

ACCESS

African Center for Career Enhancement and Skills Support

Wiki as a modern source of knowledge for e-Coaching



18/01/2023



Sandy Adam / Matthias Grahl

Agenda

- Introduction to ACCESS
- e-Coaching
- Wiki as knowledge base
- ACCESS Wiki
- Wiki – Challenges
- Setup questions
- Q / A

Introduction to ACCESS

The challenge



Rise in University
Education in Africa



Expansion of Higher
Education Sector



Increasing Graduate
Unemployment



Political
Impact

ACCESS objectives

- ◆ Seeks to address the paradox of growing higher education and graduate unemployment in Africa
- ◆ Aims to develop capacities at HEIs in Africa to proactively develop solutions for enhancing graduate employability
 - ▶ Scientists, in terms of employability research
 - ▶ Lecturers/Teachers level in terms of teaching methodologies
 - ▶ Structural level at HEIs in terms of UBL and Career Enhancement initiatives
 - ▶ Entrepreneurship development at HEIs



Partners and pillars



**Employability
Research**



**Capacity
Building**



**University
Business
Linkage**



**African German
Entrepreneurship
Academy**

Main goals (outcomes)



Outcome A: An **international network** of 37 HEIs, private sector, and development cooperation institutions.



Outcome D: Research agenda to develop innovative solutions to strengthen economic competitiveness and reduce poverty (SDG 8)



Outcome B: An incubator for multi-actor partnerships on national and international levels involving HEIs, business associations, and other players.



Outcome E: Enhanced Quality of teaching methods (SDG 4) at 20 HEIs - new methods and digital tools.



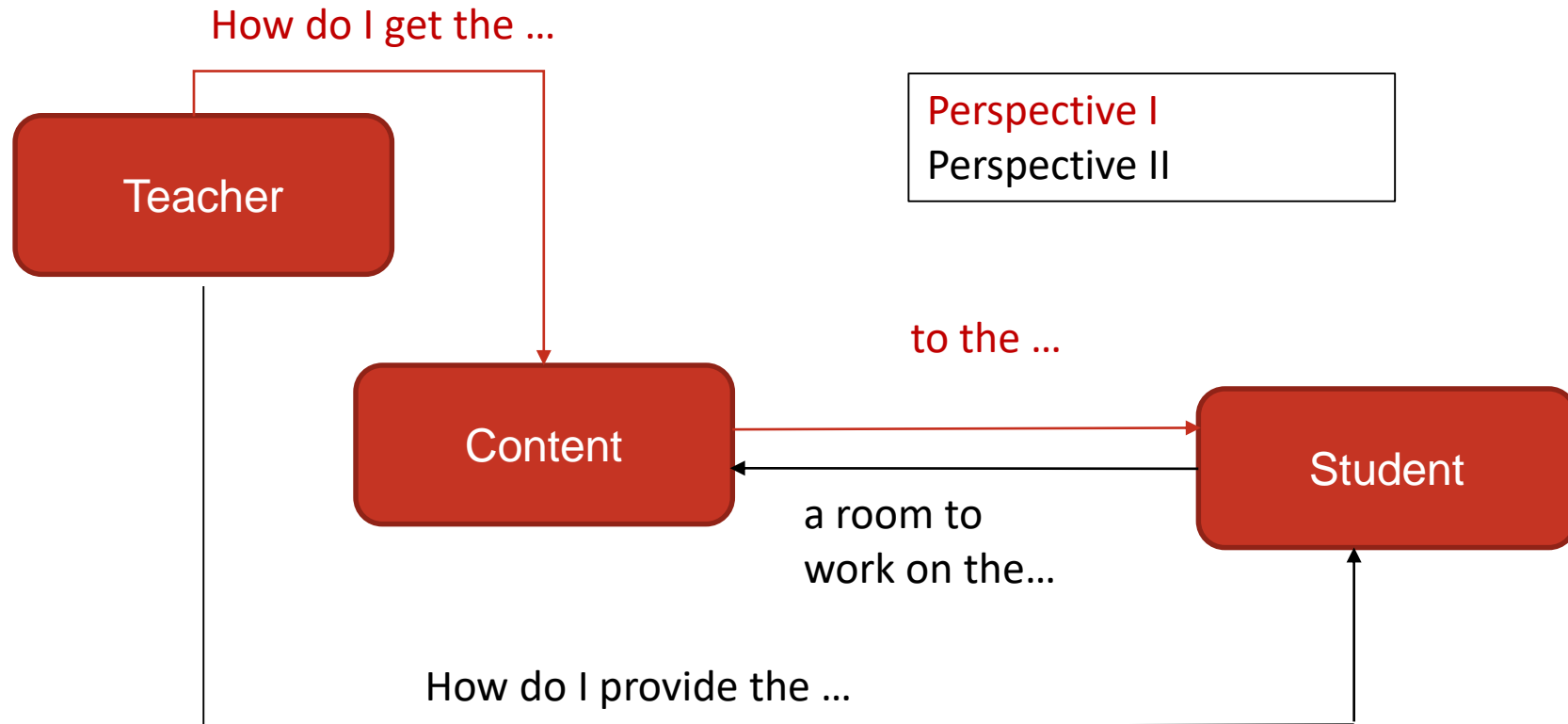
Outcome C: Interdisciplinary approach to employability promotion



