



Project title

# **Inclusive Responsible Research. Knowledge Mobilisation and University Social Responsibility**

Acronym

**IRR**

**Bibliography & Webography**

## INTRODUCTION

This document presents three sections

1. [SYSTEMATIC REVIEW OF THE LITERATURE](#)
2. [DOCUMENTS FROM INTERNATIONAL ORGANIZATIONS](#)
3. [WEBOGRAPHY](#)

## SYSTEMATIC REVIEW OF THE LITERATURE

This systematic review responds to the three objectives of the IRR project, which are:

- a. To make visible the need for, and promote, inclusion through KM strategies in university research.
- b. To find profiles of "Inclusive Responsible Research" at the international level.
- c. Establish guidelines for more Inclusive Responsible Research.

### Method

Automated searches were performed in databases of accredited relevance in the field of social sciences in general: WOS, SCOPUS, ISOC. To narrow the search and obtain a reasonable number of results, we restricted the search using filters and Boolean operators (AND/AND, OR/OR and NOT/NOT).

### Selection criteria

The articles included in this review were selected taking into account the following inclusion criteria:

- A. search limited to the period from 2015 to 2020 both included.
- B. empirical and review articles published in Spanish or English. We prioritized scientific article, book chapter, proceedings on the object of research.
- C. responds to the objectives of the research, including the definition of key concepts, indicators, questionnaires of interest.

### The descriptors have been:

University Social Responsibility, Inclusive Research, Knowledge Mobilization and Indicators and the combinations between them.

The following table presents the results of the search in each of the databases.

Table 1  
Number of articles retrieved and selected by database

WOS		SCOPUS		ISOC	
Search Results	Selected	Search Results	Selected	Search Results	Selected
<b>129</b>	<b>18</b>	<b>74</b>	<b>24</b>	<b>22</b>	<b>2</b>

A content analysis of the selected articles was carried out, the summary of which is presented in a table containing identification data according to APA standards (authors, years of publication, title, journal and pages). The link to the publication, when it is online, is provided. It also includes the abstract, the objective of the research and the main contributions by means of literal quotations, as well as the bibliographical references of interest.

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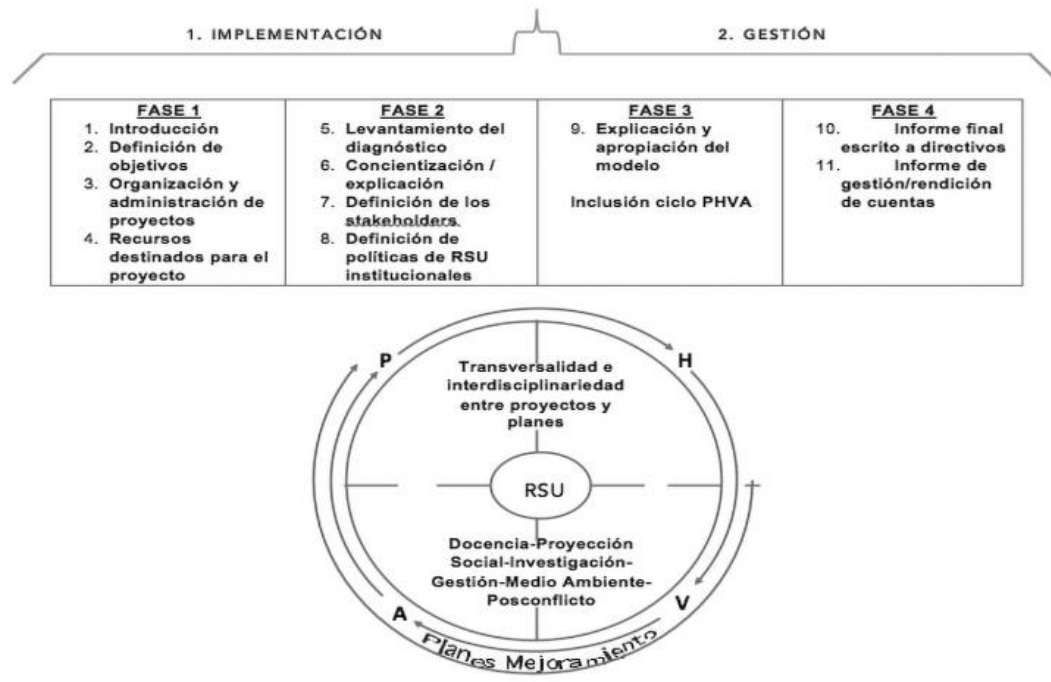
# Keywords: University Social Responsibility and Indicators

<p>Reference (APA):</p> <p>Lo, WYW (Lo, William Yat Wai); Hou, AYC (Hou, Angela Yung-Chi).(2020). A farewell to internationalisation? Striking a balance between global ambition and local needs in higher education in Taiwan. <i>HIGHER EDUCATION</i> Volumen: 80 Número: 3 Páginas: 497-510</p>	<p>Link:</p> <p><a href="https://apps.webofknowledge.com/full_record.do?product=UA&amp;search_mode=GeneralSearch&amp;qid=9&amp;SID=C2gGGmxAb5kOceygMjj&amp;page=1&amp;doc=1">https://apps.webofknowledge.com/full_record.do?product=UA&amp;search_mode=GeneralSearch&amp;qid=9&amp;SID=C2gGGmxAb5kOceygMjj&amp;page=1&amp;doc=1</a></p>
<p>Abstract:</p> <p>Abstract</p> <p>The literature suggests that recent years have witnessed a fundamental shift in higher education internationalisation. This paper argues that a reorientation of policy, which is upheld through an initiative known as the Higher Education Sprout Project, indicates the fundamental shift in higher education internationalisation in Taiwan. The paper begins with an explanation of how the notion of world-class university induced elitism in East Asian higher education. Next, it reviews the last two decades of Taiwan's efforts on developing world-class universities. In particular, the paper explains how perceived domestic problems in higher education, such as an overemphasis on certain performance indicators and the resulting effects of homogenisation, and the phenomenon of emphasising research but neglecting teaching, are considered the consequences of emphasising global competition and the associated quest for building world-class universities. The paper argues that the recent policy change reveals an intention to uphold egalitarianism, thereby reaching a balance between fulfilling global ambition and addressing local needs in higher education. This intention highlights the political essence of internationalisation policy for higher education. It also reaffirms the significance of the global-local dynamics in higher education policy.</p>	
<p>Quotes (pág):</p>	

<p>Reference (APA):</p> <p>Forero-Jiménez, M. (2019). Modelo de responsabilidad social universitaria: una propuesta para las instituciones colombianas. <i>REVISTA DE INVESTIGACIÓN, DESARROLLO E INNOVACIÓN</i>, 9(2), 249-260. <a href="https://doi.org/10.19053/20278306.v9.n2.2019.9160">https://doi.org/10.19053/20278306.v9.n2.2019.9160</a></p>	<p>Link:</p> <p><a href="https://doi.org/10.19053/20278306.v9.n2.2019.9160">https://doi.org/10.19053/20278306.v9.n2.2019.9160</a></p>
<p>Abstract</p> <p>This article is the result of an investigation whose objective was to propose a model to implement the RSU (University Social Responsibility) from a brief analysis of its situation in Colombia. Qualitative research was applied, specifically descriptive-explanatory, using the Shewhart cycle, resulting in the proposed model composed by the four pillars of higher education: teaching, social projection, research and management, plus environment and post-conflict. Environment, despite being part of the social responsibility scheme, is hardly being treated with any rigor in literature and post-conflict is of great relevance given the current reality of Colombia. In parallel, the table of indicators was designed, which became a key tool to know the status of each university with respect to its social commitment and consequently take measures to improve it. Finally, it is concluded that one of the causes of the lack of implementation is due to the lack of a methodology or a model</p>	

of how to do it, as well as the lack of interest, because we have not become aware of its importance and how favorable it is to contribute to the reconstruction of the fabric of society.

Quotes (pág):Pag. 255 Modelo:



**Figura 1.** Modelo implementación RSU.

PAG. 256/7/8 TABLE WITH INDICATORS FOR SELF-ASSESSMENT OF THE UNIVERSITY

Example:

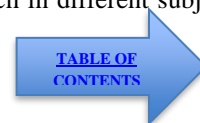
Research variable and indicators:

PS1. Meets with key actors in social development (State, NGOs, companies, international organisations), to deal with diagnosed social issues and work together to solve them.


PS2. Has policies that benefit under-represented or marginalised groups (indigenous population, racial minorities, minority groups, etc.). population, racial minorities, people with physical or mental disabilities, parents over the age of 45, people with HIV and AIDS, and people with disabilities. over 45, people with HIV, ex-convicts, etc.), and they are able to access academic programmes.

I1. There are lines of research that respond to the social problems of vulnerable communities, contributing to greater equity. vulnerable communities, contributing to greater social equity.

I2. There are policies that determine that undergraduate students must practice research in different subjects throughout their degree. tigation in different subjects throughout their degree.





<p>Reference (APA):</p> <p>Vélez, A. L. L. (2016). Proposal for a model of evaluation of Socially Responsible University Innovation (ISUR). <i>Estudios sobre Educación</i>, 30, 71-93.</p>	<p>Link:</p> <p><a href="https://revistas.unav.edu/index.php/estudios-sobre-educacion/article/view/4803">https://revistas.unav.edu/index.php/estudios-sobre-educacion/article/view/4803</a></p>
<p>Abstract</p> <p>An overview of the social responsibility and innovation processes implemented by universities is presented, together with international, European and national mandates assumed. Social innovation and social responsibility definitions lead to the documentary analysis on evaluation models used by international universities. The analysis provide lessons learnt about issues under evaluation; the nature of data; kinds of evaluative processes; and factors, dimensions and indicators analysed. Following, the evaluation proposal focuses on three fundamental aspects: a holistic vision; concrete social values commitment; and a process approach, providing insights that guide decisions for improvement. The proposed dimensions, indicators and questions offer an evaluation framework based on theoretical background that could be adapted by universities involved in evaluation or self-evaluation processes on social engagement.</p>	
<p>Quotes (pág):</p> <p>Page 82: definition:</p> <p>Responsible university social innovation in the university is understood as an organisational competence from its substantive areas (teaching, research, extension and management) to transform itself and promote solutions to the challenges of the social and global environment. These innovative responses to social and global problems are built with the participation of social subjects and actors, and with characteristics of speed, relevance, efficiency, sustainability and justice, generating value and social transformation as a priority. (Villa, 2013, p. 104).</p> <p>p. 84 Table of indicators.</p> <div style="text-align: right;">  </div>	

<p>Reference (APA): Carol Campbell, Katina Pollock, Patricia Briscoe, Shasta Carr-Harris &amp; Stephanie Tutters (2017) Developing a knowledge network for applied education research to mobilise evidence in and for educational practice, <i>Educational Research</i>, 59:2, 209-227, DOI: 10.1080/00131881.2017.1310364</p>	<p>Link:</p> <p><a href="https://www.tandfonline.com/doi/pdf/10.1080/00131881.2017.1310364?needAccess=true">https://www.tandfonline.com/doi/pdf/10.1080/00131881.2017.1310364?needAccess=true</a></p>
<p>Abstract:</p> <p>Background: The importance of ‘evidence-informed practice’ has risen dramatically in education and in other public policy areas. This article focuses on the importance of knowledge mobilisation strategies, processes and outputs. It is concerned with how these can support the adaptation and implementation of evidence from research and professional knowledge to inform changes in educational practices. It presents a case study of the Knowledge Network for Applied Education Research (KNAER), a tripartite initiative in Canada involving the Ontario Ministry of Education, University of Toronto and Western University and 44 KNAER-funded projects. Purpose: The purpose of the article is to analyse the developing approach towards supporting knowledge mobilisation by the KNAER provincial partners through the governing body of the Planning and Implementation Committee and strategic and operational work of the university teams, and also the knowledge mobilisation strategies, challenges and successes of 44 KNAER projects. Design and methods: We utilised a qualitative case study approach to investigate the Knowledge Network for Applied Education Research’s (KNAER) approaches to developing knowledge mobilisation over four years (2010–2014). To explore the work of the KNAER provincial partners, we analysed 17 meeting notes from the Planning and Implementation Committee and 9 notes from the university KNAER partners’ meetings. To explore the knowledge mobilisation</p>	

strategies, challenges and successes of KNAER-funded projects, we analysed the 44 knowledge mobilisation plans, 141 interim reports and 43 final reports submitted by projects. To further investigate the experiences of KNAER projects during their implementation, we analysed responses from 21 people from 19 KNAER projects who participated in a facilitated discussion about their experiences. Results: The Planning and Implementation Committee's role involved three core responsibilities: (1) Approving knowledge mobilisation proposals submitted to the KNAER; (2) Ensuring that collaborative partnerships were developed at the local, provincial, national and international levels; and (3) Approving the KNAER operational and strategic plan. The university partners have taken on the roles of operational management, strategic leadership, and research and knowledge mobilisation expertise. KNAER projects varied in their knowledge mobilisation strategies, challenges and successes. 'Exploiting Research' projects focused on establishing connections and engaging communities of practice with people relevant to the project's focus, creating an analysis of needs, designing or producing a relevant knowledge mobilisation product with the purpose of improving practice, monitoring the results or impact of the new product and sharing the dissemination process and results with others. 'Building or Extending Networks' projects engaged in creating or extending existing networks, developing a needs-based or gap assessment and producing appropriate products and dissemination processes based on the results gathered. 'Strengthening Research Brokering' projects organised steering committees to guide their work and gathered information via a literature review or by collecting information from stakeholders and then served as research brokers by collecting and mobilising relevant knowledge to inform practice. 'Visiting World Experts' projects developed knowledge mobilisation plans for host experts' visits, involving establishing partnerships with networks, including universities and schools, and utilising social media and communication processes for knowledge mobilisation products. Conclusions: KNAER included aspects of linear, relationships and systems models for connecting evidence and practice. Looking forward, KNAER is seeking to further advance a systemic approach. A systems model is in preference to linear models – which focus on evidence production only without attention to mobilisation or uptake of research, and/or relationships models – which may develop networks, but do not attend to capacity and resource barriers that need to be addressed for systemic and sustainable knowledge mobilisation.

Quotes (pág):



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Reference (APA): VanceLee, R; Kelly, R. (2017). Stakeholder Engagement In Irish Higher Education Institutions. Inted2017: 11th International Technology, Education And Development Conference, 5635–5644.

Link:

[https://apps.webofknowledge.com/full\\_record.do?product=UA&search\\_mode=GeneralSearch&qid=2&SID=E4YDLBGJ8hNuhLZKCn1&page=1&doc=4](https://apps.webofknowledge.com/full_record.do?product=UA&search_mode=GeneralSearch&qid=2&SID=E4YDLBGJ8hNuhLZKCn1&page=1&doc=4)

Abstract:

Renewed political focus on localism and civic society, social pressures for corporate responsibility and transparency, and advances in knowledge mobilisation are prompting a new trend in higher education. Higher education institutions (HEIs) are now engaging with a wider set of stakeholders to ensure their legitimacy and survival. This research explores the stakeholders with whom Irish HEIs engage and why some stakeholders are more salient than others. Very little research has hitherto been conducted into HEI-stakeholder engagement in Ireland. This research contributes to existing literature as it considers the impact of institutional isomorphism and stakeholder salience on manager behaviour when engaging with external stakeholders. Combining these theoretical perspectives when looking at HEI stakeholders has not previously been done.

It is not difficult to identify stakeholders, both internal and external, having an interest in and engaging with HEIs. This paper focuses on external HEI stakeholders including government and funding agencies, other HEIs, professional bodies, alumni, potential students, businesses, and community groups. HEI managers cannot attend to all actual or potential claims on their organisation from this wide variety of stakeholders, hence stakeholder

salience is significant. Stakeholder salience determines the degree to which the claims of stakeholders are given priority and is based on three attributes: stakeholder power to influence the organisation, the legitimacy of the stakeholders' claim on the organisation, and the degree of urgency of the stakeholders' claim.

Institutional theory describes isomorphism as the way in which organisations become homogeneous with the environment in which they operate. Three mechanisms triggering institutional isomorphism are proposed by institutional theory: coercive, mimetic, and normative. Stakeholders can mediate institutional effects by acting as either buffers or amplifiers of institutional influences. Conversely institutions can mediate stakeholder effects by legitimating a stakeholder's claim. Institutional studies suggest macro and distal aspects such as policy, cultural norms, and routines as the main factors shaping stakeholder engagement. On the other hand, stakeholder-oriented studies propose proximate influences, which refer to more immediate and often micro-level influences, of particular stakeholder groups on behaviour. Consequently, an organisation's behaviour will vary depending on the nature and strength of pressures from institutional and stakeholder forces.

