Anwaruddin, S. M. (2015). "Teachers' engagement with educational research: Toward a conceptual framework for locally-based interpretive communities." <u>Education Policy Analysis Archives</u> 23: 1-25.

> In this article, I re-visit the gap between educational research and practice, by reviewing some initiatives that have been taken to bridge the gap. I argue that most of these initiatives do not pay due attention to local contexts of research use. They tend to focus more on the management of researchers' theoretical knowledge than on the generation of teachers' pedagogical knowledge. For the development of meaningful pedagogical knowledge, I recommend that teachers be provided with appropriate opportunities to engage directly with educational research. However, I note that such engagement with research is not without challenges and constraints. Borrowing from Denzin and Lincoln (2005), I discuss three challenges – of representation, legitimation, and praxis – to teachers' engagement with research. To overcome these challenges, I propose that teachers work as locallybased interpretive communities, in which they negotiate a communicative validity of research findings through dialogue with one another. © 2015, Arizona State University. All right reserved.

Brown, D., et al. (2006). "Collaborative partnerships for nursing faculties and health service providers: What can nursing learn from business literature?" <u>Journal of Nursing Management</u> 14(3): 170-179.

> Collaborative partnerships between nursing faculties and health service providers are the cornerstone of successful clinical experience for nursing students. The challenge of providing an optimal learning environment can be enormous given the turbulent and rapidly changing environment in health. The present study uses the business literature to examine what nursing can learn from business about the development of successful collaborative partnerships. The characteristics of sound partnerships are described and a set of best practice guidelines is developed. The guidelines summarize the factors considered to be essential for the effective development of collaborative partnerships. In these times of nursing shortages and high turnover high quality, collaborative partnerships between nursing faculties and the health care sector are seen as a possible solution to optimize clinical learning and therefore graduate preparedness. © 2006 Blackwell Publishing Ltd.

Dimitrova, D. and B. Wellman (2015). "Special issue part II: Networked research." <u>American Behavioral Scientist</u> 59(5): 527-530.

> The present editorial provides an overview of this issue of the journal of American Behavioral Scientist, which focuses on issues at the point of overlap between the emerging field of research collaborations and the field of networked work. This special issue of American Behavioral Scientist is the second part of a double issue on networked work. The first part of the issue presented four papers about how professional employees do networked work. This second part focuses on a particular kind of networked work scholarly networks including studies of how such networks change over time. (PsycINFO Database Record (c) 2015 APA, all rights reserved)

Fernández-Alvarez, H., et al. (2015). "Bridging the gap between research and practice in a clinical and training network: Aigle's Program." <u>Psychotherapy Research</u> 25(1): 84-94.

> The aim of this article is to share our experience at the Aiglé Foundation in fostering research that can conducted by (or in collaboration with) clinicians within a specific type of naturalistic setting—one that not only provides psychological services but also trains psychotherapists. After presenting the structure of Aiglé and the implementation of its scientific-practitioner philosophy, we describe some of the research that has been conducted with our network of clinicians and the benefits of connecting clinical practice and academic work. We then discuss some of the obstacles that we have encountered in conducting such studies, as well as a number of strategies that we adopted in attempting to address these challenges. We end this article by briefly describing the current state of our practice-research network, and by offering some recommendations to facilitate the conduct of research by and for clinicians. (PsycINFO Database Record (c) 2015 APA, all rights reserved). (journal abstract)

Fleming, J., et al. (2014). "Working together—Innovative collaboration in social care research." <u>Qualitative Social Work: Research and Practice</u> 13(5): 706-722.

> This article reviews literature to provide context for a reflective narrative on a collaborative research project undertaken by disabled people, practitioners and academics. This approach required reconsidering many

aspects of methodology and practice as the research relationships are altered. The article reflects on how the collaborative and participatory approach was developed and sustained and how it impacted on the research process and its outcomes. The article explores how the group of people worked together on a complex large-scale research project to bring the voices of service users and other key players together in a discussion about social care. The article is written by one of the academic partners and draws on consortium documents and reflections from other consortium members provided for the article. (PsycINFO Database Record (c) 2015 APA, all rights reserved). (journal abstract)

Garland, A. F. and L. Brookman-Frazee (2015). "Therapists and researchers: Advancing collaboration." <u>Psychotherapy Research</u> **25(1): 95-107.**

Abstract: Collaborative partnerships between community-based clinicians and academic researchers have the potential to improve the relevance, utility, and feasibility of research, as well as the effectiveness of practice. Collaborative partnership research from a variety of fields can inform the development and maintenance of effective partnerships. In this paper we present a conceptual model of research-community practice partnership derived from literature across disciplines and then illustrate application of this model to one case example. The case example is a multi-year partnership between an interdisciplinary group of community-based psychotherapists and a team of mental health researchers. This partnership was initiated to support federally funded research on community-based outpatient mental health care for children with disruptive behavior problems, but it has evolved to drive and support new intervention studies with different clinical foci. Lessons learned from this partnership process will be shared and interpreted in the context of the presented research-practice partnership model. © 2013, © 2013 Society for Psychotherapy Research.

