

# Tacit Knowledgelearning Software 20

Frank Bomarius,Markku Oivo,Päivi Jaring,Pekka Abrahamsson

Professional Empowerment in the Software Industry through Experience-Driven Shared Tacit Knowledge Hui Chen, Miguel Baptista Nunes, 2023-05-19 This book addresses the identification and classification of knowledge acquired through experience that results from engaging in professional activities within the software industry. As a result of this study, the book presents an ontology of such professional activities that require and enable the acquisition of experience and that, in turn, are the basis for tacit knowledge creation. The rationale behind the creation of such an ontology was based on the need to externalize this tacit knowledge and then record such externalizations so that these can be shared and disseminated within and across organizations. The book discusses the very concise manner in which experienced software development practitioners in China understand the nature and value of experience in the SW industry, effectively communicate with other stakeholders in the software development process, are able and motivated to actively engage with continuous professional development, are able to share knowledge with peers and the profession at large, and effectively work on projects and exhibit a sound professional attitude both internally to their own company and externally to customers, partners, and even competitors. The book also discusses the ontology and the qualitative process that are generated by bridging two extremely topical aspects of practice in the software industry, namely, employability skills and competencies. The book is of interest to academics in the areas of knowledge management and information systems, as well as human resources practitioners concerned with selection and development and knowledge and information professionals in software organizations.

**Knowledge Management and E-Learning** Jay Liebowitz, Michael Frank, 2016-04-19 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 (K

**Knowledge Management in Education** Edward Sallis, Gary Jones, 2013-01-11 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.

**Research Anthology on Agile Software, Software Development, and Testing** Management Association, Information Resources, 2021-11-26 Software development continues to be an ever-evolving field as organizations require new and innovative programs that can be implemented to make processes more efficient, productive, and cost-effective. Agile practices particularly have shown great benefits for improving the effectiveness of software development and its maintenance due to their ability to adapt to change. It is integral to remain up to date with the most emerging tactics and techniques involved in the development of new and innovative software. The Research Anthology on Agile Software, Software Development, and Testing is a comprehensive resource on the emerging trends of software development and testing. This text discusses the newest developments in agile software and its usage spanning multiple industries. Featuring a collection of insights from diverse authors, this research anthology offers

international perspectives on agile software. Covering topics such as global software engineering, knowledge management, and product development, this comprehensive resource is valuable to software developers, software engineers, computer engineers, IT directors, students, managers, faculty, researchers, and academicians.

Gaining Insight Through Tacit Knowledge Ted Spickler, 2015-10-27 Students tend to steer away from classes that have a high technical content such as science, mathematics, engineering, the medical professions and anything where equations (how about economics?) play an important role. My message is deceptively simple; in order to gain real comprehension over a difficult subject, you need to know how your brain works. One successful approach to understanding your mind applies the philosophical viewpoint of Michael Polanyi's tacit theory of knowledge. This book introduces the need for your mind to create tacit integrations and explains how to attain what we call the Aha experience. Useful to teachers, coaches, and students, this learning methodology explains the behaviors needed for the attainment of full comprehension in either formal or informal learning situations. Polanyi was a brilliant research chemist who in later years turned his attention to explicating a personal philosophy of science. His self-reflections on how he created discoveries in chemistry offers illumination today into how our own minds work. The recognition of a subconscious level of mental activity (intuition and insight) is becoming a contemporary research topic and this book finds parallels between Polanyi and recent breakthroughs in cognitive psychology and selected neuroscience research. His tacit theory of knowledge, largely ignored among educational practitioners, is still alive today within knowledge management, medical training, and

theological philosophy. This oversight is a shame and needs corrected. If you have no idea what is meant by a tacit integration (along with the necessary background for understanding it), you are missing valuable insights that show how you can put your brain into high gear. The tacit theory of knowledge informs constructivism and brings alive the dichotomy between explicit and implicit learning (also declarative and procedural knowledge). Polanyi died worried that his work would die with him. Let's not allow that to continue! Discovering how to apply tacit knowledge in learning and teaching can be a rewarding experience.

Knowledge Management in Organizations Lorna Uden,I-Hsien Ting,Juan Manuel Corchado,2019-06-11  
This book contains the refereed proceedings of the 14th International Conference on Knowledge Management in Organizations, KMO 2019, held in Zamora, Spain, in July 2019. The 46 papers accepted for KMO 2018 were selected from 109 submissions and are organized in topical sections on: knowledge management models and analysis; knowledge transfer and learning; knowledge and service innovation; knowledge creation; knowledge and organization; information systems and information science; data mining and intelligent science; social networks and social aspects of KM; big data and IoT; and new trends in IT.

