Pedagogical approaches in inclusive research

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Abstract

This chapter explores pedagogical approaches to learning about research methods in inclusive research, which is conducted *with* people with the label of intellectual disability rather than on them. The authors belong to two inclusive research groups that have conducted a range of projects. They present a review of the inclusive research literature and the reflections of researchers with the label of intellectual disability. Through the literature review they identify that three pedagogical approaches (collaborative approach, learning by doing, and dialogical approach), together with the universal design for learning framework, underlie learning in inclusive research. Findings from the literature review correspond with the themes identified through the reflection process: 1) we get stuff done alongside learning; 2) group work also enables more ideas to come up; and 3) images help to show your point of view to others. They discuss how to further investigate pedagogy in inclusive research.

Key words: inclusive research, pedagogical approaches, intellectual disability, collaboration, diaologue, universal design for learning

Introduction

Inclusive research, in which people with the label of intellectual disabilities are involved as part of the research team, is increasingly being recognised in the international academic literature and policy arena (O'Brien, 2022). Various approaches to inclusive research have been identified according to the type of collaboration between professional researchers and people who are experts in disability by experience (referred to as 'expert researchers' in this chapter). The nature of the collaboration as well as training in inclusive research has been the subject of much debate in the literature. Scant research, however, exists on the pedagogy—the theory and practice of learning—underpinning research methods learning in inclusive research. This chapter, therefore, aims to present an exploration of the pedagogical approaches that facilitate learning about research methods in inclusive research.

First, the chapter introduces inclusive research as an emerging inquiry approach and identifies key debates around training. Second, a review of the literature with a focus on key pedagogical approaches and strategies used in inclusive research is presented. Third, we present the results of a process of reflection by expert resarchers to understand what facilitates learning in two inclusive research groups. The chapter concludes with key messages about pedagogical approaches in inclusive research and suggestions on how this area can be further explored.

The chapter is written by university researchers, the first three authors, and expert researchers, the last three authors. University researchers wrote all sections of the chapter and then shared a draft of key points with the expert researchers for feedback, which was incorporated into the final version. The chapter includes quotes by five expert researchers, three of whom are authors of this chapter while two decided to be authors of its easy to read version only (García Iriarte et al., 2022). The five expert researchers made choices about authorship and about having their comments identified with their names. All authors are members of the two inclusive research groups analysed in the chapter. Our position writing this chapter is therefore as 'insiders' who actively collaborate in research that is relevant to people with the label of intellectual disability and that seek to have a positive impact on their lives.

Inclusive research

Inclusive research is increasingly being published in renowned academic journals with a focus on disability (e.g., British Journal of Learning Disabilities, Journal of Applied Research in Intellectual Disabilities, Disability & Society) and in other more generic areas (e.g., Qualitative Health Research, International Journal of Research and Method in Education) and used by policy makers to advance social policies concerning people with the label of intellectual disability. For example, "Our Homes" report by the Inclusive Research Network (2015) informed Ireland's housing strategy in 2021 and the Doctors and Us report (Inclusive Research Nework, 2019) (see box 1) was used in the development of national guidance for doctors on communication with persons with disabilities in 2021. In their seminal work about inclusive research, Walmsley and Johnson (2003, p.10) state that inclusive research *"*embraces a range of research approaches that traditionally have been termed 'participatory', 'action', or 'emancipatory' (…). Such research involves people who may otherwise be seen as subjects for the research as instigators of ideas, research designers, interviewers, data

analysts, authors, disseminators, and users". Important nuances in relation to the social context in which inclusive research is conducted are explicit in a more recent definition: research that contributes to social change and that can be used to advocate for change, that draws from the group's experience, and that is done by committed researchers that support the people affected by the issues being investigated (Walmsley, Strnadová & Johnson, 2018). The emphasis on social change and context also resonates with Nind (2016) who argues that researchers with the label of intellectual disabilities involved in inclusive research are "part of the context and crucial to it" (p. 34). As such, a range of themes have been explored through inclusive research projects with a particular focus on the rights of persons with the label of intellectual disability (e.g., independent living, relationships) and on their participation in inclusive research processes.

