Knowledge transfer: the learning process in a B-learning system

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This paper intends to present the results of a longitudinal study carried out at the Autonomous University of Lisbon, in the Postgraduate Course in Translation, which works in b-learning mode. We propose to carry out a comparative analysis between learning systems in order to understand if the students' satisfaction and the acquisition of knowledge differs according to whether they attend postgraduate courses in person or in a b-learning or e-learning regime.

We consider that the Postgraduate in analysis is a privileged place to compare the learning carried out in hybrid education systems, because it has a high flexibility regarding the method of attendance by the students, who can attend the postgraduate course face-to-face of b-learning or in an e-learning system. They may also choose to attend different modules in different schemes.

For this reason, since 2014, studies have been carried out to assess students' learning in these two systems, comparing the influence of the different e-learning tools that were used during the course history (Quintas, Silva & Teixeira, 2015, Silva, Quintas & Teixeira, 2014).

We consider that our study is part of the broader problem of knowledge transfer, with issues related to this process being fundamental to the competitiveness of individuals and organizations. This perspective is widely shared in the basic literature on the subject of knowledge management (for example: Argyris & Schon, 1996; Fernandes 2007, Cascão 2014).

Thus, based on a case study, using semi-structured interviews, we propose to direct our analysis to two perspectives: 1) the learning carried out during the training process; 2) the transfer of knowledge to professional practices. We used Kirkpatrik's model in this regard for the evaluation stages of training (Kirkpatrik, 1994).

A preliminary analysis of the obtained results allows to verify that the face-to-face regime is considered more effective from the point of view of the realized learning. The frequency of the course in e-learning is globally perceived as an alternative form of learning, inevitable in the face of difficulty and, in some cases, the impossibility of attending classes in face-to-face. It is observed that the technological issues are pointed out as the main weaknesses of the e-learning systems used.

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Keywords: Knowledge transfer, B-learning, Evaluation

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