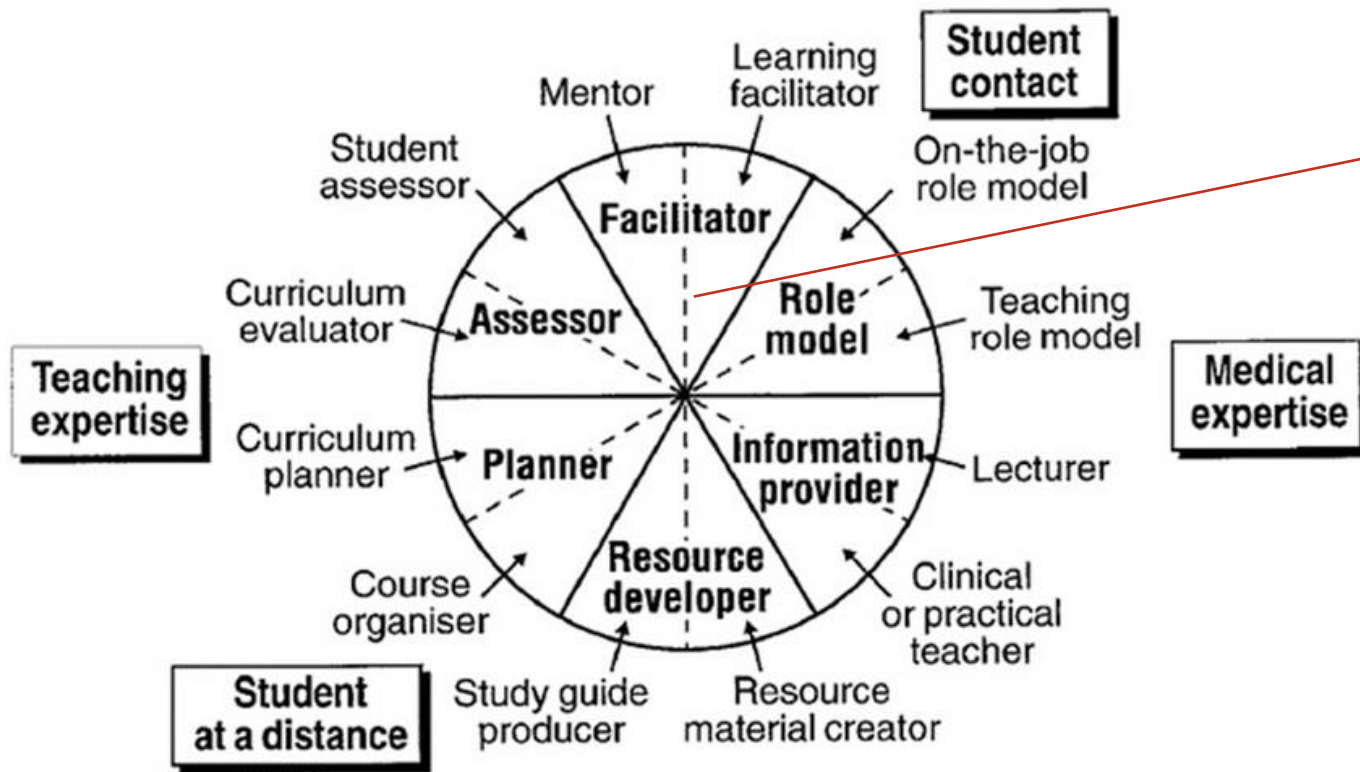
Outcome F: University Business Linkages and Career Enhancement Initiatives.

