

Knowledge Transfer In Higher Education Collaboration In The Arts And Humanities

This two-volume set constitutes the proceedings of the 19th IFIP WG 6.11 Conference on e-Business, e-Services, and e-Society, I3E 2020, held in Skukuza, South Africa, in April 2020. The total of 80 full and 7 short papers presented in these volumes were carefully reviewed and selected from 191 submissions. The papers are organized in the following topical sections: Part I: block chain; fourth industrial revolution; eBusiness; business processes; big data and machine learning; and ICT and education Part II: eGovernment; eHealth; security; social media; knowledge and knowledge management; ICT and gender equality and development; information systems for governance; and user experience and usability *Due to the global COVID-19 pandemic and the consequential worldwide imposed travel restrictions and lockdown, the I3E 2020 conference event scheduled to take place in Skukuza, South Africa, was unfortunately cancelled.*

While education is based on the broad assumption that what one learns here can transfer over there – across critical transitions – what do we really know about the transfer of knowledge? The question is all the more urgent at a time when there are pressures to “unbundle” higher education to target learning particular subjects and skills for occupational credentialing to the detriment of integrative education that enables students to make connections and integrate their knowledge, skills and habits of mind into a adaptable and critical stance toward the world This book – the fruit of two-year multi-institutional studies by forty-five researchers from twenty-eight institutions in five countries – identifies enabling practices for, and five essential principles about, writing transfer that should inform decision-making by all higher education stakeholders about how to generally promote the transfer of knowledge. This collection concisely summarizes what we know about writing transfer and explores the implications of writing transfer research for universities’ institutional decisions about writing across the curriculum requirements, general education programs, online and hybrid learning, outcomes assessment, writing-supported experiential learning, e-portfolios, first-year experiences, and other higher education initiatives. This volume makes writing transfer research accessible to administrators, faculty decision makers, and other stakeholders across the curriculum who have a vested interest in preparing students to succeed in their future writing tasks in academia, the workplace, and their civic lives, and offers a framework for addressing the tensions between competency-based education and the integration of knowledge and skills vital for our society.

This open access book presents deep investigation to the manifold topics pertaining to global university collaboration. It outlines the strategies King Abdulazi: University has employed to rise in global rankings, and the reasons chosen to collaborate with other academic and research institutes. The environment in which universities currently exist is considered, and subsequently how an innovative culture might be established and maintained to enable global partnerships to be implemented and to succeed is discussed. The book provides an intense focus on why collaboration is a necessary ingredient for knowledge transfer and explains how to do it. The last part of the book considers how to sustain partnerships. This is because one of the challenges of global partnerships is not just setting them up, but also sustaining them.

Knowledge Transfer between Germany and Russia

Handbook of Research on Records and Information Management Strategies for Enhanced Knowledge Coordination

International Knowledge Transfer in Religious Education

Enterprise Interoperability: Smart Services and Business Impact of Enterprise Interoperability

Knowledge, Values and Educational Policy

Succession Planning and Knowledge Transfer in Higher Education

Global Perspectives

The ability of future industry to create interactive, flexible and always-on connections between design, manufacturing and supply is an ongoing challenge, affecting competitiveness, efficiency and resourcing. The goal of enterprise interoperability (EI) research is therefore to address the effectiveness of solutions that will successfully prepare organizations for the advent and uptake of new technologies. This volume outlines results and practical concepts from recent and ongoing European research studies in EI, and examines the results of research and discussions cultivated at the I-ESA 2018 conference, “Smart services and business impact of enterprise interoperability”. The conference, designed to encourage collaboration between academic inquiry and real-world industry applications, addressed a number of advanced multidisciplinary topics including Industry 4.0, Big Data, the Internet of Things, Cloud computing, ontology, artificial intelligence, virtual reality and enterprise modelling for future “smart” manufacturing. Readers will find this book to be a source of invaluable knowledge for enterprise architects in a range of industries and organizations.

This book is about international knowledge transfer in religious education as an academic discipline; at the same time, though, it is related to the school subject of RE. Its aim is to strengthen the awareness of the need for international cooperation in the field of religious education in general and especially for clarifying the role of knowledge in this kind of cooperation. The contributions discuss a number of issues, among others related to the validity and transferability of knowledge in religious education. Thus, the book takes up a topic which so far has remained implicit and therefore also untreated. This approach implies a whole spectrum of new methodological and epistemological problems. Some crucial questions that are discussed in the chapters from different national contexts are: - How can the national and the international context be productively connected to each other? - Which concept or understanding of ›international‹ should be used when it comes to the transfer of knowledge? - What exactly is meant by ›knowledge‹ in religious education? - What does ›transfer‹ mean in this context? The scope of the book is an invitation to other colleagues to take part in and to continue the discussion.

