

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

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Abstract

Higher Education Institutions are knowledge intensive institutions. Academics are considered knowledge workers within a knowledge society, with a remit to create and transfer knowledge to their students, as well as to distribute and share the knowledge created from research undertaken. These forms of knowledge sharing within Higher Education Institutions happen as part of the role of an educator and an academic. Knowledge sharing between academics is not as commonplace as sharing explicit knowledge. The academic culture within Higher Education can be quite hierarchical, competitive, and individualistic, where the focus for career advancement is on research and publishing, although a renewed focus on teaching quality, is also a performance measurement tool. For new and relatively new staff, the academic context can be perceived as highly individualised, and self-directed. Most newcomers to academia initially operate not being aware of the complexity of its rules of interaction. There are several barriers to knowledge sharing at a personal level within this context. Given these challenges, it is important for new academics, as well as seasoned academics in the United Kingdom context, to understand the value of sharing practices through informal conversations, which inspired this project. As a funded project titled, *“Improving student engagement and satisfaction by sharing best practices”*, the project had a three-fold set of objectives: 1). To undertake initial research to understand knowledge sharing practices at Higher Education institutions, 2). To provide opportunities for knowledge sharing via the implementation of three Knowledge Cafés, and 3). To disseminate research and lessons learnt around the sharing of teaching best practices. This case study presents one of the three arms of the project, which is the implementation of the Knowledge Cafés within a Higher Education Institution, at Swansea University. The impact of the radical shift from a face-to-face environment to a virtual space, the perception of the personal value of the Knowledge Cafés, and how it was experienced by the participants, is explored. The idea of the knowledge café progressed and further developed into special sessions being delivered at two international conferences: 1) The 14th Annual International Conference of Education, Research, and Innovation 2021 (virtual), and 2) The 14th Annual International Conference on Education and New Learning Technologies (face-to-face, Spain). Initial surveys conducted of the Knowledge Cafés suggests that these opportunities to informally have conversations around teaching best practice and their experience of online teaching was valued, and its benefits understood. Several determinants for the success of knowledge sharing, within this context, are revealed.

Keywords: Knowledge Café, Virtual Knowledge Café, Higher Education, Knowledge Sharing, Teaching Best Practice, Innovation

1. Introduction

Context

In recent years, Higher Education Institutions in the UK have faced incredible pressure, due to escalating student demands, funding constraints, research and teaching excellence pressures and requirements, and a revived focus on student satisfaction. The Digital Age, the COVID-19 pandemic and subsequent lockdowns, each have had a different, yet equally, disruptive impact on Higher Education Institutions, forcing them to rethink the way in which education is delivered. 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), however, Deem et al., suggests that the tensions between research and teaching, gender and ethnicity, contractual position, workload, experience and responsibilities, creates divisions within Higher Education, leading to the creation of an environment not always conducive and supportive of sharing tacit knowledge. Academic staff within Higher Education Institutions are forced to compete as well as cooperate with each other. They are expected to learn and benefit from new knowledge developed, while also competing against each other for internal resources and competencies, rewards, status, and external recognition (Annansingh, et al., 2018). The divergent problem of sharing too much and too little knowledge requires academics to balance these two issues, which Annansingh et al. (2018) suggest requires trust, and given the complex context of Higher Education, involves some risk. However, sharing tacit knowledge—sharing of teaching best practice, pedagogy, innovation in the classroom, classroom management techniques, and creative student engagement—informally to enhance experience, is not always possible given the competing demands on academics’ time, as well as the competitive nature of the research and teaching environment. Alkurdia et al. (2020) suggest that the behaviour of academics might be inhibited by numerous organizational issues and that the organizational climate has a very strong influence on academics’ knowledge sharing practices. However, despite the complex environment and the related vulnerabilities and risks, some academics believe that such related risks are worth taking.

Knowledge Sharing Project

Knowledge Cafes at Swansea university

In 2018/2019 Dr Desirée Cranfield applied for and received £4500 funding to undertake a research project entitled “*Improving student engagement and satisfaction by sharing best practices*”. The main aim of the project was to create opportunities for the sharing of teaching best practice via the implementation of three Knowledge Cafés (KCs). The implementation of these Knowledge Cafes was exploratory in nature. To ensure some value was achieved from the Knowledge Cafés, a very short satisfaction survey was administered at the end of each of the Knowledge Cafés to understand if the approach to investigating knowledge sharing was valued, and to understand if any changes needed to be made to the implementation of the KCs. The intention was not to establish reliability and validity or to be able to generalise for other domains.

