology transfer partnerships, collaborative curriculum design, and shared professional development. It provides insights into developing long-lasting partnerships that improve digital literacy, encourage creativity, and equip students for the needs of a rapidly evolving technological environment by drawing on case studies and best practices.

In the end, this chapter makes the case that dismantling institutional barriers is not only a tactical requirement but also a strategic one for universities hoping to be significant and relevant in the digital era. By working together, colleges and universities can become digital transformation engines and produce graduates who are not just tech-savvy but also ready to take the lead in their professions (Oblinger, 2018; Siemens, 2014).

The objectives of this chapter are:

46 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/breaking-down-silos/376019

Related Content

Collaborative Information Behavior in Completely Online Groups

Sean Goggins and Sanda Erdelez (2013). *Digital Literacy: Concepts, Methodologies, Tools, and Applications* (pp. 1026-1043).

www.irma-international.org/chapter/collaborative-information-behavior-completely-online/68494

Securing Digital Transformation in Healthcare Systems

Nazhatul Hafizah Kamarudin and Mohammad Arif Ilyas (2023). *Digital Natives as a Disruptive Force in Asian Businesses and Societies* (pp. 209-223).

www.irma-international.org/chapter/securing-digital-transformation-in-healthcare-systems/325863

Adoption of Scholarly Databases in a Developing Country

(2021). *International Journal of Digital Literacy and Digital Competence* (pp. 0-0).

www.irma-international.org/article//304715

Digital and Spatial Education Intertwining in The Evolution of Technology Resources for Educational Curriculum Reshaping and Skills Enhancement

Flavia Santoianni and Alessandro Ciasullo (2018). *International Journal of Digital Literacy and Digital Competence* (pp. 34-49).

www.irma-international.org/article/digital-and-spatial-education-intertwining-in-the-evolution-of-technology-resources-for-educational-curriculum-reshaping-and-skills-enhancement/212599

Second Order Divide in Internet Usage in Developing Countries: An Overlooked Issue?

Aparna Purushothaman, Lone Dirckinck Holmfeld and Moly Kuruvilla (2017). *International Journal of Digital Literacy and Digital Competence* (pp. 1-13).

www.irma-international.org/article/second-order-divide-in-internet-usage-in-developing-countries/191258