A presentation of four years of close observation of research and knowledge transfer practices in a university. It attempts to contextualise knowledge transfer within the arts and humanities, as well as situate learning about the reception and adoption of it by the individual scholar and the organisation in which they operate.

Cultural Implications of Knowledge Sharing, Management and Transfer: Identifying Competitive Advantage

A Performance Measurement Framework for Knowledge Transfer in a Higher Education Teaching Setting

Changing Higher Education and Research Management Paradigms

Change to Success

Report of the Higher Education Funding Council and Scottish Enterprise Joint Task Force

Supporting the M-Learning Based Knowledge Transfer in University Education and Corporate Sector

Landscape, Practices, and Opportunities

The ways in which codified and tacit knowledge are sourced, transferred, and combined are critical in furthering open innovation. When used effectively, knowledge sharing and organizational success are significantly increased, improving products and services. The Role of Knowledge Transfer in Open Innovation is a collection of innovative research on a set of analyses, reflections, and recommendations within the framework of knowledge transfer practices in different areas of knowledge and in various industries. While highlighting topics including tacit knowledge, organizational culture, and knowledge representation, this book is ideally designed for professionals, academicians, and researchers seeking current research on the best practices for transfer of knowledge as an intermediate open innovation.

Across the world there is growing awareness of the importance of innovation and knowledge transfer. Innovation in the sense of generating new knowledge and making better use of existing knowledge, coupled with knowledge transfer and sharing paradigms, have never been more relevant to the universities, industry, commerce and the third sector. This volume represents the proceedings of the Innovation through Knowledge Transfer 2012 Conference which formed an excellent opportunity to disseminate, share and discuss the impact of innovation, knowledge sharing, enterprise and entrepreneurship. The volume contains papers presented at a Workshop on ‘ The Meta Transfer of Knowledge: Challenges in the Transfer of Knowledge in Industry ’, others from thematic sessions on ‘ Next-Practice in University Based Open Innovation ’, ‘ Social Innovation and Related Paradigms ’, ‘ Engagement with Industry and Commerce ’ and ‘ Knowledge Exchange ’. All papers were thoroughly reviewed by referees knowledgeable in practical and theoretical aspects of the subject.

How Students Learn: Science in the Classroom builds on the discoveries detailed in the best-selling How People Learn. Now these findings are presented in a way that teachers can use immediately, to revitalize their work in the classroom for even greater effectiveness. Organized for utility, the book explores how the principles of learning can be applied in science at three levels: elementary, middle, and high school. Leading educators explain in detail how they developed successful curricula and teaching approaches, presenting strategies that serve as models for curriculum development and classroom instruction. Their recounting of personal teaching experiences lends strength and warmth to this volume. This book discusses how to build straightforward science experiments into true understanding of scientific principles. It also features illustrated suggestions for classroom activities.

Innovation through Knowledge Transfer

19th IFIP WG 6.11 Conference on e-Business, e-Services, and e-Society, I3E 2020, Skukuza, South Africa, April 6–8, 2020, Proceedings, Part II

The Role of Knowledge Transfer in Open Innovation

Research and Knowledge Transfer in Scotland

Cooperation, Clusters, and Knowledge Transfer

Identifying Competitive Advantage

Innovation through Knowledge Transfer 2012

This volume represents the proceedings of the Second International Conference on Innovation through Knowledge Transfer, InnovationKT2010, organised jointly by KES International and the Institute of Knowledge Transfer, and taking place in Coventry, UK on 7&8 December 2010. Featuring world-class invited speakers and contributions from a range of backgrounds and countries, the conference provided an excellent opportunity to disseminate, share and discuss the impact of university-business interaction through knowledge transfer in all its forms. There were two main motivations in initiating the Innovation through Knowledge Transfer series. The first aim was to provide the chance for publication on a subject where few opportunities exist already. The second motivation was to foster the development of a community from the diverse range of individuals practicing knowledge transfer. It is becoming clear that the delegates of the conference are drawn from a diverse community of practice. InnovationKT2010 has succeeded in bringing together contributions from both the academic and practitioner sections of the knowledge transfer community. The programme contained seven invited keynote talks, 40 oral presentations grouped into eight sessions, and one interactive workshop. The proceedings contain 29 chapters drawn from this material. There were 91 registered delegates drawn from 10 countries of the world. The field of knowledge transfer is still immature, but these proceedings demonstrate that InnovationKT conference is making a significant contribution to its academic development.