This research adopts an exploratory case study approach. Data was collected using semi-structured interviews and documentary analysis. The interviews were conducted with Heads of Department and top managers of the case HEI to assess and analyse the opinions, perceptions, attitudes and beliefs of individuals relating to stakeholder engagement. A wide variety of stakeholders were identified both in the literature and in the research findings. The case HEI is influenced by macro and distal factors such as policy, culture and norms as well as micro and proximate factors which influences how the HEI builds relationships with its stakeholders. It is important for HEI to recognise the multiple influences on it so managers can understand behaviour and plan accordingly.

Quotes (pág): (there is only a summary as this is a contribution to a congress)



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Reference (APA):

Traver, J.; Segarra, T.; Lozano, M. Intercultural missions: university social responsibility and sustainable local development. *School and Social Pedagogy School and Social Pedagogy*, 2017, vol. 75, p. 69-88

Link:

<http://repositori.uji.es/xmlui/bitstream/handle/10234/171331/55981.pdf?sequence=1&isAllowed=y>


Abstract:

Abstract. Intercultural Missions is a community research and action project promoted by the University Jaume I of Castellon which serves a double target: to fulfill the commitment of the higher education institution towards a sustainable local development, and to develop a research project aiming to promote critical analysis of reality and collective awareness, by means of an egalitarian dialogue among a variety of social agents. This study has been carried out in two towns in the province of Castellon, and focuses non-formal and informal learning as potential spaces to help building an inclusive, critical, solidary and committed citizenship through the improvement of their environment. The methodology used is part of the participatory action research model, and the working team includes university staff, students, volunteers from different backgrounds and citizen groups from local networks. Our conclusions show that there is an improvement in the participants' perception on two issues: the transformative possibilities of collective action on egalitarian grounds, and the impact of the university as a driving force for development and social responsibility in local communities. Keywords: university social responsibility; education for sustainability; informal learning, local development and interculturality

Quotes (pág):



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<p>Reference (APA):</p> <p>Miotto, G., Blanco González, A., &amp; del Castillo Feito, C. (2018). Social responsibility: A tool for legitimation in Spanish universities' strategic plans. <i>Trípodos</i>, (42), 59-79.</p>	<p>Link:</p> <p>file:///C:/Users/usuario/Downloads/Tripodosarticle.pdf</p>
<p>Abstract:</p> <p>The mission of universities is not limited to creating and transferring knowledge. Nowadays, universities have the responsibility of working towards the improvement of people's lives and solving significant global problems. (Nunez and Alonso, 2009; Seto et al., 2011; Vazquez et al., 2015; Martinez et al., 2017). This global, inclusive mission, along with the goal of having a positive impact on society while respecting all stakeholders, is framed within the concept of University Social Responsibility (USR). Through a participative and dialogic process with internal and external stakeholders, University Social Responsibility and Responsible Research and Innovation will become important and necessary tools for universities' legitimation. The objective of this paper is to define whether or not USR and RRI strategies are considered tools for legitimacy in the Strategic Plans of universities.</p> <p>To define the theoretical framework, we carried out a review of scholarly literature about the concepts of USR and RRI as related to legitimacy. A set of Spanish universities' Strategic Plans are analysed in order to determine the kinds of messages and projects related to USR and RRI that are included therein.</p>	
<p>Quotes (pág): Indicators</p>	

<p>Reference (APA):</p> <p>Mejlgaard, N., Christensen, M. V., Strand, R., Buljan, I., Carrió, M., i Giralt, M. C., ... &amp; Rodríguez, G. (2019). Teaching responsible research and innovation: A phronetic perspective. <i>Science and engineering ethics</i>, 25(2), 597-615.</p>	<p>Link:</p> <p><a href="https://irihs.ihs.ac.at/id/eprint/4530/1/Mejlgaard-et-al-2018-teaching-RRI-accepted-author-manuscript.pdf">https://irihs.ihs.ac.at/id/eprint/4530/1/Mejlgaard-et-al-2018-teaching-RRI-accepted-author-manuscript.pdf</a></p>
<p>Abstract:</p> <p>Across the European research area and beyond, efforts are being mobilized to align research and innovation processes and products with societal values and needs, and to create mechanisms for inclusive priority setting and knowledge production. A central concern is how to foster a culture of “Responsible Research and Innovation” (RRI) among scientists and engineers. This paper focuses on RRI teaching at higher education institutions. On the basis of interviews and reviews of academic and policy documents, it highlights the generic aspects of teaching aimed at invoking a sense of care and societal obligation, and provides a set of exemplary cases of RRI-related teaching. It argues that the Aristotelian concept of phronesis can capture core properties of the objectives of RRI-related teaching activities. Teaching should nurture the students' capacity in terms of practical wisdom, practical ethics, or administrative ability in order to enable them to act virtuously and responsibly in contexts which are often characterized by uncertainty, contention, and controversy.</p>	

Quotes (pág): IRR in teaching

Reference (APA):

Aldeanueva Fernández, Ignacio, & Arrabal Sánchez, Gabriel. (2018). The communication and measurement of university social responsibility: social networks and proposal of indicators. *Revista Digital de Investigación en Docencia Universitaria*, 12(1), 121-136.

Link:

[http://www.scielo.org.pe/scielo.php?pid=S2223-25162018000100008&script=sci\\_arttext&tlng=pt](http://www.scielo.org.pe/scielo.php?pid=S2223-25162018000100008&script=sci_arttext&tlng=pt)

<https://dx.doi.org/10.19083/ridu.12.626>

Abstract:

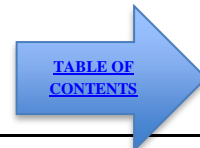
This research analyzes the behavior of 50 variables related to corporate social responsibility in the area of communication of every Spanish university. To this aim, more than 25,0000 twits sent by the Twitter accounts of said universities— both private and public—were analyzed. Several different algorithms were applied to measure the frequency of concepts linked to the semantic universe of corporate social responsibility. The results reveal an unequal presence of these terms in the universities' outgoing messages and an alarmingly reduced median, which leads us to conclude that these concepts are not part of these institutions' outgoing communication. Based on this, future lines of research, as well as a unique system of university social responsibility indicators are proposed.

Quotes (pág):

For some years now, there has been an important development in the adaptation of quality indicators in Spanish universities, whose efforts have been mainly oriented towards the measurement of the teaching service and the production of detailed quality assurance systems (Hernández & Pérez, 2015). However, the contributions on USR indicators in universities are heterogeneous (Guijarro, Gomera & Antúnez, 2016; Martí, Moncayo & Martí-Vilar, 2014; Núñez, Alonso & Pontones, 2015), possibly because it is an issue that has been highlighted in recent years and, as Beltrán, Íñigo & Mata (2014) state, the construction of which is a permanent challenge.

The system of indicators proposed in Table 4 is linked to the areas of action of the Principles for Responsible Management Education (PRME), developed in 2007, under the coordination of the United Nations Global Compact, by representatives, at the international level, of different academic institutions (United Nations, 2007).

Martí, J. J., Moncayo, J. E. & Martí-Vilar, M. (2014). Revisión de propuestas metodológicas para evaluar la responsabilidad social universitaria. *Revista Digital de Investigación en Docencia Universitaria*, 8(1), 77-94. doi: : <http://dx.doi.org/10.19083/ridu.8.364>



Reference (APA):

Link:

[http://www.scielo.org.pe/scielo.php?pid=S2223-25162018000100009&script=sci\\_arttext](http://www.scielo.org.pe/scielo.php?pid=S2223-25162018000100009&script=sci_arttext)

Corretgé Bergua, Roser, & Miret Martí, Jordi. (2018). Adaptation of GRI standards and creation of USR indicators: A joint work of the Universitat de Barcelona and the Universitat Pompeu Fabra. *Digital Journal of Research in University Teaching*, 12(1), 137-155. <https://dx.doi.org/10.19083/ridu.12.710>

**Abstract:**

This paper looks into the lack of single and specific indicators in relation to university social responsibility, and into the limitations of models for the preparation of sustainability reports applied to universities. It begins with an analysis of the growing importance of University Social Responsibility and the reasons why it is considered appropriate to create a specific model for universities that produce sustainability reports. This research is limited to a case study of the processes carried out by two universities in Barcelona to adapt the standards of the Global Reporting Initiative (GRI) to their own organizational reality, detailing the creation process of new indicators that should make possible the production of higher-quality sustainability reports, given the fact that they are more in line with the university reality. The initial results for the indicators' adaptation are presented, and some lines of discussion are suggested to promote the universities' participation in the creation of a unitary framework that would allow the evaluation of performance towards continuous improvement.

Keywords: indicators, Global Reporting Initiative, university social responsibility, sustainability reports.

**Quotes (pág): Indicadores:**

The university must submit the following information: A. Existence of a specific and transversal unit for Responsible Research and Innovation (RRI). If not, indicate which units are in charge of the different aspects related to RRI. (page 150)

Research projects awarded in competitive calls with RS themes and percentage of the total number of projects awarded. Of these, indicate specifically how many are aimed at solving problems related to the Sustainable Development Goals (SDGs). (page 150)



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**Reference (APA):**

Quintero, Y. A. R., Faria, M. C., & Llamarte, C. S. (2017). Social responsibility in privately run universities in Barranquilla. *Revista de Ciencias Sociales (Ve)*, 23(3), 49-62.

**Link:**

<https://dialnet.unirioja.es/servlet/articulo?codigo=6369908>

**Abstract:**

Social responsibility is a function in the management and development of organizations, based on the state of collective consciousness, for the promotion of actions of social, economic and environmental sensitivity. Universities have seen the need to incorporate social responsibility strategies. The article aims to analyze social responsibility in the universities of private management in Barranquilla, being a research of descriptive type, under a non-experimental design, cross field. The population was formed by 95 subjects, managers and employees of three private universities in the city Barranquilla, applying population census. The survey technique was used, using a multivariate, multiple choice and ordinal scale questionnaire. After the pilot test, a reliability of 0.97 was obtained, indicating high consistency of the instrument, and the data were collected. Among the results, the application of diversity of social responsibility strategies by universities was evidenced, prevailing quality, ethics, commitment to the community and the environment. In conclusion, social



responsibility is considered a concept under construction within privately run universities in Barranquilla; With a field to be developed with the support of strategies and indicators that fit the Caribbean region.

Quotes (pág):



[TABLE OF CONTENTS](#)

Reference (APA):

Sánchez-Hernández, M. I., & Mainardes, E. W. (2016). University social responsibility: a student base analysis in Brazil. *International Review on Public and Nonprofit Marketing*, 13(2), 151-169.

Link:

<https://link.springer.com/article/10.1007/s12208-016-0158-7>

Abstract:

Corporate Social Responsibility expresses a situation in which companies adopt a broader business view assuming their impact on society. While some firms start to develop their strategies focusing on responsibility, recent discussions in the Higher Education Institutions query the contribution of University Social Responsibility. Nowadays, Universities should not only do some add-on philanthropic things, but should change their strategies and really build a responsible approach into their management activities and also into their education and research programs. In this research paper we propose a modelling framework for student base analysis in order to test whether Higher Education Institutions use a long-term horizon perspective and involve all stakeholders in their strategy, especially students, to be able to optimize their positive impact in society and also to reduce negative impact if needed. Supported by the scarce academic literature in the field, selected indicators are determined to build constructs related to University Social Responsibility and to develop a structural model able to explain their relationship of causality with students' satisfaction. The conclusion after the statistical analysis procedure applied to a sample of 392 students in courses devoted to Business Management at the university in Brazil is positive, confirming the hypotheses developed in the conceptual model. In addition, the internal social entrepreneur at the University emerges as a driver of change, as a guarantee of endogenous development of responsibility. To finish some suggestions emerge for the future research agenda in the field. © 2016, Springer-Verlag Berlin Heidelberg.

Quotes (pág):



[TABLE OF CONTENTS](#)

Reference (APA):

Ruiz-Corbella, M., & Bautista-Cerro Ruiz, M. J. (2016). University's social responsibility at Spanish universities. *Teoría de la educación*, 28(1), 159-188.

Link:

<https://gedos.usal.es/handle/10366/131392>

**Abstract:**

A review of the University's Social Responsibility is introduced, an implementation of corporate social responsibility to the specifics of the institutions of higher education. Once the advisability and content of this concept is defined, 4 key areas in higher education are reviewed: training, research, management and social participation, based on performance indicators. With a descriptive study, the inclusion of USR in the training offering of Spanish universities is analyzed, its scientific output in this field, and its integration to university management. The conclusion is that, despite the relevance and initial interest from the government teams of these institutions, this is yet a not consolidated topic, although a constant improvement maintained over the years is perceived, with significant differences between the areas of the USR. Implementing it in our universities, along with an evaluation model, will become a key factor for the universities, as a sign of its capacity to respond to society./n

**Quotes (pág):**

SR in a university organisation is defined as the "reconceptualisation of the university institution as a whole in the light of the values, objectives, forms of management and initiatives that imply a greater commitment to society and to contributing to a new model of more balanced and sustainable development" (Technical Commission of the University Strategy 2015, 2011, 11) (p. 166).

It is the unavoidable responsibility of all universities to lead the generation of knowledge and skills necessary to face the social, economic, environmental, cultural, etc., problems we are facing, improving the capacity of citizens to respond to these challenges. In addition to attending to all groups that access this level of education (Egido, Fernández Díaz and Galán, 2014). Our institutions no longer have a monopoly on knowledge or science, but they do have the necessary capacity to lead the social change that is demanded, research and the generation of knowledge in collaboration with all stakeholders. with all stakeholders. (p.166)

Some areas of knowledge that are aware of SR have been identified, while others have not yet addressed it. The area of economics, finance or business, together with engineering or environmental sciences -tourism joins this area-, are the groups most interested and active in SR (p.172).

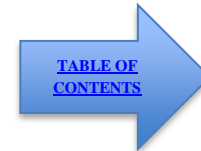
(Journals in which they publish on USR): In terms of the area of knowledge in which these articles are published (Figure 6), education journals stand out, especially those that focus on higher education studies. The rest are divided, more or less homogeneously, with interest from the areas of nursing and communication drawing attention. In the contributions published in the education journals, the authors come from all areas of knowledge (pedagogy, engineering, business, etc.), and at this point a clear interest is detected in all dimensions of research and the improvement of specific educational practice, as well as in all areas of university life (P.178).

(RSU projects): project "Integration of social responsibility in internal quality assurance systems: towards a healthy, sustainable and supportive university", coinciding with the project "Guide to university social responsibility and disability: RSU-D". Also with public funding, the research project "Social Responsibility as a mission in Spanish universities and their contribution to sustainable development. Diagnosis and good practices". At European level, with a significant presence of Spanish universities, two projects stand out: "Comparative Research on University Social Responsibility in Europe and Development of a Community Reference Framework" (EU-USR, 2012-2015) and "Higher Education Institution & Responsible Research and Innovation", led by Pompeu Fabra University (EU-2015-2018).(P.180).

(Questions to be answered by the university): And it must be able to be accountable by providing results that support the development of society. Or, as Londoño (2013, 138) puts it, to be able to respond to the following questions: (P.180) (Questions to which the university must respond). following questions:



- Responsible campus: How should the higher education institution promote responsible organisational behaviour based on ethical, democratic and environmentally sustainable practices?
- Professional and citizenship education: How should the higher education institution organise itself to educate citizens committed to the development of society?
- Social management of knowledge: What knowledge should the HEI produce, and with whom and how should it be disseminated to enable its social appropriation and address the cognitive deficiencies that affect the community?
- Social participation: How can the HEI interact effectively with society to promote more humane and sustainable development? (p.184)


**Reference (APA):**

Jiménez, C. G., Martínez, A. G., & López, M. A. (2016). Propuesta de indicadores de la Responsabilidad Social Universitaria conforme a la guía G4 del GRI: el caso de la Universidad de Córdoba. *CIRIEC-España*, (87), 103.

