

# With researchers

## Research–Practice webinars

Convened on a standalone basis or in miniseries, co-hosted webinars offer a modest opportunity for discussion across the boundaries of research and practice. Such endeavours provide a critical thinking space, and the opportunity to connect with others facing similar questions and challenges. Online research-practice conversations may also provide a stepping stone to further collaboration.

The informal mode ensures accessibility, combining short introductory talks and inviting discussion.


CIKH supports researchers and external partners to identify areas of mutual interest, enabling co-design of joint webinars and providing online hosting, including registration and follow-up engagement opportunities.

### Case study | Language learning in/as Religious Education

Inspired by Dr Anastasia Badder's research on Jewish supplementary education in Luxembourg and the interplay between literacy, citizenship, and community boundaries, CIP worked with Leo Baeck College to host a series of conversations at the intersection of language learning and religious education. Discussions over three sessions demonstrated significant overlap between Muslim and Jewish experience, and illustrated the complexity of definitions vis-à-vis what makes language sacred.

A community of interest formed around the topic and continues to correspond informally. Dr Badder and Dr Jo-Ann Myers (Leo Baeck) are editing a collected volume.

Related: CIKH hosts a monthly research–practice webinar for those working to tackle religious discrimination. Participation is by-invitation, with participants taking it in turns to surface challenges for discussion.



## Symposia (themed)

Symposia combine the short-talk, taster approach of research–practice webinars with an on-campus experience, enabling face-to-face networking and sociability.

Half or full-day programmes are possible, and the CIKH team can support design, drawing in additional contributors from our networks where relevant.

Members of the Cambridge Interfaith Research Forum may apply for small grant funding to set up a symposium with one or more partners. This is normally combined with a small registration fee to cover direct costs for observers.


### Case study | Material approaches to inter-religious education

Organised and co-convened by Dr Daniel Moulin-Stozek (Education) and Dr Anastasia Badder (Divinity), an October 2023 symposium brought together researchers, practitioners, and PGCE students—inhabitants of the border territory between research and practice.

The convenors set the scene for discussion (with reference to New Materialism), before introducing four panelists each of whom had been invited to talk about an object and its (potential) significance for inter-religious education. Panelists included Jewish-learning-entrepreneur Clive Lawton, R.E.-teacher-turned-PhD-weaver Sahra Ucar, and interdisciplinary researcher Naomi Van Rijn—alongside CIP-stalwart Dr Giles Waller.

Later, Faith & Belief Forum practitioners delivered a hands-on workshop, helping participants understand how insights might be put into practice in school classrooms. This drew upon F&BF work in UK primary schools.

Related: CIKH hosts a summer symposium each June, led by students and featuring new work by undergraduates, postgraduates, and early career academics.



## Consultancy

The University of Cambridge has a wide array of expertise in religion and allied fields. CIKH can help external partners connect with the knowledge you need, arranging one-to-one and more complex consultancies.

We offer an introduction service for partners: we can meet with you and learn about your needs.

We arrange consultancy with support from Cambridge Enterprise, who have a specialist team able to arrange contracts on behalf of Cambridge academic and professional staff.

Administrative fees may apply.

### Case study | Interfaith Explorers

Through the Maimonides Foundation, Sir Nasser David Khalili funded the development of a curriculum resource to help primary schools deliver inquiry-based learning about Christianity, Islam and Judaism. The resulting platform, Interfaith Explorers, was first launched in 2012.

The Khalili Foundation are now working to update and expand the Interfaith Explorers resource, drawing assistance from Wikipedia (with the support of Bristol academic Dr Martin Poulter).

Education consultants nominated by CIP are contributing to the taxonomy of the revised resource and reviewing Wikipedia content to check for suitability.

Related: We look to members of the Cambridge Interfaith Research Forum to source relevant expertise. Forum members are normally academics at the University of Cambridge. We also maintain a wider network of former members and friends.



## Collaborative research

Some challenges are best addressed together.

Examples of collaborations with external partners include:

An Ofwat Innovation Fund project led by Cambridge Water, with a fieldwork component & conference delivered by the Cambridge Interfaith Programme—exploring different dimensions of relationship between water and religion.

A knowledge exchange project with the Berlin-based NGO KlgA e.V., embedding learning from a Cambridge study of Muslim-focused Holocaust education programmes into training for European anti-racism educators.

Structuring research collaborations can require significant investment of time and effort to discern a joint focus, identify parameters, and (importantly) secure sufficient funding. The benefits can be significant, especially where synergy is evident.

Related: Collaboration can also be fostered through a fixed-term relationship such as Researchers-in-residence. Where appropriate, CIKH also supports commissioned research. Commissions must align with CIKH's values and expertise.