

ORIGINAL RESEARCH ARTICLE

Using connectivism theory and technology for knowledge creation in cross-cultural communication

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This study examined the significance of connectivism theory and technology for knowledge creation in cross-cultural communication. The findings rely on the exercise designed and conducted by the facilitators of two different institutions/universities based in two different countries. This exercise was conducted for two intercultural management classes in New Delhi, India and Graz, Austria. This article used student-centric teaching approach and output-oriented methodology based on the principles of connectivism and knowledge creation. It demonstrates how these approaches foster lifelong learning in students. The task involved selection of commercial advertisements (preferably national ones), in which students were expected to work in virtual teams and find cultural differences in the interpretation between the participants from two countries: India and Austria.

The key findings of this article are the following:

- The students learnt that an answer to a specific question might match the expectations at one point of time with one specific group of people, but might be different in some other point or with some other group of people.
- They examined the role of connectivism and its potential application in knowledge creation.
- They learnt that people generally see the world not as it is, but as they are, or, as they are conditioned to see it.

Keywords: connectivism; technology; knowledge creation; collaboration; cross culture

Introduction

With the advent of technology, learning theories are changing rapidly. The latest developments and presence of the Web in our day-to-day life have changed the fundamental of teaching learning process. Drastic change is visible in learning processes; it can now happen online outside the control of the institution. The three broad learning theories, that is, behaviourism, cognitivism and constructivism, will be losing their significance if the technology aspect is not imbibed with them (Perrin *et al.* 2005). All the stated theories considered learning as a socially enacted process that is related with individual brain. They did not consider learning as a process that can happen from outside.

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