

Thinking About Knowledge Mobilization Plans:
Some helpful guiding questions

The Message: What should be transferred to decision makers?	
What broad actionable messages may stem from your research?	<hr/> <hr/> <hr/> <hr/>
Consider your possible findings – Why might they be important to practice?	<hr/> <hr/> <hr/> <hr/>

The Target Audience: To whom should research knowledge be transferred?	
What are all the possible target audiences to which you research may be of utility? i.e. who counts as a practitioner in your field?	<hr/> <hr/> <hr/> <hr/>
What environment do they operate in and what decisions do they make?	<hr/> <hr/> <hr/> <hr/>

The Messenger: By whom should research knowledge be transferred?	
Will your research likely be communicated to the target audience by an individual, a group, an organization?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Knowledge brokering?	<hr/> <hr/> <hr/> <hr/>

The Knowledge-Transfer Processes & Communication Infrastructure: How should research knowledge be transferred?	
What strategies/ mechanisms will you use? (avoid passive strategies whenever possible)	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Are any strategies innate to your study?	<hr/> <hr/> <hr/> <hr/>

Evaluation: With what effect should research knowledge be transferred?	
What will successful mobilization of your research knowledge look like?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
What mechanisms will allow you to determine this?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
How will you measure it?	<hr/> <hr/> <hr/> <hr/>

Possible Strategies	Possible Functions

Sample Budget

Item	Expense
<p>Personnel Costs: Student/Intern Salaries and Benefits Two to four students/interns, employed in the capacity of researchers, will work with the research and evaluation committee on all aspects of the study including collaborating with community members and agency personnel and actively engaged in the development of OKN community of practice comprised of university researchers, site based researchers, front line practitioners, service providers, community members and collaborators. Basis of Calculation: Based on working 10 to 20 hour per week (contingent on student workload and number of students) between September and April (2011/2012) and (2012/2013) – graduate students will receive \$15-20/hour (including benefits). Two summer student positions working between 24 and 35 hours per week – May – August.</p>	\$37,200.00
<p>Personnel Costs: Knowledge Mobilisation Consultant The Knowledge Mobilisation Consultant will work with the OKN Research and Evaluation team to support the development, implementation and evaluation of an OKN Knowledge Mobilisation Strategy (\$2000.00 x 10 days)</p>	\$20,000.00
<p>Dissemination & Knowledge Mobilisation Activity Costs Hosting 5 community Forums – costs associated with venue, printing of report cards, videotaping sessions and support materials for 6 forums (approximately 80-100 participants) @ \$3,000 per forum</p> <p>Implementation of KM strategy as designed by KM Consultant and OKN Research & Evaluation Committee and Development of KM strategy – evaluation framework – detailed activities to flow from Strategic Planning Session April 4-5, 2012</p>	\$18,000.00 \$8,000.00
<p>Professional development sessions for school administrators and school staff (teachers, EAs, CDAs, Social Workers, CYCs, curriculum consultants, etc.) on deepening understanding of practical uses of developmental asset framework</p>	\$5,000.00
<p>Engaging community members in development and validation of Developmental Assets strategy and action plan – Costs associated with facilitation of planning session</p>	\$4633.00

Student Colloquia – Costs associated with venue, student transportation, recording, speakers corner, printing and materials	\$1,467.00
Research Briefs, Fact Sheets, and OKN Bulletins – costs associated with printing, design and distribution	\$2,000.00
Website – design of Knowledge Mobilisation page (including an on-line Art Gallery to display results of Student Photo Voice exhibit) – overall content management	\$2,500.00
Miscellaneous Supplies and Materials Costs for printing, photocopying, resources	\$1,200.00
TOTAL	\$100,000.00

Examples of KM Activities and Plans

This proposal seeks to mobilize existing knowledge on integrating Aboriginal perspectives into the classroom in three ways: **(1) by designing two full-day professional development workshops; (2) by distributing a resource kit; and (3) by creating a knowledge network from these workshops in order to establish an ongoing dialogue between researchers, practitioners, and teachers.** The workshops will be designed to help foster the inclusion of Aboriginal perspectives in elementary and secondary schools. Participants will gain a deeper understanding of Indigenous worldviews and an appreciation of how this knowledge can assist all learners in their educational journey and enhance Aboriginal student achievement. The resource kit will be distributed at the workshop, and it will be available online through the Toronto District School Board and the Indigenous Education Network at OISE/University of Toronto. The network that is created will provide opportunities and information to educators to stay connected through an ongoing dialogue whether it be via social media updates, a web repository, or an Aboriginal education wiki for the group.

