Knowledge Work and Knowledge Creation – the Impact of Instruction

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The purpose of this paper is to address how instruction influences the creative knowledge work.

Based on different perspectives on instructions and the actions followed, this paper reveal how educators, having different competencies of ICT-instructions, influence students’ creative knowledge work, and students’ knowledge creation.

The paper’s contribution to the existing knowledge is founded in a metaphorical phenomenological-ecological approach to learning as wayfinding inspired by Ahmeds’ (2006) phenomenological theory of orientation and Ingold’s (2000) ecological concept of wayfinding. According to Ingold, all wayfinding is mapping and “in wayfinding people do not traverse the surface of a world whose layout is fixed in advance” (ibid. p. 155). Moreover, wayfinding is related to narratives of journeys previous made (ibid.). Learning, understood as wayfinding, address the environment, the social and the relational elements in knowledge creation. Knowledge creation is a dynamic interplay of tacit and explicit knowledge including four modes of knowledge conversation take place in socialization, externalization, combination and internalization (Nonaka & Takeuchi, 1995)

The research question addressed is; how do instructions in respectively teacher and radiography undergraduate educations influences the student’s creativity and knowledge creation in the use of virtual media?

The paper is based on a longitudinal case study of two classes of teacher and radiography students’ wayfinding within blended learning environments at University College North. The case selection obtained information about various approaches to instruction and revealed dominating various narratives. The empirical data has been retrieved from a larger study investigating students’ orientation within different learning environments including classroom, internship, home and virtual environment. The sampling consisted of 18 focus group interviews including students, teachers and internship supervisors. The sampling was carried out among the informants. Focus group interviews were carried out three times and observation studies four times in the period 2012-2015. The focus of interviews and observations was students knowledge orientation and knowledge creation under the circumstances of blended learning.

The overall findings revealed how the students were subject to learning as wayfinding. Furthermore, less regulated instructions were revealed to generate more creative thinking than well-planned instructions. The teachers ICT competencies and the instructions they carried out highly influenced students’ creative knowledge creation. Highly structured instructional designs seemed to decrease students creative knowledge work and limit their knowledge creation. In contrary, low structured, but goal oriented instruction, deliberated more creativity in students’ study activities and knowledge creation.

One significant implication of this study is that didactical reflections must include facilitation of students self-directed engagement if creative thinking and knowledge creation are to unfold its potentials. Moreover, sociality, interactionality, spatiality, mobility, emotionality, structures and identity seem to play a crucial part in the creative knowledge development.
The study’s empirical foundation is limited to two bachelor degree education. Thus, there is a need for more cross sectorial and quantitative studies to uncover and test the reliability and validity within other educational environments. However, the findings illustrates a connection between instruction and creative knowledge work which is missing from other studies. The purpose of this paper is to address different kinds of instruction and how these influence the creative knowledge work.

References:

