Building Sustainable Communities: Information Gathering and Sharing

BUILDING SUSTAINABLE COMMUNITIES: INFORMATION GATHERING AND SHARING

Module 2: Information Gathering and Sharing

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COURSE INTRODUCTION

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All five modules can be found here:
  Module 1: Introduction to Community Engagement
  Module 2: Information Gathering and Sharing
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About Us

This open access course was developed by members of the Environmental Sustainability Research Centre (ESRC) at Brock University. Located in St. Catharines, Ontario, the ESRC is a transformative and creative transdisciplinary community dedicated to research and education advancing environmental sustainability locally and globally. In working towards this mission, the ESRC:

- *encourages research excellence in environmental sustainability by faculty, librarians, and students;*
- *enables enriching educational experiences in environmental sustainability; and,*
- *engages in knowledge mobilization and fosters knowledge impacts.*

More information about the ESRC, including its undergraduate and graduate programming, is available here.
   The ESRC is uniquely positioned to create the five open access modules about Building Sustainability Communities: The Impact of Engagement. It is one of the few universities worldwide to be located in a UNESCO Biosphere Reserve. It is also deeply committed to the enterprise of sustainability science. Throughout the modules, you will see examples of how the ESRC, and our partners are working to build sustainable communities.

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    - *Erica Harper, Research Assistant, ESRC*
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- *Collaborating Partners*
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Module 1: Introduction to Community Engagement
Module 2: Information Gathering and Sharing
Module 3: Collaboration
Module 4: Monitoring and Evaluation
Module 5: Creating Connections for the Future

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Dr. Derek Armitage is Professor and Associate Director in the School of Environment, Resources and Sustainability, University Waterloo. His research aims to support coastal communities and their partners to sustainably manage oceans, coasts and fisheries using ideas from cooperative (co-) management, adaptive governance and knowledge co-production. He has led a wide range of initiatives and working groups in several major research partnerships, including the Community Conservation Research Network, the OceanCanada Partnership, and most recently, a new global partnership on the vulnerability and viability of small-scale fisheries. He also serves on the Independent Science Panel for the Government of New Zealand's Sustainable Seas Science Challenge. He is the co-editor of several books, including 'Adaptive Co-Management: Collaboration, Learning and Multi-Level Governance' (UBC Press) and a forthcoming volume, 'Canada's Oceans: Pathways to Sustainability in a Sea of Change' (UBC Press).

Jodi Johnston

Jodi Johnston is a member of the Chippewas of Georgina Island First Nation, Ontario. Over the past 15 years she has traveled and made her home in many towns and small First Nation and Inuit communities across Canada. Jodi has worked extensively as an outdoor education teacher and spent large portions of every season guiding, paddling and snowshoeing in Temagami. Jodi Johnston is an honours specialist in Outdoor and Experiential Education from Queen's University and holds an honours Bachelor of Recreation and Leisure Studies from Brock University. She has spent the past 12 years working in education in student success programs, outdoor experiential education and alternative education with Indigenous students across Ontario, Labrador and Nunavut. Jodi is currently the Ojibwe language Teacher and Regional Consultant for First Nation,

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Ella-Kari Muhl is a political ecologist and interdisciplinary sustainability practitioner. She holds an MSc. (with distinction) in Environmental and Geographical Science from the University of Cape Town (South Africa). Her research interests focus on issues of equity, the co-production of knowledge and sustainable governance of marine resources. Currently, she is contributing to the co-development of the evaluation framework for the Gwaii Hanaas Land-Sea-People Plan, and is also a collaborating researcher in a Kuu (sea otter) recovery initiative led by Parks Canada and the Council of the Haida Nation, while completing her doctoral degree in the School of Environment, Resources and Sustainability, University of Waterloo. Ms. Muhl has lived and worked across Southern Africa, Asia and Australia, and is a certified divemaster and yoga teacher. She has extensive volunteer experience, including with the Department of Parks and Wildlife (Western Australia) and Save Our Seas (South Africa) foundation which aims to help underrepresented children experience the benefits of the ocean.

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Bridget McGlynn is recent graduate of the Master of Sustainability program and a research assistant at the ESRC. Her thesis research investigated collaborative governance for flood planning in the Wolastoq / St. John River Basin through social network analysis. This research was conducted in partnership with WWF-Canada through the Partnership for Freshwater Resilience. Her research interests focus on performance and social-ecological fit of collaborative governance.

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Samantha Witkowski is a recent graduate of the Master of Sustainability program and a Project Coordinator at the ESRC. Her thesis research focused on monitoring and evaluation (M&E) strategies in environmental planning and management. Within this, she investigated stakeholder perceptions of key performance indicators for M&E in two different environmental management contexts. Her research was conducted in collaboration with the Niagara Parks Commission, as part of the Excellence in Environmental Stewardship Initiative. In her current position at the ESRC she supports the activities of several innovative partnerships and projects within the centre.