**Link:**

[http://ciriec-revistaeconomia.es/wp-content/uploads/CIRIEC\\_8704\\_Guijarro\\_et\\_al.pdf](http://ciriec-revistaeconomia.es/wp-content/uploads/CIRIEC_8704_Guijarro_et_al.pdf)

**Abstract:**

**Aims and objectives** Taking into account the key role of socially responsible management transparency and accountability in public universities in Spain, this article shows a framework proposal to write up social responsibility reports based on international standardized tools. In this way, this paper facilitates the comparability of the socially responsible initiatives and the analysis of their evolution over time. The general purpose of this paper is to produce a list of performance indicators adapted to Spanish universities reality with an approach based on the most recent version of Global Reporting Initiative's Sustainability Reporting Guidelines. In order to do so, the following specific objectives have been identified: • To identify social responsibility indicators in university reports according to the GRI G4 Sustainability Guidelines (the Guidelines). • To analyze how this information adapts to the Guidelines performance indicators. • To complete the list of indicators making a proposal that enable drawing up the future university social responsibility reports according to the GRI G4 Sustainability Guidelines. **Methods** In the context of public universities in Spain and university social responsibility, we have carried out a case study whose context is the University of Cordoba. This study has analyzed university social responsibility reports of the University of Cordoba for adapting them to the GRI G4 Sustainability Guidelines in the future. Currently, Spanish universities choose models proposed by the GRI or by Social Council of Public Universities in Andalusia Forum; or may choose or a combination of both models, as the University of Cordoba in the last three reports. After the comparative study of the last two versions of the GRI Guidelines (2011 and 2013), the next step focused on the University of Cordoba has been to analyze the information contained in 2011/2012 university social responsibility report. In that moment, we identified several performance indicators which complied with the GRI G4 Sustainability Guidelines' proposal on a greater or lesser degree. With the aim of identifying the most frequent indicators in Spanish public universities, we have used a sample of social responsibility reports from five Spanish universities and different national proposals which try to integrate the educational dimension in such reports. These universities already used the GRI 3.1 Sustainability Guidelines (2011) to draw up their reports, but not the GRI G4 (2013). Once GRI 3.1 performance indicators of the University of Cordoba and the rest of universities of the sample were compiled, the next task was to make a selection from these indicators in order to make our proposal according to the following criteria: • Indicators used by the University of Cordoba. • Indicators adapted to the GRI G4 Sustainability Guidelines. • The most commonly used indicators by the rest of universities in the sample. Right after that, the content of each indicator was reviewed and adapted to the GRI G4 Sustainability Guidelines. For each proposal, we have identified its function and its justification. Finally, we have verified our proposals

through expert opinion. Results As an outcome of the investigation we have obtained a proposal of indicators which allows the University of Cordoba and the rest of public universities in Spain to draw up social responsibility reports according to the GRI G4 Sustainability Guidelines. Likewise, if we consider the international profile of the GRI G4 Sustainability Guidelines, on which this article is based, our proposal could be applied to international higher education institution. This proposal for indicators has been divided in to three sections depending on whether it is economic, environmental or social indicator. The indicators in each section in turn are grouped together by 'aspects' or 'material topics' in the same order than they appear in the GRI G4 Sustainability Guidelines. So, using this order, this study is more readily comparable with the Guidelines. Performance indicators which are showed in this paper have been grouped together by: Economic indicators: The 'GRI G4 Sustainability Guidelines' recommends 9 economic indicators. All of them apply in a university context. Although it is true that in some cases it is necessary further adjustment to target framework. Environmental indicators: 'The Guidelines' recommends 34 environmental indicators but, only 30 apply in the University of Cordoba and therefore they can be used in other Spanish universities. Product design, production, marketing and use indicators are not applicable because these are not the main functions of the University. Social indicators: This is the most difficult category to gather information about it or to apply to university context. 'The Guidelines' recommends 48 social indicators and we only propose 42 adapted indicators. The rest of them concern nonexistent or already rendered obsolete aspects. Limitations Some limitations of our study should be noted and discussed. Firstly, we acknowledge that we have used a small sample of universities and reports and there is a lack of representativeness of the Spanish university system. Therefore, it is recommended to continue the investigation in order to collect additional information. Secondly, due to the fact that our proposal has not been validated by the opinion of large group of expert, we had to identify what they are the university material aspect and to validate them through the participation of the stakeholders and more expert opinions. Practical conclusions Despite the fact that there is not a sector supplement tailored for universities in order to help them to draw up social responsibility reports according to the Guidelines, this is the most used international standard (in its 2011 version) in Spanish universities. Unfortunately, due to the fact that 'the Guidelines' is not a specific document for higher education institutions, it is difficult to implement it in university context, especially, where the human resources management, product liability and environmental no directly related to the activity performance are concerned. The result of this study is a useful tool that can help public universities in Spain to overcome the difficulties resulting from the lack of performance indicators in order to develop university social strategies. Our proposal of indicators facilitates that social responsibility reports can adjust to the new reality that the 'GRI G4 Sustainability Guidelines' means. Original value According to the literature, it is necessary to create useful tools that make easier identification of social responsibility indicators according to the material aspects identified by the GRI (economic, environmental and social indicators) within its last version and to the university context. In that sense, it should be pointed out here that the original value of this work is based on giving response to this need, showing a set of university social responsibility performance indicators compliant with the GRI G4 Sustainability Guidelines (the most recent version of this Guidelines).

El uso de indicadores resulta una herramienta útil de evaluación en el desarrollo de estrategias de Responsabilidad Social Universitaria (RSU). Además, el cumplimiento con estándares internacionales para la elaboración de memorias de responsabilidad social ayuda a crear una visión integrada de la contribución de las organizaciones a la sostenibilidad. Ambas prácticas son cada vez más comunes en el ámbito universitario nacional. El objetivo de este artículo es elaborar una propuesta de indicadores de la RSU acorde con la versión más reciente de la “Guía para la elaboración de memorias de sostenibilidad” del Global Reporting Initiative. Para ello se han analizado comparativamente las dos últimas versiones de dicha Guía y una muestra de memorias de RSU de universidades españolas, además de las distintas propuestas nacionales que tratan de integrar las dimensiones educacionales en este tipo de informes

Quotes (pág):



Reference (APA):

Link:

Lopez Velez, A. L. (2016). Proposal of a Model to Evaluate the University Social Responsibility and Innovation (USRI). *Estudios sobre Educación*, (30), 71-93.

[https://addi.ehu.es/bitstream/handle/10810/26252/2016\\_Lopez\\_PropuestademodelodeevaluaciondeIaISUR\\_ESE\\_30\\_71\\_93\\_4803-18320-1-PB.pdf?sequence=1&isAllowed=y](https://addi.ehu.es/bitstream/handle/10810/26252/2016_Lopez_PropuestademodelodeevaluaciondeIaISUR_ESE_30_71_93_4803-18320-1-PB.pdf?sequence=1&isAllowed=y)

**Abstract:**

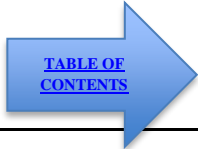
[ES] Se presenta una panorámica sobre el modo en que las universidades han asumido la innovación y responsabilidad social y los mandatos adquiridos a nivel internacional, europeo y nacional. Las definiciones de innovación social y responsabilidad social dan paso al análisis documental sobre modelos de evaluación utilizados por universidades internacionales. El análisis plantea lecciones aprendidas respecto a los ámbitos de evaluación; la naturaleza de la información recopilada; los tipos de evaluación; y los factores, dimensiones e indicadores analizados. La propuesta de evaluación planteada a continuación, tiene en cuenta tres aspectos primordiales: la idea de globalidad; una apuesta por valores sociales concretos; y una visión de proceso, proporcionando insumos para tomar decisiones de mejora. Las dimensiones, indicadores y preguntas propuestas ofrecen un marco de evaluación fundamentado en el análisis teórico a adaptarse para su aplicación en los procesos de evaluación y auto-evaluación sobre el compromiso social por cualquier institución universitaria interesada.

[EN] An overview of the social responsibility and innovation processes implemented by universities is presented, together with international, European and national mandates assumed. Social innovation and social responsibility definitions lead to the documentary analysis on evaluation models used by international universities. The analysis provide lessons learnt about issues under evaluation; the nature of data; kinds of evaluative processes; and factors, dimensions and indicators analysed. Following, the evaluation proposal focuses on three fundamental aspects: a holistic vision; concrete social values commitment; and a process approach, providing insights that guide decisions for improvement. The proposed dimensions, indicators and questions offer an evaluation framework based on theoretical background that could be adapted by universities involved in evaluation or selfevaluation processes on social engagement.



**TABLE OF CONTENTS**

# Keywords: Inclusive Research and Indicators

<p>Reference (APA):</p> <p>Salceda Mesa, Marifa y Ibáñez García, Alba (2015). Adapting the Index for Inclusion to higher education: A preliminary study. <i>Intangible Capital</i>, 11 (3), 508-545.</p>	<p>Link:</p> <p><a href="https://www.redalyc.org/articulo.oa?id=549/54941394012">https://www.redalyc.org/articulo.oa?id=549/54941394012</a></p>
<p>Abstract Purpose: Our research focuses on a preliminary study on the adaptation of the Index for Inclusion to the university context. This tool would allow evaluating cultures, policies and practices of educational institutions, as well as to implement inclusive development actions in each of these areas, going from innovation to educational transformation. Design/methodology: The descriptive design of the first phase of the study provides an overview of the scene in this area. Then, using the indicators from the original survey of the Index, it selects 48 items adapted to the Higher Education context. The analysis of agreement among expert judges proved the content validity of those items. Findings: The paper concludes with a revised version of the questionnaire, which includes the qualitative inputs gathered during the analysis of the expert judgment, and it updates the theoretical conclusions from the interpretation of the collected data. Research limitations/implications: There is not much published on this topic in Spain, and the overview of the university is still detected as inflexible organization. This attitude could hamper the development of alternatives to shape a new understanding of Higher Education in Spain. -509- <i>Intangible Capital</i> – <a href="http://dx.doi.org/10.3926/ic.647">http://dx.doi.org/10.3926/ic.647</a> Practical implications: The Index for Inclusion could allow universities to perform a collaborative research project that would start from and draw on the organizational practice of the institution’s own reality to improve the teachers’ training. Social implications: The implementation of this tool would enable a comprehensive approach to the topic of diversity in Spain university context. The entire educational community and non-teaching personal would thus share this focus on social responsibility. Originality/value: The Index for Inclusion would help universities, understood as eminently social –not only academic– institutions, to strengthen the link between their academic-professionalizing value and their social responsibility.</p> <div style="text-align: right;">  </div>	
<p>Quotes (pág):</p>	

<p>Reference (APA):</p> <p>Gómez, L.E.; Monsalve, A.; Morán, M.L.; Alcedo, M.Á.; Lombardi, M.; Schalock, R.L. Measurable Indicators of CRPD for People with Intellectual and Developmental Disabilities within the Quality of Life Framework. <i>Int. J. Environ. Res. Public Health</i> 2020, 17, 5123.</p>	<p>Link:</p> <p><a href="https://www.mdpi.com/1660-4601/17/14/5123">https://www.mdpi.com/1660-4601/17/14/5123</a></p>
<p>Abstract:</p> <p>This article proposes the quality of life (QOL) construct as a framework from which to develop useful indicators to operationalize, measure, and implement the Articles of the Convention on the Rights of Persons with Disabilities (CRPD). A systematic review of the scientific literature on people with intellectual and developmental disabilities (IDD) was carried out, with the aim of identifying personal outcomes that can be translated into specific and measurable items for each of the CRPD Articles aligned to the eight QOL domains.</p>	

Following Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, the systematic review was conducted across the Web of Science Core Collection, Current Contents Connect (CCC), MEDLINE, KCI-Korean Journal Database, Russian Science Citation Index and SciELO Citation Index, for articles published between 2008 and 2020. A total of 65 articles focusing on people with IDD were selected. The results were grouped into four broad categories: conceptual frameworks used to monitor the CRPD; instruments used to assess the rights set out in the CRPD; recommendations on the use of inclusive research; and indicators or personal outcomes associated with specific rights contained in the CRPD. Licensee MDPI, Basel, Switzerland.



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Quotes (pág):

Reference (APA):

Hetu, M., Joly, Y., Koutouki, K. (2017). Measuring the performance of international genomics research projects in fostering genomic capacity in the developing world. *New Genetics and Society*36(4), pp. 315-335.

Link:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6384230/>

Abstract:

Therapeutic applications of genomic medicine are slowly finding their way into the healthcare framework of developing countries. The establishment of equitable innovation policies is a determining factor in how genomic-based therapeutic applications will evolve in these countries. In the biomedical field, the commercialization of research results has established itself as the dominant paradigm in the innovation system. However, many recent studies have demonstrated that this emphasis on commercialization and the protection of intellectual property has led to disappointing results. A growing number of stakeholders in this debate argue that it is now necessary to go beyond the commercialization of research and implement policies based on the research valorization paradigm, which supports the achievement of social as well as economic objectives. We thus propose a new set of more inclusive research performance indicators to help policymakers measure the impact of international genomics projects on developing countries.

Quotes: Table 2 and 3 List of inclusive indicators for genomics projects.

Discussion and conclusions, very relevant, a study from a non-educational but inclusive view of knowledge mobilisation.



[TABLE OF CONTENTS](#)

Reference (APA): Alba, C. y Nind, M. (2020). The inclusive turn in socio-educational research. En J.M. Sancho, Hernandez, F., Montero, L., De Pablos, J. , Rivas, J.I. y Ocaña, A. (coords.) Paths and drifts for another educational and social research. Barcelona: Octaedro.

Link: (resumen libro completo):

<https://octaedro.com/wp-content/uploads/2020/07/16220.pdf>

Quotes (pág):

The concept of inclusive research is identified with the transformation of research about people, to be research with them, democratising the process, so that the problem of study can be jointly owned, or owned by groups

traditionally outside the realms of research management or production, often involving the exclusion of their views or interests.(p. 137)

Inclusive research is seen as an approach that aims to do research with, by and for people who are vulnerable or excluded from research rather than about them (p.137).

The research problem is not just a matter of the researcher's interest. In doing inclusive research the problem will be identified or be of interest to the group itself, carried out to promote their interests, represent their views and be involved in the process and the outcomes that are produced. (p.139)

Coincidences with participatory and emancipatory research: "participatory research and emancipatory research have had a special relevance. With participatory research it coincides in that the research problem may have been identified by the people in the stakeholder group or suggested by the professional researchers, and in the collaborative work to conduct a collective problem analysis (Brydon-Miller and Maguire, 2009). The influence of emancipatory research is evident in the search for a symmetrical model of relationship between researcher and research participants, collaboration, dialogue, mutual respect, co-implication of subjectivity (Denzin and Lincoln, 1994), and the impact on improving people's lives"(p.139).

Conceptualising research as inclusive is part of a concern for the democratisation of the research process and for social justice - in and through - educational research.(p.141)

The inclusive perspective raises the need to conceive of other ways of doing research, in which participation and power relations are more equitable, answering questions such as: Who owns the research problem? Who initiates the project? In whose interest is it conducted? Who has control over the processes and outcomes? How are power, authority and decision-making negotiated? (p.141)

Literature reviews (Bigby and Frawley, 2010; Smith-Merry, 2017) identify three models in inclusive research design and development: mentoring, leadership and control, and collaborative group.

Mentoring refers to practices in which an individual or group of people, targeted by a study or on whom an action is being considered, are actively involved in providing information or advice on research-related issues and participating in deliberations and decision-making (Mirete et al., 2019). In the leadership and control model, stakeholders are the ones who initiate and execute their own research work on issues they identify as important (Bigby and Frawley, 2010). They are in control of its design and development and the questions arise from their own interests and needs. The most commonly used methods are participatory action research, oral histories, life histories, interviews, focus groups or surveys (Nind, 2016a, Susinos and Parrilla, 2013). The collaborative group model refers to a strategy that combines the perspectives and actions of stakeholders with the competences of academics in a way that generates shared knowledge that, otherwise, without mutual collaboration, neither group would be able to achieve (Bigby and Frawley, 2010; Nind, 2014). It is based on trust and joint involvement in the process, on acknowledging the other in order to learn from and with them; and on the value that such collaboration adds to the goal and outcomes (Bigby, Frawley and Ramcharan, 2013; Nind, 2014), at any of the different points in the research (Smith-Merry, 2017).(p.143).

In the Anglo-Saxon context (UK, Australia, USA and Canada), closely linked to research groups and disability rights advocacy (Smith-Merry, 2017; Strnadová and Walmsley, 2017) and decolonising research, to foreground indigenous peoples' perspectives.

Also in the field of health, based on the idea that patient and public participation in research contributes to meaningful and relevant outcomes to improve these services (Beresford, 2002). These democratising efforts have been carried out in different disciplines and professions and are beginning to have a presence in educational research (Barnes and Sheldon, 2007; Nind, 2014; Veck and Hall, 2018).(p.144)

there are works that, although they do not define themselves or use the terminology of inclusive research, they do maintain its postulates and methodological approaches, as is the case of works within the framework of participatory action research, such as, for example, the experience of Fitzpatrick et al. (2007, cited in Brydon-Miller and Maguire, 2009), in which teachers want to democratise schooling and share power with students and families, facilitating the co-design of a project. (p.144)



The works by Sierra and Parrilla (2019) and Parrilla, Martínez-Figueira and Raposo-Rivas (2015) show the process followed by the educational communities of schools in a locality that collaboratively identified the object of their study, following a process of analysis and participatory action, with the collaboration of academic researchers. The selection of the subject matter, the processes of educational transition as inclusive or exclusive moments, as well as the research, were controlled by the educational community itself. Both the process and the results show alternative ways of producing knowledge and "to critically redefine some epistemological foundations of research in the field of inclusion" (p. 154), with an emancipatory and transformative vision. (p.146).

Another source of tension arises regarding the training of participants in inclusive research: is it about training in academicist traditions, about colonising groups that have not been active participants in research, or about recognising new forms of knowledge? Nind, Chapman, Seale and Tilley (2016) question the idea of training lay research partners as a response to engaging them as researchers, which generates controversy as, rather than bringing different forms of knowledge into the dialogue, it involves making them think and act within a framework that has excluded them in its construction.