This book identifies central key factors for future-oriented teaching in Higher Education to support the task of ensuring the knowledge transfer for sustainable and competence-oriented employability to the future workforce. Through an innovative approach using machine-learning algorithms that employ the universities’ own and extern databases as knowledge base, new perspectives for the development of competence-oriented curricula and study programmes in Higher Education are shown.

The convergence of technologies and emergence of interdisciplinary and transdisciplinary modus of knowledge production justify the need for research that explores the disinterestedness or interconnectivity of the information science disciplines. The quantum leap in knowledge production, increasing demand for information and knowledge, changing information needs, information governance, and proliferation of digital technologies in the era of ubiquitous digital technologies justify research that employs a holistic approach in x-raying the challenges of managing information in an increasingly knowledge- and technology-driven dispensation. The changing nature of knowledge production for sustainable development, along with trends and theory for enhanced knowledge coordination, deserve focus in current times. The Handbook of Research on Records and Information Management Strategies for Enhanced Knowledge Coordination draws input from experts involved in records management, information science, library science, memory, and digital technology, creating a vanguard compendium of novel trends and praxis. While highlighting a vast array of topics under the scope of library science, information science, knowledge transfer, records management, and more, this book is ideally designed for knowledge and information managers, library and information science schools, policymakers, practitioners, stakeholders, administrators, researchers, academicians, and students interested in records and information management.

Cooperation, Knowledge Transfer and Entrepreneurship

Innovation through Knowledge Transfer 2010

How Students Learn

Conditioning Factors of Knowledge Transfer and Commercialisation in the Context of Post-Socialist Economies

A Critical Perspective

The Business of Knowledge Transfer

Knowledge Transfer

Cooperation and clusters have become the guiding paradigms for explaining and promoting regional competitiveness, but the cooperation process between firms and universities and the transfer of knowledge in guiding and nurturing regional competitiveness has received relatively little attention. This book strives to fill this gap in highlighting the connection between inter-firm cooperation in regional clusters, innovation and regional networks, and the role of universities in them . It goes beyond the traditional economic approach of clusters and includes ‘soft factors’ in the explanation of regional competitiveness, and connects the literature on clusters to the literature of learning and knowledge creation as sources of regional competitiveness. It aims to foster an international and interdisciplinary exchange of perspectives by presenting current developments, case studies, best practices as well as new integrated theoretical approaches and applications.

Knowledge transfer has been widely recognized as a key element of innovation that drives competitive advantage and regional development in knowledge-driven economies. In this respect the role of institutes of higher education is essential, as they generate knowledge. The vast majority of research on the topic of transferring knowledge focuses on universities. In the case of the Netherlands however, because of their binary system, colleges of higher education make up a great deal of the complete higher education system. We argue that these colleges of higher education are better suited to address the needs of small businesses than universities. Colleges have a more practical educational approach, they are closer related to the industry, which enhances their accessibility and approachability for small firms. This paper explains the difference in knowledge transfer between the two types of higher education institutes. The main goal of this research is to provide a classification of SMEs who take part in the knowledge transfer process of specifically colleges of higher education compared to universities. This paper presents the results of a recent study using a survey of small organisations in the area of Groningen, the Netherlands. Using Groningen as a case study we were able to collect data from a region with one university and one college of higher education of similar size.

Knowledge, Values and Educational Policy focuses on what schools are for and what should be taught in them, how learning is possible across boundaries, and issues of diversity and equity. Policies and practices relating to schools are also considered. Within this volume, internationally renowned contributors address a number of fundamental questions designed to take the reader to the heart of current debates around curriculum, knowledge transfer, equity and social justice, and system reform, such as: What are schools and what are they for? What knowledge should schools teach? How are learners different from each other and how are groups of learners different from one another, in terms of social class, gender, ethnicity, and disability? What influence does educational policy have on improving schools? What influence does research have on our understanding of education and schooling? To encourage reflection, many of the chapters also include questions for debate and a guide to further reading. Read alongside its companion volume, Educational Theories, Cultures and Learning, readers will be encouraged to consider and think about on some of the key issues facing education and educationists today.

