



## Mobilizing Knowledge About Development: Focus on Knowledge Transformation & Learning


**RTNA Watercooler**  
Distribution Version  
13 October 2010

Sherry Ann Chapman  
&  
Kelly Shaw  
Community-University Partnership for the  
Study of Children, Youth, & Families (CUP)





ALBERTA CENTRE FOR  
CHILD, FAMILY & COMMUNITY  
RESEARCH



**Community-University Partnership**  
for the Study of Children, Youth, and Families  
**CUP**

## Overview

- Introductions
- Mobilizing Knowledge About Development (MKAD)
  - **Key Finding**
- MKAD Activities
  - *Community-Based Research & Evaluation (CBRE) Capacity-Building Initiative*
  - *Evaluation Initiative*
- Overview of Findings
- Recommendations
- Next steps

RTNA Watercooler  
13 Oct. 2010

Chapman & Shaw  
www.cup.ualberta.ca

2

## Community-University Partnership for the Study of Children, Youth, and Families (CUP)

### CUP is about:

- Research,
- Knowledge mobilization, and
- Lifelong learning.

### CUP's main activities are:

- Consulting,
- Brokering, and
- Leading community-based projects.

Website: [www.cup.ualberta.ca](http://www.cup.ualberta.ca)

RTNA Watercooler  
13 Oct. 2010

Chapman & Shaw  
[www.cup.ualberta.ca](http://www.cup.ualberta.ca)

3

## CUP is a partnership...that is 10 years old!

Co-Chaired by reps from Edmonton Public School Board and University of Alberta. Steering Committee members represent such organizations as:

- Alberta Education
- Alberta Health Services
- City of Edmonton - Community Services
- Edmonton Catholic Schools
- E4C (Edmonton City Centre Church Corporation)
- Edmonton Community Foundation
- Edmonton Public Schools
- MacEwan College
- Child and Family Services, Region 6
- United Way - Capital Region
- University of Alberta

**plus many more partners on specific projects. . .**

RTNA Watercooler  
13 Oct. 2010

Chapman & Shaw  
[www.cup.ualberta.ca](http://www.cup.ualberta.ca)

4

## Alberta Centre for Child, Family & Community Research



### Vision

*Improve the well-being of children, their families and communities in Alberta, Canada and internationally, by mobilizing research evidence into policy and practice.*

Website: [www.research4children.org](http://www.research4children.org)

"Creating an environment where children succeed is an endeavor that stretches far beyond the ability of one family – or any government."

Alberta 2003 Speech from the Throne



RTNA Watercooler  
13 Oct. 2010

Chapman & Shaw  
[www.cup.ualberta.ca](http://www.cup.ualberta.ca)

5

## Mobilizing Knowledge About Development (MKAD)

- A four-year collaboration between CUP and ACCFCR (2006-2010)
- Funded by:
  - Social Sciences & Humanities Research Council (SSHRC) – *Knowledge Impact in Society* grant
  - Alberta Centre for Child, Family & Community Research
  - Faculties of Arts, Education, Nursing, Medicine & Dentistry, and Rehabilitation Medicine, University of Alberta
  - Office of the Vice-President (Research) at the University of Alberta.



RTNA Watercooler  
13 Oct. 2010

Chapman & Shaw  
[www.cup.ualberta.ca](http://www.cup.ualberta.ca)

