



8:30am – 10:00am

# Skills-building and impact in the social sciences and humanities

*Panel Organizer: Research Impact Canada,  
the Conference Board*

*The Collaboration, Social Sciences and  
Humanities Research Council*

# Skills Building and Impact in the Social Science and Humanities



**Dr. Matthew McKean**, Associate Director, Education,  
The Conference Board of Canada

**Dr. Sandra Lapointe**, Associate Professor, McMaster  
University; Director, The Collaborative

**Dr. David Phipps**, Executive Director, Research &  
Innovation Services, York University; Network  
Manager, Research Impact Canada

**#CSPC2018**



The Conference Board  
of Canada

Le Conference Board  
du Canada



*Time to draw:  
knowledge mobilization*





# 1. Building Connections

## 2. Platforms for PSE & Skills

*What does The Conference Board of Canada do?*

Independent, non-partisan, evidence-based research and convening.

Our education/skills unit examines changes in education, skills development, and the future of work.

*What we've done and where we're heading...*

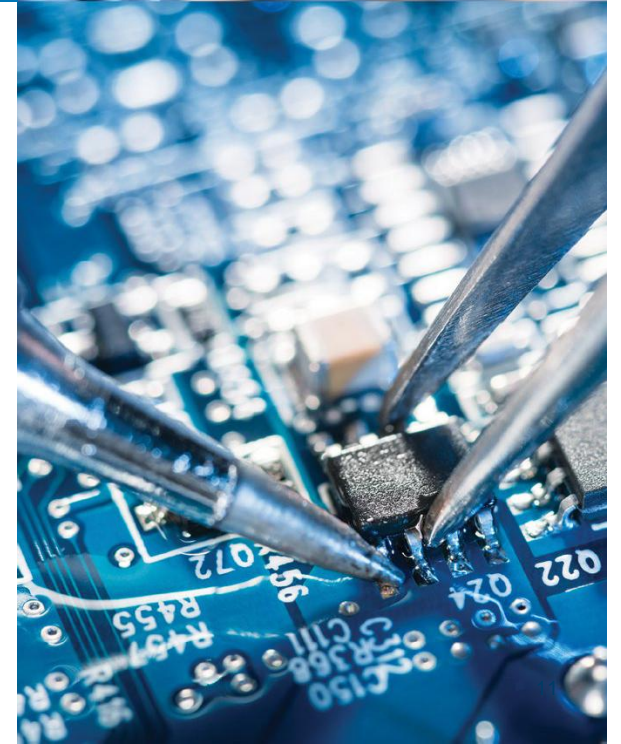
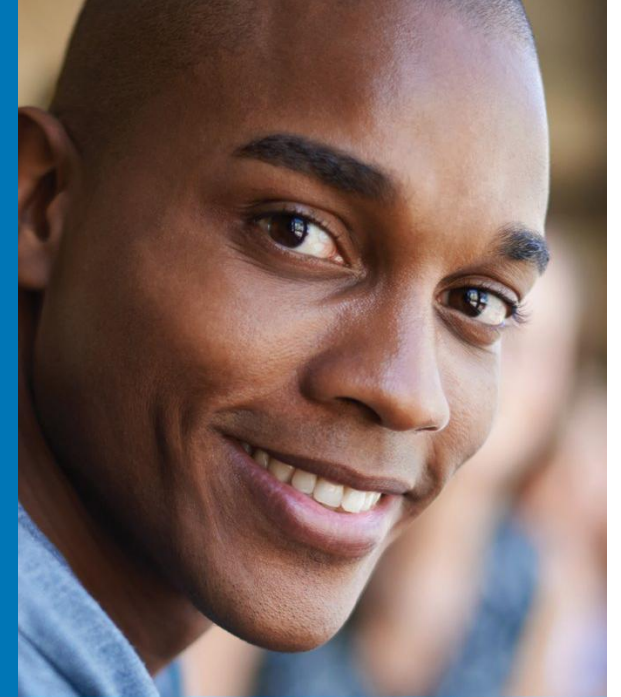


# #FutureSkills

*Let's also find new ways to talk about SSHR skills and new skills to talk about*

- **Problem-solving and critical thinking:** evidence gathering + analysis
- **Written and oral communication:** write + speak goodly
- **Cross-cultural and socio-political understandings:** appreciation of diversity
- **Research:** understanding, organizing, assessing info
- **Creativity:** big picture + outside the box

*But What Next, What Else?*



# Education and Skills in Canada

## Aspiration

- That Canada's skills and post-secondary education (PSE) sectors are universally accessible, equitable, and representative of Canada's diversity; produce, in partnership with early childhood, elementary, and secondary school systems, skilled graduates for the future of work; generate
- high-quality, socially, culturally, scientifically, and commercially relevant research; that they operate sustainably; and
- that evidence-based decisions are made in Canadian public schools and PSE systems.

