Inclusive Pedagogy Meets Research Methods Pedagogy: Reaching out to learners

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Introduction: This paper is the result of a journey in which Sarah and I have been involved in both disability studies, inclusion and accessibility research, and also pedagogy and methodology research. As researchers involved in the NCRM study of the pedagogy of methodological learning we are well aware that the research council or NCRM strategy to deliver advanced social science research methods courses may not be enough to achieve the desired outcome of building methodological capacity. Educationalists, we argue, can make a critical contribution by focusing attention on the pedagogy of methodological learning. This involves understanding that pedagogy in its social, cultural, historical and political context. All this led us to the question for this paper: How are methods teachers positioning learners and to what extent do methods teachers assume a stance of pedagogy for everyone – reaching out to all their learners.

We begin by sharing our understanding of pedagogy as not just teaching, or even teaching and learning; we use Alexander's 2000, 540) definition that pedagogy 'incorporates theories, beliefs, policies and controversies that inform and shape it'. Thus, we are not just interested in the traditionally more explicit dimensions of pedagogy such as the specified curriculum, the learning outcomes sought, the assessment approaches; we are interested in the tacit, the often hidden from view, the silences, the absences and the usually invisible aspects of pedagogy (Nind, Curtin & Hall 2016). Like Bruner (1996, 63) we do not see pedagogy as 'innocent', but as carrying its own messages, and to understand the messages carried in research methods pedagogy we have been looking at:
- pedagogy as specified
- pedagogy as enacted
- pedagogy as experienced
- pedagogy as hard to know
- multiple pedagogies

Design: This has involved a multi-component design over a study spanning 4 years in total. The study is explained in more detail at
https://pedagogy.ncrm.ac.uk

Today we cannot address the study in its totality – nor would you be interested in it! The concerns within this SIG and for our common interest in inclusive pedagogy are:
- What do methods teachers know about addressing barriers to learning?
- What inclusive practices have they developed and adopted?
- Is it helpful to bring in theories of inclusive pedagogy when theorising methods pedagogy?

Thus, we are looking at the values, that 'spill out untidily at every point in the analysis of pedagogy' (Alexander 2009, 18). One example might be the perceived fear of methods (especially statistics) among methods learners, which has led to a deficit discourse in which ill-prepared, fearful learners are blamed for making them difficult to teach. An inclusive pedagogical lens in this example is helpful 'for shifting from deficit to asset perspectives' (Hattam et al. 2009, 306).
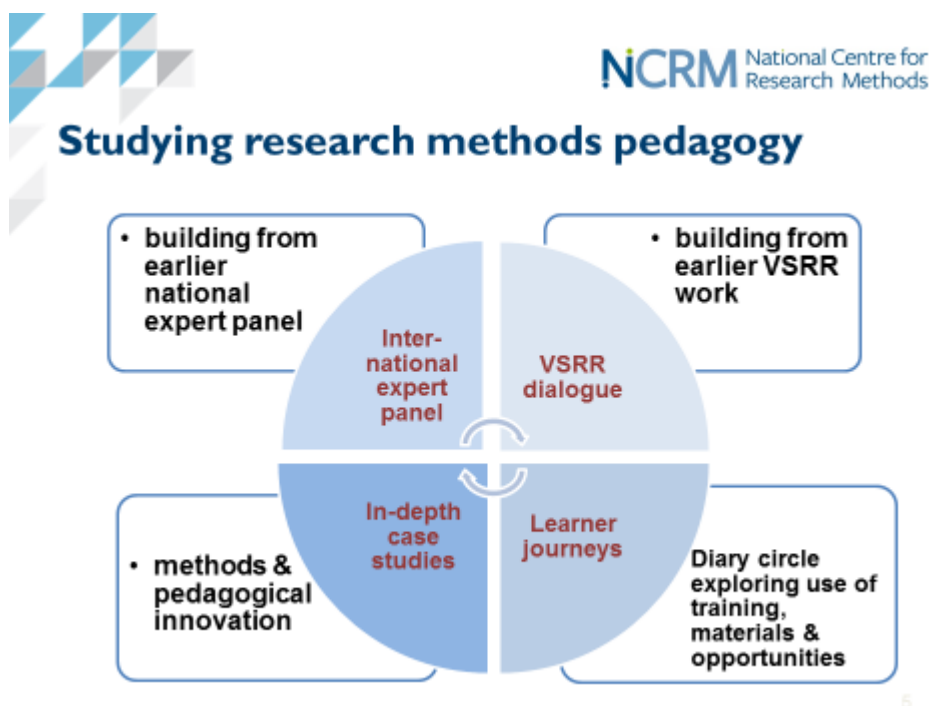
Through our various research methods in the project stages we have been looking at the doing, knowing and believing of methods teachers. This follows the observation from Rouse (2008) that in the context of inclusive classroom practices, there is a close interrelationship between what teachers do, know and believe. Thus, the way in which learners and pedagogy are positioned depends not just on our values and ways of knowing, but the cultures we have been immersed within. In the arena of research methods education, unlike traditional schooling, there is no history of a special needs culture, rather one of developing and valuing criticality.

