Innovative Approaches to Knowledge Translation

Evidence Platforms and Evidence Portals

Howard White
Campbell Collaboration
Four waves of the evidence architecture

1990s
Results agenda (Outcome monitoring)

2000s
Rise of RCTs

2010s
Rise of systematic reviews
Knowledge brokering
The evidence architecture

Source: The author.
The evidence revolution: data

WHO Model Disability Survey

Washington Group on Disability Statistics
(including Washington Set of short questions)
The evidence revolution: studies

Primary studies

Disability rct

996 results

Systematic reviews

Disability systematic review

6,108 results

Source: Graphs generated by author in PubMed.
Evidence maps
(skipped databases, try Epistimonikos)

Finding evidence in the map

Finding evidence in the map 2

Academic achievement and self-concept of deaf and hard-of-hearing and hearing students transitioning from the first to second cycle of primary school in Ethiopia

This study was done to examine the transition of deaf and hard-of-hearing (DHH) and hearing students from the first cycle (Grade 4) to the second cycle (Grade 5) of primary education in Ethiopia. Academic achievement and self-concept were measured longitudinally with 103 DHH and hearing students. Participants were selected from three different settings (special schools, special classes and regular schools). Self-Description Questionnaire I (Marsh, H. W. 1990. Self-Description Questionnaire ? I (SDQ I), Manual. MacArthur, NSW, Australia: University of Western Sydney) was used to measure the children's self-concept. The results showed a decrease in the academic achievement and academic self-concept of DHH students who were in a special class (Grade 4) when they transferred to the mainstream (Grade 5), while the academic achievement and self-concept of the DHH students continuing in a

Finding evidence in the map 3

Evidence maps 2: Sightsavers

<table>
<thead>
<tr>
<th>Sectors:</th>
<th>Burden of disease</th>
<th>Biomedical</th>
<th>Service delivery</th>
<th>Health systems</th>
<th>Impact/Economic evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength of Evidence</td>
<td>Epi</td>
<td>Risk and Prevention</td>
<td>Treat</td>
<td>QCC</td>
<td>QNCC</td>
</tr>
<tr>
<td>Strong</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inconclusive</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Weak</td>
<td></td>
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</tbody>
</table>

Click here to open key abbreviations

Evidence platforms

Knowledge Translation (KT) Library

The KT Library is designed to provide information to NIDILRR grantees and interested members of the public about a wide spectrum of knowledge translation and evidence-based resources. The Library is not meant to be inclusive of all available materials, but to offer access to some of the more useful sources and existing resources. Links are given with a brief description of the purpose or focus of each resource.

The KT Library will continue to grow as new resources are developed and identified. If you have a resource to suggest, please use the Submit KT Resource form.

Articles and Publications

KTDRR staff reviewed a number of articles and publications, developed a brief abstract, and assigned ratings based on strength of evidence, consumer orientation, and readability. For more information on these ratings, see the KT Library Descriptor Scales. Use this form to submit a resource to the KT Library.

A complete listing of articles and publications is presented in alphabetical order by author. Articles are also listed for specific topics:

- Measurement of KT Outcomes
- Articles on Knowledge Translation
- Knowledge Value Mapping
- Research Quality
- Standards of Evidence and Evidence Grading
- Systematic Review
- Technology Transfer
Evidence platforms 2

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Disability platform (but not evidence platform)

The evidence architecture

Source: The author.
# Teaching and Learning Toolkit

An accessible summary of the international evidence on teaching 5-16 year-olds

<table>
<thead>
<tr>
<th>Toolkit Strand</th>
<th>Cost</th>
<th>Evidence Strength</th>
<th>Impact (months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts participation</td>
<td>££££</td>
<td>££££</td>
<td>+2</td>
</tr>
<tr>
<td>Low impact for low cost, based on moderate evidence.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Aspiration interventions</td>
<td>££££</td>
<td>££££</td>
<td>0</td>
</tr>
<tr>
<td>Very low or no impact for moderate cost, based on very limited evidence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviour interventions</td>
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<td></td>
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</tbody>
</table>

## Teaching and Learning Toolkit

*An accessible summary of the international evidence on teaching 5–16 year-olds*

### Filter Toolkit

<table>
<thead>
<tr>
<th>Toolkit Strand</th>
<th>Cost</th>
<th>Evidence Strength</th>
<th>Impact (months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback</td>
<td>££££</td>
<td>££££££££</td>
<td>+8</td>
</tr>
<tr>
<td>Metacognition and self-regulation</td>
<td>££££</td>
<td>££££££££</td>
<td>+7</td>
</tr>
<tr>
<td>Reading comprehension strategies</td>
<td>££££</td>
<td>££££££££</td>
<td>+6</td>
</tr>
</tbody>
</table>

Teaching and Learning Toolkit
An accessible summary of the international evidence on teaching 5–16 year-olds

Filter Toolkit

Filter results by keywords

Cost
Evidence
Months Impact

Repeating a year
Negative impact for very high cost, based on moderate evidence.

Setting or streaming
Negative impact for very low cost, based on moderate evidence.

Block scheduling
Very low or no impact for very low cost, based on limited evidence.

Evidence-based medicine is based on systematic reviews

The World Health Organization (WHO) follows a guideline development process, described in detail in the **WHO Handbook for Guideline Development (2nd edition)**, overseen by the Guidelines Review Committee (GRC) established by the Director-General in 2007. The WHO Guidelines Review Committee ensures that WHO guidelines are of a high methodological quality, developed using a transparent and explicit process, and are **informed on high quality systematic reviews** of the evidence using state-of-the-art systematic search strategies, synthesis, quality assessments and methods.

UK NICE Guidelines: same approach

Layout of a care home for people with dementia

Join the evidence revolution
Evidence-based policy legislation

Supply

Data

Primary studies

Systematic reviews

Databases

Evidence maps

Evidence platforms

Evidence portals

Guidelines

Checklists

Demand

Assessments and awards

Evidence-based budgets

Evidence needs assessments

Use of evidence workshops

Evidence Ecosystem Assessment

Where do you fit in?
Disclaimer

The contents of this presentation were developed under grant number 90DPKT0001 from the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR). NIDILRR is a Center within the Administration for Community Living (ACL), Department of Health and Human Services (HHS). The contents of this presentation do not necessarily represent the policy of NIDILRR, ACL, HHS, and you should not assume endorsement by the Federal Government.

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