e-Coaching

Shift from teaching to learning



The 12 roles of a teacher



Coach?

Harden & Crosby, 2000

Towards an understanding of e-Coaching in higher education

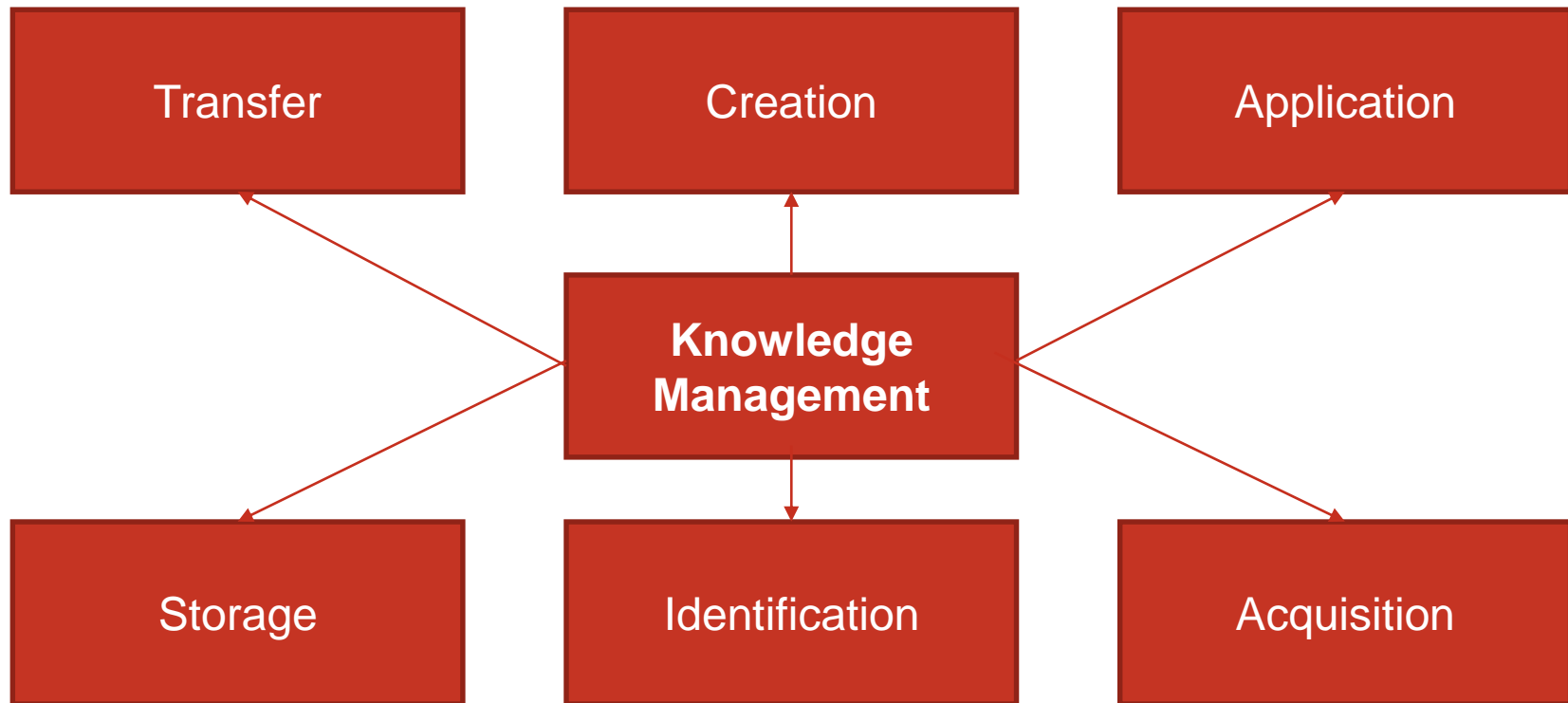


The coach's (teacher's) goal will be to facilitate a coachee's (learner's) growth and potential by assisting them in identifying needs, developing goals, building strategies to meet these goals and providing support and encouragement in order to ensure that these goals may be met (Dwyer, 2004).

Doing what I've always done, but online (Clutterback & Hussain, 2009).

Wiki as knowledge base

Knowledge management



Parent et al., 2014

Characteristics of a Wiki



WIKI (Hawaiian = fast)

