**September 2024 | Version 2**

# Training on Religions and Development Research Course

## Module 2:
Doing Research

## Session 4:
Data Management and Analysis

**Joint Learning Initiative on Faith & Local Communities**

# Homework (pre-session)

## 📖 Essential reading
### (everyone is required to read this)

Please choose one each from the following lists (i.e. each student reads a total of two readings - one from each of the two lists), and write a 100-word summary of each (i.e. each student writes two 100-word summaries - one summarising one of the texts from the first list, and one summarising one of the texts from the second list). It is important that the summaries are not longer than 100 words.

### Essential resource 1 (pick one from the list) - Data management

- Daws, Ali (2011): Back it up! https://thesiswhisperer.com/2011/10/27/back-it-up/
- Kanza, Samantha and Knight, Nicola J. (2022): Behind every great research project is great data management. BMC Research Notes 15, Article 20. https://bmcresnotes.biomedcentral.com/articles/10.1186/s13104-022-05908-5.
- UK Data Service (n.d.): Research data management. https://ukdataservice.ac.uk/learning-hub/research-data-management/

### Essential resource 2 (pick one from the list) - Data analysis

- Thompson, Pat (2011): three stages of empirical analysis. https://patthomson.net/2011/08/28/three-stages-of-empirical-analysis/.
- Thompson, Pat (2017): beginning data analysis – orienting yourself. https://patthomson.net/2017/08/21/data-analysis-orienting-yourself/.
- Thompson, Pat (2018): from description to analysis – a revision strategy. https://patthomson.net/2018/10/22/from-description-to-analysis-a-revision-strategy/.

# Engaging with the readings
## (1 hour)

*This part of the session aims to engage with the readings that the students did as part of their homework in more detail. It aims to give the students a chance to discuss the readings, share their reflections, and consolidate their understanding of the texts.*

1. **Division into groups (5 min):** The instructor explains that the class will first work on data management. They check which students have done which data management reading and then divide them into groups according to that so that all students who have done the same reading (e.g. reading 1 on the data management list) will be in the same group. In total, there will be three groups. If any groups are very big (e.g. more than 3-4 students), they can be divided into two groups that work on the same text.

2. **Small group work (data management) (15 min):** Students then work in small groups, comparing their written summaries of the data management text they have all read as part of their homework. They read the 100-word summaries (they wrote as part of their homework) to the others and then discuss them, deciding which aspects of the different summaries they particularly like. They then write a new summary (also of 100 words) that includes the strengths of each of the individual summaries. When they are done, students write their summary on a Manila paper/whiteboard for all to see.

3. **Division into groups (5 min):** Now, the instructor divides students into new groups based on which data analysis reading they have done. If possible (e.g. several people have done the same reading and can be divided into multiple groups), the instructor keeps an eye on not having the same people in the same group again.

4. **Small group work (data analysis) (15 min):** Students then work in small groups, comparing their written summaries of the data analysis text they have all read as part of their homework. They read their 100-word summaries (they wrote as part of their homework) to the others and then discuss them, deciding which aspects of the different summaries they particularly like. They then write a new summary (also of 100 words) that includes the strengths of each of the individual summaries. When they are done, students write their summary on a Manila paper/whiteboard for all to see.

5. **Gallery walk (5 min):** Students take some time to walk through the room and read the summaries of the different groups. The instructor encourages them to make comparisons, think about whether they agree or disagree, etc.

6. **Big group discussion (15 min):** The instructor facilitates a discussion in the big group about the key points of data management and analysis. How did the work in the groups go? Was it easy to agree on one summary? Why/why not? Which of the summaries did they particularly like? Is there anything they do not agree with? Do they still have any questions about data management and data analysis?

# Contextualising the learning
(1 hour)

*The aim of this part of the session is for students to apply what they learned from the readings and the first part of the session to their local contexts. It encourages them to think critically about the extent to which the debates from the readings are relevant to their everyday lives, studies, or work.*

1. **Break (5 min)**

2. **Individual work - brainstorming (5 min):** The instructor asks students to think about their own work/their communities and brainstorm topics they would like to research if they had sufficient funding, time, resources and support. Students are then to also think about how data management and data analysis could be organised for this, what challenges may arise regarding data management or data analysis, etc.

3. **Hivemind - first round (10 min):** Instructor asks one volunteer to share their research idea and initial thoughts on data management and data analysis. Students then comment on the idea, offer their advice and feedback, based on the readings, previous discussions and their own experience (instructor encourages students to take all three into account). If students are hesitant to ask questions, the instructor chips in offers prompts, and encourages students to ask questions themselves.

4. **Hivemind—second round (10 min):** This is the same as above, but this time with a different volunteer/research idea/context. The instructor monitors who presents, encouraging quiet students to also contribute and/or students who may come from a different background/community than previous presenters to ensure that a variety of perspectives are shared.

5. **Hivemind - third round (10 min):** Same as above.

6. **Hivemind - debrief (10 min):** Instructor leads a discussion in the big group about the hivemind exercise: what was interesting regarding content? What was interesting regarding process (e.g. how the advice sessions went? Who offered advice? Who was more reluctant?)? What could this mean for our work in practice? What can we learn from this?

7. **Partner reflection (10 min):** Students discuss in groups of two what they have learned, what they found interesting, what they want to remember, what will be useful for their work, and in what way.

# Creative task

## (1 hour)

*The third part of the session is aimed at engaging with the content covered in parts 1 and 2 of the session in a creative manner. This part of the session acknowledges the fact that there are different types of learners. It also aims to expose students to creative and arts-based forms of learning and teaching.*

1. **Break (5 min)**
2. **Introduction (10 min):** The instructor asks students who uses Twitter, and then who knows about Twitter even if they have not used it themselves. They then ask students to share what their thoughts on Twitter are, what are the advantages and disadvantages of using it for work. Instructor mentions the word limit of 240 words per tweet and explains what a Twitter thread is. They then explain to the students that researchers also use social media (to recruit participants, to share the findings of their work, etc.) and that the group will use an exercise based on this for the creative task today. If the Internet is available in the classroom, the instructor can show the students Twitter accounts of various academic researchers and/or institutions, and they can speak about how they use Twitter for their work. Instructor shows students what a Twitter thread looks like.

3. **Small group work (20 min):** Instructor divides students into groups of three and asks them to prepare a Twitter thread (consisting of several individual tweets, with each of them being maximum 240 characters long) summarising to other students what data management or data analysis are all about. Students can start with one (making sure that not all groups work on the same topic), and if they finish early, they can then prepare a new Twitter thread on the other topic. Instructor to remind students to bear language in mind (tweets should be engaging, jargon-free, using hashtags if possible). Students write their threads on a Manila paper/whiteboard/use a computer for the text to be projected on the wall.

4. **Group presentations (10 min):** Each group presents their thread(s) to the others.

5. **Big group discussion (15 min):** Instructor leads a discussion on which threads students liked particularly, why, what was well done, where any key points missing, what do they think about the use of social media for communicating about research, etc pp. Before class ends, instructor announces the topic of next week's class, research dissemination, where the use of social media for research communications will come up again.