Harrison, M. B. and I. D. Graham (2012). "Roadmap for a Participatory Research-Practice Partnership to Implement Evidence." <u>Worldviews on Evidence-Based Nursing</u> **9(4): 210-220**.

Background: Our research team has undertaken implementation of evidence in the form of practice guideline recommendations for populations in hospital, community, and long-term care settings with diverse provider and patient populations (people with chronic wounds, e.g., pressure and leg ulcers, heart failure, stroke, diabetes, palliative care, cancer, and maternity care). Translating evidence into clinical practice at the point of care is a complex and often overwhelming challenge for the health system as well as for individual practitioners. Purpose: To ensure that best available evidence is integrated into practice, "local evidence" needs to be generated and this process accomplishes a number of things: it focuses all involved on the "same page," identifies important facilitating factors as well as barriers, provides empirical support for planning, and in itself is a key aspect of implementation. In doing this work, we developed a roadmap, the Queen's University Research Roadmap for Knowledge Implementation (QuRKI) that outlines three major phases of linked research and implementation activity: (1) issue identification/clarification; (2) solution building; and (3) implementation, evaluation, and nurturing the change. In this paper, we describe our practical experience as researchers working at point-of-care and how research can be used to facilitate the implementation of evidence. An exemplar is used to illustrate the fluid interplay of research and implementation activities and present the range of supporting research. Implications: QuRKI serves as a guide for researchers in the formation of a strategic alliance with the practice community for undertaking evidence-informed reorganization of care. Using this collaborative approach, researchers play an integral role in focusing on, and using evidence during all discussions. We welcome further evaluation of its usefulness in the field. © 2012 Sigma Theta Tau International.

Hasche, L. K., et al. (2013). "Adapting Collaborative Depression Care for Public Community Long-Term Care: Using Research–Practice Partnerships." <u>Administration and Policy in Mental Health and Mental Health Services Research</u> **41(5): 687-696.**

This manuscript details potential benefits for using a research–practice partnership to adapt collaborative depression care for public community long-term care agencies serving older adults. We used sequential, multi-phase, and mixed methods approaches for documenting the process of adaptation within a case study. Systematic adaptation strategies are described, such as leveraging long-term research–practice collaborations, consulting with multiple stakeholders across all levels and disciplines, and balancing

demands to monitor treatment fidelity, clinical outcomes, and implementation results. These examples demonstrate that researchers interested in implementation science need skills to negotiate the competing demands that arise from both the research and practice settings. © 2013, Springer Science+Business Media New York.

Hindman, A. H., et al. (2015). "Research and Practice Partnerships for Professional Development in Early Childhood: Lessons From ExCELL-e." Journal of Education for Students Placed at Risk 20(1-2): 12-28.

This article describes how a research–practice partnership has informed the iterative development of a web-mediated early childhood language and literacy professional development (PD) intervention. Funded through the Investing in Innovation (i3) program, this new PD model is based on an effective in-situ intervention. As we translated the face-to-face model into a largely web-mediated approach, we partnered with educators to ensure that the resulting intervention was feasible and effective in real-world classrooms serving children at risk. Specifically, an educator advisory board provided ongoing input about the PD. Further, pilot teachers completed the training and provided feedback through a survey about the usability and effectiveness of the training modules, coaching, and instructional strategies in classroom settings. Findings suggest that research–practice partnerships that gather teachers' situated, comprehensive, and insightful perspectives can be invaluable in developing PD interventions. Collaboration between school districts and university researchers is essential in this iterative development process. © 2015, Taylor & Francis Group, LLC.

Hurtado, I. L., et al. (2014). A successful partnership between industry and academia: Curriculum improvement, research, and outreach through collaboration with industry. ASEE Annual Conference and Exposition, Conference Proceedings.

