

Types of Knowledge Transfer to Students Through Experiential Learning

Silviu Mihail Tiță¹, Ana Maria Bercu², Carmen Tiță³ and Andrei Ștefan Neșțian¹

¹Department of Management, Marketing and Business Administration, Faculty of Economics and Business Administration, Alexandru Ioan Cuza University of Iași, Romania

²Department of Finance and Public Administration, Faculty of Economics and Business Administration, Alexandru Ioan Cuza University of Iași, Romania

³Department of Knitwear and Apparel Engineering, Faculty of Industrial Design and Business Management, Gheorghe Asachi Technical University of Iași, Romania

silviutita@gmail.com

bercu@uaic.ro

carmen.tita@academic.tuiasi.ro

nestian@uaic.ro

Abstract: The purpose of the article is to analyse students' perceptions of how tacit or explicit knowledge is transferred after participating in courses and seminars that use an experiential learning method (such as learning a new software product, involvement in business games, or participating in a business plan presentation event during a local competition of this kind). Edgar Dale states that: we remember 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we see and hear, 70% of what we discuss with others, and 90% of what we personally experience (simulate a model or experience a phenomenon, design/perform a presentation/experiment) (Dale, 1969). The research on the type and volume of knowledge transferred included a qualitative component based on interviews with teachers who applied the mentioned teaching methods, as well as a quantitative component using a questionnaire developed from a bibliographic analysis of articles focused on methodologies in educational sciences, knowledge management, and business games. The qualitative instrument was applied to a sample of management students from various universities who had previously participated in the types of activities described. The quantitative data collected was analysed using statistical applications, while the qualitative responses were processed with Atlas.ti.

Keywords: Knowledge, Transfer, Experiential learning, Business games, Students

1. Introduction

The transfer of explicit or implicit knowledge from teachers to students is the reason for the education system. In today's world, where students are heavily influenced by technology and quickly lose the ability to focus on educational tasks, teachers need to find and use other methods or strategies, and one of them could be experiential learning. This form of education focuses on the idea that the best way to learn things is through experience because it stays in the mind and helps students retain information and remember facts (Gorghiu, et al, 2016). Experiential learning provides students with the opportunity to actively engage in the acquisition of skills and knowledge (Gross et al, 2017). Students participate in a concrete experience (Do), repeat that experience and other evidence (Reflect), develop theories in accordance with the experience and information (Think), and formulate an assumption or discuss a problem (Apply) (Kong, 2021). According to Kolb (1984), learning is the process by which knowledge is created through the transformation of experience, where the reason for this process must be continuous and is not an independent entity that is acquired or passed on. A good implementation of such a form of learning offers the teacher the opportunity to follow how the students absorb the knowledge imparted and how it is subsequently applied in the case of a practical experience based on simulation games. Information conveyed through traditional methods seems boring and very often attention is drawn to the surrounding technological devices (when a message on a social network is much more important than an explanation by the teacher). We observe, at least hypothetically, a change in the role of the teacher in the relationship with the student, which is why different teaching methods must be analysed and implemented on a large scale so that the transmission of knowledge corresponds to the way in which they accumulate and learn (there are many examples in which courses in PDF format are converted into podcasts with the help of artificial intelligence applications and listened to at times when the young person uses different means of transport, attends other meetings, etc.). Knowledge is understood as a spectrum of rational, emotional and spiritual areas of knowledge, which is why learning is not understood as a simple transfer of knowledge, but as a complex process of perception, reflection and structuring of meanings from direct experience to abstract thinking (Brătianu and Vătămănescu, 2017). Simulations are a form of active learning, but few studies have looked at the most effective way to teach students how to use simulation for better learning transfer (Mayer et

al., 2011). The study is the first part of a large-scale research project to find out how different types of knowledge are taught through business games or other experiential learning methods - using a software application for product design, role-playing, practical projects, social experiments, etc.