Inclusive research is often conducted by a group of people with the label of intellectual disability, professional staff working in social services for people with disabilities, and university or professional researchers. Researchers' involvement and research ownership in inclusive research varies across the groups undertaking this type of research and across projects by the same group, presenting a range of approaches to inclusive research. Bigby, Frawley and Rachmaran (2014) differentiate three types of collaboration: 1) advisory groups where experts by experience advise university researchers; 2) research led and controlled by expert researchers, where new methods are created from lived experience and skills; and 3) collaborative groups, in which different interests are recognised and respected and new methods emerge as a result of dialogue. What training, if any, is needed to collaborate in inclusive research is discussed in the next section.

Inclusive research training

A number of issues are relevant when considering training in inclusive research: research roles, the process of knowledge production, the nature of learning, and empowerment. Firstly, research roles are based on mutual help and collaboration between researchers, who have research knowledge and skills, and those who are experts (in disability) by experience (Alba & Nind, 2020). Secondly, the process of collaborative knowledge production (co-production) is context-based, goal-oriented related to problems or challenges, interactive, and plural (Norström et al., 2020). As an interactive process, it aims for collaboration avoiding tokenism, through iterative and reciprocal learning between researchers and building trust through dialogue. A plural process means that different ways of learning and doing exist in

knowledge production, theoretical or practical, valuing diversity (Darby, 2017). Thirdly, the nature of learning is collaborative (co-learning). In co-learning, knowledge is created collaboratively, from which, in turn, researchers gain new insights about them and others (Nolan et al., 2007). Fourthly, inclusive research has the implicit aim of expert researchers' empowerment and advancement in the protection of their rights (Boxall & Beresford, 2013). Empowerment in this sense is intricately related to co-production (transformation) (Needham & Carr, 2009) and to disability activism. People with the label of intellectual disability learn about research, about intellectual disability, about themselves as persons with the lived experience of intellectual disability through practices that democratise research and that contribute to the transformation of people, groups or communities (Fudge Schormans et al., 2020).

The conflation of the above issues questions the use of traditional training approaches in inclusive research. As such, Nind, Chapman, Seale and Tilley (2016) question the idea of training researchers with the label of intellectual disability. They argue that training seeks to bring them under a research model that has excluded them and it is ignorant of their knowledge, instead of adding their different forms of knowledge to the dialogue (Nind et al., 2016). Nind (2016) defends that in inclusive research, "people with the label of learning disabilities are needed and valued for their insider cultural knowledge or expertise by experience of what it is to be learning disabled" (p. 30). In this sense, Nind et al. (2016) identify that learning that occurs by *immersion* in the research context, and *dialogic* learning, learning together and examining each other's perspectives, are approaches that value the knowledge resulting from the "lived experience" of researchers with the label of intellectual disability. In the immersion and dialogic approaches, new methods are created drawing from people's genuine skills and knowledge and there is no need to train them in research methods (Nind et al., 2016). In keeping with Nind et al. (2016), Nolan et al. (2007) acknowledge that while there is a need to prepare everyone involved in relation to projects based on user participation in social care research, it is important to reject a traditional model of experts that provide knowledge to "novice" researchers, advocating for a model change that contributes to sharing everyone's expertise.

Nind (2016) provides detail about different types of learning involved in inclusive research: (1) skills-based learning related to research (e.g., conducting interviews and data analysis, the research process, ethics, dissemination of findings); (2) methodological knowledge about

inclusive research (e.g., what research is); (3) learning about what it means to be an inclusive researcher; (4) interpersonal learning (e.g., new roles, the limitations of research); and (5) problem-solving (e.g., making methods accessible). Whether learning occurs formally as part of research training or informally as part of a collaborative process of learning together and creating new methods, without formal training, little attention has been paid in the literature to the pedagogical approaches involved in inclusive research. Nind argues that informal learning is associated with practical knowledge which is more tacit in nature, and with self-directed learning, which may explain why the learning in inclusive research has not been examined before and remains implicit (Nind, 2016). Following Nind's recommendation that more attention needs to be paid to informal lifelong learning as a socio-personal process and that the learning that happens as part of inclusive research can take place in learning communities, this chapter explores how learning about research methods is facilitated in inclusive research. To achieve this aim, we present a review of the inclusive research literature and an exploration of pedagogical approaches in practice, by expert researchers who are members of two inclusive research groups.

