



Knowledge Sharing and Knowledge Cafés – a Case Study in Higher Education

The 8th Knowledge Management and Intellectual Capital Excellence Awards at ECKM



Swansea University
Prifysgol Abertawe

23rd European Conference on Knowledge Management
(ECKM 2022)

1,2nd September 2022

Naples



UNIVERSITY of the
WESTERN CAPE

GROUP



Dr Desiree Cranfield



Professor Isabella Venter



Assoc. Professor Sue Evans



Ms Ellen Spender

Introduction – Higher Education context

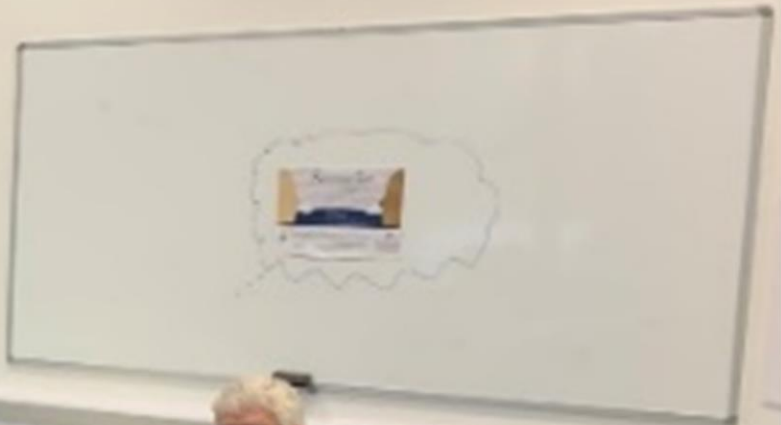
- **Incredible pressure** due to escalating student demands, funding constraints, research and teaching excellence pressures and requirements
- The Digital Age, the COVID-19 pandemic and subsequent lockdowns, each have had a different, yet equally, **disruptive impact** on Higher Education Institutions,



Introduction – Higher Education context

- Academics—‘Knowledge Workers’—(Deem, *et al.*, 2007), are an integral part of Higher Education and are involved with the creation and sharing of knowledge (Al-Kurdia, *et al.*, 2020)
- Deem *et al.*, suggests that the tensions between research and teaching, gender and ethnicity, contractual position, workload, experience and responsibilities, creates divisions





Knowledge Sharing Project

Aim of the Knowledge Cafes at Swansea university :

- Improving student engagement and
- satisfaction by sharing best practices.

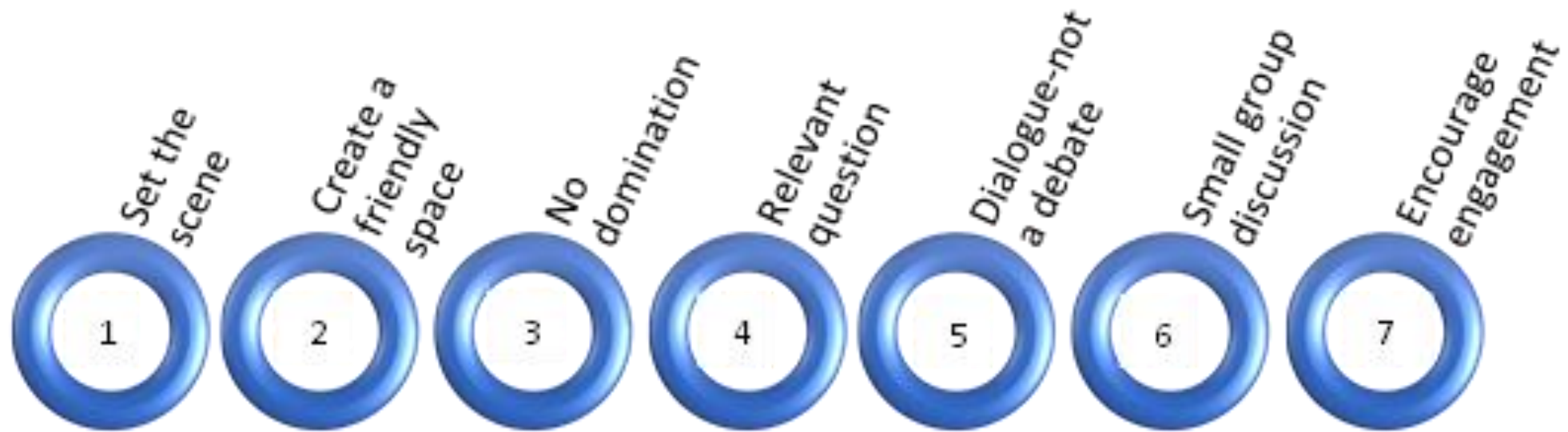


Figure 1: Knowledge Café principles, adapted from sources (Inside Banner, 2022; Gurteen, 2022).

