BOOK REVIEW

Title:	Knowledge Mobilization and Educational Research: Politics, Languages, and Responsibilities
Editors:	Tara Fenwick and Lesley Farrell
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In this book, Tara Fenwick and Lesley Farrell scrutinize the concept of knowledge mobilization by posing the following question: “Who determines what counts as impact, and for what purposes and what are the consequences of distinguishing users from producers in educational knowledge and research, and who benefits from such distinctions?” (p. 2). To answer this question, the editors focused on the following themes: considering the issues and the players, politics in knowledge flows, languages and enactments of knowledge mobilization, and responsibilities and rights in mobilizing knowledge. Fenwick and Farrell organized this book into four sections and 15 chapters to address the growing need for clarity around knowledge mobilization issues in educational research in Europe, United Kingdom, United States, Canada, Australia, China, and Russia.

Part One, “Considering the Issues and the Players,” is introduced by the authors Ben Levin and Amanda Cooper. According to the authors, knowledge mobilization means making stronger connections between research, policy, and practice. The authors reviewed the current situation around knowledge mobilization in education and discussed issues with regards to conducting empirical research in the field such as knowledge translation, knowledge management, research utilization, and knowledge transfer, as well as looked at the circumstances that can promote and enhance knowledge mobilization. Levin and Cooper conclude the chapter by pointing to several directions to improve knowledge mobilization work and research in education, such as the need to focus more on organizations and their practices rather than on individual researchers, policy makers, or practitioners. In Chapter 2, Andrew Pollard used the example of the *Teaching and Learning Research Programme* (TLRP) in the United Kingdom to illustrate a successful knowledge mobilization strategy. The TLRP program was established as a response to the governments’ “crisis of confidence in educational research” (p. 31) and was situated within a specific U.K. political context. The main goal of the program was ensuring “evidence-based policy making” (p. 30) through “high levels of user engagement and impact” (p. 31). Andrew Pollard outlines six strategies that supported impact and user engagement in this project and illustrates short-term impacts such as contributions to teaching and learning policies and apprenticeship training for low-skilled youth. Anne Edwards, in Chapter 3, draws attention

to the possibilities for collaboration between university-based researchers and those practitioners who do research outside the academy to enhance practitioner engagement in research.

In Part Two, “Politics in Knowledge Flows,” Charles Ungerleider uses his deputy ministry experiences in Canada as a backdrop to draw attention to the relationship between policy decision-makers and researchers. Ungerleider discusses the difficulties of incorporating research evidence into the political domain by using the Ben Levin story that explains the distance between the two worlds occupied by politicians and researchers. For example, according to Ungerleider, “the primary audience for the decisions made by politicians is the electorate—or, to be specific, the electorate upon which the politician depends for support” (p. 63). Ungerleider then compared politicians’ work with the researchers’ work by stating that “the primary audience for the work of researcher is other researchers in their field of study and secondarily the agencies that fund their research and the institutions that employ them” (p. 63). Ungerleider concludes the chapter by emphasizing the role of education practitioners and the conditions that favour a long-term relationship between research and practice, rather than the brief liaison between researchers and politicians.

Jenny Ozga, in Chapter 5, explores the relationship between knowledge and governance and illustrates how knowledge as data is used to govern education in England and Scotland. She argues that knowledge and information play an important role in the “pervasiveness of governance and in allowing the development of its dispersed, distributed and disaggregated form” (p. 73). Margaret Somerville, in the next chapter, explores how a series of art exhibitions was used to mobilize knowledge about Indigenous understandings of and relationships with water in the drylands of Murray-Darling Basin, in southeastern Australia. Using an emergent arts-based methodology—which she referred to as sitting “within a framework of Place and an Enabling place pedagogies approach” (p. 89)—the author narrates how art and storytelling created a knowledge flow between Indigenous knowledge and non-Indigenous knowledge about water conservation. In chapter 7, Phan Le Ha, criticizes the global domination of Western research-based knowledge, arguing that nation state and locality play an important role in knowledge mobilization. Phan Le Ha concludes the chapter by describing mobility as “a site of struggle and negotiation in itself when it comes to knowledge construction and identity making” (p. 111).

