



Knowledge Management in Education and Learning – a Danish Perspective

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1. The aim of a STI-ministry

Primary aim:

- ◆ Underpin the creative knowledge society
- ◆ Support the structural change in Danish economy
- ◆ Provide knowledge and competence to the learning economy
- ◆ Develop Danish growth and welfare

Instruments:

- ◆ Integrate of the diversity of knowledge systems
- ◆ Develop public-private dynamics
- ◆ Integrate of cross-sectoral policy-development in the Administration

Public-private casting:

- ◆ Knowledge-based private sector as engine of change
- ◆ Public sector as initiator and demander of strategic research services (ICT, bio-tech and nano-science)





2. New ways of cross-sectoral co-operation and dissemination of knowledge

A new university act:

- ◆ Business and industry as integral part of university boards
- ◆ From collegial election to professional recruitment of leaders on all levels
- ◆ Revitalised research and educational leadership

Educational reform of Bachelor's and Master's programmes:

- ◆ Strengthened user-producer relationship
- ◆ From qualification to competence – an inside-out approach
- ◆ Higher quality, relevance and transparency
- ◆ Higher admission rates and lower drop-out rates





3. Lower transaction costs in the knowledge chain

De-bureaucratisation/rolling back of the state:

- ◆ Fewer brokers, systems, rules and procedures as barriers for user-producer relationships

Keywords in the university sector:

- ◆ Self-government and autonomy through professional leadership and enhanced economic responsibility
 - ◆ Accreditation and auditing as part of decentralised mechanisms of quality assurance and development
 - ◆ New institutional arrangements and leadership as the corner stone of commitment and incentives to promote knowledge management and learning organisations
 - ◆ The residual in economic growth
 - ◆ Tacit knowledge
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4. Case-study: Learning Lab Denmark

Purpose:

- ◆ Find new research-based insights on learning, knowledge creation and competence development

Mission:

- ◆ Integrate, disseminate and share basic and commercial research
- ◆ A hybrid of Mode 1 and 2 – “most important to be in the choice” (Gibbons)
- ◆ Research detectives exploring “what is knowledge?”, “what is learning?” and “how do you learn?”

Keywords:

- ◆ Experiments – investigation, research, inquiries, innovation
- ◆ Transdisciplinary – transcend professional, social and intellectual borders
- ◆ International – globalisation, network economy, intercultural challenge



5. Case-study: Learning Lab Denmark

Research facilitator and institutional broker:

- ◆ Gather higher education institutions, business & industry and private/public organisations

Expected output:

- ◆ New theories on learning – theoretical
- ◆ New concepts and tools – practical
- ◆ Change of practice – movement
- ◆ Spin-offs – growth

An example of subject focus:

- ◆ Science and Technical Research – a holistic approach
- ◆ No secondary school prerogative





6. Case-study: Research-based lifelong learning

Competence-building and learning in action:

- ◆ Universities as drivers of knowledge communities

The raison d'être of adult education and continuing training:

- ◆ Content and profile defined from a competence approach
- ◆ Responsivity to external demands

Main features:

- ◆ Recognition of job experience
- ◆ Redemption of tacit knowledge





7. Case-study: A learning system for the new economy

Structural profile:

- ◆ Flexible educational modules for the working people
- ◆ Learning-on-demand
- ◆ Workplace learning

The ordinary vs the adult education system:

- ◆ Knowledge division of labour
- ◆ A safeguard against irrelevance, redundancy and information overload

Institutional strategy:

- ◆ Adult Master's programmes as show window and Master's students as future ambassadors



8. Executive Master in Knowledge Management – a global first-mover?

Focus on Knowledge, Innovation and Strategy:

- ◆ The concept of knowledge
- ◆ Business and knowledge strategy
- ◆ Management of knowledge workers
- ◆ Intellectual capital
- ◆ Organisational learning
- ◆ Technology systems
- ◆ Communication
- ◆ Creativity and innovative processes

Goal-oriented management perspective:

- ◆ Manage knowledge processes and make decisions under high level of uncertainty
- ◆ A fine mixture of practical and theoretical elements

Institutional research base:

- ◆ Copenhagen Business School and Learning Lab Denmark



9. The bottom-line

"The voyage of discovery lies not in finding new landscapes, but in having new eyes"

Marcel Proust