## Reach

All 10 provinces

## Engagement

Over 130 past and current partners

## Impact

A strong print broadcast, and online media presence

Featured in over

1,500 stories

Over 400 million media impressions

# Platforms

Accessibility

Skills

Learner Pathways

Institutional Sustainability

Data

Knowledge Mobilization and Research Impact





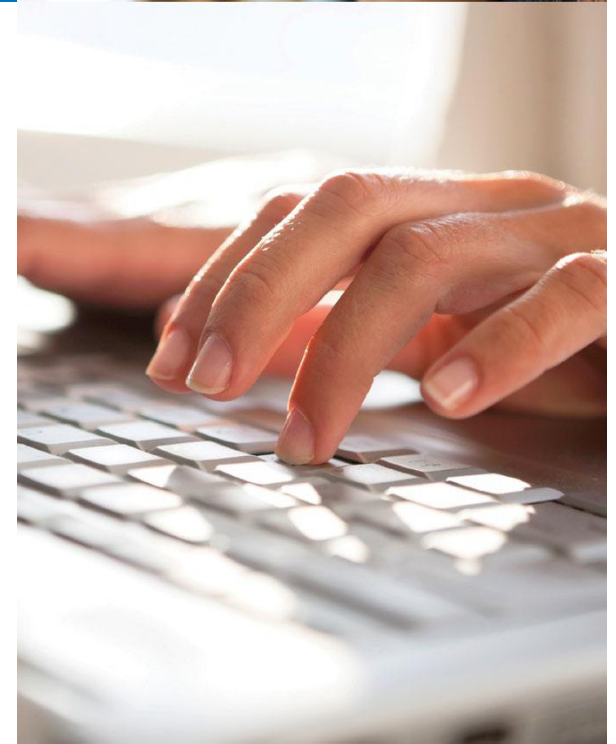
# Knowledge Broker Competencies

*Synthesis of 4 existing competency frameworks identified 80 competencies in 11 categories*

- |    |  |    |  |
|----|--|----|--|
| A. | Change management  | G. | Managing legal issues and IP                                       |
| B. | Communication  | H. | Managing partnerships/relationships                                |
| C. | Creating, sourcing and synthesising (research) knowledge | I. | Networking and engaging stakeholders                               |
| D. | Evaluating impact of KT                                  | J. | Training and capacity building                                     |
| E. | Facilitating and negotiating                             | K. | Understanding, creating and using KT tools, products and practices |
| F. | Leading, managing and driving KT                         |    |  |

Bayley, J.E., Phipps, D., Batac, M. and Stevens, E. (2017) Development of a framework for knowledge mobilisation and impact competencies. Published on line in *Evidence and Policy*.

<http://www.ingentaconnect.com/content/tpp/ep>

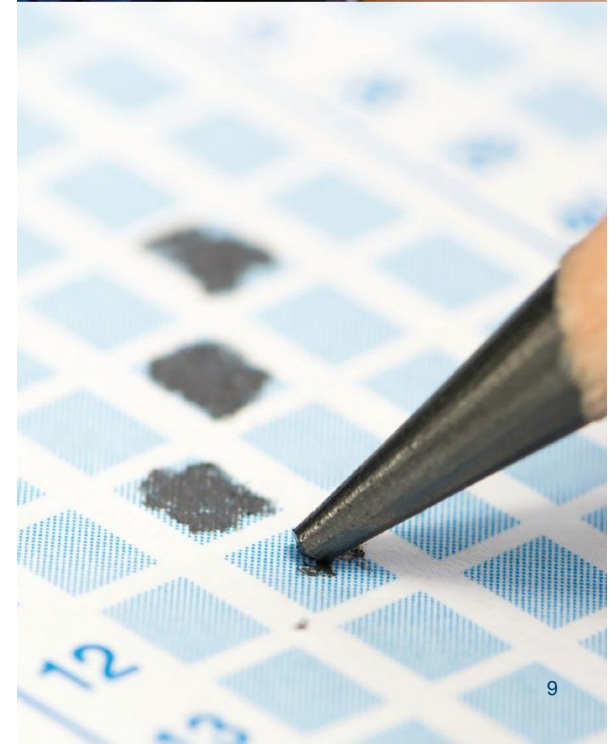


# Knowledge Broker Competencies

*...continued*

*Survey of 120 working KBs identified the top 10 competencies practiced most frequently (unpublished so far)*

