Arizona State University
Knowledge Mobilization Syllabus
Spring 2017

Graduate College	Dr. Jennifer Cason	Dr. Eric Wertheimer
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Dates: Fridays, January 20, February 3, February 17, March 3, March 24, April 7, April 21, April 28
Time: 12:55 – 2:50pm
Location of Classes: Durham Language & Literature Bldg. 148

Office Hours: By appointment; email instructors directly.

Course Description: Research data reveals that engaging students in an integrated approach addressing critical thinking, collaboration, creativity, and communication can have an impact across academic and non-academic contexts (Bridges, 1993; Cason, 2016; Porter & Phelps, 2014). The Knowledge Mobilization (KM) Studio is a three credit course providing graduate students and postdoctoral scholars the opportunity to hone transferable skills that will impact their career trajectories. The studio design allows students and postdoctoral scholars to sharpen core competences desired within academia, industry, and non-profit organizations and impact career trajectories. The KM Studio comprises a community of scholars fostering academic and professional identity.

Through workgroups scholars will critique and reenvision the needs of the future American university and its faculty. Scholars working within the KM Studio will also define and develop their own knowledge mobilization through creative exercises that will challenge scholars to think seriously about concepts and practices that optimize access and use of knowledge within the academy and beyond.

Goals and objectives:
Goal 1: To foster a collaborative, creative, and thought-provoking environment that fosters an understanding of knowledge mobilization.
> **Objective 1.1**: Conduct a bi-weekly seminar wherein scholars will create a knowledge mobilization product.
> **Objective 1.2**: KM Studio participants will present their scholarly ideas and research to peers, faculty, and industry leaders in multiple forums.

Goal 2: To identify the linkage between knowledge production and social change, the connection between the academy and the public, and the perceived value of scholars with doctoral degrees; generation and exploration of multiple career paths for research scholars.
> **Objective 2.1:** Scholars will identify the value and relevance of their research and scholarly ideas to multiple audiences.

Objective 2.2: Scholars will create a professional presence in multiple arenas through KM products such as TED talks, video tutorials or projects, research pitch, posters, infographics or creative works, social media or online/digital scholarship platforms that present specialized knowledge to a broader, non-scholarly audiences.

Student Learning Outcomes:
Scholars who engage, challenge, and apply themselves will:
1. Develop a knowledge mobilization product.
2. Develop and engage in experiential learning activities that will improve their ability to network and foster skills for professional relationships building.
3. Enhance communication skills and convey the significance and impact of their research across multiple contexts.

Course Readings, Text, Knowledge Mobilization Examples, and Resources:

Readings:

Levin, B. (2008, May). *Thinking about knowledge mobilization*. Paper prepared for an invitational symposium sponsored by the Canadian Council on Learning and the Social Sciences and Humanities research Council of Canada, Vancouver

Nutley, S., Walter, I., & Davies, H. T. O. (2009). Promoting evidence-based practice: Models and mechanisms from cross-sector review. *Research on Social Work Practice*, *19*(5), 552–559. http://doi.org/10.1177/1049731509335496

Gasman, M., Jaschik, S., Heller, D., Staryhorn, T., Reddick, R., Stewart, D.-L., … Stein, K. (2016). *Academics going public: How to write and speak beyond academe*. (M. Gasman, Ed.). New York: Routledge.
   o Specific chapters will be identified and posted in Blackboard

Optional Reading

Levin, B. (2013). To know is not enough: Research knowledge and its use. *Review of Education*, *1*(1), 2–31. http://doi.org/10.1002/rev3.3001

Knowledge Mobilization Examples Provided by Guest Speakers:

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Review examples prior to day guest speaker visiting class and be prepared to ask at least one question about each example.

Dr. Gustavo Fischman: ASU, Teachers College, edXchange
- Fischman, G. E. (2016) The simplimetrification of educational research Education in Crisis, *Blog of Education International* published on Thursday, 12 May 2016
- Fischman, G. E. (2014) Mobilizing educational research for equity. *The Equity Alliaance,* Arizona State University. Tempe, AZ, February 20, 2014.

Dr. Stephanie McBride-Schreiner: ASU, edXchange
- edXchange https://education.asu.edu/edXchange
- Education Policy Analysis Archives http://epaa.asu.edu/ojs/index (See also video by Dr. Kornhaber on Common Core for an example of a video-commentary, accessed on main page of website or at https://www.youtube.com/watch?v=_XgUqG8uUcQ&index=4&list=PLyqEQ4rd-UV4fs3rN1VM49pVwGHfzKVoL)
- Education Review http://edrev.asu.edu/

Dr. Alexia Shonteff: ASU, Department of Economics
- www.youtube.com/c/EconTutors   The purpose of the open access YouTube channel is to engage with the new world of digital technology and to expand open access knowledge in economics. We believe knowledge can only grow with multi-directional discussions. As more online tutorials continue to be created, we would like to open up the dialogue with teachers and students, asking for tutorial topics; allowing for collaboration of the creation of new tutorials. We support the digitization of scientific and cultural knowledge and aim to preserve the openness and accessibility of such knowledge for the widest public benefit.

