**Communication Tools for Moving Research to Practice**

**Social Media – Power and Potential: Lessons Learned**

Presenters: Sofya Malik, Linda Nicolson, and David Sarfaraz

Ontario Ministry of Education

# Text version of presentation for 2016 KT Conference: Communication Tools for Moving Research to Practice

Conference information: [https://ktdrr.org/conference2016](http://ktdrr.org/conference2016)

**Title slide template:** Blue background with American Institutes for Research (AIR) logo in the background and a grey bar at the bottom.

**Slide 1: Communication Tools for Moving Research to Practice**

Social Media – Power and Potential: Lessons Learned

Hosted by AIR’s Center on Knowledge Translation for Disability and Rehabilitation Research (KTDRR)

October 24, 26, and 28, 2016, from 1–5 PM Eastern

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Image of American Institutes for Research (AIR) logo

Image of National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) logo

**Slide 2: KNAER/RECRAE**: At the top of the page: logo for KNAER - RECRAE with the words “is a tri-partite agreement between:” followed by logos for Western Education; Ontario; and University of Toronto OISE/Ontario Institute for Studies in Education.

Social Media – Power and Potential: Lessons Learned

The Knowledge Network for Applied Education Research

Sofya Malik, Linda Nicolson, & Davoud Sarfaraz

Ontario Ministry of Education

October 28, 2016

**Slide 3: Agenda**

Introductions

Evolution of the KNAER

KNAER Phase II Context

KNAER Social Media Strategy

Understanding Impact

Images top right: Logo for KNAER - RECRAE and the Twitter handle @KNAER\_RECRAE

**Slide 4: Evolution of the KNAER**

**Slide 5: KNAER/RECRAE**: At the top of the page: logo for KNAER - RECRAE with the words “is a tri-partite agreement between:”

Below are three boxes on the left side.

The top box contains the words:

Education Research & Evaluation Strategy Branch:

Doris McWhorter (Director), Sofya Malik, Linda Nicolson, Davoud Sarfaraz

To the right of the box is the logo for Ontario

The middle box contains the words:

Carol Campbell (Co-Director), Shasta-Carr-Harris (Program Manager)

To the right of the box is the logo for University of Toronto OISE/Ontario Institute for Studies in Education.

The bottom box contains the words:

Katina Pollack (Co-Director), Kelly Bairos (Program Manager)

To the right of the box is the logo for Western Education

**Slide 6: Knowledge Mobilization (KMb)**

* Developing and expanding networks to share and apply knowledge
* Building capacity for mobilizing knowledge and use of evidence
* Engaging in and sustaining interactive activities for knowledge co-creation and sharing
* Producing, drawing on, and utilizing actionable resources to share and apply knowledge

**Slide 7: Related Terms & Concepts – KMb**

* knowledge transfer
* knowledge management
* knowledge translation
* knowledge exchange

**Slide 8: Key Questions**

* To whom should research results be communicated?
* How is the process of communicating research results best mapped?
* How will the proposed knowledge mobilization activities advance the stated research goals?
* Will interactions with knowledge users be fed into research design?
* How will interactions be sustained beyond the life of the project?

Social Sciences & Humanities Research Council (SSHRC, 2015)

**Slide 9: KNAER-Phase 1 (2010-2014)**

Projects: 44 research-practice projects

Partnership: Required for each project (150)

Time Frame: 1-2 years

Focus areas: 4 broad priority areas

Funding: 25-100K per project

**Slide 10: For more info visit the KNAER website**

Screen shot includes thumbnail icons for the following elements: Activity, Article, Assessment Tool, Book/E-Book, Brochure, Case Study Example, Community of Practice, Data Visualization, Discussion Paper, Information Sheet, Lesson Plan, ListServ, Manual, Newspaper & Magazine Articles, Online Forum, Online Video, Poster, Presentation, Public Talks & Lectures, Radio, Reports, Summary, Teacher Resource,Tip Sheet, Toolkit, Webinar, Website, Workshop

At the bottom of page, logo for KNAER- RECRAE and link:

<http://www.knaer-recrae.ca/resources/project-resource-toolkit>

**Slide 11: KNAER Phase II Context**

* Four research-to-practice thematic knowledge networks
* Implementation of evidence-informed educational practices
* Multiyear funding (4-5 years)

To the right, image of a word cloud with the largest words in the cloud: excellence, equity, well-being and public confidence.

