

Capturing Emerging Themes in Knowledge Transfer: The Hidden Workings of Grounded Theory

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The Linking Hearts project aims to study the adaptation and implementation of ACE-LYNX which is with the goal of enhancing the capacity of the existing health and social service professionals and mental health care for university students in Jinan, China. The traditional way of involving knowledge users is ineffective and does not result in a widespread adoption and implementation of research knowledge. An integrative knowledge transfer approach is an attempt to improve the shortcomings of the conventional approach. This study aims to identify the factors influencing the adoption, implementation, and sustainability of an intervention/practice.

The data collection strategy is informed by grounded theory. This presentation focuses on the data from four key informant interviews with participants who completed Demonstration Training. Participants shared their experience in participating in the ACE-LYNX intervention, their application of knowledge and skills from ACE-LYNX, the sustainability and scale-up of ACE-LYNX, and capacity building. The data analysis strategy is also informed by grounded theory. Recordings were transcribed verbatim. Three stages of coding – open, axial, and selective coding were used.

Preliminary findings demonstrate that the knowledge transfer process includes “learning”, “incorporation”, and “implementation”. The factors influencing “learning” include learner’s characteristics, professional affiliations, personal preferences, previous learning, trains’ characteristics, learning environment, and learning materials. The factors influencing “incorporation” and “implementation” include supervision, peer support, team, and institution (e.g., materials, financial resources). The findings also show in terms of the application, participants would experience cognitive reception, adjustment, and selective application. Additionally, participants found challenging to achieve full internalization of the knowledge.