**ECKM 2019 20th European Conference on Knowledge Management 2 VOLS** ,2019-09-05

Tacit Knowledge in Organizational Learning Busch, Peter,2008-01-31 Understanding the complexity of tacit knowledge has become increasingly important to the enhancement of organizational flow. Tacit Knowledge in Organizational Learning aims to advocate the need for 'human factor' consideration from a

(tactic) knowledge capital point of view. Tacit Knowledge in Organizational Learning offers academicians and practitioners an illustration of the importance of tacit knowledge to an organization, presenting a means to measure and track tacit knowledge in individuals and recommendations on firm attributes and their ideal utilization of the tacit knowledge resource.

**Skill Transmission, Sport and Tacit Knowledge** Honorata Jakubowska, 2017-07-14 Teaching the skills necessary to play sport depends partly on transmitting knowledge verbally, yet non-verbal or tacit knowledge also has an important role. A coach may tell a young athlete to 'move more dynamically', but it is undoubtedly easier to demonstrate with the body itself how this should be done. Skills such as developing a 'feel for the water' cannot simply be transmitted verbally; they are embodied in the tacit knowledge acquired from practice, repetition and experience. This is the first sociological study of the transmission of skills through tacit knowledge in sport. Drawing on philosophy, sociology and theories of embodiment, it presents original research gathered from qualitative empirical studies of young athletes. It discusses the concept of tacit knowledge in relation to motor skills transmission in a variety of sports, including athletics, swimming and judo, and examines the methodological possibilities of studying tacit knowledge, as well as its challenges and limitations. This is fascinating reading for all those with an interest in the sociology of sport, theories of embodiment, or skill acquisition and transmission.

*People, Knowledge and Technology* Bruno Trezzini, Patrick Lambe, Suliman Hawamdeh, 2004-12-07 This collection of papers from the First International Conference on Knowledge Management (iCKM 2004) offers insights into the state-of-the-art in KM and the challenges lying ahead. Grouped into six themes —

communities and collaboration, knowledge sharing, culture as context, knowledge management strategies, knowledge creation, and knowledge discovery — authors provide thought-provoking theoretical and practical discussions, through quantitative analyses and detailed case-studies. iCKM 2004 was organized by the Information and Knowledge Management Society (iKMS), a non-profit society dedicated to the promotion of KM theory and practice. The proceedings have been selected for coverage in: • Index to Social Sciences & Humanities Proceedings® (ISSHP® / ISI Proceedings) • Index to Social Sciences & Humanities Proceedings (ISSHP CDROM version / ISI Proceedings) Contents: Abstracts of Keynote Addresses Communities and Collaboration Knowledge Sharing Culture as Context Knowledge Management Strategies Knowledge Creation Knowledge Discovery Abstracts of Poster Presentations Readership: Academics and professionals in the field of knowledge management. Keywords: Knowledge Management; Innovation; Communities; Collaboration; Knowledge Sharing; Culture; Knowledge Creation; Knowledge Management Strategies; Knowledge Discovery

**Advances in Learning Software Organizations** Klaus-Dieter Althoff, Raimund L. Feldmann, Wolfgang Müller, 2001-09-03 This book constitutes the refereed proceedings of the Third International Workshop on Learning Software Organizations, LSO 2001, held in Kaiserslautern, Germany, in September 2001. The twelve revised full papers presented together with an introductory overview, keynote and panel summaries, and three posters were carefully reviewed and selected for inclusion in the book. Among the topics addressed are organizational learning in dynamic domains, knowledge management in software development, Web-based collaborative learning, knowledge management support, software process

improvement, Web-based data mining, process-integrated learning, process-centered software engineering education, etc.

**23rd European Conference on Knowledge Management Vol 1** Piera Centobelli,Roberto Cerchione,2022-09-01

*Knowledge Management and Organizational Learning* William R. King,2009-06-29 Knowledge management (KM) is a set of relatively-new organizational activities that are aimed at improving knowledge, knowledge-related practices, organizational behaviors and decisions and organizational performance. KM focuses on knowledge processes—knowledge creation, acquisition, refinement, storage, transfer, sharing and utilization. These processes support organizational processes involving innovation, individual learning, collective learning and collaborative decision-making. The “intermediate outcomes” of KM are improved organizational behaviors, decisions, products, services, processes and relationships that enable the organization to improve its overall performance. Knowledge Management and Organizational Learning presents some 20 papers organized into five sections covering basic concepts of knowledge management; knowledge management issues; knowledge management applications; measurement and evaluation of knowledge management and organizational learning; and organizational learning.

