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*Knowledge Mobilisation & Capacity Building*



*"Why using research is not so easy –  
and how CLAHRCs can help"*



The challenge for all of us in the knowledge business...

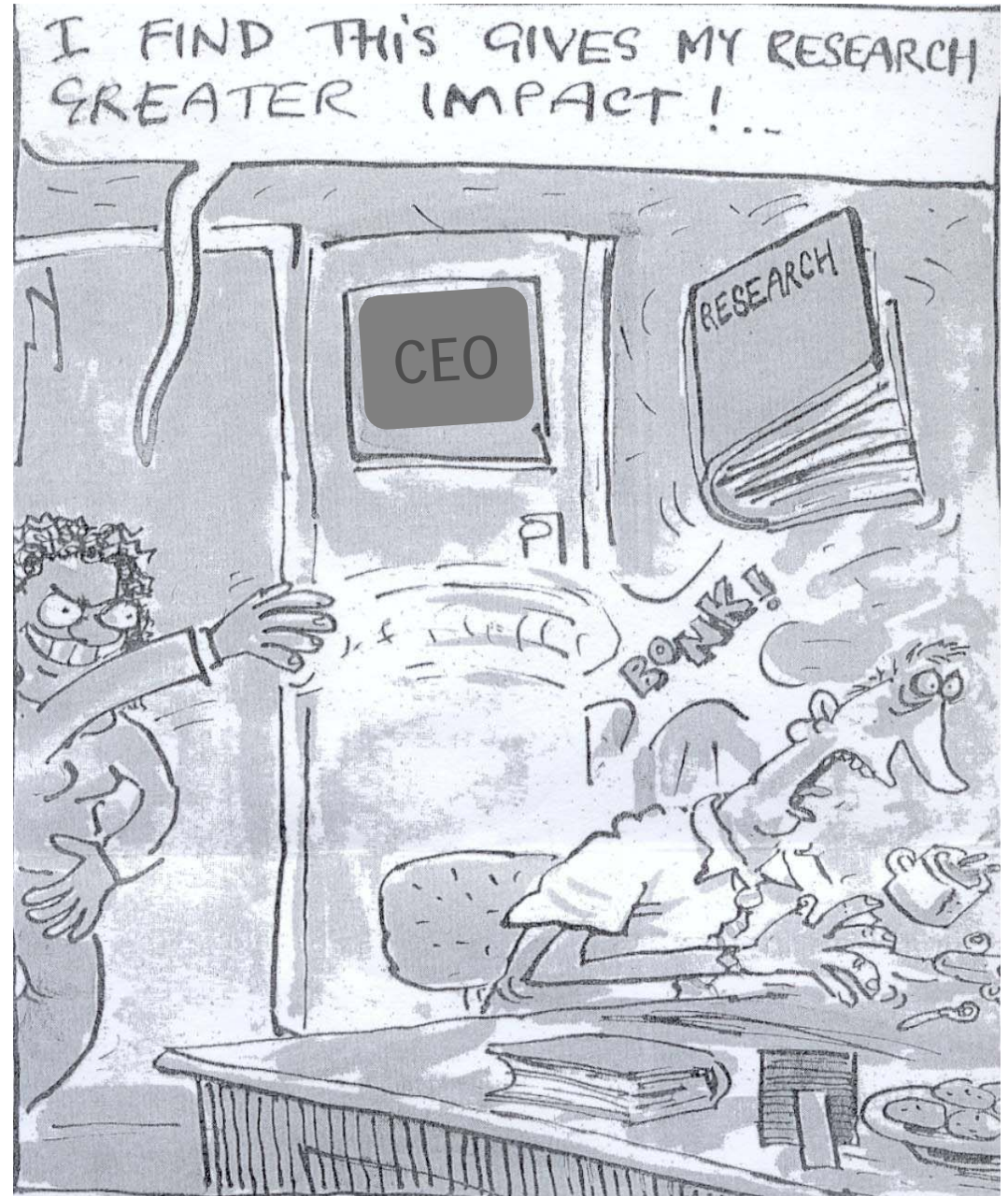


*"Yes, it's quite a noise - but are we having any impact?"*

What do we mean  
by **research and  
evidence?**

Understanding  
the *complexities*  
of using research  
for knowledge  
and action.

Implications for  
*facilitating*  
evidence use.