Case Studies of Latin American Universities on Solutions for Promoting Innovation in Knowledge and Technology Transfer

Successful Global Collaborations in Higher Education Institutions

Universities and Firms Towards Regional Competitiveness

Re-envisioning Higher Education’s Public Mission

Examining Higher Education’s Contribution to the Knowledge Economy : Conference Presentations on CD-ROM.

Responsible Design, Implementation and Use of Information and Communication Technology

Understanding Writing Transfer

The study gives an overview of knowledge and technology (K&T) transfer between Germany and Russia in the areas of science, higher education and professional qualification between 2000 and 2015. It describes the formalized strategies of transfer like - political agreements and initiatives on federal, state and regional level - German and Russian intermediary institutions, their profiles and role in the transfer process - activities and outcomes of K&T transfer in research, higher education, professional qualification, and civil society, based on bilateral agreements of institutions involved. Informal transfer activities will be mirrored by giving an overview on - mobility of students, scientists and other technology transfer actors in Germany and Russia - co-publications, conferences and informal networking activities. The new situation of open political confrontation since 2014 and its effects on the German-Russian K&T transfer will be addressed in the outlook chapter.

This open access book offers unique and novel views on the social innovation landscape, tools, practices, pedagogies, and research in the context of higher education. International, multi-disciplinary academics and industry leaders present new developments, research evidence, and practice expertise on social innovation in higher education institutions (HEIs), across academic and professional disciplines. The book includes a selected set of peer-reviewed chapters presenting different perspectives against which relevant actors can identify and analyse social innovation in HEIs. The volume demonstrates how HEIs can respond to societal challenges, support positive social change, and contribute to the development of international public policy discourse. It answers the question iHow does the present higher education system, in different countries, promote social innovation and create social change and impact!. In answering this question, the book identifies factors driving success as well as obstacles. Furthermore, it examines how higher education innovation assists societal challenges and investigates the benefits of effective social innovation engagement by HEIs. The interdisciplinary approach of the volume makes it a must-read for scholars, students, policy-makers, and practitioners of economics, education, business and management, political science, and sociology interested in a better understanding of social innovation.

Knowledge Transfer in Higher EducationCollaboration in the Arts and HumanitiesSpringer

Critical Thinking in Chinese Higher Education

Knowledge Management, AI and Sustainability as Key Factors in Competence-Oriented Education

Practice and Perspectives in Russia and Germany

Collaboration in the Arts and Humanities

A Case Study of Knowledge Transfer

Knowledge Transfer in Higher Education

Social Innovation in Higher Education

The evolution of today’s connective forms of teaching and learning draws attention to expansion of "space" in which teaching and learning moments: engaging the attention, knowledge transfer, acquisition, demonstration, experience, experiment research and practice, conclusions are organized around a more free method. Due to these phenomena and the previous experience gained, the aim of the article is to present the possibilities of mobile learning and ICT-based environment. It shows how the mobile device based (independent of place and time) short content access, control of learning self-issues, customized test questions (centralized storage of results) or per item assessed curriculum can be implemented. In the background of the solutions presented are assessments of a 2012 and 2013 based empirical studies carried out among an electronic framework and online forms. The results support the need for a new type of mobile learning support systems. [For the complete proceedings, see ED557171.].

Universities are fundamental to the contemporary knowledge economy. They directly and indirectly support economic growth in both developing and advanced economies. In addition to their traditional teaching and research functions, they often also have important roles in supporting regional development and urban regeneration, as well as involvement in fostering international relations, in , cultural developments and in enhancing social cohesion. While higher education institutions in many countries are often assigned key roles in economic and social policy prescriptions, exactly what those roles are and how they should be carried out are often unclear. Universities and the Knowledge Economy provides a much-needed theoretical and empirical analysis of these functions, taking a critical look at the complex connections between knowledge creation, the knowledge economy, and higher education today. This volume: Brings together work on these topics by international experts, reporting and analysing recent policy developments and research Shows the significance of the university's role in the knowledge economy, and the precise roles that it can play. Presents a range of studies showing how universities interact with other knowledge producers and users, and how these interactions can be managed to achieve the most effective applications of knowledge Universities are multi-faceted institutions that everywhere are accorded special status.

Universities and the Knowledge Economy examines how these institutions carry our knowledge production and application, and how their distinctive characters affect what they do. . This title is of both intellectual and operational relevance, and would be suitable for those interested in higher education and policy and practice, and in the theory of higher education. Paul Temple is Reader in Higher Education Management and Co-Director of the Centre for Higher Education Studies at the Institute of Education, University of London, UK.

