



Knowledge Translation Product Guide

Prepared by:

Vanessa Tomas, Alice Soper, Lily Pilgrim, Andrea Cross & Rachel Teplicky



Contact Information

If you are interested in support to help you develop one of KT products described in this guide, please contact Rachel Teplicky at teplicr@mcmaster.ca who will provide you with the next steps to get started in creating your KT product. Please see the end of this KT product guide for other additional resources to ease the development of your KT product (e.g., free stock image websites, how-to videos, etc.).

The CanChild Team Knowledge Translation Product Guide:

Welcome to the CanChild Knowledge Translation Product Guide! Part of CanChild's mission is to ensure that research findings and study/project information are made accessible and understandable for all potential audiences. We want to ensure that the research we conduct is being translated to and reached by those it impacts most (i.e., families, service providers, policy makers etc.). In order to provide information in an accessible and user-friendly format, CanChild has developed this Knowledge Translation (KT) Product Guide to assist you to develop KT products. In this guide, you will find descriptions and examples of a variety of KT products that you can create to showcase your research findings. Under each KT product, you will find information about **how** to develop the product, **when and why** you would develop the product, **the resources needed** to develop the product, and the amount of **time needed** to successfully and effectively develop the product.

Within this guide you will find resources to be used to develop the different KT products. There are also multiple examples of the KT products for your reference. We encourage CanChild KT products to be developed using the CanChild branding guidelines (e.g., CanChild colours, logo). Please see the end of this guide for further information about how to download the CanChild branding guidelines and other useful resources.

Overall, this guide was developed to help you choose and develop accessible KT products that are best suited for your KT goals and the research/information you want to highlight. Together with CanChild's current KT or communications assistant, you will create user-friendly resources that are comprehensible by all audiences. We hope to increase knowledge and awareness about CanChild's research, in turn, having a meaningful impact on the lives of children with disabilities and chronic conditions and their families.

Creating Your KT Product

As a CanChild researcher, scientist, associate member, or graduate student, you will have access to CanChild's KT or Communications Assistant/Student to help you develop and promote the KT product most suitable for disseminating your research. Rachel Teplicky will put you in touch with the appropriate CanChild student and/or assistant depending on the KT product you want to develop.

Table of Contents

| | |
|--|-----------|
| Podcast | 4 |
| Webinar | 6 |
| Video Abstract | 7 |
| Videos | 8 |
| Infographic | 10 |
| Dissemination through Social Media | 11 |
| Educational Outreach Visits/Educational Interventions | 13 |
| In-Briefs | 15 |
| CanChild Website Updates | 16 |
| Stakeholder Newsletter (Annually) | 17 |
| References | 18 |
| Resources | 20 |

Podcast

What is a podcast?

A podcast is an audio recording of individuals conversing on a specific topic of interest where you can listen on any mobile device or computer/laptop (Cochrane, 2019). Podcasts can simply be audio recordings, or audio recordings accompanied with slides. Generally, podcasts are short and concise for the purpose of maintaining engagement of the listener to facilitate their awareness and uptake of knowledge on a specific topic. We recommend CanChild podcasts to be approximately 5 - 15 minutes in length.

Example 1 - Shorter Podcast (~6 minutes):

<https://drive.google.com/file/d/1Pjw0XygArJU3Q4eueg7rTYSfzZbDHyY/view?usp=sharing>

Example 2 - Longer Podcast (~12 minutes):

<https://drive.google.com/file/d/1u3IGH2H-iAikK6I-tE7R88Q8py4gJW2c/view?usp=sharing>

To view the above podcasts, please click on the google drive link. The podcasts are also available for you to download through these links.



When/why to create a podcast?

A podcast is a useful tool to share new research findings and innovations to a wide audience. Podcasts are an 'informal' method to convey information through conversation between the interviewer and the interviewee. We recommend creating podcasts at the completion of a research project. If it is a multi-year, multi-phased project you may want to create podcasts at the end of each

year or phase to be used as a research update to your stakeholders.

How to create a podcast?

Resources needed: Mobile device or laptop, [QuickTimePlayer](#) (used to record a conversation that can be uploaded as an mp4 file), [Audacity](#), or download an app that does audio recordings (e.g., [Audio Recorder for Androids](#), [Voice Recorder App](#), are free for downloading on your mobile device), a quiet space that has minimal outside noise or interruptions (e.g., McMaster Mills Library Lyons New Media Centre), internet, microphone. If you want the podcast to be strictly audio, an audio recording application is all that is required.