The ICPHR (ICPHR, 2013) has identified six concepts of validity, derived from research in this field, to be applied in future studies: participatory, intersubjective, contextual, catalytic, ethical and empathic. This new framework of analysis allows quality to be analysed from parameters generated from the research itself (p.149).



[TABLE OF CONTENTS](#)

Reference (APA):

- 1) Walmsley, J. y Johnson, K. (2003). Inclusive research with people with learning disabilities: Past, present and futures. Londres: Jessica Kingsley Publishers.
- 2) Walmsley, J., Strnadová, I. y Johnson, K. (2018). The added value of inclusive research. *Journal of Applied Research in Intellectual Disabilities*, 31 (5), 751-759.

Link:

- 1) [https://books.google.es/books?hl=en&lr=&id=5WRsavQ9oc4C&oi=fnd&pg=PA3&ots=9mOMubunbp&sig=ARksV2nnMuAvVihDBwtScbfF3dc&redir\\_esc=y#v=onepage&q&f=false](https://books.google.es/books?hl=en&lr=&id=5WRsavQ9oc4C&oi=fnd&pg=PA3&ots=9mOMubunbp&sig=ARksV2nnMuAvVihDBwtScbfF3dc&redir_esc=y#v=onepage&q&f=false)
- 2) <https://onlinelibrary.wiley.com/doi/abs/10.1111/jar.12431>

Abstract:

**Background**

The study asks when does inclusive research add value? The authors argue that this is important, given the additional time and cost of co-researching with people with intellectual disabilities. The study is situated in debates about a “second generation” of inclusive research which advocates focussing more on outcomes than process. The authors argue that this is premature, rather the authors propose that inclusive research is valuable when it helps to recognize, foster, and above all communicate the contributions people with intellectual disabilities can make.

**Method**

The authors conducted a literature review of 52 peer-reviewed journal articles about inclusive research and analysed them..

**Results**

The authors conclude that inclusive research adds value when there is a distinctive contribution which only co-researchers with intellectual disabilities can make, when it highlights the contributions people with intellectual disabilities make, and when it contributes to better lives for the wider population of people with intellectual disabilities.

**Conclusions**

The authors propose a revised definition of inclusive research to replace that published by Walmsley and Johnson in 2003.

**Quotes (p):**

Inclusive research was first defined by Walmsley (2001) as an approach that involved people with special needs as more than research subjects or data sources, to become active participants in accessing monitoring processes, generating research questions, participating in the collection of information and in the analysis and dissemination of results (Walmsley and Johnson, 2003).

The dilemma lies in the positions assigned to users, between "being helpful, participating", "being a researcher" or "being helpful" (Walmsley and Johnson, 2003).

Walmsley, Strnadová and Johnson (2018) have proposed updating Walmsley and Johnson's (2003) definition, providing some keys to guide a second generation of inclusive research that reflects the value added by this model: being based on issues important to a group, participating and informing the process and outcomes; aiming to contribute to social change; recognising each group as knowledge generators; providing information that can be used by those groups to propose improvements; and external participants working alongside those whose problems are being explored or researched.



[TABLE OF CONTENTS](#)

Reference (APA): Nind, M. (2014). Inclusive research and inclusive education: why connecting them makes sense for teachers' and learners' democratic development of education. *Cambridge Journal of Education*, 44 (4), 525-540.

**Link:**

<https://www.tandfonline.com/doi/full/10.1080/0305764X.2014.936825>

**Abstract:**

Following pushes from the disability movement(s) and increased interest in children and young people becoming involved in research concerning them, inclusive research is growing within and beyond education establishments. Yet this arena is alive with interesting and largely unanswered questions. This paper discusses some of them: What do inclusive research and inclusive education have in common? Where have the moves towards inclusive (participatory and emancipatory) research happened and why? How viable are the claims to the moral superiority of inclusive research? What kinds and quality of knowledge does inclusive research produce? Finally the question is addressed of what all this means for inclusive education, arguing that inclusive research has under-explored potential to reinvigorate inclusive education and provide new connections to democracy and social justice in education.

**Quotes (pág):**

Nind (2014, 2017) defines inclusive research as a shift from research about people, to research with people or for people to do their own research, which is a shift towards democratisation of the process, through shared



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decision-making and dialogue. This shift towards inclusivity appears in the research practices of many groups and has given rise to different names: decolonising research, indigenous methods, feminist research, child-led research or inclusive research (see Chapters 5 and 6).

Reference (APA): Nind, M. (2017). The practical wisdom of inclusive research. *Qualitative Research*, 17 (3), 278-288.

Link:

<https://journals.sagepub.com/doi/full/10.1177/1468794117708123>

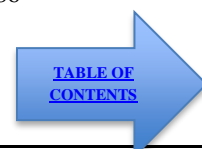
**Abstract:** The concept of inclusive research epitomizes the transformation away from research on people, to research with them. Applied particularly, but not exclusively, in the field of learning disabilities, the concept encapsulates the drive to involve people in the design and conduct of research about them, reach and represent their lived experience, respect them and value different ways of knowing. This article discusses some of the challenges that UK inclusive researchers have shared in focus groups aimed at taking stock of this transformative movement and it shares how a local UK research collaboration between academics and people with learning disabilities has addressed some of these challenges. Inclusive research methods of generating and analysing data are examined within the broader context of how research projects and partnerships are enacted. The article concludes that doing research inclusively is gradually transforming through collective practical wisdom and praxis.

Quotes (pág):

I have somewhat amplified the original depiction of inclusive research as a useful umbrella term, extending the participatory and emancipatory research that Walmsley and Johnson (2003) particularly encompassed within it to include research with multiple labels that essentially ‘reflect a turn towards the democratization of the research process’ (Nind, 2014: 1). (p.279)

However, we were able to identify from the data and what it said about the priorities and praxis of participant-researchers some questions that researchers wanting to do their research inclusively and well would do well to ask themselves:

1. Is the topic relevant to the lives of people with learning disabilities and interesting to them? Could it become relevant?
2. Does the research involve people with learning disabilities in a meaningful and active way?
3. Are the participants in the research treated with respect?
4. Is the research communicated in a way people with learning disabilities can understand and respond to?
5. Is there honesty and transparency about everyone’s role and contribution?
6. Were the ways of working carefully thought through and adapted in response to needs?
7. Does the research create worthwhile knowledge?
8. Are there likely long-term wider benefits for the people involved e.g. new networks, skills, funds, roles, social inclusion?
9. Are the research questions the kind that inclusive research can best answer?
10. Does the research reach participants, communities and knowledge that other research could not reach?
11. Does the research use, and reflect on, the insider cultural knowledge of people with learning disabilities?
12. Is the research genuine and meaningful?
13. Will the research make impact that people with learning disabilities value? ( Pp.285-286



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<p>Reference (APA): Nind, M. y Vinha, H. (2014). Doing research inclusively: bridges to multiple possibilities in inclusive research. <i>British Journal of Learning Disabilities</i>, 42 (2), 102-109.</p>	<p>Link:  <a href="https://www.researchgate.net/publication/272820429_Doing_Research_Inclusively_Doing_Research_Well_Report_of_the_Study_Quality_and_Capacity_in_Inclusive_Research_With_People_With_Learning_Disabilities">https://www.researchgate.net/publication/272820429_Doing_Research_Inclusively_Doing_Research_Well_Report_of_the_Study_Quality_and_Capacity_in_Inclusive_Research_With_People_With_Learning_Disabilities</a></p>
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**Abstract:**

This article reports on a study of how people do research that matters to people with learning disabilities and that involves them and their views and experiences. The study was an attempt to bring together people doing inclusive research so that, collectively, we could take stock of our practices. This would add to the individual reports and reflections on approaches that are already available. In particular, we wanted to explore what quality means in inclusive research and how we might best achieve this. We used focus groups to share and generate knowledge, and we recorded, transcribed and analysed the dialogue, looking for themes and answers to core questions. We found that there are many different ways of doing research inclusively, and we propose a model to describe this. Reflecting on the findings, we argue that it is important to keep a flexible vision of inclusive research and to keep learning and talking together.

**Quotes (pág):**

Emancipatory research: research that helps those involved make good changes to their lives by being in full control of the research

Ethics: doing the right thing in research, treating people well and not doing anything to harm them (p.10)

Inclusive research: research that matters to people with learning disabilities, and that involves and respects them

What good things come from doing inclusive research? For many participant-researchers the benefits of doing research were about making friends, learning new skills, doing something useful, feeling valued, gaining confidence and experience. Doing research could also bring much needed funding to their self-advocacy organizations. The benefits extended to the difference the research could make to improve other people's lives and to change practices.(p.38)

What makes inclusive research difficult to do? Many barriers to doing inclusive research were identified. We grouped these barriers into: Attitudinal barriers, such as funders' lack of knowledge or understanding, their inflexibility, their low expectations of what people with learning disabilities can do, and their failure to learn or change. There were also general attitudes about protecting people with learning disabilities or not valuing their input. Barriers in the social process, such as the barriers put up by universities protecting their territory, inaccessible calls to tender for projects and few routes into research for people with learning disabilities. Some barriers were put up by individuals and some were rule-based such as rules about tenders, formal ethics and governance requirements, online submission to journals, and the need for police checks. Material barriers, such as of transport and information, lack of funding for preparatory work (which was important to the cherished value of

involving people with learning disabilities at all stages), inadequate funding more widely, and rules associated with people's benefits payments making short-term paid research risky. Within-person barriers, such as literacy difficulties. Doing Research Inclusively, Doing Research Well? Nind & Vinha, 2012 41 Mostly people were reluctant to discuss barriers as existing within people. Academic researchers did admit gaps in their skills that they got help with, e.g. Irene reflected "if I want to get my statistics analysed I talk to a statistician". Curiosity, though, was identified as crucial for research and lack of it as a barrier for anyone. The strong message was that problems associated with inclusive research do not lie with people with learning disabilities.(p.41)



Reference (APA):Rojas-Pernia, S., Haya-Salmón, I., Lastra-Cagigas, S., Álvarez-Sáenz De Santa María, L., 2020. The importance of social relationships and loneliness: An inclusive research project in Spain. British Journal of Learning Disabilities 48, 291–300.. doi:10.1111/bld.12342

Link:<https://kopernio.com/viewer?doi=10.1111%2Fbld.12342&token=WzI2Mjc4MTcsljEwLjExMTEvYmxkLjEyMzQyIi0.w-OxbeMNzYRlvcJFJGVzRDb-0iM>

**Abstract:**

This article presents the results of a project carried out by a group of researchers with and without intellectual disabilities on *the importance of social relationships and loneliness*. We wanted to find out about the experience of loneliness in young people with and without intellectual disabilities and know whether this was an important issue for them too. We interviewed a total of 23 young people during our research which was developed over more than a year and a half. This article has been organised into three parts. In the first part, the two academic researchers outline the concept of inclusive research highlighting the value of recognising and making the experiences of people with intellectual disabilities visible. Following this, the four authors describe how the research group was formed and the methodological decisions that were made. Finally, we report the results of the research and the main conclusions. The young people with and without disabilities we interviewed told us that nobody wants to feel lonely. We believe that it is important for other researchers at the university to recognise our work and be encouraged to implement inclusive research processes.

**Quotes (pág):**

The term inclusive research comprises a set of approaches and methods that are described differently in the literature. These approaches emphasise the democratisation of collaborative inquiry processes and, consequently, the type of relationships that can be

established between participants from academic and non-academic sectors (Nind, 2014, 2017). Specifically, the term inclusive research is used to refer to a methodological approach that "consider people with learning disabilities as more than just subjects of research. They are actors, whose views are directly represented in the published findings in their own words" (Walmsley & Johnson, 2003, pp. 61–62).

A recent systematic review of inclusive research defines it as:

- "Research that aims to contribute to social change, that helps to create a society in which excluded groups belong, and which aims to improve the quality of their lives.
- Research based on issues important to a group and which draws on their experiences to inform the research process and outcomes.
- Research which aims to recognise, foster, and communicate the contributions people with intellectual disabilities can make.
- Research that provides information which can be used by people with intellectual disabilities to campaign for change on behalf of others.
- Research in which those involved in it are 'standing with' those whose issues are being explored or investigated" (Walmsley, Strnadová, & Johnson, 2018, p. 758). (p.292)

Undoubtedly, inclusive research is the path which allows academic researchers to know, consider and address topics or issues with co-researchers which they would not otherwise have contemplated or been able to answer. It also enables co-researchers to look in depth, with other researchers, at issues that not only affect them but also other people with and without disabilities.

For both groups, the research space can be a shared space from which to begin and research together on social issues relevant to people with intellectual disabilities (Walmsley et al., 2018). In this context, the academic researchers put their skills and resources at the service of the research, aware that these are insufficient when the research contemplates the plurality of situations in which people with intellectual disabilities find themselves (Milner & Frawley, 2019; Nind, 2014). Throughout the whole process, it is necessary to pay attention to the way in which we relate to each other, the development of listening or how we incorporate the proposals from all members of the group (Purcal, Fisher, Robinson, Meltzer, & Bevan, 2019). Obviously, listening within the team is an essential condition required for transcending methodological limits and pedagogical certainties. (p.292)

Likewise, the review of the practices of collaborative research with people with intellectual disabilities (Bigby, Frawley, & Ramcharan, 2014) has broader effects. Firstly, it affects academia and the ways in which research is carried out. According to Milner and Frawley (2019), researching from an inclusive paradigm requires academics to think about what is done and whether this changes discourses or continues repeating schemes that subjugate people with intellectual disabilities. Recognising them as co-researchers implies listening, knowing, negotiating, arguing, addressing and finding new ways to be together. The documentation, analysis and dissemination of research processes and results need to identify the limitations that emerge from particular projects and the restrictions that other forms of exclusive research impose on the co-production of knowledge (Bigby et al., 2014; Ellis, 2018; Fudge, Wilton, & Marquis, 2019). Finally, it is impossible not to consider the implications that the above has for all citizens. Inclusive research empowers people with intellectual disabilities and therefore also modifies the dominant deficient representation of this group over centuries. It transforms the types of relationships we establish and the ways in which we do this. The recognition of people with intellectual disabilities forces us to reflect on political decisions that are made and question what we believe we know. It encourages us to think about the type of society we want, something which also affects everyone. (p.292)

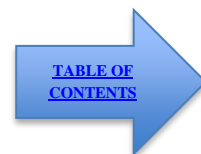
What concerned us? Deciding on the research topic  
How was the research carried out?  
What did the participants in the research tell us?  
What did we learn?

#### References:

Purcal, C., Fisher, K., Robinson, S., Meltzer, A., & Bevan, N. (2019). Co- production in peer support group research with disabled people.

Area, 51(3), 405–414. <https://doi.org/10.1111/area.12441>

Rojas-Pernia, S., & Haya-Salmón, I. (2020). Inclusive research, learning disabilities, and inquiry and reflection as training tools: a study on experiences from Spain. *Disability & Society*. <https://doi.org/10.1080/09687>



Reference (APA): Vega Córdova, V., Álvarez-Aguado, I., Spencer González, H., González Carrasco, F., 2020. Advancing self-determination: a study on the self-perceptions of adults with intellectual disabilities from an inclusive research perspective. *Siglo Cero Spanish Journal on Intellectual Disability* 51, 31.. doi:10.14201/scero20205113152

Link: <https://kopernio.com/viewer?doi=10.14201%2Fscero20205113152&token=WzI2Mjc4MTcsLjEwLjE0MjAxL3NjZXJvMjAyMDUxMTMxNTIiXQ.duhSV7Bg7-WBbgUhqjiWF1YU9AA>

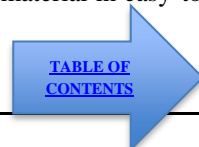
**Abstract:** Self-determination has become the key construct to ensure the development of skills that allow people with disabilities to gain control over their lives. This study, from an inclusive research paradigm, seeks to assess the self-perceptions about self-determination of 122 adults with intellectual disabilities in Chile. The data of this research have been collected through an ad hoc questionnaire in online software format and a semi-structured interview. The main results show how the participants have low levels of self-determination. The development of competencies related to self-defense or self-instruction are greatly diminished unlike other skills such as decision making or problem solving. From these evidences it is discussed how the challenges that these people face during their adulthood (relocation of the place of residence, aging, etc.) demand new strategies that guide the work on self-determination. In addition, the development of inclusive research involving the real participation of people with intellectual disabilities is recognized as an important element for the promotion of self-determination.