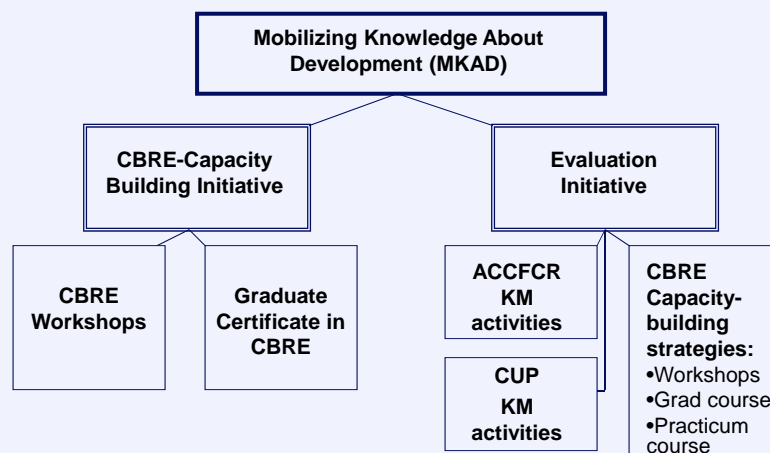
ALBERTA CENTRE FOR  
CHILD, FAMILY & COMMUNITY  
RESEARCH

## MKAD: Purpose

To study **knowledge-mobilization** (KM) initiatives that **build capacity** on campus and in community to engage in collaborative, interdisciplinary, sustainable **relationships** re: child, youth, and family development:

- **Community-Based Research & Evaluation (CBRE) Capacity-Building Initiative**
  - To build CBRE capacity across campus and community.
- **Evaluation Initiative**
  - To enhance understanding about KM.
  - To develop effective KM strategies.

## MKAD: Activities



## MKAD: Knowledge Mobilization (KM)

“A suite of services that enhances the two-way connection between researchers and research users so that research and evidence can inform decisions about public policy and professional practice...

...encompasses methods of knowledge transfer, translation and exchange and extends them to include the co-production of knowledge...

... turns research into action.

Knowledge mobilization (**the how**) enables social innovation (**the what**).” (Phipps & Shapson, 2009, p. 213)

## MKAD

### Building the connections to mobilize the knowledge:

- After you have it...
  - Conventional
- **AND**
  - While you're exchanging and creating it...
    - Community-based research and evaluation (CBRE)
- **Both approaches are critical.**

## MKAD: Key Finding

**Knowledge mobilization is  
a social process.**



RTNA Watercooler  
13 Oct. 2010

Chapman & Shaw  
www.cup.ualberta.ca

11

## CBRE Capacity-Building Initiative

**Goal:** To build CBRE capacity across campus and community.

**Activities:**

**1. CBRE Workshop Series**

- Anticipated participants
- Expanded list of participant types
- Customized workshops
- Ongoing interest:
  - CBREnet

**2. CBRE Certificate Program**

- Interim – for example:
  - Guest lectures
  - Residents' Research Training Block, University of Alberta (UofA)
- Course:
  - INT-D 500, "Introduction to CBRE"
- Certificate:
  - For currently registered graduate students at UofA
  - Open for registration! Contact: [cup@ualberta.ca](mailto:cup@ualberta.ca)

RTNA Watercooler  
13 Oct. 2010

Chapman & Shaw  
www.cup.ualberta.ca

12

## Evaluation Initiative


### Goals & Activities:

- To enhance understanding about the KM process.**
  - Reviewing literature
  - Consulting experts
  - Identifying our context
  - Conceptualizing KM
- To develop effective KM strategies.**
  - Developing a KM framework
  - Evaluating KM strategies
  - Focusing on mobilizing information to impact practice & policy
  - Integrating our findings

RTNA Watercooler  
13 Oct. 2010

Chapman & Shaw  
www.cup.ualberta.ca

13



## Evaluation Initiative


### Overview of Findings

- KM is a social process.
- KM is a collaborative process.
- Key elements of the process are...
- The KM process is influenced by the characteristics of the people involved and their contexts.

RTNA Watercooler  
13 Oct. 2010

Chapman & Shaw  
www.cup.ualberta.ca

14



## Evaluation Initiative

### Planning Checklist for KM Activities:

- ✓ Use **collaborative** approaches.
- ✓ Use **multiple** communication strategies (e.g., face-to-face, written).
- ✓ **Design** activities to include research *and* “how-to” information that is accessible; include diverse perspectives and exchange and application opportunities.
- ✓ **Identify** barriers and facilitators of the KM process (e.g., characteristics of the people involved and their contexts).
  - Identify **presenters** who are enthusiastic, open and respectful; engage with participants in dialogue; make concepts easily understandable; and help participants reflect on content.
  - Involve **participants** who can appraise research critically, have decision-making authority, have adequate resources, value the use of research in decisions, and engage in communities of practice.
  - Target **organizations** that involve staff in decisions, value the use of research in decisions, and provide adequate resources for staff.
- ✓ Use **on-line resources** to facilitate dissemination and exchange prior, during, and after a KM activity.
- ✓ **Encourage** participants to monitor research use after an event and evaluate impacts of that use.
- ✓ **Promote** cultures and communities of practice that value using research in decisions.

RTNA Watercooler  
13 Oct. 2010

Chapman & Shaw  
www.cup.ualberta.ca

15

## Evaluation Initiative

### Planning Checklist for Attending KM Activities:

- ✓ **Share** and **exchange** information with others and build relationships during and after a KM activity.
- ✓ Use **exchange opportunities** to:
  - Talk about your work and what you learned.
  - Obtain new and different perspectives.
  - Identify others who can support you in your work.
  - Obtain and create “how-to” information.
  - Talk about barriers and facilitators to research use.
  - Talk about how to adapt the research to your context.
- ✓ Use available **resources** (e.g., on-line summaries, networking forums) to support KM.
- ✓ **Consider** additional strategies to support research use (e.g., seek champions or opinion leaders).
- ✓ **Monitor** research use and evaluate impacts.
- ✓ **Advocate** for a work culture in which the use of research in decision making is valued.
- ✓ Consider participating in **communities of practice** related to your interest area.

RTNA Watercooler  
13 Oct. 2010

Chapman & Shaw  
www.cup.ualberta.ca

16

## MKAD: Next Steps

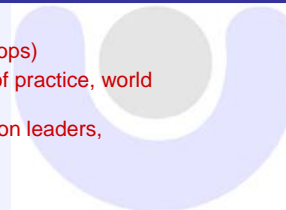
To design effective KM and capacity-building activities, CUP and ACCFCR will continue to:

- ✓ Share MKAD's findings as broadly as possible.
- ✓ Improve understanding of potential information-user groups.
- ✓ Facilitate the development of CBRE learning communities.
- ✓ Dedicate time to enhancing our understanding of KM.



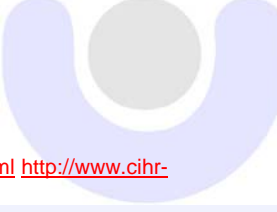
## MKAD: Mobilizing-activity ideas

- Interactive face-to-face activities:
  - Learning events (e.g., conferences, symposia, workshops)
  - Community gatherings (e.g., networks, communities of practice, world cafes)
  - Role-based strategies (e.g., knowledge brokers, opinion leaders, champions, consultants)
  - Media spokespeople
- Website resources:
  - Blogs
  - Podcasts
  - Webcasts
  - Video and telecasts
    - E.g., BEAMcast: <http://www.beamtelehealth.ca/> (Alberta Health Services)
  - On-line forums, chatrooms
- Written/hardcopy resources:
  - Fact sheets, policy briefs, newsletters, posters, postcards, reports, publications, educational materials
- NB. Translation into multiple languages



## Resources

- KT Canada <http://ktclearinghouse.ca/ktcanada>
- CIHR (Canadian Institutes of Health Research)
  - KT clearinghouse <http://ktclearinghouse.ca>
  - KT publications <http://www.cihr-irsc.gc.ca/e/29484.html>
  - Definition <http://www.cihr-irsc.gc.ca/e/29418.html>
  - Learning modules <http://www.cihr-irsc.gc.ca/e/39128.html> <http://www.cihr-irsc.gc.ca/e/39128.html>
- Community-Campus Partnerships for Health (CCPH) [www.ccph.info](http://www.ccph.info)
- Community Tool Box: <http://ctb.ku.edu/en/tablecontents/>



RTNA Watercooler  
13 Oct. 2010

Chapman & Shaw  
[www.cup.ualberta.ca](http://www.cup.ualberta.ca)

