

Growing Knowledge Translation and Transfer (KTT) in Ontario



A Manual of Best Practices From Agriculture, Agri-food and Rural KTT Researchers and Practitioners (2010-2018)

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Acronyms

HQP - Highly Qualified Personnel

KTT - Knowledge Translation and Transfer

OMAFRA - Ontario Ministry of Agriculture, Food and Rural Affairs

U of G - University of Guelph

Foreword

We are pleased to share with you the first edition of *Growing Knowledge Translation and Transfer (KTT) in Ontario*, a manual of best practices in agri-food and rural KTT.

The Ontario Agri-Food Innovation Alliance funds priority-driven research to support a thriving agri-food sector and vibrant rural communities, but research is only part of what's necessary to meet this goal. In agriculture, we've known for more than 100 years that sharing research results with the wider community is critical to accelerating the impact of research and advancing the sector.

KTT builds on our collective history of agricultural extension. It helps create a two-way connection between researchers and research users to accelerate the impact of research. KTT is at the heart of the Ontario Agri-Food Innovation Alliance's commitment to ensuring that our world-class research has a positive impact on Ontario's agri-food sector and rural communities.

Since 2010, OMAFRA and U of G have worked together to support research in the science of KTT and embed it as a practice in all our research programs. Through the Alliance, researchers collaborate and communicate with leaders in government, industry,

academia and rural communities to produce new value-added products, technologies and solutions.

This manual profiles some of the leading practices from agriculture, agri-food and rural KTT researchers and practitioners supported through the KTT Funding Program. It distills more than 80 projects that have focused on getting science off the shelf and into the hands of the wider agri-food community. This complements the growing body of literature in knowledge mobilization and implementation science but remains uniquely agri-food.

The practices summarized in this manual have been used to help researchers support Ontario's rural communities, launch new technologies and promote good health through nutrition. With the renewed agreement announced in 2018, between the University of Guelph and OMAFRA, we will build on this strong foundation and continue to advance KTT in the agri-food and rural sectors.

Introduction

Knowledge Translation and Transfer in the Ontario Agri-Food Innovation Alliance

OMAFRA and the University of Guelph have been supporting Knowledge Translation and Transfer (KTT) in agri-food and rural research and enhancing KTT science since 2010.

The KTT Funding Program has supported a unique body of knowledge, documented in part through project applications and reports. Analysis of these reports, as well as follow-ups with funded research teams, yielded this summary of leading practices and lessons learned about KTT for agri-food and rural research.

About This Manual

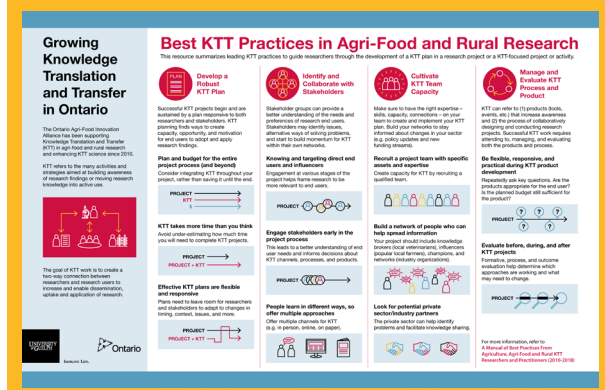
This practical guide provides a collection of best practices in KTT based on research supported by the Ontario Agri-Food Innovation Alliance¹

This manual was developed using the data from a systematic review of project files from 88 KTT projects funded between 2010 and 2018. The document review was supplemented by a survey distributed to research team members and follow-up interviews with a selection of researchers and end users, as well as a scan of the last decade of KTT literature.

Categories from the Consolidated Framework for Implementation Research² were adapted to organize the project review process, background research and development of this manual.

Want a quick look at best practices?

Check out the summary infographic of leading KTT practices to help guide the development of your KTT plan at <https://www.uoguelph.ca/alliance/ktt-resources>.



1 From 2013-2018, the KTT Funding Program was supported by Growing Forward 2 – a federal, provincial, and territorial initiative – and the Ontario Agri-Food Innovation Alliance (previously the OMAFRA-U of G Partnership).