FORMAT OF THE KNOWLEDGE CAFÉS AND UNDERLYING PRINCIPLES

What is the premise and structure of a knowledge cafe

Premise

- Having a conversation and sharing experiences
- No real debate but a dialogue

Structure

- Introductions (17.15 - 17.20)
- Lightning speaker (17.20 - 17.26)
- Round robin discussions - three rounds (17.30 - 18.15)
- In conversation (18.20 - 18.25)
- Group discussion (18.25 - 18.45)
- Survey (18.45 - 19.00)

Knowledge Cafe PADLET

Enhance digital knowledge

And share it among faculty

The Past moving into the Future



Low Technology: RADIO TV
smartphone
Hi-Tech ZOOM, Microsoft Teams
Virtual activities

Definition of digitalisation

Use it for specific schools and their needs
Concerns digital competencies of students and faculty



On line learning can be very effective for students that already have an effective method of study, but we had to be back to face to face for all students



Lessons to facilitate learning from the past

- . Low tech is appropriate for low income families e.g. radio for the blind and tv for the deaf, SMS.
- . WhatsApp was used at the micro/small group level e.g. for individual classes.
- . Free provision of learning materials and lessons online e.g. in Kenya.



During the covid pandemic emergency teacher have to learn a lot of new things and we cannot lose all these new achievements

Train the faculty

For the specific need of the school

Using interactive and collaborative tools online and face to face:
qooclap, Miro, Mindmeister,...



Defining an etiquette for digital classrooms

Especially concerning the security when switching on the camera

Low tech worked very well

- Using SMS functionality for low bandwidth areas
- WhatsApp chat



Flipped Classroom

It worked really well with graduate students.
Students got a recorded session and could listen at their own pace. Later they also got alternatively the scripted version. 3 days prior to the session the students received a discussion list for the online (zoom) class. Worked really well!!!

Digital mindset and digital competencies: professionalizing students for the new reality.



Event	Date	Question	Lightning Speaker	Facilitator(s) / Host	Participants
Knowledge Cafés at Swansea University					
1. Face-to-Face Knowledge Café 1	18.11.2019	What constitutes innovative teaching?	Paul Jones (Head of School)	Facilitator David Gurteen, Host Desireé Cranfield	19
2. Virtual Knowledge Café 2	19.07.2020	Is there a pedagogical and paradigm shift needed for online teaching?	Professor Neil Marriott (deputy VC Bath)	Facilitator David Gurteen, Host Desireé Cranfield	25
3. Virtual Knowledge Café 3	26.11.2020	How to engage students effectively using the new online teaching platform	Professor Joan Lockyer (Head of School, Coventry University)	Facilitator David Gurteen, Host Desireé Cranfield	18

KNOWLEDGE CAFÉ'S - SWANSEA UNIVERSITY

CONFERENCE SPECIAL INTERACTIVE SESSIONS

<p>4.Virtual Knowledge Café 4 (14th Annual International Conference of Education, Research and Innovation 8th - 9th of November 2021)</p>	<p>8.11. 2021</p>	<p>What are the lessons learnt from online teaching during Covid 19</p>	<p>Professor Tom Crick (Deputy VC Swansea University)</p>	<p>Facilitator David Gurteen, Desireé Cranfield, Sue Evans</p>	<p>90</p>	
<p>5. Face to Face Knowledge Café 5 (14th annual International Conference on Education and New Learning Technologies)</p>	<p>4.07. 2022</p>	<p>Teaching innovation, before, during and after lockdown and the emergency eLearning</p>	<p>Professor Sarah Jones</p>	<p>Facilitator Desireé Cranfield In conversation with Sue Evans, and Ellen Spender</p>	<p>8</p>	

KNOWLEDGE CAFÉ'S EXPANDED

Challenges - Individual Level

several factors influence the ability to share knowledge openly on an individual level, for example: culture, ethnic background, position, status, lack of social networks, lack of verbal communication and interpersonal skills.



Challenges - Organisational Level

Lack of infrastructure, resources, and motivation via transparent rewards and recognition systems can inhibit the sharing of knowledge.

