

FOSTERING COLLABORATION AND KNOWLEDGE EXCHANGE IN SCHOOL LIBRARY MEDIA CENTRES THROUGH KNOWLEDGE SHARING AND TRANSFER

Adetola A. Akanbiemu, PhD

Department of Library and Information Science
National Open University of Nigeria, Abuja, Nigeria
Email: aadewojo@noun.edu.ng
ORCID ID - 0000-0002-9317-2682

Abstract

Knowledge sharing and transfer are essential components of effective educational environments, particularly within school library media centres (SLMCs), where collaboration and knowledge exchange play pivotal roles in enhancing learning outcomes. This paper explored the significance of promoting collaboration and knowledge exchange within SLMCs and outlines strategies to facilitate these processes. Drawing upon extensive literature review and theoretical frameworks, it examined the role of SLMCs in knowledge management and emphasized the importance of creating a collaborative culture, implementing knowledge sharing platforms and technologies, and fostering mentorship and peer learning programs. Furthermore, it explored approaches to promoting collaboration among stakeholders, including teachers, students, administrators, and external partners. The paper also discussed challenges and barriers faced in knowledge sharing and transfer within SLMCs, such as technological limitations, cultural resistance, and resource constraints. Finally, it offers recommendations for future directions, including leveraging emerging technologies, addressing organizational barriers, and investing in professional development initiatives. Overall, this paper highlights the critical role of SLMCs in promoting collaboration and knowledge exchange and provides insights for educators, school librarians, and policymakers seeking to enhance educational practices and outcomes.

Keywords: knowledge sharing, knowledge transfer, collaboration, knowledge exchange

Introduction

School Library Media Centres (SLMCs) serve as vital hubs for information access, literacy development, and educational enrichment within educational institutions. Historically, these centres have been known primarily for their roles in providing access to books, reference materials, and other educational resources. However, in today's rapidly evolving digital landscape, SLMCs are increasingly recognized as key players in facilitating knowledge sharing and transfer among students, educators, and other stakeholders. The concept of knowledge sharing and transfer in SLMCs encompasses a wide range of activities aimed at disseminating information, fostering

collaborative learning, and promoting intellectual engagement. These activities go beyond traditional library services and encompass initiatives such as collaborative research projects, multimedia resource utilization, and information literacy instruction. Knowledge sharing and transfer in SLMCs are guided by principles of collaboration, accessibility, and inclusivity, aiming to empower learners with the skills and resources needed to navigate the information-rich world effectively.

Knowledge sharing and transfer in school library media centres play a crucial role in facilitating learning and supporting educational objectives. School library media

specialists act as key connectors between information resources and students, aiding in the diffusion of knowledge (Reed, 2021). These specialists are instrumental in creating lifelong learners, supporting curriculum implementation, and ensuring reliable access to information within the school environment. The library media centre serves as a hub for the school's core subjects, emphasizing the importance of information dissemination to students (Reed, 2021). Knowledge sharing and transfer involve the exchange of both tacit and explicit knowledge through various means such as conversations, face-to-face meetings, and group discussions (Ugwu & Ekere, 2018). This exchange of knowledge is essential for fostering innovation and improving services within educational institutions. Shared vision and knowledge transfer have been shown to positively influence work performance, highlighting the significance of effective knowledge management practices (Cao et al., 2016).

In recent years, advancements in technology have revolutionized the ways in which knowledge is shared and transferred within SLMCs. Digital tools and platforms have expanded the reach of educational resources, enabling students and educators to access information anytime, anywhere. Additionally, multimedia resources such as videos, podcasts, and interactive simulations have enriched learning experiences and catered to diverse learning styles. Libraries, including school library media centres, are increasingly leveraging social media platforms to interact with users and stimulate knowledge sharing (Chen et al., 2012). Social media engagement has transformed the way libraries deliver services, enhancing communication between librarians and users and facilitating information dissemination (Magoi et al., 2017). Additionally, the use of social media has been found to positively impact

knowledge transfer among high school teachers, emphasizing the role of network ties and shared vision in facilitating knowledge exchange (Ramadhana et al., 2022).

Knowledge sharing and transfer in SLMCs are fundamental to the mission of promoting lifelong learning and fostering intellectual curiosity among students. By embracing collaboration, leveraging technology, and harnessing the expertise of school librarians, SLMCs can continue to serve as dynamic spaces for knowledge creation, exploration, and discovery in the digital age. Collaboration and knowledge exchange are fundamental in various settings, such as academic institutions and libraries. The significance of collaboration lies in the opportunities it offers for sharing and exchanging knowledge among professionals (Johnstone, 2018). This sharing of knowledge is crucial for fostering innovation, improving services, and enhancing learning outcomes.

In academic libraries, knowledge sharing is vital for leveraging available knowledge to enhance the effectiveness of information professionals in carrying out their tasks (Islam & Tsuji, 2016). Similarly, in school library media centres, collaboration between librarians and educators is essential for bridging the gap between high school and college, ensuring a smooth transition for students (Islam & Murno, 2006). This collaborative relationship benefits not only the professionals involved but also enhances student learning by providing access to a wide range of resources and expertise (McKeever et al., 2017). Furthermore, collaboration and knowledge exchange are key drivers of innovation and facilitate the mobilization of knowledge within educational institutions (Pietsch et al., 2023). By establishing spaces for collaborative work, sharing, and dissemination of knowledge, schools can enhance their

capacity for service delivery and improve educational practices (Conklin et al., 2007). Additionally, collaborative efforts between libraries and writing centres have been identified as a promising partnership due to their aligned missions and endeavours (Cannon & Jarson, 2009).

Objectives of the study

The main objective of the study is to foster collaboration and facilitate the exchange of knowledge within school library media centres. The specific objectives are to;

1. Foster collaboration among stakeholders to enhance knowledge exchange in school library media centres.
2. Investigate strategies for facilitating knowledge sharing in school library media centres.
3. Develop effective approaches for knowledge transfer within school library media centres.
4. Identify challenges and barriers encountered in implementing knowledge sharing and transfer practices within school library media centres.
5. Propose future directions for enhancing collaboration and knowledge exchange in school library media centres through continued research and implementation strategies.

