

Inclusive Research Hub Workbook



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How to Use the Workbook

This workbook has been designed to complement the Inclusive Research Hub. Inside, there is space to complete specific activities suggested on the Hub, as well as space to write and reflect on questions relating to you and your research practice.

Not every section or activity will be relevant to your work, but we encourage you to engage with every section as fully as you can.

The Hub is organised into sections corresponding to each stage of the research process (see page 3). These sections each contain several key topics related to inclusive research practice. You do not need to work through these stages consecutively and we would encourage you to engage with The Hub in whichever way suits you best.



Scan the QR code or visit inclusive-research.org to explore the Inclusive Research Hub.

Stages of the Inclusive Research Hub



Contextualising Research



Research does not happen in isolation. It is important to engage with social and philosophical foundations of research by considering things like the purpose of research, what makes research valid (or not), why research is the way it is, and who research is for.

What is Research?

Define the meaning of research and think critically about what this means.

Epistemology

What does knowledge mean?
Consider some different approaches to this.

Historical Context

Recognise the effect that our past has on the research we conduct.

Reflexivity

Start to think about the position of the researchers within research.

What is Research?

| Task | Where | Completed |
|----------------------------|--------|--------------------------|
| Read Section: Introduction | Online | <input type="checkbox"/> |

General Section Notes

Conversation Prompts

Ask other people you know what they think research is, then think about and discuss the following:

- What are the things you agree or disagree on?
- What are the consequences of these similarities or differences and are these important?
- How does this conversation change when you speak to researchers from different fields?
- How does this conversation change when you speak to people outside of research?

| Task | Where | Completed |
|----------------------------|--------|--------------------------|
| Read Section: Introduction | Online | <input type="checkbox"/> |

General Section Notes

Reflection Prompts

- Write down some of the epistemological assumptions/ideas that underpin your research. If this is difficult, try talking to colleagues about this or reading more about the philosophical foundation of your research field.
- Challenge yourself to write down some alternatives to the points you have just identified. What would they mean for your research?
- Why do you think we tend to avoid explicitly considering epistemology in research? Discuss this with a colleague and consider why we might want to change this.

| Task | Where | Completed |
|----------------------------|--------|--------------------------|
| Read Section: Introduction | Online | <input type="checkbox"/> |

General Section Notes

Reflection Prompts

- What did your research field look like in the past? What was it like 100, 200, or 500 years ago? If it didn't exist then, consider the research discipline that your field emerged from.
- Consider who performed the research, what kind of questions they asked, what type of methods they used, and whether it still applies to this day.
- Are there any ways in which research from this field has caused harm, either to people or the environment? Think broadly: harm may not have been the intended research goal; harm can look like many different things, such as physical violence, psychological damage, or structural oppression.
- What influences from this past can still be seen to this day?
- How could this history have been different? What might your research field look like today had things been otherwise?

Reflexivity

| Task | Where | Completed |
|------------------------------------|---------|--------------------------|
| Read Section: Introduction | Online | <input type="checkbox"/> |
| Complete the Identity Map Activity | Page 10 | <input type="checkbox"/> |
| Write a Reflexivity Statement | Page 13 | <input type="checkbox"/> |