MODULE 2 INTRODUCTION

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LEARNING OBJECTIVES

Learning Objectives

After reviewing each of the lessons in this module, you will learn how to:

- Understand ethical considerations for community engagement.
- Understand why and what information about a community informs sustainability.
- Identify and explain how important information about community sustainability can be gathered and important considerations.
- Describe Knowledge Mobilization (KMb) and understand the roles it has in building sustainability communities.
- Comprehend meaningful ways to share information.
- Demonstrate effective means of information sharing.

LESSON 1: ETHICAL CONSIDERATIONS FOR DATA COLLECTION AND INFORMATION SHARING

Lesson 1: Ethical considerations for data collection and information sharing

ETHICAL CONSIDERATIONS FOR ENGAGEMENT

Community engagement is often related to processes of social change or interventions. As a result, there are almost always ethical considerations for both communities and individuals within communities. The 'community' (however defined) has a stake in the knowledge or data that is produced through engagement processes because it affects their resources and environment. That relationship varies if they are rights holders or stakeholders. Therefore, a principled approach is crucial to reduce the potential for any harm (e.g., lost income, increased conflict) and to mitigate against systems of continued oppression.

Key ethical considerations we will discuss relate to:

- Integrity of the process of engagement.
- Transparency with regard to who is involved in consultation.
- Ownership of information or data collected as part of any engagement activity.
- Developing effective data collection and sharing strategies.

ETHICAL CONSIDERATIONS FOR DATA COLLECTION AND SHARING: EQUITY, DIVERSITY AND INCLUSION

Principles

A suite of general principles for ethical consultation and engagement are widely recognized, regardless of the setting (e.g., research, assessment):

- Honesty
- Trust
- Fairness
- Respect
- Responsibility

Unethical or irresponsible processes violate these core principles. Examples of unethical data collection and sharing might include:

- Recording or capturing data/information through means of deception
  - For example, certain forms of ethnographic research with Indigenous communities in the absence of full consent would be considered unethical
- Improperly altering or otherwise changing information and data
- Plagiarism or data/information without attribution
- Using confidential data/information without consent

Equity, Diversity and Inclusion

Ethical considerations in data collection and sharing include transparency and opportunity for all groups (see also Module 1). However opportunities or equity in opportunity may differ between stakeholders and rights holders. Broad-based engagement processes should be designed to consider different rights (e.g., inclusive rights vs sovereign rights) as well as equity-deserving groups.

Depending on the engagement context, <u>sovereign rights groups</u> can include (but are not limited to):

- Indigenous groups in the land we now know as Canada, including First Nations, Inuit, and Métis communities (e.g., sovereign nations with inherent rights)
- Two-spirit peoples as part of Indigenous communities
- *Any intersection of these identities*

Depending on the engagement context, <u>equity deserving groups</u> can include (but are not limited to):

- Women
- Racialized peoples or people who identify as members of a racialized community
- Members of 2SLGBTQ+ communities
- People living with disabilities
- Individuals or groups who exercise cultural and/or religious practices
- Indigenous groups in the land we now know as Canada, including First Nations, Inuit, and Métis communities, who are sovereign nations with inherent rights
- *Any intersection of these identities*

ETHICAL CONSIDERATIONS FOR DATA COLLECTION AND SHARING: DATA SOVEREIGNTY AND OWNERSHIP

Data ownership and sovereignty is defined as the ability for communities (including Indigenous communities) to participate in the collection, stewardship and control of data that is created with or about themselves.

Concerns about data ownership and sovereignty must be considered as they are foundational to principles of integrity. Data ownership and sovereignty issues are not the same in all situations. Where research and engagement includes Indigenous communities and sensitive knowledges about place and space, clarity about data ownership is crucial.

Engagement processes take many forms. In many research projects data ownership may be more straightforward (e.g., it is owned by the funder or researcher). However, it is important to acknowledge that funder and researcher-ownership does not or should not supersede Indigenous sovereign rights to data. Data ownership and sovereignty issues may be less clear in other settings, for example in the context of engagement to assess perspectives about a waste management location. Ethically grounded discussion should address who owns or determines access to data/information. Where does the power sit in relation to data as knowledge (i.e., data is power)? And how will the data be shared, with whom, and in what format?