Theoretical Framework

Social cognitive theory (SCT)

SCT is highly relevant to knowledge sharing and transfer in School Library Media Centres. SCT, as proposed by, emphasizes the role of observational learning, self-efficacy, and self-regulation in shaping behaviour (Bandura,

2004; Bandura, 1999). In the context of educational settings, SCT provides a framework for understanding how individuals acquire, process, and apply knowledge through social interactions and cognitive processes (Middleton et al., 2018). This theory posits that individuals learn not only through direct instruction but also by observing others and modelling their behaviour, which is particularly pertinent in educational environments like school libraries (Bandura, 2004).

In School Library Media Centers, SCT can guide the design of interventions to promote knowledge sharing among students, educators, and librarians. By fostering a collaborative learning environment and encouraging social interactions, SCT can enhance the dissemination of information and the exchange of knowledge within the school community (Almuqrin & Mutambik, 2021). Moreover, SCT's emphasis on self-efficacy can empower individuals to take initiative in sharing their knowledge and seeking information, thereby promoting a culture of continuous learning and knowledge transfer (Bandura, 2004; Bandura, 1999). SCT's focus on social modelling and observational learning aligns with the collaborative nature of school library media centres. By providing opportunities for students to observe and interact with peers and educators, these centres can facilitate the sharing of ideas, perspectives, and information, thereby enriching the learning experience (Middleton et al., 2018). Additionally, SCT's emphasis on self-regulation can support students in managing their learning processes, setting goals, and monitoring their progress in accessing and utilizing information resources available in the library (Gravill & Compeau, 2008). Social Cognitive Theory offers valuable insights into the mechanisms underlying knowledge sharing and transfer in School Library Media Centers. By leveraging

SCT principles, educators and librarians can create an environment that promotes collaboration, self-efficacy, and social learning, ultimately enhancing the dissemination and utilization of knowledge within educational settings.

Community of Practice (CoP) Model

The Community of Practice model, popularized by Jean Lave and Etienne Wenger, emphasizes the role of social interaction and shared learning within communities of individuals who share common interests, goals, and expertise. In this model, collaboration occurs through participation in a community where members engage in joint activities, share experiences, and exchange knowledge informally. The CoP model fosters collaboration by providing a supportive environment for members to interact, learn from each other, and co-create knowledge. Communities of Practice (CoP) model are highly relevant to collaboration in knowledge management, particularly in educational settings like School Library Media Centres. CoPs are groups of individuals who share a common interest or expertise and engage in collective learning through sharing experiences and best practices Ardichvili et al. (2003). The CoP model emphasizes the importance of social interactions, knowledge sharing, and collaboration in fostering learning and innovation (Handley et al., 2006).

In the context of School Library Media Centres, the CoP model can facilitate collaboration among librarians, educators, and students to enhance knowledge sharing and transfer. By creating a community where members can exchange ideas, seek advice, and co-create knowledge, CoPs can support the development of a culture of continuous learning and improvement within the school environment (Faraj et al., 2011). CoPs provide a platform for individuals to share tacit knowledge, collaborate on projects, and

collectively solve problems, thereby enriching the learning experience and promoting professional growth (Lee & Cole, 2003).

The CoP model aligns with the principles of collaborative knowledge management, emphasizing the importance of social interactions, motivation, and collaboration in driving knowledge creation and sharing (Warth & Dyb, 2022). By fostering a sense of community, promoting open communication, and encouraging participation, CoPs can enhance knowledge transfer, build social capital, and support organizational learning (Andrade & Carvalho, 2015).

Fostering Collaboration among Stakeholders in school library media centres

Promoting collaboration among stakeholders in educational settings is crucial for creating a supportive and enriching learning environment. Engaging teachers, students, and administrators in collaborative efforts can lead to improved communication, shared decision-making, and a sense of community within the educational institution (Vangrieken et al., 2015). By involving all stakeholders in the planning and implementation of educational initiatives, schools can benefit from diverse perspectives, innovative ideas, and a collective sense of ownership over the educational process (Vangrieken et al., 2015). Collaborative engagement also promotes professional development, enhances teaching practices, and fosters a culture of continuous learning and improvement (Vangrieken et al., 2015).

Partnering with external organizations and experts can bring valuable resources, expertise, and perspectives into the educational setting (Shakhman et al., 2020).

Collaborating with industry partners, non-profit organizations, research institutions, and community groups can enrich the curriculum, provide real-world learning opportunities, and expose students to a variety of career pathways (Shakhman et al., 2020). External partnerships also offer teachers and administrators access to professional development opportunities, networking connections, and best practices in education (Shakhman et al., 2020). Establishing community outreach programs can strengthen the relationship between the school and the broader community, fostering mutual support, understanding, and collaboration (Barba & Gendler, 2006). Community outreach initiatives such as service-learning projects, volunteer programs, and community events can provide students with opportunities to apply their learning in real-world contexts, develop empathy and social responsibility, and build connections with community members (Barba & Gendler, 2006). Community partnerships can also enhance the school's reputation, increase community engagement, and create a sense of shared responsibility for student success (Barba & Gendler, 2006).

Knowledge exchange in educational settings is crucial for fostering innovation, enhancing learning outcomes, and promoting collaboration among stakeholders. Various studies have highlighted the significant role of knowledge exchange within educational institutions in improving services, sharing expertise, and driving positive change (Fazey et al., 2012; Chatterjee et al., 2020; Hendriks & Opdyke, 2020). Engaging in knowledge exchange processes allows stakeholders in higher education institutions to understand the importance of knowledge sharing and utilize platforms like social media to improve the effectiveness of knowledge transfer (Chatterjee et al., 2020).

Knowledge exchange in educational settings extends beyond traditional boundaries, encompassing diverse areas such as curriculum development, teacher education, and the integration of Indigenous knowledge (America & Skelly, 2021; Overmars, 2020). By promoting the exchange of knowledge and practices, educational institutions can enhance their capacity to address contemporary challenges, prepare students for the future, and contribute to sustainable development (America & Skelly, 2021; Cappelen, 2024). The integration of Indigenous knowledge, community engagement, and cross-cultural perspectives in education underscores the importance of diverse knowledge exchange processes in fostering inclusive and holistic learning environments (Overmars, 2020; Dimmock, 2019).