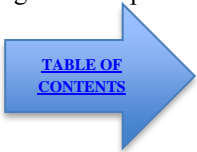
**Quotes (pág):**

The concept of inclusive research emerges from emancipatory research to ensure the full participation of people with intellectual disabilities in research that concerns them. Authors such as Walmsley, Strnadová and Johnson (2018) identify some of the main characteristics of this research, including: the topic must be of interest to people with disabilities, the process must be collaborative, people with disabilities must be able to exercise some control over the stages of the research, the whole process must be accessible: constructs, reports, tools, etc. There are several initiatives that have helped to clarify the roles that people with disabilities play depending on their participation in this research: as advisors, as collaborators or as leaders of their own research processes (Salmon, Barry and Hutchins, 2018). The results of these studies show a considerable increase in personal well-being and a greater development of skills related to self-instruction, autonomy and self-evaluation in people with intellectual disabilities who participate in inclusive research (Pallisera, Fullana, Puyaltó, Vilà and Díaz, 2017; Salmon et al., 2018; Walmsley et al., 2018). In fact, people themselves admit that these experiences help them to express themselves freely on issues that are important to them, to stand up for their rights and to participate in socially valued activities (Petriet et al., 2018). According to Pallisera et al. (2017), the added value of inclusive research is the recognition of the experiences and opinions of people with intellectual disabilities. Moreover, it is a research model that respects the rights-based approach that currently prevails in this field (p.34).

The implementation of the different phases of the research allowed the consolidation of some roles in these processes. The members of the advisory committee ranged from trainees, to informants, to experienced experts, to co-researchers (Table 3). (p.38)

The work with the advisory team consisted of three phases (Table 4). In the training phase, the advisory committee acquired skills to address the different stages that make up an investigation and also worked on the concept of self-determination. In the implementation phase, and once the previous skills had been acquired, the advisory team participated in the different stages of questionnaire construction: definition of indicators and items, validation of the application's interfaces and screens (shape, colour, font size, etc.), analysis of the results of the pilot implementation, identification of improvements, etc. Finally, in the reflection phase, the development of the project as a whole was evaluated. For the implementation of the different tasks, the advisory committee was supported by experts in research and special education, as well as by material in easy-to-read and audio-visual format. (p.39)



<p>Reference (APA):</p> <p>Chalachanová, A., Nind, M., Østby, M., Power, A., Tilley, L., Walmsley, J., Westergård, B.-E., Heia, T., Gerhardsen, A.M., Oterhals, O.M., King, M., 2020. Building Relationships in Inclusive Research in Diverse Contexts. <i>Scandinavian Journal of Disability Research</i> 22, 147–157.. doi:10.16993/sjdr.681</p>	<p>Link:<a href="https://kopernio.com/viewer?doi=10.16993%2Fsjdr.681&amp;token=WzI2Mjc4MTcsIjEwLjE2OTkzL3NqZHIuNjgxII0.NBKQ5YkvcyZG4R5XA9NUfWuWTfc">https://kopernio.com/viewer?doi=10.16993%2Fsjdr.681&amp;token=WzI2Mjc4MTcsIjEwLjE2OTkzL3NqZHIuNjgxII0.NBKQ5YkvcyZG4R5XA9NUfWuWTfc</a></p>
<p>Abstract:</p> <p>This article explores relationships between academics and people with intellectual disabilities collaborating in inclusive research. The authors present and reflect upon narrative accounts from Norway and England from both sides of the relationship. Each relationship is examined, including how it was initiated, established, developed and sustained, what worked well, what the obstacles were and how any conflicts were approached. The concept of being an ‘alongsider’, working alongside each other (and alongside participants with intellectual disabilities) is used. The paper shows variety in how alongsider relationships are initiated and fostered over time. Mostly, partnerships were initiated informally, based on pre-existing relationships as friends or through support worker-client relationship or earlier research cooperation, although one was initiated through a formal selection process. The paper concludes that when building relationships over time, the personal dimension is important, including sharing an interest, mutual respect and liking each other, while funding and tight timelines can interfere.</p>	
<p>Quotes (pág):</p> <p>Inclusive research requires an ethic of respect for the lives, views and experiences of people with intellectual disabilities, and for the knowledge they hold and can add to the research process. There is now a wealth of material upon which researchers can draw for guidance if they want to work inclusively. This includes in Norway, Østby and Haugenes’ (2019) handbook, which includes Norwegian examples from early inclusive research work in the country.(pag. 148)</p> <div style="text-align: right;">  </div>	

<p>Reference (APA):Stanley, Z., Lauretani, P., Conforti, D., Cowen, J., Dubois, D., Renwick, R., 2019. Working to make research inclusive: perspectives on being members of the Voices of Youths Project. <i>Disability &amp; Society</i> 34, 1660–1667.. doi:10.1080/09687599.2019.1619232</p>	<p>Link:<a href="https://kopernio.com/viewer?doi=10.1080%2F09687599.2019.1619232&amp;token=WzI2Mjc4MTcsIjEwLjEwODAvMDk2ODc1OTkuMjAxOS4xNjE5MjMyII0.gMYe0dMtoYLdFavRRfxmSyTXi7U">https://kopernio.com/viewer?doi=10.1080%2F09687599.2019.1619232&amp;token=WzI2Mjc4MTcsIjEwLjEwODAvMDk2ODc1OTkuMjAxOS4xNjE5MjMyII0.gMYe0dMtoYLdFavRRfxmSyTXi7U</a></p>
<p>Abstract: The article describes the work of the first three authors, who are young adults with intellectual and developmental disabilities (IDD), on an inclusive research project. For this project, these young adult activists worked together with university researchers and students, and with organizations serving disabled people as active members of the research team. Through this research project, 24 participants who were youths with IDD were interviewed about their important relationships and the activities they do in their communities. The research found that belonging really matters to the youths interviewed. These young adult activists talk about some of the activities they did as research team members and some of their important contributions to the research. For example, they participated in writing the interview questions, recruiting study participants, and making a film about what the research found.</p>	



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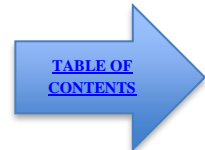
A number of university rules and procedures were barriers to reaching full power-sharing. The university setting (environment) strongly influenced how, when, and where we could do some of our project activities. In addition, because the academic team members worked at the university, they were associated with the power and influence that were part of this setting.

For example, ideally the project consultants would have been involved from the start of the project when the topic and research questions were chosen. Yet, until funding and certain approvals from the university were obtained, the project consultants could not be included in the Project. Therefore, the academic researchers and community collaborators chose the

Project's original goals. After the Project was funded, the project consultants took an active role in all research decisions made at team meetings. (p.1663)

References. Video: Belonging Matters: Knowledge Mobilization Film on Voices of Youths Research Inclusive Methods and Findings . (2017). [film] Directed by Rebecca Renwick and Denise DuBois. Toronto, ON: Social Sciences and Humanities Research Council of Canada. <https://www.youtube.com/watch?v=1/4brAsG2CidwA&feature=1/4youtu.be>

<https://www.youtube.com/watch?v=dRdBE7wZAKo>



# Keywords: Knowledge Mobilization and Indicators

Reference (APA): Labbé, D., Mahmood, A., Miller, W.C. and Mortenson, W.B. (2020) Examining the Impact of Knowledge Mobilization Strategies to Inform Urban Stakeholders on Accessibility: A Mixed-Methods study. <i>Int. J. Environ. Res. Public Health</i> 2020, 17, 1561; doi:10.3390/ijerph17051561	Link: <a href="https://www.mdpi.com/1660-4601/17/5/1561/htm">https://www.mdpi.com/1660-4601/17/5/1561/htm</a>
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## Abstract:

The goals of this mixed-method study were to develop knowledge mobilization (KM) strategies to share experience-based findings on accessibility and evaluate their impact for various urban stakeholders. Using a participatory approach, various KM strategies were developed including videos, a photo exhibit and an interactive game. These strategies were evaluated based on various impact indicators such as reach, usefulness, partnerships and practice changes, using quantitative and qualitative methods. The findings suggested that the KM strategies were effective in raising the awareness of various urban stakeholders and providing information and guidance to urban planning practices related to accessibility.

## Quotes (pág):

### Definition KM

KM is an umbrella term, primarily used by social science researchers, that describes a large category of strategies encompassing the full process of generating, accessing, sharing, and using information [20] (many other terms exist such as knowledge transfer or knowledge utilization; see [24] for a discussion of those terms). KM is intended to reduce the gaps between the knowledge users and relevant empirical knowledge, and to develop actions based on that knowledge [24,25]. Research has suggested that providing decision-making stakeholders with timely access to relevant evidence-based knowledge helps to target users' needs more effectively [26–28]. (p.2)

### Principles of knowledge mobilisation:

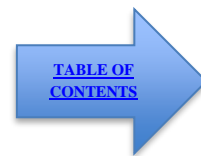
KM is an iterative social process [24,32]. Different phases of KM include knowledge gathering, creation of KM strategies, and evaluation of the KM impacts [32–34]. Lavis and his colleagues [35] outlined five fundamental evidence-based principles of KM: (1) understanding the target audience (who?); (2) tailoring messages and practices to suit the audience (what should be transferred?); (3) using credible messengers (shared by whom?); (4) using effective methods for conveying messages (what is the process and supporting communication infrastructure?); (5) measuring the impact of KM (how is it evaluated?). Evaluation has been identified as a key component of KM, because it allows knowledge use to be monitored, and it can be used to demonstrate the impact of KM for the targeted users and settings; however, it has often been overlooked [26,33,35].

Based on a systematic review, Fazey and his colleagues [34] identified five principles for KM evaluation. First, they highlighted the importance of developing an evaluation that could apply to multiple end users. The second principle was to identify the KM goals and expected outcomes prior to the development of the KM strategies as it allows the creation of evaluation measures that are congruent with the goals [36]. The third principle emphasized the importance of evaluating both the KM process and outcomes. For instance, documenting the process could provide pertinent information to understand the KM outcomes [24,33]. Making the evaluation an integrated part of the KM process constituted the fourth principle. Finally, the authors [34] suggested using mixed-methods to conduct the evaluation. Qualitative methods could help capture social aspects of KM (e.g., practices or experiences) [34] and bring a nuanced understanding of the process and outcomes [11] whereas



quantitative approaches could be used to measure knowledge uptake and its relationship to intended Int. J. Environ. Res. Public Health 2020, 17, 1561 3 of 16 outcomes [37]. The application of these principles has been emphasized particularly for interdisciplinary KM and more complex issues [34], such as accessibility in the urban environment, which involves many components and multiple stakeholders.(p.2-3)

The KM strategies were developed based on the five principles identified by Lavis and colleagues [35]. The strategies created focused on municipal staff and decision makers, as well as community-based organizations and the public (first principle: target audience). This decision emerged after a discussion with the community advisory committee members. The team then tailored the messages of the KM strategies (second principle) to suit that audience, especially by highlighting the embodied experience of MD users collected during the project. Based on the CBPR approach, the messengers (third principle) were both the MD users and the academic research team. Following the fourth principle, the team developed a variety of KM strategies using different but complementary media. Making use of a diversity of media has been found to increase the uptake of knowledge [34]. Thus, the KM strategies developed included (1) a video series, (2) a photo exhibit, and (3) an interactive game on accessibility. The details of these KM strategies are presented in the results section. Finally, the team developed and implemented an evaluation of the KM impact (fifth principle), presented below.(p.2-3)



Reference (APA): Haynes et al. (2020) Knowledge mobilisation in practice: an evaluation of the Australian Prevention Partnership Centre. Health Research Policy and Systems. 18:13. 1-17

Link: <https://health-policy-systems.biomedcentral.com/articles/10.1186/s12961-019-0496-0>

**Abstract:** This paper explores the operationalisation and outcomes of knowledge mobilisation strategies within the Australian Prevention Partnership Centre — a research collaboration between policy-makers, practitioners and researchers.

**Quotes (pág):**

Knowledge mobilisation partnerships are increasingly recognised as a vital strategy in efforts to strengthen research-informed policy and practice [1–4]. These partnerships typically seek to combine the expertise of knowledge stakeholders across disciplines, sectors and jurisdictions (including policy-makers, practitioners, researchers, service users and communities) to improve the development, communication and implementation of evidence and innovations [5–7]. They have been found to increase the value of research by decision-maker partners; to enhance the policy and practice relevance of research outputs; to build intellectual capital (knowledge) and social capital (relationships) that strengthen the capacities of all parties to undertake, share and use research effectively; and to increase the uptake of research in policy and practice [3, 8–13]. It has been argued that the co-production of knowledge results(p.1) in “the best and most lasting influences of research” [14] (p.1)

As Moss argues, “... knowledge mobilisation is not just about moving a clearly defined set of ideas, concepts, research techniques or information from here to there. Rather, it is about grappling with which forms of knowledge are apt in which contexts and how they can be strengthened through use”(p.2)

Reference: Moss G. Research, policy and knowledge flows in education: what counts in knowledge mobilisation? Contemp Soc Sci. 2013;8(3):237–48.

Here, we focus on the operationalisation of the six knowledge mobilisation strategies. 1. Partnerships, 2. Engagement (funding teams of researchers, policy-makers and practitioners to work together on policy- and practice-focused research projects, hosting a range of interactive forums and resourcing a strategic

communications team). 3. Capacity and skills 4. Co-production 5. Knowledge integration 6. Adaptive learning and improvement (pp.7 Table 2 Summary of results Knowledge mobilisation strategies)



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Reference (APA): Moliner García, O.; Arnaiz Sánchez, P., & Sanahuja Ribés, A. (2020). Bridging the gap between theory and practice: What strategies university professors use in order to mobilize knowledge about inclusive education?. *Educación XXI*, 23(1), 173-195, doi: 10.5944/educXX1.23753

Link:

<http://revistas.uned.es/index.php/educacionXX1/article/view/23753>

**Abstract:** the objective of this article is to analyze the strategies used by professors to mobilize knowledge about inclusive education and ensure its dissemination into practice. Methodologically this is a comprehensive narrative study of a qualitative nature in which a content analysis has been realized through a model for the development of deductive categories The study was carried out with 17 university teachers by nine Spanish universities, most part of them belonging to the Universities and Inclusive Education Network (RUEI), through their participation in focus groups. The results show that the participating teachers use interaction strategies much more than information strategies. The important gap between theory and practice is evident. The dissemination and transfer strategies used by university teaching staff are not the most appropriate, since they are largely ignored by educational policies and primary and secondary teachers in their daily work. It concludes by explaining the need to bridge this gap through the use of constructive and co-constructive processes of learning more in line with participatory action research This will be able to connect educational improvement and social transformation, breaking the idea that knowledge is generated in academia by researchers in order to be transmitted to practitioners.

**Quotes (pág):**

After reviewing the literature, it is interesting to note the proposal by Landry, et al. (2008), which defines two types of knowledge mobilisation strategies: a) Information strategies: those by means of which researchers promote knowledge of research results among education professionals. They do not involve personal interaction between researchers and practitioners and are unidirectional in nature. They consist of publishing scientific written documents, professional written documents, dissemination written documents intended for the general public, promoting and making information accessible to the general public.

b) Interaction strategies: these are strategies that consider various types and degrees of collaboration between researchers and actors or practitioners. They involve personal interaction and are multidirectional. They can be: co-organising or co-presenting with stakeholders at a seminar, congress, conference, etc.; getting stakeholders to think and act together. They can be: getting actors to think about and improve their practice by looking for evidence of its effectiveness, getting actors to look for practical or organisational solutions to problematic situations, establishing a system of co-analysis of practices, establishing a system of alternation between experimentation of new practices and joint reflection, establishing a system of support from a partner or trainer, establishing activities of co-construction of meaning around concepts, knowledge or phenomena, and setting up a reflection device with the aim of making values and beliefs explicit. (p. 178-179)

**Reference:**

Landry, R., Becheikh, N., Amara, N., Ziam, S., Idrissi, O., & Castonguay, Y. (2008). *Revue systématique des écrits sur le transfert de connaissances en éducation*. Québec, Canada: Gouvernement du Québec. Ministère de l'Éducation, du Loisir et du Sport. Retrieved from <https://bit.ly/32zDof9>

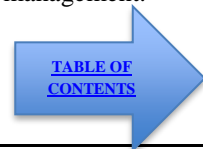
**Results:** University teachers in the study are more likely to use interaction strategies than information strategies.

a) Collaborative strategies between researchers and actors Joint search for solutions to problem-situations

A specific strategy provided by the results of the study that contributes to this idea is Service Learning (SL), which makes it possible, precisely, to place action and research at the service of professionals, groups and entities that work for inclusion (Traver, Sales, and Moliner, 2018). Presentation and joint organisation of events. Co-analysis of practices. Strategies of alternation between experimentation of new practices and reflection

through research-action processes, widely documented in the literature. Mutual support becomes relevant for the participants in the study, i.e. working with each other collaborative, such as through networks of researchers (Moliner & Ramel, 2018) and between practitioners or schools (Ainscow, et al., 2003; Arnaiz, De Haro, & Azorín, 2018). In short, the good thing about interaction strategies is that they are collaborative and provide many of the critical components for knowledge mobilisation such as the possibility of jointly investigating genuine problems, shared experiences between different stakeholders or the search for synergies between multiple perspectives or views on the same situation of inclusion or exclusion. Furthermore, the concept of knowledge mobilisation takes on the nuance of construction and co-construction, considering that knowledge is generated, developed and consumed while research or training is being carried out. This implies the development of knowledge democratisation strategies that move away from a hierarchical and expert model, advocating for knowledge that is more committed to change and transformation, putting researchers and actors at the service of the educational challenges of inclusion. It refers to questioning the roles and responsibilities acquired by university teaching staff based on their commitment to work with the actors, maximising their participation based on a relationship of equality and horizontality, in a clearly dialectical research process.

b) Unidirectional researcher-actors strategies The teaching staff do not abandon their role as transmitters of information, closer to the concept of research transfer than to that of knowledge mobilisation. Publication of written documents Scientific publications are justified, not because of the social impact they will have, but because of the imperative to do so, given that their activity as university teaching and research staff will be evaluated by publication criteria in certain journals. Information dissemination formats: the academic format in the form of articles and contributions to scientific congresses and forums, and the institutional format aimed at the entities participating in the work. However, we did not find direct references to media dissemination strategies that appeal to the general public through accessible and alternative languages, as proposed by Petrarca and Hughes (2014). Facilitation of resources To facilitate the availability and accessibility of resources, the study results point to the importance of developing good practice guides and resource platforms. In this regard, Landry, et al. (2008), through a systematic review of the literature, revealed that one of the tools to ensure not only the dissemination but also the use of knowledge is the documentation of good practices. They argue that the creation of a databank of good practices and innovations allows optimising knowledge management.