ETHICAL CONSIDERATIONS FOR DATA COLLECTION AND SHARING: KEY PRINCIPLES AND ACTIONS

- Involve individuals and groups (especially sovereign rights groups and equity deserving groups) early and often in engagement efforts

- Visit communities to engage residents (e.g., presentations) in advance of more formalized engagement efforts – engagement processes involving contentious issues and various groups of people must be sensitive to realities on the ground

- Recognize that in many engagement processes, communities have limited capacity and may not have a great deal of technical knowledge

- Use plain language wherever possible to improve communication, especially when communicating technical and academic language, as well in situations where English may be the second language in Indigenous communities or in recent newcomer and/or refugee communities

- Take the initiative – engagement processes can be demanding on peoples time and energy; working with local organizations is an important approach but lead-times are crucial

- Consider the life cycle of the engagement process (from developing initial aims to taking action); equally important to consider who designs the engagement process (e.g., if

working with a sovereign nation have they been fully consulted on the best design strategy

- Develop a statement of shared principles for ethical engagement which is agreed to and supported by all parties

- Knowledge co-production (KCP) and knowledge mobilization (KMB) are valuable (and distinct) approaches to ensure that engagement is more ethical

LEARNING CHECK: DATA SOVEREIGNTY AND ETHICAL ENGAGEMENT

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/bscmodule2/?p=43#h5p-6

LESSON 2: METHODS FOR GATHERING COMMUNITY DATA

LESSON 2:
Methods for gathering community data

A REMINDER OF SOME IMPORTANT ETHICAL DIMENSIONS

Before data collection, consider:

- Your identity and positionality and who you are working with.
- What is your purpose or goal for collecting data?
- What is the focus of the data collection?
- What kind of data will be collected and why?

Answering these questions allows for a relevant dataset to move forward with a community project, plan, or activity.

Think about your research or your community engagement process:

- What impact are you planning to achieve?
- Who should be involved? Why?
    - Are there rights holders or stakeholders involved?
    - Would they use your knowledge?
    - How would they contribute/use the knowledge?

Supplementary readings

For further reading, explore Creating Communities of Practice, a resource from the Edmonton Regional Learning Consortium (2016)

DIFFERENT TYPES AND SOURCES OF KNOWLEDGE

There are many different types of knowledge that can contribute to and improve data collection (e.g., local knowledge, Indigenous knowledge, western science knowledge). Different groups and people have different ways of sharing knowledge. There are common dimensions of most knowledge systems relating to organizing principles, habits of mind, skills and procedures and knowledge (see common ground, Stephens, 2000)

Local knowledge – Formal or informal knowledge held by a group of people (e.g., fishers in bay, farmers in a watershed) about their local ecosystems

Scientific knowledge – Knowledge gained through the application of the scientific method (e.g., formal hypothesis testing)

Traditional ecological knowledge(s) – The cumulative body of knowledge, practice, and belief, evolving by adaptive processes and handed down through generations by cultural transmission, about the relationship of living beings (including humans) with one another and with their environment (Berkes, 2000)

Despite their differences, there are many common features of most knowledge systems (adopted from Stephens, 2000):

Shared principles

- Honesty
- Inquisitiveness
- Perseverance
- Open-mindedness
- Knowledge open to modification and adjustment

Shared skills and procedures

- Empirical observation

- Pattern recognition
- Verification through repetition

Shared knowledge areas

- Plant and animal behavior, cycles, habitats, and linkages
- Properties of objects and materials
- Position and motion of objects
- Ecological and physical cycles and changes

A KNOWLEDGE CO-PRODUCTION PROCESS FOR EQUITABLY GATHERING DATA

Knowledge co-production provides an approach to collect data in a participatory way that also benefits local communities.

Knowledge co-production is the "… collaborative process of bringing a plurality of knowledge sources and types together to address a defined problem and build an integrated or systems-oriented understanding of that problem for actionable outcomes" (Armitage, 2011, p. 440).

Knowledge co-production can provide a foundation to address common problems and uncertainty. The aim of knowledge co-production is not 'more' knowledge but new ways of defining, reflecting on and resolving challenges. There are various modes of knowledge co-production; some modes focus on researching solutions, some on empowerment, and some on navigating power differences (Chambers et al., 2021).

Knowledge Co-production Rationale

There is a growing urgency to address 'wicked' and complex social-ecological issues. Knowledge co-production holds significant promise for sustainability challenges. Knowledge co-production promotes a reciprocal relationship between knowledge creation and knowledge users. The current system is failing to practically address issues on the ground.

Decision-making is largely influenced by western scientific methods and top-down governance that excludes other forms of knowledge. A way forward that can bridge multiple users, stakeholders and rights holders is through knowledge co-production – knowledge co-production will allow for more ways of knowing to be seen as equal. As such, researchers and practitioners are gravitating towards knowledge co-production as a pathway forwards that incorporates participatory and transdisciplinary approaches for sustainability outcomes. To address these challenges, multiple groups of people with different forms of knowledge relative to governance issues need to be collaborate to successfully address social, political, ecological and behavioural uncertainty (Cash et al., 2006).