Strategies for Facilitating Knowledge Sharing in School Library Media Centres

In facilitating Knowledge Sharing in School Library Media Centres, there is a need to create a collaborative culture, implement knowledge sharing platforms and technologies, train and ensure capacity building for staff and students. Based on these evidence-based strategies can be implemented.

- Implementing a Communities of Practice (CoP) model within the School Library Media Center can promote collaboration and knowledge sharing (Tahili et al., 2022). This model facilitates strategic collaboration networks to strengthen education and empower the school culture for improved knowledge management.
- Integrating social media platforms as tools for knowledge sharing enhances communication and collaboration among stakeholders (Vuori &

Okkonen, 2012). Encouraging the use of social media for sharing resources, ideas, and best practices within the school library community can facilitate effective knowledge exchange.

- Developing training programs based on collaborative leadership principles enhances the capacity of staff and students for knowledge sharing (Aryani & Haryadi, 2023). Offering professional development opportunities strengthens cooperation, communication, and collaborative practices within the school environment.
- Encouraging partnerships between staff and students fosters a culture of shared learning and knowledge exchange (Islam & Murno, 2006). This collaboration creates an environment where knowledge is co-created to improve educational outcomes.
- Engaging stakeholders in capacity-building initiatives promotes knowledge sharing and collaboration. Active participation and collaboration strengthen the knowledge-sharing culture within the School Library Media Centre.
- Integrating information literacy practices into training programs improves staff and students' ability to access, evaluate, and share information effectively (Mahaffy, 2008). Developing strategies to enhance knowledge sharing capabilities through information literacy practices is essential.
- Promoting a culture of continuous learning and improvement by providing on-going professional development opportunities for staff and students is crucial. Encouraging individuals to engage in lifelong learning helps them

stay updated on emerging trends in knowledge management.

Approaches for Knowledge Transfer within school library media centres

Strategies for knowledge transfer encompass a range of approaches that every organisation can adopt to facilitate the effective dissemination and utilization of knowledge. Some key strategies identified in the literature include knowledge transfer strategy, knowledge creation strategy, customer focus strategy, codification and personalization strategy, exploitative strategy, explorative strategy, internal knowledge transfer strategies, metacognitive strategies, similarity-based adaptive knowledge transfer strategy, knowledge organization, knowledge sharing culture, knowledge trade market, appropriating strategy, leveraging strategy, closed-loop mechanism of knowledge acquisition, contextualization, internalization, and externalization, among others Algharibeh (2011)Gorovaia & Windsperger, 2013; Ding et al., 2013; Gysin & Brovelli, 2021; Jiang et al., 2023; Ahn & Jeong, 2015; Zhou et al., 2021; Cox & Overbey, 2022; Großmann et al., 2015; Zhao et al., 2020; Robertson et al., 2019; Cheng, 2020).

These strategies are designed to address various aspects of knowledge transfer, such as the creation, storage, protection, and dissemination of knowledge within and across organizations. They aim to enhance organizational learning, promote innovation, improve decision-making, and foster collaboration among individuals and teams. By leveraging these strategies, organizations can effectively harness their intellectual capital, enhance their competitive advantage, and drive sustainable growth and development (Agarwal & Islam, 2015; Rhodes et al., 2008; Zhao et al., 2004; Albino et al., 2004; Jeong et al., 2013; Law, 2013;

Gaur et al., 2019). Furthermore, the literature emphasizes the importance of considering factors such as organizational culture, leadership support, communication channels, technology infrastructure, and knowledge governance in shaping knowledge transfer processes. By aligning these factors with the identified strategies, organizations can create a conducive environment for knowledge sharing, learning, and innovation (Argote & Ingram, 2000; Sveiby, 2001; Fang et al., 2013; Wu et al., 2023).

To enhance knowledge transfer processes and workflows, organizations can implement mentorship programs and utilize multimedia resources effectively. Mentorship serves as a valuable mechanism for information exchange and knowledge acquisition (Allen et al., 2004). Mentorship programs have been shown to address challenges in translating research into practice, improve decision-making, and enhance public health capacity through peer networking and technical assistance (Duong et al., 2022). Peer mentorship programs can also promote positive coping strategies and facilitate academic and professional growth (Rocchi et al., 2018). Additionally, peer mentorship has been found to be effective in promoting early career academic development and overcoming limitations (Haynos et al., 2021).

In terms of utilizing multimedia resources for knowledge transfer, formalization methods can help overcome barriers specific to multidisciplinary training multimedia projects by eliciting and codifying tacit knowledge into training resources and facilitating interdisciplinary communication (Freyens & Martin, 2007). Lecturers engaging in knowledge transfer using multimedia resources have shown a high extent of knowledge transfer effectiveness (Awogbami, 2020). Collaborations between teachers and students in manipulating

multimedia software can enhance knowledge and skills, promoting resilience in educational settings (Bañez & Yedra, 2019).

Mentorship and peer learning programs play a crucial role in facilitating knowledge transfer within organizations. By structuring mentorship programs effectively, mentors can develop from the experience, and peer mentorship can naturally evolve throughout different academic stages (Haqquee et al., 2020; Pallaria et al., 2021). These strategies not only contribute to knowledge acquisition and skill development but also promote resiliency, professional growth, and positive coping strategies among participants. Moreover, the use of multimedia resources can further enhance knowledge transfer by formalizing knowledge and facilitating communication in multidisciplinary projects.

Assessing the Effectiveness of Knowledge Sharing and Transfer in SLMC

To evaluate the effectiveness of knowledge sharing and transfer, SLMC can utilize evaluation metrics and indicators, collect feedback from users and stakeholders, and implement continuous improvement strategies. Evaluation metrics and indicators offer both quantitative and qualitative measures to gauge the impact and success of knowledge sharing initiatives Tugwell et al. (2006). These metrics may encompass various aspects such as the frequency of knowledge-sharing activities, the extent of participation, the quality of shared knowledge, and the influence on organizational performance and innovation (Baharun et al., 2021).

It is crucial for SLMC to gather feedback from users and stakeholders to comprehend their viewpoints, experiences, and requirements concerning knowledge sharing processes (Yusof & Ismail, 2010). Feedback

can be obtained through methods like surveys, interviews, focus groups, and feedback forms to pinpoint strengths, weaknesses, and areas necessitating improvement in knowledge sharing practices (Wathen et al., 2011). By integrating feedback from diverse stakeholders, SLMC can customize knowledge sharing strategies to better align with user needs and enhance the overall efficacy of knowledge transfer initiatives (Tummapud, 2015).

