

Call for Manuscripts: Knowledge Mobilization in and for Education

Brock Education Journal Special Issue on
“Knowledge Mobilization in and for Education”

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Call for Manuscripts

Dewey (1929) had cautioned that research findings cannot “be converted into an immediate rule of educational art” (p. 19). He argued, however, that education research should draw research questions from practice, helping teachers improve their teaching methods and competencies. Knowledge mobilization is an emerging field of inquiry that aims to “address the oft-cited gaps between research, policy and practice” (Cooper, 2012, p. 2) in education. Publications using the term *knowledge mobilization* (KMb) emerged in the late 1990s, primarily in the field of education. Recent research literature uses various terms such as dissemination, knowledge exchange, knowledge transfer, knowledge translation, knowledge utilization, and knowledge mobilization to describe similar research-to-practices activities (Garcia, 2006; Gravois Lee & Garvin, 2003; Skinner, 2007). In 2007, Social Sciences and Humanities Council of Canada (SSHRC) committed to the following main objectives: a) mobilize research knowledge among researchers, and between researchers and practitioners; b) facilitate the development of reciprocal relationships between researchers and practitioners; and c) assist researchers and practitioners in developing “networks, tools and best practices” (SSHRC, 2009-2011, p. 1).

It has been reported in the literature that School Board-University research collaborations play an active role in KMb initiatives and help decrease the theory-to-practice gap (Baumfield, & Butterworth, 2007; Lang, 2001; Sirotonik, & Goodland, 1988). The School-Board-University Research Exchange (SURE) is one of the partnerships committed to fostering school-university relationships and improving classroom practice (Martinovic, Wiebe, Ratkovic, Willard-Holt, Spencer, & Cantalini-Williams, 2012). This partnership is comprised of 16 school boards and five faculties of education in the London Region, Ontario, Canada. Since 2008, SURE has focused on developing and sustaining an active collaborative relationship among universities and school districts in the London Region in order to inspire a culture of inquiry, advance skills, and promote knowledge exchange related to education research.

We are seeking articles that explore KMb in education from both national and international contexts. Potential areas of inquiry include:

KMb Theories and Frameworks

KMb Partnerships between Universities and School Boards

The Teacher Voice in KMb

Engaging University Researchers in Applied Education Research

KMb as Critical Step to Enacting Equity

Enablers and Challenges for Making KMb Work

Author Guidelines:

All manuscripts should follow APA guidelines and the file should be submitted in RTF file format. Length of papers must be under 6,000 words (excluding references) and should include a 150 word abstract. All manuscripts must ensure that the cover sheet of your manuscript specifically states that the submission is intended for this Special Issue. In addition, please include a brief note to this effect with your online submission.

Please feel free to contact Snežana Ratković if you have questions regarding the suitability of your topic. The final date for submission of manuscripts has been extended to **July 15, 2015**.

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