Reference (APA): Fischman, G.E, Anderson K.T, Tefera, A.A and Zuiker, S. J (2018) If Mobilizing Educational Research Is the Answer, Who Can Afford to Ask the Question? An Analysis of Faculty Perspectives on Knowledge Mobilization for Scholarship. *AERA Open*. 4 (1) 1–17

Link:

<https://journals.sagepub.com/doi/pdf/10.1177/2332858417750133>

Abstract:

This article explores faculty perspectives at three colleges of education regarding strategies of knowledge mobilization for scholarship in education (KMSE), with consideration for the opportunities and challenges that accompany individual and organizational capacities for change. Faculty surveys (n = 66) and follow-up interviews (n = 22) suggest two important trends: First, KMSE presents both a complementary agenda and a competing demand; second, barriers and uncertainties characterize the relevance of knowledge mobilization for faculty careers in colleges of education. This study empirically illuminates the persistence of long-standing challenges regarding the relevance, accessibility, and usability of research in colleges of education housed in research-intensive universities. While KMSE holds promise for expanding the reach and impact of educational research, scholarly tensions underlying these trends suggest that individual and organizational efforts will suffice only with modifications to university procedures for identifying what counts as recognizable, assessable, and rewardable scholarly products and activities for faculty careers.

Keywords: knowledge mobilization, research impact, usability

Quotes (pág):

**Problem: The gap between research production and potential use** is likewise reflected in university promotion and tenure practices, which increasingly rely on indirect measures of research quality (Cooper, 2015a). For example, the journal impact factor (JIF) is a metric that reveals little about the quality or relevance of any article, yet it remains one of the most influential indicators for research accountability and to distribute incentive (Piwowar, 2013). Many scholars recognize the limitations of indirect metrics and seek to broaden definitions of scholarly impact (e.g., San Francisco Declaration on Research Assessment by DORA, 2012; see O’Neill, 2016; Simons, 2008; Vanclay, 2012). Nevertheless, these critical calls are complicated by something many scholars often concede in whispers: Potential nonacademic users of educational research (e.g., teachers, principals, board members, policy makers, journalists, the public) may not perceive the relevance or value of educational scholarship (Schneider, 2015; Shavelson & Towne, 2002; Yohalem & Tseng, 2015). Recurrent, often conflicting, tensions for (a) measurable research productivity based on academic standards and (b) counterpressures for accountability to nonacademic stakeholders reflect education’s standing as a professional field in universities organized around scientific fields, which traditionally reward theoretical/experimental paradigms in research (Berliner, 2002). (pag 2)

**Definition KM:** We broadly define these approaches and attendant processes as **knowledge mobilization for scholarship in education (KMSE)**. KMSE includes iterative, purposeful, multidirectional interactions among researchers and groups (policy makers, practitioners, third-party agencies, community members) aimed at better understanding and improving educational organizations and systems. There is no easy and effective system of fostering dialogue and exchanges between researchers and students, families, teachers, schools, foundations, policy makers, media, and the general public while capturing scholarly production and relevance in a field as diverse as education. However, as COEs discuss and develop organization-level approaches to KMSE, the characterization of faculty engagement with and perceptions of these interactive multiway strategies and practices informs efforts to understand institutional arrangements that seek to facilitate the use of educational research in policy and practice (Pag. 2)

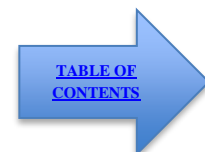
**Findings:** These results underscore that faculty valued the production of peer-reviewed articles as their highest priority, matching their perception of their COEs.(...) Meanwhile, participants perceived products and activities associated with KMSE (e.g., practitioner books, op-eds, media reports, and policy briefs) as a lower priority and believed that their COEs did as well (pag.5)


These survey results also suggest that respondents perceived producing high-quality scholarship and KMSE as competing agendas of greater and lesser priority, respectively (pag 6)

As products and activities that respondents rated included KMSE-related practices, such as community outreach, service to local organizations, practitioner books, policy briefs, practitioner conferences, media interviews, blogs, podcasts, and massively open online courses. (pag.6)

... two attendant subthemes related to these barriers and uncertainties—first, recognizing the impact of multiple forms of scholarship in education while underscoring the emphasis on publishing sole-authored articles in peer-reviewed journals; second, ambiguous structures for supporting and evaluating faculty members’ KMSE engagement, despite organization-level approaches to KMSE at these COEs ( pag.6)

A last prominent point within this subtheme regards a tension between (a) how relationships with nonacademic educational actors and stakeholders are considered important by participants and according to institutional rhetoric about these relations and (b) how such relationships are institutionally supported and recognized (pag.8



<p>Reference (APA): Flynn, M. (2020). Knowledge Mobilization in Community-based Arctic Research. <i>Arctic.</i>, 73(2), 240–260. <a href="https://doi.org/10.14430/arctic70565">https://doi.org/10.14430/arctic70565</a></p>	<p>Link: <a href="https://journalhosting.ucalgary.ca/index.php/arctic/article/view/70565">https://journalhosting.ucalgary.ca/index.php/arctic/article/view/70565</a></p>
<p><b>Abstract:</b>          Knowledge mobilization (KMb) is widely recognized as being essential to research, but there is limited academic guidance on how to do this well. This paper builds on the growing body of literature to develop a framework of key principles for KMb focused on Indigenous communities in the North American Arctic. We used a literature search and coding of identified good practice from both the grey and peer-reviewed literature (n = 80), alongside semi-structured interviews (n = 24) with key stakeholders to determine a framework of key principles and to contextualize and identify gaps or challenges. We found that effective KMb occurs throughout the research process and varies widely across regions and by researcher and community. Ultimately, there is no checklist of specific actions to ensure effective KMb, nor would such a list be desirable given the need to tailor KMb to specific contexts. However, we have identified three key principles of effective KMb: 1) respect, 2) mutual understanding, and 3) researcher responsibility. Underlying these principles is the consideration of trust and relationship building. Though these notions are based on subtle and nuanced context and vary from place to place, they all involve the consideration of formal and informal processes of KMb with Arctic research. By highlighting these key principles, we provide a framework to increase effectiveness of KMb across environmental change research within Arctic communities.</p>	
<p>Quotes (pág):</p>	

<p>Reference (APA): Powell, A, Davies, HTO, Nutley, S. (2018). Facing the challenges of research-informed knowledge mobilization: “Practising what we preach”? <i>Public Administration.</i>, 96(1), 36–52. <a href="https://doi.org/10.1111/padm.12365">https://doi.org/10.1111/padm.12365</a></p>	<p>Link: <a href="https://research-repository.st-andrews.ac.uk/bitstream/handle/10023/18595/Public_Admin_submitted_final_version.pdf;jsessionid=C0E607DA21DAC3B75FDBB1639D5F5D9F?sequence=1">https://research-repository.st-andrews.ac.uk/bitstream/handle/10023/18595/Public_Admin_submitted_final_version.pdf;jsessionid=C0E607DA21DAC3B75FDBB1639D5F5D9F?sequence=1</a></p>
<p><b>Abstract:</b> The political imperative to make public services more evidence-based has contributed to the growth in the past two decades of both research and practice in the field of knowledge mobilization: the range of active approaches to encourage the creation, sharing and use of research-informed knowledge alongside other forms of knowledge. Paradoxically the growth of the field has made the challenge of encouraging research use much more complex and uncertain, and the roles of knowledge mobilizers much more diverse and demanding. This <b>in-depth interview study of knowledge mobilization in 51 agencies concerned with knowledge for public services breaks new ground in exploring the paradox at the heart of knowledge mobilization practice: the challenges that research agencies face in practising in researchinformed ways themselves.</b></p>	
<p>Quotes (pág):</p> <p>What the (relatively sparse) empirical research has shown therefore is that research agencies working in the knowledge mobilization field struggle to work in research-informed ways themselves. We wanted to examine this interesting paradox in more depth; our research aim was to assess whether and <b>how the knowledge mobilization approaches used by research agencies are informed by the growing knowledge mobilization research literature.</b>(pag.5)</p> <p>New terms to encapsulate knowledge use strategies have been coined and debated (e.g. Graham et al. 2007; Davies et al. 2008) including knowledge translation, knowledge exchange, knowledge transfer and knowledge mobilization (the umbrella term we use in this paper for the range of active approaches to encourage the</p>	



creation, sharing and use of research-informed knowledge alongside other forms of knowledge). A plethora of **new models and frameworks to describe the knowledge mobilization process** have been developed (Graham et al. 2007; Davies et al. 2008; Ward et al. 2009; Nilsen 2015), while existing theories from cognate fields have been re-examined to explore their relevance and utility to **understanding research utilisation** (Oborn et al. 2013). (pag 6)

Results: This emphasizes **four key principles**: the need to foster and sustain relationships between researchers and research users over time (Kothari and Wathen 2013); the need to pay attention to the research users' context (Evans and Scarbrough 2014; Squires et al. 2015); the need to integrate different kinds of knowledge alongside knowledge from research; and the need to test and evaluate knowledge mobilization interventions in use. (pag. 13)

About strategies: Agencies used a range of approaches including **facilitating networks, developing regular meetings of researchers and practitioners to discuss practice challenges, supporting peer to peer introductions and setting up fellowships and secondments**. Agencies also contributed to **teaching programmes to equip practitioners to use research in their professional practice**. Many funding agencies **included research users on their assessment panels**. Some agencies had broadened their knowledge mobilization activities to engage with research users at multiple levels of the health service and thus increase their reach from policy through to practice. We asked all interviewees about their involvement of patients and service users (as potential research users) in their knowledge mobilization activities. Only a handful of agencies in our sample currently involved these groups; these agencies tended to be in the social care and mental health sectors. Other agencies were sympathetic to the principle but emphasized **the lack of clear guidance on how to involve patients and members of the public in meaningful ways or a lack of experience or skills in this kind of engagement**. (pag 14)

Challenges: A strong theme that emerged from the interviews was that knowledge mobilization was **skilled practice**: working flexibly in the ways informed by the knowledge mobilization literature was highly demanding for individuals. Several interviewees emphasized that the skills and attributes needed (e.g. high levels of self-confidence, the ability to reflect and draw on experience, to think creatively and tolerate uncertainty) could not be easily taught and required considerable experience: 'you're always working right on the edge of your comfort zone.' (21). **Relational approaches and co-production of knowledge with research users were much harder to do well than more traditional 'push' and 'pull' approaches** and required considerable commitment and stamina alongside sufficient resources: '(pag 18.)

Conclusion: the principle from the knowledge mobilization literature that research use is most effective when research knowledge is combined with other forms of knowledge is not fully upheld by most agencies (pag 22)

Further progress in learning about knowledge mobilization (about the effective creation, sharing and use of research-informed knowledge alongside other forms of knowledge) is likely to be slow if even these **knowledge mobilizers** (drawn from those agencies considered by field experts to be among the most active and innovative) **find it hard to mobilize the meta-knowledge from their own field and if there is no cumulative evidence base emerging to assist research agencies in developing and evaluating their own practical knowledge mobilization activities**. Without the ongoing creation of a stronger knowledge base in the knowledge mobilization field, **there is a risk that the pragmatic approach that may be appropriate to early development of the field could become a long term 'scattergun' approach and waste time, resources and social capital**. (pag 23)

#### References:

Davies, H.T.O., S. Nutley and I. Walter. 2008. 'Why 'knowledge transfer' is misconceived for applied social research', *Journal of Health Services Research and Policy*, 13, 3, 188- 190.

Davies, H.T.O., A.E. Powell and S.M. Nutley. 2015. 'Mobilising knowledge to improve UK health care: learning from other countries and other sectors - a multimethod mapping study', *Health Services and Delivery Research*, 3, 27.

Graham, I.D., J. Tetroe and the KT Theories Research Group. 2007. 'Some Theoretical Underpinnings of Knowledge Translation', *Academic Emergency Medicine*, 14, 936- 941.

Nilsen, P. 2015. 'Making sense of implementation theories, models and frameworks', *Implementation Science*, 10, 53.

Oborn, E., M. Barrett and G. Racko. 2013. 'Knowledge translation in healthcare: Incorporating theories of learning and knowledge from the management literature', *Journal of Health Organization and Management*, 27, 4, 412-431

Ward, V., A. House and S. Hamer. 2009. 'Developing a framework for transferring knowledge into action: a thematic analysis of the literature', *Journal of Health Services Research and Policy*, 14, 3, 156-164.



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Reference (APA): Brown, C. (2018) Research learning Networks. A case study in using networks to increase knowledge mobilization at scale. In C. Brown and C.L. Poortman. *Networks for Learning. Effective Collaboration for Teacher, School and System Improvement* (pp.38-54) Oxford, England: Routledge

Link:<https://kopernio.com/viewer?doi=10.4324%2F9781315276649&token=WzI2Mjc4MTcsIjEwLjQzMjQvOTc4MTMxNTI3NjY0OSJd.yzrjEGwr3TXaX3H6Wxw73KpcumE>

**Abstract:**

In Chapter 3, 'Research Learning Networks: A case study in using networks to increase knowledge mobilization at scale', Chris Brown explores the role of networks in facilitating evidence-informed practice. As Chris explains, Research Learning Networks (RLNs) were devised as a way of using networks of schools to connect research to practice at scale. This chapter will discuss RLNs as a concept and demonstrate the effectiveness of the approach by focusing on one specific RLN: a teaching school alliance situated in the south coast of England. It begins by setting out the origins of the RLN project; the theoretical and conceptual thinking that underpins the model as well as the practical elements of how RLNs are run and delivered. The case study then illustrates how this networked approach has led not only to teachers within this alliance of schools engaging in research-informed practice, but also how this practice has resulted in transformed teaching and improved student outcomes across participating schools.

Quotes (pág):



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Reference (APA): Abma, T.A, Cook, T. , Rämgård, M., Kleba, E., Harris, J. & Wallerstein, N. (2017) Social impact of participatory health research: collaborative non-linear processes of knowledge mobilization, *Educational Action Research*, 25:4, 489-505, DOI: 10.1080/09650792.2017.1329092

Link:<https://www.tandfonline.com/doi/full/10.1080/09650792.2017.1329092>

**Abstract:** Social impact, defined as an effect on society, culture, quality of life, community services, or public policy beyond academia, is widely considered as a relevant requirement for scientific research, especially in the field of health care. Traditionally, in health research, the process of knowledge transfer is rather linear and one-sided and has not recognized and integrated the expertise of practitioners and those who use services. This can lead to discrimination or disqualification of knowledge and epistemic injustice. **Epistemic injustice is a**

**situation wherein certain kinds of knowers and knowledge are not taken seriously into account to define a situation.** The purpose of our article is to **explore how health researchers can achieve social impact for a wide audience, involving them in a non-linear process of joint learning on urgent problems recognized by the various stakeholders in public health.** In participatory health research impact is not preordained by one group of stakeholders, but the result of a process of reflection and dialog with multiple stakeholders on what counts as valuable outcomes. This **knowledge mobilization and winding pathway embarked upon during such research have the potential for impact along the way** as opposed to the expectation that impact will occur merely at the end of a research project. **We will discuss and illustrate the merits of taking a negotiated, discursive and flexible pathway in the area of community-based health promotion.**

Quotes (pág):

Social impact definition: . The Higher Education Funding Council for England, for instance, defines social impact as ‘an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia.’ (HEFCE 2015) The heterogeneity of interpretations of the term social impact is related to what is valued by whom. For example, higher education institutions traditionally defined impact via bibliometrics, because they value publication as the predominant strategy for knowledge generation. Governments are interested in arguments to establish priorities and to support decision-making processes for defining policies and for the organization of services, and the public defines it in terms of socioeconomic benefit and return on investment (Penfield et al. 2013). The heterogeneity of stakeholder perspectives on social impact raises the question whose perspective will prevail, and whether it is possible to collaborate with stakeholders in order to jointly decide on the social impact that is desirable in a particular context as well as to jointly decide how such impact can be monitored and evaluated.(pag.490)

In line with the notion to jointly decide on the social impact to be achieved and the notion of knowledge mobilization, those practicing Participatory Health Research (PHR) and other forms of community and participatory approaches recognize that research co-produced with research users, stakeholders and patient groups is more likely to have a broad social impact (Greene 1988). Their aim is to engage with multiple stakeholders and interested partners in the whole research process, including framing ideas and research questions, so that outcomes are tailored to these interests and context (ICPHR 2013). One argument for working in this manner is that it is more likely to have impact (Donovan et al. 2014). First of all, the engagement of multiple stakeholders in the process, will enhance the relevance of the research, because those engaged will define themselves what kind of knowledge they need to improve their practice (Brett et al. 2014; Campbell and Vanderhoven 2016). Secondly, the engagement of multiple stakeholders will help to bring various perspectives on a problematic situation to the fore, which enhances the likelihood that the research will address the multifaceted nature and complexity of the practice at hand (Van De Ven and Johnson 2006). Thirdly, the engagement of multiple stakeholders in the process will help to create co-ownership of the knowledge generated, which enhances the chance that knowledge will be accepted and used by those stakeholders (Greene 1988).



