STRATEGIC MANAGEMENT IN LEARNING

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Abstract: One area concerns the dynamics of knowledge bases of different media change the contents of knowledge. It can be seen as different processes of knowledge change, depending on when it comes to personal sources of knowledge, materials or collective. Organizational learning and learning organization are two concepts often confused. If knowledge processes, knowledge contained change occurs through the process of learning and dezvătare. By learning we understand, in this context, an increase of possibilities of action of various sources of personal knowledge. On the other hand, developing signifies a less conscious and / or intentionall will, and forgetting a step backwards rather unconsciously and / or unintentionally of the means of action.

In this context it should be stressed that the learning process should not always strive consciously nor does it necessarily acts in the form of observable behavioral changes or positive effects (eg increased effectiveness).

In detail changes differentiate various types of knowledge which can be explained by different theories of learning. Next, we identify various situations in practice and learning a multitude of factors that influence learning success. These are discussed below in more detail.

Individual learning produces a change in knowledge gained. Thus, the assimilation of new knowledge and changing existing knowledge can be distinguished two poles of knowledge change, which may rank among the various learning processes.

An assimilation of new knowledge exists when the person has as a result of learning-knowledge that until then had not. This may result from both cognitive training in November and a knowledge of possession of new skills or abilities.

On the other hand, there is rather a change in existing knowledge, where knowledge of depth at least in principle already exists. This type of change of knowledge is expressed among others by becoming more clear that cognitive contexts and connections are drawn between every fact in hand, which was not previously known. Further it is also about practice competencies and skills to be mastered at the end with greater certainty.

Deepening of existing knowledge could lead such a party to the internalization of explicit knowledge, if such steps are psychomotor unconscious. Here is the advantage of implicit knowledge requires less cognitive resources for activities related to perception and coordinative. It may result from an "explanation" of knowledge, if such actions carried out or measures taken unconscious to unconscious when they are consciously articulated. This explanation is often necessary to transmit knowledge and knowledge of others or store the media.

In psychology there are many different theories of knowledge which can not be discussed fully in the exposure. Therefore, we still have only a general summary of key research directions for the analysis of learning processes. In practice it usually starts from a different set of learning processes.

According to Ke and Wei (2007), organizational culture is a social glue that allows individuals to learn together in social networks.

Independent individual learning processes: instincts and maturity

The creatures found possible processes that produce changes in behavior but not a learning process. Includes external influences besides first instincts and maturation processes.

Types of behavior are innate instincts and reactions to certain stimuli to some extent become active only in certain situations. When people have a very minor role.

Maturation processes occur both physically and soul and is in many cases a prerequisite for further learning processes. Thus, certain movements involves learning appropriate muscle maturation. And learning a language is linked to the appropriate maturation of certain cognitive structures. Observing the process of maturation is important, among other things, to recognize the right time for certain learning processes.

Behaviorist theories of learning

Many of the learning processes of an individual can be explained if it is independent of the phenomena inside the body (in the sense of shape in a sort of "black box") and instead of considering it primarily contexts of change observable behavior and relevant external conditions. This procedure is called a study-SR (Stimulus-Response Study). Essential knowledge in this field of research is explained by the direction of behaviorism.

An assessment in this context is classical conditioning. In this case, is repeated an unconditioned reflex that causes a specific reaction, coupled with a neutral stimulus. One can see that after a number of rehearsals, a neutral stimulus also causes a reaction similar to that caused by unconditioned reflex. This effect weakens over time, there is a so-called extinction.

Types of behavior which is confirmed in some form (that entails is success) are still followed, while the types of behavior are reused without visible success.

Moreover, behavioral learning theories can explain the benefits of knowledge-based or action (eg, learning of specific series of movements) and knowledge based on knowledge (eg elimination of false meanings by denial). The cognitive level is in principle about knowledge through experience.

Cognitive theories of knowledge

Some learning processes can not be explained only on external conditions but requires both a process of interpersonal observation. These cognitive theories of learning and research are called SOR (Stimulus-Organism-Response studies).

Individual learning takes place largely in the brain and memory is reflected in each person. For this reason while trying to understand the neurobiological foundations for learning. Starting from three levels of memory construction explained that there are two basic types of forgetting: forgetting irrevocable on the one hand and non-memory, where the fundamental contents of conscious access to knowledge stored in long term memory (which May is only partially accessible through hypnosis) is not possible, on the other side.