Several methodologies and frameworks exist that can be used to share knowledge. Knowledge sharing can occur through organised means, such as via a Community of Practice — a group of people who engage in a shared purposeful activity (Gravett & Petersen, 2007), and “share a concern or a passion for something they do and learn how to do it better as they interact regularly” (Wegner-Trayner & Wegner-Trayner, 2015, p. 1). Another means of sharing knowledge is via a ‘World Café’ — a simple, effective, and flexible format for hosting a large group dialogue (Inside Banner, 2022) — or

via a 'Knowledge Café' (Gurteen, 2022) which aims to bring people together to engage in a shared and purposeful activity over coffee, or lunch, conversing around a particular topic of interest, and to uncover collective knowledge. Each of these mechanisms can be used to share knowledge, the Knowledge Café was used as a means for Knowledge Sharing at Swansea University.

Development of the project and further interactive special sessions at international conferences

The initial intention of this project was to implement the Knowledge Cafes at Swansea University, with research being conducted to understand knowledge sharing practices at other universities before the implementation of the Knowledge Cafes. However, only one in-person interview was conducted at a university in London, and no further interviews could be conducted at the time. ERASMUS funding provided the opportunity to extend the project to a university in the Netherlands, where senior staff were interviewed in-person, over a period of a week, around their knowledge sharing practices. Due to COVID-19, however, the research element of the project had to be abandoned.

The first Knowledge Café delivered at Swansea University was an in-person, face to face one. Due to COVID-19, the remaining two Knowledge Cafes, needed to be conducted virtually. The virtual Knowledge Café's planted the seed, and provided the springboard and opportunity to expand the project to deliver a special, interactive, virtual session at the ICERI 2021 (14th international conference on education research and innovation) in November 2021. This special interactive session saw 90 participants attend online, with the survey conducted by the organisation showing a positive reception of the session. A second opportunity was realised, when a further interactive session was approved for delivery at the EDULEARN22 (14th International Conference on Education and New Learning Technologies). This conference was delivered in-person, in July 2022, in Palma, Majorca, Spain, with Dr Cranfield chairing or facilitating the café, Professor Sarah Jones providing the virtual lightning speech, and Ms Sue Evans and Ms Ellen Spender providing a virtual, in-conversation slot at the end of the KC.

2. The infrastructure and implementation

People

Dr Desireé Cranfield received funding to implement the project, part of which included undertaking background research. Initial interviews were conducted in London, and a further application to the Erasmus mobility fund enabled Dr Cranfield to visit the NHL Stenden University of Applied Sciences, in Groningen, Amsterdam (July 2019), to interview senior members of staff about knowledge sharing practices. The weeklong interview programme was hosted by Dr Wayne Johnson, the Director for International Affairs.

For the implementation of the Knowledge Café's, Mr David Gurteen, an experienced Knowledge Management consultant and practitioner was invited to facilitate the Knowledge Cafés at Swansea University, and a lightning speaker was invited to each Knowledge Café to open each session and provide some context to the topic of the session (see Table 1 Knowledge Cafés conducted during 2019 – 2021 Table 1). Both senior and junior academic staff were invited to these Knowledge Café sessions conducted at Swansea.

Systems

During the face-to-face Knowledge Café, **systems built into the lecture rooms** were used with flipchart paper being used to capture the lessons learnt.

For the virtual Knowledge Cafés, the **Zoom platform** was used to enable knowledge sharing between academic staff.

'Padlet'—a cloud-based collaborative software was used to capture lessons learnt, used in the last 20 minutes of the session. Padlet takes the idea of the notice board and makes it digital, creates a space for participants to share but in a way that's better than the real-world situation, as it can be anonymous and less intrusive, while being instantly updated for anyone sharing the space to view contributions immediately.

Qualtrics—a simple to use web-based survey tool used to conduct survey research, evaluations, and other data collection activities—was used to poll participants about their Knowledge Café experience.

Eventbrite—a free online event booking system – was used for staff to register their interest and availability to attend each session. This online system was useful as it enabled the administrator to check the numbers of participants who booked. If the minimum was not reached visits to staff offices were then made to encourage attendance and to promote the idea of the Knowledge Café.

