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# Analysing qualitative data usage: What can (and cannot) be learned from user registration

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UK Data Service

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# Information about data reuse projects

- Filter for qualitative and mixed methods data
- What we measured – download, not publication or any other output
- Name and email of secondary user
- Affiliation and discipline
- Project name and start date
- Project description (30 word minimum)
- Permission to share information with depositor



# Reports sent to all depositors

*Hello – this is fantastically helpful, thanks very much. I had no idea that my data was used so much by such a range of people.*

| BRANDED CONSUMPTION AND SOCIAL IDENTIFICATION: YOUNG PEOPLE AND ALCOHOL STUDY, 2006-2007         |            |                           |  |                                   |                                   |                    |  |  |
|--|------------|---------------------------|--|-----------------------------------|-----------------------------------|--------------------|--|--|
| Depositor : Griffin, C.;   |            |                           |  |                                   |                                   |                    |  |  |
| ESDS Report on Usage of SN 6217, From June 2009 through February 2012                            |            |                           |  |                                   |                                   |                    |  |  |
| This study has been used in 51 distinct project(s) [Note - table has been redacted to one page.] |            |                           |  |                                   |                                   |                    |  |  |
| First Name   | Last Name  | Email                     | Type of User                           | Discipline                        | Reuse Project Title               | Project Start Date | Reuse Project Description  | Permission to make information public? |
| Abhay  | Joshi      | abhay_joshi45@hotmail.com | Postgraduate                           | Business and Management Studies   | Dissertation                      | Apr 6 2010         | I want this data for analysis and help in my studies. I am in process to draft my dissertation proposal and so I need this data for further research purpose.  | Yes                                    |
| Angus  | Bancroft   | angus.bancroft@ed.ac.uk   | Staff at institute of higher education | Sociology                         | Teaching Qualitative Methods      | Jan 19 2010        | Data to be used for teaching two honours courses, Designing and Doing Social Research and the Sociology of Intoxication, at the University of Edinburgh. Data will be used to explore how qualitative methods construct narratives.  | Yes                                    |
| annie  | sayer      | amsaye@essex.ac.uk        | Postgraduate                           | Community-based Clinical Subjects | Why don't people use drugs?       | Feb 15 2010        | If this data is suitable, I will use it for my post-graduate dissertation. I will be doing secondary data analysis on drug usage and the reasons why people might not do these drugs, despite the evidence provided by professor Nutt that cannabis and ecstasy are not as bad for your health as alcohol and tobacco. | Yes                                    |
| Asija  | Safigulina | a.safigulina@rhul.ac.uk   | Undergraduate                          | Economics and Econometrics        | Dissertation work                 | Dec 7 2010         | I am working on my dissertation. writing how alcohol consumption affects wages. i need the data to do some econometrical tests to prove my assumptions. that's is why, i need to find the survey wichi will provide me with the information how much alcohol people consume and how much they earn                     | Yes                                    |
| Caoilinn   | Hanna      | channa26@qub.ac.uk        | Undergraduate                          | Economics and Econometrics        | Binary Dependant Variable Project | Dec 3 2010         | Need access to data to use as part of a university econometrics projects looking into the statistical significance of data. this will not be available publically and only used for the project.   | Yes                                    |
| Daniel   | Howdon     | ddhh500@york.ac.uk        | Postgraduate                           | Economics and Econometrics        | PhD research                      | Oct 15 2010        | ESRC large grant funded PhD research in the Health Econometrics and Data Group at the Centre for Health Economics (University of York) on inequality of opportunity in health and socioeconomic determinants of health.  | Yes                                    |



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# Description of the data

- Time period: 1994 – 2013 (caveats apply in early years)
- Excluded collections
  - 21 with data, but not for download (embargoed, withdrawn)
  - Virtual catalogue records excluded (data held elsewhere)
- 223 qualitative data collections with data available
  - 9 (4%) available, but never downloaded
- 214 collections (96%) downloaded at least once
- 4792 unique downloads of qualitative data



# How often are data reused?

| Times used    | No. coll. | Times used  | No. coll. |
|---------------|-----------|-------------|-----------|
| 1-10          | 102       | 61-70       | 4         |
| 11-20         | 49        | 71-80       | 3         |
| 21-30         | 24        | 81-90       | 1         |
| 31-40         | 7         | 91-100      | 4         |
| 41-50         | 8         | 101-200     | 5         |
| 51-60         | 6         | 200+        | 1         |
|               |           |             |           |
| Minimum = 1   |           | Mean = 22   |           |
| Maximum = 244 |           | Median = 12 |           |
|               |           | Mode = 10   |           |

