

Réseau d'échange des connaissances pour la recherche appliquée en éducation

## Ten Tips for Building & Sustaining Effective Knowledge Mobilization Networks



<b>Establish a clear focus and desired outcomes:</b> networks that have a clear aim (focused on the needs of a specific population) and specify desired outcomes have been found to be more effective.
<b>Plan strategically:</b> develop a realistic and comprehensive plan that connects and coordinates knowledge mobilization activities and focuses on a small number of clear and specific goals.
<b>Include a diverse range of stakeholders and key representatives from each group</b> : inclusion of a diverse range of stakeholders supports the exchange of a wide range of knowledge, skills and resources. KNAER projects that also included top level decisions makers and "end users" (those expected to use knowledge resources in practice) were found to be more effective.
<b>Collaborate to develop clear agreed upon goals, roles &amp; contribution:</b> ensure each partner has clear and agreed upon goals and roles and is contributing a unique set of skills, knowledge, resources etc. to the network. The contribution of each partner should make sense to all those involved.
<b>Include processes and structures that encourage respect &amp; build trust:</b> respect, trust and sensitivity to power issues are common characteristics of effective networks. Start with modest, low-risk trust-building initiatives. Include a culture of trust in stated core values, distribute power through collaborative leadership, and ensure partners bring different and valued resources to the table.
Collaborative leadership, and ensure partitlers bring different and valued resources to the table.
<b>Define "knowledge" broadly:</b> mobilizing knowledge from formal research as well as explicit and tacit knowledge from practitioners, service users, community members, policy makers, and other stakeholders is essential for understanding and addressing complex and systemic problems.
<b>Define "knowledge" broadly:</b> mobilizing knowledge from formal research as well as explicit and tacit knowledge from practitioners, service users, community members, policy makers, and other
Define "knowledge" broadly: mobilizing knowledge from formal research as well as explicit and tacit knowledge from practitioners, service users, community members, policy makers, and other stakeholders is essential for understanding and addressing complex and systemic problems.  Define "mobilization" broadly & prioritize continuing professional development: "mobilization" requires more than the dissemination of knowledge resources. Ongoing opportunities for practitioners, researchers and other stakeholders to interact, discuss, share and co-create knowledge and evidence informed resources are critical to ensuring the best available knowledge is used to support practice. In addition, continuing professional development that supports practitioners
Define "knowledge" broadly: mobilizing knowledge from formal research as well as explicit and tacit knowledge from practitioners, service users, community members, policy makers, and other stakeholders is essential for understanding and addressing complex and systemic problems.  Define "mobilization" broadly & prioritize continuing professional development: "mobilization" requires more than the dissemination of knowledge resources. Ongoing opportunities for practitioners, researchers and other stakeholders to interact, discuss, share and co-create knowledge and evidence informed resources are critical to ensuring the best available knowledge is used to support practice. In addition, continuing professional development that supports practitioners in using knowledge resources is one of the most effective strategies for increasing knowledge use.  Gather evidence and make it visible: collect evidence of the network's progress over time and

## **For more information**

Briscoe, Pollock, Campbell, Carr-Harris (2015). Finding the sweet spot: Network Structures and Processes for Increased Knowledge Mobilization, *Brock Education Journal*, 25 (1), pp 19-34: <a href="https://brock.scholarsportal.info/journals/brocked/home/article/view/432">https://brock.scholarsportal.info/journals/brocked/home/article/view/432</a>

Campbell, Pollock, Carr-Harris, Briscoe (2014). KNAER1 Final Report:

http://www.knaer-recrae.ca/about-knaer/reports

(V) @KNAER\_RECRAE

www.knaer-recrae.ca

