Knowledge and Learning Track

Track Chairs

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Track description:

Covid-19 has brought about significant disruptions to the way we create and share knowledge within and across organizations. Currently, we experience a transition to a post-pandemic world with severe changes in the process of knowledge creation, acquisition, its transfer, and management. With the domination of internet-based communication technologies and its inter-related challenges, one of which is the post-truth phenomenon, we are observing paradigmatic shifts in the processes of both, organization of knowledge and learning processes. Hence, we seek original work that addresses the opportunities and challenges of knowledge and learning in organizations.

Besides the relevance for organizations, this transition is not least relevant for the education system globally. Firms as well as higher education institutions have been severely impacted as universities and colleges around the world have had to operate differently in response to lockdown and other measures for the pandemic. Since universities play a significant role in the economic and social recovery process, it is important to gain insight into the economic and social consequences for education, as well as the opportunities that digital learning systems can provide. As educators, reimagining business and management education in the post-covid world can help institutions build the resilience required to emerge on a stronger footing and focus on student learning, organizational performance and the wellbeing and prosperity of workforces and the society.

In tomorrow's post-pandemic world, HEIs can specifically influence society and can reprioritise and rethink their strategies to provide equitable educational opportunities to their students, by reinvent learning environments that complement existing systems. Reassessing the selection and delivery of courses, assessments and examinations is timely and relevant to ensuring that the quality of the learning experience and trajectories is in line with the vision of HEIs, organizations and societies which are adjusting to new, post-pandemic state of affairs.

In this context, we emphasise that, even though the pandemic is at the forefront of our attention, other Grand Challenges are still whipsawing communities and markets worldwide. Along the pandemic, climate change, economic recessions, tentative geopolitical relationships between the world's superpowers, threats to national and cyber security, trade wars, the road to addressing gender and race inequality have been fuelled by persisting social injustices[1]. With fingertip access to such injustices, people from across all walks of life are organising around values[2] and the politics and ethics of knowledge and learning are becoming highly relevant. The radical shift from face-to-face to online or hybrid models of interaction and the associated professional and pedagogical skills and principles, seem to be the first step towards imagining a new relationship with the world around us, with the unknown, with the societies, markets, and natural environments which we now have the chance to create[3].

Organised by the Knowledge and Learning SIG, this Track aims to facilitate the interdisciplinary development of learning and knowledge in the areas of:

1) The design and management of organisational learning and knowledge creation processes, creating effective knowledge management systems, rethinking professional skills and pedagogy in HEIs and organisations.

2) The role of the politics and ethics of knowledge and learning in a new world.

For this year's conference, we invite submissions, relating to any of these areas that are framed, however broadly, within the conference theme. We welcome submissions that examine theoretical concepts and practical aspects relevant to the conference theme and around knowledge and learning in advancing management research, education, and practice. Issues that submissions might consider could include:

➢ What are the specific challenges organizations face in the context of creation, development and sharing of organizational knowledge?
➢ How can firms navigate the difficulties of post-truth in their knowledge sharing and creation?
➢ How can HEIs manage change during the COVID context and how can they prepare better for a post-COVID world, with a particular focus on incorporating different approaches in knowledge management, organisational learning practices and management education?
➢ How can governments encourage and support organizational knowledge and learning processes for economic and social recovery?
➢ How management knowledge and education might be developed through pedagogical and theoretical debates, which value diversity and promote inclusion?
➢ What workplace and classroom innovations and good practices in relation to the politics and ethics of knowledge and learning can be incorporated within institutions for a sustainable future?

Submissions that provoke reasoned debate on specific organisational and management education challenges within the knowledge and learning community will be particularly welcome. To this end, we would especially encourage submissions for symposia jointly to the Knowledge and Learning Track and other conference tracks.

[1] Inglehart, R. (2016). Inequality and modernisation: Why equality is likely to make a comeback. Foreign Affairs, 95(1), 2-10.
[2] Shah, R. J. (2021). The COVID Charter. A new development model for a world in crisis. Foreign Affairs, September/October, 179-191.
[3] See Foucault, M. (2000). Ethics: Subjectivity and truth: Essential works of Michel Foucault, 1954–1984 (v.1). London: Penguin Books