# Who reuses the data?

| User type                              | Number of projects | Percent |
|--|--------------------|---------|
| Student - postgraduate                 | 1981               | 41.3    |
| Student - undergraduate                | 1173               | 24.5    |
| Student – school and further education | 103                | 2.1     |
| Staff – higher education               | 1316               | 27.5    |
| Staff – further education              | 101                | 2.1     |
| Staff - other                          | 40                 | 0.9     |
| Government and third sector            | 61                 | 1.3     |
| Personal, genealogy, commercial        | 17                 | 0.3     |
| Totals                                 | 4792               | 100     |



# Which disciplines reuse data?

| Discipline                                       | No. of projects | Percent |
|--|-----------------|---------|
| Sociology  | 1657            | 34.6    |
| Business and Management Studies                  | 463             | 9.7     |
| Psychology                                       | 437             | 9.1     |
| Economics and Econometrics                       | 325             | 6.8     |
| Politics and International Studies               | 257             | 5.4     |
| Social Policy and Administration                 | 175             | 3.7     |
| Geography  | 171             | 3.6     |
| Education  | 149             | 3.1     |
| Library and Data Centres                         | 147             | 3.2     |
| History  | 135             | 2.8     |
| Law; Ling; Nursing; CompSci; Engl; T&CPlng; Engr | 876             | 18.1    |
| Totals (60 disciplines represented)              | 4792            | 100     |



# For what purposes are data reused?

| Primary purpose                         | Number of projects | Percent |
|---|--------------------|---------|
| Research (includes PhD research)        | 946                | 19.7    |
| Teaching and learning (all levels)      | 3050               | 63.6    |
| Other uses (test, genealogy, ambiguous) | 753                | 15.7    |
| Unusable (made-up, missing, mismatch)   | 43                 | 1.0     |
| Total                                   | 4792               | 100     |

- Coded 30 word description-conservative choices for “Research”
- Used role and title for additional information (e.g., MA on project)
- Coded “Other” if only quant methods described for mixed data
- Limitations of mandating information from users
  - Nonsense – (relatively) easy to exclude
  - Mismatched text more difficult – copy/paste from other reuse projects



# Is reuse topic related to original project?

| Reuse same or different?                          | Number of projects | Percent |
|---|--------------------|---------|
| Different from original (very, e.g., linguistics) | 136                | 2.8     |
| Similar to original                               | 888                | 18.5    |
| Methods-related (teaching/learning)               | 1137               | 23.7    |
| Other (ambiguous, not applicable)                 | 2569               | 53.6    |
| Unusable (made-up, missing)                       | 62                 | 1.4     |
| Total   | 4792               | 100     |

- Major caveat – in most cases, too little information to assess
- Most teaching reuse is for methods training (this is undercounted)
- Most research reuse is related to original use



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# Typical reasons given for reusing data

- Instructor did not have own qual data
- Instructor wanted data in specialised methods
  - Constructionist interviews
- A way around ethical review obstacles
  - Student wanted to interview people < 18y.o.
- Methods instruction more effective and enjoyable when data topics match students' interests

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# Characteristics of most-used data

- Promoted for multiple courses
- Mixed methods, multiple data types
- Topical and policy relevance
- Broad topics
- Small and well-focused
- Student appeal
- 4581-gender; 5049–food retailing; 4841–crime; 4641-employment contracts; 2000-oral history; 5029-cannabis use; 5831-youth justice; 5777-young adults



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# Teaching and learning – reusers' comments

I just want to read the document to see if it will assist me with my criminology essay for my honours years at college. If that's not too much trouble!!!!!!!!!!!!!!

I will use the data to teach students principles of interviewing. There are a clear set of interview prompts which are used differently in the actual research interview. I want to show students how they need to adapt a schedule in order to fit the research context.

Having gone to a workshop run by the ESDS earlier this year I am now intending to use this dataset to demonstrate to fellow lecturers the potential of the ESDS for teaching...

I am using this data as part of work for a criminology module ...I picked this particular data set because I also study a Policing and the Police module so I thought it would be beneficial from perspective too.

Real interview data is effective in engaging student interest.

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# Research - reusers' comments

Preliminary stages of designing a mixed methods project to examine social participation in the 1958 British Birth Cohort Study. The aim is to develop appropriate questions for inclusion in the 2008 sweep of the quantitative NCDS survey (with cohort members at age 50) but also to design a qualitative project to explore issues around identity, biography and social participation in more detail.

I am interested in accessing Oral Interviews... to analyse the responses of psychiatric nurses to changes in their profession over the decade following the inclusion of mental health services under the NHS bill. I believe they will give me an unrivalled opportunity to bring the voice of the nurse to the foreground.

This data will be used to pilot test an innovative method for qualitative data analysis using crowd sourcing technology.

How Britain Dies is a research project run by the think tank Demos and funded by Help the Hospices. One focus of our work is to look at the views of dying people and their families around what makes a good death and where people are dissatisfied with how they and their loved ones die.



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# Questions

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