Table 1 Knowledge Cafés conducted during 2019 – 2021, and 2022

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
Conference Special Interactive Sessions					
4. Virtual Knowledge Café 4 (14th Annual International Conference of Education, Research and Innovation 8th - 9th of November 2021)	8.11.2021	What are the lessons learnt from online teaching during Covid 19	Professor Tom Crick (Deputy VC Swansea University)	Facilitator David Gurteen, Desireé Cranfield, Sue Evans	90
5. Face to Face Knowledge Café – 5 (14th annual International Conference on Education and New Learning Technologies)	4.07.2022	Teaching innovation, before, during and after lockdown and the emergency eLearning	Professor Sarah Jones	Facilitator Desireé Cranfield In conversation with Sue Evans, and Ellen Spender	8

Format of the Knowledge Cafés and underlying principles

Underlying Principles

The intention of the creation of the Knowledge Café is to enable an informal space and opportunity to allow for free, honest, and easy conversation around a topic at hand. As such, the first 30 minutes is used to engage in a café setting with light refreshments, the aim being to create a friendly and relaxed environment, where staff could socialise with known and unknown staff members. The host has the responsibility during the first 30 minutes when refreshments are served, to create an open and friendly environment, to ensure that conversation is happening, and that everyone feels comfortable in the space and with the people and the conversations. Knowledge sharing increases

the value of knowledge (Annansingh, et al., 2018) and has no value if not shared and used (Li et al., 2014).

Certain underlying principles are used when conducting a Knowledge Café. At Swansea University a combination of some of the principles of the World Café and the Knowledge Café were used (see Figure 1). Firstly, the scene is set, and the context provided. Much is done to create a friendly space to encourage free and open engagement; there is no domination or control by anyone; everyone is considered equal irrespective of role or seniority; a relevant question to the audience is posed on all occasions and a dialogue undertaken; the discussions are then conducted in very small groups of 2 to 3 people at any one time. Engagement in the conversation is encouraged.

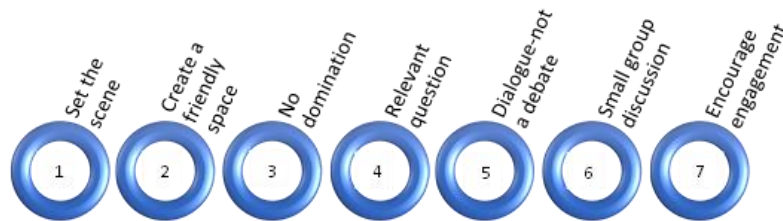


Figure 1: Knowledge Café principles, adapted from sources (Inside Banner, 2022; Gurteen, 2022).

The first KC was held face-to-face. Due to COVID-19 and the lockdown, the three subsequent KCs were conducted virtually (see Table 1) A good mix of academics from different subject areas were present to enrich the small group discussions.

Knowledge Café group activities

In-person Knowledge Cafe: Participants were asked to be seated in small groups of 2-3 people. The venue is considered an important part of creating the informal, friendly space. Small group discussions lasted for 15 minutes and then staff switched “seats” to have a discussion with another group of staff members (see structure of the Knowledge Café in Figure 2). Several rounds of these small group discussions were conducted during the 2-hour scheduled slot.

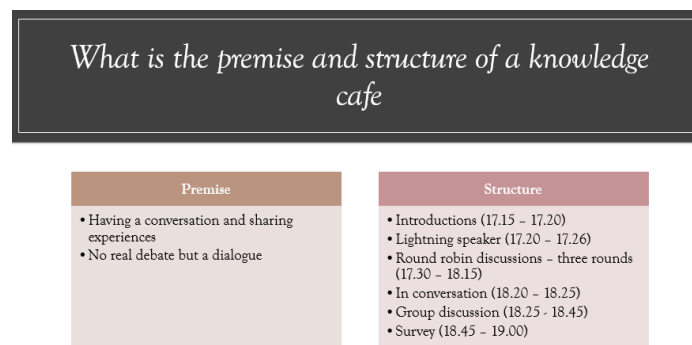


Figure 2: Structure of Knowledge Cafe

For the first three KCs the number of participants ranged from 19 – 25. For the KC's conducted at the international conferences, participants ranged from a large number (ninety participants) to a small intimate number (eight participants).



Figure 3 End of session-round circle discussion with all participants

In both the virtual and face to face conference KCs, the use of the Padlet software enabled participants to anonymously provide their insights and take away lessons learnt from the round robin small group discussion sessions. This mimicked the final circle created with chairs and participants who could not physically be facilitated during a virtual session (see Figure 3). The Padlet tool enabled the engagement from all participants and allowed those who wanted to engage orally, to do that. The output from the ICERI 2021 conference Knowledge Café is presented in Figure 4.

