

Knowledge exchange framework for researchers

Element	Sample Questions
<p>Problem Involving: Identifying the source/location of the problem Clarifying user needs Focusing, reviewing and evolving the problem</p>	<ul style="list-style-type: none"> • What is the nature or origin of the problem that needs to be addressed? • What are the needs of the potential users and are they aware of a need for any support, training or knowledge? • When and how will the problem be reviewed and, if necessary, re-scoped? • What are the parameters within which the problem can or might evolve? Is there sufficient time and space in the research design to allow this to occur?
<p>Context Involving: Exploring, discovering and revealing context which includes the personal, interpersonal, organisational, and institutional characteristics relevant to knowledge exchange. Assessing the enablers or barriers to knowledge exchange in the academic environment</p>	<ul style="list-style-type: none"> • Which beliefs, skills, experiences, practices, interests, attitudes and motives of individual users influence the way they use knowledge and might affect how they respond to the research? • Where and how are the decisions made in this organisation? Who has the power to act on the research findings? • What are the policy objectives and priorities of the organisation and how might these influence the way it uses knowledge and responds to the research? • What are the wider economic, legislative, regulatory and professional contexts within which the individual or organisation works and how might this influence the way they use knowledge and respond to the research? • How will the users' perceptions of academia and academia's perceptions of users affect collaboration? • How uncertain/contestable are the findings from this research likely to be?
<p>Knowledge Involving: Producing the research Classifying the research Assessing the research Tailoring the research Accessibility of research to wider users</p>	<ul style="list-style-type: none"> • How will the research methods be aligned with what the proposed user needs? • To what extent is the knowledge generated by this research likely to be compatible with the users' norms and values? • How will knowledge be assessed for relevance to different users? • Are there any alternatives to this knowledge available to the user? How will they be compared/combined? • Will interpreting or implementing knowledge generated by this research require special skills, resources or systems? • How will the research be made accessible to users, both in content and format? What alternative dissemination routes have been considered (e.g. professional magazines, websites)

Vicky Ward & Simon Smith

Understanding knowledge exchange: a useful tool

Bridging the gap conference, December 2011

<p>Intervention Involving: Negotiating the researcher's role in knowledge exchange Type of intervention to be used Timing of the intervention Intensity of the intervention Integration of the intervention</p>	<ul style="list-style-type: none"> • Is it appropriate and feasible to directly distribute research findings to users and if so, in what format? • Is it appropriate and feasible to link researchers with users and if so, how? (e.g. networks, workshops, placements, professional intermediaries, project advisory committee) • Is it appropriate and feasible to provide decision or implementation support, e.g. to advise users on implementation and timing? • Is it appropriate and feasible to provide capacity development support to help users use this and other knowledge in the future? • How closely aligned can and should the knowledge exchange activities be with other user tasks, service development or planning processes? • Does the research design allow for iteration: time for review and revision of knowledge exchange activities?
<p>Use Involving: Identifying the research users Considering the practicalities of use Types of knowledge use Spreading knowledge to others Sustaining knowledge use</p>	<ul style="list-style-type: none"> • Can the potential users of this research be identified in advance? • To what extent can knowledge generated by this research be directly used, i.e. applied directly with little modification? • To what extent can knowledge generated by this research change the way an issue or problem is perceived? • To what extent can knowledge generated by this research be used to support a particular argument or stance? • What steps can be taken to build the capacity of users to make continued use of knowledge generated by this research? • What steps can be taken to institutionalise the knowledge generated within the user environment, where there may be competing alternatives?

