VILNIAUS KOLEGIJA/UNIVERSITY OF APPLIED SCIENCES
STUDY SUBJECT/MODULE PROGRAMME (SSMP)

Entitlement

Knowledge Acquisition

Prerequisites

B1 level of English language

Main aim

Identify personal learning needs and structure learning in different learning environments and seek necessary knowledge acquisition. Share interdisciplinary knowledge and communicate innovative and alternative concepts with internal and external stakeholders to support creative collaboration. Understand, assess and carry out scientific work in a well-considered methodological and theoretical basis.

Summary

Knowledge Acquisition module consists of Intervention Theory and Practice and Knowledge and Philosophy of Science. Aim of the module is that the students must be able to apply quantitative and qualitative strategies implementing action research in order to study creativity and innovations in organizations and business networks, for initiating, facilitating and managing development processes. The students must be able to analyse research data and statistics. The students must demonstrate appropriate academic writing style.

Learning Outcomes

1. Create a deeper understanding of social context in organizations, companies and business networks.

2. Initiate, facilitate and manage development processes creating fundamental changes in organizations, companies and business networks.

3. Ability to apply action research, participant observations and interviews to study a social context. Collect, process & manage both quantitative and qualitative data.

4. Satisfy scholars' techno-centric learning needs with a focus on technology. Study the Triple Helix Model and be able to apply it to the work environment.

5. Learn organisational philosophy with a focus on how a business entity can be designed to facilitate knowledge processes best. Apply I. Adizes' teachings to better understand organizations as live organisms.

6. Develop ecological thinking with a focus on the interaction of people, identity, knowledge, and environmental factors as a complex adaptive system akin to a natural ecosystem

Syllabus

1. Introduction to research and research design: a) creating studies, b) developing research methods, c) combining methods (triangulation), d) the field, participants and defining research aims e) planning the research, f) critical thinking in designing research.

2.	Action research applied for changing social contexts. The essentials of action research: a) different types of action research, b) the researchers' dual role, c) the participants as co-researchers and d) action research as a method applied for development.
3.	Introduction to quantitative methods: a) defining the research area, b) theory/explanation, c) defining the population, e) research design, f) designing surveys: concepts, variables & types of questions.
4.	Introduction to qualitative interviews: a) different types of interviews: explorative, semi- and unstructured interviews, b) focus group or single interviews c) selection of informants, d) the interview start & the psychological contract with interviewee, e) questioning and types of questions, f) using interview guides, g) transcriptions of interviews.
5.	Introduction to participant observation: a) the professional stranger, b) the field & fieldwork, c) the people studied, d) unfolding & interpretations of field notes and e) using observation Scheme, f) applying theories or developing own concepts and conceptual network (creating new theories) & g) documentation: field notes & logbooks, mp3, the ethnographic
6.	Research data analysis: a) quantitative data analysis using SPSS, b) qualitative data analysis
7.	Academic writing: a) barriers to academic writing and how to overcome them, b) motivational tools to academic writing, c) academic writing styles, models and text organization, e) avoiding plagiarism.
8.	Introduction to the Triple Helix model of innovation referring to a set of interactions between academia, industry and governments, to foster economic and social development. This framework was first theorized by Henry Etzkowitz and Loet Leydesdorff in the 1990s.
9.	Learning Master-apprentice relationship, Mentor-mentee relationship, job shadowing.
10.	Measuring and reporting intellectual capital (a way of making explicit knowledge for companies).
11.	Studying knowledge sharing modelling: Make knowledge-sharing a key role in employees' job description; Inter-project knowledge transfer; Intra-organisational knowledge sharing; Inter-organisational knowledge sharing.
12.	Getting in touch with Communities of practice.
13.	Studying Expert systems (learn how knowledge seeker responds to one or more specific questions to reach knowledge in a repository). Analysing expert directories (to enable knowledge seeker to reach to the experts).
14.	Examining Knowledge repositories (databases, bookmarking, engines, etc.).

Evaluation procedure of knowledge and abilities

Project