

UNIVERSITI TEKNOLOGI MARA

**KNOWLEDGE ASSET TAXONOMY
FOR PUBLIC INSTITUTIONS OF
HIGHER LEARNING
CORPORATE MEMORY (CASE
STUDY OF UITM CURRICULUM
REVIEW)**

SUZANA BINTI BASARUDDIN

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ABSTRACT

Tertiary education system in Malaysia has undergone a series of changes in the early 21st century to place the Malaysian education on the global map. While trying to achieve high expectations from their stakeholders, the Public Institutions of Higher learning (PIHL) are facing difficulties in managing its own Knowledge Assets (KA) due to the complexity of the knowledge. One of the pertinent knowledge that is critical to manage in PIHL, is the curriculum review (CR) knowledge. Managing CR knowledge is necessary in ensuring PIHL members able to understand and apply the knowledge to fulfil their tasks and responsibilities related to curriculum management. Corporate Memory (CM) was identified as one of appropriate tools in managing PIHL KA. The KA in PIHL CM should be reflected by its KA structure in order to facilitate understanding and navigation. However, the KA structure that are the contents of CM was given less attention in previous CM framework. Appropriate structure of KA in CM shall optimize the function of CM in providing centralize repository for PIHL. In order to structure the KA, the available KA structuring process has been explored. The knowledge structuring processes was found in three main domains that are Information System, Information Management and Organizational Management. The KA structuring process have been discussed in various forms of knowledge and serve different purposes. The varieties of structuring processes from the three domains do not have one platform that explain the purpose of each and this is not helping others from different domain, especially information technology professionals to understand the knowledge and apply it in order to structure the KA. Therefore, this research aim at proposing structuring of KA as the contents of PIHL CM. One PIHL that have 36 branches all over Malaysia has been selected as a single case study due to its complexity in managing the KA as one standard reference. Qualitative approach was employed in enabling deep exploration of the knowledge management issues in case site selected. Data collection method was conducted using interview and document analysis techniques. Four main issues in managing PIHL knowledge was identified form the interview result and this result matched with early study of literature. Curriculum review then selected as KA in PIHL CM where document analysis took place in gathering relevant items for structuring the KA. KA structuring process framework using taxonomy approach and contextual classification was formed as a roadmap to structure the KA(CR) for PIHL CM. KA dimensions were adopted from the six KA lens resulting in six main type of KA in the Curriculum Review that are, method, relationships, documents, experience, skills and talent. The six dimensions of KA are the main structure that become the first level of the Curriculum Review Taxonomy followed by another five levels deep taxonomy constructed. Validation and verification of the draft taxonomy took place where three experts have been consulted using card sorting and content validation techniques resulted Final Curriculum Review Taxonomy. The Curriculum Review Taxonomy and KA structuring process framework are the main contribution of this study to the Information Technology body of knowledge. The practitioners of Information system may take advantage of the framework in structuring KA for any knowledge management system initiatives. In future the research could be expanded by multiple the case study and scoping larger and multiple KA.

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