Collaborative
Knowledge creation
and development



Swarm
intelligence

Exchange
platform

Dynamic knowledge
base

Contribution by
„everyone“

Web 2.0

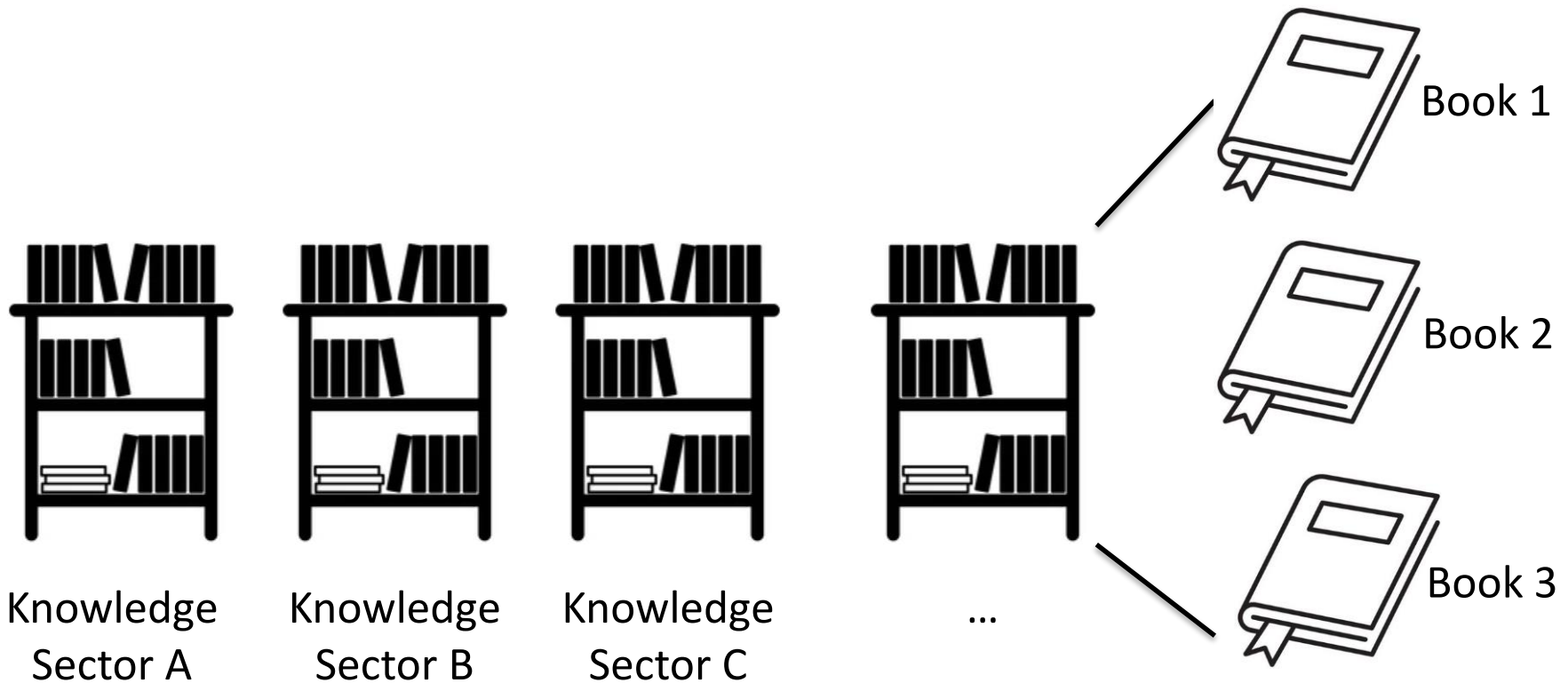
ACCESS Wiki

Objectives



- To provide a digital platform, primarily for lecturers in African higher education institutions (HEIs) to provide and share knowledge concerning different teaching and learning methods
- To support the project identity and realise a simple and cost-efficient setup of a useful and externally accessible internet resource (Strand et al., 2004)
- To enhance the overall visibility of ACCESS
- ACCESS Wiki is made „for lecturers by lecturers“
- Find out more: wiki.access-centre.org

Structure - Library environment



Software










- Free and open source
- Easy and simple interface
- Configurable, simple requirements
- Link: www.bookstackapp.com



Structure – Book shelves



 2. Collaboration and teamwork ★ Erreicht vor 10 Monaten ✓ Zuletzt aktualisiert vor 2 Tagen	 3. Communication skills development ★ Erreicht vor 9 Monaten ✓ Zuletzt aktualisiert vor 1 Woche	 4. Innovation skills ★ Erreicht vor 10 Monaten ✓ Zuletzt aktualisiert vor 1 Woche