Dr. Steve Pyne: ASU, School of Life Sciences
- TED Talk (2015) https://www.youtube.com/watch?v=LPC7UQyQQhQ&index=5&list=PLxDd4cs49DCuKBP2NFvcUDPBFCHG8NZOs
- California Fire Science Exchange Webinar: http://www.cafiresci.org/events-webinars-source/category/california-between-two-fires?rq=pyne
- Commentaries for History News Network: time.com/author/history-news-network/ http://historynewsnetwork.org/article/164582

Dr. Edward Finn: ASU, School of Arts Media & Engineering
- Project Hieroglyph: https://www.youtube.com/watch?v=PH2gIirix8U
- Written work that explores digital narratives, creative collaboration, and the intersection of the humanities, arts and sciences. http://www.slate.com/authors.ed_finn.html

Dr. Lindy Elkins-Tanton, ASU, School of Earth and Space Exploration

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- TED Talk Change begins with a question
  https://www.youtube.com/playlist?list=PLdIWvZn-BJS7EUoL58rSwp-pJUyLOxDLK
- Elkins-Tanton, L. T. (2016). Solar System Smashup. *Scientific American*, *315*(6), 42–49.
  http://doi.org/10.1038/scientificamerican1216-42
- Brodie, M. 2016, April 21 ASU Helps Change The Way We Learn About Space
  [Interview of Dr. Lindy Elkins-Tanton] Retrieved from
  http://kjzz.org/content/295641/asu-helps-change-way-we-learn-about-space

Dr. Marlene Tromp, ASU, New College of Interdisciplinary Arts and Sciences

- Goldstein, Steve. "Technology, Social Media Bring New Age Of Xenophobia.
  "Interview with Marlene Tromp" (July 13, 2016).
  http://theshow.kjzz.org/content/334355/technology-social-media-bring-new-age-xenophobia
- Bettle, Madison. "NAVSA 2016 Interview with NAVSA President Marlene Tromp"
  https://www.youtube.com/watch?v=fPVj0U0iYac

Ms. Robin Hammond, ASU, Fulton Schools of Engineering, Career Services
- Informational Interview materials will be uploaded into "Informational Interview"
  Blackboard folder

Additional Resources:
- Versatile PhD https://graduate.asu.edu/versatilephd
  Online community dedicated to non-academic and non-faculty careers for PhDs in humanities, social science and STEM. Those affiliated with ASU have access to premium content.
- PhD's at Work - http://phdsatwork.com/
  A network for professionals with PhD's working across industries.
- Sun Devil CareerLink Profile https://eoss.asu.edu/cs/sdcl
- USA Jobs - https://www.usajobs.gov/
  Website for all federal government jobs. Those with PhDs can start at the GS-11 level (70-100k).
- LinkedIn Profile https://www.linkedin.com/
- The ASU library makerservices provide hands-on experience with equipment and tools free for ASU students, faculty and staff from all disciplines and backgrounds to inspire creativity, innovation and entrepreneurship. https://lib.asu.edu/mkr
- Gawande, A. (2013, July 26). How do good ideas spread? The New Yorker.
  www.newyorker.com/reporting/2013/07/29/130729fa_fact_gawande?printable=true&currentPage=all
- Michigan State University Resource http://www.cabs.msu.edu/communications-toolkit-for-academics/index.html

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Course Format and Course Calendar: Students will engage in the design and process of preparing a KM project based on their own research or area of expertise:

The course will focus on a few essential building blocks for developing a sustainable KM toolkit
1. Knowledge Mobilization Awareness
   a. Individual knowledge mobilization design template
   b. One minute or less, self-introduction and research pitch
   c. Communicating Beyond your Discipline using KM
      i. **Reflection/Discussion Post**: Everyone must critically think about the presented topic and post comments. Comments should evoke awareness, new challenges, understanding, and be at least three thoughtful sentences long. Everyone must post their own reflection and reply to at least two individual posts.
      ii. **Informal Interviews**: Guidelines will be provided March 3rd (KM target audience/sector and KM experienced producer)
      iii. **Self-reflection paper**: (3pg) is a reflection on the overall semester, the development of your knowledge mobilization product, tools you still need to develop for your KM toolkit and impact on your professional identity.
2. Knowledge Mobilization Product