Individual learning is often attributed, in cognitive theories of learning, constructing "cognitive maps" (cognitive maps), enabling individual orientation. On this basis, a knowledge of personal support is provided, based on prior knowledge of that environment and image, to imagine a specific situation in mind, and to draw conclusions from it about the consequences of possible actions and thus find alternatives to solve concrete. In this case new knowledge to "existing knowledge, cognitive maps are semi-tailored. Such a learning process need not be manifested in actions immediately noticeable.

Social theories of learning

Some learning processes can be explained only by existing and in some cases the cooperation of several individuals.

In principle distinguish four different situations of learning (and teaching), which possesses typical characteristics occur in various forms, linking different knowledge bases and are suitable for different learning materials

Learning Situations:

- learning courses
- learning in working groups
- Individual learning
- Learning by doing

Combining learning situations

In practice, various situations occur very rarely as isolated learning, often can be seen alternately. This is significant in the sense that different learning situations can be used various channels of learning, and communicate different content. For this reason I suggested various learning situations combined especially on complex educational goals beyond - for example in education, study or training.

The problem of combining different learning situations regains importance, in contrast to rising use of computers and computer networks in education. Essential opportunities to use computers enough to enrich courses (Enrichment) through a primary or collateral to complete takeover of the handling of knowledge (Total Teaching). Multitude of learning situations is usually ensured by the fact that traditional forms of teaching are complemented by computer-based programs. The programs are basically designed as a computer-assisted, including (or simulated) usually several learning situations (for instance by suggesting support of a tutor, virtual discussion forums, virtual libraries, etc..).

As for personal media, we can speak of learning processes and respectively oblivion. This again defines different types of knowledge changes and different learning processes. Overall it can establish that collective learning has had less attention in research than individual learning.

Collective knowledge is characterized by the fact that the media is based not on personal or isolated knowledge, but on combined knowledge of media. In contrast to active learning and cooperative group, which stands isolated increasing their individual status within the exchange processes, collective learning takes place when common knowledge is changing and with it the possibility of action and gender of the whole collective knowledge bases . In detail, the change can differentiate various types of knowledge.

Thus, knowledge of each substrate can be divided into the collective media and thus become collective knowledge. Examples are the development of cognitive maps and the exchange of expertise. Collective knowledge can also mean that the interaction of knowledge in media media collective knowledge arises entirely new knowledge, which before had not mastered this form of any one participant.

Ultimately it can change in collective learning processes, and in the degree of explaining common knowledge. It is possible, on the one hand, an explanation of implicit knowledge before, when the support is born a collective awareness of common knowledge, which then can be articulated. On the other hand can take place earlier involvement of explicit knowledge. An example is "automate" certain routines. A possible consequence of such involvement is dissension among the various mitigation activities.

Types described by the change of knowledge are explained by various mechanisms of collective learning.

Part of the learning takes place during the conduct of business processes. This common form of cognitive maps largely as a result of joint collaboration and dialogue associated with it. Internalisation know-how usually occurs during unplanned constant use of knowledge. On the other hand knowledge outsourcing often involves a specific exchange and specific manifestation of that knowledge. In this context, a support group can develop knowledge and metacognition on ongoing processes and use this knowledge in future actions.

The formation of entirely new knowledge is more know-how, especially when sites supporting each of the knowledge are combined with each other in new ways. Processes relevant in this context are for example training for associations. These profound effects are analyzed in terms of creativity and are made available under various creative techniques.

In analyzing the collective learning processes should be considered that in particular groups, in many cases, have their own dynamics. Thus, it was determined that the groups can identify a clear tendency toward conformity (Groupthink). At the same time, groups have a greater inclination to risk that person singular.

Depending on the prevailing collective learning process, such as the composition of the media's collective knowledge acquires a different meaning. While the creative process can influence the excellent performance of each shared a very positive result, the intensity of learning processes often depends jointly performed the worst member of the collective knowledge support.

Conclusions:

The changes to the contents of various media available knowledge changes in a company knowledge and knowledge holders unchanged. In principle we distinguish personal and collective learning processes and knowledge changes in media materials, where their learning processes of individual gains a special significance.

Changes of the contents of existing knowledge on the media facilitate a company, often more effective than changes in the availability of media to adapt to environmental changes and to make these changes in the possibilities of action.

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