Process

1. Decide on the topic of the podcast and the key messages you want listeners to takeaway
2. Choose the speakers
 - a. Interviewer: This could be someone external from the research team and less familiar with the topic or another member of your research team. CanChild KT students can also conduct the interviews.

- b. Interviewee: This could be the lead study investigator, knowledgeable experts on the topic, research assistants, etc.
3. Decide on the format of the podcast.
 - a. You may decide you would like to create a podcast with solely audio, or one that also includes images/slides to accompany the speaker.
4. If you choose to use images/slides to complement the speaker, develop your slide deck on PowerPoint or Google slides. Make sure the slides have few words and more images. Remember that the slides are not intended to add more information, solely support the information being spoken.
5. A script or presenter notes for the interviewer and interviewee will help ensure all information is conveyed.
6. Practice asking and answering questions and do practice recordings to ensure volume and sound quality are adequate. Feedback from other staff members is recommended!

Time commitment

Researcher/Scientist: The estimated time needed to commit to recording a ~ 5 minute podcast and/or help with slides, is one hour. Your role as a researcher/scientist in developing this KT product is to primarily provide the **content** of your research and the **questions** that you would like the KT student to ask you in the podcast.

Webinar

What is a webinar?

A webinar is an online presentation that is accessible through the internet and can connect viewers from around the world (Moreau, 2019; Zoumenou et al., 2015). Webinars can be held live or can be pre-recorded presentations that are available for viewing at any time. The purpose of webinars is to inform/share research findings, or demonstrate innovative ideas (Moreau, 2019; Zoumenou et al., 2015; My Own Conference, 2018).

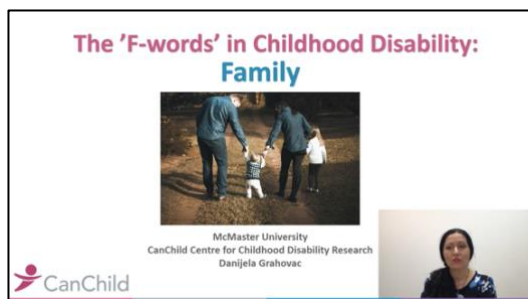
Examples:

For a longer webinar example (~28 minutes), please click here: <https://vimeo.com/350128481>

For a shorter webinar example (~11 minutes), please click here: <https://vimeo.com/340319914>

When/why would you create a webinar?

Webinars are especially useful if you are adapting a conference presentation to be viewed by a wider audience, providing a detailed description of innovative research findings or topic of interest, or creating a ‘how-to’ tutorial. Webinars are useful for the purpose of online education and allow you to reach a broad audience (My Own Conference, 2018).



How to create a webinar?

Resources needed: Internet access, computer/laptop, video camera, microphone, Microsoft PowerPoint, quiet space to record or run the webinar, and a video conferencing platform (if you are running the webinar live). If you are leading a live webinar, many platforms are available (e.g., WebEx and Zoom). CanChild has access to the Zoom platform and can set this up for you to record your webinar if you do

not have a teleconference account.

Process:

1. Settle on the topic.
2. Decide on your speakers/presenters (e.g., lead study investigator, knowledgeable experts on topic, etc.)
3. Choose the webinar format and type – will it be live with opportunity for Q&A or will it be pre-recorded?
4. Develop your slide deck with PowerPoint – include lots of visuals and minimize text. The KT/communications student will assist with this step.
5. Develop your script or presenter notes
6. Practice, practice, practice – and get feedback from colleagues!

Time commitment:

Researcher/Scientist: 2-3 hours to develop webinar content and outline webinar objectives to the CanChild KT or communications student.

Video Abstract

What is a video abstract?

A Video Abstract is an accompanying feature for research articles that should attract viewers to the scientific paper (BMJ, 2018). The aim of the Video Abstract is to promote the highlights and of your study and key takeaways (BMJ, 2018).

Example:

F-words Citation Analysis Video Abstract:

https://drive.google.com/file/d/1PDDM9CqckMnEso8oXzWC_kOQ52uDAP4P/view?usp=sharing

Please click on the above google drive link to view and/or download the CanChild Video Abstract example.

When/why to create a video abstract?

You may choose to create a video abstract to highlight and promote your study and research findings. Overall, the purpose is to capture the attention of the audience, provide an overview of your study, and to encourage them to read your paper.

How to create a video abstract?

Resources needed: Computer/laptop, internet, microphone, Microsoft PowerPoint slides/Google slides template, access to the research article being discussed. There are companies (e.g., [Enago](#)) that develop video abstracts, however, the cost associated varies.