Data and analysis: The data used in this paper come from our interviews with national and international experts, or pedagogic leaders in the teaching of research methods, and from out dialogue with methods teachers and learners about the issues arising from both the expert panel and from their own practice and experience. We have pre-coded the transcripts/data to highlight the interesting bits, coded the data independently by hand and using CAQDAS; we are ultimately working towards shared interpretations but allowing contrasts in the data and in our interpretations to provoke fresh insights. We have focused on identifying pedagogic themes including pedagogic challenges and cultural practices and used our own values base to apply the lens of inclusive pedagogy to the data. In our analysis shared here in the table below, we focus on three strands arising from applying this lens: barriers to learning and workarounds; holistic approaches to connecting learners and learning; and the role of standpoints. In particular we share some data on the first of these, the barriers to learning or inclusion, being a very familiar concept in inclusive education. The challenges relate to (i) the learner, (ii) the content, and (iii) the teachers' responses.

Holistic approaches are similarly located in terms of 'what teachers know as a result of their experience as teachers' (Fenstermacher 1994) – knowledge that is practical, personal, situated, local, relational, and somewhat tacit. But, compared with workarounds these approaches are more wholesale, joining up years' worth of workarounds, aided by a commitment to a pedagogic principle or passion, to develop an approach that becomes coherent or holistic. An example from Chris Wild, developing quantitative methods pedagogy in New Zealand is managing the cognitive load of learners. He talks about: 'making it easier for people to see things and then being able to see data-related things quicker'. This has led him into making software to show 'what happens at each stage of the process and the relationships between them'. Paul Vogt, teaching quantitative methods in the USA described a verbal rather than visual approach: i.e. 'verbal ways of teaching research methods, so teaching regression analysis in terms of the questions that people doing regression analysis would be trying to answer, and teaching that in a class or two, and then having people read real research output and teaching them how to read it'. In each case the emphasis is very much on a coherent approach to the overall challenges.

Finally, and also a holistic approach in a way, is the way in which some methods teachers are doing their reaching out to all learners by foregrounding standpoints in the methods teaching and learning. This might involve finding out the learners' standpoints, connecting the learners' and teacher's standpoint, and critiquing Western-centric or other dominant standpoints. Sharlene Hesse-Biber, a leader in teaching mixed methods, for instance, spoke of 'the importance of stressing reflexivity; knowing not only your own standpoint as a researcher but where your students can understand their own standpoint … They take themselves as an object of reflection'. Similarly, Bagele Chilisa, teaching research methods in Botswana, talked of 'recognising that methodologies are not neutral and that every methodology that one takes assumes a certain standpoint. … we therefore have to look closely at how the research was carried out, the methodologies that were used, and the standpoint that was used in doing the research. … students or groups taking standpoints and debating their standpoints and trying to convince others, who are also coming from different standpoints, that the first standpoint is appropriate, it's worthwhile...' (Bagele Chilisa).

Discussion: While methods teachers are hugely challenged by the groups and material that they teach, we found a strong desire to empower (would-be) researchers to conduct ethical, worthwhile research. The response to this did not show any evidence of bell-curve thinking or

simple differentiation. Mostly methods teachers were using their own agency to build craft knowledge and pedagogic leaders were critically reflexive in developing their strategic approach. Working through data provides a bridge for connecting people, evidence and ideas – a particular kind of engaged pedagogy (hooks 1994) or connective pedagogy (Corbett (2001).

Conclusion: Many aspects of enacted or experienced pedagogy are hidden and hard to know; therefore it is unsurprising that the discourse, culture and evidence base around both inclusive pedagogy and research methods pedagogy are under-developed. Neither inclusive pedagogy nor methods pedagogy are particularly well-understood. Both are being generated on the ground and through enhancing pedagogic dialogue, we are beginning to get to know the pedagogies a little better.