 5. Intercultural competence... ★ Erreicht vor 10 Monaten ✓ Zuletzt aktualisiert vor 1 Woche	 6. Intra- and entrepreneurial skills... ★ Erreicht vor 10 Monaten ✓ Zuletzt aktualisiert vor 2 Tagen	 7. Digital tools <small>These are electronic or computerized and internet-based technologies/tools used in facilitating workflow processes. They come ...</small> ★ Erreicht vor 9 Monaten ✓ Zuletzt aktualisiert vor 1 Woche
 8. E-coaching and e-teaching <small>It's all about e-learning and coaching in teaching situations</small> ★ Erreicht vor 1 Jahr ✓ Zuletzt aktualisiert vor 1 Woche		

- Collaboration and teamwork
- Communication skills development
- Innovation skills
- Intercultural competence
- Intra- and entrepreneurial skills
- Digital tools
- E-coaching and e-teaching


Structure - Books



Regale > 2. Collaboration and teamwork


2. Collaboration and teamwork

Sortieren Standard ↓




2.1 Introduction to collaboration

★ Erstellt: vor 10 Monaten
✓ Zuletzt aktualisiert: vor 1 Woche



2.2 Tools for collaboration

★ Erstellt: vor 10 Monaten
✓ Zuletzt aktualisiert: vor 1 Woche



2.3 Tools for intercultural...

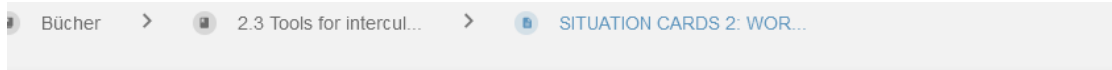
★ Erstellt: vor 9 Monaten
✓ Zuletzt aktualisiert: vor 1 Woche

- Amount of several books
- Additional information about creation or last changes
- Bread crumb navigation

