

Knowledge Mobilization Among District Research Leaders

Suggested citation: Shewchuk, S., & Farley-Ripple, E.N. (2021). *Survey of Knowledge Mobilization Among District Research Leaders*. Center for Research in Education and Social Policy.

Start of Block: Default Question Block

Here's What We're Doing

The [Organization and university name] are interested in your experiences as a district research leader.

Our prior study on the job descriptions and backgrounds of DRLs suggests that many DRLs engage in activities that facilitate the flow and uptake of research knowledge in such a way that may create positive impacts for schools and districts. We refer to these activities as **knowledge mobilization**. Next, we want to explore DRLs' actual knowledge mobilization work in school districts and under what conditions DRLs are able to facilitate the use of research findings within a district.

Framework

Shewchuk & Farley-Ripple (2021) developed a five-step framework to guide our understanding of when knowledge mobilization occurs and the under what conditions DRLs are able to facilitate the use of research findings within a district. First, we need to understand the conditions that enable successful knowledge mobilization, which we conceptualize in three ways: opportunities (i.e., all the factors that lie outside the DRL), capability (i.e., knowledge and skills), and motivation (e.g., goals and expectations for success), to engage in knowledge mobilization work. Second we want to know about what knowledge mobilization activities DRLs are engaging in within their districts. Third, we want to know about the tangible outputs (i.e., products resulting from knowledge mobilization activities). Fourth, we want to know about the outcomes that occur because of DRL activities (i.e., improvements related to capacity building, collaborations or partnerships, and policies and processes related to research production and use) of DRLs knowledge mobilization activities. Finally, we want to capture what happens as a result of DRLs knowledge mobilization efforts – specifically whether and how research knowledge was used.

What We Are Asking of You

We developed a survey which inquires about your role in mobilizing research knowledge within your district. Completing this survey is entirely voluntary and all information will be kept confidential, and what we learn from these data will only be reported in the aggregate with no identifying information. If you have questions about the survey, please contact [project lead]. If you have questions about the ethical aspects of this study or wish to make a complaint about how it is being conducted, you may contact [IRB information]

Please select whether you agree to take the survey

Yes, I would like to take the survey. Please type your name here for consent purposes only.

No, I would not like to take the survey

Please select whether you agree to take the survey

Yes, I would like to take the survey. Please type your name here for consent purposes only.

No, I would not like to take the survey

Page Break

A Note on Definitions

Throughout the survey:

1. We use the term 'knowledge mobilization,' which we define as the activities that DRLs engage in to facilitate the flow and uptake of research knowledge in such a way that creates positive impacts for schools and districts.

2. You will see blue text. Hovering over this text will display a call-out box to provide you with more information about a concept.

Opportunity

If DRLs are expected to engage in knowledge mobilization, they should have sufficient opportunity to do so. We define 'opportunity' as all the district characteristics that make engaging in knowledge mobilization activities possible.

	Indicate your agreement with each statement about your district.						If you indicated strongly agree or agree, please provide an example.
	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree	
There is a culture of open and transparent communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
There is an expectation to work collegially and to share ideas, information, and suggestions to better accomplish the goals of the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
There is broad buy-in and commitment to using research for evidence-based practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The district's strategic goals align with the use of evidence in policy and practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
District leaders champion research use and knowledge mobilization efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I and/or members from my department are offered regular opportunities to engage in decision-making processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
District policies explicitly support the use of research evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
There are knowledge management systems for accessing, storing, and transferring research knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

There are sufficient financial and human resources to support knowledge mobilization work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Organizational routines (e.g. committees, meetings, decision-making processes) support knowledge sharing across the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Organizational routines support collaboration across departments in the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
External stakeholders are engaged in the district's research and knowledge mobilization activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Are there any district characteristics that we missed that support knowledge mobilization? Please share any examples in your response.

Capability

If we expect DRLs to engage in knowledge mobilization, they should have sufficient capability to do so; that is, they should have specific competencies (i.e., skills) for mobilizing research knowledge.

	Indicate how important you feel each skill is to engaging in knowledge mobilization efforts in your district.				
	Very important	Important	Somewhat important	Not particularly important	Not at all important
Create and/or manage an organizational culture that supports evidence-based decision-making and practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate with a range of stakeholders about the district's research activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop, discover, and/or consolidate research knowledge to be mobilized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measure, track, and/or record the effects (impact) of knowledge mobilization initiatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate, liaise, and/or negotiate the translation of research into adoption and impact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide strategic oversight, management, and/or leadership of processes for knowledge mobilization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage legal processes related to research and/or data use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain partnerships and sustain relationships with external stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish new partnerships and/or build connections.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support the development of individual and/or organizational competencies related to research and/or data use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify, assess, and/or integrate best practice and/or theory related to knowledge mobilization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate your level of competency for those skills you rated as being 'important' or 'very important' for successful knowledge mobilization within your district.

