

Building Resilient Learning Communities: Using Evidence to Support Student Success

#ETConf20



Why the methods of knowledge transfer in academia are incorrect compared to apprenticeships?

Yolanda Fernandez Diez

This study highlights the links between knowledge transfer and professional negligence in academia, and their negative effects for individuals.

CONCEPTS



Cambridge
Dictionary

Teacher

A person who
instructs or
trains others

Knowledge

Understanding of
or information
about a subject

Learner

A person who is
still learning
something

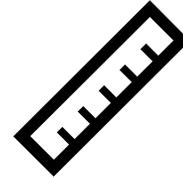
Academia



Learning in
theory

Doing theory and
then, applying it

Apprenticeship

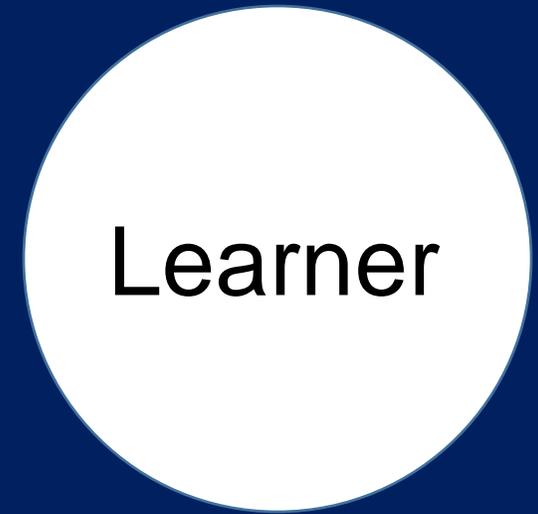
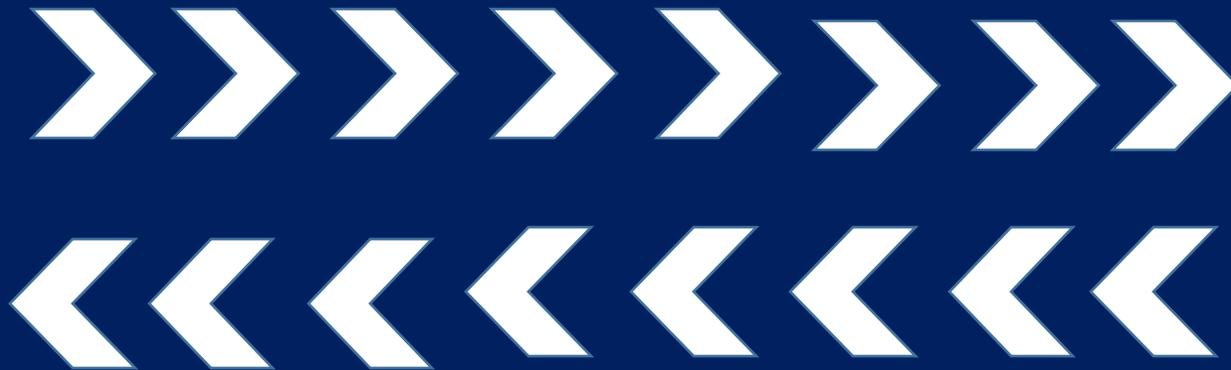


Learning in
practice

Learning by doing,
standards are acquired
through repetition

Knowledge transfer refers to the exchange of knowledge during teaching and learning and includes:

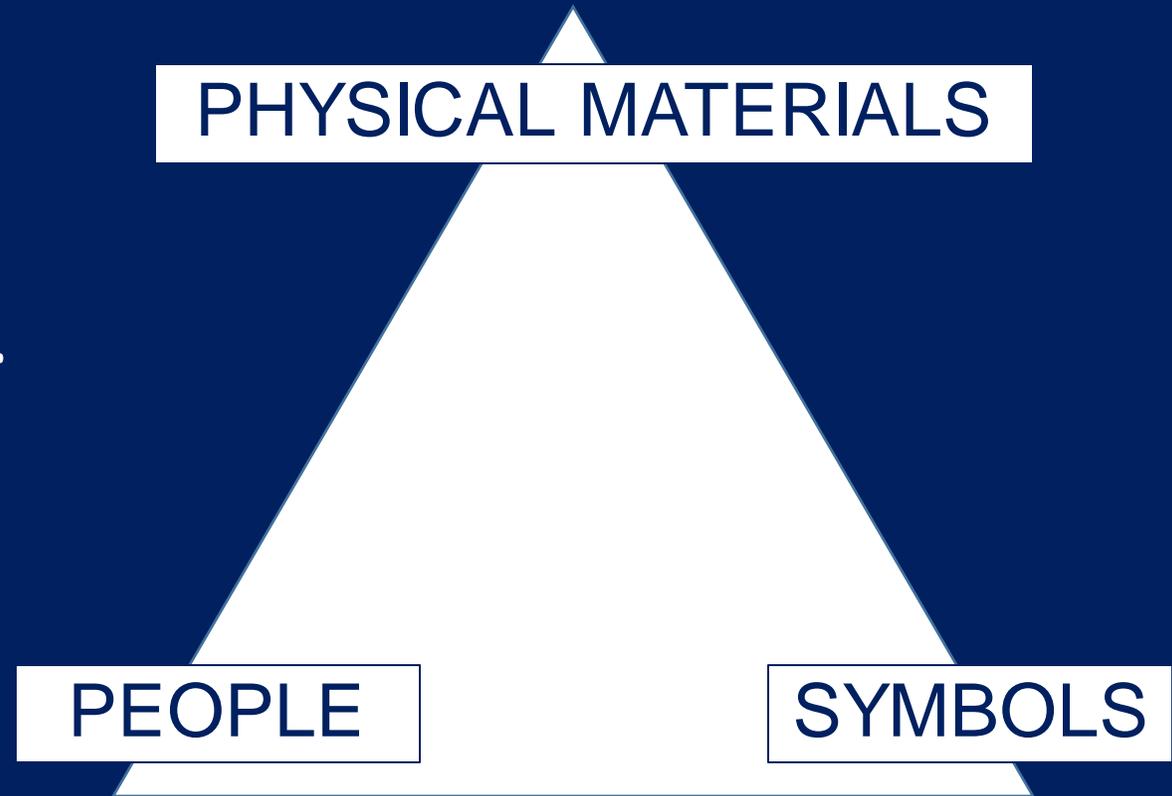
Inputs and Feedbacks



Decisions and Outputs

Apprenticeships focus on working with:

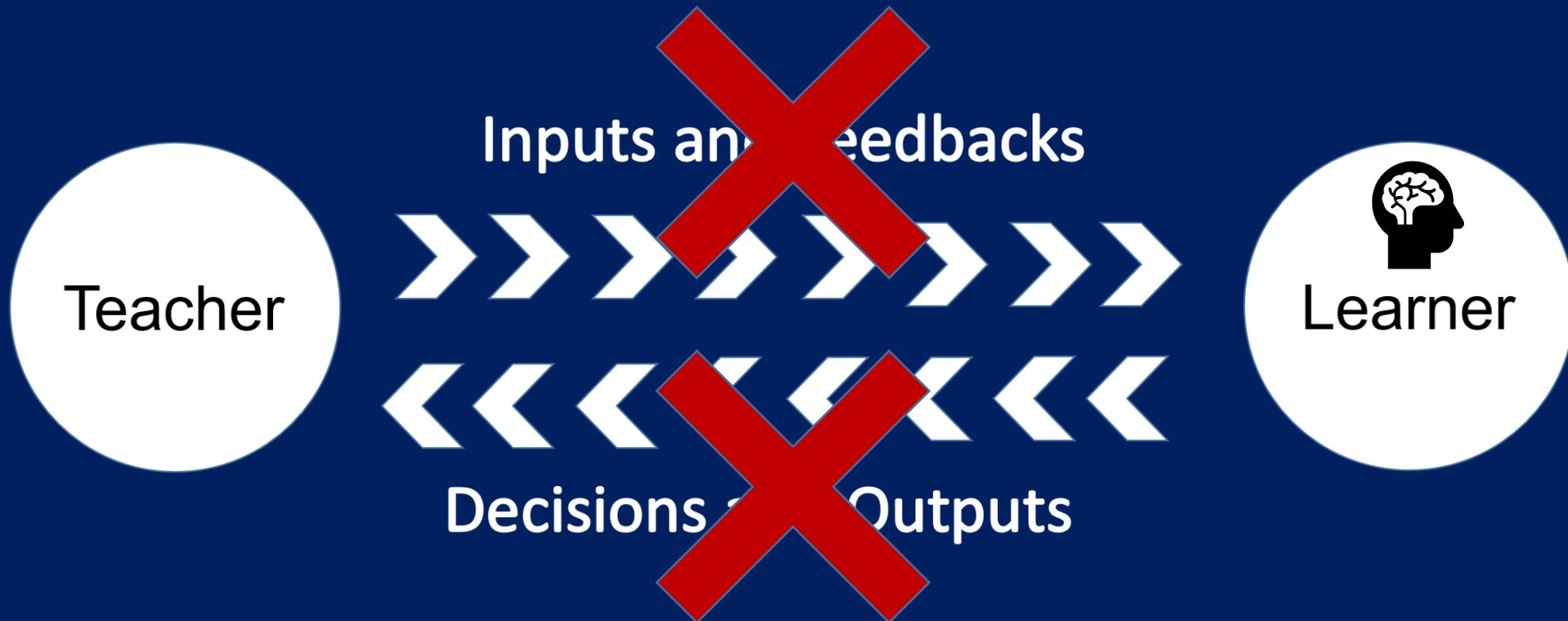
- Physical materials - equipment and artefacts the learner needs access to in order to learn.
- Symbols – words, numbers, images.
- People – who model skills and values, who challenge, argue, compete, co-operate, understand and offer critique.