Process

1. Decide on the study you would like to discuss.
2. Choose the presenter (e.g., paper first author)
3. Develop slides to include them in the video abstract.
4. Create speaker notes that should contain an introduction to the study, the methods, results, and conclusion/discussion. You will need to create an outline script or key points to ensure you convey all necessary information.
5. Decide on a location to film the video abstract.
 - a. Choose a quiet location without background noise.
 - b. The location should also have optimal lighting that is not too dark or too bright (i.e., filming with the speaker in front of a window will cause them to appear darker and it may be difficult to see).
 - c. Practice speaking and filming the video abstract to ensure good sound quality, lighting, and that you can be easily understood.

Time commitment:

Researcher/Scientist: The time commitment needed to prepare for and film a ~ 5 minute video abstract is 1-2 hours. Your role as a researcher/scientist in developing this KT product is to provide the content of your research (i.e., the findings, main conclusions, and future research) for the slides and to prepare the script.



Videos

What are videos?

Videos are live recordings or digitally animated products that provide a creative, captivating, and user-friendly way to present information (Alberta Health Services, 2015; Poetz, 2015). There are many different types of KT videos for example, the researcher discussing their study finding(s), the voices of partners and/or participants providing testimonials about the study, or a narrative or story that portrays key takeaways and messages from research (Poetz, 2015). You can create digitally animated videos, record videos live, or create PowerPoint-type videos. CanChild also has a partnership with [project video](#) if your project has funding to support video development. [Biteable](#) video is a lower-budget option to create KT video products on your own.

Examples:

CanChild & project video example: <https://vimeo.com/236235559>

CanChild in-house video example: <https://vimeo.com/227093747>

Animated video example: <https://vimeo.com/147132291>

When/why to create a video?

People use videos for recruitment efforts, to relay general information (e.g., dissemination at the end of a project) or to showcase a powerful message (e.g., parent experiences, F-words Youth Video). Videos provide a creative and captivating way to relay information to your target audience. Although visually appealing and user-friendly, depending on the type and style of video you want to create, videos can be quite expensive to develop. Ensure you have the proper funding and capacity to develop a KT video product for your study. There is also the [Canadian Institute of Health Research Human Development, Child and Youth Health Video Talks Competition](#) that provides the opportunity to submit a short video that is suitable for a lay audience and provides information about meaningful research to positively impact the lives and health of children, youth, and their families. Financial prizes are awarded to winners and runner-ups.

How to create a video?

Resources needed: Resources needed depend on the type of video you want to create. Contact CanChild if you are interested in creating a video.

Process:

1. Decide on the topic or message you want to relay to your target audience
2. Decide if this information would be best portrayed through live video or digital animations.

3. Develop an outline for your video (who is included, what are the takeaways, how long should it be, etc.)
4. Develop a script for the different components of your video
5. Determine capacity and budget for making your video
6. Work together with project video, video platform (e.g., biteable), and/or the KT/communications assistant to develop your video and assist with all post-production needs.

Note: If you have the funds to work with Project Video, you can contact Sarah Glen directly at <http://projectvideo.tv/>

Time commitment:

Researcher/scientist: Time commitment for creating a video will vary depending on if you are working with Project Video or creating it on your own.

Infographic



What is an infographic?

An infographic is a visual representation of research findings provided through the use of colourful images, minimal written text, and references/sources provided at the bottom of the infographic (Cochrane, 2019). The purpose is to convey a message or information quickly and clearly. Infographics are a great way to share information over social media (e.g., Facebook, Twitter).

Example:

F-words Citation Analysis Infographic:

<https://www.canchild.ca/en/resources/281-f-words-citation-analysis-infographic>

When/why to create an infographic?

Infographics are useful for presenting all types of information, including new research findings, innovative ideas, or news/updates, etc.

How to create an infographic?

Resources needed: Laptop/computer, internet, Infographic templates (e.g., [Canva](#))

Process:

1. After deciding on the topic of the infographic, make sure you highlight the key messages you want to include. The infographic should only provide an overview and does not need to include small details.
2. Decide on the format of the infographic and its shape and size. A variety of softwares and templates are available for free or at a cost that you can use (e.g., [Canva](#), [Piktochart](#)). The infographic should have a simple and informative title, minimal text, and images.
3. Include branding information (i.e., logos) at the top or bottom of the infographic, and contact information if necessary.

Time commitment:

Researcher/Scientist: The time needed to commit to creating an infographic is around 1 hour.

