

Teaching and Practice of Development in the Global South

Pre-Conference Workshops | 19 Feb 2026

Workshop 1: Speaking Up: Disseminating Research and Interventions [4 hours]

How can research and interventions reach a large audience? This workshop will focus on two critical forms of public writing: (i) feature articles highlighting findings of research/interventions, and (ii) opinion pieces. The workshop will cover how to pitch a piece of writing, who to pitch it to, how to plan and when to choose particular forms of dissemination. The workshop will also dive into details of how to structure feature and opinion pieces.

Why attend this workshop?

Important findings and learnings from research and intervention projects often reach only a small audience, although they may be of interest and relevance to many more. Therefore, this workshop aims to increase the impact of research and interventions in development by focusing on the ways a study or project can be shared with, and read by, a wide array of people. Researchers and practitioners will gain the ability to showcase their findings and ideas to different audiences in the social, political and policy world. The session will be transacted through a wide array of examples and include a short writing exercise through which participants will learn strategies that will enable them to disseminate their work widely.

Workshop 2: Bringing the field inside a classroom: how simulation can facilitate engaged learning [4 hours]

Simulation, as a pedagogical method of ‘action-learning’, has been tried and tested in a variety of domains. In this workshop, participants will be introduced to simulation pedagogy through a classroom experience of learning the basics of quantitative research using [Surveyypura](#), a tool developed by our faculty members to simulate village surveys. The workshop will not only teach participants how to develop and use simulation tools but also offer space to reflect on their experience, identifying opportunities to use such pedagogies in their own subjects. The session will be transacted through a combination of experiential teaching, group activity and sharing/discussion.

Why attend this workshop?

It has been found that physical (tangible) and virtual simulators enhance experiential, self-regulated learning and are cost-effective. In the social sciences in particular, simulation games have been used to facilitate an understanding of complex challenges such as caste, power, poverty, and the determinants of health, and have been around for several decades. However, the potential of simulation as a pedagogical tool is still underutilised in the case of development education. Hence, this workshop will engage with the following questions: How can we minimise the disconnect between the outside world and the classroom by using simulation-based pedagogy? What are the ways in which facilitators can plan their sessions for simulation-based classes? What are the strengths and limitations of using simulation pedagogy?

Workshop 3: Charting a Course: Developing Course Documents [4 hours]

This workshop focusses on the question of how we can make learning more effective. Well-charted course documents are fundamental to teaching and learning. In this guided session, participants will be introduced to the process of developing an entire course document with the objective of creating deep and meaningful learning experiences. They will learn how to formulate clear intended learning outcomes, identify relevant readings, use a combination of resource materials to accommodate diverse learners, design different forms of assessment and develop grading rubrics.

Why attend this workshop?

Developing effective courses is a learned skill that is essential for training and outreach programmes of any kind. This workshop will help early-career teachers and practitioners design effective courses for mixed audiences. It will include discussions on critical aspects of course design that are applicable to any discipline or domain of intervention. At the end of the workshop participants will have clear guidelines for designing their courses or programmes.

Workshop 4: Understanding development issues using granular data [6 hours, until 6 pm]

Granular data (collected at the ward, village, or household level) offers a powerful lens to discover and understand critical patterns that often get hidden in national and state-level statistics. For example, district-level health indicators may show improvement, but village-level data could reveal another story. However, many researchers and practitioners in development remain dependent on reports and summaries, limiting their ability to ask location-specific questions.

This workshop aims to democratise access to granular data analysis by building participants' confidence and competence in working directly with granular datasets. The workshop will consist of hands-on sessions, using the National Family Health Survey (NFHS) data published as part of the Demography and Health Survey (DHS) programme. It will be transacted through a demonstration of accessing the raw data in R, followed by analysis of the extracted data on MS-Excel (basic Excel skills required).

Why attend this workshop?

The workshop will help participants gain first-hand experience with granular data analysis, which is foundational to several types of development research, action and interventions. This will benefit not only researchers and practitioners but also teachers and educators who can gain insights about how to integrate data analysis exercises into their teaching. The workshop's learnings will hence remove dependencies on published reports and summaries, can be used for public writing and be directly adapted for classroom settings to create engaging learning experiences. Overall, by learning to navigate, analyse, and visualise such data, the workshop will equip participants to generate insights that inform academic research and practical interventions.