**Slide 12: Network Models (1)**

Linear models – in which research is produced and then made available for users in a mainly one-way relationship

Best & Holmes (2010)

**Slide 13: Network Models (2)**

Relationship models – Build on linear models but focus on enhancing relationships between and among researchers and practitioners to facilitate KMb process

Best & Holmes (2010)

**Slide 14: Network Models (3)**

Systems models – Interaction, co-creation, and implementation of evidence throughout all levels of a system

Best & Holmes (2010)

**Slide 15: KNAER PHASE II**

Images

At top of page, a tan box covers the width of the slide: Planning and Implementation Committee - Governance and Strategic Alignment

Under the orange box are three smaller boxes side by side, and with a line in the center of the sides connecting the boxes to one another. There are also lines from the center/top of each box connecting to the bottom of the large orange box.

On the left, a green box: Education Research & Evaluation Strategy Branch (ERESB)

In the center, a rose colored box: KNAER Secretariat - University of Toronto & University of Western Ontario

On the right, a green box: Ontario Education Research Panel (OERP) - Advisory Role

On the far left, a gray box stretches top to bottom of the slide, with the words External Evaluator centered in the box and arrows pointi to the top and bottom.

On the far right, a gray box stretches top to bottom of the slide, with the words Social Network Analysis centered in the box and arrows pointi to the top and bottom.

In the center of the slide and inside the area bordered by the

Large peach colored ovals with Thematic Knowledge Network Math inside; three small ovals with the acronym CoP inside

Large green colored ovals with Thematic Knowledge Network inside; three small ovals with the acronym CoP inside

Large blue colored ovals with Thematic Knowledge Network inside; three small ovals with the acronym CoP inside

Large purple ovals with Thematic Knowledge Network Well-being inside; three small ovals with the acronym CoP inside

Legend: CoP=Community of Practice

Source: KNAER

**Slide 16: Governance Roles**

* Ontario Ministry of Education
* KNAER Secretariat
* Planning & Implementation Committee (PIC)
* Ontario Education Research Panel (OERP)

**Slide 17: Network Roles**

* Network Hosts
* Networks
* Communities of Practice

**Slide 18: The Role of Social Media**

* Dissemination
* Communication
* Networks
* Strengths
* Limitations

**Slide 19: Growth of Social Media**

Social media can be leveraged to create meaningful and lasting connections and can be used to share best practices and mobilize knowledge.

Image of world map titled Jan 2016; Social Media Use: Total active accounts on the top social network in each country, compared to population. The words “we are social” appear near the western and eastern hemisphere.

Total active accounts on the top social network in each country, compared to population

North America 59%

West Europe 48%

East Europe 45%

Central Asia 6%

Middle East 26%

East Asia 48%

South Asia 11%

Southeast Asia 37%

Oceania 45%

Africa 11%

South America 50%

Central America 40%

Global Average: 31%

Source: wearesocial.com (used with permission)

**Slide 20: Social Media Use Among Educators**

* Social media – Twitter, in particular-has been used among educators to establish relationships and share ideas
* Virtual communities of practice
* Social processes
* Social networking technologies

Image of cover of the book *What Connected Educators do Differently* (Todd Whitaker, Jeffry Zoul, Jimmy Casas)*.* An Eye On Education Book. Book cover image used with permission.

**Slide 21: KNAER Social Media**

* KNAER’s social media strategies include both linear and relationship approaches.
* Building connections, facilitating relationships, and promoting the use of KMb strategies in the education sector

**Slide 22: @KNAER-RECRAE**

* A central component of KNAER social media activity is the KNAER Twitter account.
* Over the years, the KNAER Twitter account has grown from 250 followers to approximately 2,500 followers.
* #KMbChats that engage participants online in questions concerning KMb practices and future suggestions for KNAER.