	Rate your level of competency, or ability to do each statement				
	Novice	Emergent	Competent	Proficient	Expert
Create and/or manage an organizational culture that supports evidence-based decision-making and practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate with a range of stakeholders about the district's research activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop, discover, and/or consolidate research knowledge to be mobilized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measure, track, and/or record the effects (impact) of knowledge mobilization initiatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate, liaise, and/or negotiate the translation of research into adoption and impact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide strategic oversight, management, and/or leadership of processes for knowledge mobilization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage legal processes related to research and/or data use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain partnerships and/or sustain relationships with external stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish new partnerships and/or build connections.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support the development of individual and/or organizational competencies related to research and/or data use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify, assess, and/or integrate best practice and theory related to knowledge mobilization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 Are there any skills that we missed that are important or very important for knowledge mobilization? Please share any examples in your response.

Intrinsic & Extrinsic Motivations

Desire to engage in knowledge mobilization can be influenced by a DRL's intrinsic (i.e., interest to engage in knowledge mobilization arise from within the DRL) and extrinsic (i.e., interest to engage in knowledge mobilization come from sources external to the DRL) motivations.

	To what extent do you agree that the following intrinsic and extrinsic motivations influence your desire to engage in knowledge mobilization activities?						Please share any additional comments about why you engage in knowledge mobilization work. Answer 1
	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree	
Use of research is important for achieving the district's improvement goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
External stakeholders expect the district to use research to inform decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I/my office is accountable to others (e.g. external partners, funders) for successful knowledge mobilization initiatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
My knowledge mobilization skills, knowledge, and experience can make a difference in the district's improvement goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I am confident that the work I do will lead to research use by the district and/or stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
There are many internal barriers to successful knowledge mobilization in my district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
There are many external (e.g. in the community, society) barriers to successful knowledge mobilization in my district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Are there any intrinsic or extrinsic motivations that we missed that are important or very important for knowledge mobilization? Please share any examples in your response.

The Knowledge Mobilization Behaviors DRLs are Engaging In

Next, we want to know about what knowledge mobilization behaviors (i.e., the work activities that you carry out as a DRL) you are engaging in.

	How often do you engage in each activity?					If you indicated "all" or "most" of the time, please provide an example.
	All of the time	Most of the time	Some of the time	Rarely	Never	
<u>Leading and/or coordinating the district's knowledge mobilization efforts.</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Developing systems, policies, or processes that support the sustainability of evidence use in the district.</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Obtaining, summarizing, and/or reviewing evidence related to district priorities.</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Producing relevant research related to district priorities.</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Identifying and/or engaging stakeholders in research-related partnership.</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Supporting communication and/or information sharing about data and research.</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Facilitating the development of staff skills.</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Facilitating and/or evaluating evidence informed change.</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Facilitating relationships and/or collaboration between internal stakeholders, partners, and/or research institutions.</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Creating tailored knowledge products.</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Developing, maintaining, and/or facilitating networks around research needs.</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Are there any activities that we missed that you engage in 'all of the time' or 'most of the time'? Please share any examples in your response.

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Knowledge Outputs

We'd now like to ask you about the outputs (i.e., the direct immediate term results) of your knowledge mobilization activities.

	Indicate how often your knowledge mobilization activities result in each type of output					If you answered "all" or "most" of the time, please describe an example.
	All the time	Most of the time	Some of the time	Rarely	Never	
Policy briefs, policy or practice guidelines, reports or journal articles that feature research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Web-based products, such as websites, resource libraries, or online tools that help stakeholders engage with research-based information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Workshops, webinars, or other events that support school and district staff in understanding and using research and data for decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
New (to the district) approaches and techniques for sharing research, such as knowledge cafes or communities of practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

To what extent do you agree these are outcomes of your knowledge mobilization efforts?

	To what extent do you agree these are outcomes of your knowledge mobilization efforts?						For each outcome, if you entered strongly agree or agree, please describe an example.
	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree	Example
Increased knowledge and skills among school and district staff as it relates to using research in decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Improved policies, processes, and systems for research production and research use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Increased engagement, collaboration, and partnership with external stakeholders around research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Q8 Before we ask about how this work has led to research use in your district, are there any additional products or outcomes of your work that you'd like to share and that we missed in the prior two questions?

Research Use

Finally, we'd like to ask you about whether and how your knowledge mobilization efforts have helped the district to use research.

Q10 As a result of my knowledge mobilization efforts, research has been used in my district...

	Indicate how often research has been used in your district as a result of your knowledge mobilization efforts.					We'd like to know more about how research is used in these ways. Can you provide an example?
	All of the time	Most of the time	Some of the time	Rarely	Never	
To impact direct action, such as decisions about program adoptions or creating/changing policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To develop new or greater knowledge about a particular educational issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To validate a decision or persuade others to support a specific decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To justify actions already taken or decisions already made.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To develop tools, resources, routines in the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To comply with external expectations or mandates to use research evidence or evidence-based programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Page Break

If you do not feel that the district has used research because of your knowledge mobilization efforts, please feel free to share any thoughts on why.

Page Break

This survey prompts you to think about your KMb experiences in the district. Please use this space to share any stories about knowledge mobilization, successful or otherwise, that help us better understand your work.

End of Block: Default Question Block