2 Damschroder, L. J., Aron, D. C., Keith, R. E., Kirsh, S. R., Alexander, J. A., and Lowery, J. C. (2009). Fostering implementation of health services research findings into practice: A consolidated framework for advancing implementation science. *Implementation Science* 4(1), 50.

How to Use the Manual

This manual summarizes leading KTT practices that can be used to:



Develop a robust KTT plan



Identify and collaborate with stakeholders and end users



Cultivate KTT team capacity



Create, manage and evaluate KTT process and products

This manual is one of several supporting documents that help guide researchers through the development of a KTT plan in a research project or a KTT-focused project or activity.³

The information is also relevant to those in the wider agri-food and rural sectors who seek to connect research and research users.

A series of brief case studies illustrating impacts and best practices from funded research and KTT projects complements this manual.

³ See <https://www.uoguelph.ca/alliance/accelerating-research-impact/knowledge-translation-and-transfer> for more KTT resources.

About KTT: Accelerating the Application and Use of Research Findings

Funding agencies around the world are asking researchers to help ensure that publicly funded research has the greatest possible impact. “Impact” may range from targeted dissemination of research findings, to increasing broad public awareness of a topic, to promoting practice change based on a robust body of evidence. Overall, “KTT” refers to the many activities and strategies aimed at building awareness of research findings or moving research knowledge into active use.

“The Ontario Agri-Food Innovation Alliance defines KTT as the transformation of knowledge into use through synthesis, exchange, dissemination, dialogue, collaboration and brokering among researchers and research users.”⁴

Knowledge translation, mobilization and related activities can be understood on a spectrum ranging from linear “push” dissemination of knowledge, to co-production and exchange of knowledge, to social innovation. The goal of KTT work is to increase and enable dissemination, uptake and application of research among end user and stakeholder groups.

⁴ Ontario Agri-Food Innovation Alliance (2018). KTT: Getting science off the shelf. Retrieved from <https://www.uoguelph.ca/alliance/funding-programs/ktt-getting-science-shelf>

Although there are many ways of understanding and describing KTT (one recent study collected 100+ related terms)⁵, it is helpful to understand two general approaches to fitting KTT within research projects: end-of-project KTT and integrated KTT.

- 1. Integrated KTT**, where the researcher collaborates with those individuals or organizations most likely to be interested in, use or benefit from the research. In this case, end users and other stakeholders are integral contributors to the research process. Research that is co-created and responsive to end user needs increases the likelihood of uptake and adoption.
- 2. End-of-Project KTT**, where the knowledge creator (researcher) develops activities or products that will tell the story of the research results to the end user.⁶ This type of KTT involves presenting research findings in a way that is accessible and targeted to the preference and contexts of research users.

5 McKibbin, K. A., Lokker, C., Wilczynski, N. L., Ciliska, D., Dobbins, M., Davis, D. A., ... & Straus, S. E. (2010). A cross-sectional study of the number and frequency of terms used to refer to knowledge translation in a body of health literature in 2006: A Tower of Babel? *Implementation Science*, 5(1), 16.

6 Adapted from CIHR (2015). Guide to knowledge translation planning at CIHR: Integrated and end-of-grant approaches. Retrieved from <http://www.cihr-irsc.gc.ca/e/45321.html>

Within each of these two broad approaches, KTT needs to include attention to planning, early stakeholder engagement, team capacity and management of process and project outputs. The following manual sections cover these four categories, and provide concepts, questions and best practices drawn from projects supported by the KTT Funding Program.



A note on terminology: stakeholders and end users

Stakeholders, knowledge users, research users, end users and target audiences are different ways of referring to the people and individuals that would benefit from learning about, using and/or applying your research findings.

- Stakeholders are the individuals or groups who have an interest in the research findings.
- Influencers are groups who may impact uptake and dissemination, or eventual use of research findings.
- End users are the people or groups who can directly make use of research findings.

There are many potential stakeholders and end users for any KTT project. These may include producers, processors and distributors of agri-food, the private sector and industry, health and social service providers, various levels of government, other researchers and the general public.



Develop a Robust KTT Plan

Successful KTT projects begin with and are sustained by robust plans.

It is worthwhile to devote time and effort into comprehensive pre-project planning and to mid-project adjustments. KTT plans can serve a number of purposes for research teams, including figuring out feasibility and budget, building relationships and networks, testing and discovering assumptions about end users and prototyping products. Planning is key to the success of KTT, and although it requires similar skills, KTT planning is different from drafting a good research plan.