The Public Service Company of New Mexico (PNM) has been working on an Energy Storage Project. This project is the nation's first solar storage facility fully integrated into a utility's power grid. This award-winning project demonstrates that a battery system can be used to effectively address the challenge of intermittency. The high- Tech battery system smooths out fluctuations in solar power output caused by clouds, and it stores excess energy that can be shifted or dispatched when it is most needed. Through a partnership with PNM, Northern New Mexico College (NNMC), a Hispanic and Native-American serving institution, has played an active role in the project. In this collaboration, the Department of Engineering and the Math Department have: A) improved the curriculum for two engineering bachelor programs; b) contextualized assignments for developmental math courses; c) provided access to state-of- The- Art solar data for undergraduate research; d) developed an outreach component to involve hundreds of local middle school students in solar energy projects. The case study discussed in this paper describes the collaboration strategies that have shaped NNMC's involvement in the project. In particular, the paper addresses the funding model; the role of faculty, students, and PNM's personnel; project marketing; project sustainability; the interplay of these strategies to create a win-win relationship for NNMC, PNM, and the local community. Examples of curriculum developed and implemented are presented throughout the paper. A summary of statistics and results of the collaboration is also presented. © American Society for Engineering Education, 2013.

Kaasila, R. and S. Lutovac (2015). "Developing research relationships toward a learning partnership." Scandinavian Journal of Educational Research 59(2): 177-194.

Research relationships are often poorly understood. Why are some collaborations between research partners more productive than others? This question was a starting point of this paper. By describing their own experiences over a period of three years, the authors evaluated research relationships through collaborative self-study. At the beginning, they encountered challenges because they came from different countries and communities with different socio-emotional norms. In addition, while the first author was an experienced researcher, the second was just beginning her career as a researcher. The authors identified three phases through which their research relationship developed into a learning partnership and described the collaborative activities that enhanced the process of change. This study shows that the both participants have learned a lot from the other. The most central accomplishments of their learning partnership are improved reflection skills and academic productivity. (PsycINFO Database Record (c) 2015 APA, all rights reserved). (journal abstract)

Marek, L. I., et al. (2015). "Evaluating collaboration for effectiveness: Conceptualization and measurement." American Journal of Evaluation 36(1): 67-85.

Although collaboration is recognized as an effective means to address multifaceted community issues, successful collaboration is difficult to achieve and failure is prevalent. To effectively collaborate, collaborators

must recognize the strengths and weaknesses within their own efforts. Using Mattessich and colleagues' work as a springboard, a seven-factor model of effective collaboration is presented along with an accompanying evaluation tool, the Collaboration Assessment Tool (CAT). Confirmatory factor analysis of the CAT validated the proposed model with all seven collaboration factors demonstrating strong internal consistency. Concurrent validity was established through expected positive intercorrelations between the factors as well as strong positive correlations with the perceived success of collaborative efforts. As evaluators are increasingly asked to evaluate collaborations and coalitions, this conceptual model and tool can provide evaluators with a grounded, reliable, and valid assessment instrument to work with clients to build collaborative efforts in an intentional, comprehensive, and effective manner. (PsycINFO Database Record (c) 2015 APA, all rights reserved). (journal abstract)

McCay, E., et al. (2015). "Collaborative partnerships: Bridging the knowledge practice gap in client-centred care in mental health." <u>Journal of Mental Health Training, Education and Practice</u> 10(1): 51-60.

Purpose – The purpose of this paper is to describe a partnership, the Ryerson-Centre for Addiction and Mental Health Collaborative for Client-Centred and Family Sensitive Care Collaborative, between an urban university and tertiary care mental health facility to build capacity in using research evidence to support client-centred care. A cornerstone of the partnership was a study exploring the connection between effective interprofessional collaboration and the capacity to provide exemplary client-centred care in mental health. Design/methodology/approach – The Collaborative brings together organizations with shared values and a commitment to client-centred interprofessional care. It is a strategic approach in amplifying opportunities for the uptake of research evidence and knowledge transfer. One of the principal deliverables for the Collaborative was a multi-phased study exploring the relationship between team collaboration and client-centred care. Findings – Research findings identified a significant association between the level of team effectiveness and collaboration and the staffs' perceived capacity to deliver client-centred care. Client and family member perspectives highlighted the importance of interprofessional team functioning and collaboration. The work of the Collaborative helped narrow the knowledge practice gap through: a research practicum to mentor graduate students; knowledge exchange and dissemination; and working with advanced practice staff to support change within the organization. Originality/value – Inter-organizational relationships, such as the Collaborative, support initiatives that accelerate the use of clinically relevant research and bridge the knowledge practice gap. A university/ tertiary care teaching facility partnership represents a promising model for advancing and disseminating evidenced-based knowledge. © Emerald Group Publishing Limited.

Nelson, I. A., et al. (2015). "Reinventing the role of the university researcher." <u>Educational Researcher</u> 44(1): 17-26.

