
LEARNING AND TEACHING WITH DATA

Dr Bethany Morgan Brett
User training and support
Economic and Data Service
The UK Data Service

Webinar

24 September 2013

UK Data Service



Presentation plan

An introduction to the UK Data Service teaching resources.

- Exploring diverse interview types
- Exploring non-interview methods
- Using psychosocial approaches
- Pioneers
- Folk Devils and Moral Panics
- The Last Refuge

How have tutor's used our resources in their teaching?

- Jo Haynes - Getting students to do data analysis in a 12-week unit
- TALIF- Teaching sociology with archived data



Archived qualitative data

The UK Data Service collections contain examples from a range of qualitative methods including:

- interview transcripts
 - visual data
 - focus groups
 - essays
 - diaries
 - online data
 - observation notes
 - documents
 - audio data
 - newspaper clippings
- etc.

Interview transcripts are the most commonly deposited qualitative data with the UK Data Archive.

Most contemporary data is deposited in a digital form, but we also hold (and sometimes digitise) legacy data which is a paper (handwritten or typewritten) format.



Discover our teaching resources and guides

<http://discover.ukdataservice.ac.uk/>

Find teaching resources

- Type
 - Support/ how to guide (refine)
- Type of guide
 - Learning and teaching

<http://ukdataservice.ac.uk/use-data/teaching/practical-resources.aspx#/tab-teaching-resources>



Exploring diverse interview types



- Interview methods
 - Qualitative interviews
 - Clinical reuse
 - Structured interviews
 - Semi-structured interviews
 - Unstructured interviews
 - Feminist interviews
 - Life story interviews
 - Oral history
 - Psycho-social interviews
- Teaching activities
- References
- Acknowledgements

- Non-interview methods
- The Last Refuge
- Psychosocial approaches
- Sociology
- 1970 British Cohort Study
- Pioneers

home » Teaching resources » Interview methods

Teaching resource: Interview methods

“Illustrating interview methods using our extensive data collection”



SHARE 

Interviewing is a frequently used method in social research with its suitability being entirely dependent on the particular research question. Qualitative interviewing is generally distinguished from questionnaire-based interviewing, even if the form of communication, such as face-to-face conversation, may be the same.

This teaching resource provides instructors and students with materials designed to assist in teaching qualitative interviewing.

The UK Data Service has created this resource to illustrate interview methods using its extensive data collection held as part of the UK Data Archive holdings, and, in particular, to assist instructors who have limited research materials of their own.

The resource provides brief summaries of several different interviewing techniques and each summary is accompanied by full transcripts or excerpts and the interview schedule (or guidance notes). It concludes with selected references and practical suggestions for how to use the materials for teaching.

 Qualitative interviews	 Clinical reuse	 Structured interviews
 Semi-structured interviews	 Unstructured interviews	 Feminist interviews
 Life story interviews	 Oral history	 Psycho-social interviews
Teaching activities	References	Acknowledgements

[LOG IN](#) / [REGISTER](#)

DISCOVER UK DATA SERVICE

GO

 Data
 Website

Exploring diverse interview types

 <p>Qualitative interviews</p>	 <p>Ethical reuse</p>	 <p>Structured interviews</p>
 <p>Semi-structured interviews</p>	 <p>Unstructured interviews</p>	 <p>Feminist interviews</p>
 <p>Life story interviews</p>	 <p>Oral history</p>	 <p>Psycho-social interviews</p>
<p>Teaching activities</p>	<p>References</p>	<p>Acknowledgements</p>



Exploring diverse interview types

 <p>Qualitative interviews</p>	 <p>Ethical reuse</p>	 <p>Structured interviews</p>
 <p>Semi-structured interviews</p>	 <p>Unstructured interviews</p>	 <p>Feminist interviews</p>
 <p>Life story interviews</p>	 <p>Oral history</p>	 <p>Psycho-social interviews</p>
<p>Teaching activities</p>	<p>References</p>	<p>Acknowledgements</p>

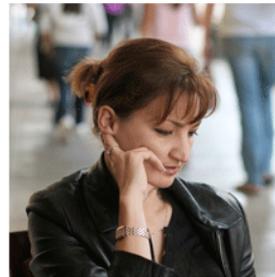


Exploring diverse interview types



Feminist interviews

"Challenging gender inequalities in social research"



- Introduction
- Interview schedule
- Interview extract one
- Interview extract two

SHARE

The feminist interview method encourages and promotes a more reflexive and reciprocal approach and seeks to neutralise the hierarchical, exploitative power relations that were claimed to be inherent in the more traditional interview structure. This is a technique also adopted by other interview methods such as oral history.