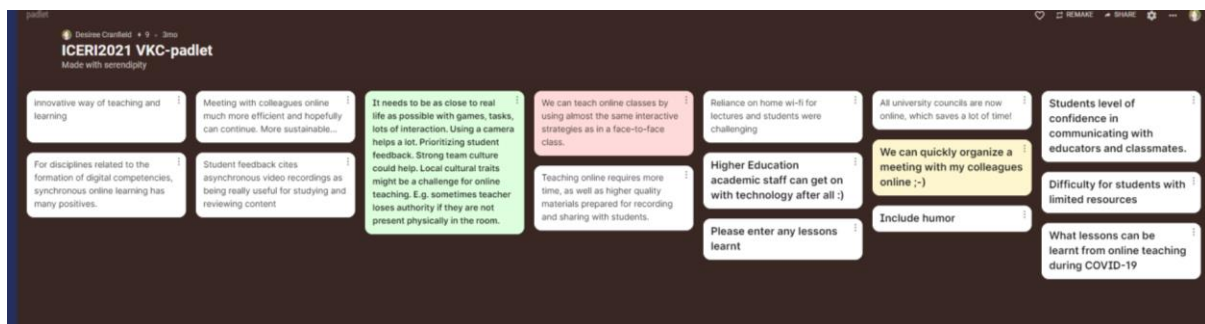


Figure 4 Padlet output from the knowledge café conducted at the ICERI2021 Conference

A list of Knowledge Cafés, the related question posed by the Lightning speaker, facilitators and number of participants are listed in Table 1.



Figure 5 QR code for students to use the PADLET tool to capture lessons learnt during their breakout discussions – EDULEARN22 Conference

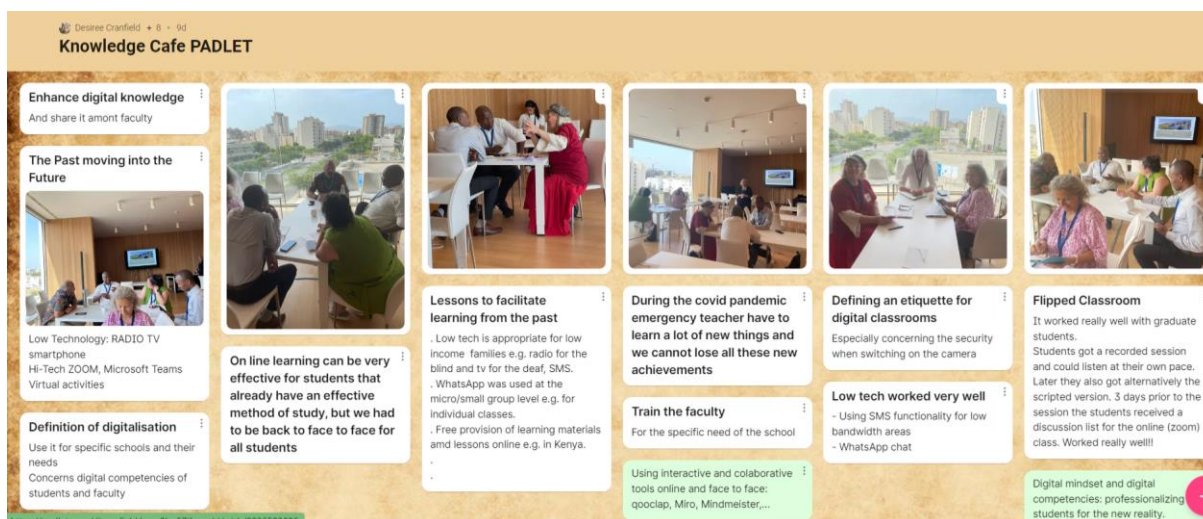


Figure 6 Padlet output from the knowledge café conducted at the EDULEARN22 Conference, in Spain

3. The challenges

Since Higher Education Institutions are complex environments, it does not naturally make the sharing of tacit knowledge easy and commonplace. Sohal and Daud (2009) suggest that there are barriers to knowledge sharing at the individual, organisational and technological level:

- **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. To encourage individual participation, individual staff members were visited in their offices or virtually and time was spent explaining the intention of the KC, the format, etc. Everyone who was spoken to on a one-to-one basis, liked the idea of the KC, expressed an interest to attend, with some being genuine about their intention to attend, however, at times other competing priorities impacted their attendance. For an effective exchange of knowledge, it is ideal to have a minimum of 15 participants, it was necessary to informally follow up on previous invitations, which was exceptionally time consuming. Sending emails with the notice was not enough to solicit interest.
- **Organisational Level**—lack of infrastructure, resources, and motivation via transparent rewards and recognition systems can inhibit the sharing of knowledge. Funding was received for several KCs hence, resources could be acquired for the implementation of it, which included booking the Knowledge Management consultant, and refreshments for the face-to-face KC. The booking of the venue for the first KC was free of charge, although finding a suitable venue was quite a challenge as some spaces were earmarked only for students. The challenge was convincing professional staff to book a suitable venue and the value of the KC. Not having any recognition system in place at the time to motivate staff to share their knowledge, was a challenge.
- **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. For the first KC, technical tools used were secured in the venue, no other technical tools were required. For the second and subsequent KCs, these were conducted via Zoom. As Zoom was the new platform used by most education institutions to deliver teaching, it was available to all participants of the KC, and was not a challenge to use and to find ways to use its features to accommodate the principles and format of the Knowledge Café.