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Pedagogic challenge Surrounding the learner	Workarounds for challenges Surrounding the learner
Diversity of the learner group *'you're going get a real range of skills'* (teacher, narrative methods, focus group) *'You've got some people who've got mathematical background and then all the way through to some people who might have stopped doing maths at sixteen'* (teacher, quantitative methods) Learner unknowns and making decisions about how to pitch the teaching/training *'different people come in with different levels of ability or prior knowledge or experience [and] in fact in the case of today, interests, in terms of research questions or specific problems'* (teacher, quantitative methods, video stimulated recall) Learner deficits *'There are deficits or big gaps in the kind of skills set that particularly social science undergraduates emerge from higher education with … Those gaps are all around the use of numbers in different contexts'* (MacInnes, pedagogic leader, quantitative methods, UK)	Using more experienced learners as a pedagogic resource in co-teaching *'I found that useful … it's good to have, because it's another perspective in the room, somebody who's used it.'* (learner on peer as co-teacher, video stimulated recall) Continually finding out about and from learners, monitoring and making adjustments *'So trying to provide a general idea of what's important, and capture some of the very specific issues and questions that people have, and then try and keep an eye on whether people have lost the flow or have not and are still keeping up, I think that's the challenge with it. It's trying to get that sort of balanced view'* (teacher, quantitative methods, video stimulated recall) Learner introductions, Group work and dialogue *'I try to find themes that may cut across as many different audiences as possible.'* (Saldana, pedagogic leader, qualitative methods, USA) 'So on the first day we asked people to sort of, just to give us a little bit of a brief intro about themselves, … keep asking any questions about it and looking at people [to see] if people look confused or sad.' (teacher, systematic review) Stimulate the statistical imagination 'anything that gets students interested in data' (MacInnes, pedagogic leader, quantitative methods, UK) 'first try to get people to a realisation that data can tell you something interesting' (Wild, pedagogic leader, quantitative methods, New Zealand)

Pedagogic challenge Surrounding the content	Workarounds for challenges Surrounding the content
Teaching with, through and about data *'you try to ground what you're doing in what they're doing, so that they're thinking it through in relation to their own work, rather than just in the abstract, but that's quite challenging to do.'* *'sometimes the issues about data aren't contained within one short transcript'*; *'they often bring massively inappropriate amounts'* of data'; *'sometimes there are ethical issues in what they bring'* (teacher, qualitative methods, focus group) *'practically it [using students' own data] would be a complete nightmare. Because most data needs a bit of organising to get it into the right shape for use with whatever packages you're using, and there's always little niggles when you go from one computing environment to another, and to expect one or a couple of instructors to cope with all that in a class of ten or twenty people I think is a bit Utopia'* (MacInnes, pedagogic leader, quantitative methods, UK)	See participants' data in advance 'I've invited people to bring their own, but to let me know if they want to do that. … Because it requires a discussion in advance, about what they're bringing, and also whether it's something that other people can look at.' (teacher, qualitative methods, focus group) Whole learner group to work with the most suitable data 'what works best, actually despite what I said about wanting them to relate to their own work, is where you bring data and give data, because you can choose the data and you can choose what kinds of challenges and messages there are in that, and so you could do something like that and then get them to have a session where they somehow or other relate that to their own work, maybe in groups they talk about how they might, … similarities and differences with their own data or something.' (teacher, qualitative methods, focus group) 'existing datasets … sometimes those datasets are not always realistic, they're not interesting very often. … Now there's some wonderful datasets … that they could get their teeth into. So actually getting them to work practically on those datasets, initially just doing data exploration, so just you know looking at how the datasets are constructed, just running frequencies, cross-tabs and then gradually building up (Williams, pedagogic leader, quantitative methods, UK) Highly resourced data workshops

Pedagogic challenge Surrounding the teacher	Workarounds for challenges Surrounding the teacher
Knowing where to start. Having methodological knowledge and needing to communicate in ways that learners can understand *and* use it.	Embedding the method in a familiar context, being authentic 'people will always, and it's a good thing that they want to bring their own research to bear in their teaching. I mean that is the last thing you'd want to lose, because that's what makes, often makes the teaching very valuable' (Brannen, pedagogic leader & mixed methods specialist, UK) 'my role would be to describe in as you know kind of vivid a detail as I can, some of my own ethnographic for example experiences' (Leonard, pedagogic leader, UK) Because I'm a theatre and drama educator, my profession demands that we be on our feet for studio work, and so again I transfer that same pedagogical practice into my research methods classroom. (Saldana, pedagogic leader, qualitative methods, USA) Finding pedagogic hooks 'nothing works better than hands-on work on something they're interested in' (Vogt, pedagogic leader, quantitative methods, USA) 'start from where people are' using 'methods of everyday life' (Coffey).