This study examines the structuring of university–community research partnerships that facilitate theoretically grounded research while also generating findings that community partners find actionable. We analyze one partnership that positions university-based researchers as members of a team working to create, maintain, and use a longitudinal multiagency data source. Through our focus on the evolution of this university–community collaboration, we show how researchers established their commitment to a mutually beneficial exchange and how data-driven action emerged when community agencies assumed ownership and prioritized action throughout the research process. (PsycINFO Database Record (c) 2015 APA, all rights reserved). (journal abstract)

Nielsen, C. and K. Cappelen (2014). "Exploring the Mechanisms of Knowledge Transfer in University-Industry Collaborations: A Study of Companies, Students and Researchers." <u>Higher Education Quarterly</u> 68(4): 375-393.

This article discusses mechanisms, enablers and barriers for knowledge transfer in university-industry collaboration projects involving companies, students and researchers. Data is collected through 35 qualitative interviews with Danish and Norwegian representatives from the above categories. All respondents have been involved in collaborative projects, such as student-industry cooperation or collaboration projects between scientists and businesses. This research shows that to secure real value adding through knowledge transfer in university-industry collaboration projects, it is important that the involved parties view each other as equal partners. It is argued that creating a better understanding of roles and competences of the involved parties can help diminish this problem. A final conclusion is that continuous knowledge sharing throughout the project seems more highly valued by the involved parties than a final report does. Best practice for collaborative projects is suggested. © 2014 John Wiley & Sons Ltd.

Obrenović, Ž. (2013). "Viewpoint: Research and practice: The curious case of 'small' researchers-practitioners." <u>Communications of the ACM</u> **56(9): 38-40.**

> The article discusses how to seek a more efficient combination of the best elements of the research and practice communities in small organizations. The International Conference on Software Engineering (ICSE) has the Software Engineering in Practice track, and, similarly, the ACM SIGCHI conference accepts case studies intended to specifically reach out to the practitioner communities. While the research-practice symbiosis seems to be flourishing, doing research as a practitioner is still not easy. It is even more difficult if research is not conducted in big companies or in collaboration with universities. Contributions included several media production companies, artists, and academic researchers. The resulting model significantly benefited from interaction and generalization of issues from the industrial contributors. The industrial contributors also benefited from connecting their work to other solutions, as they were able to get new ideas and see that their issues are shared by others and that they can learn from each other's experiences.

Orecchini, F., et al. (2012). "Industry and academia for a transition towards sustainability: Advancing sustainability science through university-business collaborations." <u>Sustainability Science</u> **7(SUPPL. 1): 57-73.**

> This paper gathers evidence from the current crisis in sustainability, which indeed has led to unsustainable global, social and human systems, to reaffirm the increasing importance of the business sector, not only in terms of its central role in the achievement of the current unsustainable path, but above all the role still to be played by business in the transition towards sustainability. Principally, this review focuses on the concept of business sustainability and calls for the necessity of collaboration between industry and academia within the context of sustainability science. To provide a reasoned and robust argument, the main co-operation modalities and best practice currently applied out of the sustainability science paradigm are reviewed. Furthermore, collaborations between industry and academia experienced within the framework of International Conferences on Sustainability Science (ICSS) are analyzed, by describing the founding principles of the innovative scientific paradigm, its evolution and its application to the field. In addition, the manuscript stresses the current relevance of the sustainability science discipline while attempting to institutionalize a collaborative and participative process, and confronts the expected outcomes with the obstacles faced. Finally, the paper proposes a series of recommendations for conducting successful business-academic collaborations within the framework of sustainability science. © 2012 Springer.

Ovretveit, J., et al. (2014). "Guidance for research-practice partnerships (R-PPs) and collaborative research." <u>Journal of Health, Organisation and Management</u> **28(1): 115-126.**

> Purpose: The purpose of this paper is to provide evidence based guidance to researchers and practice personnel about forming and carrying out effective research partnerships. Design/methodology/approach: A review of the literature, interviews and discussions with colleagues in both research and practice roles, and a review of the authors' personal experiences as researchers in partnership research. Findings: Partnership research is, in some respects, a distinct "approach" to research, but there are many different versions. An analysis of research publications and of their research experience led the authors to develop a framework for planning and assessing the partnership research process, which includes defining expected outcomes for the partners, their roles, and steps in the research process. Practical implications: This review and analysis provides guidance that may reduce commonly-reported misunderstandings and help to plan more successful partnerships and projects. It also identifies future research which is needed to define more precisely the questions and purposes for which partnership research is most appropriate, and methods and designs for specific types of partnership research. Originality/value: As more research moves towards increased participation of practitioners and patients in the research process, more precise and differentiated understanding of the different partnership approaches is required, and when each is most suitable. This article describes research approaches that have the potential to reduce "the research-practice gap". It gives evidence- and experience-based guidance for choosing and establishing a partnership research process, so as to improve partnership relationship-building and more actionable research. © Emerald Group Publishing Limited.

