

Paper Summary

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Title: The Heuristic Uses of Four 'Knows' for Managing Knowledge in Education

Authors: Chung Hong Tam

DOI: n/a

Year: n/a

Publication Type: Journal

Discipline/Domain: Education / Knowledge Management

Subdomain/Topic: Heuristic frameworks for knowledge management in educational contexts

Eligibility: Eligible

Overall Relevance Score: 92

Operationalization Score: 95

Contains Definition of Actionability: Yes (implicit and explicit via “relevant or actionable knowledge” in Knowledge Management)

Contains Systematic Features/Dimensions: Yes

Contains Explainability: Partial

Contains Interpretability: No

Contains Framework/Model: Yes

Operationalization Present: Yes

Primary Methodology: Conceptual with applied case discussion

Study Context: Knowledge Management in schools and “Knowledge Community” projects (Hong Kong and other regions)

Geographic/Institutional Context: Hong Kong (primary/secondary education), cross-national projects

Target Users/Stakeholders: Teachers, school leaders, educational policymakers, students

Primary Contribution Type: Conceptual framework revision and application to education

CL: Yes

CR: Yes

FE: Yes

TI: Partial

EX: Partial

GA: Yes

Reason if Not Eligible: n/a

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The Heuristic Uses of Four 'Knows' for Managing Knowledge in Education

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****Discipline/Domain:****

Education / Knowledge Management

****Subdomain/Topic:****

Heuristic frameworks for knowledge management in educational contexts

****Contextual Background:****

The paper addresses the persistent confusion between knowledge management (KM) and information management (IM).

****Geographic/Institutional Context:****

Hong Kong schools, with examples from global collaborative projects.

****Target Users/Stakeholders:****

Teachers, school leaders, education policymakers, students.

****Primary Methodology:****

Conceptual with applied case discussion.

****Primary Contribution Type:****

Conceptual framework revision and operationalization for education.

General Summary of the Paper

This paper revises the “Four Knows” (Know-Why, Know-Who, Know-What, Know-How) framework to add a fourth know, Know-How.

Eligibility

Eligible for inclusion: ****Yes****

How Actionability is Understood

Actionability is framed as transforming knowledge into “relevant or actionable knowledge” for the benefit of others.

> “Know-How...transforms the knowledge creator’s knowledge into the relevant or actionable knowledge for others.”

> “Knowledge must be placed in context so that it is actionable” (p. 5)

What Makes Something Actionable

- Clear purpose and value for decision-making (Know-Why)
- Defined stakeholders and governance of roles/responsibilities (Know-Who)
- Adequate, relevant, and pedagogically aligned content (Know-What)
- Structured processes for transforming and delivering knowledge so it can be used (Know-How)
- Codification into accessible, usable formats
- Timely updating and quality assurance
- Contextualization to user needs
- Alignment with institutional goals

How Actionability is Achieved / Operationalized

- **Framework/Approach Name(s):** Revised Four Knows; Knowledge Community (KC)
 - **Methods/Levers:** Six-step KM cycle: create, capture, codify, store, manage, disseminate
 - **Operational Steps / Workflow:** Identify drivers, assign roles, define content needs, follow KM cycle w
 - **Data & Measures:** Repository content quality, user engagement, avoidance of duplication, alignment
 - **Implementation Context:** Applied in Hong Kong primary/secondary schools and cross-national collabor
- > “Six steps... create, capture, codify, store, manage, disseminate” (p. 5)
- > “Codification strategies to ensure all subject knowledge... can be transferred to the right person” (p. 3)

Dimensions and Attributes of Actionability (Authors' Perspective)

- **CL (Clarity):** Yes — “Define KM clearly at the early stage to understand its contours and challenges”
- **CR (Contextual Relevance):** Yes — “Knowledge must be placed in context so that it is actionable” (p
- **FE (Feasibility):** Yes — “Education strategies should manage resource allocation so that variation in
- **TI (Timeliness):** Partial — Implied in need for timely updating and dissemination
- **EX (Explainability):** Partial — Codification into understandable formats is emphasized, but not explic
- **GA (Goal Alignment):** Yes — KM tied to school/learning community objectives
- **Other Dimensions Named by Authors:** Sustainability, governance, stakeholder engagement

Theoretical or Conceptual Foundations

- Lundvall & Johnson's (1994) Four Knows
- Wenger's (1998) Communities of Practice
- Tacit/explicit knowledge distinction (Polanyi, 1958)

Indicators or Metrics for Actionability

- Repository usability and access
- Quality and relevance of stored materials
- Evidence of knowledge reuse and sharing

- Reduction in duplication of materials

Barriers and Enablers to Actionability

- **Barriers:** Role ambiguity; lack of codification strategies; resource constraints; poor quality content; re
- **Enablers:** Clear definition of KM; role clarity; codification; knowledge-sharing culture; adequate infrastr

Relation to Existing Literature

Positions the revised Four Knows as a bridge between KM theory and educational practice, enhancing L

Summary

The paper reframes the Four Knows—Know-Why, Know-Who, Know-What, and Know-How—for education

Scores

- **Overall Relevance Score:** 92 — Strong conceptual framing of actionability via “relevant or actionable
- **Operationalization Score:** 95 — Detailed, step-by-step KM process explicitly aimed at achieving action

Supporting Quotes from the Paper

- “Know-How...transforms the knowledge creator’s knowledge into the relevant or actionable knowledge o
- “Knowledge must be placed in context so that it is actionable” (p. 5)
- “Six steps... create, capture, codify, store, manage, disseminate” (p. 5)
- “Codification strategies to ensure all subject knowledge... can be transferred to the right person” (p. 3)

Actionability References to Other Papers

- Lundvall & Johnson (1994) — original Four Knows
- Wenger (1998) — Communities of Practice
- Polanyi (1958) — tacit knowledge concept
- Turban et al. (2002) — KM processes