



<b>Module Title</b>	<b>Knowledge Management and Sharing in Agriculture and Forestry</b>
<b>Module Code</b>	MCLs135
<b>Module</b>	AF-02
<b>Degree Programme</b>	Master of Science in Life Sciences (MSLS)
<b>ECTS Credits</b>	5
<b>Workload</b>	150 h: Contact 50 h; Group Exercise 25 h; Self-study 75 h
<b>Module Coordinator</b>	<p><b>Name</b> Dr. Lindsey Norgrove</p> <p><b>Phone</b> +41 31 910 21 94</p> <p><b>Email</b> <a href="mailto:lindsey.norgrove@bfh.ch">lindsey.norgrove@bfh.ch</a></p> <p><b>Address</b> Bern University of Applied Sciences, School of Agricultural, Forest and Food Sciences, Laenggasse 85, 3052 Zollikofen</p>
<b>Lecturers</b>	<ul style="list-style-type: none"> <li>• Dr. Lindsey Norgrove</li> <li>• Natalie Raeber</li> <li>• Johannes Brunner</li> <li>• Guest lecturers</li> </ul>
<b>Entry Requirements</b>	E1 recommended
<b>Learning Outcomes and Competencies</b>	<p>After completing the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• understand the ways scientific knowledge is produced, managed and disseminated both within and outside of the formal publication system;</li> <li>• present the acquired information effectively and discuss it with an interdisciplinary audience;</li> <li>• develop a strategy to valorise the outcomes of a research project and choose the appropriate tools for targeting the different stakeholders;</li> <li>• apply tools of knowledge-sharing with practitioners (articles for print media, facilitation of workshops);</li> <li>• procure, understand and interpret scientific publications and assess their relevance for solving specific problems.</li> <li>• collate and analyse information on a current topic, presenting it concisely in a well-structured way.</li> </ul>
<b>Module Content</b>	<p>Principles of knowledge management and sharing in science; forms, principles and processes of scientific publishing.</p> <p>Knowledge sharing: concepts and tools (examples):</p> <ul style="list-style-type: none"> <li>• Collaborative learning approaches</li> <li>• Facilitating group processes</li> <li>• Continuous education</li> <li>• Article for print media and cross-media linking</li> <li>• IT-supported knowledge sharing tools</li> </ul> <p>Students elaborate and deliver an article for practitioners' print media and an adaptation for social media platforms, present their own article and deepen their knowledge of another article in a seminar they facilitate. Systematic literature search in forestry and agriculture: international bibliographical databases and their relevance, retrieval platforms.</p>

	Scientific writing: exercises in class; students select a narrow topic to deal with a state-of-the-art topic and write a systematic literature review.
<b>Teaching and Learning Methods</b>	<p><b>The module will be mainly offered in a hybrid format allowing students to select to attend either on-site (in Zollikofen, Switzerland) or from home. For the seminar, students must choose between presenting and facilitating on-site or online. Students are required to participate as an audience in both seminar formats in weeks 44-47.</b></p> <p>Students select a topic for systematic review in consultation with their personal coach and/or the module coordinator. They receive short introductions to the different aspects of knowledge management and guidance through relevant knowledge management textbooks.</p> <p>The main learning method is self-study, properly introduced by lectures and accompanied by exercises. Students have the possibility to do their individual work in class with support from the lecturers. Additional lectures and skills labs are possible on demand.</p> <p>The module leads to tangible products:</p> <ul style="list-style-type: none"> <li>• an article for print media, which will be presented and debated in a facilitated seminar;</li> <li>• a systematic literature review presenting the state-of-the-art of the selected topic.</li> </ul>
<b>Assessment of Learning Outcome</b>	<p>1) Article for print media, presentation and debate in seminar (online or on-site) (40%)</p> <p>2) Literature review (60%)</p>
<b>Bibliography</b>	<p>Bennet D J, Jennings R C (eds.), 2011. Successful science communication: telling it like it is. Cambridge University Press, New York, 462 p.</p> <p>Bolliger E, Zellweger T, 2007. Facilitation. The art of making your meetings and workshops purposeful and time-efficient. Agridea, Lindau, 134 p</p> <p>Christinck, A. &amp; B. Kaufmann (2018): Facilitating change – methodologies for collaborative learning with stakeholders. Pp. 171-190. In: Padmanabhan M. (ed.). Transdisciplinary Research and Sustainability: Collaboration, Innovation and Transformation. Routledge, Abingdon/New York.</p> <p>Gastel B, Day R A, 2017. How to write and publish a scientific paper, 8th Edition. Cambridge University Press, Cambridge, UK. 326 p.</p> <p>Hoffmann V, Gerster-Bentaya M, Christinck A, Lemma M (eds), 2009. Rural extension. Vol. 1: Basic issues and concepts. Margraf, Weikersheim, 251 p.</p> <p>Leeuwis C, 2004. Communication for rural innovation: rethinking agricultural extension. Blackwell Science, Oxford.</p> <p>Pullin A S, Stewart G B. 2006. Guidelines for systematic review in conservation and environmental management. Conservation Biology, 20(6), 1647-1656.</p> <p>Ramalingam B, 2006. Tools for knowledge and learning: a guide for development and humanitarian organisations. Overseas Development Institute, London, UK, 87 p. Accessed on 26.05.2020, <a href="https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/188.pdf">https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/188.pdf</a></p> <p>Thayer-Hart N (eds) 2007. Facilitator Tool Kit. University of Wisconsin, USA. 81 p. accessed on 26.05.2020 <a href="https://www.state.nj.us/education/AchieveNJ/teams/strat14/FacilitatorToolKit.pdf">https://www.state.nj.us/education/AchieveNJ/teams/strat14/FacilitatorToolKit.pdf</a></p>
<b>Language</b>	English
<b>Comments</b>	The following sequences are compulsory for students: participation in both seminars on-site and online. For details on compulsory sequences, please refer to the detailed schedule of the module, which will be uploaded on Moodle four weeks before the start of the module. Attending the lectures on the systematic review is strongly recommended.
<b>Last Update</b>	13.01.2024 / Lindsey Norgrove