Through a series of meetings, **stakeholder groups will be presented with traditional research reports as well as data visualizations.** Knowledge will then be mobilized in two ways through: **(1) a workshop for education researchers; and (2) publications and conferences.**

The research team will approach both AERO and the HLM-LRC to coordinate a Special Interest Group Session (SIGS) **or workshop for education researchers.** This presentation will provide participants with an overview of the project, a summary of results to date, and a hands-on workshop that will build capacity for immediate implementation and adaptation in their organizations. With interest from other Ontario researchers, it may be feasible to establish a provincial equivalent to the Durham District School Board's Data Visualization team.

This project mobilizes knowledge inherently through: **(1) forming an advisory/steering committee; (2) ensuring broad-based community engagement; (3) creating a results-based accountability framework and monitoring cycle; (4) creating working committees; (5) developing research in collaboration with internal and external stakeholders; (6) creating or identifying existing communities of practice to engage communities in knowledge uptake and implementation; (7) publishing and promoting research findings in useful formats; and (8) developing a sustainability strategy.** The details of these strategies can be found in the full proposal.

Furthermore, a core value of OKN has been the commitment to sharing all data throughout the entire community of Halton and beyond. All publications, presentations, and survey instruments will be made available on Our Kids Network website.

This project begins by obtaining input from the OCT and Ontario educators and will ask, "what are the knowledge, skills, resources, and experiences that candidates need in order to complete the AQ courses...in Special Education." Data will be collected and further developed, where **stakeholders will network and collaborate on the issues.** A larger group of peer evaluators (60) will be asked for feedback on the focus group's findings. The peer review will be incorporated and the researchers will compile the findings. Stakeholders from the education agencies, faculties, and boards across Ontario will contribute at all levels of inquiry and consultation.

A further knowledge mobilization activity in this project comes through the development of a **web-based toolkit** to develop the delivery of AQ programs in special education.

This project mobilizes knowledge by bringing an expert to disseminate knowledge. During his visit, Dr. Herreid will facilitate several one-day **workshops** and one additional seminar for graduate students. The workshops will focus on aspects of science teaching (sessions will be devoted to elementary/secondary/post-secondary science instruction). They will be followed by a Master Class with graduate students from across the Laurentian community (including participants from Science, Nursing, and the School of Education) and with demonstrators, science communication students, and staff scientists from Science North. All of the workshops/seminars will be hosted in Sudbury and there will be **teleconference** opportunities arranged via the Instructional Media Centre at Laurentian University to enable teachers and faculty at colleges and universities across Northern Ontario to participate. As part of the workshops, a **toolkit** for the participants consisting of **DVDs and short explanations** on how to develop and use case studies and problem-based learning strategies will be developed. **The lectures and workshops will be video-taped, edited, and made available online** through the Laurentian School of Education website.

This project mobilizes knowledge inherently as it **creates five online forums of key experts in the field of early learning**. The audience for the forums is a **pilot group of 20 learning communities** consisting of principals, teachers, and ECEs from the 2011 cohort of the Full Day Early Learning programme. Each forum will be a half day, and each **month an expert in an area of early learning research** (such as play-based learning) **will be invited to present and lead a discussion** with the pilot group. The **online component will consist of a webinar type interaction** with opportunity for two-way conversation between the expert and the participants. **Between forums, participants collaborate on a social media site in which they can share ideas, materials, and other opportunities for further learning**. The **site will be a repository** for the materials from the experts as well as videos of the session.

Furthermore, knowledge will continue to be mobilized after the initial project winds down in several ways: (1) through **webcasts and materials** made available to the members of CPCO and OEFTA for use in **workshops, conferences, and AQ courses**; (2) through **modifying professional development strategies** used by the partner organizations to accommodate what has been learned from the analysis of the participants' responses to the online community; (3) through **videotaped forums**; (4) **conferences**; and (5) **workshops**.

Once a discussion paper that reviews and synthesizes existing research and evidence-based practices surrounding the collection and analysis of student demographic data has been developed, it will serve as a springboard to: **(1) launch discussion forms**; and **(2) create online mediums** for knowledge mobilization.

Two discussion forums will bring together stakeholders for dialogue and sharing around the collection and use of demographic data.

The online mediums will include the creation of a website and social media features. This online component will provide feedback and inform the continuous development of the discussion paper.

Knowledge mobilization is inherently built into this project. The project will begin with **face-to-face presentations through a kindergarten conference** focused on researchers from the field of play-based learning. Sharing from practitioners who have utilized the research in their own practice will further enhance the research from the experts. **Webcasts** of the researchers will be made available online, together with a **facilitation/discussion guide for project partners so that the webcasts can form part of a longer term strategy** for professional development as new schools become part of the Ministry's Full-Day Kindergarten initiative. This project builds a partnership with the Catholic principals and ECEs around the conference and establishes online access to the webcasts with a discussion guide for viewing.