

The components of virtual training of human resources with the approach of knowledge management

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Vol. 4
Spring 2023



Research Paper

Received:
10 August 2022
Accepted
1 December 2022
P.P: 41-58

Print ISSN: 2717-4484
Online ISSN: 2717-4492



DOI: 20.1001.1.26454262.1401.5.3.2.0

Abstract

The aim of the current research is to investigate the components of the virtual education model based on the knowledge management approach. The approach of the present research is qualitative and its method is a systematic review based on the model of Wright et al. (2007). The research community consists of 351 articles about virtual training of human resources based on knowledge management, which were presented in reputable scientific journals between 2010 and 2022 AD and 1390 and 1400 AD. The research sample includes 32 articles that were collected purposefully and selected based on thematic data monitoring. The research data were collected from the qualitative analysis of the studied documents. Based on the data analysis, the components of the virtual human resources training model with the knowledge management approach were classified into 5 dimensions and 24 factors. These dimensions include individual dimension, requirement dimension, pedagogical knowledge management dimension, management system and challenges dimension.

Keywords: Virtual education, human resources, knowledge management, systematic review

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Introduction

Human resource training is one of the important goals in organizations, this is important due to the new approaches of education, such as virtual education, which provides the basis for increasing productivity in organizational training. The transformations affected by the combination of Fawa in education have caused changes in the traditional methods of training human forces in such a way that the components of education such as the need for physical presence in the classroom, the centrality of the textbook as the main educational resource, the physical environment of the classroom as a platform for education, decreased and the existence of new educational tools, methods and environments has created new methods (Karimi Haji Khademi and Heydaripour, 2021). Among the new methods of education that now play an effective role in the transfer of human knowledge, virtual education is based on the web (Dinar and Andishmandi, 2021), on the other hand, knowledge management is considered as a new structure in organizational education models (Jahanian & Etebar, 2012, Mothibi, 2015). Therefore, the aim of this research is to investigate the components of virtual education based on knowledge management

Methodology

The current research method is Systematic Review, which was used to analyze studies related to virtual education with a knowledge management approach. Studies that can be evaluated in a systematic review should be published online and be the result of field and research work. Therefore, the research area includes all valid scientific articles in the field of virtual education with a knowledge management approach in the period from 2010 to 2022. In this regard, considering that the technologies and approaches of virtual education have undergone many changes in recent years and many platforms for virtual education and knowledge management approaches have been presented, therefore all the selected articles of this research are also based on this distance. it is time On the other hand, to provide the required information, the worksheet form designed by the researcher was used to report and record the information of primary research. For the systematic review of scientific documents and documents available in the field of research, content analysis was used in the method of categorization. The data obtained from this research were analyzed based on coding in three open, central and selected levels. In the present study, the seven-step model of Wright et al.'s model (Wright et al, 2007) was used to analyze the findings.

Results

Based on the data analysis, the components of the virtual human resources training model with the knowledge management approach were classified into 5 dimensions and 24 factors. These dimensions include the individual dimension (including factors; perception skills, media and digital literacy of users and employee motivation), the requirements dimension (including factors; changing the approach to education, personalizing the process, based on hytagogy and programs curriculum of the work environment, contextual requirements, organizational support and interactivity), the dimension of pedagogical knowledge management (including factors; pedagogical knowledge production, knowledge transfer and sharing, knowledge storage, knowledge application and knowledge validation), management system (It includes the axes of the learning management system, content

management system, suitable user interface and standardization) and challenges dimension (including factors; behavioral challenges, cultural-social challenges, organizational challenges, programmatic and infrastructure challenges) .

Discussion and conclusion

The development of human resources and attention to their professional growth is one of the main indicators of human resource management in organizations, among them, virtual education approaches are more and more important due to time and economic efficiency, from the organizational knowledge management side. It is also known as a solution for professional growth and development of employees. Paying attention to the integration of virtual education based on organizational knowledge management is a new approach in human resource management. In this research, it was tried to take a small step in the field of this new approach of organizational education by combining the components and indicators of virtual education based on organizational knowledge management. It is hoped that according to the findings of this research, the organizational stakeholders will take steps to design native models of virtual education based on knowledge management. The current research had limitations such as lack of proper access to foreign scientific databases and free access to some foreign articles. Also, according to the findings, it is recommended to pay attention to the improvement of digital and media literacy of teachers, pay attention to the pedagogical knowledge management of teachers in schools, pay attention to the principles of hytagogy learning in teachers' professional development programs, pay attention to the program Curriculums of the work environment in schools and culture-building in the field of virtual education among teachers

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