- |    |   |     |  |
|----|---|-----|--|
| 1. | Internal communication skills                         | 6.  | Active listening   |
| 2. | Developing and maintaining professional relationships | 7.  | Organizational link: acting as a connection point to your organisation |
| 3. | Working in teams, communities and networks            | 8.  | Facilitating sharing of knowledge                                      |
| 4. | Managing multiple conversations                       | 9.  | Partnership and relationship management skills and processes           |
| 5. | External communication skills                         | 10. | Reporting and presenting knowledge                                     |





Focus on institutional  
practices

Respond to unique contexts

Common: engagement  
(students, teaching/learning,  
research), dissemination,  
events, grant support  
(research office)

Qualities: reciprocity,  
meaningful partner,  
trust, sharing, multiplier  
effect, central coordination  
(central and local delivery)



One way to mobilize knowledge is...

# Making the Connection: Building Collegiality and Collaboration between K-12 and PSE Educators

February 2018  
Report



## How can we improve connectivity between K-12 and PSE?

- The expansion of post-secondary education
- Post-secondary education (PSE) in Canada has expanded in recent decades, with more high school graduates than ever before continuing on to a college or university program.
- Given the increased need for learners with advanced skills and post-secondary education, we must be concerned with the impact that K–12 has on participation and success in PSE.

### **Teaching: A Core Function in PSE and K-12**

One way to improve the connectivity of K–12 and PSE is to encourage collegial relationships and collaboration between educators in the two sectors.



## Research Questions

- What opportunities do K-12 and PSE educators have to engage professionally as peers and colleagues?
- What practices support collegial relationships and collaboration between K-12 and PSE educators?

### **Methodology**

Literature review

Focus groups and workshops by  
The Collaborative

3 case studies of K-12/PSE  
partnerships

Why build connections between K-12  
and PSE?

## Motivations for K-12/PSE connections

Initial teacher education

Resource-sharing

Applied research

Educator mentorship

New teaching  
approaches

Curriculum  
development

Mastering of curriculum

Student recruitment to  
PSE

Community initiatives

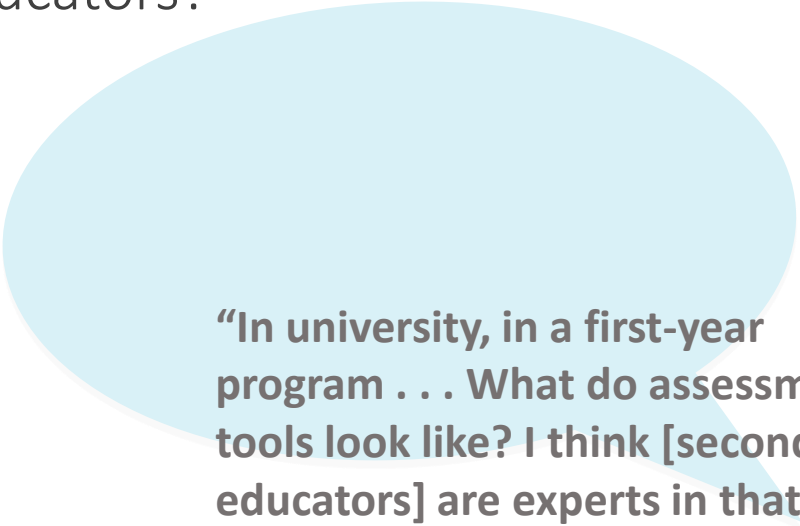


## Why connect K-12 and PSE educators?

**Collaboration can have benefits for educators and for learners.**

Connected educators share insights into **different approaches to teaching and assessment**, help **prepare students for success** in higher education, and can **anticipate students' learning needs**.

These connections can also be a launching point to **more effective professional development** and **educational reform**.