USING KCP FOR GATHERING DATA: PROCESS FRAMEWORK

- Ensure that knowledge remains discoverable, accessible and understandable.
- Implement and maintain a tailored knowledge management system (e.g. – GIS map with knowledge layers).
- Establish processes to ensure that the database is updated as new knowledge becomes available.
- Ensure mechanisms remain in place to proactively link science to decision-makers, such as the sustained implementation of a knowledge broker.

After completion

Design

Implementation
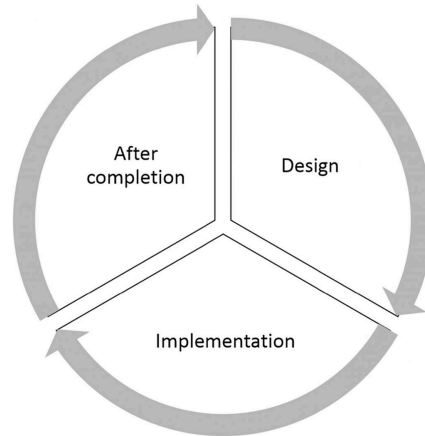
- Identify and articulate all relevant stakeholders (e.g. stakeholder mapping).
- Co-develop research questions with all stakeholders.
- Include people with expertise and experience in knowledge exchange.
- Identify, plan and articulate knowledge exchange processes for the life of the program, and ensure opportunities exist to review and adapt strategies as needed.
- Ensure that research teams are interdisciplinary, and in particular, that social scientists are included.

Key principles in research phases for improving knowledge exchange among conservation scientists and decision-makers (Cvitanovic et al., 2016)

- Employ a dedicated intermediary, such as a knowledge broker.
- Implement participatory research approaches to ensure that knowledge is co-produced.
- Include strategies that engage the local community in conservation science.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/bscmodule2/?p=68#h5p-2

EXAMPLE PARTICIPATORY METHODS TO SUPPORT KCP

There are a wide range of participatory methods available to support effective data collection. A few examples include:

- Participatory maps and mapping: to show the location and types of changes in the area being monitored.
- Venn diagrams: to show changes in relationships between groups, institutions, and individuals.
- Flow diagrams: to show direct and indirect impacts of changes, and to relate them to causes.
- Diaries: to describe changes in the lives of individuals or groups.
- Photographs: to depict changes through a sequence of images.
- Matrix scoring: to compare people's preferences for a set of options or outcomes.
- Network diagrams: to show changes in the type and degree of contact between people and services

Supplementary readings

For an overview of diverse methods and examples, check out the open access book:

The Routledge Handbook of Research Methods for Social-Ecological Systems

KNOWLEDGE CO-PRODUCTION: A SUCCESS STORY

Sustainable Seas National Science Challenge: Working together

From iwi and hapū, scientists to stakeholders to environmental groups, councils and central government, the challenge works with many different groups and over 30 organizations throughout Aotearoa, New Zealand to co-develop knowledge for ecosystem-based management (EBM).

Specifically, the Kāhui Māori ensures Vision Mātauranga and te Ao Māori principles are embedded across the research. EBM was selected as it is a holistic way used to successfully manage marine environments that aligns with Aotearoa, New Zealand values.

There are 250 researchers across 71 projects, who have co-created 309 tools and resources. These are used to help to assess impacts on marine ecosystems and associated resources, activities, values and cultural significance.

Read more about the Sustainable Seas National Science Challenge:

https://www.sustainableseaschallenge.co.nz/

LESSON 3: WHAT IS KNOWLEDGE MOBILIZATION?

Lesson 3: What is knowledge mobilization?

WHAT IS KNOWLEDGE MOBILIZATION?

Knowledge mobilization (KMb) brings knowledge, people and action together to create value. KMb goes far beyond the dissemination of knowledge from source to beneficiary, researchers to community. It is not just knowledge transfer, and while dynamic knowledge brokering is essential in terms of identifying stakeholders, building networks and relationships, and designing actives to nurture knowledge sharing, this is still not enough. KMb embeds knowledge generation (creation) and knowledge use within the core structure of communities and organizations (Bennet & Bennet, 2007).

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/bscmodule2/?p=79#h5p-3

The application of university research to the broader community can be traced back to the agricultural extension practices developed in the 19th century to support farms in adopting more effective practices and adjusting to changing social needs and conditions (Jones & Garforth, 1997). The increased emphasis of KMb in recent years is due (in part) to the realization that the failure to use the available evidence (or knowledge) is costly and harmful – this is especially true in a health setting. Traditionally, KMb was seen as a one-way "push" process. The 'if I publish it, they will come" mentality has proven to be ineffective. If KMb does not happen, knowledge will simply sit on a shelf or in an academic journal.