4. How the initiative was received by the users or participants

The main aim of a Knowledge Café is to provide benefits to the individual participant, enable lessons learnt which they can take away and implement. However, as the KCs conducted were part of a project, which included a research element, being able to learn from experience of the participants of the KCs, and evaluate the KCs was also important. As such, the Qualtrics software was used to survey participants.

4.1 Evaluation

4.1.1 Knowledge Cafes at Swansea University

Knowledge Café 1 (Face-to-Face)

The first Knowledge Café was conducted face-to-face. Flip chart paper was used to capture the lessons learnt; however, a formal evaluation of the session was not conducted. Participants verbally shared their appreciation of the session and the usefulness of the opportunity.

Knowledge Cafes 2-3 (Virtual)

Positive feedback: The feedback received for each of the subsequent Knowledge Cafés was very positive. The majority of participants (79%) found the **style** of the KC to **engage with a topic** useful and the **format** of the Café—short talk, small group discussions, larger group chat—useful (86%) (see Figure 7 and Figure 7).

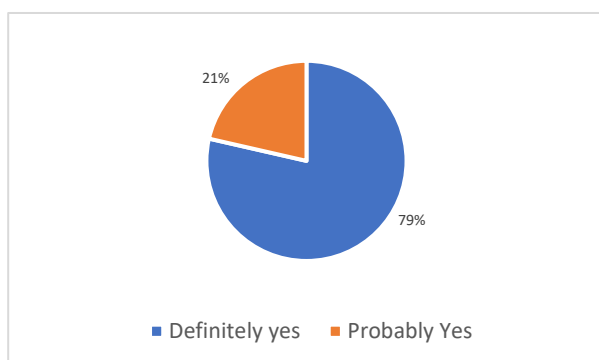


Figure 7 Knowledge Cafe style of engaging with a topic

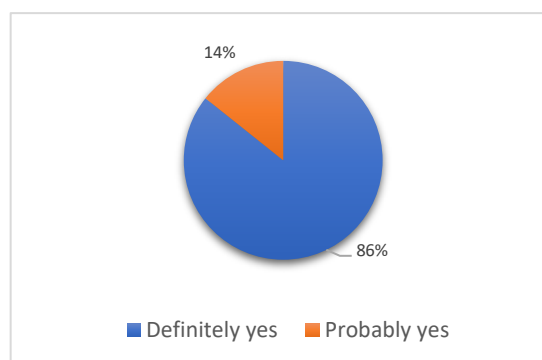


Figure 8 Format of the cafe useful -

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".

Some comments suggested for improvement:

"Perhaps having a facilitator in each breakout session to steer the conversation in the right direction and keep on topic".

"Longer to conclude the session/discuss key points brought up in each breakout room".

4.1.2 Special interactive session - Knowledge Cafes at international conferences

14th Annual International Conference of Education, Research and Innovation (ICERI 2021)

For this KC, the Knowledge Consultant, Mr David Gurteen, was invited to assist with the session, and Dr Desireé Cranfield and Associate Professor Ms Sue Evans assisted with the facilitation, by dropping into some of the virtual breakout rooms to assist with conversations where needed. This could not be completed for all breakout rooms due to the high volume of interest in the KC. Professor Tom Crick (Swansea University) delivered the lightning talk. This Knowledge Café was conducted as a **special session** at a conference and hence, many more people were in attendance than in previous KCs conducted at Swansea university. The session was an international one, with participants from all over the world, see Figure 9.

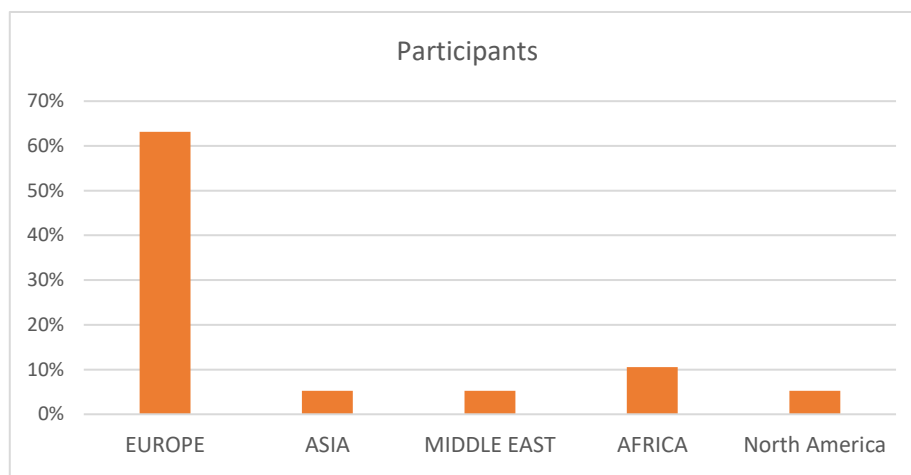


Figure 9 Respondent's country of residence

In addition to the survey conducted by the facilitators via Qualtrics after the session, the conference organisers also conducted their own survey (see Figure 10).

