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New Perspectives for the organisation and dissemination of knowledge
Nuevas perspectivas para la difusión y organización del conocimiento

CONDITION OF KNOWLEDGE MANAGEMENT IN DIFFERENT INFORMATION SYSTEMS OF GLOBAL SOCIETY

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This paper aims to explore the possibilities of the information and knowledge management in the information retrieval languages.

I am making an attempt to collect the problems, solutions and through this case it is to explore the changes in the role, representation of information retrieval languages in the digital, online environment.

There are so many appearance of the new informational storage and digital libraries with the full-text and metadata obtain the important mission the over the catalogues, bibliographies, different databases, Internet, thematic and Internet based information seeking. The web-guides, webcastings, searching database, the databases of databases, metadata retrieval, web-directories are coming. We can examine them from so many aspects: demand, request, field of interest, content of the collection, realizing, features of the usage, interactivity etc.

There are numerous questions what restrict the usage of Internet facilities – financial, economic, cultural, ethical, technological boundaries –.

We can find the similar problems in the usage of Information Systems like a life is over of the electronic environment.

SCHEMES OF CONCEPTS

Concepts of the industrial society	Concepts of the information society
Intermediate mechanisms	Networks
The professional image	Individual competence – combination
Employment	Portfolio of activity
Certificate	Competences in the biography
Labour	Human Resources
Centralized information distribution	Parallel processing of information
Linear curriculum	Modular system
Curriculum of studies	Portfolio
Frontal teaching method	Project-methods in the learning process, problem based teaching
Communication and knowledge	Sharing of the knowledge and knowledge transfer
knowledge of the tricks of the trade, routines	Knowledge of the communication
Real situation in the learning process (workplace)	Open learning environment
Professional knowledge	Conceptional knowledge
Practical training	Hiper-learning
Theoretical training	Hiper-learning
One mesh learning process	knowledge management, double mesh KM

The connection between the usage of Information System and learning is normal and evidence.

OBSTACLES OF THE NETWORK

- restricted community of interests
- incomplete network technology
- defective communication competence

- insufficient management competence
- absence of the time and capacity
- stiff company and educational corporation
- stiff curriculum and subject system. [Bessenyei 2000]

THERE ARE SOME PROBLEMS CONCERNING USAGE OF INFORMATION SYSTEMS AND INTERNET

- the users *cannot* find every information in these sources
- there aren't quality control
- wide variety of the databases and the different interface
- the users find the different solutions, images, systems in consequence different backgrounds (culture, identity, knowledge etc.)
- the searching information methods and expects is changing
- user-friendly and user-orientated system is waited
- satisfaction of users is the general expectation and the greatest criterion.

We have to know the new expectations of users, habit, practice, work experience etc. and to analyse the searching methods, demand and conventions.

THE FOLLOWING INFORMATION COMPETENCES ARE NECESSARIES

- good approach of concept and subject - correct requirement of information, exact knowledge, flexible and easy used system
- find the information – have to know the searching strategy; general and professional reference toolbar; information seeking (formal and thematic) and possibilities of Internet
- evaluate the found information, hits analyse – relevance assessment
- information – and data processing – knowledge of reading and learning knowledge, forming the text (writing, verbal and visual)
- knowledge level – the information is built up and transformed into the human cognition, knowledge.

HOW CAN USERS PICK UP THESE KNOWLEDGE

- learn them and practice in the primary and secondary school

- as a independent of the other subjects
- as a part of the any traditional field of study
- as a tool of solving lessons and duties concerning any school work

- these skills come from the private life far from the school duties
- study as university tools before and meanwhile the searching
- acquire the knowledge in relation to the work
- participate in the adult education, user training in the libraries and telecottages

Knowledge Management caters to the critical issues of organizational adaptation, survival and competence in face of increasingly discontinuous environmental change.... Essentially, it embodies organizational processes that seek synergistic combination of data and information processing capacity of information technologies, and the creative and innovative capacity of human beings. [Malhotra 1998]

What is a difference between knowledge management and information management?

THE DISTINCTION

information management	knowledge management
to make and work with objects (data or information)	working with people
to focus on the documents, Computer Aided Design drawings, spreadsheets, program code	to ensure access, security, delivery, and storage
efficiency, timeliness, accuracy, veracity, speed, cost, storage space and retrieval	creation, use, *learning*, meaning, understanding, and negotiation

Knowledge management recognizes value in originality, innovation, agility, adaptability, intelligence and learning. It seeks to leverage the capacity of the organization in these areas. Knowledge management is concerned with critical thinking, innovation, relationships, exposure to ideas, patterns, competencies, and collaboration. It supports communities and individual and group learning. Knowledge management strengthens alignment and encourages the sharing of experiences, failures, and best practices. Knowledge management may use technology to foster dialog, increase communication, share context or negotiate meaning but this is not the core focus. [Grey 2004]

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