

MRC Trials Methodology Birmingham 31st January 2011

Dissemination and implementation of research findings: principles and practice

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Professor Trisha Greenhalgh

Barts and The London
School of Medicine and Dentistry

www.smd.qmul.ac.uk



If we want to maximise impact of our research, we must go beyond the "knowledge translation" metaphor and the notion that the key task is to "mend the broken pipeline"

The first task is to problematise and expand our definition of "knowledge"

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Knowledge

Explicit *and* tacit

'Mode 1' *and* 'Mode 2'

Individual *and* collective

Hard (protocols) and soft ('rules of thumb')

Objective ('facts') and subjective (feelings)

etc

Research knowledge is a tiny subset of everything we 'know' (or ought to know).

To 'get research knowledge into practice' we need to understand the totality of what people and organisations know.

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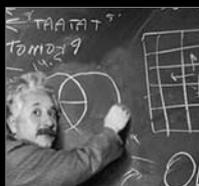
Aristotle: Knowledge comes in three forms

episteme

techne

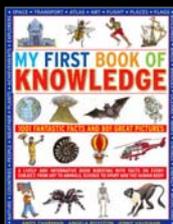
praxis

4



Knowledge as facts

episteme



5



Knowledge as skills
techne



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Explicit Knowledge

Tacit Knowledge

Tacit knowledge
Embodied and tied to personal experience

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Personal Knowledge
Toward a Post-Critical Philosophy

Michael Polanyi

"All knowledge is personal"
"We all know more than we can tell"

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Praxis

Knowledge as practical, here-and-now ethical judgements

What is it best to do, for *this* patient in *this* particular situation?

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Knowledge as power

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Michel Foucault

Régimes of truth: powerful élites define what counts as knowledge and restrict access to it

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PEDAGOGY OF THE OPPRESSED
PAULO FREIRE

Knowledge as critical consciousness

Awareness of one's position in an unequal society

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Example: Four types of knowledge used by clinicians in a contraceptive clinic

Research knowledge	Efficacy and safety of different contraceptive methods
Technical knowledge	How to fit a cap / coil / implant
Praxis knowledge	Ability to judge whether to fit a coil in <i>this</i> woman <i>today</i> , given <i>these</i> particular circumstances
Critical-emancipatory knowledge	Awareness that some women who seek contraception are in coercive sexual relationships or are disempowered in other ways

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Knowing the ropes

Local routines:
how to do it *here*



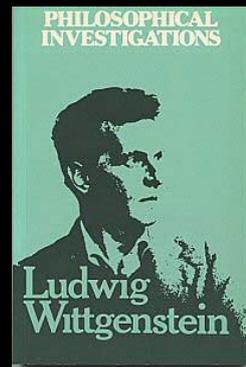
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Knowledge as culture: 'Knowledge exchange' builds on shared cultural understandings, practices and assumptions



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Ludwig Wittgenstein
"All knowledge is collective"

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Knowledge as community of practice



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Lave & Wenger: Communities of practice

Learning a practice is about becoming a member of a community. Knowledge is transmitted through *shared practices* and *stories*

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Hari Tsoukas
*"All knowledge is personal
and collective"*

Journal of Management Studies 30(7) November 2003
0022-2580

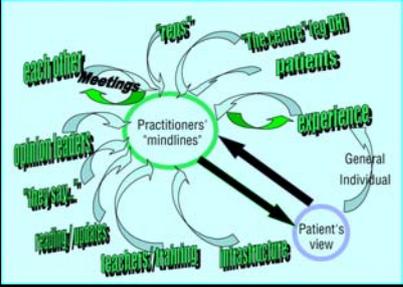
WHAT IS ORGANIZATIONAL KNOWLEDGE?*

HARIDIMOS TSOUKAS
University of Southampton and Athens Laboratory of Business Administration (ALBA)
EVA VLADIMIROU
Practitioner and Student



Complex Knowledge
Studies in Organizational Epistemology
HARIDIMOS TSOUKAS





John Gabbay and Andrée le May

Knowledge is individually embodied,
collectively reinforced mindlines

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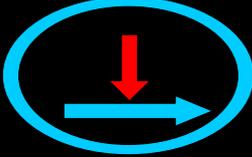



Knowledge as rules of thumb / heuristics

What is *likely* to work for whom in what circumstances

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Realist evaluation: what works for whom in what circumstances?





