

Open Knowledge Management in Higher Education

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Guest Editors

1. Motivation

Digital contents and online information play a prominent role in the development of modern economies and societies. This kind of resources arouses a growing interest in citizens and also in the various stakeholders related to the life cycle of digital information assets (Wyman, 2008).

This living digital era has produced enormous business opportunities in this times of economic crisis, and also a wide-ranging diffusion of knowledge. This means a great opportunity for the scientific development and improvement of all countries.

One of the most significant and efficient ways for knowledge sharing is the Open Access philosophy, because knowledge is absolutely indispensable for social evolution in a globalized world. Following the UNESCO's principles, one of today's main goals is to build modern knowledge societies in which all persons must be able to participate from the information and knowledge.

In this context, Internet plays a clear and important role because it has fundamentally changed the practical and economic realities of distributing scientific knowledge. This means new challenges for educational institutions and also for researchers and educators.

The Berlin Declaration (2003) on Open Access to Knowledge in the Sciences and Humanities wholeheartedly promotes the open knowledge paradigm. Nowadays, around 275 institutions (governments, universities, research institutions, funding agencies, foundations, libraries, museums, archives, learned societies and professional associations) have signed this Declaration. Also, the MIT OpenCourseWare, the Open Educational Resources movements, as OER Commons, the Cape Town Open Education Declaration with the subject "Unlocking the promise of open educational resources" and the European Union guidelines about the distribution of research results through open repositories are obvious examples of the real impact of the Open Knowledge paradigm in higher education institutions, especially universities.

Consequently, the *Online Information Review* Special Issue on Open Knowledge Management in Higher Education is devoted to the question of how higher education institutions deal or should deal with Open Knowledge approaches. This includes a wide spectrum of topics, but we are especially interested in current practices to manage this new paradigm, that is quickly taking root in the scientific community. According to the scope of the host journal, this means to emphasise how this "open knowledge" changes

or influences online information, including both transactional and transformational aspects within the higher education context.

2. Special issue structure

This special issue is based on the idea that Open Knowledge in a Higher Education Institution is a broader field than Open Access. We think that Open Knowledge comprises Open Software, Open Content, Open Science and Open Innovation. This conceptual map is described in detail in García-Peñalvo et al.'s special issue opening paper about the challenges and facts of Open Knowledge.

Open Software owes its deepest roots to Open Access; Open Contents are related to open access to the educative, cultural or divulgative contents that are published under a non restrictive license that allows copy and distribution, but also the right to modify works. Open Science is devoted to the open access to scientific contents, while Open Innovation transfers the Open Access principles to the enterprise production world, which is actually indispensable for the enhancement of University-Enterprises relationships.

According to this general framework seven papers are included in this special issue. As we said above, the first paper describes this general and reference framework.

Related to the Open Software dimension, Adisa et al. present an open access tool for requirements gathering in the Web 2.0 era, which has potential of becoming an international forum for collecting and discussing business requirements for Enterprise Resource Planning systems.

The Open Content dimension is represented by the Faraon et al. paper, related to the proposal of the Alicante University (Spain) to promote the open dissemination of knowledge from an institutional strategy point of view. Alicante's model has been used for several Spanish and Latin-American universities as a successful case for open contents management.

In the Open Science side Steffen Bernius analyses, from the viewpoint of Higher Education institutions, the impact of Open Access on the creation, retrieval and transfer of scientific knowledge. He concludes that the findings indicate that Open Access is really a positive factor, making scientific literature openly accessible for anyone interested, and that it does not only hold potential to improve transfer of scientific knowledge, but also for its creation and storage/retrieval. Also, Bernius presents some very interesting remarks about the scientific publishing market, that presents two aspects: a non-profit one and a commercial one, resulting in tensions that impede transformation towards a free flow of online information.

The Open Innovation dimension is tackled by Maha Mourad in a paper entitled "Students' Adoption of Open Access Online Education Service: Exploratory Study in an Emerging Higher Education (HE) Market". He analyses the students' adoption of open access online education services in Higher Education, and the perception of its attributes as a new innovation in an emerging market in the context of an emerging country such as Egypt is, taking into account the influence of the international economic crisis.

From a transversal point of view, the two final papers are related to the management of Open Knowledge taking social tagging and folksonomies as a common element. This way, Lee and Ge analyze the personalised and social characteristics of open knowledge management based on social tagging in a Web2.0 environment. They claim that the personal behaviour known as social tagging will help achieve the student's social goals of creating and sharing open knowledge in higher education, through organizing and accessing relevant online information resources. On the other hand, Kim et al. tackle the

folksonomies problem from a semantic perspective, using a tag ontology for folksonomies semantic representation.

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