General Section Notes

Activity: Identity Map

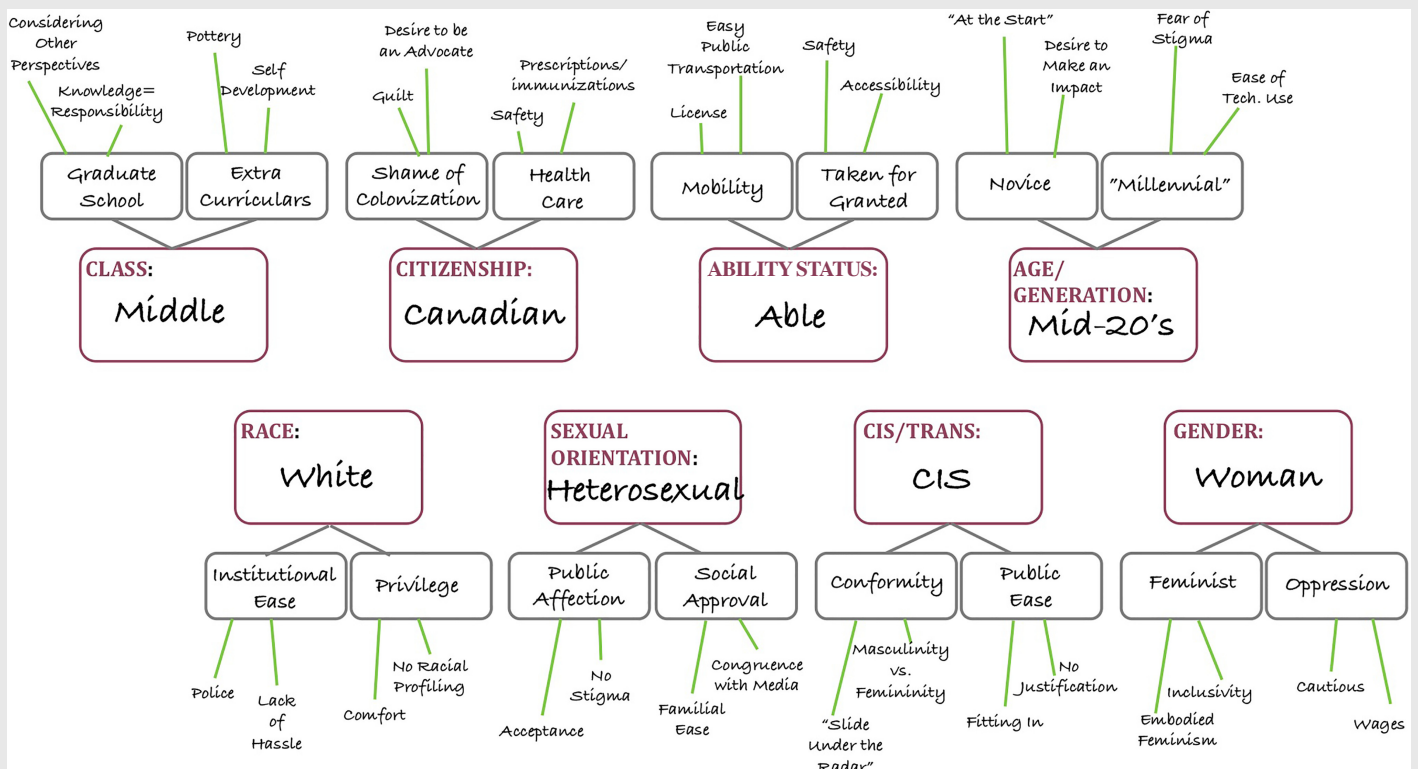
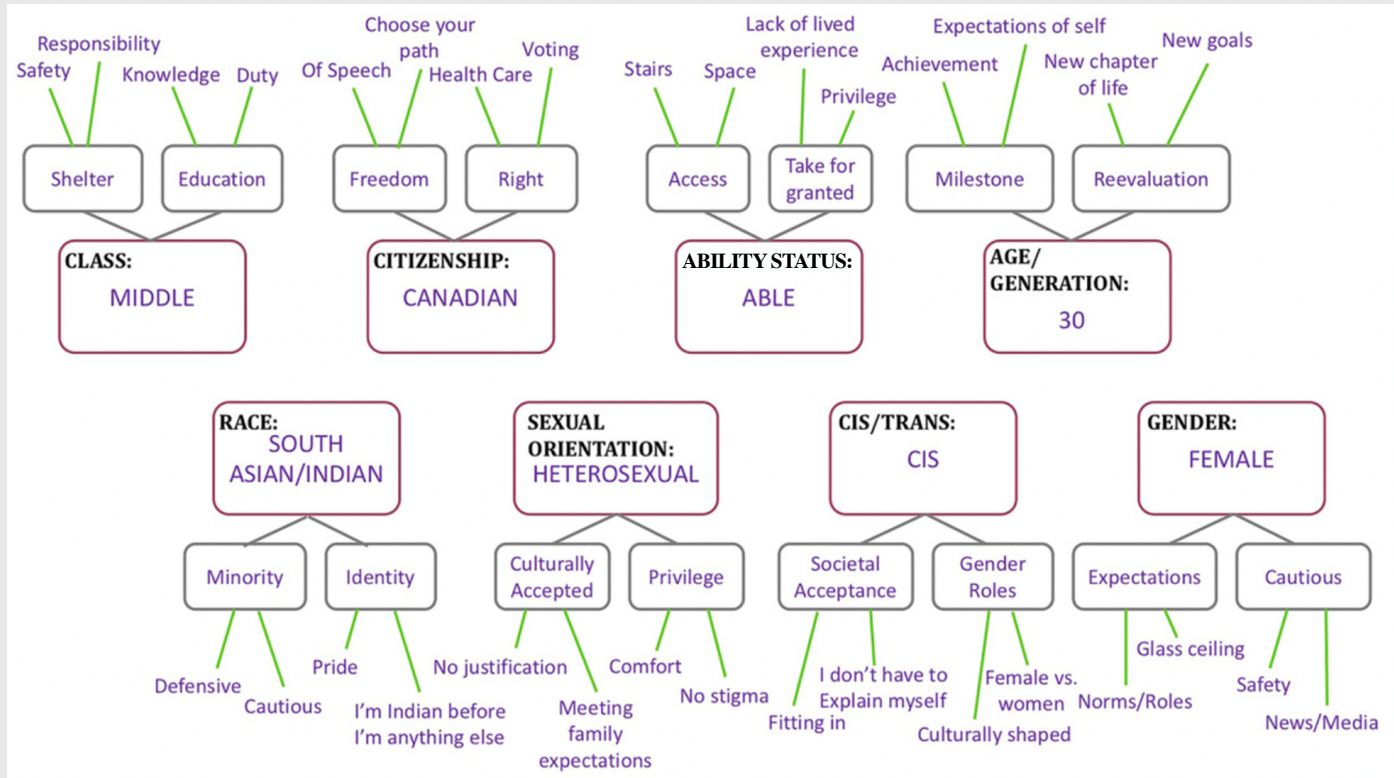
This exercise and the examples come from 'Social Identity Map: A Reflexivity Tool for Practicing Explicit Positionality in Critical Qualitative Research' by Danielle Jacobson and Nida Mustafa. Read their paper for a more in-depth presentation of the exercise including the background and examples of how to apply it in a research setting.

