Active Development of Tacit Knowledge Using Social Media and Learning Communities

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Abstract : This paper uses a pragmatic research approach to investigate the relationships between Active Development of Tacit Knowledge (ADTK), social media (Facebook) and classroom learning communities. This paper investigates the use of learning communities and social media as the context and means for changing tacit knowledge to explicit and presents a dynamic model of the development of a classroom learning community. The goal of this study is to identify the point that explicit knowledge is converted to tacit knowledge and to test a way to quantify the exchange using social media and learning communities.