

STRATEGIES, TECHNIQUES, APPLICATIONS AND RESOURCES

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Learning, Unlearning and Relearning: A dynamic process of knowledge management under different development stages

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Abstract

The objective of this study is to investigate the dynamic process of knowledge management from the viewpoints of learning, unlearning and relearning which are aimed at fostering an environment that is conducive at different developmental stages. The model is provided on the basis of an exhaustive examination of the relevant literature. The concept proposes that the evolutions of learning, unlearning and relearning be investigated separately, and that the relationships among them are shown. The findings indicate that the components that are essential to the dynamic management of knowledge are learning, unlearning and relearning. Unlearning has a positive impact on dynamic knowledge management because it involves the elimination of knowledge that is no longer relevant or useful. On the other hand, relearning has a positive impact on dynamic knowledge management because it involves the acquisition of new information at all the stages of life. Limitations and implications of the research: This work provides a theoretical illumination of the linkages in learning, unlearning, organizational relearning, and knowledge management; however, it does not provide an empirical test for these interactions.

Keywords: Learning, Relearning and Unlearning

1. Concept of Learning

Education is a continuous endeavor, and individuals can participate in learning activities at various points in their lives. The approaches and incentives for acquiring knowledge can differ based on one's age, living circumstances, and individual aspirations. (Lave, 2009)

1.1 Factors that drive individuals to engage in learning activities at various stages:

- Curiosity: Innate longing for acquiring knowledge and comprehending.
- Career Advancement: Obtaining skills that are pertinent to one's occupation.
- Personal Development: Enhancing one's own abilities and qualities for personal fulfilment.
- Adaptation: Acquiring the ability to deal with alterations and obstacles in life.
- Social Connection: Engaging in collective activities and communal learning experiences.

Learning is a fluid process that develops in conjunction with one's age and life circumstances. The search of knowledge endures as a constant throughout life, despite the potential variations in motivations and means.

2. Concept of Unlearning

Unlearning refers to the deliberate process of relinquishing previously acquired knowledge, beliefs, or habits to provide space for the assimilation of new ideas and viewpoints. Adaptability is a vital component of personal and professional growth, enabling individuals to adjust to evolving situations and embrace new perspectives (Tlostanova, 2020). Unlearning can take place at many periods of life, and this is how it may emerge at various points:

2.1 Reasons for engaging in the process of unlearning vary depending on the different stages of development or learning.

- Personal Growth: To transcend constraints and embrace self-improvement.
- Adaptation: The process of modifying oneself or one's actions in order to remain pertinent and efficient in a dynamic and evolving setting.
- Open-mindedness: The willingness to embrace novel ideas and different viewpoints.
- Crisis or Change: Frequently instigated by momentous life events or transitions.
- Self-reflection refers to the intentional process of examining and reassessing one's own beliefs and assumptions.

2.2 Challenges of Unlearning:

- Cognitive Dissonance: The process of unlearning might cause discomfort as it challenges one's established ideas.
- Emotional Attachment: Individuals may develop a strong emotional bond to their preexisting ideas or behaviors.