2. Literature Review

Education is the most important form that leads to the development of society, which, influenced by technology, is in a constant state of change, through properly orientated investment. Under the current conditions, the role of researchers is to investigate, identify and apply various methods of knowledge transfer to current and future generations of students, as higher education is considered the centre where knowledge is created and transferred to society, and also a centre of learning for society (Dhamdhere, 2015). In our opinion, one of these methods could be experiential learning, as role plays, real projects, business games, product design offer students the opportunity to observe an immediate outcome by putting them in an almost real situation: managing a simulated organisation through business games, creating promotional material or designing a product in different software applications: Corel Draw, AutoCAD, SketchUp, discovering personal or group skills through role-playing (simulated interviews, observations, focus groups, etc.), participating in a session to support an investment project carried out in a specific field of expertise together with colleagues or friends, or organising an event from concept to the last guest, or digital learning using VR or other technologies. These forms of education based on practical experience enable both the teacher and the learner to understand and solve complex decision-making problems and thus acquire tacit knowledge. According to Vidya, explicit knowledge is easy to learn and disseminate because it is teachable, encodable, articulable, observable and simple, while tacit knowledge is difficult to express or document through formal language because it is felt, observed and experienced (Vidya et al., 2019). Su and Li believe that the knowledge transfer process is influenced by the following factors: the dimension of the transfer subject, the dimension of the transfer behaviour and the dimension of the transfer context (Su and Li, 2020). Tacit knowledge refers to skills, abilities and individual achievements acquired through experience, which is why alternative terms are used to describe this knowledge: Experiential knowledge, social knowledge, "know-how" knowledge (Bibolli et al., 2021) and contains two components: a technical component reflecting the know-how of professional activities and a cognitive component reflecting mental models, beliefs and perceptions (Lefter et al., 2011), experiential learning provides students with the opportunity to develop both of these components because the games make learning conscious, require them to think about the outcomes of the simulation enterprise, and make decisions in the context of the competition. Characterised by stickiness (memory is attention in the past tense), the knowledge transfer process requires two sequences of steps for good performance: firstly 'learning before doing' or secondly experimenting in a constructed environment before the knowledge is actually applied by the recipient — and then 'learning by doing' (Szulanski, 2000). Tacit knowledge, depends the capacity of person to act and experiment because they are not verbalized or articulated, became difficult to describe or explicated (Chang et al. 2014). According to Reber, a psychologist, who suggest that connect this type of knowledge with experiential learning: 1) Tacit learning is the foundation of obtaining tacit knowledge and it is also the representative and summary of environment structure; 2) the best way of acquiring tacit knowledge is unconscious learning; and 3) Tacit knowledge can be used in problem solving and to make a reasonable judgment.

For this situation, the common methods to transferring are: *knowledge capture* is a process that involves extraction of knowledge or experiential matter from teacher and colleagues (Dzekashu and McCollum, 2014) and includes identifying, collecting, sharing and applying (Wang et al, 2022, Sagiter, 2014). The concept is relevant in experiential learning because after the knowledge is captured, it must then be located by a potential reuse (Delugach et al., 2016). The captured knowledge are necessary in these didactic activities, while they are being executed, (Kamara et al, 2003) can be easily applied in the next stages of the exercises proposed for solving; *knowledge elicitation*, part of knowledge acquisition, is typically followed by distillation to extract key lessons and insights in concise form suitable for transferring (Cook, 1994, Sagiter, 2014) or according to Gavrilova and Andreeva methods and tools to capturing and validating expert's knowledge as efficient and effective as possible (Gavrilova and Andreeva, 2012). Knowledge elicitation difficulties occur because expert knowledge can manifest itself in diverse formats, and it is challenging to effectively utilize all of these different formats (Bockting, Radev and Burkner, 2024); *knowledge distillation* a comprehensive method, to transfer efficiently complex knowledge from one model – the teacher – to another model – the students (Dou, Ye and Wang, 2023; Sabah et al. 2024). This form of transfer requires, in our opinion, a series of motivational factors from both sides: the teacher to apply teaching methods adapted to the characteristics as the students and the young people to be cognitively connected for a period of time (students report attention declines of 1 min or less more often than longer attention lapses (Bunce et al. 2010) to the information transmitted through the teacher's message.

3. Methodology

3.1 Nature of the Study

This study is the first part of a comprehensive investigation aimed at tracing the ways in which knowledge is transmitted from teacher to student through forms of experiential learning: Role-play, real-life projects, simulation games, product design. The current study aims to find out what management skills students believe they can develop through experiential knowledge transfer before actually participating in business games, after the rules of the game have been presented and they have made the first decision, but without knowing the results obtained. Analysing the way in which a complex simulation exercise is perceived, explaining to students how the knowledge taught by teachers taking specific courses in management is used and the practical implications of applying the acquired skills, can show how knowledge transfer has been achieved and how students apply the acquired knowledge.