Through social research, feminist methods go beyond studying women as objects of investigation. Rather they seek to challenge gender inequalities in social research and to motivate emancipatory, political change of women's experiences in society. Moreover, feminist research is primarily concerned with gender relations and this includes masculinities as well as femininities.

Contemporary feminist approaches acknowledge gender inequality and seek to incorporate an awareness of gender relations in the analysis and through a reflexive understanding of interviews.

Historically, social scientific research methods have marginalised, inadequately represented, and even excluded, women's experiences. In addition, the feminist researcher's primary motivations are to empower women and to restructure the imbalance of equality in understanding women's experiences. In short, feminist research challenges both the knowledge which is produced and the methods of

LOGIN / REGISTER

DISCOVER UK DATA SERVICE

GO

Data Website

- Interview methods
 - Qualitative interviews
 - Ethical reuse
 - Structured interviews
 - Semi-structured interviews
 - Unstructured interviews
 - Feminist interviews**
 - Life story interviews
 - Oral history
 - Psycho-social interviews
 - Teaching activities
 - References
 - Acknowledgements

- Non-interview methods
 - The Last Refuge
 - Psychosocial approaches
 - Sociology
 - 1970 British Cohort Study
 - Pioneers



Exploring diverse interview types

UK Data Service



About us

Get data

Use data

Manage data

Deposit data

News and Events

Home > Teaching resources > Interview methods > Teaching activities

Teaching activities

SHARE

Interview methods

Qualitative interviews

Ethical reuse

Structured interviews

Semi-structured interviews

Unstructured interviews

Feminist interviews

Life story interviews

Oral history

Psycho-social interviews

Teaching activities

References

Acknowledgements

Non-interview methods

The Last Refuge

Psychosocial approaches

Sociology

1970 British Cohort Study

Pioneers

Activity 1

Arrange students into pairs or small groups (maximum four) and give each group a semi-structured interview extract and topic guide to work with.

1. Compare the topic guide to the questions actually asked in the interview.
2. What deviations can you identify?
3. Why do you think the interviewer has deviated at that point of the interview?
4. Discuss the ways in which these deviations might have impacted on the direction of the remaining part of the interview.

Activity 2

Students should work individually or in pairs. Give each student a transcript.

1. What interviewing style/s can you identify in this transcript?
2. If more than one, which would you say was the most dominant technique?
3. Provide justification and evidence for your answers.

Print out the following extracts to use for this exercise.

[Feminist interviews - interview schedule](#)

[Feminist interviews - interview extract one](#)

[Life story interviews - interview extract one](#)

Activity 3

Students should work individually on this task.

1. What is your personal research topic?
2. If you were to conduct interviews on this topic, which interviewing style would you consider to be the most appropriate for your research?
3. Why? Justify your answer.

Activity 4 (a multi-session activity)

1. Read the account of the methodology given in the official publication or user guide. (The Discover catalogue record includes a listing of publications associated with each study.)

LOGIN / REGISTER

DISCOVER UK DATA SERVICE

Data

Website

UK Data Service



Exploring non-interview methods

SDS Qualidata teaching resource: exploring non-interview methods



Contents

1. [Purpose of this resource](#)
2. [Introduction to other qualitative methods](#)
3. [Ethical re-use](#)
4. [Focus groups](#)
5. [Diaries](#)
6. [Online data collection](#)
7. [Visual methods](#)
8. [Acknowledgements](#)
9. [Printing](#)



Using psychosocial approaches

Using Psychosocial Approaches

Introduction to Psychosocial Studies

Reuse and the Psychosocial

Gender Difference, Anxiety, and the Fear of Crime



Documentation and Activities

Becoming a Mother



Documentation and Activities

Tutor's Resource

References

Download/Print

UK Data Service



Using psychosocial approaches

Extract of data

Gender Difference, Anxiety and the Fear of Crime

Interviewee: Ron (Int63)

Extract from 1st Interview

Extract from page 1 to 8 of 37 in original interview transcript

TJ OK. Em, first questions. Can you tell me Ron about how crime has affected your life, or impacted on your life since you've been living here?