A KTT plan can do several things; one of the primary purposes of making a KTT plan is to outline the most effective ways of engaging and communicating with end users (those individuals and organizations most likely to be interested in, use or benefit from your research). KTT planning requires finding ways to create capacity, opportunity and motivation for end users to adopt and apply research findings.

Generally, KTT planning needs to start with a high-level rationale or overview

of what/who/why/when and how. The answers to the following questions can be used to lay the groundwork for KTT planning and to create a shared team understanding of the broad purpose of the project.⁷

1. What information do end users need and/or what project findings need to be shared?
2. Who needs to know about the research findings? Who would benefit from its application or use?
3. Why are you sharing the information (i.e., what is your KTT goal)? What is the expected effect or impact of the KTT process? The KTT products?
4. Who should the messenger be? What individuals or organizations need to be involved in order to engage end users?
5. What communication channel(s) and KTT methods/products should be used to share key messages? To build engagement?

⁷ Adapted from Lavis, J. N., Robertson, D., Woodside, J. M., McLeod, C. B., and Abelson, J. (2003). How can research organizations more effectively transfer research knowledge to decision-makers? *The Milbank Quarterly*, 81(2), 221-248.

To answer these questions, it may be necessary to carry out preliminary research and to engage stakeholders early in the planning process. However, answers may also come from other places, including other research programs, and may evolve iteratively during a given KTT project, as new information about stakeholders needs and preferences is uncovered or as collaborations mature.

Best Practices in Planning for Agriculture, Agri-food and Rural KTT

Best Practice 1 Plan and budget for the entire project process (and beyond)

When part of the research takes longer than expected, end-of-project KTT activities can suffer from lack of attention or be rushed. To avoid this, consider integrating KTT throughout your project, rather than saving it until the end. For example, plan for regular stakeholder meetings, consult with an advisory committee of stakeholders and/or share snapshots of early results. Also aim to allocate resources, particularly financial resources, along the entire project cycle, from early strategies and proposal construction, to research implementation, to post-project sustainability planning or wrap-up.

This end-to-end process perspective starts with identifying and engaging stakeholders and end users (see the next section for more on this topic).

This is followed by working together on product development to figure out what kinds of KTT products or activities might be appropriate and feasible. Allocate time and resources to beta-testing, prototype development and/or pilot testing of various approaches, as well as to dissemination and promotion of the KTT product(s). Other important parts of the planning process include evaluation of KTT process quality, outputs (products or events created) and outcomes (attitudes, awareness, uptake, adoption, etc.), and succession planning. In particular, consider how KTT products can be supported beyond the funding window, such as maintaining a website portal or app that was developed during the project, and/or how to archive and document KTT work where post-funding succession and updates are not feasible (e.g., by hosting plain language summaries in an institutional repository such as the University of Guelph Atrium).

Best Practice 2 KTT takes more time than you think

Often researchers can under-estimate how much time will be required to complete KTT projects. KTT activities that involve collaboration and diverse teams are particularly prone to delays. Lengthy KTT activities include technology or IT development, creative design and engagement sessions. Consider building a time buffer into the plan. Examples of often forgotten but time-consuming jobs include the following:

- Building relationships and developing networks. Network development

shortcuts exist, such as recruiting well-networked research personnel and stakeholder partners. Consider the strength of your relationships and how much time it may take to revive partnerships or develop new ones.

- Coordinating the schedules of various stakeholders (e.g., farmers during planting and harvest season, students with semester commitments, policy or budget schedules, etc.).
- User and usability testing of KTT products, modification and the incorporation of results. It can take a considerable amount of time to build websites and to beta test (have an audience try out) technology-enabled KTT (apps, etc.).

managing their own time or when priorities change within partner organizations.

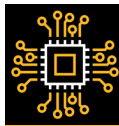
4. Adapt to stakeholder needs or preferences. Expect that stakeholder needs and preferences will evolve over time, as will the research team's understanding of end users or stakeholders. Changes in stakeholder needs may be triggered by urgent issues, such as epidemics or climate events, or by changes in social attitudes or policies.

