

Co-creating & sharing knowledge within our communities

- Advancing POR: Knowledge Mobilization & Implementation Science
- Presenters: Drs. Roslynn (Roz) Zulla & Andrea MacLeod
- On behalf of Inclusive Futures Initiative

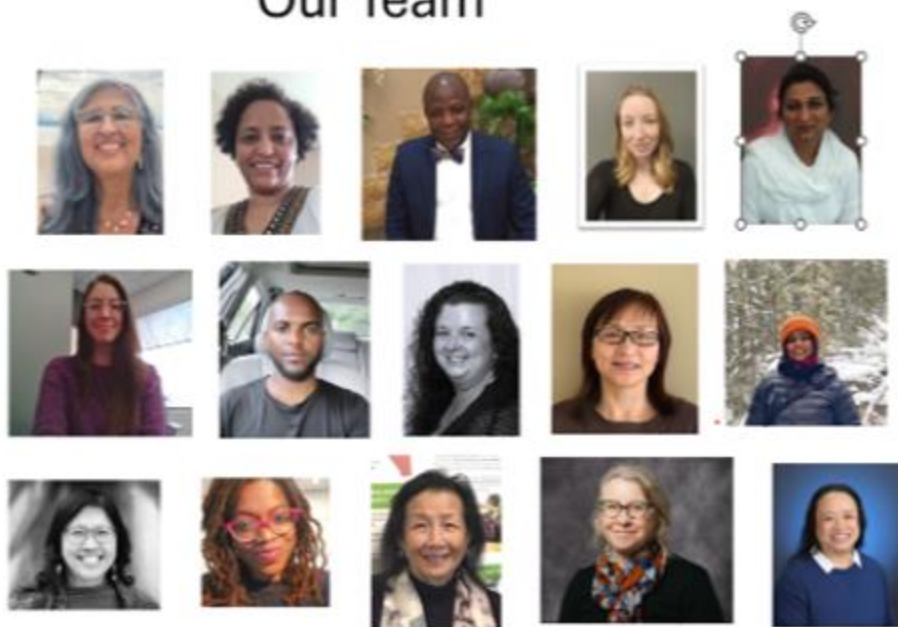


Land Acknowledgement



We acknowledge this land as Treaty 6 Territory on amiskwaciy-wâshahikan, of which many First Nations live on such as the Nehiyaw (Cree), Deneuliné (Dene), Metis, Iroquois, Nakota Sioux (Stoney), Anishinabae (Saulteaux/Ojibway), Inuit, and Niitsitapi (Blackfoot). As immigrants to this land, we recognize the history of colonialism that Indigenous peoples continue to face. We value the diversity of teachings, cultures, and languages that come from Treaty 6 territory, which have influenced our way of life.

Our Team



Funders



SSHRC CRSH



Families



What do you think the role of knowledge transfer/mobilization is?

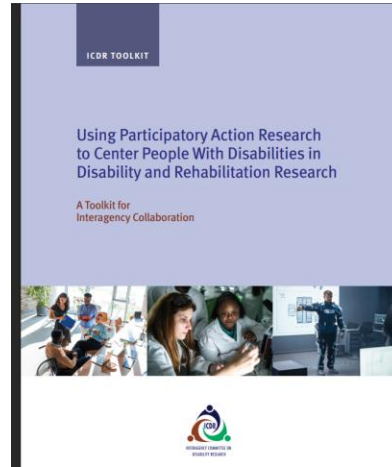
Option 1 – To offer guidance via a product or a service (e.g., policy brief, infographic, etc.)



Option 2 – To foster social change within the system in which research is being undertaken in (e.g., systemic change in how individuals with differing abilities/disabilities, etc.)

Option 3: A little bit of both?

Background: A dearth of guidelines to support knowledge transfer & mobilization



- Institutional Organizations (e.g., CIHR, Interagency Committee on Disability Research)
 - Approach – Build relationships with communities
 - Platforms – Art, Social media, conferences, infographs,
 - Strategies – Tailored to the community

Evidence-informed Knowledge Mobilization Methods for Patients, Parents, and the Public
List of evidence-informed knowledge mobilization strategies aimed at patients, parents and the public.