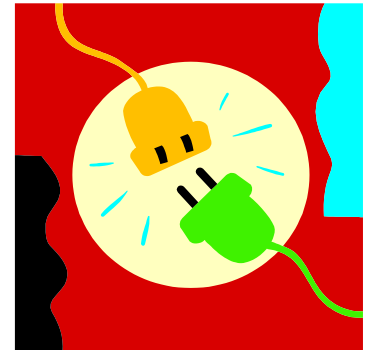


# Twin challenge of evidence-based practice

- *Significant 'knowledge gaps' exist across all of health care;*

*and-*

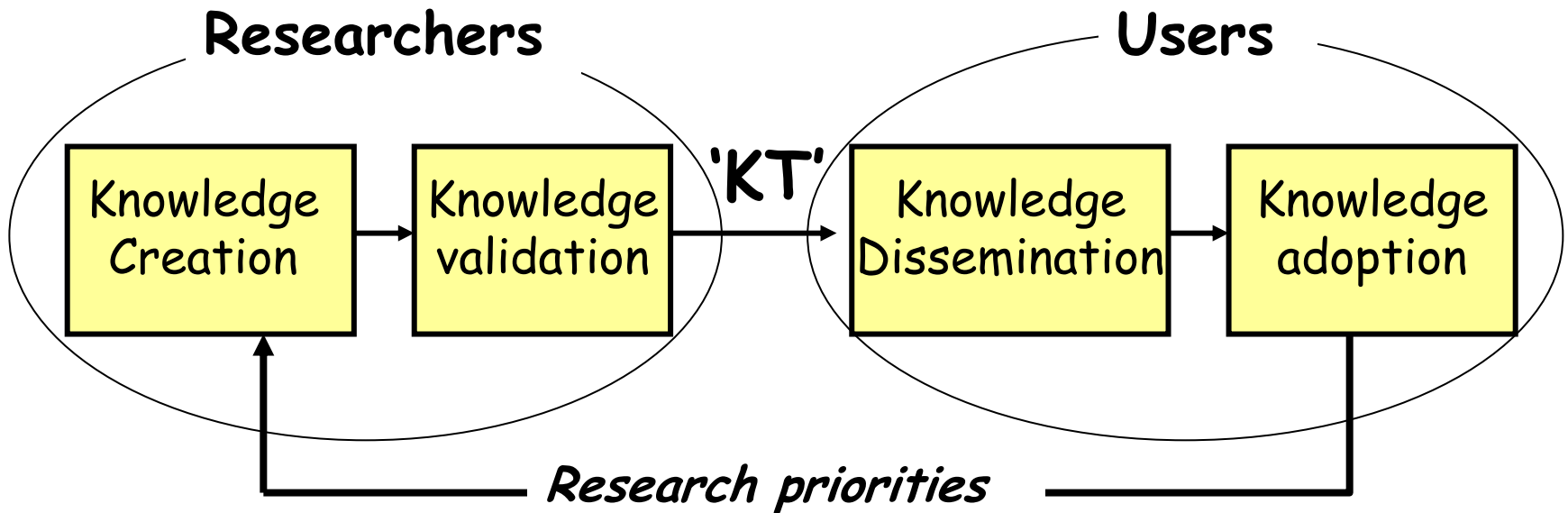
- *Even when knowledge exists - there are stubborn 'knowledge-practice gaps' everywhere that services meet users...*



Challenges of: KNOWING itself; and then  
of *moving* from KNOWING to DOING...

# From *Knowing* to *Doing*

Traditional linear model - *assumes rather uncomplicated relationships between research/knowledge and knowledge/action*

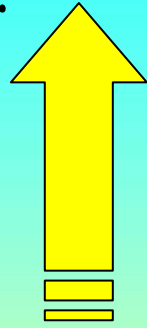


--- THE PROBLEM WITH THIS MODEL ---

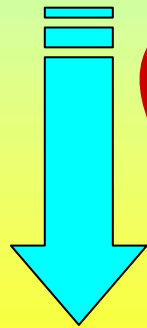
Too - simple, rational, linear, uni-directional, individualised, unproblematised, asocial, and acontextual (otherwise, OK...)

# How do we KNOW stuff?

Harder, quantitative, facts-based, explanatory...



Varieties of research



Softer, qualitative, exploratory, more meaning-oriented...

biomolecular sciences

clinical epidemiology

some health services research...

some organisations research...

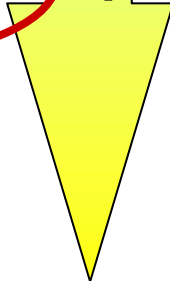
...much health services research

...much organisations research

patient & user experience

case studies, ethnographies

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# Knowledge required for effective services is *much* broader than simply “what works”

- *Know-about (problems)*: e.g. the nature, formation, natural history and interrelations of health and social problems in context...
- *Know-why*: explaining the relationship between values and policy/practice...
- *Know-how (to put into practice)*: e.g. pragmatic knowledge about service and programme implementation...
- *Know-who (to involve)*: e.g. service team composition; building alliances for action...



*Enlightenment* knowledge: problematising, re-framing...

Methodological *pluralism*: contentiousness

Engagement with *values*: politics & negotiation

# Challenge of “knowledge”

## Research ⇨ Evidence ⇨ Knowledge

- very uncertain process; engages with values, existing (tacit) knowledge, and experience...
- socially and contextually *situated*...
- not necessarily convergent/shared...
- may require some difficult 'unlearning'.

And, not just what knowledge/evidence,  
but crucially, whose knowledge/evidence?

- 'evidence' may be used selectively/tactically
- knowledge/power intimately co-constructed

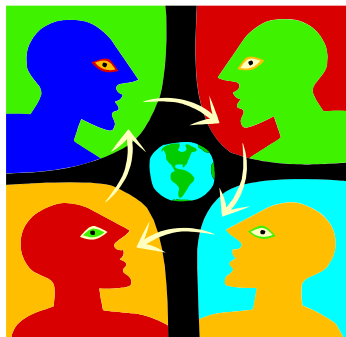
# "Use" is Complex, Social & Situated



*...moving us away from ideas of research as "answers";*

*... problematising "knowledge transfer";*

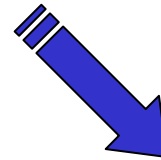
*Emphasising "situated knowledge interaction", recognising:*



- The importance of *context*;
- *Social* and *collective* learning, and *unlearning*;
- *Interaction* with other types of knowledge (tacit; experiential);
- Multi-voiced *iterative action/dialogue*;
- 'Use' as a *process* not an event;
- Non-individualised *embedded* uses of research.



From 'bridging' to dialogue,



from knowledge transfer  
to knowledge *interaction*

using shared spaces and  
new partnerships:

**CLAHRC-BBC**



# Challenges of sustained interactivity:

- Maintaining dialogue across divergent language & cultures...  
...unclear incentives, uncertain rewards.

*But - the CLAHRCs are experimenting and learning...*



YOU PLAY THE PIPES  
AND I'LL BLOW MY HORNS