Pedagogical approaches and models in the inclusive research literataure

This section presents the results of a review of the literature exploring pedagogical approaches, that is, the teaching and learning theories and strategies, used to learn about research methods in inclusive research. Finding extensive literature was not foreseen as, more generally, research about the pedagogy of research methods is limited (Nind & Lewthwaite, 2018). However, learning about pedagogy may result in important benefits to inclusive researchers. For Nind and Lewthwaite (2018), creating a pedagogic culture is central to developing capacity in research methods. Furthermore, Rix, Hall, Nind, Sheehy, and Wearmouth (2009), state that when pedagogical approaches are planned with and made explicit to learners, academic and social inclusion is enhanced in education.

We searched Web of Science and Scopus databases using a bolean combination of the key terms: inclusive research, capacity building, pedagogy, teaching strategies, learning strategies, learning skills, research training, and intellectual disabilities. Our analysis drew from 14 articles published between 2009 and 2021 reporting on empirical research. Six articles report on processes generally related to learning in inclusive research: support for co-investigators (Bigby and Frawley, 2010), collaboration (Bigby, Frawley and Ramcharan, 2014), competencies (Embregts et al, 2018), the meaning of being a researcher (Flood et al

2013), research strategies and tools (Rojas and Haya, 2020), and links with advocacy (Johnson, 2009). Eight articles focus specifically on training. Four of them present the results of training evaluations of two research training programmes for people with intellectual disability experience: the Research Active Programme (Carey, Salmon & Higgins, 2014; Salmon, Carey & Hunt, 2014, Salmon, García Iriarte & Burns, 2017); and Learning How to do research (Tuffrey-Wijne et al., 2020); two articles disucuss training programmes for research teams, including people with and without disability experience (Sergeant et al 2021, Strnadová, Cumming & Knox, 2014). One article reports on an inclusive research project to inquire about training needs (Morgan, Moni and Cuskelly, 2015) while another by Cumming, Strnadová, Knox and Parmenter (2014), explores to what extent mobile technologies can facilitate inclusive research processes through a training course. Papers not adopting an inclusive research approach were excluded. In an effort to better inform our review, we also drew, where relevant, from the related field of inclusive education (Nind, 2016). It is important to note, when discussing pedagogical approaches in inclusive research, that the traditional dyad of "teachers and learners" may not be relevant and this is replaced by a group that collaborates in the creation of knowledge, or as Nind (2016) puts it, where the teacher is the experience, as people learn together through their engagement in research.

As we had anticipated, the review of the inclusive research literature revealed a lack of explicit references to teaching and learning theories. Pedagogical approaches were instead implicitly referred to and scarcely reported as part of the research approach in the articles reviewed. However, based on the narratives of the experiences, we identified three main pedagogical models or orientations that underlie the learning processes developed in inclusive research experiences: collaborative learning, dialogical learning, learning by doing and an applied framework, universal design for learning (UDL). These are not mutually exclusive approaches and some of the experiences incorporate elements from more than one of them. Although not specifically referred to in the inclusive research literature reviewed, collaborative learning, dialogical learning, and learning by doing are associated with social constructivism, which we briefly introduce next.

Constructivism as an educational theory understands knowledge as being actively constructed by the individual, and mediated by the individual's experiences (Narayan et al., 2013). Social constructivism, by extension, emphasises the social nature of learning (Narayan et al., 2013). According to Vygotsky, who is considered the father of social constructivism (Churcher,

Downs &d Twyksbury, 2014), knowledge is constructed through dialogue and interaction with others (Vygotsky, 1978). In Knoblauch's (2019) words, a social construcivist perspective understands that *"*knowledge is an essential part of any social action*"* (p. 325). A social constructivist approach points at the central role of language and social interaction (Sheehy, Budiyanto & Rofiah, 2017; Narayan et al., 2013) and critical reflection (Narayan et al., 2013) to facilitate learning.

