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Abstract

The goal to enhance the impacts of academic research in the "real world" resonates with progressive visions of the role of universities in society, and finds support among policy makers who have sought to enhance the "transfer", "translation", "uptake", or "valorization" of research knowledge in several areas of public services. This paper reports on an exploratory study of the strategies used by selected Canadian and international faculties of education to mobilize research knowledge. Drawing on data from semi-structured interviews with senior administrators of 13 faculties of education, the analysis reveals several themes. Academic leaders recognize knowledge mobilization as a desirable institutional mission, but they identify a number of barriers to greater efforts in this area. Although a number of strategies are employed, changes across multiple organizational dimensions to encourage and support knowledge mobilization were reported at only two institutions. These results are relevant

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to faculty administrators, scholars, and policy-makers interested in understanding the role of academic institutions in the mobilization of research knowledge to the broader education community. (HRK / Abstract übernommen) Sa, Creso M., E-Mail: c.sa@utoronto.ca