Through regular scrutiny of performance data, identification of best practices, and implementation of changes based on feedback and evaluation outcomes, SLMC can boost the efficiency, relevance, and impact of knowledge sharing endeavors (Rusly et al., 2012). Continuous improvement nurtures a culture of learning, adaptation, and innovation, ensuring that knowledge sharing practices remain effective and in line with SLMC objectives (McNealy, 2018).

Challenges and Barriers

The literature highlights several key challenges that hinder knowledge sharing and collaboration within school library media centres. There is often a lack of awareness and engagement among users and stakeholders regarding the benefits of knowledge sharing (Mensah & Onyancha, 2021). This can be attributed to a deficiency in understanding or motivation to actively participate in sharing knowledge. The limited use of technology within library services acts as a barrier to efficient knowledge sharing and collaboration (Mensah & Onyancha, 2021). The inadequate adoption of social media platforms or digital tools restricts the potential for effective collaboration among stakeholders.

Moreover, trust issues among team members hinder effective knowledge exchange (Bond-

Barnard et al., 2018). Without a foundation of trust, the flow of information may be restricted, impeding collaboration efforts. Communication breakdowns or ineffective communication channels also pose significant barriers to knowledge sharing and collaboration (Bond-Barnard et al., 2018). These barriers hinder the transfer of knowledge among stakeholders. Also, resource constraints such as limited time, funding, or access to information act as barriers to effective knowledge sharing and collaboration (Mairs et al., 2013). These constraints limit the capacity for collaborative initiatives within school library media centres.

Resistance to change, cultural and structural barriers, complexity and novelty of information, lack of incentives, and information overload further compound the challenges of knowledge sharing and collaboration (Mensah & Onyancha, 2021; Stange et al., 2016; Bond-Barnard et al., 2018; Mairs et al., 2013). To address these challenges, a multifaceted approach is necessary. This includes promoting awareness, fostering a culture of trust and open communication, providing adequate resources and support, leveraging technology effectively, and incentivizing knowledge sharing efforts (Mensah & Onyancha, 2021; Bond-Barnard et al., 2018; Mairs et al., 2013). By recognizing and overcoming these barriers, school library media centres can enhance collaboration, facilitate knowledge exchange, and create a more dynamic and innovative learning environment for all stakeholders involved.

Future Directions

1. School Library Media Centres are encouraged to explore and adopt emerging technologies to facilitate knowledge sharing and transfer. This includes leveraging virtual

reality, augmented reality, and artificial intelligence to create immersive learning experiences and enhance information access and retrieval.

2. Digital literacy skills development should be prioritized among staff and students, given the increasing reliance on digital resources and platforms. School Library Media Centers can offer training programs and resources to enhance digital literacy competencies, including information literacy, media literacy, and digital citizenship.

3. Cross-disciplinary collaboration should be fostered within the school environment to encourage knowledge exchange across different disciplines and departments. By facilitating interdisciplinary projects and partnerships, School Library Media Centres can promote a holistic approach to learning and problem-solving, enriching the educational experience for students and educators alike.

4. Embracing open access principles can promote the sharing and dissemination of educational resources and research outputs. School Library Media Centres can collaborate with educators and researchers to develop open educational resources (OER) and open access publishing platforms, fostering greater accessibility and equity in knowledge sharing.

5. Strengthening community engagement is essential to expand the reach and impact of School Library Media Centres. By building partnerships with local communities, libraries, and educational organizations, School Library Media Centres can leverage additional resources, expertise, and support to enhance knowledge sharing and transfer initiatives.

6. Continuous evaluation of knowledge sharing and transfer initiatives is necessary to assess their effectiveness. School Library Media Centres should implement robust monitoring and evaluation mechanisms to gauge the impact of collaborative efforts on student learning outcomes, educator professional development, and overall school culture.

7. Cultivating a culture of innovation within School Library Media Centres is vital to encourage experimentation, creativity, and risk-taking. Providing opportunities for staff and students to explore new ideas, technologies, and methodologies can foster a mind-set of adaptability and readiness to embrace change.

Conclusion

School Library Media Centres play a crucial role in promoting collaboration and knowledge exchange within educational institutions. By fostering a collaborative culture and implementing evidence-based strategies, these centres serve as dynamic hubs for facilitating learning, innovation, and professional development among staff and students. Through the establishment of Communities of Practice (CoP) and the utilization of social media platforms, School Library Media Centers create opportunities for stakeholders to collaborate, share ideas, and co-create knowledge. Training programs based on collaborative leadership principles enhance the capacity of staff and students for effective knowledge sharing, while partnerships between staff and students foster a culture of shared learning and collaboration. School Library Media Centres engage stakeholders in capacity-building initiatives, implement information literacy practices, and encourage continuous learning to promote a culture of collaboration and knowledge exchange. By providing ongoing professional

development opportunities and staying updated on emerging trends in knowledge management, these centres empower individuals to contribute actively to the creation, dissemination, and application of knowledge.

