

# Knowledge Management Concepts in eLearning without Hitting Your Head on the Yellow Brick Wall

**Angela Gibson**  
Christchurch Polytechnic Institute of  
Technology  
gibsona@cpit.ac.nz

**Trevor Nesbit**  
Christchurch Polytechnic Institute of  
Technology  
nesbitt@cpit.ac.nz

## Abstract

This poster is an initial examination of how concepts from the Knowledge Management (KM) domain can be applied in an eLearning setting. Particular attention is paid to the notion of context as it is defined in the KM body of literature and how it was applied in the development of eLearning content for courses from the Certificate in Computing (CIC).

The conclusions point to the importance of attempting to identify a range of possible contexts of students in an eLearning course so as to be able to cater for them and meet the needs of a wide range of students. In particular the aspects of students' context that need to be considered are the comprehension levels, preferred learning styles and cognitive abilities of the students.

*Keywords:* eLearning, Knowledge Management, context, learning styles.

## References

- Belbin, R.M. (1981). *Management Teams – Why They Succeed or Fail*. Oxford: Butterworth-Heinemann
- Bowling Green State University. (2003). *Reading Age*. Retrieved August 09, 2006, from www.bgsu.edu
- Caine, R., Caine, G., McClintic, C., & Klimek, K., (2005). *12 Brain/Mind Learning Principles in Action*. California, US: Corwin Press.
- Clark, D. (1999). *Learning Domains or Bloom's Taxonomy*. Retrieved March 1, 2005, from <http://www.nwlink.com/~donclark/hrd/bloom.html>
- Coplien, J. and Harrison, B. (2005). *Organisational Patterns of Agile Software Development*. New Jersey: Prentice Hall
- Fleming, N. (2002). *55 Strategies for Teaching*. Christchurch, New Zealand: Fleming.
- Gibson, A. and Nesbit, T. (2006). Applying Belbin Team Roles and Organisational Patterns to eLearning Content Development: A Case Study. *National Advisory Committee on Computing Qualifications* (pp. 103-108). Wellington, New Zealand: NACCQ.
- Imperial College London. (2006). *Write for the Web*. Retrieved August 09, 2006, from <http://www3.imperial.ac.uk>
- Iverson, J.O. and McPhee, R.D. (2002). Knowledge Management in Communities of Practice: Being True to the Communicative Character of Knowledge Management Communication Quarterly 2002
- La Trobe University Institute for Education. (2003) - *From good to great. Schools for innovation and excellence: Beechworth middle years cluster*. Retrieved August 09, 2006, from <http://www.latrobe.edu.au/educationalstudies/Form s/Forms%20A-W/BeechworthFinalReport.pdf>
- Nesbit, T. (2004) Knowledge: More than Information: The Implications for KM Systems. Presentation at the *Second International Conference on Technology, Knowledge and Society*, December 2005, Hyderabad.
- Nesbit, T. (2005a) Communities of Practice, Knowledge Sharing and eLearning. *Applied Business Education Conference*. Whangarei, New Zealand
- Nesbit, T. (2005b) Communities of Practice for Sharing Knowledge: An eLearning Context. Presentation at the *Second International Conference on Technology, Knowledge and Society*, December 2005, Hyderabad.
- Nonaka, I. and Takeuchi, H. (1995). *The Knowledge-Creating Company: How Japanese Companies Create The Dynamics of Innovation*. Oxford University Press.
- Orlich, D., Harder, R., Callahan, R., Trevesan, M., & Brown, A., (2004). *Teaching Strategies, A Guide to Effective Instruction*. Boston, US: Houghton Mifflin Company
- Polanyi, M. (1996) The Tacit Dimension, Routledge and Kegan Paul (1998) in Knowledge in Organisation (ed L. Prusack), Butterworth-Heinemann.
- Sweller, J. (1999). Instructional design in technical areas. *Australian Educational Review No. 43*, ACER Press, Camberwell, Australia.