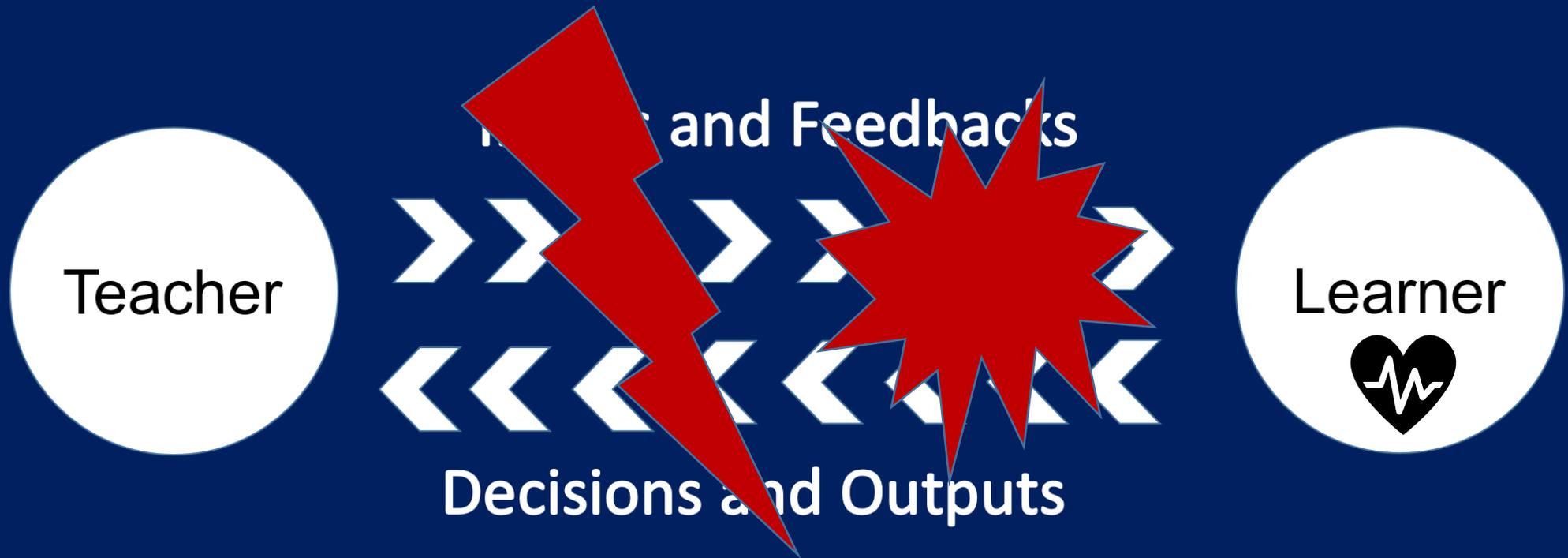
However, the predominant focus in academia is on publishing work.

FINDINGS IN ACADEMIA

The lack of input and feedback from managers distress cognitive processes in learners, affecting their decisions and outcomes.



The presence of bullying behaviour from managers distress emotional processes in learners, affecting their mental health and work capability.



The lack of input and feedback 

The presence of bullying behaviour 

are associated with professional negligence.