Ron Er. (pause). Way it's got me like most of what I've got. Do you know what I mean?

TJ No.

Ron Well that's what there is in't there? Like round 'ere. Crime and that.

TJ That's all there is around here?

Ron Well, aye, everybody you know is up to summat.

TJ Yeah?

Ron You know what I mean? Everybody's got summat going.

TJ Yeah. Well can you take me through the story of your involvement then? Starting when you started

Ron (pause). Can't think when it started.

TJ you've been here since you were about 7?

Ron Mmm.

TJ Start from when you arrived

Ron I don't know. What it were like, when we were kids, (cough). I used to be right adventurous, know what I mean? 'cos I didn't when I stayed up, just used to go - walks, miles and that. Like middle of sticks and that.

TJ Yeah.

Ron I don't know. I used to take keys and all

Using psychosocial approaches

Tutor's resource

After the exercise ask students to read chapter three from *Doing Qualitative Research Differently* (2000) or ask them to read and reflect upon the section on page 35 'Avoid 'why' questions'.

Activity 3: Analysing Psychosocial Data

Write down

- Your first impressions of the data, of Ron and of his narrative.
- Your feelings when reading it. How does Ron's story make you feel? How does the way in which Ron tells his story make you feel?
- Your reflections on any contradictions, false starts and inconsistencies that you might notice.
- What themes can you see in the data?

All these questions encourage a holistic style of knowing the data but do not invite the data analyst to close down the meaning of what they have read. The use of interpretations - plays too easily into people's wish to impose a tidy solution on life experience that is complex and elusive. Interpretation should not, in our view, be conducted outside such a conceptual frame. We have tended to steer clear of the word 'interpretation' and in many contexts would talk about doing data analysis, instead. (Wendy Hollway, notes from personal email)

Activity 5: The Free Association Narrative Interview Method

Read through the first three pages of Extract 2 from the interview with Tommy from *Gender Difference, Anxiety and the Fear of Crime*.

- Identify parts of the transcript extract where the Free Association Narrative technique method is carried out correctly/not correctly by the interviewer?
- Explain why you think the technique has been carried out correctly/not correctly in this extract.
- What effect do you think this had on Tommy's interview?

The interviewer goes against the Free Association Narrative principle when he says 'Can I just go back over something?' and asks for clarification of Tommy's age at various points. Fortunately Tommy demonstrates that interviewees, when they are emotionally invested in a story, tend to stick to their theme, because he goes back to the story of not kissing his dead Dad. Ideally what the interviewer would have done was leave his worry about factual details to be swept up in the

Pioneers of qualitative research

UK Data Service



Interview methods

- Pioneers
 - Background
 - Browse Pioneers
 - Browse themes
 - Browse collections
 - Teach with Pioneers

[About us](#) [Get data](#) [Use data](#) [Manage data](#) [Deposit data](#) [News and Events](#)

[Home](#) > [Teaching resources](#) > [Pioneers](#)

Teaching resource: Pioneers

"Featuring life story interviews with significant researchers"



SHARE

The Pioneers of Qualitative Research resource is a rich, dynamic and expanding resource for the social sciences.

It includes in-depth life-story interviews with 34 pioneers of British social research, including eminent scholars such as Peter Townsend and Ann Oakley. The resource also provides selected thematic extracts from the interviews and links to research data. Each interview - conducted by oral historian Paul Thompson - covers the researcher's family and social background and key influences with detailed accounts of major projects.

This resource enables faceted browsing of the extracts by subject, theme, researcher and methodological approach. In addition audio versions of the extracts bring the pioneers' stories to life. This makes it ideal for teaching as it engages students in an interactive learning experience.

How can the interviews be used?

Firstly we can look at them as individual biographical accounts, to understand the influences, fieldwork methods, feelings and experiences of a major and admired earlier researcher.

We can trace, through their notably acute social observation, how researchers' lives were shaped by family and society. We can see how their own experience, for example of social class or the extended family, generated their key research concerns.

LOGIN / REGISTER

DISCOVER UK DATA SERVICE

Data Website

UK Data Service



Pioneers of qualitative research

Site Search FAQ Help Contact

UK Data Service



About us

Get data

Use data

Manage data

Deposit data

News and Events

Home > Teaching resources > Pioneers > Teach with Pioneers > Pioneering research methods

Teach with Pioneers

We have developed a range of worksheets which will help focus teaching in on selected themes: women and social research, poverty and inequality in the UK, community studies, pioneering research methods and reusing archived data.