Collaborative learning

Collaborative learning occurs when a group of persons complete a task by helping each other through the process (Moore et al., 2020) and by developing, comparing and understanding multiple perspectives to establish "consensual meanings" (Karagiorgi and Symou, 2005, p. 20). Collaboration allows tasks to be shared among group members without the need for individuals to have to be specifically trained to perform certain tasks. Several articles reported on collaborative strategies to develop inclusive research projects. The research by Bigby et al. on the collaborative group approach (2014) departs from the mutual recognition of the abilities of each member: some had research skills and others had the experience and knowledge about their lives and trajectories. For Rojas and Haya (2020), the production of knowledge was the result of joint actions and of promoting conditions that would ensure equity in relationships and collaborative research. Promoting collaborative actions among researchers with the label of disability is indicated as a training strategy in some experiences (Carey, Salmon & Higgins, 2014; Salmon, García Iriarte & Burns, 2017; Sergeant et al., 2021; Strnadová et al., 2014). As an example, in the Research Active Programme, an inclusive research training programme (Carey et al., 2014) pairs were formed to help each other in working with the computer. Experiences such as those reported by Morgan, Moni and Cuskelly (2015) show that people with disability experience can help their peers to learn about research, although strategies such as peer-mentoring have not worked in all cases. For example, in the research by Strnadová et al. (2014) in relation to skills training and team building, some expert researchers felt more comfortable talking with researchers without disability experience.

Building a relationship of trust constitutes the basis of collaborative learning, underlining its interpersonal and social dimension. In the research by Carey et al. (2014) dedicating rest spaces for coffee breaks, is indicated as an opportunity to build group relationships.

Dialogical learning

Closely related to collaborative methodologies are diaological learning approaches. Dialogic practice is related to Freire's (2003) concept of emancipation, where dialogue establishes egalitarian communication and builds cooperative educational processes in which social interactions are built between participants. In this way, dialogue establishes an alternative path to the dominant thinking to enable people's emancipation (Lucio-Villegas, 2015). In the experience narrated by Bigby et al. (2014), regular conversations were established so that team members felt comfortable challenging the research process, developing different roles, and establishing how relationships and information should flow. In Sergeant et al.'s (2021) study about training for inclusive research teams, what matters and what is needed was made explicit through the dialogue between trainers and participants: *"*It is not about what we think you should learn, but about what we have to learn together" (p. 242). In educational contexts, co-construction of knowledge can also be supported by the teachers through dialogue (Rix et al., 2009). Effective strategies to learn about specific subjects start with an awareness of where the learner is at and of their learning needs and then developing the understanding, knowledge and skills through small incremental steps, explaining what is to be learnt and making it relevant to a real problem (Rix et al., 2009).

Learning by doing

Many of the research learning experiences reviewed were linked to the development of specific projects. Bigby and Frawley (2010), Embregts et al. (2018) and Strnadová et al. (2014) insist, based on their experience, on the need to learn in the natural contexts where the different tasks related to research are carried out, when the need arises to develop new skills.

Cumming et al. (2014), Johnson (2009) and Morgan et al. (2015) propose that the learning of skills is not carried out in isolation, but rather that training is linked to a specific research project in order to understand it as practice. For example, Flood et al. (2013) and Rojas and Haya (2020) discuss how researchers learned to develop questionnaires and interviews, practiced with classmates and subsequently applied their learning to a real context. Learning by doing in real contexts favours meaningful learning, which resonates with the idea that complex learning allows building links between fragmentary knowledge rather than simply developing competence in fragmentary skills (Hopkins & O'Donovan, 2019). The inclusive research training programmes reviewed also provided opportunities to practice what was

taught to consolidate and give meaning to learning (Salmon, García Iriarte & Burns, 2017; Tuffrey-Wijne et al., 2020).

Universal design for learning (UDL)

Pastor, Zubillaga and Sánchez (2015) indicate that UDL constitutes a pedagogical action-oriented proposal applicable to a great diversity of educational models. It is not necessarily a new approach or theory of learning, but rather focuses on proactively considering student diversity for incorporation into planning and teaching. According to Rogers-Shaw, Carr-Chellman and Choi (2018), UDL provides a broad conceptual framework to accommodate the current diverse population of adult learners, conceptualising knowledge through learner-centred foci emphasising accessibility, collaboration, and community.