19

## Resources, cont.

- **CUP:** [www.cup.ualberta.ca](http://www.cup.ualberta.ca)
  - CBRE Workshop Resources
    - Resource List: After *Welcome* page, go to the *Documents* tab (left of screen), then *CBR Workshops* option, and scroll down to the end of the page.
    - Workshop Series (#1-#6):  
[http://www.cup.ualberta.ca/index.php?option=com\\_content&task=view&id=109&Itemid=236](http://www.cup.ualberta.ca/index.php?option=com_content&task=view&id=109&Itemid=236)
- If you wish to join either of the following listservs, please write to [cup@ualberta.ca](mailto:cup@ualberta.ca) and request that your email address be added to:
  - CUP listserv
  - CBREnet listserv



RTNA Watercooler  
13 Oct. 2010

Chapman & Shaw  
[www.cup.ualberta.ca](http://www.cup.ualberta.ca)

20

## Key References

- Barwick, M., & Lockett, D. (2009, September). *Scientist Knowledge Translation Training*. Alberta Heritage Foundation for Medical Research (AHFMR) Workshop, Edmonton, AB.
- Bubolz, M., & Sontag, S. (1993). Human ecology theory. In P. Boss, W. Doherty, R. LaRossa, W. Schumm, & S. Steinmetz (Eds.), *Sourcebook of family theories and methods: A contextual approach* (pp. 419-448). New York: Plenum Press.
- Dobbins, M., Ciliska, D., Estabrooks, C. A., & Hayward, S. (2005). Changing nursing practice in an organization. In A. DiCenso, G. Guyatt, & A. Ciliska (Eds.), *Evidence-based nursing: A guide to clinical practice* (pp. 172-200). Philadelphia, PA: Elsevier Mosby.
- Fleuren, Wiefferink, & Paulussen. (2004). Determinants of innovation within health care organizations: Literature review and Delphi study. *International Journal for Quality in Health Care*, 16(2), 107-123.
- Phipps, D. J. & Shapson, S. (2009). Knowledge mobilisation builds local research collaborations for social innovation. *Evidence & Policy: A Journal of Research, Debate, and Practice*, 5(3), pp. 211-227.

For a complete list of references, please see:

Shaw, K., Chapman, S. A., Pinto, D., Delling, C., Schnirer, L., Bisanz, J., & Tough, S. (2010). *Mobilizing Knowledge About the Development of Children, Youth, and Families (MKAD): Focus on knowledge transformation and learning*. Final report. Community-University Partnership for the Study of Children, Youth, & Families (CUP) and Alberta Centre for Child, Family & Community Research (ACCFRC). Edmonton & Calgary, AB: Authors. Available: [http://www.cup.ualberta.ca/index.php?option=com\\_docman&task=cat\\_view&gid=33&Itemid=234](http://www.cup.ualberta.ca/index.php?option=com_docman&task=cat_view&gid=33&Itemid=234)

RTNA Watercooler  
13 Oct. 2010

Chapman & Shaw  
[www.cup.ualberta.ca](http://www.cup.ualberta.ca)

21

## Contact Information

Sherry Ann Chapman  
[sherryann@ualberta.ca](mailto:sherryann@ualberta.ca)

Kelly Shaw  
[ktshaw@ualberta.ca](mailto:ktshaw@ualberta.ca)

### Community-University Partnership for the Study of Children, Youth, & Families

Faculty of Extension, University of Alberta  
2nd Floor Enterprise Square  
10230 Jasper Avenue  
Edmonton, AB T5J 4P6

Website: [www.cup.ualberta.ca](http://www.cup.ualberta.ca)

### Alberta Centre for Child, Family & Community Research (ACCFRC)

E-mail: [info@research4children.com](mailto:info@research4children.com) Website: [www.research4children.org](http://www.research4children.org)

RTNA Watercooler  
13 Oct. 2010

Chapman & Shaw  
[www.cup.ualberta.ca](http://www.cup.ualberta.ca)

22