The second part of the research will be carried out after the completion of participation in business games, but also in other didactic activities based on the use of product design, role-playing and project development applications, in order to capture and evaluate the way in which young people acquire knowledge.

3.2 The Research Instrument

The research instrument we propose and test is a questionnaire containing the following:

- The informed consent to participate in this study and the way in which students were told how they could use the information provided if there were any questions that were clarified by the research team's responses.
- A question about the extent to which they feel they will apply the knowledge gained in the disciplines previously studied that has implications for participation in simulation games;
- A question about how the information learnt and accumulated in previously studied disciplines will enable them to solve decision-making problems in simulation games.
- A question about whether the information provided by the animator during the presentation of the game was clear and precise;
- Question about how the animator encouraged the students to make mistakes, because "mistakes are the most important ingredient for success" (Thomas Edison);
- Five questions on the extent to which participation in the game enables the development of management skills, such as Re-evaluation of beliefs about the way they learn (Learning_change_mode), discovery of entrepreneurial skills (Entrep_skills), discovery of managerial skills (Manager_skills), ability to experiment (Experimental_skills);
- The scale was a Likert scale from one to five: very little, a little, neutral, a lot and a lot, which enabled us to determine the way in which the students collect and use the knowledge imparted for the development of skills and abilities in the sense of Kolb's Experiential Learning Cycle (Kolb, 1984). The survey was conducted online. Google Forms were used and the data was collected between 17 and 21 March 2025. We received 86 responses from the students who were willing to participate in the simulation exercise.

3.3 The Sample

The respondents are third-year students, the final semester of the management specialisation, who have business games as part of their curriculum, and the 86 represent approximately 78% of all 110 students enrolled.

3.4 Methods and Techniques Used for Data Analysis

Microsoft Excel and R Stata were used to analyse the data. Since the purpose of the analysis was to find out how students perceive the way in which an organisation's management knowledge was transferred and captured in the above study programme to be used in the case of a practical simulation exercise, and how participating in a form of experiential learning activity develops their management skills and decision-making ability, we consider a descriptive analysis useful to achieve the proposed objectives.

4. Results

The way in which students considered the previously studied curriculum subjects to be valuable in solving the requirements and determining the specific simulation game decisions after being presented with the rules of the game and making their first decisions in simulation games is shown graphically in Figure 1. It can be seen

that there are some subjects that are considered relevant, perhaps also due to the fact that the scenario proposed by the simulation games is a specific scenario for an electronic equipment manufacturing company, where the decisions regarding the production processes were important in the first decision sequence, compared to the individual marketing elements (price, product, promotion, demand), which were evaluated at an average level, as their influence increases as we progress with the decisions in the sequences. The answers given to the discipline of financial management are interesting because they were told that they do not have the ability to manage financial flows, that the use of money and the financial balance sheet of the simulated company are viewed with interest, which means that the knowledge captured has been transferred and is being used. Many neutral answers refer to disciplines such as human resources management, accounting and quality management, because as I said before, these were only applied to a very limited extent in the first phase, and in the following phases, as their influence increases, they will be interested in asking the animator or thinking strategies in these directions as well.