Using the blank map (page 12), start by filling out the first tier (largest boxes) in the centre of the map. You can use the same categories as the examples or come up with your own, these should reflect the broader aspects of your social identity.

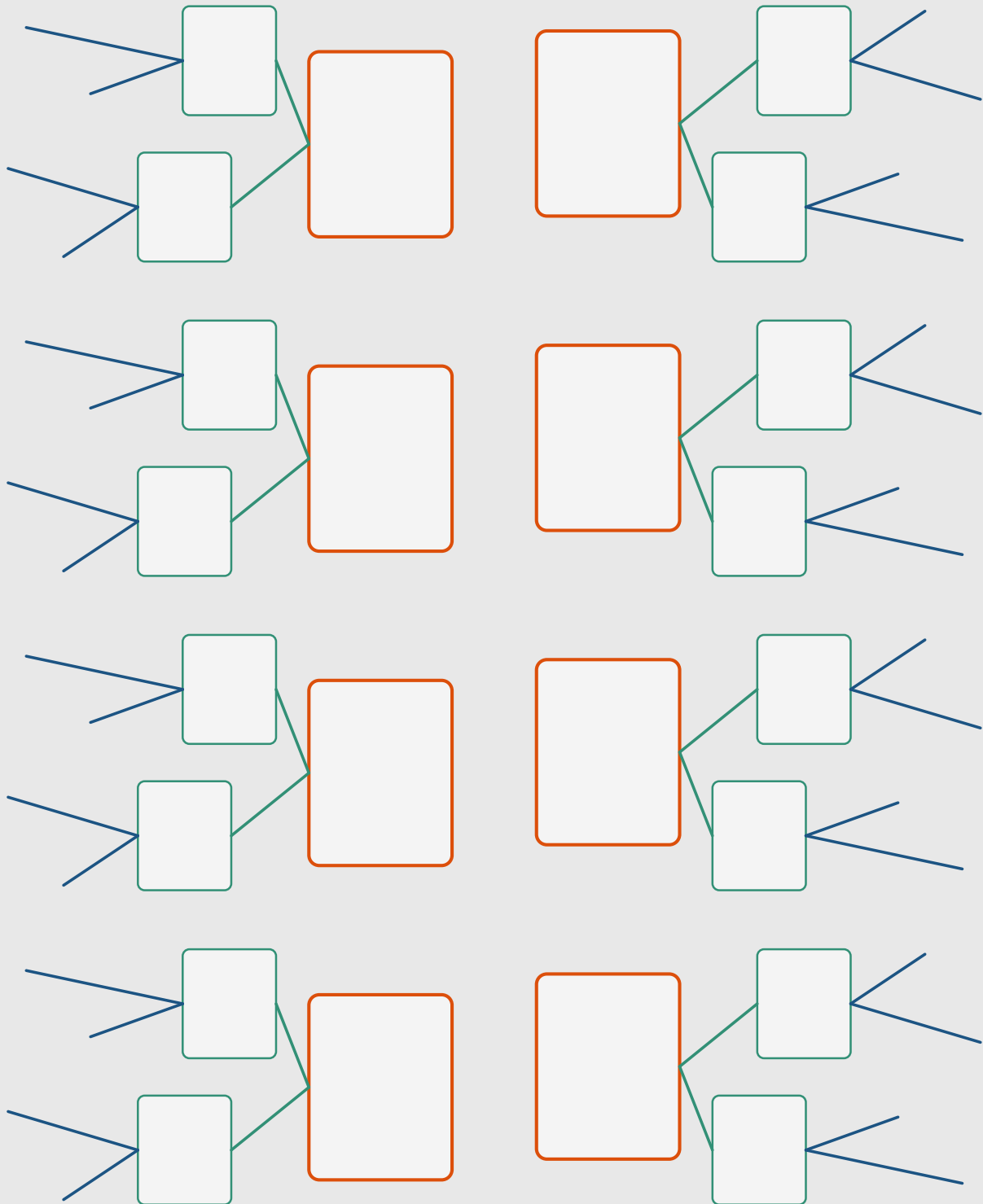
In the second tier (medium boxes) you should write down how the aspects in the first tier impact your life.

In the third tier (branches) you should think about any emotions or personal responses that are tied to the higher tiers. You can also use this tier to start thinking about how these aspects of your identity might affect your research through the way they shape your experiences.

Identity Map: Examples



Identity Map: Template



Reflexivity Statement

Forming a Research Question



All research starts with a question, but there are an infinite number of questions we could ask... It is important to think about why we choose the questions we do, what shapes our thinking about these questions, and what constrains our approach to answering them.

Values and Motivation

What are our values and how do these influence our work?

Reviewing the Literature

How can language and identity bias the research we engage with?

Co-creation and Collaboration

Consider the importance of meaningful collaboration in research.

| Task | Where | Completed |
|----------------------------|--------|--------------------------|
| Read Section: Introduction | Online | <input type="checkbox"/> |

General Section Notes

Reflection Prompts

Write down some of the things you value. Think about how these relate to different aspects of your life and whether there are any conflicts between values you hold in certain situations.