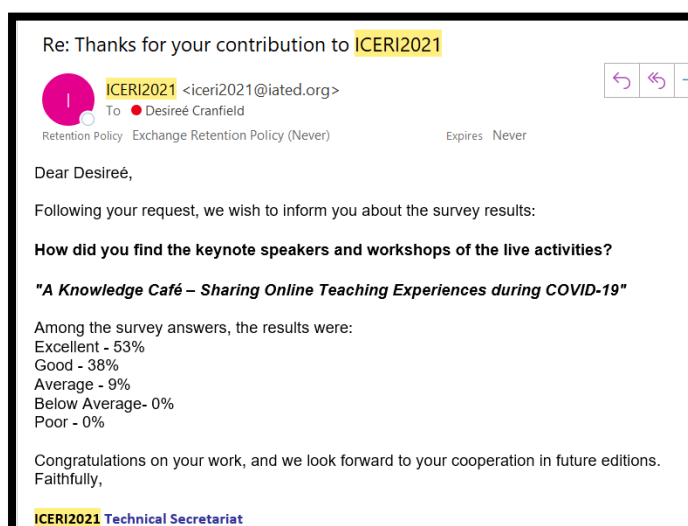


Figure 10 ICERI 2021 evaluation responses for the special session "A knowledge café – sharing online teaching experiences during COVID 19"

As can be seen from the email, 71% were positive about the Knowledge Café experience with 53% thinking it was excellent. Some of the results from our own survey suggests that most of the

participants were very positive, or positive about the KC, with one or two being neutral or not as positive.

14th Annual International Conference on Education and New Learning Technologies (EDULEARN 2022)

Edulearn 2022 was held on the 3-5 July 2022, in Majorca, Spain. For this international, interactive special session, Dr Desireé Cranfield was the chair and facilitator of the session. Professor Sarah Jones, Swansea University, provided the virtual lightning talk, posing the question, while Sue Evans and Ellen Spender ended off in conversation about the question at hand “Teaching innovation, before, during and after lockdown and the emergency eLearning”. The session was quite intimate as a small number of participants attended; however, the engagement and feedback were very positive.

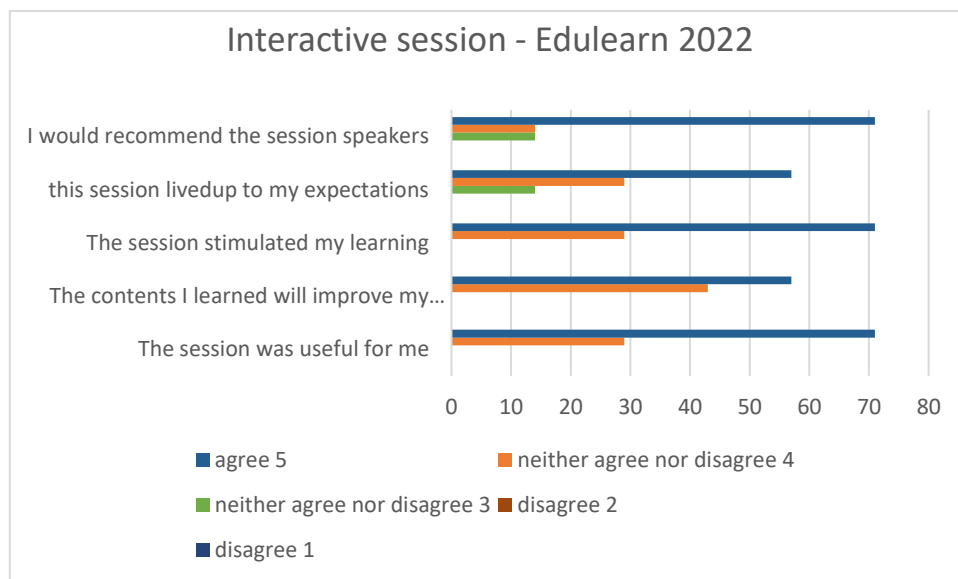


Figure 11 Evaluation conducted by EDULEARN22 of session

Comments written on the evaluation sheets included: “Excellent session”, “Please do let’s stay in touch. This interactive session became very lively with brilliant collaboration, a vibrant synergy between us all! Thank you, Desiree - time ran out too quickly”, “A small group - excellent exchange”, “I didn’t know what to expect, but this was very valuable. Met very lovely people”.