Regardless of the reason for change, the KTT plan must be responsive to all researchers and stakeholders. Plan to review the KTT plan regularly and keep track of what changes and why.

Best Practice 3 **Effective KTT plans are flexible and responsive**

Because KTT plans inevitably change over time, effective plans need to be flexible and leave room for researchers and other stakeholders to:

1. Adapt when timing has been over- or underestimated. This frequently happens when the plan meets reality!
2. Adapt to changing issues and contexts for all: researchers, stakeholders and end users.
3. Adapt when member partners are not able to fulfill their commitments. This is a challenge when partner representatives are not in charge of



A note on technology

Technology-based products are prone to cost and time over-runs. Before committing to development, think about what will be required to prototype, test, finalize, market and sustain the technology product. Successful technology solutions (apps, databases, complex websites, etc.) require long-term investments of both time and resources. Plan for success by learning from others. It's a good idea to connect with a researcher who has developed similar technology-enabled products before finalizing your project timeline or required resources.



Identify and Collaborate With Stakeholders

The importance of identifying and involving stakeholder groups in KTT cannot be overstated.

Ideally, this is done at the very beginning of the planning process. During the project definition phase, end users can provide expert knowledge about the sector that helps you develop a better KTT plan. Stakeholders may: 1) identify problems or issues that others had overlooked during project planning or present alternative ways of solving problems, and 2) start to build momentum and/or capacity for KTT within their own networks.

At the same time, collaboration, engagement and user-focused KTT design remains challenging, even for experienced researchers and practitioners. Start by mapping potential KTT audiences, develop engagement strategies to reach those groups and better understand the needs and preferences of the people and groups that can make use of and apply research findings.

Expand your high-level KTT rationale from the section on planning, by working to answer the following questions:

1. Who are the stakeholders/end users?

2. What are their interests and needs?
3. How can your KTT help them solve their problems or provide benefit?
4. What terms/concepts/language do they use and understand?
5. How do they prefer to gain new knowledge? What formats are they likely to engage with?
6. What types of communication will help you reach and/or engage with your audience (e.g., face to face, social media, workshops, journal articles, etc.)?

Best Practices in Stakeholder Engagement for Agri-food and Rural KTT

Best Practice 1

Knowing and targeting direct end users and influencers

Part of your KTT plan should detail which stakeholders need to be engaged or involved at various stages of the research



or KTT project. Engagement also helps you frame your research in a way that is more relevant to end user audiences. Engage with stakeholders directly and identify influencers and champions who may help you connect with your audience. For example, the Dairy Farmers of Ontario (DFO) could be an influential dissemination partner and could help you reach individual farmers (members of the DFO) as the end users.

When identifying and engaging stakeholders, learn from past work and/or collect new information (e.g., via survey, focus group, community discussion). Identify what has worked and not worked in past research and KTT projects with these stakeholders. To what extent do you need to connect with stakeholders to understand how to meet their needs and preferences? Are there publications or past projects you can look to for examples and ideas?

Best Practice 2 Engage stakeholders early in the project process

Early involvement leads to a better understanding of end user needs and preferences and establishes their buy-in to the process. Early involvement also facilitates informed decisions in selecting KTT channels, processes and products.

- If stakeholders are involved early in the process, then it is easier to meet them “where they are” in the knowledge process, rather than relying on assumptions about their needs and preferences.

- KTT collaborations to co-create or translate research can be slow to organize. Early engagement prevents time crunches and facilitates the development of trust.



Peer learning can help spread your KTT message

Consider connecting with end users through networks of trusted peers. For example, sharing KTT messages through peers (other farmers) has been demonstrated to be an effective tool to encourage greater uptake.

Best Practice 3

People learn in different ways, so offer multiple approaches

Expect stakeholder and end user groups to be diverse and heterogeneous. People prefer to receive information in different ways, depending on socio-demographics, Internet access, occupation and other factors. Remember also that no “group” of stakeholders is homogeneous. There is diversity within stakeholder groups like “farmers” or “policy-makers”.

Identifying the different needs and preferences of your stakeholders and end users and connecting with key influencers is an iterative process. When designing your KTT plan, think about how you can diversify one product to meet the needs and preferences of different groups. For example, if you have a workshop, can you also stream it online and have some paper handouts of the content?