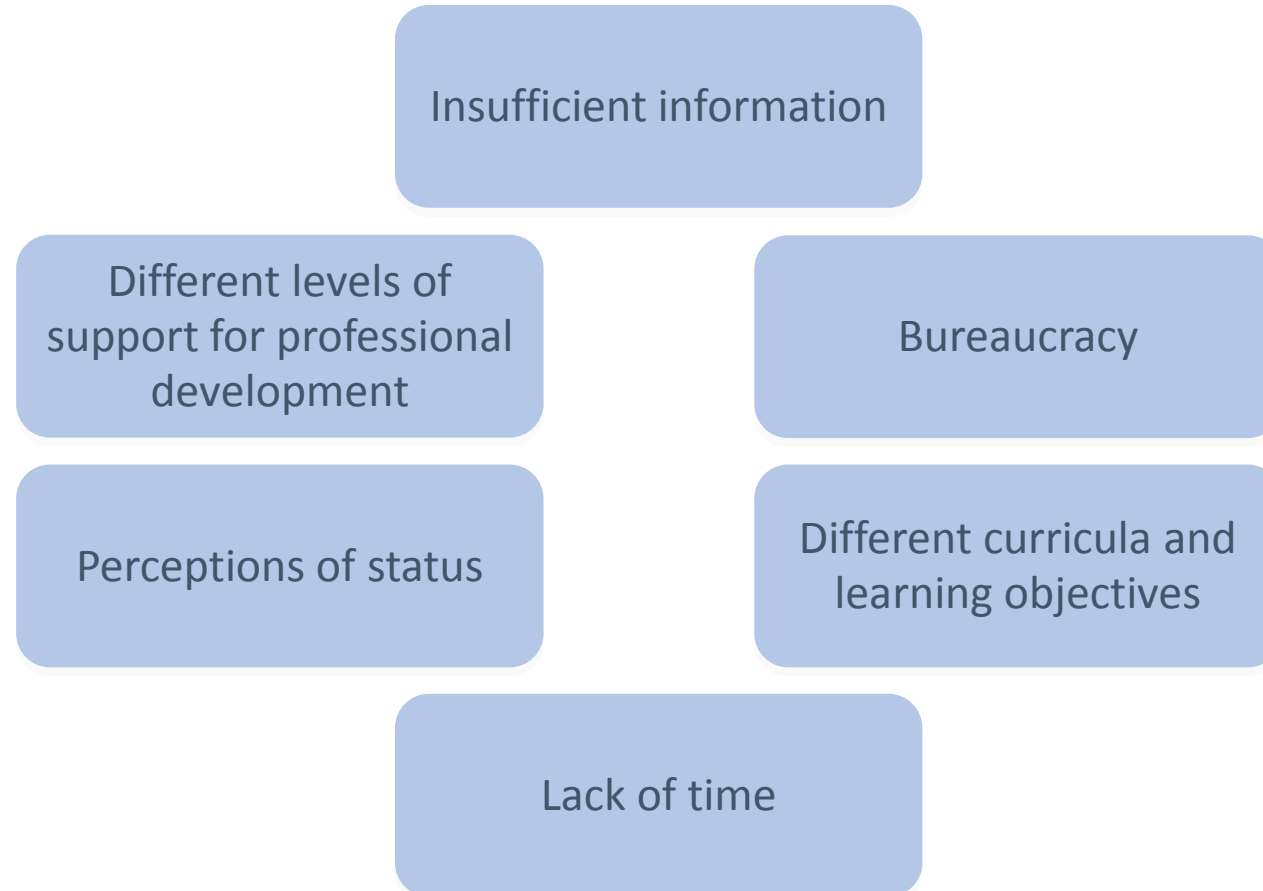
**“In university, in a first-year program . . . What do assessment tools look like? I think [secondary educators] are experts in that kind of stuff.”**

Anonymous teacher, Ontario<sup>1</sup>

<sup>1</sup> Focus group with the MacPherson Institute for The Collaborative.


What are the challenges?

## Overcoming obstacles





## Overcoming obstacles



**“I . . . partnered with the university to have students learn about what a historian does . . . I would like to do more of this but, as I feel that I have to cover all the knowledge and understanding outcomes, I have had to limit these opportunities.”**

Anonymous teacher, Alberta<sup>1</sup>

**“To get permission to have a guest speaker in there’s a series of boxes that need to be ticked off and it just feels artificial. I know a lot of people have just stopped trying to make those connections or [put] square pegs into round holes.”**

Anonymous teacher, Ontario<sup>2</sup>



<sup>1</sup> Alberta Teachers’ Association, *The Future of Social Studies*, 43.

<sup>2</sup> Focus group with the MacPherson Institute for The Collaborative.