Rosenquist, B. A., et al. (2015). "Research–Practice Partnerships to Support the Development of High Quality Mathematics Instruction for All Students." <u>Journal of Education for Students Placed at Risk</u> **20(1-2): 42-57.**

> The gap in achievement in mathematics between at-risk students and their more advantaged counterparts is a persistent problem of the U.S. education system. Although some research-based curricula and pedagogy have demonstrated promise in supporting students from diverse backgrounds to develop conceptual understanding and procedural fluency in mathematics, scaling up instructional change across a district

organization is a significant challenge. The Middle School Mathematics and the Institutional Setting of Teaching (MIST) Project is a research–practice partnership seeking to understand how large urban school districts can support the development of rigorous and equitable middle-school mathematics instruction at scale. This article enumerates the goals and design of this multiyear, multidistrict partnership, and describes one illustrative example of how our partnership activities informed and supported one district's efforts to improve mathematics instruction over multiple years. General recommendations for district–researcher partnerships are discussed. © 2015, Taylor & Francis Group, LLC.

Schmitt, N. (2014). Promoting productive collaborations to advance the psychology of work. <u>The nature of work: Advances in psychological theory, methods, and practice.</u> J. K. Ford, J. R. Hollenbeck and A. M. Ryan. Washington, DC, US, American Psychological Association: 307-325.

The goal of this chapter is to promote more productive collaborations between academics and practitioners, research and practice, and professionals and graduate students. It is important, the author believes, to foster such collaborations in a discipline in which we are nearly equally divided between those of us who work in academia and those who work in private or public organizations and consulting firms. To collaborate more productively, the author thinks is important to recognize differences between the work lives (careers) of people who are engaged in these different contexts. Second, it is important that educators seek to instill an appreciation of science in all students and a similar appreciation of the problems and perspectives of individual clients and organizations. It is useful to demonstrate that good science can be done in organizational contexts and that what might be considered by many as basic science can and often does contribute rather immediately to organizational goals. Finally, there is a continuing belief on the part of both academics and practitioners that there is a fundamental difference between science and practice and that our training models must reflect those differences. (PsycINFO Database Record (c) 2014 APA, all rights reserved). (chapter)

Spiel, C. and D. Strohmeier (2012). "Evidence-based practice and policy: When researchers, policy makers, and practitioners learn how to work together." <u>European Journal of Developmental Psychology</u> 9(1): 150-162.

The present paper focuses on evidence-based practice and policy with a specific focus on the cooperation between researchers, policy makers, and practitioners. The evidence-based practice movement has gained greatly in impact in recent years and standards for research leading to evidence-based practice have been defined. However, the slow and incomplete uptake of research findings especially in the field of education obviously has shown that the development, implementation, and dissemination of sustainable strategies requires intensive cooperation between researchers, politicians, administrators, and the media. This paper presents and discusses (1) standards of evidence; (2) the use and implementation of scientific evidence in policy and practice; (3) the development of the National Strategy for Violence Prevention in the Austrian Public School System as a successful example for establishing a sustainable cooperation between research, policy, and practice; and (4) lessons learned for the promotion of evidence-based policy and practice. © 2012 Copyright Taylor and Francis Group, LLC.

Vanderpool, R. C., et al. (2013). "A partnership of two U. S. research networks to improve public health." <u>American Journal of Preventive Medicine</u> 45(6): 745-751.

This article provides background and context for an emerging partnership between two U.S. networks, prevention research centers (PRCs) and public health practice–based research networks (PBRNs), designed to create an impact on public health practice. PRCs are celebrating more than 25 years of transdisciplinary applied prevention research grounded in community and stakeholder engagement. Public health PBRNs, funded by the Robert Wood Johnson Foundation, conduct innovative public health services and systems research with public health agencies and community partners to improve public health decision making. By utilizing each of the networks' respective strengths and resources, collaborative ventures between PRCs and public health PBRNs can enhance the translation of applied prevention research to evidence based practice and empirically investigate novel public health practices developed in the field. The authors propose active cultivation of a strong partnership between two U.S. research networks—one celebrating more than 25 years of community-based prevention research, the other quickly establishing itself as a leader in public health services and systems research. This partnership should be focused on improving the interconnectedness of prevention research and public health practice to improve health across the U.S. (PsycINFO Database Record (c) 2014 APA, all rights reserved)