Situation of the dissertation

The three studies in this thesis were focused on the role of students’ experiential knowledge management in the improvement of university teaching from a demand-side perspective of knowledge management (knowledge production issues). The first study elaborated on the nature of students’ experiential knowledge and proposed two models around the production of students’ experiential knowledge in the teaching-learning process of higher education: the teacher-centered production model and the student-centered production model. The second study explored students’ experiential knowledge production in existing undergraduate programs taking as starting point the models proposed in the first study. The results of this study confirmed that the vast majority of knowledge processes proposed by the models can be found in existing undergraduate programs at the Universidad Central “Marta Abreu” de Las Villas, Cuba. Additionally, the findings pointed out that the teacher-centered production model matches better the existing practices and an augmented version of this model was proposed. The third study explored the effects of supporting the teacher-centered production model on the improvement of teaching. The findings of this study showed that using an online forum aimed at supporting students’ problem solving processes can enhance the opportunities to improve teaching from student feedback in addition to the overall quality of this feedback. Finally, despite the acknowledged limitations of the studies, this dissertation contributes to the application of knowledge management as an implementation strategy to improve learning and innovation in higher education institutions.

Curriculum Vitae

Didisky Benitez Erice is graduated in Computer Sciences at the Universidad Central “Marta Abreu” de Las Villas (ULCV) and is co-author of the first Cuban e-Learning platform (SEPAD). He is a member of the Educational Technology Department at ULCV since 2004, where he currently works as assistant professor. In 2009 he obtained a Master degree in New Technologies for Education at ULCV and his main fields of interest are educational technologies and knowledge management in higher education (institutions). He is also involved in international projects concerning ICT in Education supported by VLIR-UOS and AECID. Over the past years, he presented his research work at various national and international conferences, and authored international peer-reviewed journal articles.