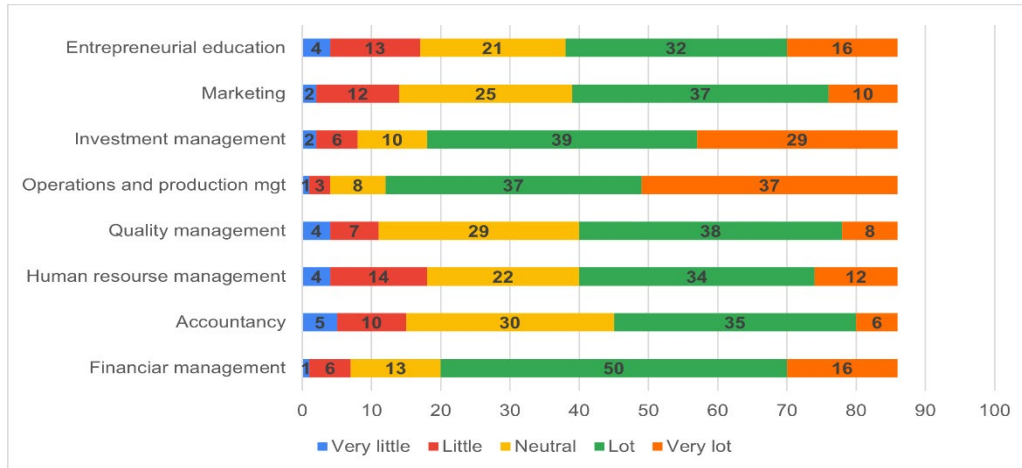


Figure 1: Distribution of answers regarding the importance of business games of the knowledge gained in other disciplines of the program curriculum

The numerical distribution of responses to each component of the Likert scale and the descriptive statistics for the variables considered are shown in Table 1. The median, which measures the central tendency of the responses, shows that the knowledge acquired in most subjects will help them "very much" in solving the requirements of business games. An exception is the financial accounting course, where the median is 3, which means a "neutral" situation. The average of the answers varies depending on the discipline, but as we have already mentioned, it is influenced by the time of decision making. It can be observed that the influence of information gathered in disciplines such as production and operations management, investment management, financial management is higher than in courses where the average is between [3.43 – 3.47], and financial accounting with 3.30.

Table 1: Descriptive statistics regarding the respondents' opinions on how the studied disciplines will help them in solving business game situations

Variables/curriculum courses	Min	Median	Mean	Max
Financial management	1	4.00	3.86	5
Accountancy	1	3.00	3.30	5
Human resource management	1	4.00	3.43	5
Quality management	1	4.00	3.46	5
Operations and production mgt	1	4.00	4.23	5
Investment management	1	4.00	4.00	5
Marketing	1	4.00	3.47	5
Entrepreneurial education	1	4.00	3.46	5

One aspect to consider in the transfer of knowledge in the case of experiential learning is the way in which the animator (teacher) presents the way of working in business games to the participants (students). The presentation is based on a manual for the participants that is available 24/7, where each decision component is

interpreted and discussed. The evaluation of this aspect is important because, depending on the quantity and quality of knowledge acquired, students are able to solve the decision problems of each sequence in the game (out of a total of six decision periods). 78% of respondents rated the way the rules of the game were presented with 5 stars, Figure 2.

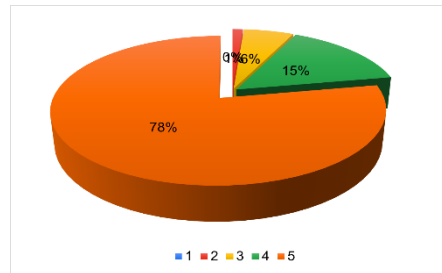


Figure 2: Percentage of grades awarded for the way business game rules were presented

Thomas Edison said that "mistakes are the most important ingredient for success". We believe that this statement is essential for experiential learning through business games, because the simulated environment allows students to interpret and observe the impact of the decisions made based on the results presented, using many performance indicators of an organisation. Even if the simulation is different from reality, it has a great pedagogical advantage, since the reduction of reality to a limited number of parameters makes it possible to illustrate the essential mechanisms and their interaction in a short time, but also a practical difficulty, since the modelling, however realistic it may be, is subject to simplistic (and therefore reductionist) rules. The mistakes made are immediately visible and analysed, understood and correctly interpreted so that they can be quickly corrected, but also so that the effects of the new decisions can be observed. The answers to this question had a scale from "1 - very small extent" to "5 - very large extent". The results of the survey are shown in Figure 3, from which we can see that 55% of respondents gave a score of "5", which means that the teacher encourages them to a very large extent to make mistakes in order to learn.

