Special Issue on
"Digital learning and knowledge management"

Guest editors and editors:

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Effective processes of learning and knowledge management are widely acknowledge as one of the main driver to foster improvement in performance, in each kind of organization (Wu, Chen, 2014). Recently, the advancement of digital technologies (Schwab, 2016) are inducing significant changes in these processes, either directly (as regards human-machine and machine-machine interactions, as well as the perspective of the machine learning) or indirectly (asking for a redesign of the workplace, the work processes and also work relationships) (Colbert, Yee, George, 2016; Dery, Ina, van der Meulen 2017)

The emerging framework is seriously challenging the most common perspectives on knowledge transfer, knowledge sharing, and on learning (North, Maier, 2018). Some paradoxes seem to characterize current dynamics. While on the one hand, web-based interactions can make human intervention in knowledge transfer processes superfluous, on the other hand they promote a thicker and faster sharing of knowledge in ever larger groups of people (Ferrazzi, 2014). As for learning processes, if on the one hand digital technologies improve group or community learning, through increasingly sophisticated platforms and devices, thus strengthening interpersonal relationships; on the other, each individual is enabled to personalize their own learning space and obtain extended access to information and knowledge (Li, Herd, 2017).

Within this complex and sometimes contradictory evolving framework, a new approach to knowledge management is required, as well as a specific attention has to be devoted to learning processes in organizational contexts. Sometimes, these changes lead to re-organize workplaces and work conditions, while in other circumstances they themselves can be regarded as the consequences of previous work re-design. It seems so that these topics ask for more attention by scholars for the importance they have and are expected to take on in next future.

Following this stream, we invite scholars to propose to this Special Issue contributions dealing with the following topics, but not limited to them:

- adequacy of the current theories on knowledge and learning, in the light of digital transformation
- impact of digital learning and knowledge on interpersonal relations in the workplace

- impact of digital learning and knowledge management on the organizational boundaries
- role of digital technologies in developing knowledge management capabilities
- role of individual and organizational factors for effective knowledge transfer/sharing

This Special Issue is open to a wide range of theoretical perspectives and research methodologies, with the aim to contribute to the debate on these challenging topics. Both conceptual and empirical contributions are welcomed.

Full paper submission (following the journal guidelines, please see: https://www.impresaprogetto.it/sites/impresaprogetto.it/files/a/ipejm_-_guidelines_2019.pdf) is set for **15th April 2020.**

The issue is expected to be published in May 2020.

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