Sergeant et al. (2021) directely refer to UDL as the framework guiding their research, implemented through a learning environment that recognised and valued diversity. Although without explicit reference to UDL, the Research Active Programme was also designed using accessible formats tailored to students with different learning styles and preferences and enabling great flexibility in the strategies used (Carey et al., 2014). Some collaborative strategies reported in the literature such as the creation of a climate of trust to learn together, teamwork and peer tutoring are aligned with the UDL principle of providing multiple pathways of engagement. Diversity in learning styles or cognitive abilities and preferences requires that diverse methodological proposals be offered to carry out the different activities related to research, which aligns with the UDL principle of providing multiple means of action and expression. Some examples of UDL strategies identified in the literature are photovoice in data collection (Embregts et al., 2018), arts-based methods (Embregts et al., 2018), and the use of body mapping to enhance communication (Rojas & Haya, 2020).

Summary

Our review of the inclusive research literature found scarce discussion on the pedagogical approaches underlying the methods and strategies used to promote learning about research methods. Having more information on pedagogical approaches would allow us to look in greater depth into the methods that teach, or more in line with inclusive research, methods that promote learning, to assess their strengths and limitations in the context in which they have been developed. This knowledge would allow planning for learning processes in which all participants (researchers with and without the label of intellectual disabilities) have

sufficient options to access information and produce knowledge together. As Nind (2016) suggests, the educational role is perhaps not to formalise the learning but to support meaningful participation in the learning site. The next section presents the perspectives of expert researchers on how learning about research methods in inclusive research is facilitated in practice.

Pedagogical approaches in incusive research practice

In this section, we describe an exploration conducted with members of two inclusive research groups to gather expert researchers' perspectives on learning about research methods in inclusive research. It is important to note that while all, expert and professional researchers, learn in inclusive research, this project only sought to explore the perspectives of researchers with the label of intellectual disability. A secondary aim of this exploration was to start creating a pedagogic culture among all involved (Nind & Lewthwaite, 2017). Academic researchers from Trinity College Dublin (Edurne García Iriarte) and from the University of Girona (Maria Pallisera and Judit Fullana) designed the reflection process following three steps.

First, university researchers identified key projects from each group to focus the discussion on pedagogical approaches. The project *Doctors and Us* (Inclusive Research Network, 2019) was selected as it was the most recent project conducted by the group and could provide a stronger base for discussion (see box 1). Two projects on independent living, *living with a partner* (Puyaltó et al., 2019) and *legal capacity*, conducted by the team at the University of Girona, were chosen as the research topics had been decided by members of their advisory committee (see box 2). Together, the three projects covered a variety of topics and research methods allowing for a potentially broader exploration of pedagogical approaches. The reflection process reported in this section received ethical approval from Trinity College Dublin and from the University of Girona. As an aside, we consider that expert researchers were not recognised on an equal basis to professional researchers by the relevant ethics boards and deeper discussions about "vulnerability risk" among university ethic boards are necessary to protect the right of researchers with the label of intellectual disability to be acknowledged as researchers.

Box 1. Doctors and Us study

The inclusive research network is a group of expert researchers, supporters and university researchers who conduct research on issues relevant to people with lived experience of intellectual disability in Ireland. *Doctors and Us* (Inclusive Research Network, 2019) is the fourth major study conducted by the Inclusive Research Network, about people's experiences going to the doctor. A total of 12 focus groups involving 69 people with the label of intellectual disabilities were co-led by 15 expert researchers, seven supporters and two academics. A research team of about 15 (university and expert) researchers and supporters participated in all stages of the research process: design, data collection, analysis and dissemination.

The study design was developed through dialogue among the research team members, small group discussions, manipulation of objects (e.g., post its) and peer support. These strategies were used to identify the research questions (i.e., what is like for people with the label of intellectual disabilities to go to the doctor), the method of data collection (i.e., focus groups), to develop focus group questions and dissemination outputs. Researchers learned about the practicalities of field work through a) training workshops, and b) an easy to read booklet with step by step guidance about asking for consent and data collection. Colour-coding, reading out loud together, dialogue about main points and small group discussions were used to analyse and interpret the data. Dialogue between researchers, group work and small group discussions were used to decide on the dissemination outputs. Dissemination of findings took place via an easy to read report, oral presentations and drama. Several expert researchers had personal support by disability services staff and family members throughout the research process.