Reviewing the Literature

| Task | Where | Completed |
|----------------------------|--------|--------------------------|
| Read Section: Introduction | Online | <input type="checkbox"/> |

General Section Notes

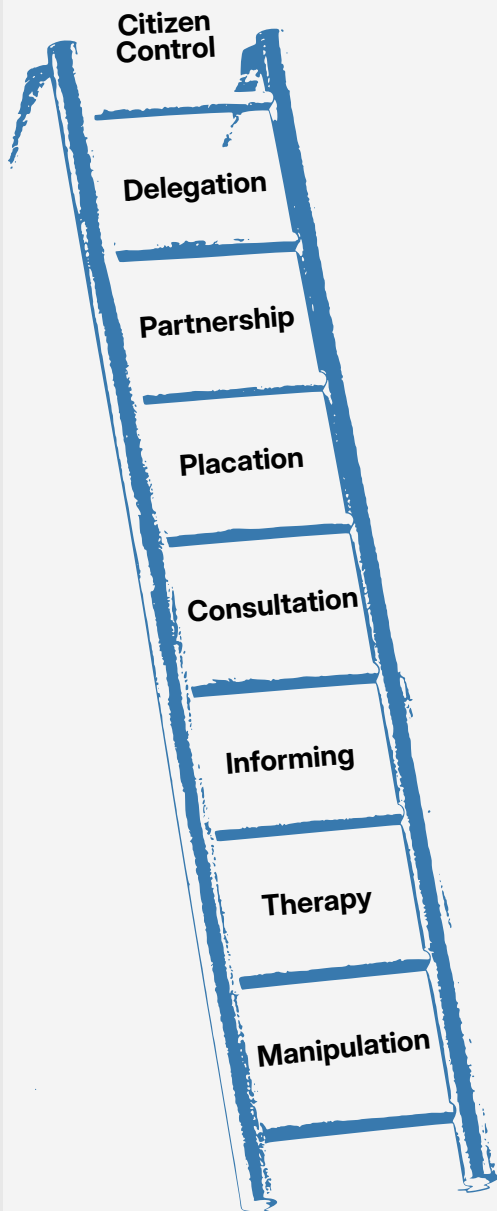
| Task | Where | Completed |
|---|---------|--------------------------|
| Read Section: Introduction | Online | <input type="checkbox"/> |
| Complete the Arnstein's Ladder activity | Page 19 | <input type="checkbox"/> |

General Section Notes

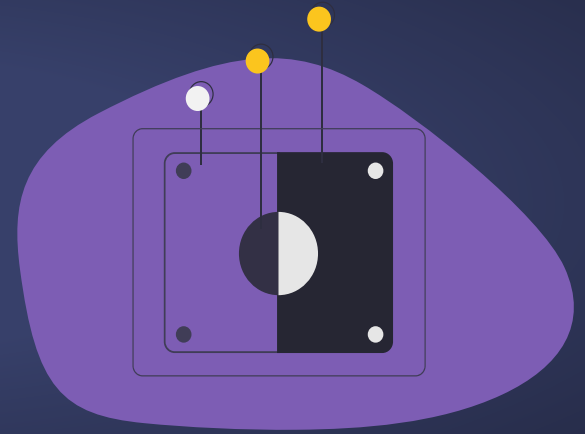
Activity: Arnstein's Ladder

Use Arnstein's Ladder to evaluate a research project you are involved in. First, identify which level it currently sits at. Then, for each level above this, write down how the project would need to change to bring it to that level. Use the resources online if you need a reminder about what each level means.

Are these changes are feasible for the current project. If not, why not? Write down some ways you could help your next project to be higher up.



Designing a Research Project



Project design is crucial to being able to answer your research question accurately. Researchers must make hundreds of decisions when they design a research project. Each of these decisions will shape how inclusive, or exclusionary, the research ultimately becomes.

Identifying Points of Bias

Consider the different stages of the research process and where bias can occur.

Representative Data

Think about who, or what, our research data represents.

Equitable Partnerships

Consider the principles and practices that underpin truly equitable research partnerships

Building in Accessibility

Think about who is able to access your research and how you can remove accessibility barriers.

Budgeting for Inclusion

Take time to consider the additional budget needed to make your research inclusive.

Pre-Registering your Research

Consider whether you should publish your research plan open-access.

Identifying
Points of Bias

| Task | Where | Completed |
|--|---------|--------------------------|
| Read Section: Introduction | Online | <input type="checkbox"/> |
| Complete the Identifying Bias Activity | Page 23 | <input type="checkbox"/> |

