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 cornerstone of commitment and incentives to promote knowledge management and learning organisations
- The residual in economic growth
- Tacit knowledge
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