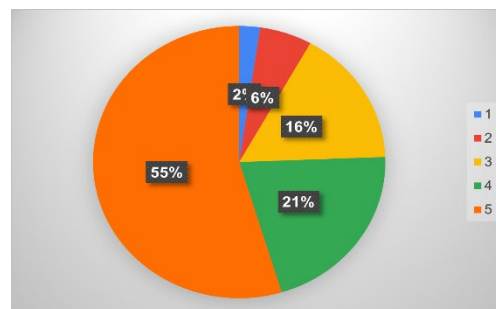


Figure 3: Percentage of grades awarded for the way the teacher encourages me to make mistakes

Using descriptive statistics, we wanted to measure the impact of knowledge transfer and the extent of knowledge acquisition on the results obtained by students when participating in simulation games (Table 2). On average, respondents felt that the knowledge used in the game from previous disciplines (3.68) and the quality of the presentation of the simulation games (4.69) were important for the decisions to be made in the simulation game sequences (3.70). They were encouraged to make mistakes (4.19), but they are not emotionally affected by the loss of the game (3.22), a characteristic that has been intensively observed in generations of young people in recent years, and are in no way influenced by the results achieved in the learning process.

Table 2: Descriptive statistics regarding the respondents' opinions impacts of knowledge acquisition

Variables/curriculum courses	Min	Median	Mean	Max
Useful knowledge transfer for other courses	1	4.00	3.68	5
Quality of business games presentation	2	5.00	4.69	5
Knowledge acquisition impact on quality of business game decision	1	4.00	3.70	5
Wrong impact of decisions in business games	1	4.00	4.19	5
Emotional effect of losing in business games	1	3.00	3.22	5

The correlation analysis (Table 3) between the variable quality of the presentation of simulation games (game_trans) and the re-evaluation of beliefs about the way they learn (Learning_change_mode) is $r=0.33$, $p\text{-value}=0.0016$, positive moderate, showing that respondents with a high level of knowledge acquisition through the presentation of games tend to adapt more easily to this experiential learning method. The statistical correlation between game_trans and entrepreneurial skills discovery (Entrep_skills) is positive, not very strong, but statistically significant with $r=0.27$, $p\text{-value}=0.011$, suggesting that knowledge accumulation through simulations might increase entrepreneurial skills, but similar is the correlation with entrepreneurial skills discovery (Manager_skills) with $r=0.25$ and $p\text{-value}=0.016$. A moderate to strong positive correlation exists between the quality of simulation game presentation (game_trans) and the ability to experiment (Experimental_skills), with a value of $r=0.39$ and $p\text{-value} = 0.0001$, which means that the more respondents participate in simulation exercises and the stronger their engagement, the greater the likelihood of developing exploration skills, testing and analysing the knowledge conveyed. This result means that the method of comprehensive knowledge distillation, efficient knowledge transfer from teacher to student works for the study participants.

Table 3: Correlation analysis between the quality of the information transmitted and skills acquired through business games

Variables	Game_trans	Learning_change_mode	Entrep_skills	Manager_skills	Experimental_skills
quality of business games presentation (Game_trans)	1.00	$r = 0.33$ $p\text{-Value} = 0.0016$	$r = 0.27$ $p\text{-Value} = 0.011$	$r = 0.25$ $p\text{-Value} = 0.016$	$r = 0.39$ $p\text{-Value} = 0.0001$

5. Discussion

The effect of experiential learning on the study participants is somewhat cautious because, as it is a new form that differs from the classical form, the students do not trust that knowledge can be easily accumulated through simulation exercises. One aspect that was also explored was how they find the information accumulated in other disciplines from the university curricula specific to an educational management programme useful to understand and identify a number of aspects that could be improved within these courses so that the knowledge acquisition is relevant and meets the requirements of the local or national socio-economic environment. In addition, the knowledge discussed in these courses is absorbed by the students and becomes useful in the successive decisions that have to be made in business games. The way in which they accumulate their knowledge through knowledge elicitation, a part of knowledge acquisition, from the animator, who is an expert in this type of simulation, depends on how much attention they pay to the classic form of learning activity, which includes elements of analysis but also visualisation through writing down each aspect on the board. The results obtained show that the respondents were attentive and absorbed the information conveyed, but the next phase of the investigation at the end of participation will show whether the knowledge acquired was useful.

The emotional impact of participating in a simulation exercise is lower and students are not affected by the results obtained, which is why we can say that engagement is lower in the first phases and at the end, when the activity becomes exciting, competition between the teams involved is strong. The quality of the knowledge transfer is evaluated by the impact of its application by the students and how they consider that it affects their training as future professionals in management or entrepreneurship, which means that the process of knowledge distillation is applied in the form of experiential education facilitated by simulations of decision-making. In addition, it was also assessed whether this form of experiential learning changes the way knowledge is acquired, but since the respondents are still at the beginning, they could not measure whether this method hinders their ability to accumulate knowledge. The strong link with the ability to experiment is normal, as learning happens through experience, so the animator's requirement to make mistakes is likely to be successfully realised.