Date	Topics – Activities	Speakers	Assignment Due
January 20	Introductions	Dr. Jennifer Cason Dr. Eric Wertheimer KM Scholars	N/A
	What is Knowledge Mobilization (KM)?	Dr. Gustavo Fischman Dr. Stephanie McBride-Schreiner	
	Syllabus & Semester Assignment Review	Dr. Jennifer Cason	
	KM Template Review		
February 3	Panel Discussion What conceptual model of Knowledge	Dr. Alexia Shonteff Dr. Steve Pyne Dr. Shea Lemar	**Readings** • Levin, B. (2008) Thinking about knowledge mobilization

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	Mobilization do you use and why? Why and what impact does mobilizing knowledge have across disciplines or sectors?	KM Scholars Introductions and share KM idea for final product	• Nutley, S., Walter, I., & Davies, H. T. O. (2009), Promoting evidence-based practice: Models and mechanisms from cross-sector review. Post reflections for both articles as it relates to your area, comment on 2 other posts, and share an article that aligns with KM in your discipline. **Knowledge Mobilization** • Complete Design Template (upload into Blackboard and bring two copies to class) • KM Final Product Idea Outline (upload into blackboard and bring two copies to class)
February 17 **Class will be held in the ASU Library, room C6A**	Identifying your: "how" & "who" How and who are you trying to influence through knowledge mobilization? ASU library makerservices	Dr. Lindy Elkins-Tanton Dr. Marlene Tromp KM Scholars Project Updates – Present Drafts 1 Joel Smailey	*Academics going public: How to write and speak beyond academe* Chapters 1, 2, 3 & 8 Post 200-300 word discussion on four chapters and reply to 2 posts Final Product Draft 1
March 3	Process and the use of the business model canvas	Ji Mi Choi Robin Hammond	

	Informational Interviews	KM Scholars Project – Peer Reviews	
March 24	Panel Discussion Knowledge Motivation in practice outside academia	Speakers: Mary O'Brien (SFAz) & Other PhDs working outside of academia KM Scholars Project – Peer Reviews	
April 7	Exploring digital narratives, creative collaboration, and the intersection of the humanities, arts and sciences. Peer Reviews	Dr. Edward Finn KM Scholars Project Updates – Present Draft 2: Prototype	
April 21	Peer Reviews	KM Scholars Project Updates – Present Draft 3 – Final Draft/Prototype	
April 28	Peer Reviews	KM Scholars Project Updates – Present Draft 2	Informational Interviews Due (upload summary in Blackboard)
May 3	Knowledge Mobilization Studio Showcase KM Scholars Final Project Due All speakers invited, informational interviewees, other invited guests.		3 page KM self-reflection paper due (APA style) upload into blackboard

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Grading Breakdown		
Assignment	**Due Date**	**Total Points**
Attendance & Participation (10 points each meeting)		80
Reading Levin, B. (2013) - Submit Reflection Discussion Post and reply to 2 posts (10 points each post)	Feb 3	20
Knowledge Mobilization Design Template (upload into Blackboard)	Feb 3	50
KM Final Product Idea Outline	Feb 3	50
Academics going public: How to write and speak beyond academe Chapters 1, 2, 3 & 8 Post 200-300 word discussion on four chapters and reply to 2 posts	Feb 17	100
Final Product Draft 1	Feb 17	100
2 Informational Interviews (50 points each)	April 21	100
3-page KM self-reflection paper	April 28	100
Knowledge Mobilization Final Project	May 3	400

Letter Grades (no +/-)	Point Range
A	909-1000
B	899-908
C	699-898

Student Conduct: Academic Integrity/Plagiarism. ASU policy states "The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities." For more information see http://provost.asu.edu/academicintegrity .

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Harassment: ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. If you feel you are being harassed for these reasons, contact Student Life:

> Downtown campus: 522 N. Central Ave., Post Office Room 247, 480-496-4111
> Polytechnic campus: Administration Building suite 102, 480-727-1060
> Tempe campus: Student Services Building room 263, 480-965-6547
> West campus: UCB 301, 602-543-8152

Electronic Communication: Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (http://www.asu.edu/aad/manuals/usi/usi104-01.html) and in the University's Computer, Internet, and Electronic Communications Policy http://www.asu.edu/aad/manuals/acd/acd125.html .

Accommodations: Disability Accommodations for Students. Students who feel they may need disability accommodation(s) in class should obtain the necessary information from the Disability Resource Center on campus (http://www.asu.edu/studentaffairs/ed/drc/).
It is the student's responsibility to make the first contact with the DRC. Instructors may provide accommodations only as specified by the DRC documentation.

Religious Accommodations for Students: Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance, but must make arrangements for making up tests/assignments within a reasonable time as determined by the instructor.

Military Personnel Statement: A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see http://www.asu.edu/aad/manuals/usi/usi201-18.html.

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