Professional Negligence

- When a professional fails to perform their responsibilities to the required standard or breaches a duty of care.

Negative effects to Individuals



PERSONAL
Mental health



PROFESSIONAL
Work capability

RECOMMENDATIONS

1ST

The transfer of knowledge has to be of mutual benefit, it cannot be a one-way street or an abuse, it cannot hurt either party.

2ND

A blend of academic and vocational education is needed in academia. Apprenticeships teach, nurture and impart knowledge better than academia. Apprenticeships perfectly show everything to students.

3RD

Managers would benefit from cognitive and emotional training to understand learners and employees and support their needs.

4TH

Managers would benefit from communication training to share knowledge.

5TH

A robust justice system is needed in research and education to promote a more just society, human rights and dignity at work.

References

1. This is my personal experience in academia. The findings presented are facts that have happened to me in academia.
2. Bill Lucas, Eilen Spencer and Guay Claxton. *How to teach vocational education: A theory of vocational pedagogy*. City & Guilds Centre for Skills Development. December **2012**.
3. Andrew Harrison and Qing Hu. *Knowledge Transfer within Organisation: A Social Network Perspective*. 45th Hawaii International Conference on System Sciences. **2012** IEEE. DOI 10.1109/HICSS.2012.410
4. Ray Reagans and Bill McEvile. *Network Structure and Knowledge Transfer: The Effects of Cohesion and Range*. Administrative Science Quarterly, 48 (**2003**): 240-267.
5. Maximilian Unger and Wolfgang Polt. *The Knowledge Triangle between Research, Education and Innovation – A Conceptual Discussion*. Foresight and STI Governance | Vol. 11 No 2 | **2017**.
6. Uta When and Carlos Montalvo. *Knowledge transfer dynamics and innovation: Behaviour, interactions and aggregated outcomes*. Journal of Cleaner Production 171 (**2010**) S56-S68.
7. Diane Piktialis, Kent A. Greenes (**2008**): *Bridging the Gaps. How to Transfer Knowledge in Today's Multigenerational Workplace*. The Conference Board. Research Report R-1428-08-RR.
8. Alexandra Beatty and Judith A. Koenig. *Key National Education Indicators: Workshop Summary* (**2012**) The National Academies Press of Sciences, Engineering and Medicine.
9. Shem Sikombe & Maxwell A. Phiri | (**2019**) *Exploring tacit knowledge transfer and innovation capabilities within the buyer–supplier collaboration: a literature review*. Cogent Business & Management, 6:1, 1683130.
10. Meredith T. Niles, Lesley A. Schimanski, Erin C. McKieman, Juan Pablo Alperin (**2020**) *Why we publish where we do: Faculty publishing values their relationship to review, promotion and tenure expectations*. PLoS ONE 15(3): e0228914.
11. Hanna Laine, Peppiina Saastamoinen, Jouni Lahti, Ossi Rahkonen and Eero Lahelma. *The associations between psychosocial working conditions and changes in common mental disorders: a follow-up study*. BMC Public Health **2014**, 14: 588.
12. Pedro Reinares-Lara, Alfredo Rodriguez-Fuertes and Blanca Garcia-Henche. *The Cognitive Dimension and the Affective Dimension in the Patient's Experience*. Frontiers in Psychology **2019**; 10: 2177.
13. James E. Bartlett II and Michelle E. Bartlett. *Workplace Bullying: An Integrative Literature Review*. Advances in Developing Human Resources **2011**, 13: 69.
14. Ruth Simpson and Claire Cohen. *Dangerous Work: The Gendered Nature of Bullying in the Context of Higher Education*. Gender, Work and Organisation. Vol. 11. No. 2 March **2004**.
15. Nicola Reaviey and Anthony F. Jorm. *Prevention and early intervention to improve mental health in higher education students: a review*. Early Intervention in Psychiatry **2010**; 4: 132.142.

Do you understand now?

There is no scientific way of doing it, in my opinion
you need to speak from the heart.

You can only understand the impact of this in
somebody's life if you have experienced it.

Unless these things have been experienced, it is
difficult to comprehend the emotional and career
damage that can be done. Improved support and
aid to students and workers that have gone
through these traumas are needed.

Any feedback would be greatly appreciated. Please contact me at:

YolandaFernandez.Diez@sruc.ac.uk

[Research Gate](#)

[LinkedIn](#)