Chapter 3

Entrepreneurial Initiative to Develop a Web-Based Knowledge Hub

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ABSTRACT

Extracting, use and reuse of knowledge from academic specific environment (embedded knowledge of interactional processes as intangible asset) is becoming a challenge for actionable knowledge initiatives to enhance academic expertise based on educational technology. This chapter addresses a web entrepreneurial initiative concretized in a knowledge hub, whose architecture is articulated on four dimensions of any business model innovation: content-new activities, structure-new linkages, context-new markets and governance-network partnerships. The multi-framing hub construct, enhancing new knowledge creation and protection, aims at facilitating the capitalization upon academic-business partnerships and further instantiating the multiplication effect through upgrading knowledge-based environments. Its methodology ambition – to become a self-sustainable platform – will allow an experimental adjustment of the self-learning capability in order to monitor and develop mechanisms for early diagnosis and to adjust the dissonances arising from interactional process in building new knowledge.

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INTRODUCTION

Extracting, use and reuse of knowledge from academic specific environment (embedded knowledge of interactional processes as intangible asset) is becoming a challenge for actionable knowledge initiatives to enhance academic expertise based on educational technology.

This chapter addresses a web entrepreneurial initiative concretized in a knowledge hub (K-HUB), whose architecture is articulated on four dimensions of any business model innovation: content-new activities, structure-new linkages, context-new markets and governance-network partnerships.

The development of web entrepreneurial skills within a virtual enterprise – Smart OWL (Capatina, 2015) gave life to the idea to design a web based platform that allows the interaction of different actors from the higher education community, in order to align effective academic knowledge management and educational technology. The Web-based knowledge hub will allow higher education institutions to be the central entity of the content and intellectual property created in this process, by putting together a set of ed-tech tools to create, manage and modify specific curriculum content.

The multi framing hub construct, enhancing new knowledge creation and protection, aims at facilitating the capitalization upon academic-business partnerships and further instantiating the multiplication effect through upgrading knowledge-based environments.

The concept and its specific methodology ambition – to become a self-sustainable platform – will allow an experimental adjustment of the self-learning capability in order to monitor and develop mechanisms for early diagnosis and to adjust the dissonances arising from interactional process in building new knowledge.

The endeavor’s twofold valuable. On one hand, it has the primary role of exposing collective sense making processes upon interactional academic environment of managing knowledge creation, sharing and transformation. On the other hand, the proposed framework of transferred explicit knowledge will guide the users in their approach of experiential training/learning, being in the same time consistent with easily accessible actionable knowledge.

Knowledge Gain Pertinence Revisited

One strong motivation for the Entrepreneurial initiative to develop a Knowledge hub resides upon a changing paradigm of Knowledge Acquisition Theory by exploring new causal architecture of anticipating future competence training (new knowledge gain) instead of prediction of student interaction with instructional content (Trader, 2007).
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