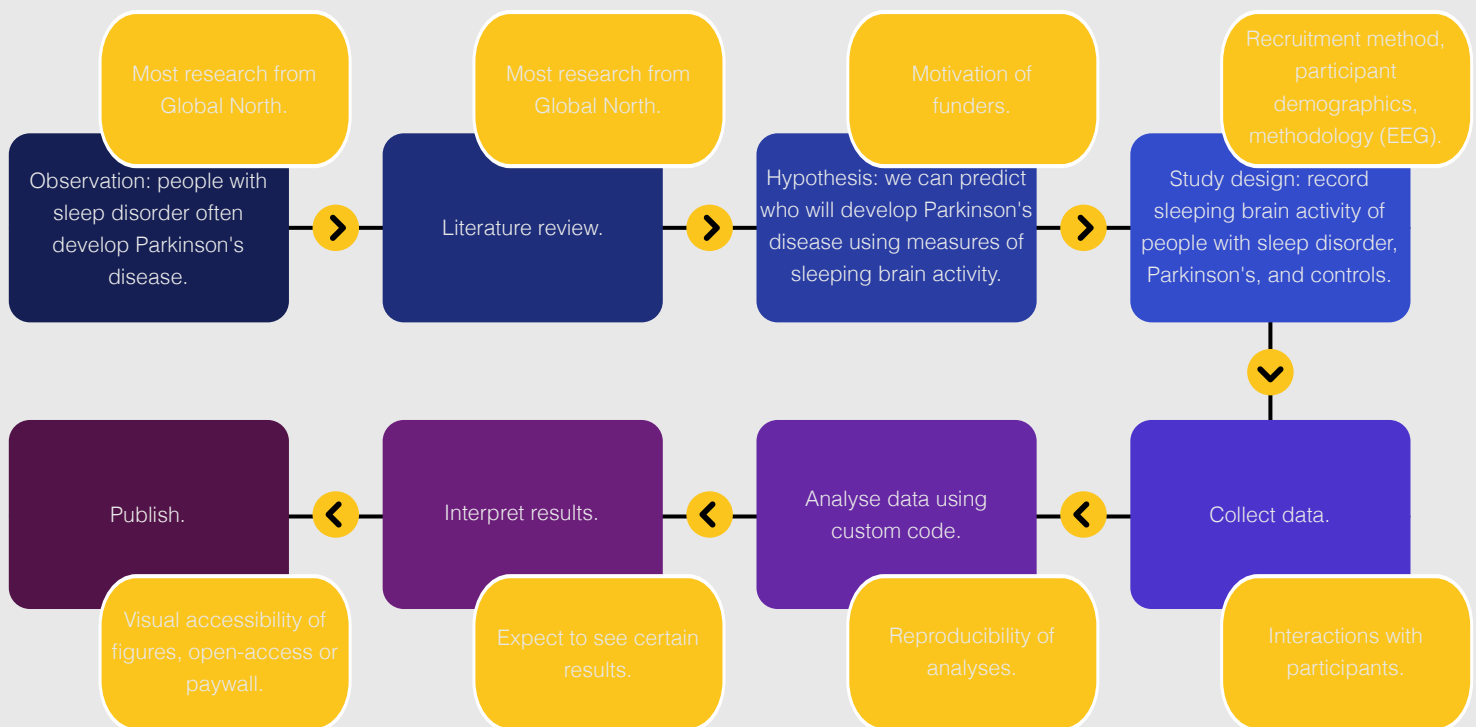
General section notes

Activity: Identifying Bias

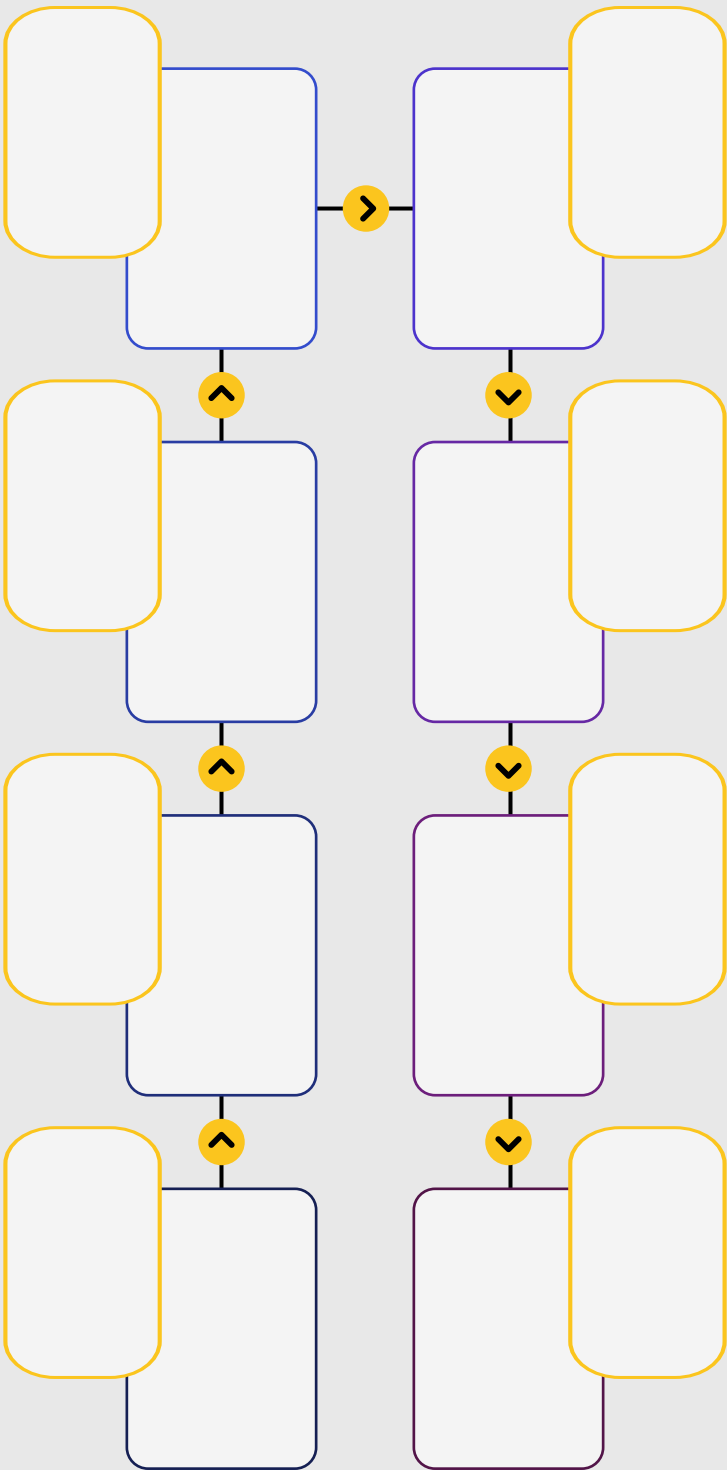
If you have your research question, you likely already have an idea of what methods you will use to investigate it. This earliest stage of the study design is an incredibly valuable stage for identifying points in the research where bias can creep in. If the main study design framework is inclusive from the beginning, it is easier to further build in inclusion.