Box 2. Independent living research

The Diversity Research Group of the University of Girona has collaborated with an advisory committee since 2012. Over the years, 35 people have made up this committee, participating in disability research advisory, collaboration and management activities. In the period 2015-2018, within a larger research project on independent living (Pallisera et al., 2017), two studies were conducted. The themes were decided by the committee: *Finding a partner and living together* (Puyaltó et al., 2019) and *legal capacity* (what guardianship is and what is it for). Photovoice was used in the first study to stimulate personal narratives, dialogue and discussion about what to look for in a partner. A questionnaire was used in the first of the

studies, and an interview in the second as data collection methods. The questionnaire was analysed collaboratively and the results were recorded on large sheets of paper with graphics that allowed the visualisation of responses. Researchers worked in two groups in order to facilitate everyone's participation and to provide support conducting the interviews. Arts-based methods were used as a strategy to discuss and interpret the findings. Specifically, drama with puppets was used to represent possible scenarios of living together, related challenges, and to reflect on the difficulties, the roles and support needed to live independently. Multiple means of engagement and multiple means of action and expression were used.

Second, two reflection sessions took place, one with each team, conducted via the videoconferency platform Zoom (for the Inclusive Research Network members) involving two expert researchers and one academic researcher, and one in person (for the University of Girona group), in which three expert researchers and two academic researchers participated. The sessions lasted approximately one hour each. Academic researchers developed power point presentations with information about the projects and learning activities implemented in each project, and questions to facilitate the discussion on pedagogical approaches with the expert researchers (e.g., how do we learn about research methods? What works well and not that well?).

Third, following the two reflection sessions, a peer-feedback online discussion was planned with members from both teams. Due to difficulties with online connection, however, this discussion was run in two sessions, a first online session with all academic researchers and only expert researchers from the Inclusive Research Network, and a second online session, with university researchers from the University of Girona and expert researchers from their advisory committee. Each of these sessions also lasted approximately one hour and each group provided feedback on the learning strategies used by the other group. A set of questions were developed to facilitate the provision of peer feedback (e.g., what learning strategies did you like? Which ones would you recommend to the other group to learn more?). Written notes from all the sessions were taken by the university researchers and formed the basis for the analysis.

Learning about research methods in inclusive research

In this section, we present three key themes identified by university researchers through thematic analysis (Braun & Clarke, 2006) of the discussion notes: 1) we get stuff done alongside learning; 2) group work also enables more ideas to come up; 3) images help to show your point of view to others. In this analysis, we include the comments by expert researchers in italics or block quotes and with their names, with permission by all of them, to differentiate them from those of the university researchers. Brian and Kathleen are members of the Inclusive Research Network and Marc, Tania and Cristina are members of the University of Girona advisory committee.

"We get stuff done alongside learning"

Learning about research methods was perceived as practical and happening simultaneously to the process of conducting research. For example, Brian eloquently summarised the learning approach in the Inclusive Research Network as follows:

> At the IRN [Inclusive Resarch Network] the way we learn is practical, we get stuff done alongside learning. In a classroom, you may not do any research in one or two years. You would be learning focus groups are X, Y, or Z, but you would not be doing any focus groups or interviews. You would not do any other thing rather than learning what the thing is. You just learn how to do it while we learn and do it at the same time. We get a project done and we learn how to do it in the process.

Brian's analysis resonates with that of members of the advisory committee, who highlighted that they learn by talking, by doing things and in an easy way. More specifically, Brian presented role play as an example of learning practically how to ask questions:

> Role play, doing something, learning by doing. You may not pick something by reading but you may pick it up more by doing it, [for example] practising asking questions.

Drama was also among a few strategies that Marc identified as facilitators of learning: "*It helps more with pictures, videos, or drama. It helps more than if it was just talking."* The comments above emphasise the practical nature of learning, which occurred in the process of "doing" research rather than only talking or reading about it.