	Change behavior	Support health outcomes	Increase knowledge	Support decision making
GO! Proven effective	- Video, home visit & pamphlet - Video/audio component with handout - E-learning - Mobile phone apps - Patient portals - Social media - In-person education - Toolkits	- Video, home visit & pamphlet - In-person education	- Website - Counseling/coaching - In-person education - Decision aids - Other written materials (e.g., leaflets and plain language summaries)	- Decision making & communication about pain - Video with visual and/or oral components - Participation in decision making - Decision aids
MEASURE! No formal evidence or evaluation	- Episodes/webisodes - Video with visual and/or oral components - Mobile phone apps - Mass media campaigns - Online discussion forum/support groups - Webinar/online workshop - Website - Community events - Counseling/coaching	- Video with visual and/or oral components - Mobile phone apps - Online discussion forum/support groups - Patient portals - Social media - Website - Counseling/coaching - Feedback	- Episodes/webisodes - Video with visual and/or oral components - E-learning - Mass media campaigns - Social media - E-book	- Healthcare decision making - Storytelling/narrative

Voice & Agency In Society

References: Abma et al.,
2017; Felder, 2025



**Can everyone
share their
experiences?**

Historically for some groups (e.g., individuals with differing abilities/disabilities, as well as racialized and migrants with or without differing abilities/disabilities), their personal experiences have been discounted/ignored/questioned in different settings (e.g., daily life & research)

- E.g., Examples of personal stories

As exclusion is embedded in social structures and institutional routines, we need to unpack these during research



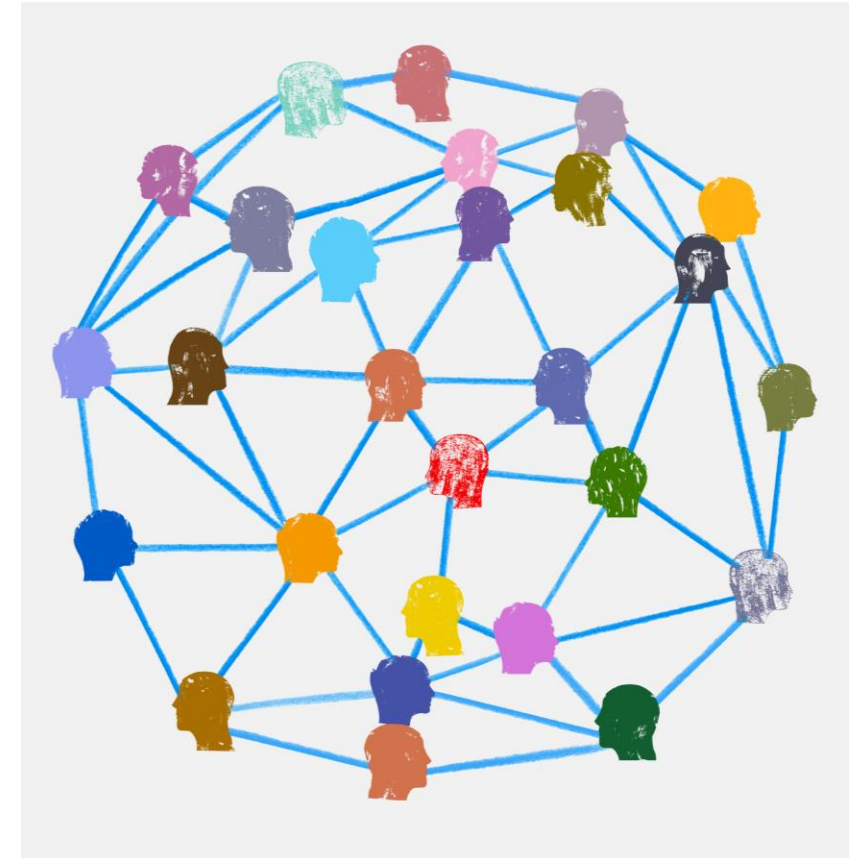
Discussion

- In your experience (whether personal, clinical or research experience), think about how interested parties in the disability area (e.g., children with disabilities, parents, etc.) have been perceived by society when they express their experiences, what are your observations?

Knowledge Making & Knowledge Sharing

- Sharing (knowledge transfer) or transforming knowledge into an applied area (knowledge mobilization) must encompass the complex web of multiple intertwined factors (e.g., cultural values, techniques, historical norms, political/economic factors) that shape the following:
 - What knowledge gets accepted?
 - Whose knowledge gets accepted?
- Navigate historical exclusion by being attentive to the social and structural dimensions shaping key stakeholders (e.g., individuals with differing abilities/disabilities)