Use the example (below) and the template (next page) to draw out your research process and identify which biases might impact your project at each stage. Sometimes you might not know the name for a bias – that is ok, you can write a short description about why it feels like something could be biased.

If you're struggling to think of examples of bias, go back to the Hub and have a look at the resources there.



Identifying Bias: Template



Representative Data

| Task | Where | Completed |
|----------------------------|--------|--------------------------|
| Read Section: Introduction | Online | <input type="checkbox"/> |

General section notes

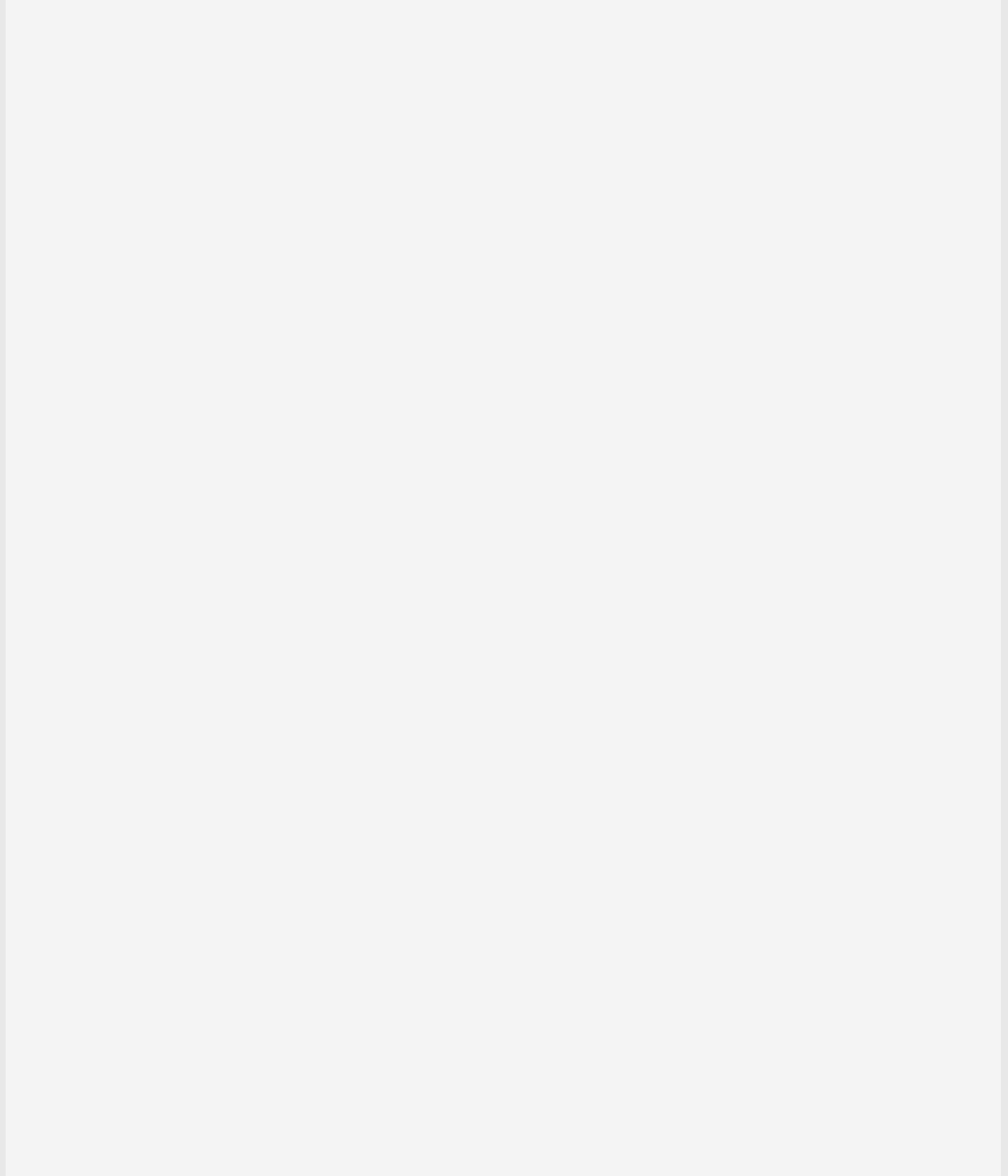
Reflection Prompts

Think about the data you will collect or use in your own research and answer the following questions:

- What (or who) does my data represent?
- Are there any groups or identities which are not represented in my source data?

