



Qualitative Research

Participatory data analysis: a step too far?

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Abstract

Interest in participatory research methods has grown considerably in the spheres of research with children and young people and research with people with learning disabilities. This growth is rooted in different but related paradigm shifts in childhood and disability. I argue that despite developments in participatory approaches, participatory data analysis has been attempted less than participation in other aspects of research with either children or people with learning disabilities, and that the challenges involved in this are particularly under-explored and important with the latter where we need to investigate what is possible. I discuss why participation in analysis is often neglected before reviewing different responses to the challenge including examples of informal and formal, unstructured and structured, trained and untrained, explicit and implicit approaches. Finally, I make the case for authentic reciprocal learning in exploring the potential benefits of participatory analysis to people and to research.

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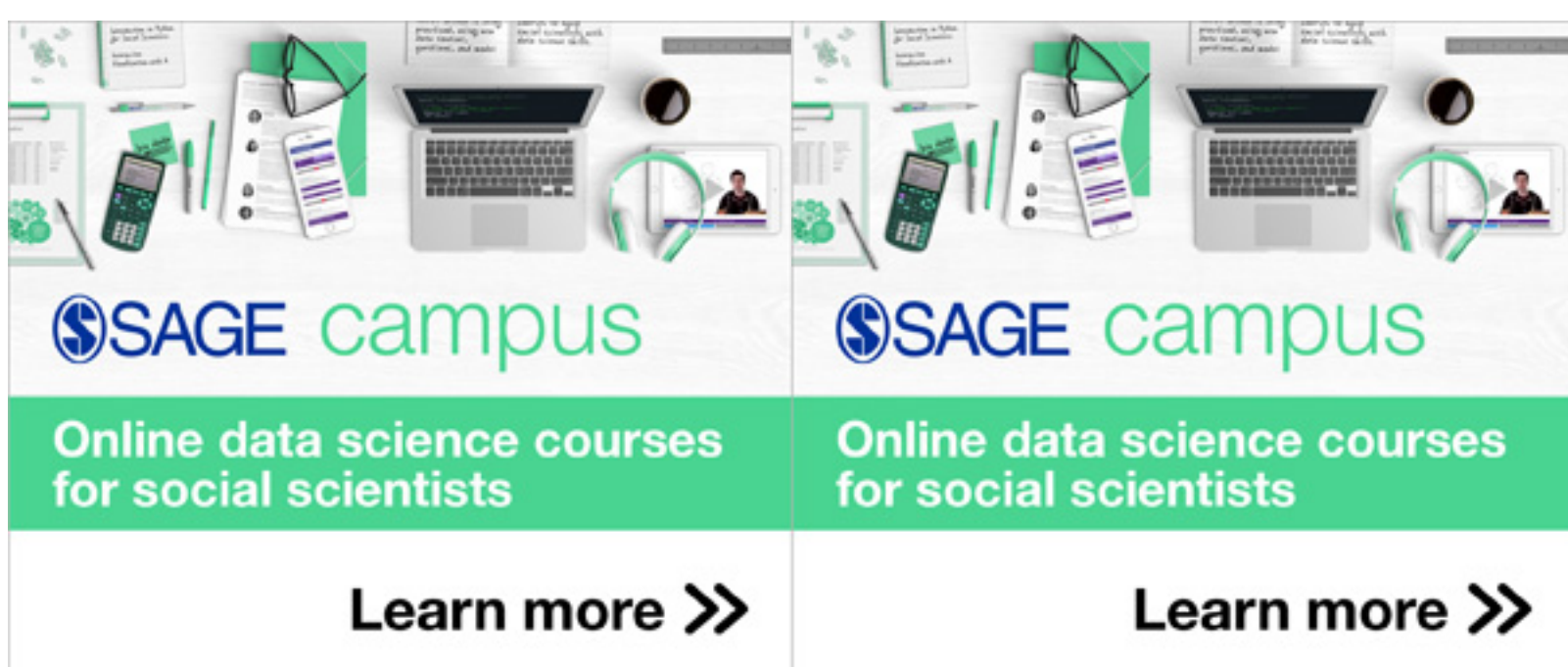
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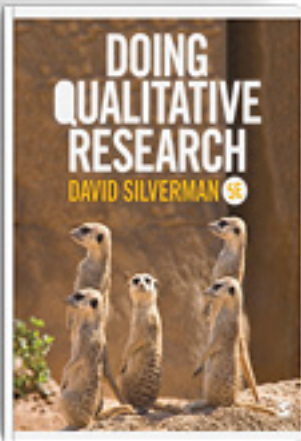


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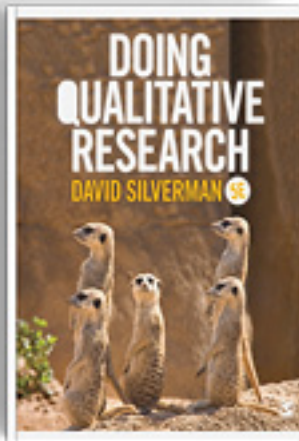
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