Your role as a researcher/scientist is to provide the research article(s) to the KT/communications student and identify key content you'd like to highlight in the infographic.

Dissemination through Social Media

What is dissemination through social media?

Dissemination through social media means providing research information through familiar networks that end-users engage in often (e.g., Instagram, Facebook, Twitter, Vimeo, YouTube etc.) (Reeve & Partridge, 2017; Kallas 2019). This type of dissemination should use simple language and terminology, video(s), and/or engaging images to communicate findings across various target audiences. To learn more about different social media platforms to disseminate research findings, please see our resources section at the end of this guide.

Facebook example: <https://www.facebook.com/canchild.ca/>

Twitter example: https://twitter.com/canchild_ca?lang=en

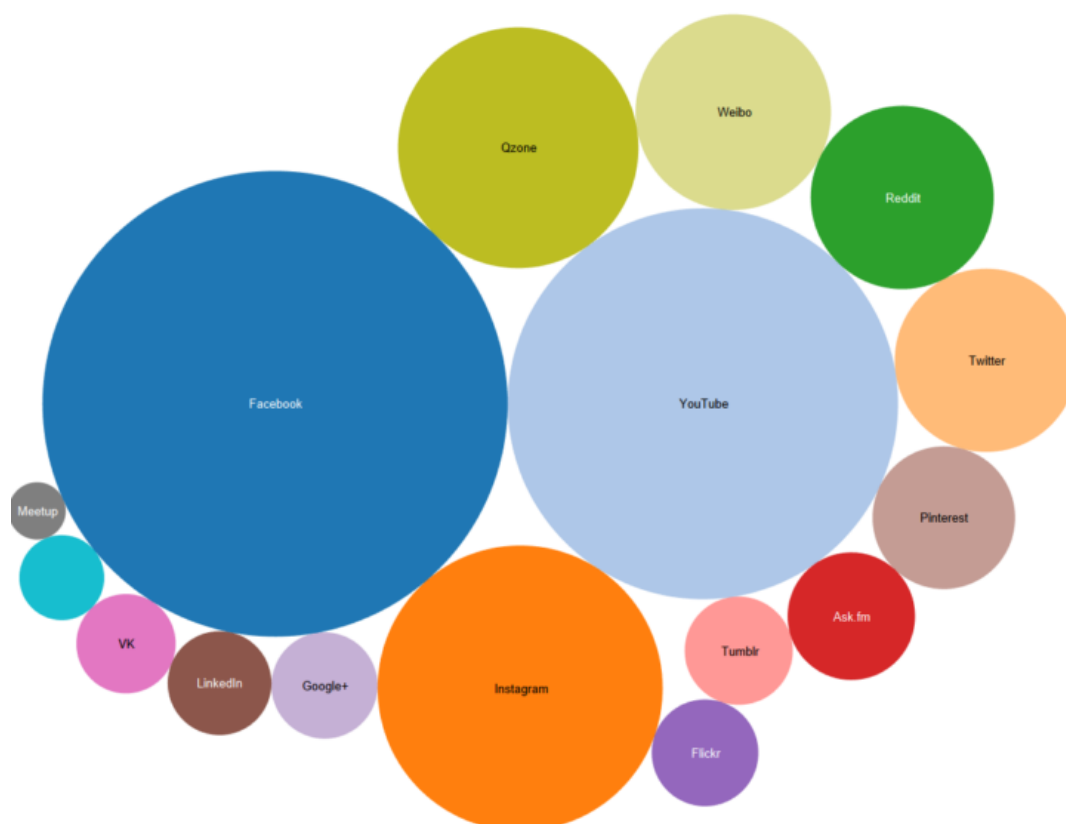


Figure 1. Visual size comparison of popularity of different social media platforms. Retrieved from <https://www.dreamgrow.com/top-15-most-popular-social-networking-sites/>

When/why disseminate research findings through social media?

You should consider disseminating research findings and study/project information through social media when you want to increase interest, reach, and readership of your recent publication or work. Dissemination through social media allows researchers to connect with multiple stakeholders in an open and accessible way. Research shows that 90% of Canadians aged 13-24

use social media (Kallas, 2019). Each month, about 2.2 billion people use Facebook, 1.9 billion people use YouTube, and 1 billion use Instagram (Kallas, 2019).

How to disseminate research findings through social media?

Resources needed: Personal social media account access (i.e., Facebook, Twitter, etc.) or CanChild Social Media Accounts. To get something posted through CanChild’s account please see the CanChild Communications Assistant.