Understand the cause of this under-representation:

- Who does your research question serve? Are particular groups of people more (or less) likely to engage with the work?
- Is the under-representation due to a cognitive bias, resulting in particular data sources being overlooked or excluded?
- Is the under-representation due to an external factor—perhaps you use data collected by someone else, or rely on a company for samples, or particular resources are behind a paywall?
- Is the under-representation an issue of accessibility?



| Task | Where | Completed |
|----------------------------|--------|--------------------------|
| Read Section: Introduction | Online | <input type="checkbox"/> |

General section notes

| Task | Where | Completed |
|----------------------------|--------|--------------------------|
| Read Section: Introduction | Online | <input type="checkbox"/> |

General section notes

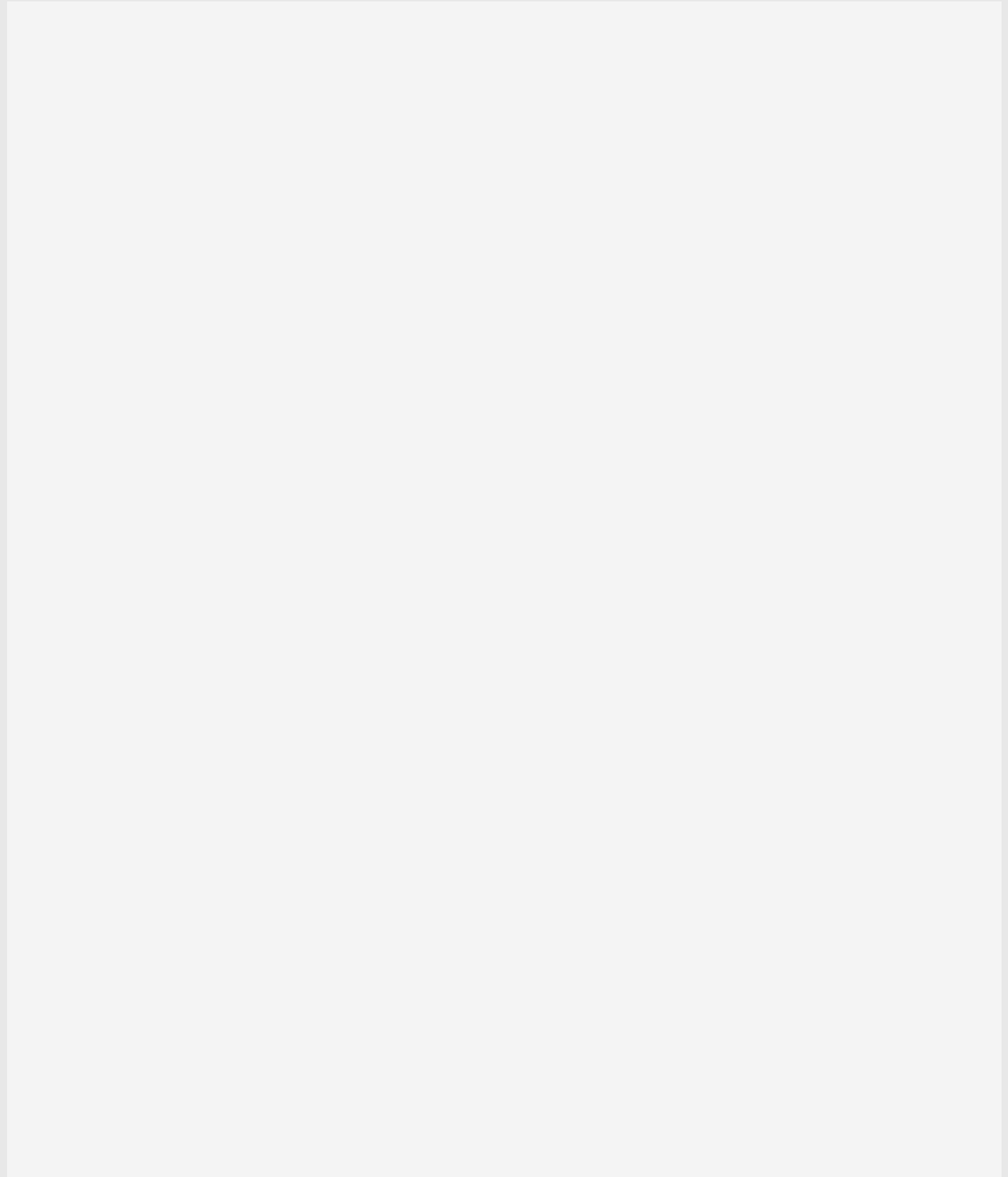
Reflection Prompts

How accessible is your work for people with different communication needs? In particular, how would you adapt your research to work with, or communicate it to, someone who:

- is d/Deaf and is a British Sign Language user.
- is d/Deaf or Hard of Hearing and not a British Sign Language User.
- is blind or has low vision.
- has low English literacy.