No suitable venue

Not having any recognition system in place at to motivate staff to share their knowledge



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WAY**



Challenges - Technical Level

technology must fit the existing organizational culture, and at times it may not be conducive for sharing of informal knowledge and best practices



Perception of Knowledge Café's at Swansea University

Positive comments made by participants in the survey's open-ended questions included:

"Excellent event, maybe colleagues could bring examples of their own work to share.... well done, Des".

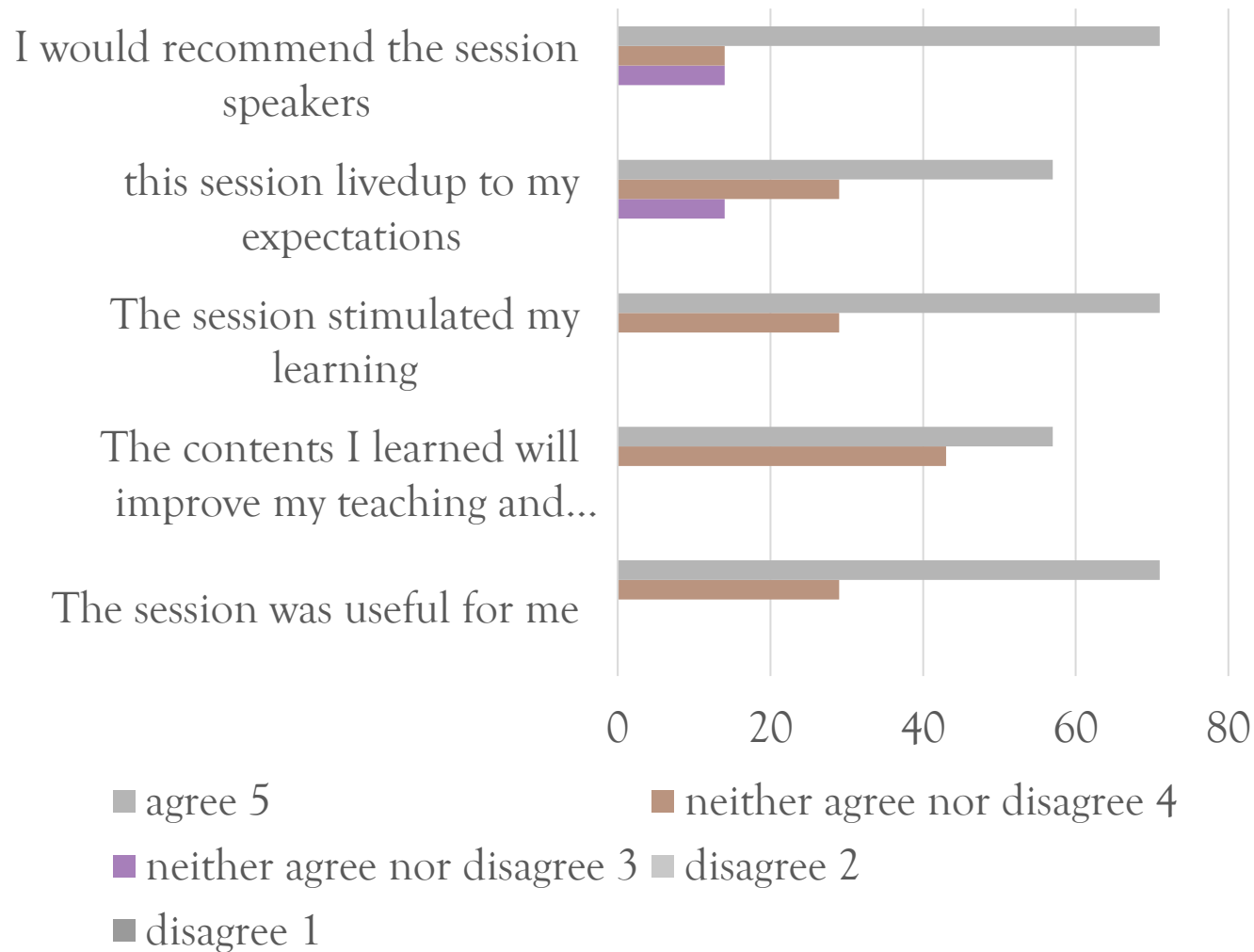
"Thanks very much for making the effort to organise it".