Process:

1. Decide on the information you’d like to communicate through social media (e.g., recent publication, study findings, release of new tool/resource)
2. Decide on social media platforms that would meet your goals
3. Meet with the CanChild Communication Assistant to discuss word length of post and what is required for the specific social media platform.
4. Draft a blurb and/or post for the social media account to highlight your information
5. Determine image(s) and/or video(s) to attach with your social media post
6. Give your draft to the CanChild Communication Assistant who will work with you to revise content and upload through CanChild’s social media account.

Time commitment:

Researcher/Scientist: Approximately 30 minutes to one hour to develop the content you’d like to include in the social media post.



Educational Outreach Visits/Educational Interventions

What is an educational outreach visit/educational intervention?

Educational outreach visits/interventions are in-person presentations and/or activities delivered by a selected group of people or person that support and facilitate the increase of knowledge about a specific topic (Davis & Davis, 2011; Eccles & Foy, 2010; O'Brien et al., 2007). Outreach visits extend the impact of knowledge uptake through using a variety of educational materials, collaborative activities, and/or intervention(s) (Eccles & Foy, 2010). Educational outreach visits are also used to support professional development. Outreach visits consist of learning objectives, didactic components, pre-developed interactive activities, and discussions that help enhance knowledge to a target audience based on the audience's identified needs (Davis & Davis, 2011).

When/why to use educational outreach visits?

Educational outreach visits are used when the goal is to increase awareness, knowledge, and/or skill-sets about a specific concept or topic as identified by the target audiences' needs and/or requests (Davis & Davis, 2011; Eccles & Foy, 2010). Typically, educational outreaches/interventions are invited presentations by a specific agency or organization. If you are looking to have in-person collaborative discussions and activities to promote learning and uptake of knowledge, consider reaching out to organizations or advertising your educational outreach visits as a suitable and effective method to increase knowledge uptake.

How to develop and run educational outreaches?

Resources needed: Laptop, Microsoft PowerPoint, materials for in-person activities (depending on specific activity - e.g., might need worksheets, handouts, chart paper), multimedia (e.g., videos), budget for travel expenses). The organization inviting you to present will cover all meeting preparation (e.g., booking venues, inviting attendees, food and drink catering, etc.)



INTRODUCING THE SIX 'F-WORDS'
The 6 'F-words' in child development (Function, Family, Fitness, Fun, Friends & Future) have gained international interest and uptake as an innovative way to provide a holistic, strengths-based approach to child development.

CANCHILD'S 'F-WORDS' WORKSHOPS
The CanChild 'F-words' team takes pride in ensuring that each workshop is informative, collaborative, interactive and meets the needs of your organization. Our 'F-words' workshops include the following sectors:

- Introduction to ICF and 'F-words'
- 'F-words' Family Stories
- Introduction to 'F-words' Tools
- Organizational Implementation
- Collaborative 'F-words' Activities
- Future Action Planning

WHAT ARE PEOPLE SAYING ABOUT OUR WORKSHOPS?
We have conducted 38 workshops across Ontario and received positive feedback from over 1,000 attendees. Here is what they have shared:

- 95% agree the workshop was useful
- 98% agree that presenters were very knowledgeable
- 95% agreed on breadth and depth of information was appropriate

“A wonderful presentation! Looking forward to implementing the 'F-words' into my work with families!”
“Good reminder to incorporate the 'F-words' into my own practice with families to ensure life domains are all considered. Loved hearing the parent perspective.”
“Client/parent piece was valuable and added tremendously to the presentation. Great to use videos and tools developed are valuable.”

WANT TO LEARN MORE?
For all workshop inquiries, please contact canchild@mcmaster.ca.

For more information on the 'F-words' please visit: <https://www.canchild.ca/f-words>
Rosenbaum, P., & Gorter, J. W. (2012). The 'F-words' in childhood disability: I swear this is how we should think. Child: care, health and development, 38(4), 457-463.

Process:

1. You are invited by an organization to do an educational outreach visit/intervention
2. Determine topic of educational outreach with organization
3. Determine needs and goals of your target audience with the organization
 - a. You will need to have a few phone meetings prior to the visit to ensure your presentation is meeting the needs of the organization.
4. Determine resources and current capacity (e.g., budget, time, number of presenters, etc.)
5. Decide on the length of your educational outreach (e.g., half day or full day)

6. Develop didactic components of outreach (e.g., slides using PowerPoint)
7. Develop interactive and collaborative activities
8. Go to location to run your educational outreach.