THE SEA OF JARGON
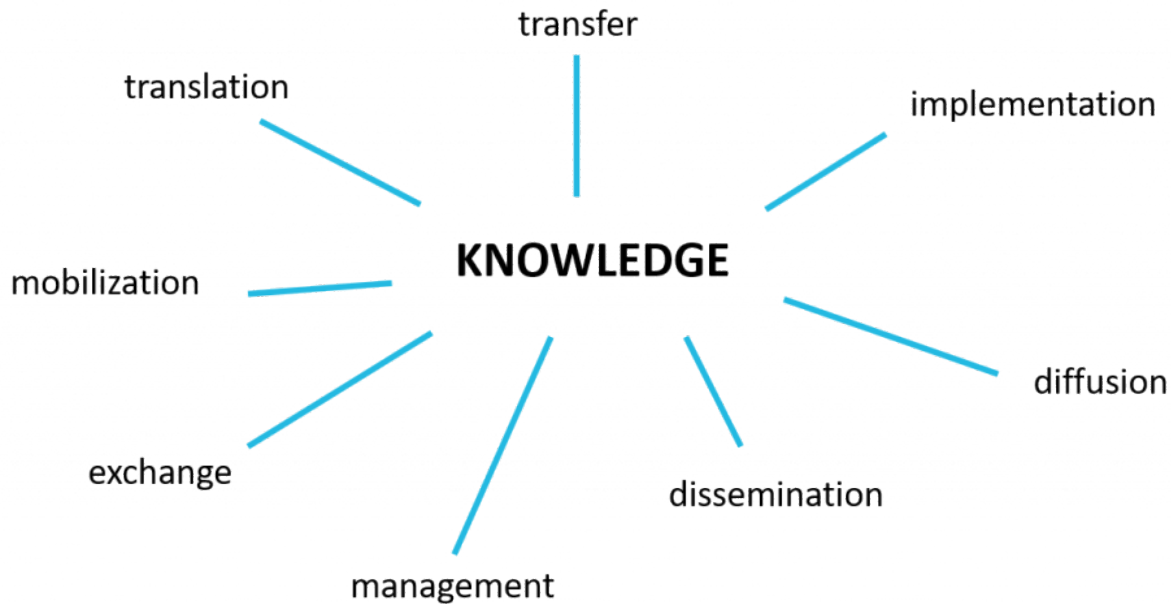
It is widely recognized that the field of KMb has so many terms that are used interchangeably within the field, which are illustrated in the graphic above. This can complicate things as different fields use different types of terminology to talk about the overall process. For example, 'knowledge translation' is often time used in STEM (science, technology, engineering and mathematics) fields, while 'knowledge mobilization' is used in the social sciences and humanities. A 2014 study found that there are more than 100 terms related to knowledge translation being debated amongst research and stakeholders (Mathew et al., 2014). This module is meant to be an introduction to the overall concept and therefore it is just important to note the wide variety of jargon used.

At the end of the day, we are going to focus on the similarities between all of these terms and concepts, which really tend to be about raising awareness, bringing people together and putting knowledge into action, as noted by the Knowledge Institute on Child and Youth Mental Health and Addictions. This organization has also created an online toolkit available to the public that assists individuals in mobilization valuable knowledge and information in your community.

WHY IS KNOWLEDGE MOBILIZATION IMPORTANT?

Knowledge mobilization connects evidence to those on the ground (practitioners, policy makers, etc.) in order to assist in evidence-based decision making.

The Story of Ulcers

I'll never forget reading the story of ulcers when I started the first knowledge mobilization course a few years back and was introduced to the book *Made to Stick: Why Some Ideas Survive and Others Die* (Heath & Heath, 2008). In Chapter 4, the story of ulcers is introduced and their cure examined. Ulcers are an extremely painful and debilitating condition that are somewhat common, with one in ten people experiencing an ulcer over their lifetime. Until about 25 years ago, it was suspected that causes of ulcers included stress, spicy food, and or/ alcohol – many of us still believe this to be the case! However, in the early 1980s Barry Marshall and Robin Warren (medical researchers in Australia) made an unexpected discovery. They found that ulcers were actually caused by a specific bacteria. This finding had huge implications for anyone living with ulcers as it meant that they could be cured with a standard regimen of antibiotics. You would probably think that this finding would spread quickly, but in fact no one cared or believed both of these researchers. They were actually laughed out when they presented their findings at a medical conference. The medical community held on to conventional wisdom that ulcers were caused by stress and argued that acid in the stomach was too potent for any bacteria to survive. Marshall actually went as far as deciding to drink a glass filled with the specific bacteria that causes ulcers and after doing this he went on to develop an ulcer, which he cured by using antibiotics. It was only after this real-life experiment that other scientists and the medical community began to take notice and in 1994 (10 years after their initial discovery) the National Institutes of Health finally endorsed antibiotics as a treatment for ulcers. In 2005, Marshall and Warren were awarded the Nobel Prize for their discovery.

