

## Knowledge Mobilization: An OERP Perspective

### What do we mean by “knowledge mobilization”?

For the purposes of this document, “knowledge mobilization” (KM) refers to the ways in which well-validated bodies of knowledge about education, resulting from extensive empirical enquiry, are connected to, or influence, policy and practice in the education system.

#### **Our broad goals with respect to knowledge mobilization are to:**

- ❖ encourage increased understanding of, capacity for, and activity to support knowledge mobilization across Ontario’s education sectors;
- ❖ help educators and researchers understand what good knowledge mobilization is and how to do it;
- ❖ provide guidance to partners on steps they can take to communicate and collaborate effectively about education research.

### Possible steps towards achieving KM goals

#### ❖ **School boards can:**

- focus on a few key areas for mobilizing knowledge – areas in which sustained attention over time could have a positive impact on student outcomes;
- build ongoing relationships with researchers and other partners and look for opportunities to share knowledge;
- circulate validated findings from education research internally and include research discussions on the agendas of regular meetings;
- develop internal capacity for knowledge mobilization by:
  - helping teachers and administrators become more knowledgeable users of research;
  - encouraging teachers and administrators to generate and apply research and evaluation.

❖ **Stakeholder organizations can:**

- become involved in efforts to further knowledge mobilization;
- build research literacy and capacity;
- focus KM efforts in a few areas of high potential impact;
- reinforce research findings through internal and external communications activities;
- build ongoing links with researchers;
- share knowledge and activities across organizations.

❖ **University faculties can:**

- improve communication about their research capacity, interests, and outcomes;
- improve processes and supports for building ongoing collaboration with education partners;
- forge partnerships with school board personnel engaged in policy development and implementation;
- strengthen the role of graduate students as liaisons with education partners;
- exchange and seed information in other groups about research implications for education policy and practice.

❖ **The Ontario Education Research Panel (OERP) can:**

- raise awareness of various KM strategies currently in use in Ontario and other jurisdictions;
- share information about KM activities and good practices – such as building partnerships and finding and sharing results;
- support the use of better evidence about KM practices and results;
- lead efforts to remove barriers to effective knowledge mobilization;
- help build networks of people interested in supporting and furthering knowledge mobilization.

*The Ontario Education Research Panel (OERP) was established by the Ministry of Education in 2006 as part of its overall Research and Evaluation Strategy. The panel is made up of members from various education communities, including university faculty, school board researchers, and researchers from other education organizations. The purpose of the OERP is to promote education research and evaluation activities that contribute to the advancement of education in Ontario.*