Think about the following questions:

- Are there examples of methodological exclusion in your research project or wider discipline?
- Who is responsible for methodological exclusions; the researcher, the equipment manufacturers, or both?



Budgeting for Inclusion

| Task | Where | Completed |
|---|---------|--------------------------|
| Read Section: Introduction | Online | <input type="checkbox"/> |
| Complete the Accessibility Budgeting Activity | Page 31 | <input type="checkbox"/> |

General section notes

Activity: Accessibility Budgeting

Use the table below to write down some accessibility adjustments you could make to your research. You will then need to look into the cost of different items. Use this as an opportunity to learn more about the different factors needed to make your research accessible and inclusive.

| Item | Description | Cost |
|------|-------------|------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| Task | Where | Completed |
|----------------------------|--------|--------------------------|
| Read Section: Introduction | Online | <input type="checkbox"/> |

General section notes

Collecting Data



Data collection is a fundamental part of any research project. Although it can look very different depending on the kind of research being done, it is always important to consider how we can be inclusive during this part of the process.

Supportive Data Collection

Consider who is involved in your data collection and how they can be supported for good data and a positive work environment.

Practicing Reflexivity

Think about your positionality and how this might influence data collection.

**Supportive Data
Collection**

| Task | Where | Completed |
|----------------------------|--------|--------------------------|
| Read Section: Introduction | Online | <input type="checkbox"/> |

General Section Notes

Practicing Reflexivity

| Task | Where | Completed |
|---|---------|--------------------------|
| Read Section: Introduction | Online | <input type="checkbox"/> |
| Complete the Reflexivity Journal Activity | Page 38 | <input type="checkbox"/> |

General Section Notes

Activity: Reflexivity Journal

Use the template below to keep a reflexive research journal for the next five days. Once you have done this, think about continuing this practice using your own journal. You could complete a short entry every day, or a longer reflection once a week.

Day One

- What research tasks did you complete today?
- What research decisions did you make today?
- How have your perceptions/thinking about your research changed today?
- How do you feel today?
- How did the way you feel impact the research you did today?

Day Two

- What research tasks did you complete today?
- What research decisions did you make today?
- How have your perceptions/thinking about your research changed today?
- How do you feel today?
- How did the way you feel impact the research you did today?

Day Three

- What research tasks did you complete today?
- What research decisions did you make today?
- How have your perceptions/thinking about your research changed today?
- How do you feel today?
- How did the way you feel impact the research you did today?

Day Four

- What research tasks did you complete today?
- What research decisions did you make today?
- How have your perceptions/thinking about your research changed today?
- How do you feel today?
- How did the way you feel impact the research you did today?

Day Five

- What research tasks did you complete today?
- What research decisions did you make today?
- How have your perceptions/thinking about your research changed today?
- How do you feel today?
- How did the way you feel impact the research you did today?

Analysing and Interpreting Data



Once data is collected, we need to make meaning from that data. The analysis of data and interpretation of results involves hundreds of decisions, each of which can carry human bias.

Accountable Decision-Making

Think about the analysis decisions you make and how they might introduce bias or be exclusionary.

Prioritise Open-Source

Consider how open-source software and analysis could make your research more accessible.

| Task | Where | Completed |
|----------------------------|--------|--------------------------|
| Read Section: Introduction | Online | <input type="checkbox"/> |

General Section Notes

**Prioritise
Open-Source**

| Task | Where | Completed |
|--|---------|--------------------------|
| Read Section: Introduction | Online | <input type="checkbox"/> |
| Complete the Open-Source Software Activity | Page 48 | <input type="checkbox"/> |

General Section Notes

Activity: Open-Source Software

1. Complete the table below by listing all the software you use during the research process. This could include text editors such as Microsoft Word, software for data collection (e.g. Inscopix), and software for data analysis (e.g. MATLAB).
2. Determine whether the software is open- or closed-source.
3. If the software is closed-source, try to find an open-source alternative.
4. Consider: Is it feasible for you to switch to the open-source software?

| Software | This software is... | | Open-source alternative |
|----------|---------------------|---------------|-------------------------|
| | open-source | closed-source | |
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Communicating Results



The way we communicate the outcome of our research can have huge consequences, both on wider society and the research that gets done in the future. It is important to consider how the communication choices we make can exclude people and harm our research.

Transparency

Think about why honesty is important for inclusive research and how you can make your practice more transparent.

Accessible Communication

How might our communication choices exclude certain people from research?

Inclusive Visualisation

Consider how different visualisation methods can imply and perpetuate false or harmful stereotypes.

| Task | Where | Completed |
|----------------------------|--------|--------------------------|
| Read Section: Introduction | Online | <input type="checkbox"/> |

General Section Notes

| Task | Where | Completed |
|----------------------------|--------|--------------------------|
| Read Section: Introduction | Online | <input type="checkbox"/> |

General Section Notes

| Task | Where | Completed |
|----------------------------|--------|--------------------------|
| Read Section: Introduction | Online | <input type="checkbox"/> |

General Section Notes