KNOWLEDGE TO ACTION (K2A) GAP

Just because knowledge exists and is available it does <u>NOT</u> mean it will be used. KMb is designed to identify where knowledge and evidence are not being used and rectify the situation. For example, a 2011 research paper reported that only 14% of health care research is very mobilized into practice and on average that mobilization takes 17 years (Morris et al., 2011).

Important to Note

Sometime Indigenous communities may not welcome knowledge mobilization activities due to variety of reasons. For example:

- Cultural barriers
- It may conflict with Traditional Ecological Knowledge (TEK)
- It may conflict with Indigenous ways of knowing or doing, or their rights

Therefore, rectifying the knowledge gap may not happen or folks may not be open to it. This is important to keep in mind when engaging in this type of work within communities.

CREATING A KMB STRATEGY

How do we create a KMb Strategy to tackle the gap?

We can ask 3 main questions:

    Where are we now? What knowledge do we have to share? Have we created outputs? Do our culture and systems either serve or hinder our KMb plan moving forward?

    Where do we want to be? How will we measure our KMb strategy and whether or not it's had an impact?

    How do we get there and who will be involved? What resources do we have to execute our plan? What tools and practices will we use? The answer to this question should include people and technology.
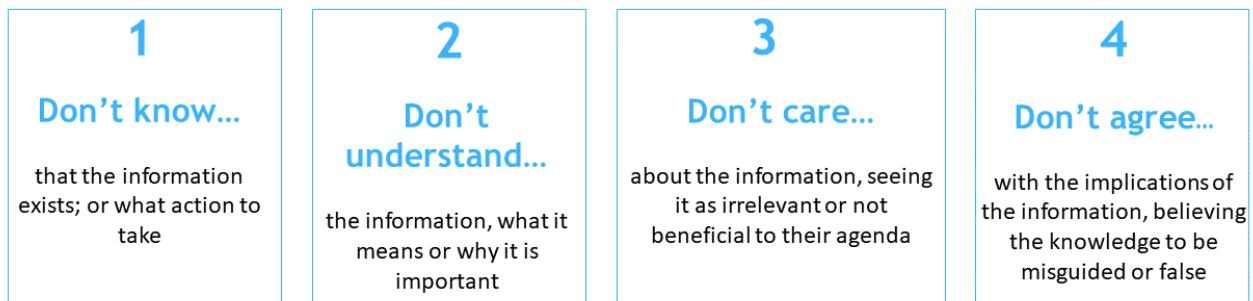

    By answering these three questions we aim to close the [knowledge to action gap](#). We'll now take a look at how we address each of these questions.

WHERE ARE WE NOW?

Barriers to Knowledge Use

Barriers to Knowledge Use and/or Reasons for Gaps:

1	**2**	**3**	**4**
Don't know…	**Don't understand…**	**Don't care…**	**Don't agree…**
that the information exists; or what action to take	the information, what it means or why it is important	about the information, seeing it as irrelevant or not beneficial to their agenda	with the implications of the information, believing the knowledge to be misguided or false

Note: These four main barriers to knowledge use and/or reasons for the K2A gap are identified by Bennett & Jessani (2011).

An interactive H5P element has been excluded from this version of the text. You can view it online here:

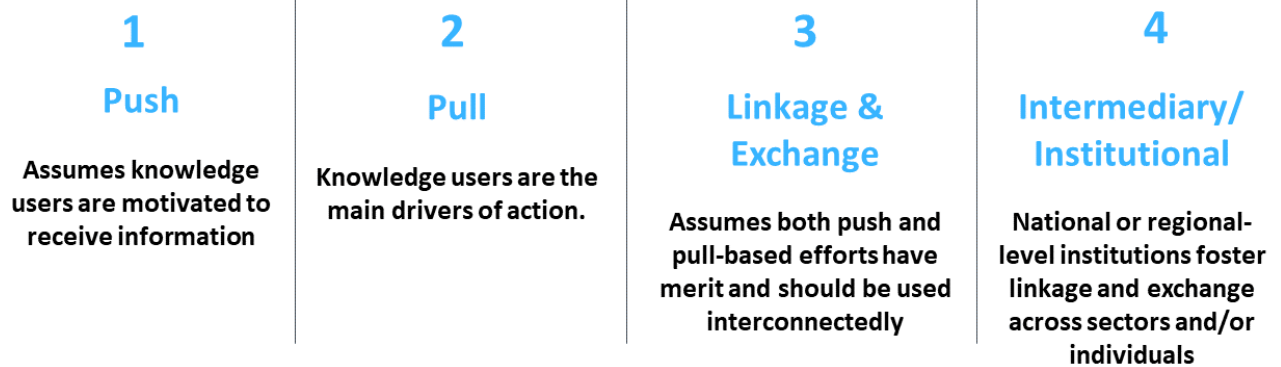*https://ecampusontario.pressbooks.pub/bscmodule2/?p=167#h5p-4*