Mechanism =
falling in love

Outcome = happiness
Sound of Music
Harry Potter

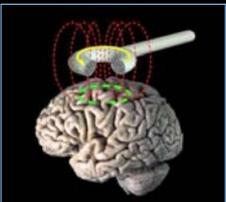




Outcome = unhappiness
Romeo and Juliet
West Side Story

Falling in love is *less likely* to lead to happiness when there is a history of hostility between the families

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Knowledge as computing

Decision science



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Knowledge as coordination and collaboration

We need to be aware of what other people (and technologies) are doing, and adapt our own input on a minute-by-minute basis



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Knowledge as networking

technical (web 1)
social (web 2)

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Electronic cables

Transmit 'facts' and presentations

Interactive blogs

Construct interpretations
Take ideas forward in new and unanticipated ways

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Knowledge as value-laden categories

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Knowledge as competing claims to truth

We use rhetorical techniques to persuade others that our position (actually based on values) is "evidence-based"

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Knowledge as baggage

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We 'know' that certain things are appropriate / possible / reasonable

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Knowledge as self awareness

My baggage

My knowledge gaps

My values and principles

My hopes and dreams

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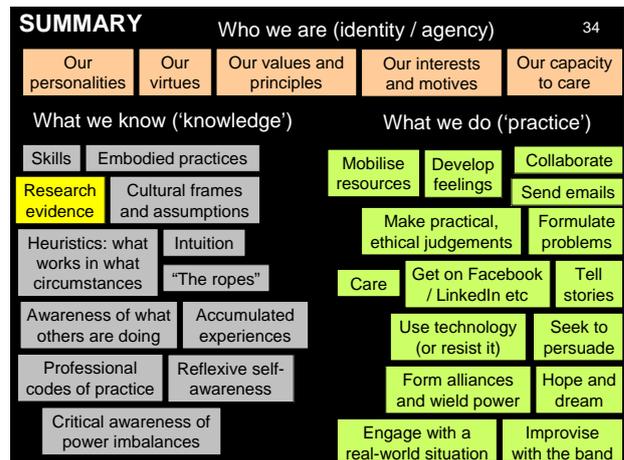
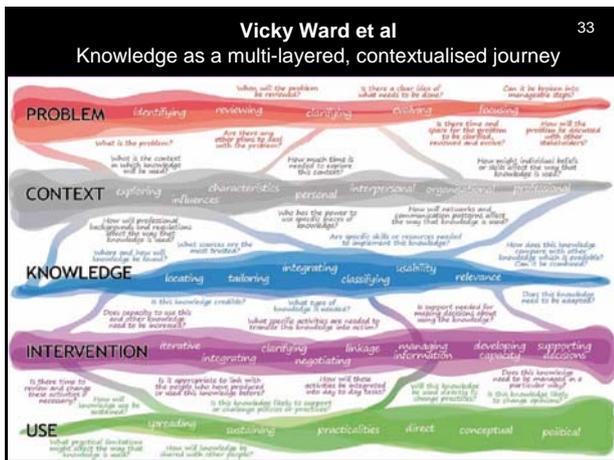
KNOWLEDGE FOR THEORY AND PRACTICE
ANDREW H. VAN DE VEN
PAUL E. JOHNSON
University of Minnesota

ENGAGED SCHOLARSHIP
A GUIDE FOR ORGANIZATIONAL AND SOCIAL RESEARCH
ANDREW H. VAN DE VEN

Andy Van de Ven: 3 types of knowledge

- Abstract knowledge (research)
- Contextual, local knowledge (practice)
- Co-constructed knowledge when scholars and practitioners combine their different expertise to address a real-world problem

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- HOW TO MAXIMISE DISSEMINATION & IMPACT**
1. Play the **stakeholder game**. Early and ongoing links with key people and organisations will
 - a. *Shape* your research / buy a 'stake' in it
 - b. Alter the *value* placed on different aspects of it
 - c. Commence a *sense-making* process within and between key social networks
 - d. Generate *hunger* for the findings
 2. Play the **committee game**
 - a. Become a recurring agenda item on *their agenda*
 - b. Get *them* asking *you* for regular updates
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- HOW TO MAXIMISE DISSEMINATION & IMPACT**
3. Play the **academic mainstreaming game**
 - a. Publish your *study protocol* (e.g. in Biomed Central)
 - b. Pen 'letters to the editor'
 - c. Accept *invitations* to give talks / write editorials
 - d. Be the 'preferred reviewer' on studies in the field
 - e. Sit on *other people's* steering groups
 4. Play the **public understanding of science game**
 - a. Go on the telly / radio
 - b. Blog on!
 - c. Twitter if you dare ☺
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Thank you for your attention!
Trisha Greenhalgh

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Recommended further reading

- Berwick D. JAMA 2008; 299: 1182.
- Constandropoulos D. Milbank Quarterly 2010; 88: 444.
- Gabbay J & le May A. BMJ. 2004; 329:1013.
- Greenhalgh T. Milbank Quarterly 2004; 82:581.
- Kemmis S. Pedagogy, Culture & Society 2005; 13: 391.
- Russell J. J Health Services Research & Policy 2008; 13: 40.
- Tsoukas H. Journal of Management Studies 2001; 38: 7.
- Van de Ven A. Academy of Management Review 2006; 31: 802.
- Ward V. BMC Health Services Research. 2009 Jan 16; 9:12.

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