Not many scientific publication analyses how knowledge is transferred from teacher to learner in this form of learning, as the teacher will seek to transfer explicit knowledge that is easy to understand and apply, as opposed to the tacit knowledge that needs to pass through the learner's mental filter and be adapted to the specific organisational context. There are a variety of ways to encourage students to study the manual and rely on their own mental effort (Mayer et al., 2011). Very often the teacher encourages the student to read the material and with technological development the idea of critical thinking and contextual analysis is easily abandoned. The novelty of the study is that we seek to identify and explore the tacit knowledge that can be transferred through

the form of experiential learning and to look for ways in which the introduction of business games into students' education would increase awareness of the information conveyed by the teacher that can later be applied in specific organisational contexts (general management decisions, production, marketing, sales, human resources, etc.). This form of transfer based on business games could encourage students and employees to apply the knowledge acquired in business school or training programmes in working conditions (Lovin et al., 2021).

6. Conclusion

The need to identify and apply new forms of learning in the educational processes of university education is high in this period when students are influenced by the speed with which the economic, social and technological environment is changing. The research aimed to measure the way in which management knowledge is transferred, in a period somewhat on the border between classical learning, because the animator is obliged to present and explain the rules, a high volume of information offered in a short period of time, often considered boring by students (the frequent question is also us when we playing business games) and the first decision-making sequence in business. The results obtained confirm the fact that the students still do not trust that they will participate in a different course, in which they are convinced that have to use much of the knowledge accumulated in the previous disciplines, but without the experience of a job, they do not yet clearly understand the impact that could have in the case of a decision-making process. The simulation offers that virtual space for testing existing skills but also the development of new ones, considered perhaps not very relevant, provides understanding of the economic environment of business games and is supported to test the effects of certain theoretical or practical concepts that have been obtained during their university education.

Ethics declaration: Ethical clearance was not required for the research.

AI declaration: AI tools have not been used for the creation of the paper.

Acknowledgement

The European Commission's (EACEA) support to produce this publication, through Jean Monnet Module. Proiect 101127556 — EU Resilience Digital Skills - EU-ReDiSkills — ERASMUS-JMO-2023-HEI-TCH-RSCH, does not constitute an endorsement of the contents, which reflect the views only of the authors. Neither the European Union nor the granting authority can be held responsible for them.

References

- Bibolli, D., Sirca, N.T., Mirazchiyski, P. (2021) "Tacit Knowledge Sharing in Educational Organizations: Literature Review", In book: MakeLearn 2021: Economy for a New Normal; Digitalisation and Human Relations in Business and Education, Student Papers from the MakeLearn and TIIM International Conference, DOI: 10.53615/978-961-6914-28-4.5
- Bockting, F., Radev, S. and Burkner, P.C. (2024) "Simulation-based prior knowledge elicitation for parametric Bayesian models", *Sci Rep* 14, <https://doi.org/10.1038/s41598-024-68090-7>
- Brătianu, C., Vătămănescu, E.M (2017) "Students' perception on developing conceptual generic skills for business: A knowledge-based approach", *VINE Journal of Information and Knowledge Management Systems*, Vol 47, Issue: 4
- Bunce, D., Flens, E., Neiles, K. (2010) "How Long Can Students Pay Attention in Class? A Study of Student Attention Decline Using Clickers", *Journal of Chemical Education*, 87(12), DOI: 10.1021/ed100409p
- Chang, J.C., Luh, D.B., Kung, S.F., Ueda, A. (2014) "Theory and Application of Tacit Knowledge Transfer", *Creative education*, Vol 15, No. 19, DOI: 10.4236/ce.2014.519193
- Cook, N. (1994) "Varieties of knowledge elicitation techniques", *International Journal of Human-Computer Studies*, Volume 41, Issue 6, <https://doi.org/10.1006/ijhc.1994.1083>
- Dale, E. (1969), *Audiovisual methods in teaching, third edition*, New York: The Dryden Press;
- Delugach, H., Etzkorn, L., Carpenter, S. and Utey, D. (2016) "A knowledge capture approach for directly acquiring team mental models", *International Journal of Human-Computer Studies*, Volume 96, Pages 12-21, <https://doi.org/10.1016/j.ijhcs.2016.07.001>.
- Dhamdhere, S. N. (2015) "Knowledge Management Model for Higher Educational Institutes", *Journal of Commerce and Management Thought*, 6(1), 130. doi:10.5958/0976-478x.2015.00010.5.
- Dou, Z., Ye, D. and Wang, B. (2023) "AutoSegEdge: Searching for the edge device real-time semantic segmentation based on multi-task learning", *Image and Vision Computing*, 136, <https://doi.org/10.1016/j.imavis.2023.104719>
- Dzekashu, W. and McCollum, W. (2014) "A quality approach to tacit knowledge capture: effective practice to achieving operational excellence", *International Journal of Applied Management and Technology*, Volume 13, Issue 1, Pages 52–63
- Gavrilova, T. and Andreeva, T. (2012), "Knowledge elicitation techniques in a knowledge management context", *Journal of Knowledge Management*, Vol. 16 Iss: 4, pp.523 – 537
- Gorghiu, G. and Santi, E.A. (2016) "Applications of Experiential Learning in Science Education Non-Formal Contexts", *Education and Educational Psychology*, Rhodes