Important Note: While Bennett and Jessani (2011) notes these four barriers to knowledge use, it is also important to recognize that some of the knowledge that may be shared may conflict with the traditional knowledge of Indigenous peoples, which can also be a barrier.

HOW DO WE GET THERE?

Approaches to KMb:

| 1	2	3	4
Push	**Pull**	**Linkage & Exchange**	**Intermediary/ Institutional**
Assumes knowledge users are motivated to receive information	Knowledge users are the main drivers of action.	Assumes both push and pull-based efforts have merit and should be used interconnectedly	National or regional-level institutions foster linkage and exchange across sectors and/or individuals

(Bennett & Jessani, 2011)

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https://ecampusontario.pressbooks.pub/bscmodule2/?p=90#h5p-5

Knowledge-to-Action Framework
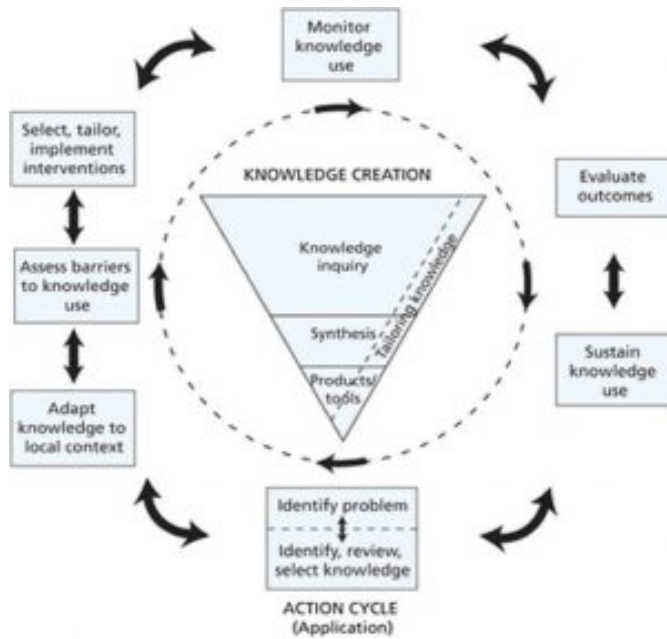
When thinking about "how do we get there?" is also important to note that scholars have studies how to close the knowledge to action gap for decades now. Graham et al. (2006) lay out an easy to follow knowledge-to-action framework that is available in their paper, Lost in knowledge translation: Time for a map?

WHO IS INVOLVED?

Content vs. Context Experts

When we think about who should be involved within the KMb strategy it's important to note the inclusion of both content, as well as context experts (Attygalle, 2017).

Content Experts are professionals, staff within an organization, service providers, and leaders with formal power who have knowledge, tools, and resources to address the issue.

Context Experts are people with lived experience of the situation, including children and youth. They are the people who experientially know about the issue.

What does a career focused on knowledge translation look like?

What is knowledge translation? Spoken word poem.

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So it easy to read about KMb and what possible strategies look like but what would doing this work in the real world look like? This video was produced by the Centre for Addiction and Mental Health and illustrates what someone in a Knowledge Translation role strives to do through a spoken word powem. In our next lesson, you will watch an interview with Knowledge Translation Officer, Jayne Morrish, where she will discus her role in the Institute for Lifespan Development Research at Brock University.

LESSON 4: KNOWLEDGE MOBILIZATION FOR BUILDING SUSTAINABLE COMMUNITIES

Lesson 4: Knowledge mobilization for building sustainable communities

KMB FOR BUILDING SUSTAINABLE COMMUNITIES

There are multiple ways to engage through KMb:

- Public participation
- Knowledge Co-Production
- Community-engaged research

It is important to recognize the role of KMb in sustainable community building.