Offering multiple channels for KTT (e.g., in person, online, on paper) can mean more work, but it also provides more opportunities for end user choice. Note that KTT channels that promote in-person or active learning (e.g., workshops, selection from a suite of options, etc.) tend to be more effective than those that use passive learning strategies (e.g., lectures, fact sheets, etc.).

Remember that the best way to find out what KTT approaches would be helpful is to ask people. Gather feedback about what formats and approaches are most relevant to different groups of stakeholders and adjust your plan accordingly.



Cultivate KTT Team Capacity

Make sure to have the right expertise on your team to create and complete your KTT plan.

Bring together a team with the right skills, capacity and connections. Don't forget, however, that team members can learn as the project progresses; make sure to build in extra time for the learning curve.

As the project continues, make sure you keep networking. Your networks can advise you on changes in your sector, such as policy updates, budgetary restrictions or new funding streams, loss of popular support for a course of action or a change in economic conditions. Building your project's network can help you to stay informed and responsive.

Best Practices in Cultivating Capacity for Agri-food and Rural KTT



Recruit a project team with specific assets and expertise

Create capacity for KTT research and product development by recruiting a qualified team. To help determine required skills and knowledge, consider the team's need for the following:

- Do you need specific research and/or methodological expertise? For example, do you need a researcher who has a background in a specific area of the agri-food and rural sector or a researcher with social science evaluation skills?

- Do you need specific technical expertise? Technical skills in the team are important; broadly, these include IT, data management and related tasks. Other specific knowledge requirements may include expertise in software for analysis, video or graphic design, writing and content creation, marketing, etc. You may also require specific KTT skills (e.g., facilitation, plain language writing, etc.).
- Do you need to tap into a specific network? Identify who the relevant actors are in this network, and reach out to include key organizations, individuals or government departments in your team.
- Consider including HQP (Highly Qualified Personnel) in the team. With the right recruitment, students and post-docs can provide the specialized knowledge and skills to support KTT work and bring new perspectives to the project. Remember that students may need mentorship, training and skill cultivation in non-technical areas, including developing communication skills, so build in extra time for training.
- Before you partner with an organization, make sure you have a good working relationship; ideally, you will have collaborated before (perhaps in smaller ways). Ensure you properly “vet” new partners (e.g., by getting references from others they’ve worked with), and consider placing new partners in an advisory committee role rather than a core part of the team.

**Best
Practice**
2

Build a network of people who can help spread your message

Your project team should include or connect with people who can help spread your message to end users (e.g., knowledge brokers, intermediary groups, influencers, champions). These could include industry associations, brokers such as veterinarians or KTT practitioners and HQP.

As noted earlier, knowledge brokers and influencers who are already embedded or known to the stakeholders and end users will lend credibility to the KTT message. Examples of trusted knowledge brokers could be local veterinarians, farm association representatives or representatives of commodity groups.

“Influencers” can also be of assistance to good KTT and could be, for example, popular local farmers or industry partners. Which of these people is an appropriate influencer will depend on the message you are trying to share and on who has established a significant level of trust with the targeted end user.

There are many networks in the agri-food and rural environment, including farm associations, commodity associations, supply management associations and industry organizations. The right networks can significantly facilitate connections between members and other networks and, in so doing, boost the KTT process.

The following questions can help you to assess the relevance and value of including networks in your KTT project plans:

1. What formal and informal networks do the stakeholders use and trust? Do you know what sources the stakeholders use to get new information?
2. What is the relationship or connection between the KTT team and these networks?
3. What is the capacity of the network for participation in the KTT process?
4. Are there knowledge brokers already working within the network such as veterinarians or other extension personnel?
5. How readily do the organizations within the network adopt new knowledge and ideas?

**Best
Practice
3**

Look for potential private-sector/industry partners

Consider connecting with private-sector/industry partners or including them as part of your team. The private-sector can play two important roles in enhancing the impact of your research. First, they can help identify problems that are particularly important to their sector, increasing the likelihood that the research results will be used. Second, industry partnerships can facilitate commercialization and/or dissemination of knowledge. Many on-campus U of G resources exist to help facilitate creating these connections (see sidebar).



On-campus resources that can help facilitate connections and collaborations include:

Support staff for the Alliance provide tailored KTT training and services designed to enhance the impact of research.