5. The learning outcomes

The Knowledge Café implemented was largely based on David Gurteen’s Knowledge Café principles. As such it was not focused on traditional learning outcomes, nor answering a particular question, making decisions, agreeing to a plan, or reaching consensus. It was purely about creating opportunities for informal conversation around a particular topic (Gurteen, 2022), enhancing individual understanding, in an environment where informal conversation and sharing of tacit knowledge is not always commonplace. The Knowledge Café is said to be able to provide an individual with a deeper understanding of the topic discussed, a deeper insight into other perspectives on the topic, and a better appreciation of their own perspectives (Gurteen, 2022). This supports the functions of conversation and enables deeper relationships and engagement through sharing of knowledge. Therefore, each individual could experience intangible benefits, which is difficult to measure unless shared explicitly. The operational lessons learnt of implementing Knowledge Cafés within the Higher Education context is shared in Section 5.1 and some of the participant lessons learnt is shared in Section 5.2.

5.1 Operational Lessons learnt

Several lessons were learnt in relation to creating opportunities for tacit knowledge sharing (see Figure 12):

- a) *Intentional creation of knowledge sharing opportunities*: Informal tacit knowledge sharing opportunities needs to be created, it is not commonplace within this context.
- b) *Dedicate time*: Given the competing priorities a dedicated time for knowledge sharing activities is needed.
- c) *Muster senior leadership support*: Sohail and Daud (2009) suggest that the sharing of knowledge could be enhanced if university leaders support and inspire academics to share their tacit knowledge via open discussions, discussion forums, seminars or colloquiums. When leadership support the initiative, it raises the awareness and also the interest in the initiative.
- d) *Use an informal platform and methodology*: that works for the context. Various, frameworks and methods exist for sharing knowledge.
- e) *Include different levels of seniority*: it is very important to include staff with different levels of experience to enable a variety of experiences.
- f) *Timing is key*: the academic schedule is exceptionally busy with competing activities such as teaching and learning, administration and management, citizenship, research, as well as supervisory and scholarship activities. Finding an appropriate time where high priority activities are not scheduled, is important to enable attendance.
- g) *Marketing and advertising the event widely and often is important*: The first international, interactive session – Knowledge Café- held at a conference, saw many participants attend online. The event was advertised on the front page of the website, as a keynote, this raised the profile of the event, which was evident in the many participants in attendance. For the second conference, the event was not advertised in the same way, was listed as one of the different interactive events on the day but did not get the same kind of coverage. Although the delivery platform was different, online versus face to face, which could also impact attendance especially if its scheduled as the last session of the long day at 17.15-19.00pm, the lesson to learn is that one must take ownership of the promotion of the event to ensure a larger audience and participation, and possibly address the issue of timing of the café, to be after lunch.

5.2 Individual Lessons learnt by participants

As part of the evaluation of some of the sessions, open ended questions allowed participants to share their lessons learnt, some of which are captured in Table 2.

Table 2 Lessons learnt by participants

Participants	Lessons learnt by participants
1	It was interesting to speak with different people with more experience than me. In my opinion this should be included in some classes because you can hear different perspectives about the topic.
2	Many lessons learnt
3	Exposure and experience of how online education is handled in different countries.
4	Learnt about teachers' readiness for remote studies and students self-learning competence, etc.
5	include humour, take the best practice into the new teaching
6	The fact that staff need further training on how to use Zoom in the classroom effectively. We all learnt the basics very quickly but need to build confidence in using it with large groups. Meeting in a staff team of 5 is different to managing/hosting a lecture for 100
7	The idea that long lecture sessions with the lecturer "delivering knowledge" may not be the way forward. Sessions that utilise a flipped approach are more useful in facilitating learning. Some ideas to do this in the "virtual "world was discussed.
8	Yes. Don't just turn your one hour "lecture" into a virtual format. Flipped lecturing has evidence to support it. I found the subsequent links that were shared interesting
9	The use of break out rooms worked well today, but I think we could have had bigger groups
10	The breakout rooms in Zoom were really interesting and offer a way of structuring sessions
11	The feedback was more of a reassurance that we are on the right track in our current curriculum development. However, I did like the idea of setting up a break-out session after lectures for students who would not feel comfortable asking questions in front of a larger audience. I also thought the suggestion of useful the interactive whiteboard was a good one
12	It isn't necessarily a paradigm shift but a pedagogical one. Considerations as to how to engage students during online delivery e.g. through breakout rooms, question time and activities etc.