Always ensure you have the capacity to run the educational outreach visit. For example, audiences can sometimes include over 100 people; therefore, ensuring you have enough presenters and assistants to properly run the outreach visit. Budget can also be a barrier to outreach visits; please note that all expenses **must** be covered by the organization to support the educational outreach development and any associated travel costs. Depending on who is presenting, there may be additional costs associated (e.g., bringing in non-CanChild employees to present).

F-words Workshop – Evaluation Form

Thank you for participating in today's workshop. To help us improve future workshops, we ask that you take a few minutes to share your experience with us. Please check one box for each question.

| 1. Content of the Workshop | | | | | |
|--|-------------------|----------|----------------------------|-------|----------------|
| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
| The workshop covered all the stated objectives. | | | | | |
| The information provided was useful for my needs. | | | | | |
| The depth and breadth of the information were appropriate. | | | | | |

| 2. Presenters | | | | | |
|--|-------------------|----------|----------------------------|-------|----------------|
| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
| The presenters demonstrated effective presentation skills. | | | | | |
| The presenters were knowledgeable about the topic. | | | | | |
| The presenters adequately responded to questions. | | | | | |

| 3. Overall Experiences | | | | | |
|---|-------------------|----------|----------------------------|-------|----------------|
| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
| The pace of the workshop was just right. | | | | | |
| The amount of content covered was adequate. | | | | | |
| The format was a good way for me to learn this information. | | | | | |

4. Do you have any other comments or suggestions to share? Please provide as much detail as you can.

Thank you!

Another important component to consider when developing educational outreach visits is to develop feedback forms for attendees to complete after the outreach. This provides the opportunity for the presenters to learn how useful the attendees perceived the outreach presentation to be. It also provides the opportunity for presenters to adjust and make changes to the outreach presentation based on feedback. Some questions that can be included involve effectiveness of speakers, usefulness of presentation slides, usefulness of collaborative activities, etc. Please see an example of an evaluation form on the left.

Time commitment:

Researchers/Scientists: The organization should provide you with information on content to include and structure of the outreach. If you are developing an educational outreach presentation from scratch, you are looking at a commitment of around 3-5 hours to develop content to be included in the outreach visit (e.g., activities, learning objectives, etc.). If you are adapting content from a pre-made outreach presentation, you will need around 1-2 hours.

In-Briefs

What is an In-Brief?

An In-Brief is an overview of a research study or research activities that can be provided online or in-person through handouts (Law & Kertoy, 2004). In-Briefs highlight the main findings of a study/project or can focus on only one component of the study. The purpose of an In-Brief is to provide relevant, concise information from a research study or project in an accessible format. The preferred format of an in-brief is a one-page handout (Law & Kertoy, 2004).

Example: <https://canchild.ca/en/resources/80-patterns-and-predictors-of-recreational-and-leisure-participation-for-children-with-physical-disabilities>



When/why to create an In-Brief?

You can create an In-brief when you want to share key information from a research study to draw attention to your research or share new findings. An In-Brief can also be used to reach multiple target audiences and this may include (but not limited to): participants, stakeholders, researchers, organizations, health care providers, educators.

How to create an In-Brief?

Resources needed:

Laptop/computer, Microsoft Word or PowerPoint (depending on your preferred method)

Process:

1. Decide on the information you want to include in the in-brief
2. Develop information and content to be included in the in-brief
3. Place content under appropriate headings to include: ‘Why did we do this study?’, ‘Who participated in this study?’, ‘What was done?’, ‘What was found?’, ‘What do these findings mean?’, ‘What’s next?’
 - a. Please note that the CanChild KT or Communications Assistant will help with formatting the content of the In-Brief.
4. Format content on 1-2 pages either online or one double-sided sheet if you are printing out handouts
5. Add images, icons, pictures, etc. throughout the In-Brief to enhance visual appeal
6. Include key references at the end of the In-Brief

Time commitment:

Researcher/Scientist: You will need to commit around 1-2 hours to develop content to be included in the in-brief. The CanChild KT or Communications Assistant will assist with formatting and finalizing content of the in-brief.

CanChild Website Updates



What do we mean by CanChild Website Updates?

The CanChild team is working to consistently update the CanChild website and ensure all information is up-to-date, accurate, clear, and concise. We kindly ask that any information that you feel should be included or needs to be updated on the website be brought forward to Danijela Grahovac (grahovac@mcmaster.ca) (e.g., study updates, new research publications, new tools/resources, etc.).

When/why to submit CanChild website updates?