What works?

# the la COLLABORATIVE



Social Sciences and Humanities  
Research Council of Canada

Conseil de recherches en  
sciences humaines du Canada

Canada



**Enable**  
EDUCATION



**Mitacs**



The Conference Board  
of Canada

Le Conference Board  
du Canada

**CIR<sup>'</sup>ST**

Centre interuniversitaire  
de recherche sur la science  
et la technologie



FEDERATION FOR THE  
**HUMANITIES AND  
SOCIAL SCIENCES**

FÉDÉRATION  
**DES SCIENCES  
HUMAINES**



**UCC**  
Coláiste na hOllscoile Corcaigh, Éire  
University College Cork, Ireland

School of **Sociology,  
Philosophy, Criminology,  
Government, and Politics**



**SIMON FRASER  
UNIVERSITY**  
ENGAGING THE WORLD



National Centre *for*  
**Truth and Reconciliation**  
UNIVERSITY OF MANITOBA



# the la COLLABORATIVE

[www.yourcollaborative.org](http://www.yourcollaborative.org)



We are working to create and promote a collaborative platform that provides educators with the support of trained facilitators to connect them meaningfully with educators across sectors.



We are developing an instruction program that equips graduate students with a range of crucial skills: communication, facilitation and conflict resolution, among others.



We seek to plan and organise professional growth activities, including co-creation workshops and summer seminars for Humanities, Liberal Arts and Social Sciences educators of all sectors.



We seek to develop partnerships beyond The Collaborative that promote new models of engagement and knowledge mobilisation in the Social Sciences and Humanities and beyond.



- NOT an education platform or a learning tool for educators/students.
- The digital platform is a gateway to a real-life “commons” where educators can find support and collaborative opportunities with actual individual educators within their community.
- The role of facilitators is central and crucial.



# The Collaborative: Experience Story



**Enable**  
EDUCATION



---

**Teacher Tom** teaches  
Grade 12 in Hamilton.

He hears about The  
Collaborative in an email  
blast from his School  
Board

He decides to Join.



---

**Connection Coach  
Connie** handles queries  
about philosophy.

She is a graduate  
student at the  
“internship” stage of her  
training with The  
Collaborative.



---

**Professor Pauline** is a  
Philosophy professor at  
McMaster who is already  
on the platform.

She joined because she  
once lectured in her son’s  
10<sup>th</sup> grade class and was  
open to more  
engagement.



Tom needs a plan that meets curriculum objectives for a unit on epistemology and the textbook is thin on that subject.

He fills in an intake form.

1. ABOUT YOU


Tom	last name
tom@institutionname.com	111-111-1111

preferred contact method: ☒ phone ☐ email

Institution Name	Hamilton, ON
High School (Grade 12)	Subject Area (separate by commas)

Availability

Mon - Fri (day of the week)		06 ▼	:	00 ▼	PM ▼	to	09 ▼	:	00 ▼	PM ▼
-----------------------------	---	------	---	------	------	----	------	---	------	------

 Add another...

I'm interested in... (check all that apply)

<input checked="" type="checkbox"/> Collaborations	<input type="checkbox"/> Guest lectures	<input type="checkbox"/> Attending workshops	<input checked="" type="checkbox"/> Access to resource library
--	---	--	--



## 2. MAKE A CONNECTION

Are you currently looking for a new connection?

☒ yes

☐ no

Grade 12 Philosophy, Epistemology Overview [request name]

Nature of Collaboration



Date collaboration is needed by



I am teaching a grade 12 Philosophy class, and am creating an overview for a unit on epistemology. I am finding the textbook is a little thin on that subject, and am looking for some guidance building it.

Tag applicable subjects, Philosophy, Epistemology

Additional Notes (optional)

SUBMIT



**Your request has been received!**

A connection broker will be in contact with you within 2 business days.

OK



Connie receives an email notifying her about a new connection request.



### New Request! #890901

Hello Connie!

You've received a Connection request from a new Teacher.

WHO



Teacher Tom  
Institution Name  
Hamilton, ON

### REQUEST INFO

#### Grade 12 Philosophy, Epistemology Overview (#890901)

I am teaching a grade 12 Philosophy class, and am creating an overview for a unit on epistemology. I am finding the textbook is a little thin on that subject, and am looking for some guidance building it.

