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Knowledge management as a strategy for the administration of education in the Research University

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Abstract

The article studies the substantiation of the changes in the Classical University when its liberal model is transforming into the pragmatic model in modern knowledge society. The content of pragmatic model (commercialization of knowledge, education market, competitions) is against its classical model. Therefore, there is a need to clarify the criteria of the Classical University. The corporate culture is considered as its new criterion. The corporate culture aimed towards shaping of the professional and the person who is relevant to the modern knowledge society. Therefore, the modern Research University continues the traditional Idea of the Classical University in conditions of information (knowledge) society. Secondly, new strategy for the management of education in the Research University is the knowledge management. Thirdly, the corporate culture of the Research University can join complementarily the classical criteria of University and modern orientation to the market and commercialization of education. The specific content of the corporate culture as a new criterion of the University is relevant to the conditions of information or knowledge society. The corporate culture of the Research University provides not only competitiveness of professional, but also in its spiritual and moral characteristics.

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1. Introduction

Changing of priorities in the development of post-industrial society (Bell, 1999; Inozemtsev, 2001), or the "third wave" (Toffler, 1999), or the information or knowledge society (Castells, 2000), are making actual the issue of relevant management strategies. Knowledge management is one of such strategies. But this strategy is used by the business structure only. The social institutions of the economy adapt the knowledge management without any theoretical reflection. So it would be more appropriate if the strategy is used in academic and educational institutions, which are related to the production of knowledge. This statement concerns the Research

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University primarily. Today the Research University adopts the idea of the traditional Classical University associated with the production of knowledge.

2. Subject and the method of research

On the one hand, the logic of social development dictates the need to direct a managerial attention to knowledge management. On the other hand, the institute, which is engaged in the production of knowledge, still does not bind itself with such strategy. The object of study is management in the knowledge society. Subject is university education in the Research University. The goal of the article is finding the philosophical foundations of knowledge management in the Research University. It is necessary to see the specifics of the educational institution, which entered the global educational environment and accepted the rules of competition and the possibility of commercialization. The Research University has to accept the call of the knowledge society.

We used the following methods. Comparative method for studying the historical types of social and cultural development was needed to justify the specific characteristics of the Classical and Research Universities. This method has helped us to compare Idea, Mission and Criteria of universities. The philosophical hermeneutic method of analysis was also necessary to understand the different cultural epochs and universities. Separately, it should be said about the method of socio-cultural research, which involves the description of the University functioning. These methods and approaches build technique, adequate to research subject and allowing seeing the specifics of the university in the cultural and historical conditions. Hypothesis of study is the Research University is a transformation of the Classical University and continuing its tradition in a knowledge society. Knowledge management is the strategy of the Research University. What are the bases for the similarities and differences of the Classical University and Research Universities? How their identity and continuity affect the governance in these universities?

3. Results

3.1. Knowledge management: definition

What is "knowledge management"? And why "cognitive" is translated as "knowledge" in Russian? It is important to understand the cognitive turn of modern scientific knowledge, which affects the nature of knowledge in education. The Research University is a leading university, and therefore the changes here are of greatest interest.

Cognitive turn of the epistemology took place in the twentieth century when the new philosophical trends (i.e. phenomenology, hermeneutics, and philosophical anthropology) had emerged. They brought the understanding that the classic type of scientific rationality with its characteristics of rigid logic, standardization the cliché and algorithmic thinking limits the world and emphasize only its universal essence. The modern world has come to a state of self-organization and non-linearity "differAnce" (Derrida, 1996, p. 102) and "smart" was "suspected" (Ricoeur, 1995, p. 231-232). This is an inadequate to the uniqueness the human form of "presence" in the world (Heidegger). Cognitive thought becomes multi-rational (Nurgaleeva, 2013). P. Drucker says, "knowledge is exist only in their applications." According to Drucker this is not knowledge, but a getero-knowledge. Knowledge is used not only for the classical principle of pure satisfaction, but extra-utilitarian cognitive. It has the character of "employee interaction with his colleagues" and becomes, according to D. Bell, "a game between persons" (Inozemtsev, 1999). Knowledge "should be consumed". (Lyotard, 1998, p. 18) Thus, knowledge exists both as social and personal capital.

Knowledge as the form of cogito assumed a rational understanding of the reality. Heterogeneity and personalization of knowledge exists within a constant state of creation. Communication of all the structures of

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