Research Innovation Office staff provide expertise and support for researchers developing and executing KTT strategies (Knowledge Mobilization), connecting with industry (Industry Liaison), and patenting and licensing new technologies (Technology Transfer).

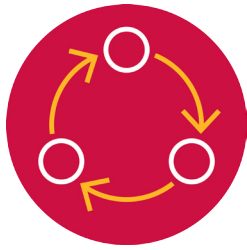
Accelerator Guelph is a workshop- and mentorship-based commercialization support program for researchers.

The Community Engaged Scholarship Institute builds capacity for community engagement and knowledge mobilization within the College of Social and Applied Human Sciences, and offers a Certificate in Knowledge Mobilization.

CBaSE (Centre for Business and Student Enterprise) supports student entrepreneurship at U of G.

University of Guelph Atrium offers free, open-access hosting of digital resources.

The SPARK program hires and trains students in written communication around research knowledge.



Manage and Evaluate KTT Process and Products

KTT can be understood as both a process and a product.

KTT can refer to products (tools, events, etc.) that help increase awareness and move research findings into active use. KTT can also refer to the process of collaboratively designing and conducting research projects that involve diverse stakeholders. A high-quality KTT process ensures high-quality products. Successful KTT work requires attending to, managing and evaluating both the products and process.

Best Practices in Managing and Evaluating for Agri-food and Rural KTT

Best Practice 1 Be flexible, responsive and practical during KTT product development

Striving for excellent KTT products means repeatedly checking in with some key ideas:

KTT happens on paper, on screens and in person. Examples include:



On paper

book chapter, brochure, decision aid, flyer, infographic, journal article, letter, logic model, magazine article, newspaper article, policy brief, poster, report, etc.



On screen

app, blog post, database, email, infographic, journal article, online training, podcast, pop-up reminder, social media, text message, website, webinar, video, etc.



In person

advisory committee, classroom, conference, event, field day, focus group, keynote address, kitchen table discussion, lunch and learn, meeting, public dialogue, town hall, trade show, workshop, etc.

1. Are the products appropriate for each stakeholder and end user? This should be assessed at multiple stages: in the planning phase, during development and after launch.
2. What is the budget for these products? Is the planned budget (time, money) still sufficient for this product? Products don't have to be elaborate or high tech to be effective. A simple, well thought-out and designed product can be highly effective. Scale your product(s) to the budget and to timing and other resource allocation considerations.
3. Have stakeholders helped to define which products are most useful and which channels are most appropriate to disseminate the product?
4. Is there a realistic succession plan for online or interactive products such as websites?
5. Have you used appropriate language for your audience(s)? Plain language is generally the right option, but some audiences prefer specialized jargon or technical terms.
6. Can you release KTT products on a schedule that is responsive to stakeholder needs?
7. Can you contribute to the KTT literature as well as to your core academic subject area?
8. Are your final products as widely available and accessible as possible?
9. Have you targeted products to outlets where producers already are, such as conferences, industry newsletters and online?



Plain language

Plain language is content that can be understood the first time it is read or heard. What counts as “plain language” will vary across audiences, but in general, “wording, structure and design are so clear that the intended audience can easily find what they need, understand what they find and use that information” (International Plain Language Federation). For more information about how to write in plain language, see: Plain Language Association International (see website address in Resources section on page 20).