References

- Agarwal, N., & Islam, A. (2015). Knowledge retention and transfer: how libraries manage employees leaving and joining. *VINE*, 45(2), 150-171. <https://doi.org/10.1108/vine-06-2014-0042>
- Ahn, J., & Jeong, S. (2015). Knowledge trade and sharing in knowledge management system. 160-172. https://doi.org/10.1007/978-3-319-20621-9_13
- Albino, V., Garavelli, A., & Gorgoglione, M. (2004). Organization and technology in knowledge transfer. *Benchmarking an International Journal*, 11(6), 584-600. <https://doi.org/10.1108/14635770410566492>
- Algharibeh, K. (2011). The knowledge enablers of knowledge transfer: an empirical study in telecommunications companies. *IBIMA Business Review*, 1-13. <https://doi.org/10.5171/2011.328944>
- Allen, T., Eby, L., Poteet, M., Lentz, E., & Lima, L. (2004). Career benefits associated with mentoring for proteges: a meta-analysis. *Journal of Applied Psychology*, 89(1), 127-136. <https://doi.org/10.1037/0021-9010.89.1.127>
- Almuqrin, A., & Mutambik, I. (2021). The explanatory power of social cognitive theory in determining knowledge sharing among Saudi faculty. *Plos One*, 16(3), e0248275. <https://doi.org/10.1371/journal.pone.0248275>
- America, C. and Skelly, L. (2021). Exploring the scope of and gaps in the teaching and learning of business studies at school and teacher education levels. *The Journal for Transdisciplinary Research in Southern Africa*, 17(1). <https://doi.org/10.4102/td.v17i1.1040>
- Andrade, A. and Carvalho, C. (2015). To enliven virtual communities of practice through gamification. *EAI Endorsed Transactions on Game-Based Learning*, 1(4), e6. <https://doi.org/10.4108/sg.1.4.e6>
- Ardichvili, A., Page, V., & Wentling, T. (2003). Motivation and barriers to participation in virtual knowledge-sharing communities of practice. *Journal of Knowledge Management*, 7(1), 64-77. <https://doi.org/10.1108/13673270310463626>
- Argote, L. and Ingram, P. (2000). Knowledge transfer: a basis for competitive advantage in firms. *Organizational Behavior and Human Decision Processes*, 82(1), 150-169. <https://doi.org/10.1006/obhd.2000.2893>
- Aryani, R. and Haryadi, R. (2023). Principals' implementation of collaborative leadership to improve learning quality. *Edufisika Jurnal Pendidikan Fisika*, 8(1), 06-15. <https://doi.org/10.59052/edufisika.v8i1.24602>
- Awogbami, P. (2020). Lecturers' use of multimedia resources for knowledge transfer: a study of Adeleke university, Ede, Osun state. *Information Impact Journal of Information and Knowledge Management*, 11(2), 35-50. <https://doi.org/10.4314/ijikm.v11i2.4>
- Baharun, H., Hefniy, H., Silviani, S., Ma'arif, M., & Wibowo, A. (2021). Knowledge sharing management: strategy for improving the quality of human resources. *Al-Tanzim Jurnal Manajemen Pendidikan Islam*, 5(1), 129-139. <https://doi.org/10.33650/al-tanzim.v5i1.1831>
- Bandura, A. (1999). Social cognitive theory: an agentic perspective. *Asian Journal of Social Psychology*, 2(1), 21-41. <https://doi.org/10.1111/1467-839x.00024>

- Bandura, A. (2004). Health promotion by social cognitive means. *Health Education & Behavior*, 31(2), 143-164. <https://doi.org/10.1177/1090198104263660>
- Bañez, R. and Yedra, J. (2019). Information and communication technology approaches and multimedia authoring skills of public elementary school teachers. *Journal of Educational Science and Technology (Est)*, 176-188. <https://doi.org/10.26858/est.v5i2.9687>
- Barba, B. and Gendler, P. (2006). Education/community collaborations for undergraduate nursing gerontological clinical experiences. *Journal of Professional Nursing*, 22(2), 107-111. <https://doi.org/10.1016/j.profnurs.2006.01.008>
- Bond-Barnard, T., Fletcher, L., & Steyn, H. (2018). Linking trust and collaboration in project teams to project management success. *International Journal of Managing Projects in Business*, 11(2), 432-457. <https://doi.org/10.1108/ijmpb-06-2017-0068>
- Cannon, K. and Jarson, J. (2009). Information literacy in writing tutor training at a liberal arts college. *Communications in Information Literacy*, 3(1), 45. <https://doi.org/10.15760/comminfolit.2009.3.1.68>
- Cao, X., Guo, X., Vogel, D., & Zhang, X. (2016). Exploring the influence of social media on employee work performance. *Internet Research*, 26(2), 529-545. <https://doi.org/10.1108/intr-11-2014-0299>
- Cappelen, S. (2024). Culinary movements and higher education collaborating for sustainable development. *Industry and Higher Education*, 38(1), 27-39. <https://doi.org/10.1177/09504222231194631>
- Carlile, P. (2004). Transferring, translating, and transforming: an integrative framework for managing knowledge across boundaries. *Organization Science*, 15(5), 555-568. <https://doi.org/10.1287/orsc.1040.0094>
- Chatterjee, S., Rana, N., & Dwivedi, Y. (2020). Social media as a tool of knowledge sharing in academia: an empirical study using valence, instrumentality and expectancy (vie) approach. *Journal of Knowledge Management*, 24(10), 2531-2552. <https://doi.org/10.1108/jkm-04-2020-0252>
- Chen, D., Chu, S., & Xu, S. (2012). How do libraries use social networking sites to interact with users. *Proceedings of the American Society for Information Science and Technology*, 49(1), 1-10. <https://doi.org/10.1002/meet.14504901085>
- Cheng, E. (2020). Knowledge transfer strategies and practices for higher education institutions. *Vine Journal of Information and Knowledge Management Systems*, 51(2), 288-301. <https://doi.org/10.1108/vjikms-11-2019-0184>
- Chirawattanakij, S. and Ractham, V. (2016). Enhancing knowledge adoption with recipients' characteristics. *The Journal of Management Development*, 35(1), 38-57. <https://doi.org/10.1108/jmd-11-2014-0155>
- Conklin, J., Stolee, P., Luesby, D., Sharratt, M., & Chambers, L. (2007). Enhancing service delivery capacity through knowledge exchange: the seniors health research transfer network. *Healthcare Management Forum*, 20(4), 20-26. [https://doi.org/10.1016/s0840-4704\(10\)60087-7](https://doi.org/10.1016/s0840-4704(10)60087-7)
- Corey, D., Williams, S., Monroe, E., & Wagner, M. (2020). Teachers' knowledge of student mathematical thinking in written instructional products. *Journal of Mathematics Teacher Education*, 24(6), 613-639. <https://doi.org/10.1007/s10857-020-09476-y>