Content example



Content example 1: Tools for intercultural collaboration



SITUATION CARDS 2: WORKING IN MULTICULTURAL TEAMS

Field of application	#Intercultural training
Resume / Brief description	This card game encourages the participants to #reflect on different situations and to work out suitable proposals for action. It is a framework game that serves as a basis for the #investigation of various topics.
Target group (including group size)	- Participants: § Min. 3 § Max.: any number, divided into groups of 3-7 members § Ideal: 15-30 in groups of 5-6 members
Objectives	Reflection of different situations and development of appropriate proposals for action
Requirements Material Time	- Time: 15-45 min - Materials: § Situation cards: set of 20-40 cards for each group, each card has a short description of a situation § Index cards: a sufficient number of cards for the players to record their answers § Stopwatches: One clock for the entire course of the game, one clock per group (2 min per situation card) (hourglass, electronic stopwatch, digital clock) § Handout per participant: "How to play situation cards?"

- Brief description of the method
- Intended target group
- Focussed objectives of the method
- Requirements for execution
- Implementation guidelines
- References

Content example



Content example 2: Scientific articles

Regale > 6. Intra- and entrepre... > 6.1 Introduction to in... > Entrepreneurial Teachi... >

Entrepreneurship teach...

Entrepreneurship teaching and learning journey by HEIs in Rwanda

This is a typical example of entrepreneurship teaching and learning journey by HEIs in Rwanda. The case study describes how the African German Entrepreneurship Academy processed in shaping and transforming mindsets of the academic staff and students in terms of entrepreneurship learning. Please check the following link: <https://www.ageacademy.de/wp-content/uploads/2021/06/Developing-entrepreneurial-and-employability-competences-for-effective-transition-from-university-to-employment-market-Dr-Gonzalves-Nshimiyimana.pdf>

"Developing Entrepreneurial and Employability Competences for Effective Transition from University to Employment Market: Case Study of African German Entrepreneurship Academy (AGEA) in Rwanda, 2017 – 2020", Dr. Gonzalves Nshimiyimana (INES-Ruhengeri), June 2021

- Scientific articles that aim the relevant knowledge sector
- Content can be presented directly on the Wiki page or linked to an external website
- Important issues: Referencing and copyright issues

Wiki - Challenges

Challenges



Staff based Challenges

- Managing resources (responsibilities)
- Contributor documentation
- Formal guidelines (and their commitment)

Technology based Challenges

- Choice of platform / CMS
- User / Contribution management
- Platform maintenance

Questions for setup

Questions for setup



- What kind of content do I want to publish (specific vs. general)?
- How big is my contributor group (now/in the future)?
- How many (staff) resources do I have for management tasks?
- How good are the technical skills (contributors and management team)?
- What kind of support do they eventually need?

Thank you!



Do you have any questions or comments?

Contact:

Sandy Adam

sandy.adam@uni-leipzig.de

Matthias Grahl

matthias.grahl@uni-leipzig.de



Clutterbuck, D. & Hussain, Z. (2009). *Virtual Coach, Virtual Mentor*. Information Age Press, Greenwich,CT.

Dwyer, J. (2004). *E-coaching*, available at http://edweb.sdsu.edu/people/ARossett/pie/Interventions/ecoaching_1.htm

Harden, R. M. & Crosby, J. (2000). AMEE Guide No 20: The good teacher is more than a lecturer - the twelve roles of the teacher. *Medical Teacher*, 22(4), 334-347.

Parent, M., MacDonald, D., & Goulet, G. (2014). The theory and practice of knowledge management and transfer: The case of the Olympic Games. *Sport Management Review*, 17, 205-218.

Strand, M., Udas, K., & Lee, Y. (2004). Design for communities of practice: Eduforge. In R. Atkinson, C. McBeath, D. Jonas-Dwyer & R. Phillips (Eds.), *Beyond the comfort zone*. Proceedings of the 21st ASCILITE Conference. pp. 887-890