Module	**Knowledge Management and Sharing in Agriculture and Forestry**
Module Code	MCLs135
Module	AF-02
Degree Program	Master of Science in Life Sciences (MSLS)
ECTS Credits	5
Workload	**100% Online** 150 h: Contact 50 h; Group Exercise 25 h; Self-study 75 h
Module Coordinator	**Name** Dr. Lindsey Norgrove **Phone** +41 31 910 21 94 **Email** lindsey.norgrove@bfh.ch **Address** Bern University of Applied Sciences, School of Agricultural, Forest and Food Sciences, Laengasse 85, 3052 Zollikofen
Lecturers	• Dr. Lindsey Norgrove • Natalie Raeber • Johannes Brunner • Guest lecturers
Entry Requirements	E1 recommended
Learning Outcomes and Competences	After completing the module, students will be able to: • understand the way scientific knowledge is produced, managed and disseminated both within and outside of the formal publication system; • justify and suggest methods and tools for stimulating knowledge sharing; • involve practitioners (interdisciplinary audience) in online knowledge sharing • apply tools of knowledge sharing with practitioners (well-structured content for different audiences, online-facilitation of a workshop); • procure, understand and interpret scientific publications and assess their relevance for solving specific problems. • write a systematic review, thus collating and synthesising information on a current topic.
Module Content	Principles of knowledge management and sharing in science; forms, principles and processes of scientific publishing. Knowledge sharing: concepts and tools (examples): • Facilitating online workshops • Continuous education • well-structured content for different audiences • IT-supported knowledge-sharing tools Students produce and deliver well-structured content for different audiences, present article topic and facilitate knowledge-sharing in an online seminar. Systematic literature search in forestry and agriculture: international bibliographical databases and their relevance, retrieval platforms; working efficiently with reference management software, especially with the knowledge management functions. 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.

Teaching / Learning Methods	**The module will be offered in an online format. Students are required to participate as an audience in weeks 44-47.** Students select a topic for 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. 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 by the lecturers. Additional lectures and skills labs on demand are possible. The module leads to tangible products: • an article for print media, which will be presented and debated in a facilitated seminar; • a systematic literature review presenting the state-of-the-art of the selected topic.
Assessment of Learning Outcome	1) Article for print media, presentation and debate in seminar (online or on-site) (40%) 2) Literature review (60%)
Bibliography	Bennet D J, Jennings R C (eds.), 2011. Successful science communication: telling it like it is. Cambridge University Press, New York, 462 p. Bolliger E, Zellweger T, 2007. Facilitation. The art of making your meetings and workshops purposeful and time-efficient. Agridea, Lindau, 134 p Christinck, A. & 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. Gastel B, Day R A, 2017. How to write and publish a scientific paper, 8th Edition. Cambridge University Press, Cambridge, UK. 326 p. Hoffmann V, Gerster-Bentaya M, Christinck A, Lemma M (eds), 2009. Rural extension. Vol. 1: Basic issues and concepts. Margraf, Weikersheim, 251 p. Leeuwis C, 2004. Communication for rural innovation: rethinking agricultural extension. Blackwell Science, Oxford. Pullin A S, Stewart G B. 2006. Guidelines for systematic review in conservation and environmental management. Conservation Biology, 20(6), 1647-1656. 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, https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/188.pdf Thayer-Hart N (eds) 2007. Facilitator Tool Kit. University of Wisconsin, USA. 81 p. accessed on 26.05.2020 https://www.state.nj.us/education/AchieveNJ/teams/strat14/FacilitatorToolKit.pdf
Language	English
Comments	The following sequences are compulsory for students: participation in online seminars. 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.
Last Update	12.04.2024 / Lindsey Norgrove