References: Abma et al., 2017; Felder, 2025



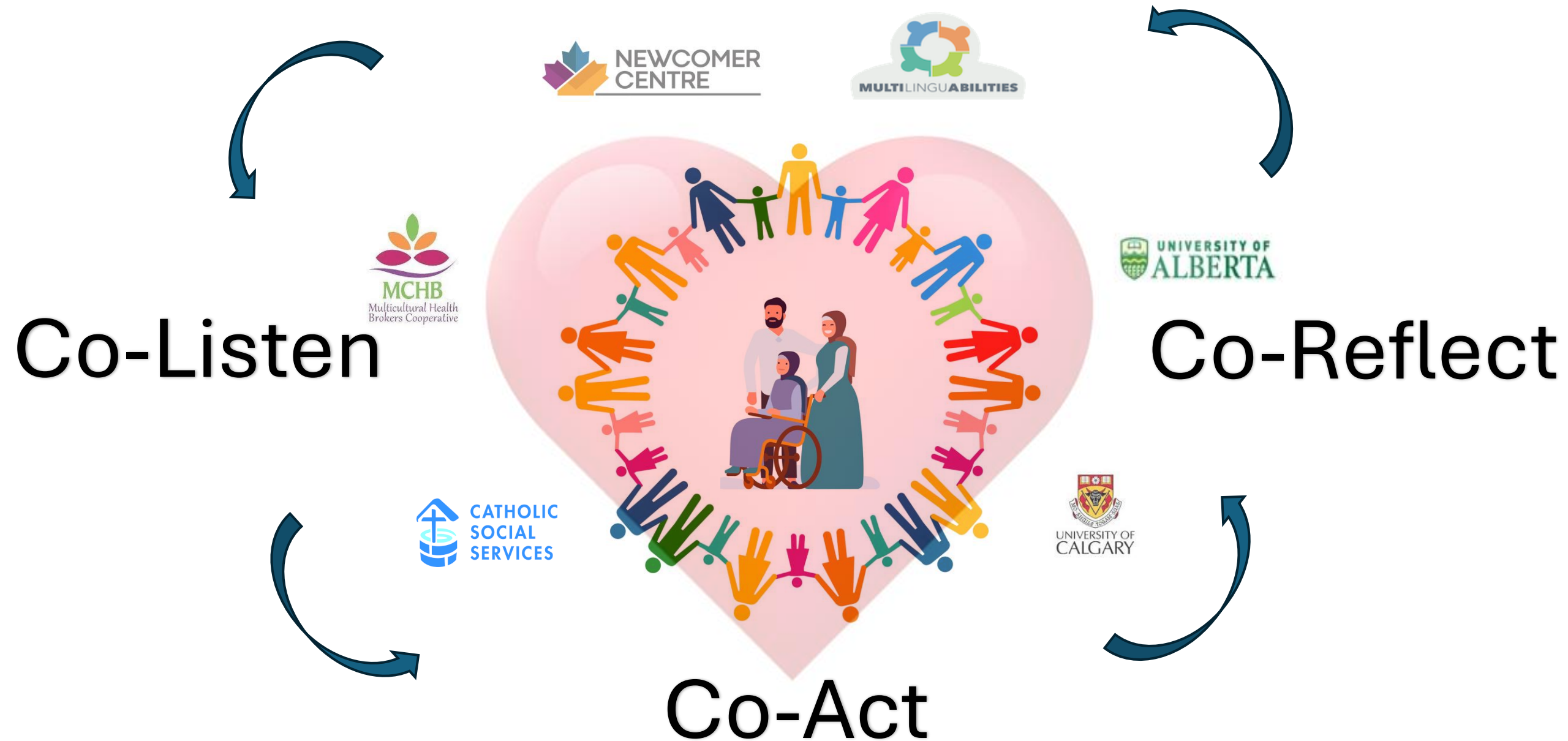
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Scenario #1: Understanding our Communities

A Masters student is interested in doing a project that addresses the university experiences of neurodivergent students particularly those who have intersectional realities (e.g., newcomer and/or racialized). This is the first time that the student is learning about this area. As a skilled student in this area, if you had to offer some suggestions to your peer,

- What information and/or strategies would you share?
 - Any preferred strategies (e.g., in-person and/or a paper)?
- 
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Our Story



Step 1: Unpacking Our Experiences

Best practices to share research with our communities



Engage in team reflection meetings on Zoom to unpack and make sense of our past experiences in building relationships, undertaking research and sharing/transforming knowledge

