Exercises

# Chapter 10: Writing up, presenting and disseminating your review

## Exercise 10-1: Who would benefit from knowing about my review?

|  |  |  |
| --- | --- | --- |
| **Beneficiary** | **Likely area of interest** | **✔** |
| **For a research team** |  |  |
| Policymakers and local government | Recommendations for policy and practice |  |
| Practitioners | Recommendations for practice |  |
| Researchers | Research gaps and recommendations for research |  |
| Research students | Research gaps and recommendations for research |  |
| Academics (educators) | Current knowledge and best practice |  |
| Service Users | Implications for services |  |
| *Others* | *Who else can you think of?* |  |
| **For a research student** |  |  |
| Other research students | Methodology and as a potential exemplar |  |
| Researchers | Overall findings and contribution to knowledge |  |
| Patients/Public | Shared Experience |  |
| *Others* | *Who else can you think of?* |  |
| NB. The above lists are not exclusive and potential beneficiaries may appear on both lists | | |

## Exercise 10-2: Will they understand, believe, care?

For your own review complete this grid:

|  |  |
| --- | --- |
| Which aspects of my review may my readers not understand? |  |
| Which aspects of my review may my readers not believe? |  |
| Which aspects of my review do I want my readers to care about once they have read it? |  |

## Exercise 10-3: Being Reflexive, individually and as a team

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| Consider the Reflexivity Statements in the Methods and Results sections of Downe et al. (2019). What factors from the reviewer backgrounds do they recognise as potential influences on their synthesis? To what extent do these same influences apply in the case of your own review?  *Hint: Consider the potential influence of your professional background(s), your research experience, your publication history. Consider whether you are more or less likely to identify the disconfirming case. Consider what processes and procedures you might put in place to minimise biases and keep interpretations open to wider influence, beyond the team.* |