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Merging organizational learning with learning theory - a task for the 21st century?

J. Struct. Learn. Intell. Syst. 14, No. 4, 355-369 (2001).

We argue that the discipline called 'organizational learning' has a potential to fertilize and catalyze instructional technology, and vice versa. We envision a bridge between 'organizational' learning theory and 'individual' learning theory in the interrelated features 'fragmentation and limitations of human knowledge', 'quality (or reliability) of individual know-how' and 'philosophy of science'. (Author's abstract)

Classification: C30

Keywords: human knowledge; instructional technology; philosophy of science