Philosophy, Epistemology

Complete by: May 15, 2017

[Open Connection File](#)



← Grade 12 Philosophy, Epistemology Overview (#890901)

[overview](#) [timeline](#) [collaborators](#)

Request Submitted by



Teacher Tom  
Institution Name  
Hamilton, ON  
111-111-1111

Availability  
Mon - Fri 6pm- 9pm, Sat 10AM - 3PM

Preferred Contact:  
Phone

MESSAGE

View Profile

ARRANGE A MEETING

No meetings scheduled.

Add Task

Notes (visible by broker only)

Add note...

Original Request

I am teaching a grade 12 Philosophy class, and am creating an overview for a unit on epistemology. I am finding the textbook is a little thin on that subject, and am looking for some guidance building it.

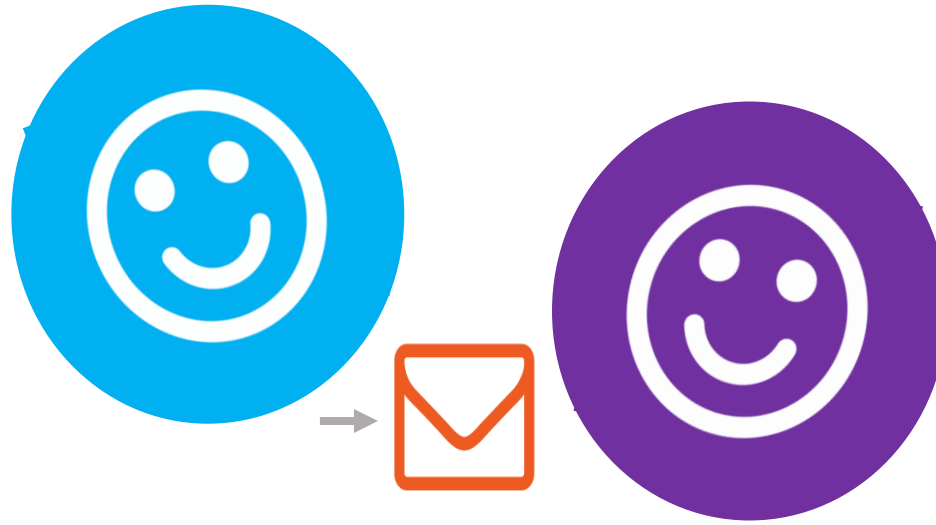
Philosophy, Epistemology

Received April 29, 2017

Complete by: May 15, 2017

Additional Notes

Add note...



**Connie** replies through the platform to arrange a conversation with **Tom**, based on noted availability.  
**Tom** can reply directly, or login and reply via the platform.





**RE: Grade 12 Philosophy, Epistemology Overview (#890901)**

Hello!

I'm Connie, and I'll help find someone to collaborate with you.  
I'd like to talk with you to get a better understanding of what you are looking for.

Please select a time that will work for you, and I will give you a call.

☐ Monday, 6:30 PM

☐ Tuesday, 7: PM

☐ Other



They chat.

The may chat on the phone or directly through platform.  
Coach **Connie** records details into their file in the platform, so both can review it if they want.

- Notes can be public to all participations in the case, or for Coach's eyes only.

**Connie** determines that, in this case a collaboration with a University based educator will be best for **Teacher Tom**. (There could be other options.)



← Grade 12 Philosophy, Epistemology Overview (#890901)

[overview](#) [timeline](#) [collaborators](#)

April 31 ● - Phone Meeting with Teacher Tom.

Add notes from meeting

April 30 ● Email sent to Teacher Tom.

April 29 ● Request Received.

ARRANGE A MEETING

No meetings scheduled.

Add Task

[←](#) Grade 12 Philosophy, Epistemology Overview (#890901)[overview](#) [timeline](#) [collaborators](#)

## Request Submitted by



Teacher Tom  
Institution Name  
Hamilton, ON  
111-111-1111

Availability  
Mon - Fri 6pm- 9pm, Sat 10AM - 3PM  
  
Preferred Contact:  
Phone

MESSAGE

View Profile

ARRANGE A MEETING

No meetings scheduled.

Add Task

## Notes (visible by broker only)

Add note...

## Original Request

I am teaching a grade 12 Philosophy class, and am creating an overview for a unit on epistemology. I am finding the textbook is a little thin on that subject, and am looking for some guidance building it.

Philosophy, Epistemology

*Received April 29, 2017*

Complete by: May 15, 2017

## Additional Notes

Prefers to meet in person.