There are plenty of examples of when you should provide updates to include on the website. For example, if you have just completed a study, started a new study, have new findings from a study, developed resources/tools, developed products related to a CanChild study; these are all important to include on the CanChild website. If you are part of a current CanChild study webpage, please ensure that the information on this page is constantly updated (e.g., reporting new findings, removing recruitment information after recruitment period). It is a priority for the CanChild team to ensure the website is consistently updated so that web-users are seeing the most accurate and up-to-date information available. As a leading research centre in the field of KT, CanChild works to make sure that current research is made available and accessible to all through our website.

How do you submit website updates?

All website updates should be submitted to Danijela Grahovac, CanChild's Senior Technical Support Analyst (email: grahovac@mcmaster.ca). Please specify the specific changes to be made and the specific webpage that needs updating. If you are looking to update or develop a current CanChild study webpage, please follow the same format and structure to the other current study pages. Information about how to access the CanChild study template to update webpages is included at the end of this KT product guide. If you are looking to develop an entire new webpage, please first speak with Rachel Teplicky (teplir@mcmaster.ca).

Time commitment:

Researcher/scientist: Depending on the type of update you are making (e.g., small changes to study page or developing a new webpage), the time commitment will vary.

Stakeholder Newsletter (Annually)

What is a Stakeholder Newsletter?

A stakeholder newsletter is a 2-4 paged written update of highlights from a specific research project, including: current findings, developed tools/resources, publications, etc. (Reed, 2019). Newsletters are written to provide relevant updates for stakeholder groups about specific CanChild research projects (Welch & Jackson, 2007; Reed, 2019). Stakeholder newsletters are project specific and not CanChild general.

Example:

<https://canchild.ca/system/tenon/assets/attachments/000/000/424/original/familynewsletter14mar2014genericnew.pdf>



When/why to create a stakeholder newsletter?

Stakeholder newsletters are an effective and efficient way to increase engagement with a research project (Reed, 2019). Stakeholder newsletters keep stakeholders up-to-date on current research within CanChild and increase opportunity for engagement and closer partnerships if stakeholders are looking to get more involved in specific studies.

How to create a stakeholder newsletter:

Resources needed:

Laptop/computer, Microsoft Office, and research project information

Process:

1. Identify your goal with the newsletter (e.g., what do you hope to accomplish by creating this stakeholder newsletter)
2. Identify your stakeholder group
3. Identify content you'd like to highlight in the newsletter based on your identified stakeholder group (E.g., research findings, success stories, publications, etc.)
4. Think about the design and format of your newsletter
 - a. Create catchy and interesting headings
 - b. Choose relevant and captivating images
5. Write lay summaries of content to include in newsletter - keep the information clear, concise and not too formal!
6. Include videos where relevant

Time Commitment:

Researcher/scientist: Expect to commit around 2-3 hours when developing a stakeholder newsletter. Your main role will be to identify key content and information to include in the newsletter and present your ideas to the KT or Communications Assistant who will then format the content into a stakeholder newsletter.

References

- Alberta Health Services. (2015, October). Creative knowledge translation: Ideas and resources. Retrieved from <https://www.albertahealthservices.ca/assets/info/res/mhr/if-res-mhr-creative-kt.pdf>.
- BMJ Publishing Group Ltd. (2018). Video abstracts. Retrieved from <https://authors.bmj.com/writing-and-formatting/video-abstracts/what-is-a-video-abstract/>
- Cochrane Training. (2019). Online learning. Retrieved from: <https://neurodevnet.wordpress.com/2015/04/08/infographics-for-knowledge-translation/>
- Davis, D., & Davis, N. (2011, March 9). Knowledge translation in health care - 3.5.2: Educational interventions. Retrieved from <http://www.cihr-irsc.gc.ca/e/43210.html#a4>.
- Eccles, M. P., & Foy, R. (2010, August 9). Linkage and exchange interventions: Educational outreach visits. Retrieved from <http://www.cihr-irsc.gc.ca/e/41937.html>.
- Kallas, P. (2019, July 9). Top 15 most popular social networking sites and apps. Retrieved from <https://www.dreamgrow.com/top-15-most-popular-social-networking-sites/>.
- Law, M., & Kertoy, M. (2004). Knowledge transfer tip sheet: Written communication of research findings. Retrieved from <https://www.canchild.ca/en/research-in-practice/knowledge-translation-exchange/knowledge-transfer-tip-sheet-written-communication-of-research-findings>.
- My Own Conference. (2018, October 29). What is a webinar and how does it work? [Web log post]. Retrieved from <https://myownconference.com/blog/en/index.php/what-is-a-webinar/>
- Moreau, E. (2019). What is a webinar. *Lifewire*, 28 Apr. 2019. Retrieved from <https://www.lifewire.com/what-is-a-webinar-3486257>
- Poetz, A. (2015, June 5). Videos as knowledge translation products. [Web log post]. Retrieved from <https://neurodevnet.wordpress.com/2015/06/05/videos-as-knowledge-translation-products/>.
- Reed, M. (2019, March 11). How to do stakeholder analysis. [Web log post]. Retrieved from <https://www.fasttrackimpact.com/single-post/2019/03/11/How-to-do-stakeholder-analysis>.
- Reed, M. (2019, May 31). How to start a newsletter that will get read and generate impact from your research. [Web log post]. Retrieved from <https://www.fasttrackimpact.com/single-post/2019/05/31/How-to-start-a-newsletter-that-will-get-read-and-generate-impact-from-your-research>.
- Reeve, M. A., & Partridge, M. (2017). The use of social media to combat research isolation. *Annals of the Entomological Society of America*, 110, 449-456. Doi: 10.1093/aesa/sax051