"Group work also enables more ideas to come up"

Group work was discussed as a facilitator of learning because it provides space to share ideas and points of view: *"sharing ideas that people have … [and to give] your own point of view"* (Marc), *"group work also enables more ideas to come up"* (Tania). Working in groups facilitated peer-support, for example *"if someone wants to ask a question and does not know how to express it, someone else in the group helps, that's good, teamwork"* (Tania). Marc provided an example of how group work could help develop interview questions: *"I would do brainstorming in a small group. Then choose the questions."* Group work was identified as the site to construct socially situated meaning. Cristina provided the following example: *"talking to the groups about situations they find. Trying to know the situation. From there, come up with ideas for the interview."*

Expert researchers differentiated between large and small groups as facilitators of learning. For example, Kathleen stated that in small groups *"people can ask questions"*. Brian elaborated, saying that real discussions happened in small groups: *"it helps throwing up ideas about something.Then we can feed back to the larger group. Larger groups work for a presentation up on the screen. For talking about stuff, it is better in small groups."* For Tania, small groups allowed people to work more equally *"better than larger groups. You don't step on each other in smaller groups, you work better."* In online environments, small group work also functioned better (than larger groups), as Marc stated "*small groups worked better online"*.

Overlap beetween collaborative learning and dialogical learning was reflected in the discussions held and, as shown in the above comments, at the core of group work was dialogue. As Tania stated *"discussing is what we do most."* Small groups were identified as adequate settings to share ideas, help each other to express them and situate learning within the lived experience of researchers through dialogue.

"Images help to show your point of view to others"

Strategies that help with visualisation, written information, and working with puppets were discussed by expert researchers as facilitators of engagement, participation and understanding. Visualisation strategies were identified as important to engage researchers and to make the research process interesting.

> You have to look for strategies for people to have interest. With photos, you see better the ideas. You have to look for strategies so people don't fall asleep. I was engaged because it is interesting. (Cristina)

Resonating with the above, Tania added *"photos and video help people participate. It helps open the discussion."* Brian commented in relation to visual methods, such as video, that could *"be useful to understand"* and photovoice *"may be useful as well… it uses pictures. Visual thing to it. Not a lot of text."* (Brian).

Brian provided an example of visualisation as a facilitator of understanding through colour coding in data analysis:

> You have to colour code and then sort it out, otherwise you would not have a clue. You have to pick out what comes up again and again, and sort it all out, you know? Colour coding helps people understand what information they are sorting out. (Brian)

Peer feedback was provided by Tania on colour coding, who stated that it can be *"useful to identify and highlight what is most important"*. The use of images was also discussed as a strategy that can help to *"explore a research theme"* (Cristina), *"see different points of view"* (Tania), *"see reality, understand better"* (Marc) and *"[choosing images] is easy, images help [understand]"* (Cristina), *"[choosing images] helps to show your point of view to others"* (Cristina). Images were also favoured over text to help understanding. Brian, for example highlighted the difficulty reading text.

> If you are not a very good reader, something written up on a board, you don't follow it up that well, a presentation sometimes has too much writing in it, and written words don't help, when language is too difficult, it can pass people by. If you are in a bigger group you may be shy about asking [if you don't understand]. (Brian).

Kathleen added to Brian's comment that presentations have to *"be easy [to] read."* However, writing down ideas was also noted as a useful strategy for clarification and to help researchers remember: *"writing on the board, the ideas are clearer"* (Tania) and in relation to meeting minutes *"I liked writing down ideas and then giving them in paper the following day. It was good to remember what was important. What each one had said"* (Tania) and "*it is written, you can check it"* (Marc).

Working with puppets and video helped expert researchers to interpret the information. The following comment by Cristina serves as an illustration:

> It was useful because we thought about how parents approach it [the topic of living with a partner]. The video served to think about how to talk to parents. Using puppets [to represent parents and children] helped to understand better the situation.

Tania elaborated on the above point further by stating that working with puppets helped them prepare for telling parents about their research findings on independent living. It prepared them for the real situation "*like real life. Instead of saying it in real life, you do it with puppets. It is a real representation."* Drama was also commented on as a strategy *"showing a situation, a scenario. Something new"* (Brian).