Visible to: Everyone ▼

Save

To ensure consistency, and to minimize training requirements, a structured series of intake questions can be incorporated which can be answered by Tom or by Connie (maybe some of both) or by them together.

These structured questions and centrally managed by Supervisors (e.g. Recruitment Coordinator).



Tom receives an email notifying there has been a change to the Connection File.





[+ Start New Collaboration Request](#)

### Open Requests/ Collaborations

● [Grade 12 Philosophy, Epistemology Overview \(#890901\)](#)

[Request Name](#)

### Collaboration History / closed collaborations

[Request Name \(Date Closed\)](#)

[Request Name \(Date Closed\)](#)

[Request Name \(Date Closed\)](#)

[Request Name \(Date Closed\)](#)

[Request Name \(Date Closed\)](#)



My Availability

Mon - Fri 6pm- 9pm,



← Grade 12 Philosophy, Epistemology Overview (#890901)

Request Made by



Teacher Tom  
Institution Name

Connection Broker



Broker Connie  
Title



Waiting for meeting to be scheduled...

History/Timeline

● [Meeting with Broker, April 30, 2017](#)

> Request Made, April 29, 2017

Request Message

I am teaching a grade 12 Philosophy class, and am creating an overview for a unit on epistemology. I am finding the textbook is a little thin on that subject, and am looking for some guidance building it.

Related fields

Philosophy, Epistemology

*Received April 29, 2017*

Complete by:  
May 15, 2017

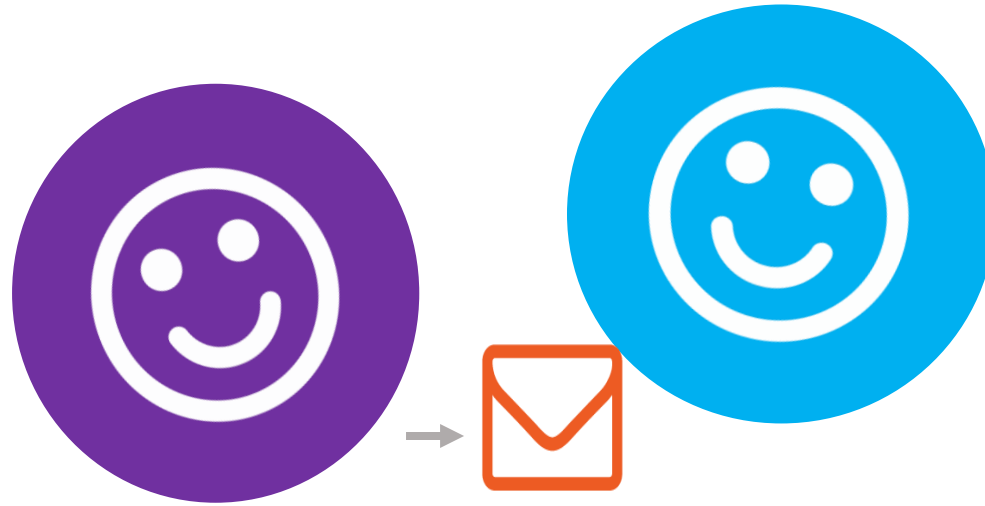
Availability Edit

Mon - Fri 6pm- 9pm, Sat 10AM - 3PM

Additional Notes

Add note...

Collaborators (invited by broker)



**Tom** can review the notes, and make any comments/clarifications inside the platform. If he thinks of additional comment, he can add it in the Connection File on the platform.

The platform notifies **Connie** of changes.



← Grade 12 Philosophy, Epistemology Overview (#890901)

[overview](#) [timeline](#) [collaborators](#)

### Recommended Connections

Location:

Availability:

Tags:

### Results



Professor Pauline,  
Professor of Philosophy, University Name  
Hamilton, ON  
111-111-1111

Phsychology, Epistemology

Availability

CONNECT

> VIEW MORE



Sandra S.  
Professor of Psychology, University of Somewhere  
contact info  
Toronto, ON

Phsychology, Epistemology

Availability

CONNECT

### Invited Collaborators

None



Connie picks, based on her experience and training, an available university-based educator, Professor Pauline .




Connie fills out a connection request form in the platform, and sends it through the platform to Pauline .

- The form is populated with needed info from the Connection File, e.g. shows Tom's timing preferences
- Pauline's info is added to the Connection File (for Connection Coach only).

Connie waits to see if Pauline is interested/available.