Welch, M., & Jackson, P. R. (2007). Rethinking internal communication: A stakeholder approach. *Corporate Communications: An International Journal*, *12*, 177-198. Doi: 10.1108/13563280710744847

Zoumenou, V., Sigman-Grant, M., Coleman, G., Malekian, F., Zee, J., Fountain, B. J., & Marsh, A. (2015). Identifying best practices for an interactive webinar. *Family & Consumer Sciences*, *107*, 62-69.

Resources

If you are located near McMaster University campus, you can book an audio and/or video recording space in Lyons New Media Centre on the 4th floor of the Mills Library. All recording equipment (E.g., cameras, microphones, recording applications) are available to use for free within Lyons New Media Centre. To book a space and/or equipment, please visit the following link: <https://library-bookings.mcmaster.ca/Web/schedule.php?sid=2>. A McMaster ID is required to book.

CanChild Branding Guide:

The CanChild branding guide is available for download through CanChild's active directory. If you do not have access to the active directory, please contact Rachel Teplicky teplicr@mcmaster.ca, who will provide you with a copy of the branding guide.

Free Stock Image Websites

- www.pexels.com
- www.pixabay.com

Webinar Resources

So you want to create a webinar? Six tips for success:

<https://www.wiley.com/network/researchers/promoting-your-article/so-you-want-to-create-a-webinar-six-tips-for-success>

Perfecting a scientific webinar:

https://insidescientific.com/isc-marketing/wp-content/uploads/sites/2/2017/01/Perfecting-Scientific-Webinar-for-Lead-Generation_InsideScientific_R2.pdf

Disseminate Research through Social Media - Resources

Reeve, M. A., & Partridge, M. (2017). The use of social media to combat research isolation. *Annals of the Entomological Society of America*, 110, 449-456. Retrieved from:

<https://academic.oup.com/aesa/article/110/5/449/4103473>

The six most effective types of social media in 2019:

<https://www.bigcommerce.com/blog/social-media-advertising/#1-facebook-advertising>

Youtube Video: Social Media for Scientists

https://www.youtube.com/watch?v=zptCKTN_6iw&list=PL7Ihm2Mh3MZ493Owe5NrmsUPXAdvborj8&index=45

Video Product Resources

Webinar on Creating Videos for Scientists

https://www.youtube.com/watch?v=9O57_GamZtg&list=PL7Ihm2Mh3MZ493Owe5NrmsUPXAdvborj8&index=41

Stakeholder Newsletter Resources:

Tips for Creating Informal Stakeholder newsletters

<https://www.brighthubpm.com/monitoring-projects/121487-use-an-informal-newsletter-to-keep-your-project-stakeholders-notified/>

How to do a Quick and Effective Stakeholder Analysis:

<https://www.fasttrackimpact.com/single-post/2019/03/11/How-to-do-stakeholder-analysis>

How to start a Stakeholder Newsletter (Tips & strategies)

<https://www.fasttrackimpact.com/single-post/2019/05/31/How-to-start-a-newsletter-that-will-get-read-and-generate-impact-from-your-research>

Infographic Resources

12 Tips for Creating an Effective Infographic:

<https://neilpatel.com/blog/12-infographic-tips/>

Infographic Template Websites:

- [Canva](#)
- [Piktochart](#)

CanChild Website Updates

Study Update Template:

Please contact Danijela Grahovac (grahovac@mcmaster.ca) to obtain CanChild's study page template when you are updating or developing a 'current study page' for the CanChild website.