Entering the Landscape: Attentive to Politics of Knowledge

Key Questions	What has been our reality?	What does this look like in the research/practice setting?	What are our aims?
What groups of people, disciplines and/or specific approaches have shaped our understandings related to disability, multilingual migrant families, services?	- Influence of biomedicine and centers experts - Influence of binary constructions (e.g., good caregiver versus bad caregiver) resulting from dominant discourses	- Have historically promote individual-oriented and/or negative conceptions (e.g., deficit) when understanding disability, migrant families and services. - Foster transactional relationships between academics and communities in the past	- Emphasize critical and strengths-based approaches that promote empowerment for communities - Foster relationships that are growth-oriented
What groups of people, disciplines and/or specific approaches have shaped our understandings of how to share knowledge or transfer knowledge?	- Expert-driven in shaping how to share information - Emphasis on conceptual knowledge - Transfer of knowledge is one-way	- Knowledge-sharing settings where a sub-group of people (e.g., academics, policymakers) shape what will be shared - Formats that incorporate tools that are inconsistent with how communities express their stories/share lessons	- Engage in research (including sharing knowledge) that aligns with our cultural ways we learn (e.g., collectivist, oral, activates our senses) - Promote active participation (e.g., we are all teachers and students)

Step 2a: Building a Script for our Video



Creating a
script
together



Consider Terms

For our video, we considered differing terms related to disability and immigrant/refugee including the taboos associated with terms



Consider Messages

For our video, we identified a small number of key messages that we want to share (e.g., we learn about our families in community settings, we adopt a holistic and cultural humility approach)



Consider Audience

For our video, we focused on a wide variety of stakeholders including accessibility needs (e.g., language/literacy)

Step 2b: Filming our Video



Filming the
script



Consider Representation

For our video, we wanted actors/actresses who represented our communities including our families, providers and research team.



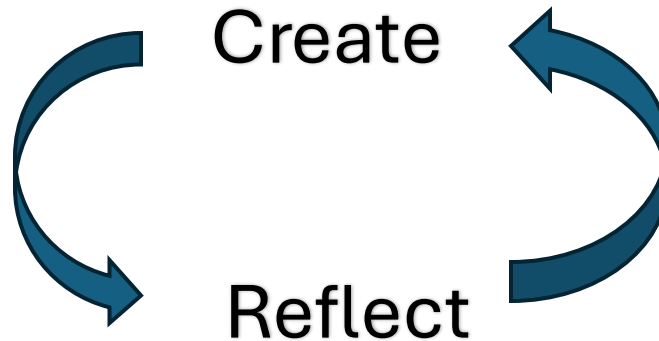
Consider Ways to Participate

For our video, we identified ways to be involved on-camera and off-camera

Step 2c: Gathering Feedback



Remember

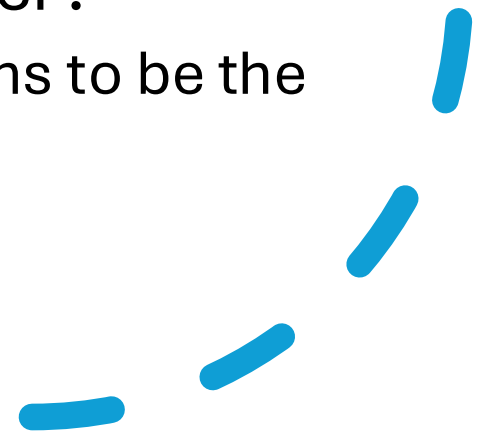


While the creation of the video seems linear, we embedded opportunities for team members to reflect on the content and process.

Scenario #2: Navigating the Knowledge Making Process

The Masters student has completed her project on the university experiences of neurodivergent students who have a disability particularly those who have intersectional realities (e.g., newcomer and/or racialized). She has partnered with student advocate groups and neurodivergent advocacy groups in the community

- As she plans to share the knowledge, what are things that she may consider?
 - Of these suggestions, what seems to be the most important?





Questions & Feedback, please connect with us:

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References

- Abma, T. A., Cook, T., Rämgaard, M., Kleba, E., Harris, J., & Wallerstein, N. (2017). Social impact of participatory health research: Collaborative non-linear processes of knowledge mobilization. *Educational Action Research*, 25(4), 489-505.
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- Felder, F. (2025). Bridging the gap between knowledge and justice: Epistemic challenges in participatory disability research. *Theory and Research in Education*, 23(3), 268-283.
- Interagency Committee on Disability Research (2026). Using participatory action research to center people with disabilities in disability and rehabilitation research. [ICDR Toolkit - Using Participatory Action Research to Center People With Disabilities in Disability and Rehabilitation Research](#)