

Chapter 5.19

Knowledge Management for Hybrid Learning

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ABSTRACT

The merging of knowledge management and hybrid learning has gained more and more attraction and has been put in the focus of interests lately, for the simple reason that both areas can benefit from each other. As a result, this chapter deals with knowledge management for hybrid learning. This chapter begins with a short introduction, followed by a brief clarification showing our understanding of hybrid learning. Afterwards, knowledge and associated attributes are defined precisely – definitions are derived and taxonomies for knowledge are described. This section closes with a first reflection on knowledge in the context

of hybrid learning. Subsequently, the authors take a closer look at knowledge management by introducing different schools of thought and models for knowledge management. Opportunities to delve deeper into the subject individually are offered *passim*. The main part of the chapter provides a comprehensive view of knowledge management for hybrid learning. The described features range from general conclusions to theoretical aspects, exemplary projects, and finally practical aspects – previous deliberations are brought together, current insights concerning the research perspective are described and tools as well as techniques which foster knowledge management for hybrid learning are presented. Finally, a critical reflection as well as an outlook and some thoughts concerning future issues conclude this chapter.

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INTRODUCTION

Knowledge management as well as learning in general or e-learning and hybrid learning in particular are two areas that have developed independently in the past. Lately these fields are starting to converge, and theories, methods, and findings are being combined. These joint considerations benefit both areas with new insights and enhancements but also increase the complexity and number of obstacles for those interested in these topics and those in charge of setting up a proper solution for a specific setting. Individually, the area of hybrid learning already brings with it a vast number of settings. The virtual parts of learning can range from a minimum support up to a broadly considered, pedagogically sophisticated offer. Of course traditional learning can be scaled the same way.

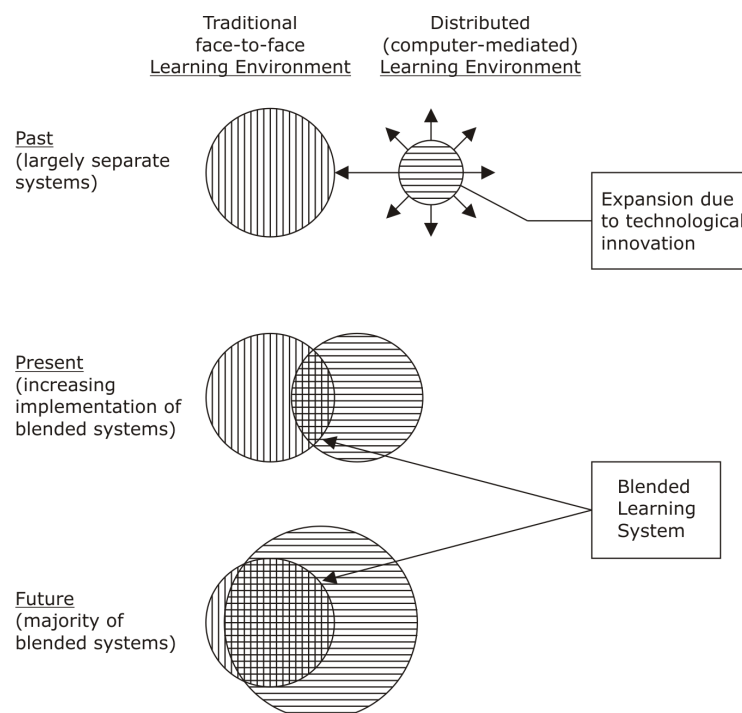
Figure 1 shows the shift of learning paradigms by summing up the resulting number of systems

assigned to each paradigm, and it gives an impression of the consequential increasing importance of blended and hybrid systems, respectively.

Knowledge management, on the other hand, can be strictly formalized and strategically grounded in a learning institution, or can be more informal, dynamic and self-paced. If an attempt is made to combine these two already complex and partially opposing areas, it is just a simple matter of mathematics to realize that complexity increases and the number of possibilities is overwhelming.

The main objective of this chapter is therefore not to describe one way of setting up knowledge management for hybrid learning, but instead to build a continuum of possibilities and opportunities that knowledge management offers for hybrid learning – and the other way round – considering a variety of important aspects that differ from one setting to another. Depending on the particular instance, one setting can turn out to be extremely

Figure 1. Shift in learning paradigms reflected by number of existing systems (Graham, 2005, p. 6)



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