**Slide 23: Screenshot of image of open laptop with the KNAER-RECRAE home page featured**

[www.knaer-recrae.ca](http://www.knaer-recrae.ca)

**Slide 24: Challenges of Social Media**

* High expectations
* Reaching audiences
* Staying relevant
* Exhaustion
* Measuring impact

**Slide 25: What Happens Online in 60 Seconds? Managing Content Shock in 2016**

Images – two pie graphs 1 big, 1 small

The small graph is black and white and represents the rings of the larger graph. Smallest circle closest to the center is 2013, next circle out from the center is 2014, and the outter most circle is 2015.

Large pie graph is multicolored with logos/icons for YouTube, Email, Facebook, Google, Instagram, Twitter, Wordpress, and Whatsapp and has 60 seconds at the center in a black circle.

**YouTube -** Hours of video uploaded: 400 (2015), 300 (2014), 100 (2013)

**Email –** emails sent: 205.6 Million (2015), 196.3 Million (2014), 182.9 Million (2013)

**Facebook –** posts: 3.3 Million (2015), 3.3 Million (2014), 2.5 Million (2013)

**Google –** searches: 3.1 Million (2015), 2.4 Million (2014), 2.6 Million (2013)

**Instagram –** photos uploaded: 55,555 (2015), 42,000 (2014), 28,000 (2013)

**Twitter –** tweets: 422,340 (2015), 347, 222 (2014), 278,000 (2013)

**WordPress –** posts: 1,212 (2015), 972 (2014), 817 (2013)

**WhatsApp –** messages sent: 44.4 Million (2015), 34.7 Million (2014), 11.8 Million (2013)

The world has fallen in love with social media and now automatically turns to online platforms to research and buy products and services. This gives fantastic opportunities for marketers to engage audiences and encourage content sharing, but also gives huge challenges of getting cut-through and keeping up-to-date ourselves!

At Smart Insights, we look to help by focusing on the ‘Must-know’ platform developments and developing mind tools to help businesses review how they can best Plan, Manage and Optimize their digital marketing – see our <http://bit.ly/smartlibrary>

Brought to you by: Smart Insights with logo. [www.smartinsights.com](http://www.smartinsights.com)

Sources: Email: 2013-2015: Radicati; *Facebook*: 2014 Qmee; 2015 Wishpond; *Google*: 2013 Statista; 2014 Adweek; 2015 Internet Live Stats; *Instagram*: 2013 Tech Crunch; 2014 Nuke Suite; 2015 Instagram; *Twitter*: 2013 Internet Live Stats; 2014 Internet Live Stats; 2015 Tech Insider; *WordPress*: 2013 WordPress; 2014 WordPress; 2015 Internet Live Stats; *WhatsApp*: 2013 Fierce Mobile IT; 2014 Slash Gear; 2015 Expanded Ramblings; *YouTube*: 2013 Youtube Global Blog: 2014 Reel SEO.

**Slide 26: Lessons From the KNAER**

* Utilizing and mobilizing existing research can support improvements in professional learning.
* Learning communities and/or networks support opportunities for collaboration, sharing knowledge, and professional learning.
* KMb benefits from the development of usable and useful outputs and the cultivation of longer term partnerships and networks.

**Slide 27: Understanding Impact**

Types of Research Use

Instrumental use: specific pieces of research use and the “direct impact of research on policy and practice decisions”

Conceptual use: the complex, indirect ways that research changes ways of thinking, alerting policymakers to an issue, or general “consciousness-raising”

Symbolic use: validating pre-existing notions or suppositions

Weiss (1979); Nutley et al. (2007)

**Slide 28: The Power and Potential of Social Media**

* Generating awareness
* Sharing resources
* Reaching diverse audiences
* Engaging users
* Understanding impact

**Slide 29: KNAER - RECRAE logo**

Thank you! Questions or comments?

Contact us at: [cro.office@ontario.ca](mailto:cro.office@ontario.ca)

Want to learn more about the KNAER?

Visit: <http://www.knaer-recrae.ca/>

**Slide 30:** **Disclaimer**

The author(s) developed and presented the contents of this file at an online conference sponsored by the Center on KTDRR. The online conference was developed under a grant from the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR grant number 90DP0027).  NIDILRR is a Center within the Administration for Community Living (ACL), Department of Health and Human Services (HHS). The contents of this presentation do not necessarily represent the policy of NIDILRR, ACL, HHS, and you should not assume endorsement by the Federal Government.