Chapter 91

The Management and Construction of Knowledge as an Innovation Strategy for Collaborative Learning Through the Use and Creation of Learning Communities and Networks

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ABSTRACT

This article aims to approach the importance of a pedagogical strategy for collaborative learning through the use and construction of networks and learning communities directly connected to knowledge management. From my experience within the Networks, Learning Communities and Knowledge Management Seminar in the Masters of Education in the Information Technology and Communication Department at the University of La Guajira, the way members of a society communicate and interact by identifying a qualitative transition between the information society and the knowledge society, in which knowledge management in cyberspace has broken deeply rooted paradigms in the education system through the construction of effective teaching strategies that contribute to the development of processes in different parts of the world, contributes to the creation of virtual learning environments and the implementation of pedagogical strategies such as networking and learning communities that reinforce the collective work and resources that the web 2.0 offers in terms of knowledge management and the development of higher thinking abilities. Also, the teacher changed roles and acted as another member of the group, which provoked an interesting flow of communication.

INTRODUCTION

In education today, an innovative curriculum includes systematic processes that point towards the generation, construction and management of knowledge from a ubiquitous perspective and the interchange of tacit knowledge between two entities is more evident in the growing development of practice and/or knowledge communities and networks, where there is the possibility of accessing all the information found in the cloud. This can be viewed, classified, organized, debated and adapted according to the needs of the individual, allowing interaction that proceeds from diverse educational settings to "focus groups" made up of interrelated and connected knowledge. The purpose of this article is to share an edifying network learning experience where the fascinating magic realism expressed by Fidalgo (2010) and adapted by Castañeda (2012) is transcended, in which deciphering, like an enigmatic treasure map, the point of equilibrium in which "the pirates" (emerging technologies) adopted characteristics of "corsairs" (education technologies) as part of the embattled "strategy" (resources to produce knowledge management) which is used with all bravery to defend, tooth and nail, the hand of the fragile (but at the same time, strong!) "maiden" (the teaching-learning process) as the sure route to achieving the valued "treasure" (information-knowledge management), considered as the principal objective of this passionate adventure.

This paper presents the way that is filled inside the formative process, which is, prospers from the actions and roles that actors involved: teachers, students, and coordinator of the Master. In the section two focuses the reader on the institutional context designed by the Coordination of the Master from the learning objective on that develops the formative process; in chapter three presents the description of the methodological strategy that was available to guide the reader step by step on the roles and functions that teachers and students fulfill attending to the philosophy delivered by coordinating the Master, the way like forms the innovation from the management of knowledge and the communities of practice and of learning that are made possible. One presents in the clause four the results of the process and the conclusions that depart from the learned lessons are included in the clause 5

CONTEXT

The pedagogic strategy referred to occurred during the Networks, Learning Communities and Knowledge Management Seminary in the Masters of Education of the ICT at the University of La Guajira, Colombia, and was a classroom experience with a high component of virtual work, not only during classroom sessions, but also as a result of the seminars in the curriculum. Given the condition that all the Master's students should be working teachers and the generation of knowledge is attributed to increasingly fewer in-class experiences and conceived for more cyber-space activity, interchanges of process production among individuals that may be far from each other and connected only by the now-famous social networks, as indicated by Burbules and Callister (2001);

…from the most unlikely corners of the globe, virtual communities as vital and attractive as life are formed, since these communities are central and closely linked to areas of interest and concern that are often essential to the sense of individuality and wellbeing of the participants.

This allows for decision-making and agreed debate with others in relation to opinion and contribution, which are initial elements for cultivating knowledge and its later collective management.

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