[TABLE OF CONTENTS](#)

Reference (APA):Skipper, Y. and Pepler, D.J. (2020) Knowledge mobilization: Stepping into interdependent and relational space using co-creation. *Action Research* 0(0) 1–18

Link:

<https://journals.sagepub.com/doi/pdf/10.1177/1476750320960810>

Abstract:

In recent years, there has been a growing interest in using co-creation approaches, with academics and partners working together to create research and interventions to achieve impact. Action research typically starts with the question ‘how can we improve this situation?’ and then co-creates knowledge with and not on or for people. This approach contrasts with conventional approaches in which academics create knowledge and then disseminate it to users via conferences, reports etc. The co-creative approach involves a shift in academics’



thinking and approaches. The success of co-creation depends on the academic shifting from being self-focussed and independent to being other-focussed and interdependent. In this paper, we outline the theoretical background that has informed our thinking and practices related to knowledge mobilization, and our novel relational approach. We illustrate our approach using two co-created projects, focused on enhancing early literacy and supporting mothers with substance use problems. We hope that this will help others consider when it may be appropriate to use a co-creative approach and how to engage in this co-creation process, including awareness of common barriers and benefits.

Keywords Co-creation, knowledge mobilization, independent and interdependent self, impact

Quotes (pág):

Recent **models of KM** involve identifying partners at an early stage and working together to co-create knowledge at every stage of the research process. There are several advantages in this approach, such as increased relevance of applied research and established pathways to impact. There are also several challenges to be overcome. A key challenge involves researchers moving from an ‘independent’ approach to research and **KM to becoming more ‘interdependent’, focussing on relationships with others.** In this paper, we provide an overview of general literature around co-creation, then narrow the focus by outlining Markus and Kitayama’s (1991) theory of self-construal as a framework for understanding **co-creation.** We then describe two projects illustrating our approach. (pag 2)

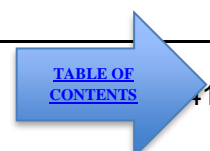
We view **co-creation as a type of action research** at the interface of science and practice in which the interests of both practitioners and academics have equal weight and benefits. **Co-creation uses a multi-directional approach in which academic and practice partners come together to learn and use their collective knowledge to effect real world change** (Boyte, 2014; Saltmarsh & Hartley, 2011). This approach is important as there is limited evidence that research is creating impact outside the academy (Bhattacharyya et al., 2009). Therefore, **this collaborative, partnership approach** is increasingly viewed as improving the rigor of research, increasing its relevance to community needs and interests, and extending its reach into new fields for community benefits (Balazs & Morello-Frosch, 2013) (pag 3)



Reference (APA): Bryanton, O., Weeks, L., Townsend, E., Montelpare, W. , Lees, J., and Moffatt, L. (2019). The Utilization and Adaption of Photovoice With Rural Women Aged 85 and Older. *International Journal of Qualitative Methods.*, 18, 1-9. <https://doi.org/10.1177/1609406919883450>

Link:<https://journals.sagepub.com/doi/pdf/10.1177/1609406919883450>

Abstract: Photovoice is a qualitative research method that can have very positive outcomes, including making marginalized populations visible. Yet we found that traditional Photovoice methods were not fully effective and needed to be adapted with women aged 85 and older in rural Prince Edward Island, Canada. Concerns that required adaptation were time constraints for the researcher and participants, taking appropriate photographs, balancing power between researcher and participants, and ensuring that the women’s voices were heard and presented clearly for them and their communities. Our purpose in this article is to enrich conversations on applying and adapting Photovoice as a research method with older, rural women. With Photovoice, the women in our study learned to use digital cameras to take photographs and told stories about how and why they made choices for their photographs and how they depicted how they were supported or limited to fulfill their vision of aging in place. We address the key features of the data collection process that contributed to the effective use of Photovoice with this population, including photography training and ethical instructions, guiding them in a process for identifying their most important photographs, working out methods for engaging them in codifying the photographs, and involving them in **knowledge mobilization** with policy makers directly. In addition, we present key benefits they reported from participation in the Photovoice process and the value of Photovoice for them in influencing policies on aging.



Quotes (pág):

Reference (APA): Labbé, D., Mahmood, A., Miller, W.C. and Mortenson, W.B. (2020) Examining the Impact of Knowledge Mobilization Strategies to Inform Urban Stakeholders on Accessibility: A Mixed-Methods study. *Int. J. Environ. Res. Public Health* 2020, 17, 1561; doi:10.3390/ijerph17051561

Link:

<https://www.mdpi.com/1660-4601/17/5/1561>

**Abstract:** The goals of this mixed-method study were to develop knowledge mobilization (KM) strategies to share experience-based findings on accessibility and evaluate their impact for various urban stakeholders. Using a participatory approach, various KM strategies were developed including videos, a photo exhibit and an interactive game. These strategies were evaluated based on various impact indicators such as reach, usefulness, partnerships and practice changes, using quantitative and qualitative methods. The findings suggested that the KM strategies were effective in raising the awareness of various urban stakeholders and providing information and guidance to urban planning practices related to accessibility.

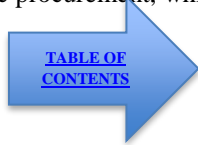
Quotes (pág):

The Knowledge Translation Planning Template (KTPT) [39] and the five principles of KM evaluation described above [34]. The KTPT was created to assist in the development of KM plans. The KTPT provided a list of questions to guide the evaluation, including “What internal/external factors do you need to consider?”; “Will methods be quantitative, qualitative or mixed?”; “Is the evaluation look at the process or the outcomes, or both?” The KTPT also provided a list of 10 KM impact indicators, among which, the team which the team selected the following based on the KM goals: reach, usefulness, use, partnership/collaboration, and practice changes. Table 1 presents the KM evaluation indicators and the methods used to evaluate them.

Table 1. Mobilization Indicators and Methods Used to Assess Them. Type of Indicators Subtype of Indicators Method Reach Number of invitations distributed Journal Number of requests for the knowledge mobilization (KM) strategies Number of downloads/hits Media exposure (including social media) Number of questionnaires completed Usefulness Number of participants and duration/type of participation Journal Number of participants who participated in development Satisfaction with KM strategies Usefulness of gained knowledgev Questionnaire Changed views Use Number of users adapting the information Observations Number of people using the KM strategies to inform policy/advocacy/enhance programs, training, education, or research Number of persons using the KM strategies to improve their practice Questionnaire Intend to use Partnership Collaboration Number of products/services developed, or disseminated by the participants Journal Social network growth, influences, collaboration Observations Practice change Intention or commitment to change Observations. (p.4)



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<p>Reference (APA):Gutierrez, H.,Nevado, M.T. y Pache, M. (2019) Responsible public procurement. Design of measurement indicators. CIRIEC-Spain, Journal of Public, Social and Cooperative Economy. N° 96/2019, pp. 253-280 DOI: 10.7203/CIRIEC-E.96.12627</p>	<p>Link: <a href="https://ojs.uv.es/index.php/ciriecespana/article/view/12627/0">https://ojs.uv.es/index.php/ciriecespana/article/view/12627/0</a></p>
<p><b>Abstract:</b> This law aims to incorporate transversally socially responsible criteria when preparing and executing public contracts. We propose this research with the aim of facilitating a tool, composed of a series of ethical and sustainable indicators, in line with the new Law, which allow comparative measurement and comparison of the responsible behavior of administrations in relation to their public contracts.</p> <p><b>Quotes (pág):</b> In Spain, there are many administrations that, in recent years, have published good practice guides for the inclusion of Social Responsibility clauses in their contracts</p> <p>The term Responsible Public Management (RPM) refers to the basis for the behaviour of public organisations, to the set of values and principles that motivate their actions and to a new culture of public management, understood as the part of the ethics of public organisations that incorporates dialogue, participation of all stakeholders and accountability. (p.258)</p> <p>Table 1. Examples of good practices on sustainable public procurement in Spain (p.267)</p> <p>Social and environmental indicators to assess and compare responsible practices in public procurement, which we have divided into the different phases of the contract (Table 3) (p. 270-272).</p> <div style="text-align: right;">  </div>	

<p>Reference (APA):Castro-Sánchez, E. (2018). Implementation of a knowledge mobilization model to prevent peripheral venous catheter-related adverse events: PREBACP study—a multicenter cluster-randomized trial protocol. Implementation Science : IS., 13(1).</p>	<p>Link:https://www.researchgate.net/publication/326617423_Implementation_of_a_knowledge_mobilization_model_to_prevent_peripheral_venous_catheter-related_adverse_events_PREBACP_study-a_multicenter_cluster-randomized_trial_protocol</p>
<p><b>Abstract:</b> Clinical implementation is a complex, multifaceted phenomenon which requires a deep understanding of decision-making, knowledge mobilization, and sense making in routine clinical practice. Likewise, the inclusion of strategies that promote fidelity to recommendations through multicomponent and multimodal intervention must be encouraged. The use of a transfer model could counterbalance one of the greatest challenges for organizations, the evaluation of the impact of the implementation of evidence in the professional context through quality indicators associated with prevention and control of infections.</p>	

**Quotes (pág):**

The intervention will last 12 months and will be based on a theoretical model on effective knowledge mobilization, integrating a multimodal strategy related to peripheral catheters clinical practice improvement which includes the following (Fig. 1): (1) implementation of recommendations through up-to-date protocols and posters related to hand hygiene and aseptic measures, insertion, maintenance and removal of PVC [ 34]; (2) use of e-learning technologies [35 –37]; (3) feedback on the results and messages addressed to healthcare professionals to facilitate adherence to recommendations [ 38]; (4) face-to-face training sessions [ 39]. Masterclass related to PVC insertion, maintenance, and removal will consist of information shared about recommendation of CPGs adapted according to the needs detected by means of the questionnaire on the effectiveness of the healthcare practice; (5) leaflets with information for patients and family/careers about peripheral catheters, in appropriate language [ 40]; and (6) support by internal facilitators, which will be key members of staff in the organizations, to adopt best evidence based on the PARIHS theoretical model [ 26, 41, 42].(p.4)



Theoretical model on effective knowledge mobilization (pag.5)



Reference (APA): Dyck, L.A., Snelling, S., Morrison, V., Haworth-Brockman, M., Atkinson, D.,( 2018). Equity reporting: a framework for putting knowledge mobilization and health equity at the core of population health status reporting. *Health Promotion and Chronic Disease Prevention in Canada* 38, 116–124.. doi:10.24095/hpcdp.38.3.02

Link:  
<https://kopernio.com/viewer?doi=10.24095%2Fhpcdp.38.3.02&token=WzI2Mjc4MTcsLjEwLjI0MDk1L2hwY2RwLjM4LjMuMDIiXQ.uGDGK1IxYKUC7Wv7rlzTzxYWvQU>

**Abstract:**

This article introduces the Action Framework, describes the learning process, and then situates population health status reporting (PHSR) in the current work of the public health sector. This is followed by a discussion of the nature of evidence related to the social determinants of health as a key aspect of deciding what and how to report. Finally, the connection is made between data and implementation by exploring the concept of actionable information and detailing the Action Framework for equity-integrated population health status reporting. The article concludes with a discussion of the importance of putting knowledge mobilization at the core of the PHSR process and makes suggestions for next steps. The purpose of the article is to encourage practitioners to use, discuss, and ultimately strengthen the framework.

**Quotes (pág):**

What does the effective integration of health equity look like in a PHSR process? What do we need to pay attention to in order to do it well? How does such a process contribute to action on the social determinants of health to improve health equity? While exploring these questions we developed

The Equity-Integrated Population Health Status Reporting: Action Framework, 12 an action framework for the PHSR process that we thought might help to guide public health organizations in their work of ‘assessing and reporting’ in a manner that would drive action on the social determinants of health and health inequity (p.117)

The guide concludes with a recognition that—although we know a lot about the social factors that affect health—what is known is not universal in its applicability. What is known “... must therefore be read through a lens which deals with its salience, meaning and relevance in particular local contexts.”<sup>22</sup>,p.218 This underscores the importance of engaging those who understand the local context in the process of gathering, analyzing and reporting data on population health status in order to effectively integrate health equity considerations (p. 118-119)

We are proposing a PHSR framework that is oriented to action, putting equity-informed knowledge mobilization at the core and surrounded by population health status reporting steps, as depicted in Figure 2. Although improved equity in population health status is the intended long-term outcome, the framework is unique in that it includes outcomes to ensure “the community is better equipped to take action to address health equity issues”<sup>12</sup>,p.9 and therefore puts local inter-sectoral leadership at the very centre. The framework also identifies roles and specific outcomes for each of the three core stakeholder groups as a result of engaging in this process, including public health, community partners, and researchers. (p.120)


**BOX 1. Knowledge mobilization core**

Where— a PHSR process can be done at any level: local, regional, or national. At each level there are different people, organizations, political cultures, and available data. Ultimately, however, the community context and local issues inform the reporting process, and are impacted by it as part of the larger

system(s). Over time, the community is better equipped to take action to address health equity issues, and the outcome is improvement in health equity within the local community context.

Who – the primary actors in a strong equity-integrated population health status reporting process are the public health sector, community partners, and researchers; a process led by any actor alone is less likely to result in action. The capacity for leadership and action of each is critical to being able to effectively integrate health equity into a PHSR process. The public health sector is essential in implementing PHSR, and public health actors and advocates are well positioned to provide leadership for an effective PHSR process. Community partners (including government, community organizations and other grassroots leaders) are critical throughout the entire process, and researchers working in a variety of settings and disciplines are important at different points in the process.

How – There is no ‘one size fits all’ approach to mobilizing knowledge in a PHSR process. However, there are principles that are essential to apply throughout the process, which have been captured in the framework as a series of questions that must be considered. These questions can be clustered into three groups: a) Apply a health-equity-values lens, b) Collaborate, and c) Communicate (p.121)

#### BOX 2. Key questions for each of the seven steps of the equity-integrated PHSR process

##### 1. Prepare

- Who needs to be part of the process? What are the key questions and issues/problems? In what ways are equity values integrated into our investigation questions?

##### 2. Search

- What is the best way to find the relevant research evidence? What indicators will help us answer the research question? What other data are available? Do we need to develop a plan to collect additional data?

##### 3. Assess

- What are the data sources and the quality of the data? What limitations are inherent in the sources and data? Is there evidence available from other quantitative, qualitative or participatory research that can be used to complement the data? How do research approaches, data collection and analysis integrate health equity values? Do the various indicators adequately measure both assets and deficits? How well are population demographics disaggregated by geographic, economic and social characteristics?

##### 4. Synthesize and adapt

- How can we synthesize, adapt and integrate different types of evidence to paint a more complete picture of inequities? What recommendations can we make for practice based on the available evidence? How are health equity values integrated into our recommendations? How do the recommendations relate to the local context?

##### 5. Report

- Who is our audience and what is the best way to communicate what we have learned?

##### 6. Implement


- How can we frame the findings so that they engage everyone? What is the best way to explore potential actions, spanning from community mobilization to policy development? How can we collaborate to implement these potential actions?

##### 7. Evaluate

- How well did the PHSR process contribute to achieving our organizational goals for the report, where improved equity is included and integrated among those goals? In what ways did increased community capacity to take action on the social determinants of health and health equity result from the process?