Perception of the Special interactive sessions - Knowledge Cafes at international conferences

- 14th Annual International Conference of Education, Research and Innovation (ICERI 2021)
- 14th Annual International Conference on Education and New Learning Technologies (EDULEARN 2022)



Interactive session - Edulearn 2022



*Perception of the
14th Annual
International
Conference on
Education and New
Learning
Technologies
(EDULEARN 2022)*

Perception OF THE
14TH ANNUAL
INTERNATIONAL
CONFERENCE OF
EDUCATION,
RESEARCH AND
INNOVATION (ICERI
2021)

Re: Thanks for your contribution to ICERI2021



ICERI2021 <iceri2021@iated.org>

To ● Desireé Cranfield

Retention Policy Exchange Retention Policy (Never)

Expires Never



Dear Desireé,

Following your request, we wish to inform you about the survey results:

How did you find the keynote speakers and workshops of the live activities?

"A Knowledge Café – Sharing Online Teaching Experiences during COVID-19"

Among the survey answers, the results were:

Excellent - 53%

Good - 38%

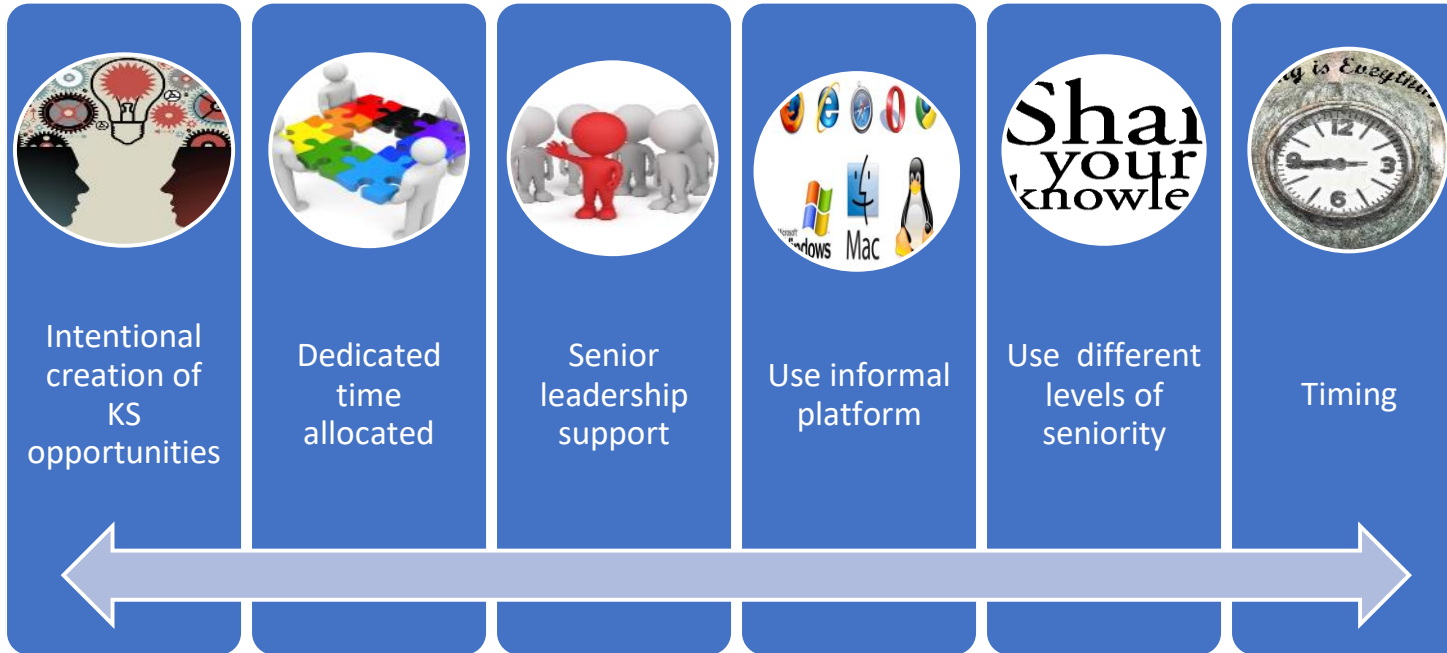
Average - 9%

Below Average- 0%

Poor - 0%

Congratulations on your work, and we look forward to your cooperation in future editions.
Faithfully,

ICERI2021 Technical Secretariat



THE LEARNING OUTCOMES



*PLANS TO
FURTHER
DEVELOP THE
INITIATIVE*