- Gross, Z. and Rutland, S. (2017) "Experiential learning in informal educational settings", *Int Rev Educ* 63, 1–8
<https://doi.org/10.1007/s11159-017-9625-6>
- Kamara, J.M., Anumba, C., Carrillo, P. and Bouchlaghem, N. (2003), "Conceptual framework for live capture and reuse of project knowledge", [online] CIB Report, <https://www.cs.auckland.ac.nz/w78/papers/W78-57.pdf>.
- Kolb, D.A (1984), *Experiential learning: experience as the source of learning and development*, Englewood Cliffs, NJ: Prentice Hall.
- Kong, Y. (2021) "The Role of Experiential Learning on Students' Motivation and Classroom Engagement", *Front Psychol*, doi: 10.3389/fpsyg.2021.771272
- Lefter, V., Brătianu, C., Agapie, A., Agoston, S., Orzea, I. (2011) "Intergenerational Knowledge Transfer in the Academic Environment of Knowledge-Based Economy", *Amfiteatrul Economic*, Vol. XII, No 30
- Lovin, D., Raducan, M., Capatina, A., Cristache, N. (2021) "Sustainable Knowledge Transfer from Business Simulations to Working Environments: Correlational vs. Configurational Approach.", *Sustainability*, 13, 2154.
<https://doi.org/10.3390/su13042154>
- Mayer, B., Dale, K.D., Fraccastoro, K., Moss, G. (2011) "Improving Transfer of Learning: Relationship to Methods of Using Business Simulation", *Simulation & Gaming*, 42(1) 64–84, DOI: 10.1177/1046878110376795
- Sabah, F., Chen, Y., Yang, Z., Azam, M., Ahmad, N. and Sarwar, R. (2024) "Model optimization techniques in personalized federated learning: A survey", *Expert Systems With Applications*, 243, <https://doi.org/10.1016/j.eswa.2023.122874>
- Sagiter, (2014), "Methods of knowledge transfer", [online], https://sagiter.eu/files/bf_fichierjoint_transfer.pdf
- Su, Y., Li, T. (2020) "Simulation Analysis of Knowledge Transfer in a Knowledge Alliance Based on a Circular Surface Radiator Model", *Complexity*, <https://doi.org/10.1155/2020/4301489>
- Szulanski, G. (2000) "The Process of Knowledge Transfer: A Diachronic Analysis of Stickiness", *Organizational Behavior and Human Decision Processes*, Vol. 82, doi:10.1006/obhd.2000.2884
- Vidya, R., Kokila, M., Priya, K. (2013) "Analysis of various Models of Knowledge Transfer Process", [online], [\(PDF\) Analysis of various models of knowledge transfer process](#)
- Wang, H., Meng, X. and Zhu X. (2022) "Improving knowledge capture and retrieval in the BIM environment: Combining case-based reasoning and natural language processing", *Automation in Construction* Vol 139,
<https://doi.org/10.1016/j.autcon.2022.104317>