- Cox, V. and Overbey, J. (2022). Generational knowledge transfer and retention strategies. *Development in Learning Organizations an International Journal*, 37(4), 10-13. <https://doi.org/10.1108/dlo-03-2022-0055>
- Crane, K., Gramlich, M., Luecking, R., Gold, P., & Morris, T. (2021). Staff capacity building and accountability in transition services. *Career Development and Transition for Exceptional Individuals*, 44(2), 89-96. <https://doi.org/10.1177/2165143420986465>
- Dimmock, C. (2019). Connecting research and knowledge on educational leadership in the west and asia: adopting a cross-cultural comparative perspective. *Comparative Education*, 56(2), 257-277. <https://doi.org/10.1080/03050068.2019.1703393>
- Ding, X., Liu, H., & Song, Y. (2013). Are internal knowledge transfer strategies double-edged swords?. *Journal of Knowledge Management*, 17(1), 69-86. <https://doi.org/10.1108/13673271311300769>
- Duhamel, F. (2010). Implementing family nursing: how do we translate knowledge into clinical practice? part ii: the evolution of 20 years of teaching, research, and practice to a center of excellence in family nursing. *Journal of Family Nursing*, 16(1), 8-25. <https://doi.org/10.1177/1074840709360208>
- Duong, D., Agraviador, D., Cariou, C., George, M., Karanja, M., Kashima, K., ... & Pratt-Chapman, M. (2022). Results of the george washington university cancer center's comprehensive cancer control cancer communication mentorship program and implications for future practice. *Cancer Causes & Control*, 33(7), 995-1003. <https://doi.org/10.1007/s10552-022-01586-7>
- Edvardson, I. (2008). Hrm and knowledge management. *Employee Relations*, 30(5), 553-561. <https://doi.org/10.1108/01425450810888303>
- Fang, S., Yang, C., & Hsu, W. (2013). Inter-organizational knowledge transfer: the perspective of knowledge governance. *Journal of Knowledge Management*, 17(6), 943-957. <https://doi.org/10.1108/jkm-04-2013-0138>
- Faraj, S., Järvenpää, S., & Majchrzak, A. (2011). Knowledge collaboration in online communities. *Organization Science*, 22(5), 1224-1239. <https://doi.org/10.1287/orsc.1100.0614>
- Fazey, I., Evely, A., Reed, M., Stringer, L., Kruijsen, J., White, P., & Trevitt, C. (2012). Knowledge exchange: a review and research agenda for environmental management. *Environmental Conservation*, 40(1), 19-36. <https://doi.org/10.1017/s037689291200029x>
- Franke, M., Carpenter, T., Levi, L., & Fennema, É. (2001). Capturing teachers' generative change: a follow-up study of professional development in mathematics. *American Educational Research Journal*, 38(3), 653-689. <https://doi.org/10.3102/00028312038003653>
- Freyens, B. and Martin, M. (2007). Multidisciplinary knowledge transfer in training multimedia projects. *Journal of European Industrial Training*, 31(9), 680-705. <https://doi.org/10.1108/03090590710846666>
- Gaur, A., Ma, H., & Ge, B. (2019). MNC strategy, knowledge transfer context, and knowledge flow in MNES. *Journal of Knowledge Management*, 23(9), 1885-1900. <https://doi.org/10.1108/jkm-08-2018-0476>

- Gorovaia, N., & Windsperger, J. (2013). Determinants of knowledge transfer strategy in franchising: integrating knowledge-based and relational governance perspectives. *Service Industries Journal*, 33(12), 1117-1134. <https://doi.org/10.1080/02642069.2011.632003>
- Gravill, J. and Compeau, D. (2008). Self-regulated learning strategies and software training. *Information & Management*, 45(5), 288-296. <https://doi.org/10.1016/j.im.2008.03.001>
- Großmann, A., Filipović, E., & Lazina, L. (2015). The strategic use of patents and standards for new product development knowledge transfer. *R and D Management*, 46(2), 312-325. <https://doi.org/10.1111/radm.12193>
- Gysin, D. and Brovelli, D. (2021). Use of knowledge pieces and context features during the transfer process in physics tasks. *International Journal of Science Education*, 43(13), 2108-2126. <https://doi.org/10.1080/09500693.2021.1952334>
- Handley, K., Sturdy, A., Fincham, R., & Clark, T. (2006). Within and beyond communities of practice: making sense of learning through participation, identity and practice*. *Journal of Management Studies*, 43(3), 641-653. <https://doi.org/10.1111/j.1467-6486.2006.00605.x>
- Haqqee, Z., Goff, L., Knorr, K., & Gill, M. (2020). The impact of program structure and goal setting on mentors' perceptions of peer mentorship in academia. *Canadian Journal of Higher Education*, 50(2), 24-38. <https://doi.org/10.47678/cjhe.v50i2.188591>
- Haynos, A., Coniglio, K., Murray, H., Utzinger, L., & Goldschmidt, A. (2021). A vertical peer mentorship model to promote early career academic development: implementation and initial outcomes.. <https://doi.org/10.31234/osf.io/8ch6k>
- Heide, S., Sijde, P., & Terlouw, C. (2008). The institutional organisation of knowledge transfer and its implications. *Higher Education Management and Policy*, 20(3), 1-13. <https://doi.org/10.1787/hemp-v20-art22-en>
- Hendriks, E. and Opdyke, A. (2020). Knowledge adoption in post-disaster housing self-recovery. *Disaster Prevention and Management an International Journal*, 29(6), 849-864. <https://doi.org/10.1108/dpm-01-2020-0025>
- Hiebert, J., Gallimore, R., & Stigler, J. (2002). A knowledge base for the teaching profession: what would it look like and how can we get one?. *Educational Researcher*, 31(5), 3-15. <https://doi.org/10.3102/0013189x031005003>
- Islam, A. and Tsuji, K. (2016). Information professionals' knowledge sharing practices in social media: a study of professionals in developing countries. *International Journal of Knowledge Content Development & Technology*, 6(2), 43-66. <https://doi.org/10.5865/ijkct.2016.6.2.043>
- Islam, R., & Murno, L. (2006). From perceptions to connections: informing information literacy program planning in academic libraries through examination of high school library media center curricula. *College & Research Libraries*, 67(6), 491-514. <https://doi.org/10.5860/crl.67.6.491>
- Jeong, S., Ahn, J., & Rhee, B. (2013). Knowledge transfer activation analysis: knowledge trade perspective. *Journal of Computer Information Systems*, 53(3), 47-55. <https://doi.org/10.1080/08874417.2013.11645631>
- Jiang, Y., Zhan, Z., Tan, K., & Zhang, J. (2023). A bi-objective knowledge transfer framework for evolutionary many-task optimization. *Ieee Transactions on Evolutionary Computation*, 27(5), 1514-1528.