Please reference as:

Ward, V, Smith, S, Foy, R, House, A, Planning for knowledge translation: a researcher's guide, *Evidence & Policy*, 2010, 6(4)

Vicky Ward & Simon Smith

Understanding knowledge exchange: a useful tool

Bridging the gap conference, December 2011

Knowledge exchange framework for practitioners

Element	Sample Questions
Problem Involving: Identifying the source/location of the problem Clarifying user needs Focusing, reviewing and evolving the problem	<ul style="list-style-type: none"> • What is the problem we want to address? • How will we discuss or negotiate the problem within our team and with other interested parties? • Are there any other plans, projects or proposals within our organisation to deal with this problem? • How much time or resources are needed to negotiate the problem? • Do we have a clear idea of what it is that we need to do? • Can we break the problem into manageable steps? • When will we review the problem? • Have we allowed time and space for the problem to evolve?
Context Involving: Exploring, discovering and revealing context which includes the personal, interpersonal, organisational, and institutional characteristics relevant to knowledge exchange. Assessing the enablers or barriers to knowledge exchange in the academic environment	<ul style="list-style-type: none"> • What is the setting in which we are going to be using this knowledge? • Do we need to set time aside to explore this setting in more detail? • How does our setting compare with the setting where the knowledge was generated? Where is our learning coming from? • How might our beliefs or skills affect the way that we use this knowledge? • How might our networks and ties, communication patterns and trust affect the way that we use this knowledge? • How might the way that our service is structured affect the way we use this knowledge? • Are there any organisational issues which might help or stop us from using this knowledge? • Do we have the power to use this knowledge ourselves? Will it need to be authorised? • Are there any wider policy objectives and/or priorities which might help or stop us from using this knowledge? • How will our professional background and regulations affect the way we use this knowledge? • How might other colleagues react to our use of this knowledge?
Knowledge Involving: Producing the research Classifying the research Assessing the research Tailoring the research	<ul style="list-style-type: none"> • Where and how will we find the knowledge we need? • What type of knowledge do we need? • What kind of sources do we trust? • How will we decide whether the knowledge is credible? • To what extent does the knowledge need to be compatible with our organisation's norms and values? If so, how will we decide whether it is compatible? • How will we compare this knowledge with other

Vicky Ward & Simon Smith

Understanding knowledge exchange: a useful tool

Bridging the gap conference, December 2011

<p>Accessibility of research to wider users</p>	<p>knowledge which is available to us? Can it be combined?</p> <ul style="list-style-type: none"> • How complex is the knowledge – how easily can we try it out and discard it? • Does the knowledge need to be adapted for our situation? How will we do this? • Do we need specific skills, resources or systems to implement this knowledge?
<p>Intervention Involving: Negotiating the researcher’s role in knowledge exchange Type of intervention to be used Timing of the intervention Intensity of the intervention Integration of the intervention</p>	<ul style="list-style-type: none"> • Have we set aside time to discuss exactly how we will transfer the knowledge into practice? Does this need to be facilitated? • How will we manage the knowledge which we have found? • Will the knowledge need to be packaged in a particular way to help us use it? • Would it help to link with the people who have produced or used this knowledge before? • Do we need specific support to decide whether and how to use the knowledge? • How can we increase our capacity to use this and other knowledge in the future? • How can we make sure that these activities are integrated into the task we have set? • How time and resource-intensive are these activities? Will we need to prioritise them? • Have we set aside time to review these activities and change them if necessary?
<p>Use Involving: Identifying the research users Considering the practicalities of use Types of knowledge use Spreading knowledge to others Sustaining knowledge use</p>	<ul style="list-style-type: none"> • How practical is it for us to use this knowledge? • Is the knowledge likely to change what we do? • Is the knowledge likely to change our opinions? • Could we use the knowledge to support us in what we are already doing or challenge future plans? • Do we want to share this knowledge with other people? If so, how will we do it? • How will we make sure that our use of the knowledge is sustainable?

Please reference as:

Ward, V, Smith, S, Carruthers, S, Hamer, S, House, A, Knowledge Brokering: exploring the process of transferring knowledge into action, University of Leeds, April 2010

Vicky Ward & Simon Smith

Understanding knowledge exchange: a useful tool

Bridging the gap conference, December 2011