Section 3, “Languages and Enactments of Knowledge Mobilization,” opens with Chapter 8, authored by Ian Dyck, who uses the example of a Canadian-Russian museum collaboration that produced an exhibition on ancient nomads of the Prairies and the Steppes of Russia to analyze the context and process of this type of knowledge mobilization project. The author describes in detail the strengths and the weaknesses of the project in regards to added cost, delays, and working difficulties such as insufficient funds and language barriers during the project development. He also discusses overcoming many restrictions and sensitive issues that emerged unexpectedly before launching the exhibition. For example, using Ancient Aboriginal burial materials was a sensitive issue to be considered for the Canadian exhibition and, therefore, a compromise was made to rely on a few replicas. In contrast, for Russian exhibitors, the ancient

burials were the major part of their exhibitions and they had no qualms about showing burials using real graves. Deidre M. Kelly and Michelle Stack, in Chapter 9, aim to find a way to bridge the gap in knowledge exchange, which they termed “double divide” (p. 128). The first divide, according to Kelly and Stack, refers to the “gap between academe and journalism in terms of how knowledge is represented and for whom” (p. 128), and the second divide “refers to the exclusion or marginalization of some areas of knowledge production and dissemination” (p. 128). The authors provide recommendations followed by strategies for academic researchers to collaborate with journalists and use media for effective knowledge mobilization. For example, one of the recommendations was to “assess the media based on communication goals” (p. 136) before choosing a venue for the scholarly work.

Tara Fenwick raises valid knowledge mobilization questions throughout the Chapter 10. For example, she poses the question of “what comprises research and what is most valuable in education research” (p. 142). Fenwick then tells the story of “what can happen, when researchers who describe themselves as non-artists attempt to work with art forms for purpose of knowledge mobilization” (p. 142). In Chapter 11, Chris Chesher and Sarah Howard discuss how universities cope with issues of knowledge mobility and knowledge management. The authors talk about tensions that emerge between “practices of openness and closure, democracy and authority, and intellectual autonomy and centralized management” (p. 154). Chesher and Howard also raise important questions about the value of existing knowledge practices at universities, such as: What happens to knowledge when the university is not the only provider of knowledge and how should the university locate itself in the market?

In the final section, “Responsibilities and Rights in Mobilizing Knowledge,” Michael Fraser discusses global knowledge mobilization and its relationship to intellectual property and intellectual property law. In Chapter 13, Rui Yang looks at the publishing of journals in Chinese Mainland as a means of knowledge distribution within the global context. The author discusses certain issues concerning the use of Chinese indigenous publishers and journals, and suggests bringing indigenous journals to the forefront as a way to break the western monopoly on the publishing world. In Chapter 14, Dolores van der Way uses her teaching and research practice experiences in a Canadian university to propose the use of Indigenous pedagogy as a way to mobilize knowledge, especially in a classroom setting, in order to understand the history of colonization and the politics that govern the relationship between the Aboriginal communities and non-Aboriginal communities across the world. The book concludes with a chapter where authors Bob Lingard, Ian Hardy, and Stephen Heimans argue that “deparochialization and strong internationalization are required of educational research” (p. 214). The authors draw on Appadurai’s (2001) and Connell’s (2007) work to challenge the dominance of academic work produced in the Global North, and suggest the need for recognition of the perspectives and knowledge produced in diverse countries across the globe.

In summary, this book is an informative collection of works that originate from international contexts and provide valuable insights into the knowledge mobilization process within diverse educational settings. For example, Dyck’s international collaboration provides a

working model for other modern-day museums to follow when developing similar knowledge mobilization exhibitions while Somerville illustrates the significance of art and storytelling as modes for mobilizing Indigenous knowledge. These chapters provide accounts grounded in empirical studies, real events, and existing organizations, pointing out the issues emerging from knowledge mobilization. The book is organized logically and caters to the growing demand for gaining a deeper understanding of knowledge mobilization in educational research, policy, and practice, especially when disseminating the new educational knowledge globally.

References

- Appadurai, A. (2001). Grassroots globalization and the research imagination. In A. Appaduria (Ed.), *Globalization* (pp. 1-21). Durham, NC: Duke University Press.
- Connell, R. (2007). *Southern Theory: The global dynamics of knowledge in social science*. Sydney: Allen & Unwin.