Participants expressed that many lessons were learnt, in particular these lessons were learnt from more senior participants than themselves. Exposure to how online education was adopted in different countries was also mentioned, as well as the fact that the shift to online teaching did not involve a “paradigm shift but a pedagogical one”.

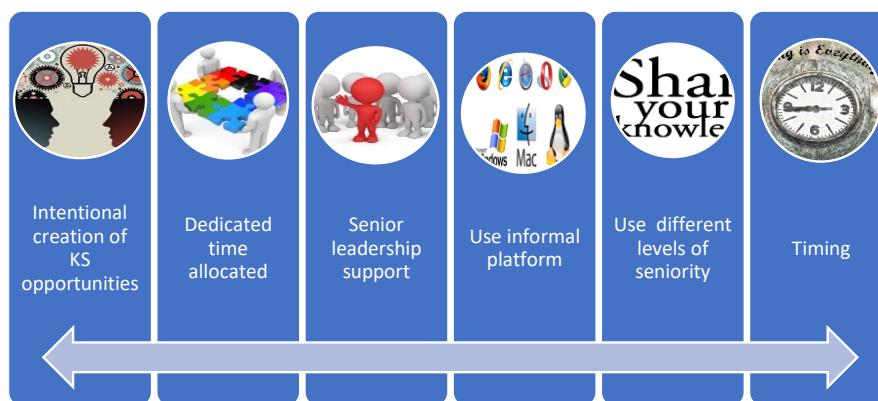


Figure 12 Operational lessons learnt

6. Plans to further develop the initiative

The progress of the initiative has already developed beyond the initial project objectives, which was to undertake some initial research around knowledge sharing, implement three Knowledge Cafés at Swansea University, and then to distribute the lessons learnt.

The initial plan was to implement face to face Knowledge Cafés, however, due to COVID-19 and to enable continuation of the project, the original plan needed to be revised. The Knowledge Cafés were redesigned and developed to become virtual KCs which proved successful.

An application to present a special session at the *14th Annual International Conference of Education, Research and Innovation (virtual)*, on the 8th November 2021, was outside the initial project scope

and beyond what was originally planned. A second special session was conducted at the 14th Annual International Conference on Education and New Learning Technologies, held in Palma de Mallorca (Spain) on the 4th, 5th and 6th of July 2022, and was facilitated by Dr Desireé Cranfield. This was the first international, interactive Knowledge Café session facilitated by Dr Cranfield on her own. Further plans would be to submit a proposal to the 16th annual International Technology, Education and Development Conference, in March 2023, facilitated by Dr Desireé Cranfield and Professor Isabella Venter. Additionally, a further Knowledge Café has been approved to be implemented at Swansea.

Knowledge sharing within this context has proven to be useful, despite the challenges related to implementing it. The combination of the principles of the World Café and Knowledge Café worked well. These were ad hoc sessions arranged over a period of three years, which expanded into interactive sessions being held at international conferences. It would be beneficial to have Knowledge Cafés scheduled on a more regular basis, and to continue to provide opportunities to academic staff on a larger international scale. For this initiative to continue and to provide opportunities on a larger international scale, funding would need to be sought.

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8. Bios



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Dr Cranfield has more than 17 years of lecturing experience, and more than 7 years of management experience. She is also an HEA mentor and assessor. Dr Cranfield has co-authored several papers within the field of Knowledge Management, as well as in the field of Intellectual Capital and Innovation, mobile security, and eLearning. She is currently a reviewer for several journals and often is invited to review papers for conferences as well. She enjoys collaborating with international professors on several multidisciplinary research projects, including mobile security, teaching and learning, the perceptions of the emergency eLearning, lessons and best practice that can be taken from that.

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Emeritus Professor Isabella M Venter Emeritus Professor, Computer Science, University of the Western Cape, South Africa

Isabella M Venter is an Emeritus Professor in Computer Science at the University of the Western Cape, South Africa, and currently the Chair of the Management Committee of the Telkom/Aria Technologies Africa Centre of Excellence. Her research interests include computer science education, human computer interaction and information communication technologies for development (ICT4D).

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Sue Evans is an Associate Professor in Accounting and Finance, and the Programme Director for the School of Management's Foundation degree programmes. Sue has extensive programme management experience, over 40 years of teaching and lecturing experience. Her pedagogic research interests include employability, inclusivity, digital collaboration, and active learning spaces.

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Ellen Spender, Senior Lecturer, Accounting and Finance, Swansea University, Wales
Ellen Spender is a Senior Lecturer in Accounting at Swansea University. She is a Senior Fellow of the Higher Education Academy, and the recipient of several teaching awards. Her current research focuses on the use of game-based learning platforms in the higher education teaching environment strategy to engage students.

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