- Johnstone, A. (2018). Professional collaboration in the wider opportunities instrumental programme. *British Journal of Music Education*, 36(03), 253-266. <https://doi.org/10.1017/s0265051718000268>
- Jongen, C., McCalman, J., & Bainbridge, R. (2020). A systematic scoping review of the resilience intervention literature for indigenous adolescents in canzus nations. *Frontiers in Public Health*, 7. <https://doi.org/10.3389/fpubh.2019.00351>
- Kalema, B., Motsi, L., & Motjoloane, I. (2016). Utilizing it to enhance knowledge sharing for school educators in developing countries. *The Electronic Journal of Information Systems in Developing Countries*, 73(1), 1-22. <https://doi.org/10.1002/j.1681-4835.2016.tb00533.x>
- Law, K. (2013). Managing knowledge transfer—a communication-appropriation perspective. *Asia-Pacific Journal of Management Research and Innovation*, 9(4), 359-367. <https://doi.org/10.1177/2319510x14523103>
- Lee, G. and Cole, R. (2003). From a firm-based to a community-based model of knowledge creation: the case of the linux kernel development. *Organization Science*, 14(6), 633-649. <https://doi.org/10.1287/orsc.14.6.633.24866>
- Lee, H. and Hong, S. (2014). Factors affecting hospital employees' knowledge sharing intention and behavior, and innovation behavior. *Osong Public Health and Research Perspectives*, 5(3), 148-155. <https://doi.org/10.1016/j.phrp.2014.04.006>
- Lee, J. (2018). The effects of knowledge sharing on individual creativity in higher education institutions: socio-technical view. *Administrative Sciences*, 8(2), 21. <https://doi.org/10.3390/admsci8020021>
- Magoi, J., Aspura, M., & Abrizah, A. (2017). Social media engagement in developing countries. *Information Development*, 35(3), 374-387. <https://doi.org/10.1177/0266666917748985>
- Mahaffy, M. (2008). Exploring common ground: us writing center/library collaboration. *New Library World*, 109(3/4), 173-181. <https://doi.org/10.1108/03074800810857621>
- Mahmoudi, M. and Pourghane, P. (2020). Knowledge sharing in university from the viewpoint of the faculty members. *Journal of Research Development in Nursing and Midwifery*, 17(2), 15-19. <https://doi.org/10.52547/jgbfnm.17.2.15>
- Mairs, K., McNeil, H., McLeod, J., Prorok, J., & Stolee, P. (2013). Online strategies to facilitate health-related knowledge transfer: a systematic search and review. *Health Information & Libraries Journal*, 30(4), 261-277. <https://doi.org/10.1111/hir.12048>
- McBride, L., Fitzgerald, C., Costello, C., & Perkins, K. (2020). Allied health pre-entry student clinical placement capacity: can it be sustained?. *Australian Health Review*, 44(1), 39. <https://doi.org/10.1071/ah18088>
- McKeever, C., Bates, J., & Reilly, J. (2017). School library staff perspectives on teacher information literacy and collaboration. *Journal of Information Literacy*, 11(2). <https://doi.org/10.11645/11.2.2187>
- McNealy, T. (2018). Strategies to improve knowledge sharing in project-based organizations. *Eph - International Journal of Business & Management Science*, 4(3), 9-14. <https://doi.org/10.53555/eijbms.v4i3.70>
- Mensah, M. and Onyanacha, O. (2021). Building and enhancing library services: patrons' awareness of, and engagement with social media in academic libraries in ghana. *Journal of Librarianship and Information Science*, 54(4), 604-621. <https://doi.org/10.1177/09610006211036738>
- Mercer-Mapstone, L., Dvorakova, S., Matthews, K., Abbot, S., Cheng, B., Felten, P., ... & Swaim, K. (2017). A systematic literature review of students as partners in higher

- education. *International Journal for Students as Partners*, 1(1). <https://doi.org/10.15173/ijsap.v1i1.3119>
- Middleton, L., Hall, H., & Raeside, R. (2018). Applications and applicability of social cognitive theory in information science research. *Journal of Librarianship and Information Science*, 51(4), 927-937. <https://doi.org/10.1177/0961000618769985>
- Overmars, D. (2020). Indigenous knowledge, community and education in a western system: an integrative approach. *First Peoples Child & Family Review an Interdisciplinary Journal Honouring the Voices Perspectives and Knowledges of First Peoples*, 5(2), 88-95. <https://doi.org/10.7202/1068934ar>
- Pallaria, T., Parrish, C., & Stillwell, A. (2021). Peer mentorship: implementation of a resident registered nurse anesthetist mentorship program. *Nursing and Health Care*, 1-5. <https://doi.org/10.33805/2573.3877.153>
- Parirokh, M., Daneshgar, F., & Fattahi, R. (2008). Identifying knowledge-sharing requirements in academic libraries. *Library Review*, 57(2), 107-122. <https://doi.org/10.1108/00242530810853991>
- Pietsch, M., Brown, C., Aydın, B., & Cramer, C. (2023). Open innovation networks: a driver for knowledge mobilisation in schools?. *Journal of Professional Capital and Community*, 8(3), 202-218. <https://doi.org/10.1108/jpcc-02-2023-0012>
- Ramadhana, W., Haryono, S., & Surwanti, A. (2022). Impact of social media use on transfers knowledge on high school teachers in bima district with network ties, shared vision, trust as mediation variables. *Al-Ishlah Jurnal Pendidikan*, 14(3), 4447-4456. <https://doi.org/10.35445/alishlah.v14i3.1715>
- Randhawa, K., Josserand, E., & Schweitzer, J. (2016). Knowledge dynamics at the firm-user community boundary: a community of practice view. *Academy of Management Proceedings*, 2016(1), 18312. <https://doi.org/10.5465/ambpp.2016.18312abstract>
- Randhawa, K., Josserand, E., Schweitzer, J., & Logue, D. (2017). Knowledge collaboration between organizations and online communities: the role of open innovation intermediaries. *Journal of Knowledge Management*, 21(6), 1293-1318. <https://doi.org/10.1108/jkm-09-2016-0423>
- Reed, J. (2021). Diverse roles and challenges for teacher librarians. *Iasl Annual Conference Proceedings*. <https://doi.org/10.29173/iasl7703>
- Reyers, B., Nel, J., O'Farrell, P., Sitas, N., & Nel, D. (2015). Navigating complexity through knowledge coproduction: mainstreaming ecosystem services into disaster risk reduction. *Proceedings of the National Academy of Sciences*, 112(24), 7362-7368. <https://doi.org/10.1073/pnas.1414374112>
- Rhodes, J., Hung, R., Lok, P., Lien, B., & Wu, C. (2008). Factors influencing organizational knowledge transfer: implication for corporate performance. *Journal of Knowledge Management*, 12(3), 84-100. <https://doi.org/10.1108/13673270810875886>
- Robertson, J., McCarthy, I., & Pitt, L. (2019). Leveraging social capital in university-industry knowledge transfer strategies: a comparative positioning framework. *Knowledge Management Research & Practice*, 17(4), 461-472. <https://doi.org/10.1080/14778238.2019.1589396>
- Rocchi, M., Zelaya, W., & Sweet, S. (2018). Peer mentorship for adults with spinal cord injury: a static group comparison between mentees and non-mentees' reported coping strategies. *Spinal Cord*, 56(11), 1102-1109. <https://doi.org/10.1038/s41393-018-0197-5>

