

September 2024 | Version 2

# Training on Religions and Development Research Course

**Module 2:**  
Doing Research

**Session 5:**  
Research Dissemination and  
Application



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

# Homework (pre-session)



## Essential reading

(everyone is required to read this)

Please choose three resources from the following list and summarise each of them in three sentences: “(1) This resource focuses on the topic of...; (2) The author argues that researchers should...; (3) I find this interesting because...”

- African Cities Research Consortium (2023): Unpacking ACRC’s approach to research uptake. <https://www.african-cities.org/unpacking-acrcs-approach-to-research-uptake/>
- Bohacova, Karolina (2023): Designing research uptake strategy: four areas to consider. <https://www.researchtoaction.org/2023/06/designing-research-uptake-strategy-four-areas-to-consider/>
- Hodkinson, James (2015): 'Doing' impact and 'having' impact. Taking the 'Trans-nationalizing Faith' Project at Warwick University off campus. <https://jameshodkinson.silvrback.com/doing-impact-and-having-impact>
- Hodkinson, James (2020): What happens after impact? The real test for empathy. <https://jameshodkinson.silvrback.com/what-happens-after-impact>
- Kara, Helen (2022): Presenting research findings in a comic. <https://researchwhisperer.org/2022/03/29/research-findings-as-a-comic/>
- Linder, Kati (2017): Ever thought of podcasting your research? <https://thesiswhisperer.com/2017/03/22/podcasting/>
- LSHTM (2017): How to write a research uptake strategy. <https://resyst.lshtm.ac.uk/resources/how-to-write-a-research-uptake-strategy>
- Mendizabal, Enrique (2013): Research uptake: what is it and can it be measured? <https://onthinktanks.org/articles/research-uptake-what-is-it-and-can-it-be-measured/>

# 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. Introduction (5 min):** The instructor explains that the work is not done once the research is done. What comes next is research dissemination (ensuring others hear about our findings) and thinking about research uptake and research application (i.e. research findings are used by practitioners, policymakers, and community members). There are many aspects of this kind of work, but the group will focus on three aspects today: (1) public engagement (or how researchers, practitioners and community members can work together); (2) creative forms of research dissemination; (3) research uptake and application.
- 2. Individual work (5 min):** The instructor gives students time to refamiliarise themselves with the texts they have prepared during their homework.
- 3. Partner work (10 min):** Students are divided into groups of two to give each other brief summaries of the texts that they have read. They can read each of the summaries that they wrote at home to each other or give a quick verbal summary.
- 4. Big group discussion (30 min):** The instructor leads a discussion in the big group that focuses on (1) public engagement (two texts by James Hodkinson); (2) creative forms of research dissemination (texts by Kati Linder and Helen Kara); (3) research uptake and application (all other texts). The instructor could, for example, start with one set of texts, ask students about their opinions, check students have understood the texts, ask them to summarise key points, ask them to come up with examples, ask them what would speak about integrating this kind of approach into a researcher's work etc. pp. There is flexibility with this, but the main focus should be on understanding the texts, understanding the key arguments the authors are making, and critiquing them.
- 5. Partner reflection (5 min):** Students are to discuss their learning with a partner: what did they find interesting? What spoke to them the most? Has the discussion changed their mind in any way?
- 6. Individual reflection (5 min):** Students take a moment to reflect on the key takeaways from this discussion and make notes in bullet point form: What do they want to remember?

# 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)**: Students think about public engagement, creative research dissemination, and research uptake/application that could be relevant to their work. The instructor will ask students to develop at least one point for each of the three areas.
3. **Partner work—discussion (10 min)**: Students discuss with a partner what challenges they face regarding public engagement, creative research dissemination, and research uptake/application in their line of work and/or communities.
4. **Small group work - crossword (15 min)**: The instructor will divide the students into groups of three. The instructor will write the words RESEARCH DISSEMINATION and RESEARCH UPTAKE (in capital letters with at least one space between each letter) on a big Manila paper (with each small group receiving their own Manila paper). Students are then asked to make a crossword using at least 15 words related to research dissemination and research uptake. For example, in the end, their Manila paper could look like this (using both words, though):

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C
R E S E A R C H
E       N       O
A       G       M
T       A       M
I       G       U
V       E       N
E       M       I
           E       T
           N       Y
           T

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5. **Gallery walk (5 min)**: Students take five minutes to review each other's work.
6. **Big group discussion (10 min)**: The instructor leads a discussion in the big group about the exercise: was it difficult to come up with so many words? Did you spot any words in the other groups' crosswords that you think were better than yours? Did you see any that are maybe not that relevant in the context that you work in/in your community? Why do you think that is?

# 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 (5 min)**: The instructor explains to students that research dissemination and research uptake are important to ensure values such as transparency and accountability (how money, times and other resources that are used for research is used), democratisation of knowledge (all should be able to benefit from research), social relevance of research (especially for local communities and those marginalised by dominant groups) is ensured. The instructor mentions that values such as these can be secular or faith-based. Instructors ask students if these are values they recognise within their faith traditions and personal beliefs.
3. **Small group work (25 min)**: The instructor divides students into groups of three and asks them to think about which religious texts or traditions they can use to support the inclusion of a research dissemination element and/or focus on research uptake and application to their work. Instructors stress that resources are often limited, and/or stakeholders might not see the relevance of research dissemination/uptake/application, so it is important to think about how to argue for the inclusion of these elements. Students can use the Internet, their notes, religious texts or other material to look up, for example, passages from the Bible that stress the importance of transparency, accountability, social relevance of one's work, etc. Students can leave the classroom to use the library if necessary/relevant.
4. **Group presentations (10 min)**: The instructor invites all groups to share what they have come up with.
5. **Big group discussion (15 min)**: The instructor leads a discussion on the outcome of the small group work: what are the similarities and differences between the different groups' approaches? Which one seems particularly auspicious? Do students think these arguments would work to win decision-makers in their communities over who may be reluctant to support or engage in research dissemination/uptake/application?