All notes below are drawn from the UNESCO document on Imagining the Future of Knowledge Mobilization: [Imagining the future of Knowledge Mobilization.](#)

UNESCO Chair on Community Sustainability (pp. 97-109):

The KMb paper *The Futures of Knowledge Mobilization: breaking down barriers to productive exchanges across diverse audiences by the UNESCO Chair on Community Sustainability: From Local to Global at Brock Universit*y explores issues of relevance to many fields. It explores the familiar challenge of translating complex research concepts into a format that general audiences can easily grasp and provides 3 key recommendations:

1. Increased human and financial KMb resource capacity at universities
2. Improved training and networking opportunities among researchers, communication staff, and the media to promoted collaborations and reduce tensions
3. Better support for media to provide timely and direct access to research expertise, efficient research dissemination and translation

Knowledge Mobilization for deep societal transformations suggests scientists should (pp. 113-126):

- Engage in more public outreach activities, noting that public understanding of how science fundamentally works is a necessary condition for addressing today's complex problems
- Assume the role of authentic partner in knowledge production with incentives and career rewards aligned with this function
- Move everyday practices and individual behaviour to the center of future knowledge mobilization strategies

INTERVIEW WITH KMB EXPERT

Here we learn from Jayne Morrish, a Knowledge Translation Officer at the Institute for Lifespan Development Research at Brock University.

📽 *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/bscmodule2/?p=159#oembed-1*

Jayne describes herself and her role at Brock:

> "I am a mobilizer and community engagement professional, who works to ensure that knowledge is co-created and co-disseminated. As the Knowledge Mobilization Officer at Brock University's Lifespan Institute, I focus my time on authentically engaging with the community and various stakeholders around using Brock Lifespan Institute's research in practice, policy, public health and daily life. The focus of my work is on translating and co-creating new knowledge, while building strong and authentic connections with the community/partners. Knowledge mobilization is an emerging field that is becoming increasingly important and I am incredibly excited to be a part of the group that is moving toward community-engaged research, policy and programming initiatives.
>
> I have received various awards, including the Certificate of Academic Excellence from the Canadian Psychological Association, a 2017 40 Under Forty award and Brock's President's Distinguished Staff Service Award for Outstanding Contributions in 2017. Locally, I act as the Chair of the Learning Disabilities Association of Niagara Region's Board of Directors, sit on Brock University Alumni Association Board of Directors, and I sit on the Leadership Niagara Alumni Council. Outside of work, I enjoy music, travelling and volunteering with Habitat for Humanity to provide affordable housing to families in need."

The Lifespan Institute has recognized that KMb is a critical part of the research process. For more information on the Institute and their focus on KMb, please visit:

Lifespan Institute KMb

In our interview with Jayne she focuses on examples of how to engage youth within the research process and shared this interesting article with us after her interview, which we thought may be of interest to all of you:

Brock students using social media to share results of youth mental research

Supplemental Materials shared by Jayne

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MODULE 2 REFLECTION AND ASSESSMENT

Module 2 Reflection and Assessment

MODULE 2 LEARNING CHECK

Learning Check

After reviewing each of the lessons on this module, you should now be able to:

- Understand why and what information about a community informs sustainability.
- Identify and explain how important information about community sustainability can be gathered and important considerations.
- Describe Knowledge Mobilization (KMb) and understand the roles it has in building sustainability communities.
- Comprehend meaningful ways to share information.
- Demonstrate effective means of information sharing.

MODULE 2 KEY TAKEAWAYS

Key Takeaways

- There are ethical considerations relating to the process of engagement, who is involved, data ownership, and data collection and sharing strategies.
- Opportunities or equity in opportunity may differ between stakeholders and rights holders, and both sovereign rights groups and equity deserving groups need to be considered.
- Knowledge co-production provides a good foundation for information gathering and sharing.
- Knowledge co-production can help identify best methods for data collection.
- Knowledge co-production can also help with the analysis.
- Knowledge co-production is an ongoing, iterative process.
- Knowledge mobilization (KMb) is the process of moving evidence into action.
- KMb is important because it connects evidence to those on the ground in order to support evidence-based decision making.
- A KMb strategy includes answering multiple key questions (where are we, where to we want to be, how do we get there, who is involved) and focusing on what the knowledge-to-action gap is that you're trying to close.

RESOURCES FOR FURTHER LEARNING

Supplementary Reading

For further reading, explore Creating Communities of Practice, a resource from the Edmonton Regional Learning Consortium (2016).

Knowledge Institute on Child and Youth Mental Health and Addictions developed an online Knowledge Mobilization (KMb) Toolkit available to the public that assists individuals in mobilization valuable knowledge and information in your community.

The Context Experts. 2017. Community Change Institute Series

Academic journal articles:

Tengö, M., Brondizio, E.S., Elmqvist, T. et al. Connecting Diverse Knowledge Systems for Enhanced Ecosystem Governance: The Multiple Evidence Base Approach. AMBIO 43, 579–591 (2014).

MODULE 2 ASSESSMENT

An interactive H5P element has been excluded from this version of the text. You can view it online here:

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MODULE 2 REFLECTION

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/bscmodule2/?p=233#h5p-8

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