Source: Adapted from Summary -Equity-Integrated Population Health Status Reporting: Action Framework. (p.121)

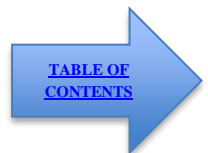


<p>Reference (APA):</p> <p>Latas, Á. P., Raposo-Rivas, M., &amp; Martínez-Figueira, M. E. (2016). Procesos de movilización y comunicación del conocimiento en la investigación participativa. <i>Opción</i>, 32(12), 2066-2087.</p>	<p>Link: <a href="https://www.redalyc.org/pdf/310/31048903056.pdf">https://www.redalyc.org/pdf/310/31048903056.pdf</a></p>
<p>Abstract:</p> <p>Grounded on theoretical approaches of participatory and inclusive research, as well as in the recent theories of production, transfer and knowledge exchange this paper analyses those processes in a study developed over 5 years in Galicia (Spain). The research involved the set up of three networks of educational participation (school, inter-school and community) in the same locality. The work has sought the gradual and shared building of a local and inclusive socio-educational project, assuming the commitment of educational research with educational and social revitalization and improvement.</p>	
<p>Quotes (pág):</p>	




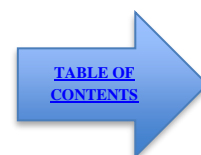
## DOCUMENTS FROM INTERNATIONAL ORGANIZATIONS

<b>Name of Document</b>	<b>Agency</b>	<b>Web</b>	<b>Notes</b>
Glossary of Key Terms in Evaluation and Results Based Management	<b>OECD (2010)</b>	<a href="https://www.oecd.org/dac/evaluation/2754804.pdf">https://www.oecd.org/dac/evaluation/2754804.pdf</a>	
Indicators for promoting and monitoring Responsible Research and Innovation	EUROPEAN COMMISSION Directorate-General for Research and Innovation Directorate B — Innovation Union and European Research Area	<a href="http://ec.europa.eu/research/swafs/pdf/pub_rri/rri_indicators_final_version.pdf">http://ec.europa.eu/research/swafs/pdf/pub_rri/rri_indicators_final_version.pdf</a>	Report from the Expert Group on Policy Indicators for Responsible Research and Innovation
What is research mobilization? <b>Or, how do I develop the impact potential of my research?</b>	2019 Kudos Innovations Ltd. Kudos is registered in England	<a href="https://info.growkudos.com/research-mobilization-handbook">https://info.growkudos.com/research-mobilization-handbook</a>	Handbook to learn more



### 3- WEBGRAPHIA


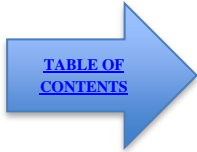
<b>Name: RRI TOOLKIT</b>	<b>Link:</b> <a href="https://rri-tools.eu/">https://rri-tools.eu/</a>
<p><b>Authors or Promoters:</b></p> <p>Coordinator, leader of WP3 and WP7          Spain (Barcelona)          la Caixa" Foundation  <a href="https://fundaciolacaixa.org/en/">https://fundaciolacaixa.org/en/</a>  <a href="mailto:ilopez@fundaciolacaixa.org">ilopez@fundaciolacaixa.org</a></p>  <p><b>Objectives:</b>          RRI tools: building a better relationship between science and society.          Europe wants to promote not only excellent, but also socially desirable science and technology: it is vital to align the goals of research and innovation processes with the needs and values of the societies that support them.          desirable: it is vital to align the objectives of research and innovation processes with the needs and values of the societies that support them. There is clear evidence that today we need to involve the whole of society in decisions about the development of science and technology so that we can all contribute to the smart, sustainable and inclusive growth of our societies. This is at the heart of the European Commission's ambitious initiative on Responsible Research and Innovation (RRI) as a cross-cutting theme in Horizon 2020, the current Framework Programme for Research and Innovation.          In this context, RRI Tools have been created to empower all actors to contribute their share to the Responsible Research and Innovation initiative. Funded by the FP7 Framework Programme (2007-2013), the end result of the RRI Tools is to develop a set of digital resources to promote, empower, disseminate and implement RRI in Horizon 2020.</p>	<p><b>Main ideas</b></p> <ol style="list-style-type: none"> <li>1. What is RRI?</li> <li>2. Where does RRI come from?</li> <li>3. What is new about RRI?</li> <li>4. What is the RRI Tools project about?</li> <li>5. Who is in charge of the RRI Tools project?</li> <li>6. Can you give me some examples of RRI Tools?</li> <li>7. How can I use the RRI Toolkit?</li> <li>8. I am interested in Responsible Research and Innovation, how can I (or my organisation) join the RRI community?</li> <li>9. I would like to upload a new resource to the toolkit, what are the conditions?</li> <li>10. I would like to tell my colleagues and contacts about the RRI toolkit. Are there any resources I can use?</li> </ol> <p>Good practices: <a href="https://rri-tools.eu/documents/10184/107098/RRITools_D1.4-CatalogueOfGoodRRIPractices.pdf/0a9e0b86-a07c-4164-ba98-88912db9cabe">https://rri-tools.eu/documents/10184/107098/RRITools_D1.4-CatalogueOfGoodRRIPractices.pdf/0a9e0b86-a07c-4164-ba98-88912db9cabe</a></p>



<p>Name: Doing more with what you know Knowledge Mobilization Toolkit</p>	<p>Link <a href="http://www.kmbtoolkit.ca/what-is-kmb">http://www.kmbtoolkit.ca/what-is-kmb</a></p>
<p>Authors or Promoters: Ontario Centre of Excellence for Children's and Youth Mental Health</p>  <p>Tool: Planner <a href="http://www.traussemcdc.ca/planification">http://www.traussemcdc.ca/planification</a></p> <p><b>Glossary:</b> <a href="http://www.traussemcdc.ca/glossary-glossaire">http://www.traussemcdc.ca/glossary-glossaire</a></p>	<p>Main ideas:</p> <p>Basic bibliography</p> <ol style="list-style-type: none"> <li>Shaxson, L., Bielak, A., Ahmed, I., Brien, D., Conant, B., Fisher, C.,... Phipps, D. (2012). Expanding our understanding of K * (KT, KE, KTT, KMb, KB, KM, etc.): A concept paper emerging from the K * conference held in Hamilton, Ontario, Canada, April 2012. Hamilton, Ontario: UNU-INWEH 2.</li> <li>Zarinpoush, Von Sychowski, &amp; Sperling. (2007). Effective knowledge transfer &amp; exchange for nonprofit organizations: A framework. Toronto, Ontario: Imagine Canada. Retrieved from: <a href="https://www.imaginecanada.ca/sites/default/files/www/en/library/csc/kt_framework-march16-final.pdf">https://www.imaginecanada.ca/sites/default/files/www/en/library/csc/kt_framework-march16-final.pdf</a>.</li> <li>Barwick, M. (2008, 2013). Knowledge Translation Planning Template. Toronto, Ontario: The Hospital for Sick Children. Retrieved from: <a href="http://melaniebarwick.com/training.php">http://melaniebarwick.com/training.php</a></li> <li>Reardon, R., Lavis, J., &amp; Gibson, J. (2006). From research to practice: A knowledge transfer planning guide. Toronto, Ontario: Institute for Work &amp; Health. Retrieved from: <a href="https://www.iwh.on.ca/tools-and-guides/from-research-to-practice-kte-planning-guide5">https://www.iwh.on.ca/tools-and-guides/from-research-to-practice-kte-planning-guide5</a>.</li> <li>Reibling, S. (2012). Knowledge mobilization 101. Wilfrid Laurier University Office of Research Services. Retrieved from: <a href="https://www.slideshare.net/sreibling/kmb-101-19oct12-reibling">https://www.slideshare.net/sreibling/kmb-101-19oct12-reibling</a></li> <li>Levin, B. (2008). Thinking about knowledge mobilization: A discussion paper prepared at the request of the Canadian Council on Learning and the Social Sciences and Humanities Research Council. Toronto, Ontario: Ontario Institute for Studies in Education. Retrieved from: <a href="https://www.sshrc-crsh.gc.ca/about-au_sujet/publications/KMb_-_LevinDiscussionPaper_-_E.pdf">https://www.sshrc-crsh.gc.ca/about-au_sujet/publications/KMb_-_LevinDiscussionPaper_-_E.pdf</a></li> <li>Farkas, M., &amp; Anthony, WA (2007). Bridging science to service: Using Rehabilitation Research and Training Center program to ensure that research-based knowledge makes a difference. <i>Journal of Rehabilitation Research &amp; Development</i>, 44 (6).</li> </ol>



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<p>Name: <b>Social Sciences and Humanities Research Council</b></p>	<p>Link <a href="https://www.sshrc-crsh.gc.ca/funding-financement/policies-politiques/knowledge_mobilisation-mobilisation_des_connaissances-eng.aspx">https://www.sshrc-crsh.gc.ca/funding-financement/policies-politiques/knowledge_mobilisation-mobilisation_des_connaissances-eng.aspx</a></p>
<p>Authors/sponsors: Government of Canada</p> 	<p><b>Main themes:</b></p> <p><u>What is knowledge mobilization?</u></p> <p><u>Knowledge mobilization and merit review at SSHRC</u></p> <p><u>Outcomes and impacts</u></p> <p><u>Turning research into outcomes and impacts</u></p> <p><u>Related policies and web links</u></p> <p><u>Examples</u></p> 

<p>Name: <b>Office of the Vice-President, Research &amp; Innovation</b></p>	<p>Link <a href="https://www.ryerson.ca/research/resources/km/">https://www.ryerson.ca/research/resources/km/</a></p>
<p>Authors/sponsors: Ryerson University</p>	<p><b>Main themes:</b></p> <ul style="list-style-type: none"> <li>● Resources and Tools</li> <li>● Workshops &amp; Seminars</li> <li>● Knowledge Mobilization Strategies, Activities &amp; Planning</li> <li>● Knowledge Mobilization Framework and Theory</li> <li>● Additional University Resources</li> </ul> <p>Bibliography:</p>



**Objectives:**  
 Knowledge Mobilization (KM) is an important part of the research process. KM occurs when research knowledge is applied to help facilitate real-world impact on policy and society. It is the process of adapting knowledge to increase research uptake and inform decisions, while also connecting researchers and their work to organizations and communities outside the university.

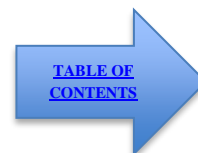
Common terms used to describe KM or related activities include Knowledge Translation, Knowledge Transfer, and Knowledge Exchange.

Lost in Knowledge Translation: Time for a Map? , external link, opens in new window (Ian D. Graham; Jo Logan; Margaret B. Harrison; Sharon E. Straus; Jacqueline Tetroe; Wenda Caswell; Nicole Robinson)


A Guide to Knowledge Translation Theory , external link, opens in new window (Carole A. Estabrooks; David S. Thompson; J. Jacque E. Lovely; Anne Hofmeyer). PDF file

Knowledge Mobilization, Collaboration, and Social Innovation: Leveraging Investments in Higher Education , opens in new window (Naomi Nichols; David J. Phipps; Johanne Provençal; Allyson Hewitt)

How Can Research Organizations More Effectively Transfer Research Knowledge to Decision Makers? external link, opens in new window (John Lavis; Dave Robertson; Jennifer Woodside; Christopher McLeod; Julia Abelson)



<p>Name:</p> <p>What is knowledge mobilization? Or, how do I develop the impact potential of my research?</p>	<p>Link <a href="https://blog.growkudos.com/research-mobilization/what-is-knowledge-mobilization">https://blog.growkudos.com/research-mobilization/what-is-knowledge-mobilization</a></p>
<p>Authors/sponsors:</p> <p>Kudos. 2019 Kudos Innovations Ltd. Kudos is registered in England</p>	<p><b>Main themes:</b></p> <p>Given the role that impact plays in decisions around research funding, the question of how to achieve and accelerate impact is literally a billion dollar question. There is no single, simple answer, but the question of what kinds of steps help to achieve impact has been widely considered. Many models have been proposed; most can be summarised in four key steps:</p>


News

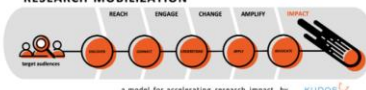
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Research Mobilization

What is knowledge mobilization? Or, how do I develop the impact potential of my research?

June 11 2020 / By Charlie Rappley

**RESEARCH MOBILIZATION**



a model for accelerating research impact, by KUDOS

Given the role that impact plays in decisions around research funding, the question of

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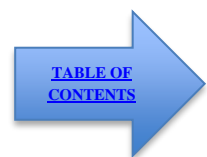
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- **Reach.** Communication is key to impact. You need to reach the audiences that can best build on or benefit from your work. Effective reach requires active dissemination – both within and outside of academia for best knowledge translation.
- **Engage.** Help your audiences understand your research innovation, by making it relevant and appropriate their needs and level of expertise. Ideally, involve stakeholders throughout your project.
- **Change.** Real-world impact requires change – in attitudes, practice, policy, process and products. You can help this process through building relationships with individuals and organizations that can put your research into practice.
- **Amplify.** Change is the start of impact, but to achieve impact at scale requires adoption at scale. Leveraging advocates, partnerships and the media is key to significant, widespread and lasting impact.

Following these steps will help your target audiences **discover**, **connect** with, **understand**, **apply** and **advocate** your work – key conditions for synthesis of knowledge.

Learn more about research mobilization with [our new handbook](#).



Name:  <b>So What the Heck is Knowledge Mobilization and Why Should I Care?</b>	Link  <a href="http://researchimpact.ca/so-what-the-heck-is-knowledge-mobilization-and-why-should-i-care/">http://researchimpact.ca/so-what-the-heck-is-knowledge-mobilization-and-why-should-i-care/</a>
Authors/sponsors: 2018 Research Impact Canada.	<b>Main themes:</b>  <b>Key Considerations in Knowledge Mobilization</b>

## So What the Heck is Knowledge Mobilization and Why Should I Care?

Posted on November 27, 2014 (January 20, 2020) by researchimpact

This week's guest post comes from Community First: Impacts of Community Engagement (CFICE). This post first appeared on the CFICE Connections blog on November 24, 2014 and is reposted here with permission.

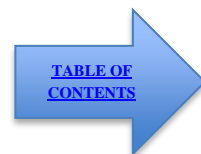


**Knowledge mobilization and participatory action researchshare space.** e. Engagement activities inherent in participatory action research are simultaneously aspects of knowledge mobilization. For example, a meeting bringing together stakeholders to identify the needs is a part of designing a research project, and simultaneously part of a KMb Strategy. Please see attached diagram that shows the connections between KMb and the phases of research.


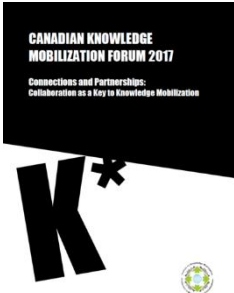
**KMb is a means rather than an end.** The goal is not to only distribute the knowledge, but to share it in such a way that it is easily accessible, useful and used. Understanding the world of the potential user enables creation of KMb products and activities that makes adoption and application more likely. Start with a focus on the potential user and their use of the information. Do a thorough analysis of their context, interests, needs, and their trusted sources.

**Knowledge does not get used up when shared.** A dizzying array of techniques exist. One piece of research can be shared in through multiple means. Multiple means and ways of sharing enables meeting the of multiple audiences. g. Knowledge may be shared via a journal article, a policy brief, an infographic, a play, a sculpture, a news release, a presentation, and be distributed via tweets, facebook posts, blogs, webinars, online conversations, face to face meetings and so forth. Effective knowledge mobilization means understanding the audience(s) their information gather habits, the use to which they would put the knowledge, and your goal in sharing the knowledge.

**An academic paper published in an academic journal is knowledge mobilization but only one aspect of knowledge mobilization.** You can expand the reach of your findings by using multiple media, formats, and distribution methods. [KMb Techniques](#)





<p>Name:</p>  <p>Institute for Knowledge Mobilization l'Institut pour la mobilisation des connaissances</p>	<p>Link</p> <p><a href="http://www.knowledgemobilization.net/">http://www.knowledgemobilization.net/</a></p>
<p>Authors/sponsors:</p> <p>We are grateful for the generosity of the following people who provided the gifts that allowed for the founding of the <b>Institute for Knowledge Mobilization</b>.</p> <p>Patrons J. Gary Myers &amp; David J. Phipps, Toronto, ON</p> <p>Peter Norman Levesque, Ottawa, ON</p> <p>The Canadian Knowledge Mobilization Forum was founded in 2012 by Knowledge Mobilization Works – a consulting company founded by Peter Norman Levesque – to support a growing international community in knowledge mobilization. The success of the event and input from a broad range of people led to the creation and crowd funding of the <u>Institute for Knowledge Mobilization</u> – who is now the host and organizer of the Forum.</p>	<p><b>Main themes:</b></p> <p>Report: 2017 Canadian Knowledge Mobilization Forum</p>  <p>Report: 2012-2017</p> 