A key aspect that emerged through the various discussions was that despite the relevance of practical, collaborative and dialogical approaches underpinning learning in inclusive research, learning is very individual and the use of strategies may need to change across people and across themes to help with learning: *"learning is very individual, and strategies that may be useful for some, may not be for others"* (Brian). Cristina highlighted that *"it depends on the theme, you can approach the work in different ways."* For example, the choice of text versus images was clearly down to individual preferences as illustrated by the following quotes by expert researchers from the same group: *"written things to help you remember"* (Tania) *"visual things are most helpful to remember"* (Cristina). These reflections emphasise the relevance of UDL when planning research tasks.

Two additional aspects that were different across the groups and that may impact learning were personal support, which some Inclusive Research Network members had, and using research handbooks for field work. In relation to being supported by staff (as personal supporters), the views of the other group members were varied: "*if there are people who need it, it can be OK that there are support people. But I prefer to come [to the advisory committee] alone"* (Tania). Marc also pointed that *"coming on your own makes you feel more independent"*. They also felt that they *"would not feel free to talk about certain themes"* (Cristina). Having a research handbook was seen as something useful *"it could be useful when you do interviews. If you have a script, you are more confident, you know what you have to do"* (Tania). In all, expert researchers saw similarities in their ways of learning about research methods *"we learn in very similar ways, not radically different"* (Brian).

Researchers in both groups identified that they had learned about research methods in their respective groups: *"people have learned very well in each project. People did not know how to do a particular thing and did it very well. Our group learns very well together"* (Brian) and *"I have learned how to do surveys and interviews, and to know people who have lived experiences"* (Tania).

Through the analysis of the reflection process we identified three themes that broadly correspond to the key approaches presented in the literature review: learning by doing, collaborative and dialogical approaches, which in the experience of expert researchers occurred simultaneously, and UDL, which was critical to accommodate individual diversity. These insights refer to three categories of learning in inclusive research identified by Nind (2016): methodological learning, problem-solving, and skills-based learning.

Conclusion and future directions for research methods pedagogy

This chapter has explored pedagogical approaches to learning about research methods in inclusive research. One of the key findings of the literature review is that pedagogical approaches have not been the focus of research and are mostly implicit in inclusive research. Inclusive research publications often report on access accommodations and the contextual learning experiences of inclusive researchers but not on explicit pedagogical approaches. Lack of an explicit reference to pedagogy may in turn limit the creation of a pedagogic culture and capacity in research methods (Nind & Lewthwaite, 2018).

We have used an inclusive approach to explore this issue representing the first attempt—to the authors' knowledge—to incorporate the views of expert researchers with the label of intellectual disabilities. The literature review provided theoretical grounding to interpret the experiences of expert researchers from a pedagogical lens. Key messages from the literature review and the analysis conducted with the two inclusive research groups indicate that inclusive research, although implicitly, 1) adopts a social constructivist perspective to learning, where learning is facilitated through: a) doing research projects (learning by doing), rather than theoretically or abstractly being informed about research methods; b) collaboration in small groups (collaborative learning); c) dialogue in socially situated contexts (dialogic learning); and 2) takes account of the individual learning needs of researchers by providing multiple means of representation and engagement (UDL).

Despite the rich exploration of learning about research methods in inclusive research, this project only involved expert researchers who had verbal communication skills and spoke fluently about the topic. This approach bears two limitations. One, expert researchers' views were reported while the views of professional researchers, who are also critical learners in this process, remain to be explored. Engagement with expert researchers who are non-verbal and those who have the label of multiple and profound intellectual disabilities would be useful to further advance our knowledge about pedagogical approaches in inclusive research. Furthermore, all authors were members of inclusive research groups and therefore shared an insider's perspective. Further exploration of pedagogical approaches in other groups can widen the perspectives presented here.

Nevertheless, this chapter provides an opportunity to reflect on how learning about research methods can be facilitated in the field, with groups of people whose interest in research methods is more practical than theoretical, as a means to solve a problem or to gain knowledge about an issue of importance to them. This exploration has also shown that engaging with expert researchers with the label of intellectual disabilities in this type of reflection process can generate rich data and important insights about the pedagogy of research methods.

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