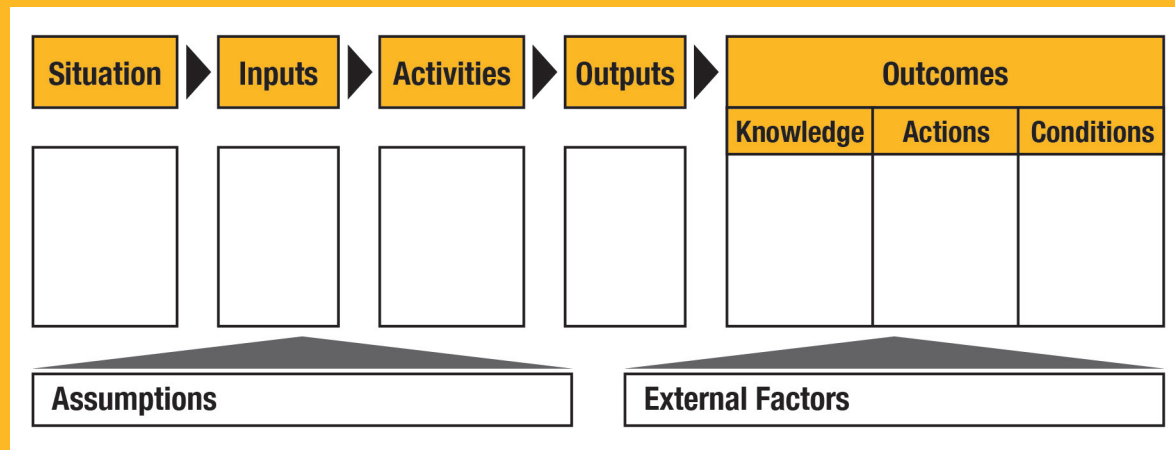
Evaluate before, during and after KTT projects

This section is an overview of basic evaluation concepts that have supported KTT projects. See references below for more detail.

Evaluation can help you determine which approaches are working and which are not, while providing insight into what may need to change. Evaluation of KTT activities or plans can happen throughout a project and not just at the end.

Logic models are an important evaluation planning tool.

One of the best ways to plan for evaluation is to create a logic model that clarifies the expected links between KTT activities, outputs and outcomes, as well as external factors/assumptions for success. Creating a logic model can help you clarify your KTT goals and determine how to track and measure your project's success.



University of Wisconsin-Extension logic model template. See page 19 for access link.

Your KTT products or events are activities (what you're doing) and your outputs show that those activities happened (# of participants or events or downloads). The desired changes in knowledge, behaviour and conditions from your KTT are the outcomes; these define what success looks like for your project. Assumptions and external factors are enabling conditions for that success.

Evaluation is a research method—seek support and expertise as needed to build your evaluation plan. Allocate both financial and human resources to the evaluation of the project. For KTT research, it may be that evaluation *is* the project (for example, looking at the success of a KTT intervention).

Even if you don't undertake formal evaluation, schedule time for ongoing reflection about whether you are meeting your KTT goals, and if not, why not? Be responsive to feedback and learn from what has gone well and what did

not work (or did not work as well as you had hoped). Also look for unintended consequences (positive and negative).

Formative evaluation can help you design appropriate KTT products. Assessing stakeholder needs and preferences (through surveys, focus groups, interviews, etc.) early in a project can help you *form* or develop KTT products suitable for your audience. This may also be referred to as *developmental* evaluation.

Process evaluation can help you determine whether activities were

implemented as planned and can help you understand and improve the quality of your KTT work. Questions could include: Are stakeholders satisfied with the engagement and collaboration process? Are products appropriately tailored for end users? Have assumptions or external factors changed? Are outputs being delivered on time?

Outcome evaluation can help you measure changes in knowledge, actions and broader conditions resulting from KTT work. You might measure outcomes and impacts by speaking to end users about how they have used a KTT product, or by looking at end user engagement with online products. Some changes can take years to unfold; think about what you can measure within the time frame of the funded project (e.g., knowledge, skills, awareness, practice, etc.). Your logic model details how shorter-term outcomes lead to longer-term impacts, even if you can't measure those impacts during the project.



For more information on program evaluation, see:

Program Development and Evaluation - University of Wisconsin-Extension <https://fyi.uwex.edu/programdevelopment/logic-models/>, <https://fyi.uwex.edu/programdevelopment/evaluating-programs/>

W.K. Kellogg Foundation Logic Model Development Guide <https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>

[Extension.org](https://www.extension.org) resources <https://www.extension.org/tag/evaluation/>

LSE Research Impact case studies <http://www.lse.ac.uk/researchandexpertise/researchimpact/home.aspx>

See website addresses in Resources section on page 20.

References

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Resources

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Logic models - University of Wisconsin-Extension. <https://fyi.uwex.edu/programdevelopment/logic-models/>

Logic model development guide - W.K. Kellogg Foundation. <https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>

Evaluation - Extension.org. <https://www.extension.org/tag/evaluation/>

Evaluation - LSE Research Impact case studies <http://www.lse.ac.uk/researchandexpertise/researchimpact/home.aspx>