- Rózewski, P., Jankowski, J., Bródka, P., & Michalski, R. (2015). Knowledge workers' collaborative learning behavior modeling in an organizational social network. *Computers in Human Behavior*, 51, 1248-1260. <https://doi.org/10.1016/j.chb.2014.12.014>
- Rusly, F., Corner, J., & Sun, P. (2012). Positioning change readiness in knowledge management research. *Journal of Knowledge Management*, 16(2), 329-355. <https://doi.org/10.1108/13673271211218906>
- Shakhman, L., Omari, O., Arulappan, J., & Wynaden, D. (2020). Interprofessional education and collaboration: strategies for implementation. *Oman Medical Journal*, 35(4), e160-e160. <https://doi.org/10.5001/omj.2020.83>
- Smedley, J. (2009). Modelling personal knowledge management. *Or Insight*, 22(4), 221-233. <https://doi.org/10.1057/ori.2009.11>
- Stange, K., Leeuwen, J., & Tatenhove, J. (2016). Boundary spaces, objects and activities in mixed-actor knowledge production: making fishery management plans in collaboration. *Maritime Studies*, 15(1). <https://doi.org/10.1186/s40152-016-0053-1>
- Sveiby, K. (2001). A knowledge-based theory of the firm to guide in strategy formulation. *Journal of Intellectual Capital*, 2(4), 344-358. <https://doi.org/10.1108/14691930110409651>
- Tahili, M., Tolla, I., Ahmad, M., Samad, S., Saman, A., & Pattaufi, P. (2022). Developing the strategic collaboration model in basic education. *International Journal of Evaluation and Research in Education (Ijere)*, 11(2), 817. <https://doi.org/10.11591/ijere.v11i2.21907>
- Timm-Bottos, J. and Reilly, R. (2014). Learning in third spaces: community art studio as storefront university classroom. *American Journal of Community Psychology*, 55(1-2), 102-114. <https://doi.org/10.1007/s10464-014-9688-5>
- Tugwell, P., Robinson, V., Grimshaw, J., & Santesso, N. (2006). Systematic reviews and knowledge translation. *Bulletin of the World Health Organization*, 84(8), 643-651. <https://doi.org/10.2471/blt.05.026658>
- Tummapud, N. (2015). Project performance improvement through application of knowledge management processes. *International Journal of Innovation and Knowledge Management in Middle East and North Africa*, 4(2), 108-117. <https://doi.org/10.47556/j.ijikmmena.4.2.2015.4>
- Ugwu, C. and Ekere, J. (2018). The role of knowledge management in providing innovative services in university libraries in nigeria. *Global Knowledge Memory and Communication*, 67(6/7), 350-376. <https://doi.org/10.1108/gkmc-10-2017-0086>
- Vangrieken, K., Dochy, F., Raes, E., & Kyndt, E. (2015). Teacher collaboration: a systematic review. *Educational Research Review*, 15, 17-40. <https://doi.org/10.1016/j.edurev.2015.04.002>
- Vuori, V. and Okkonen, J. (2012). Knowledge sharing motivational factors of using an intra-organizational social media platform. *Journal of Knowledge Management*, 16(4), 592-603. <https://doi.org/10.1108/13673271211246167>
- Warth, L. and Dyb, K. (2022). The establishment of communities of practice for electronic medicines management.. <https://doi.org/10.3233/shti220898>
- Wathen, C., Sibbald, S., Jack, S., & MacMillan, H. (2011). Talk, trust and time: a longitudinal study evaluating knowledge translation and exchange processes for research on violence against women. *Implementation Science*, 6(1). <https://doi.org/10.1186/1748-5908-6-102>

- Watson, N., Rogers, K., Watson, K., & Yep, C. (2018). Integrating social justice-based conflict resolution into higher education settings: faculty, staff, and student professional development through mediation training. *Conflict Resolution Quarterly*, 36(3), 251-262. <https://doi.org/10.1002/crq.21233>
- Wu, S., Zhan, Z., Tan, K., & Zhang, J. (2023). Orthogonal transfer for multitask optimization. *Ieee Transactions on Evolutionary Computation*, 27(1), 185-200. <https://doi.org/10.1109/tevc.2022.3160196>
- Yusof, Z. and Ismail, M. (2010). The impact of awareness, trust and personality on knowledge sharing practice. <https://doi.org/10.1109/infrkm.2010.5466895>
- Zhao, R., Liu, Z., Cai, Y., & Zhang, Z. (2020). Research on the impact of business strategy on knowledge-transfer merger and acquisition with innovation level as the mediator variable.. <https://doi.org/10.24251/hicss.2020.593>
- Zhao, Z., Anand, J., & Mitchell, W. (2004). Transferring collective knowledge: teaching and learning in the chinese auto industry. *Strategic Organization*, 2(2), 133-167. <https://doi.org/10.1177/1476127004042842>
- Zhou, Y., Wang, C., Shahzad, F., & Murad, M. (2021). The influence mechanism of knowledge-based professionals' core value identity on creativity from the perspective of the knowledge economy. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.724463>