*New Research on Knowledge Management Technology* Huei Tse Hou,2012-02-24 Due to the development of mobile and Web 2.0 technology, knowledge transfer, storage and retrieval have become much more rapid. In recent years, there have been more and more new and interesting findings in the research field of knowledge management. This book aims to introduce readers to the recent research topics,



it is titled *New Research on Knowledge Management Technology* and includes 13 chapters. In this book, new KM technologies and systems are proposed, the applications and potential of all KM technologies are explored and discussed. It is expected that this book provides relevant information about new research trends in comprehensive and novel knowledge management studies, and that it serves as an important resource for researchers, teachers and students, and for the development of practices in the knowledge management field.

**ICEL 2018 13th International Conference on e-Learning** Professor Eunice Ivala, 2018-07-05

**Advances in Learning Software Organizations** Alta.) Lso 200 (2004 Banff, Grigori Melnik, 2004-06-14

Software-intensive organizations cannot help but learn. A software organization that does not learn will not exist for long, because the software market is continuously on the move, because of new customer demands and needs, and because of new competitor products and services. Software organizations must adapt quickly to this ever-changing environment, and the capability to adapt is one of the most important aspects of learning. Smart organizations will attempt to predict future software demands, and develop a corresponding knowledge road map that identifies the capabilities needed over time in order to meet these demands. Organizational learning typically occurs when experienced organization members share their knowledge with colleagues, such that the organization as a whole can profit from the intellectual capital of its members. While knowledge is typically shared in an ad hoc fashion by means of direct, face-to-face communication, a learning software organization will want to ensure that this knowledge sharing occurs in a systematic way, enabling it whenever and wherever it is needed. Since

1999, the annual International Workshop on Learning Software Organizations (LSO) has provided a communication forum that brings together academia and industry to discuss the advancements in and to address the questions of continuous learning in software-intensive organizations. Building upon existing work on knowledge management and organizational learning, the workshop series promotes interdisciplinary approaches from computer science and information systems, business, management and organization science as well as cognitive science.

Dialogue, Skill and Tacit Knowledge Bo Goranzon, Richard Ennals, Maria Hammeron, 2006-02-22

Everyone in an organization, from cleaner to CEO, has expert knowledge. Yet only a fraction of it can be codified and expressed explicitly as facts and rules. A little more is visible implicitly as accepted procedures, but even this is only the beginning. Submerged beneath the explicit and implicit levels is a vast iceberg of tacit knowledge that cannot be reliably accessed by traditional analytical approaches. And yet, without it, organizational learning means little. Interweaving theory with practical guidance, this book looks at the importance of tacit knowledge and shows how it is now being put in motion through groundbreaking analogical thinking methods. Chief among these is the Dialogue Seminar, developed by the editors, in which learning is seen as arising from encounters with differences. There can be no consensus on the value of corporate knowledge until what is meant by that knowledge is discussed and defined. Based on two decades of research and a host of practical cases, this book offers a way forward. Göranzon argues that the question of whether machines can think is not the right question to ask. The more important question, he believes, is the impact of automation on work and human skills, and he is looking for a way of describing

skills that allows us to discuss this question. —Janet Vaux, New Scientist A Swedish initiative to rethink the relationship between learning and work. —Rolf Hughes, The Times Higher Education

Product-Focused Software Process Improvement Frank Bomarius, Markku Oivo, Päivi Järing, Pekka Abrahamsson, 2009-06-18 On behalf of the PROFES Organizing Committee we are proud to present the proceedings of the 10 International Conference on Product Focused Software Process Improvement (PROFES 2009), held in Oulu, Finland. Since the first conference in 1999, the conference has established its place in the software engineering community as a respected conference that brings together participants from academia and industry. The roots of PROFES are in professional software process improvement motivated by product and service quality needs. The conference addresses both the solutions found in practice as well as relevant research results from academia. To ensure that PROFES retains its high quality and focus on the most relevant research issues, the conference has actively maintained close collaboration with industry and subsequently widened its scope to the research areas of collaborative and agile software development. A special focus for 2009 was placed on software business to bridge research and practice in the economics of software engineering. This enabled us to cover software development in a more comprehensive manner and tackle one of the most important current challenges identified by the software industry and software research community – namely, the shift of focus from “products” to “services.” The current global economic downturn emphasizes the need for new methods and solutions for fast and business-oriented development of products and services in a globally distributed environment.

Rethinking Pedagogy for a Digital Age Helen Beetham, Rhona Sharpe, 2007-04-19 Packed full with case

studies from multi disciplines and with a helpful appendix of tools and resources, this book is an essential guide to effective design and implementation of sound e-learning activities.

ECKM 2020 21st European Conference on Knowledge Management Professor Alexeis Garcia-Perez,2020-12-02

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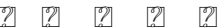
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