Each worksheet contains links to selected extracts, followed by questions relating to the extract and the theme that it addresses. As students may want to listen to the audio extracts which accompany the text, they may want to bring headphones if working in a class.

Women and social research	Poverty and inequality	Community studies	Pioneering research methods	Reusing archived data
---------------------------	------------------------	-------------------	------------------------------------	-----------------------

SHARE

In the 1950s and 1960s, Britain saw sociology increasingly gain recognition as an academic discipline.

This development enabled social researchers to carry out their work on a scale which could not easily be repeated today.

It was an opportunity for the development of innovative methodological techniques for studying society, including observation, survey design and interviewing techniques.

These new methodologies enabled fresh understandings of social change and social movements in post-war Britain as well as offering new insights into the lives of ordinary people.

Activities

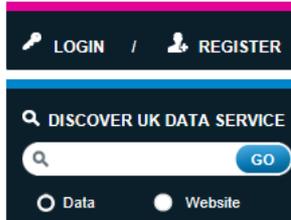
Read through and listen to the following extracts, then answer the questions that follow.

1. [The Health and Lifestyle Survey 2](#) by Mildred Blaxter

According to Blaxter, what were the advantages of adopting a qualitative approach to researching health?

2. ['The Last Refuge' and participant observation](#) by Peter Townsend

In this extract Townsend describes his participant observation in a care home for



Interview methods

Pioneers

Background

Browse Pioneers

Browse themes

Browse collections

— Teach with Pioneers

UK Data Service



Folk Devils and Moral Panics

Settings



TEENAGE MOBS IN HOLIDAY CLASHES

We want blood, sang Rockers

A CROWD of leather-jacketed rockers marched through Brighton chanting "Blood, blood. We want blood. Rock, rock, rock."

UK Data Service

Folk Devils and Moral Panics

A UK Data Service Teaching Resource

USING THIS RESOURCE

This resource is based upon the archived materials from Stan Cohen's classic collection *Folk Devils and Moral Panics : the Creation of the Mods and Rockers, 1964-1967*.

It has been designed to be used as an assignment for use in A level or undergraduate social science courses. Alternatively it can be used in self-paced learning.

Users should read and complete the tasks in each section, then complete the activity stops along the way.

Aims of this assignment

- To gain an awareness of and the ability to access and use the resources provided by the UK Data Service.
- To develop a critical approach to assessing secondary resources.
- To understand how other real-life researchers have approached the study of crime and/or media.

Reading

A reading list is provided at the end of this assignment, which contains a range of articles on reuse as well as essential course readings.

If you use this resource for any written work you should also reference the archived collections which you use. The citation for collections can be found in the documentation section of the data catalogue records.

Grading

Throughout the resource you will see a series of activity stops. Each activity has been given a guideline percentage which shows the value of that question if the resource is used in its entirety as a teaching assignment.

ABOUT STAN COHEN

Best-known for his innovative work on deviance and control, Stanley (Stan) Cohen's research draws deeply on his own life experiences.

Cohen's doctorate research at the London School of Economics focused on social reactions to juvenile delinquency. While working on this he became fascinated by the Mods and Rockers riots at southern seaside towns, and the lurid press reactions to them. He researched these events both through interviewing and through observing the media. Influenced by the student rebellions of 1968, by anti-psychiatry and by his active participation in the National Deviancy Symposium, Cohen took up labelling theory and the idea of 'moral panics', and went on to write his first classic, *Folk Devils and Moral Panics: The Making of the Mods and Rockers*



Latest news

Upcoming events

Calendar



OLDHAM EVENING CHRONICLE

ROCKERS BEAT MODS

A terrible week-end

Stories for a supposedly calm country. A "week-end" of reports of "peaceful" and "orderly" behaviour in the city of Oldham. (The Daily Telegraph)

SEASIDE POLICE BEAT MODS

Folk Devils and Moral Panics

- ♦ Task: Read through Stan's observation notes from Brighton

 Extracts from Stan Cohen's Pioneers' Life Story Interview

 Stan Cohen's Field Notes 2.9MB

 Stan Cohen's Field Notes from Brighton 29MB

THE ROLE OF THE MEDIA

- ♦ Task: Read through some of the newspaper clippings that Stan Cohen collected about the Mods and Rockers incidences in 1964.