With the advent of a knowledge-based economy, Australia has seen an increasing recognition of the contribution of universities to the economic, regional and national good through the complex business of knowledge transfer, and community engagement. Following the lead of the US, UK and Canada, the Australian government is now looking at possibilities for the assessment and funding of this knowledge transfer from universities to the wider world - but how? To what end? And on whose terms? The Knowledge Transfer and Engagement Forum brings together a broad range of diverse insights in the area of third stream funding programs, policies and priorities - an important policy issue to business, industry, universities and the community. [Web, ed]

Future Skills in Education

Universities, Knowledge Transfer and Regional Development

Implications for Transformative Student Learning in Higher Education

Knowledge Transfer in Higher Education Quality Management

Knowledge Transfer & Engagement Forum

Geography, Entrepreneurship and Policy

Universities in the Knowledge Economy

This book helps readers understand how universities position themselves in the innovation landscape and the implications for national policies. It provides a scholarly discussion and best practice-based insights to help answer questions like: To what extent do funding and governance policies support activities within the knowledge triangle? How should policies for universities be designed in countries with different industrial and higher education structures? Are there ways to effectively link universities with regional enterprises and social actors? And finally, what are the new institutional models and best practices for overcoming obstacles to interaction, collaboration, and co-creation?

This book covers initiatives related to higher education's public mission such as university-community engagement, knowledge transfer, economic development, and social responsibility, using empirical and conceptual cases in the US, South America, Europe, Africa, and Asia. In order to develop a better understanding of public mission initiatives in higher education across the globe, the volume editors developed a theoretical framework emerging from organizational theory. Each chapter analysis uses both external environmental elements (political, economic, sociocultural, and technological), as well as internal institutional elements (mission, vision, leadership, and governance). Finally, each chapter highlights issues related to implementation and challenges with the intent of prompting readers to consider appropriate ways in which to adopt some of the lessons learned by the contributing authors. Chapter 10 is available open access under a Creative Commons Attribution 4.0 International License via link.springer.com.m.

The last two decades have been characterized by a fundamental change in the approaches, tools and instruments in the quality management at Higher Education Institutions. Comparison of two Higher Education Institutions in the Slovak Republic and Germany highlights similarities and trends in quality assurance. Both case studies show how multifaceted the quality management is, and the needs to be approached if a meaningful progress is to be made. Complexity has to be explicitly recognized and built into the approach chosen. Higher Education Institutions have to develop internal quality assurance processes. Quality culture is key for addressing the challenges.

Progress and Prospects : Report of the Joint SHEFC/Universities Scotland Taskforce on Knowledge Tranfer

Knowledge Transfer from Scotland's Higher Education Institutions

Science, Business and Universities

The Difference Between Universities and Colleges of Higher Education

Science in the Classroom

Enhancing the Engagement of Higher Education Academics in Knowledge Transfer Through a Rewards and Incentives Scheme Using an Action Research Approach

Drivers, Instruments and Impact

"This book illustrates, compares, and discusses models, perspectives, and approaches involved in the distribution, administration, and transmission of knowledge across organizations"--Provided by publisher.

' . . . this book contains a number of excellent chapters worthwhile reading. Therefore we would like to warmly recommend it to scholars as well as to students with an interest in this promising research field.' - Roland Andersson and Mats Wilhelmsson, Papers in Regional Science

In a world where innovation is considered to be a key driver for a new economy, Higher Education Institutions (HEI) can play a pivotal role. With this understanding, HEI in Latin America, have become significantly more entrepreneurial over the last decades in order to perform their 'third mission' - provide a greater benefit to society.