### New Collaboration Request


Hello Pauline,

This is Connie from CRISSHE. We've received a collaboration request and we think you would be a good fit.


[summary of request]

[ timing details]

Would you be available to connect?

 Let's Connect

Need more info

 I'm not available

**RE: New Collaboration Request**

Hello Connie,

I'm interested, but have a few questions.  
I'd like to schedule a call to hear more information.

Availability:  
Monday, between 3 and 6PM

Send Reply

Let's connect

Need more info

👍 I'm not available



Connie receives notification Pauline replied.



Connie and Pauline talk.

Connie makes notes about this conversation in the call and confirms availability is up to date in system.

Pauline wants to connect.

After the chat, Pauline gets a notification the Connection File has been updated and can review info if she chooses to.



← Grade 12 Philosophy, Epistemology Overview (#890901)

overview

timeline

collaborators

May 2 - Phone Meeting with Professor Pauline.

Add notes from meeting

April 31 + Phone Meeting with Teacher Tom.

April 30 Email sent to Teacher Tom.

April 29 Request Received.

ARRANGE A MEETING

No meetings scheduled.

+ Add Task



Connie sends out an “Arrange Meeting” notification through the platform to both Tom and Pauline .

## ARRANGE A MEETING



Who:

Add Participant... ▼

Teacher Tom

Professor Pauline

When

Date  10:00 AM to 11:00 AM

Where

Enter Address... 

[+ add video call](#)

Additional Info

Set Reminders

☒ calendar ☒ feedback follow up

Send message



Tom receives an email notifying him a connection has been found and a time arranged to meet.

Pauline receives a calendar invite with meeting details.






### A connection has been found !

Hi Tom,  
We are connecting you and Professor Pauline for this collaboration.  
Please confirm the meeting details below.



When:   
May 7, 10:00 AM

Where:   
Starbucks,  
123 Address St,  
Hamilton, ON

Confirm

[I need to reschedule](#)

Who:

YOU



Professor Pauline  
University Name




## A meeting has been scheduled!

Hi Pauline,

We have set up a meeting with Teacher Tom about Grade 12 Philosophy, Epistemology Overview (#890901).

Please confirm the meeting details below.



When: 

May 7, 10:00 AM

Where: 

Starbucks,  
123 Address St,  
Hamilton, ON

Confirm

[I need to reschedule](#)

Who:

YOU



Teacher Tom  
Institution Name



Teacher **Tom** and Professor **Pauline** meet up.

They discuss **Tom's** question, and come up with some answers collaboratively, they may decide to develop an artefact together (course plan, activity).

## FEEDBACK REQUEST



Hey there!

You had a meeting with Professor Pauline on May 7, about [Request Name].  
If you have a minute, let us know how it went.

Did you get what you needed from this connection?

☐ yes ☐ no

How would you rate the quality of this meeting? (5 - excellent to 1 - not useful)

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Do you require another connection to complete your request?

☐ yes ☐ no

Additional comments

SUBMIT

Teacher Tom logs-in in fills in feedback for the meeting  
he just had.



← Grade 12 Philosophy, Epistemology Overview (#890901)

[overview](#) [timeline](#) [collaborators](#)

- May 7 ● Meeting between Tom and Pauline. (feedback from Tom Received)
- May 2 ● + Phone Meeting with Professor Pauline.
- April 31 ● + Phone Meeting with Teacher Tom.
- April 30 ● Email sent to Teacher Tom.
- April 29 ● Request Received.

ARRANGE A MEETING


No meetings scheduled.

+ Add Task



Connie receives a notification if either party supplies feedback after the meeting.

Connie also received notifications to follow up (e.g. a week later).



Hello Connie!

This is a follow up reminder.  
Teacher Tom and Professor Pauline had a meeting on May 7, about [request name].

Tom has submitted feedback (may 8).

Pauline has not yet submitted feedback.  
[Send reminder](#) [Follow up call](#)





In light of **Pauline's** feedback, it may be appropriate to arrange for a debriefing of for further discussion about possible collaborative activities with Tom. She receives a call from **Connie** a week later to get more feedback, debrief or make suggestions about the next steps.

$\frac{\text{the}}{\text{la}}$  **COLLABORATIVE**



- 1. What do we need to maximize scholarly impacts?**
- 2. What kinds of scholarly engagement create impact?**
- 3. What skills are needed to work in an engaged academic paradigm?**

*Time to draw:  
knowledge mobilization*