UniTransfer, the project that gives birth to this book, emerges as a response to a better understanding of the nature of knowledge and technology transfer (KTT), presenting interesting alternative approaches to KTT such as; 'Science-to-business marketing', 'Partnering approaches for knowledge transfer' and 'Academic Entrepreneurship'; further it offers tools and proposes actions to implement change from within the structures of HEIs in Central America and Mexico. This publication portrays the projects developed by the participants from UniTransfer - Executive Training Course. Each chapter constitutes an approach and a good practice that can be further consulted by any other academic institution in a similar context striving for change to success. Moreover, the projects developed from each participant illustrate the specific profiles, visions and missions, as well as organisational and governance frameworks that the new leadership in higher education needs to embrace if it ought to fulfil its new entrepreneurial role beyond the traditional boundaries of the HEI. 'The UniTransfer Executive Training Course at Münster University of Applied Sciences, Instituto Tecnológico de Costa Rica and Universidad Autónoma del Estado de Hidalgo, helped me to think in markets and beyond my own institution and role as an academic. The visits to the technology parks and to the transfer agencies in Münster, San José and Pachuca helped me to bring new models to be adapted to our region.' José Luis Antón de la Concha, Vice rector of Research, Universidad Autónoma del Estado de Hidalgo, México 'After UniTransfer I realize that university-business linkages can make a great contribution to the development of our countries and societies. Sharing different points of views and experiences has been beneficial for new knowledge acquisition and invaluable friendship from Costa Rica, Mexico, Germany, Spain and Australia. Thank you all!' Marcelino Antonio Castro-Baltodano, Universidad Nacional de Ingeniería, Nicaragua

Informing the Debate

Identity Construction Amongst Knowledge Transfer Staff in English Higher Education Institutions

Knowledge Transfer in China's Higher Education

Higher education organisation and global change

The Case of Germany and Slovakia

The Role of Higher Education Institutions in Knowledge Transfer and Exchange

The transformation of knowledge and technology originated from higher education institutions (HEIs) into valuable economic activity have become a high priority in many policy agendas across the world. Giving data limitations, especially in post-socialist economies, a few studies have investigated the resource base and capabilities that are required in these processes. The aim of this paper is to explore the moderation influence of HEIs origins on the HEI-level factors that condition the knowledge transfer and commercialisation. Adopting the resource-based theory, we test a model with 41 Belarusian HEIs for a three-year period. Our findings reveal that, in the current economic situation, post-1991 HEIs do not substantially differ in terms of transforming financial resources into commercial outputs, while the knowledge creation capability is appeared to be a significant predictor of the success in knowledge transfer and commercialisation only in the case of these HEIs.

Knowledge transfer between universities, business and the community is a topical subject of increasing importance. The first International Conference on 'Innovation through Knowledge Transfer: Research with Impact', InnovationKT'09, held in Kingston, London, UK, provided a rare and welcome opportunity to share some of the successes of knowledge transfer. The conference attracted 150 delegates and featured 42 oral presentations. This volume, representing the proceedings of the conference, contains 35 papers based on selected conference presentations. The papers are divided into seven sections entitled 'Key Knowledge Transfer Perspectives', 'Knowledge Transfer Case Studies', 'Innovative Knowledge Transfer Techniques', 'Strategic and Organisational Approaches to Knowledge Transfer', 'Knowledge transfer in the Arts and the Community', 'Knowledge Transfer Methodology and Practice' and 'Innovation and Enterprise'. The first InnovationKT conference was unique in gathering such a tremendous range of knowledge transfer experience and expertise. This volume forms a valuable resource for all those who are involved in knowledge transfer, or wish to know more about it. University academics can read examples of ways in which research can be commercialised, increasing impact and improving relevance. Knowledge transfer practitioners can find out about best practice in their subject and read case studies. Companies can read about how universities can help find solutions to their problems. We recommend this volume as a statement of the benefits that knowledge transfer can bring to all those involved.

Cooperation between science and business (S2B cooperation) is a very important issue from the points of view of the domestic economy, companies, and universities. This is mainly because such cooperation is a catalyst for faster and reliable development - not only of enterprises, but also of the entire economy. Thanks to S2B cooperation, enterprises can gain and commercialize new and ground-breaking solutions. Universities in turn can give their research a more practical dimension to increase its economic applicability, which helps universities prepare future staff to work in modern enterprises. The aim of this publication is to indicate how cooperation between universities and business can be implemented in an international dimension. It shows the role of modern universities in supporting the development of enterprise and entire economies as well as the role of modern enterprises that use resources located in universities (including knowledge resources). This unique combination has a positive impact on the results and developmental opportunities for each of them. Any potential obtained in this manner is the basis for creating a competitive advantage on the market. This book is devoted to a specific area of cooperation between enterprises and universities and will be of interest to researchers, academics, practitioners, and students in the fields of entrepreneurship, knowledge management, international relations, and higher education.

The Case of Belarusian Higher Education Institutions

Knowledge Transfer Between SMEs and Higher Education Institutions

The Knowledge Triangle

Exploring Social Processes