 Newspaper Clippings from 1964



CASE STUDY OF BUTCHER

- ♦ Task: Read through the case study of the Butcher family, whose son was caught up in the trouble in Brighton in 1964.

 Case Study of Butcher

♦♦ ACTIVITY STOP THREE ♦♦

Read the following extracts:

- Cohen's own account and observations of the events
- The newspaper articles
- The Butcher case study

1. Assess the similarities and differences between the reports
2. How can we make sense of how different these accounts are?
3. How might a journalist's investigation into the riots differ from the research carried out by social scientists?

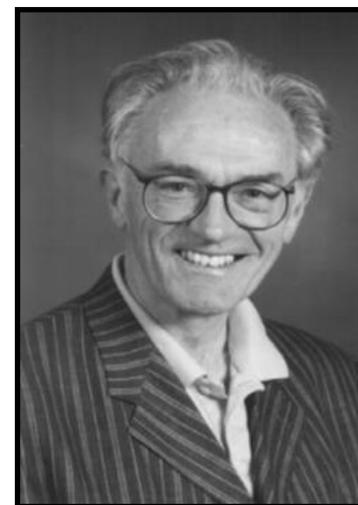
(total 20%).

UK Data Service



'The Last Refuge' (1962)

- Peter Townsend conducted a major investigation of long-stay institutional care for old people in Britain in the late 1950s.
- In-depth interviews with 67 local authority chief welfare officers and with serving staff and residents of 173 institutions.
- Photographs and field notes about the condition of the buildings and the facilities were created.
- Diaries were also kept by a number of residents and staff.



UK Data Service



'The Last Refuge' photographs



“The Last Refuge’ Revisited’

- A review of Townsend's research material and subsequent findings and recommendations
- A tracing study was conducted to find out and document what happened to the institutions visited by Townsend
- It was found that of the 173, 25 still existed as registered care homes and these were investigated further
- This follow-up study broadly replicated Townsend's method allowing direct comparison of the situation in 2005 with the detailed original information on the individual homes.

Publications: Julia Johnson, Sheena Rolph and Randall Smith, *Residential Care Transformed: Revisiting 'The Last Refuge'* (Palgrave, 2010).



“The Last Refuge’ Revisited’



8. Matron and staff of a former workhouse in the Midlands.



Photo taken by Julia Johnson (2005)

Townsend's original photograph (1959)



'The Last Refuge' teaching resource



Last Refuge

Contents

1. Using this teaching resource	1
2. About Peter Townsend (1928-2009)	1
3. Townsend's collections	2
4. 'The Last Refuge' collection	2
5. Reusing archived data	3
6. Activity 1: Advantages and limitations of reuse	3
7. 'The Last Refuge' Revisited'	4
8. Activity 2: Survey	5
9. Activity 3: Using visual sources from archived data	6
10. Activity 4: Using visual images in reuse studies	8
11. Activity 5: Interviews	9
12. Interview with matron at a small private home in Greater London	9
13. Activity 6: Diaries	14
14. Residents' original instructions for keeping a diary	15
15. Selected references on reusing qualitative data	17

USING THIS TEACHING RESOURCE

This teaching resource incorporates a selection of the qualitative material collected during the course of the Peter Townsend's 1950s Last Refuge study, which was a major investigation of long-stay institutional care for old people in Britain. The study was groundbreaking in its

UK Data Service



Discover our case studies

<http://discover.ukdataservice.ac.uk/>

Find case studies

- Type
 - Case studies
(refine)
- Course type
 - Qualitative research methods
 - Quantitative research methods
(refine)



Teachers actively using our data

- Jo Haynes (Selection of data)
- Nigel Fielding (Exploring diverse interview types)
- Jackie Turton (TALIF and Qualitative crime data)
- Simon Carmel (TALIF and Qualitative health data)
- Katy Wheeler and Bethany Morgan Brett (Essex Summer School- Range of data and resources)

And many others...



Case study 1: Jo Haynes: Getting students to do data analysis in a 12-week unit

<http://ukdataservice.ac.uk/use-data/data-in-use/case-study/?id=22>

"How do I get the students to do data analysis within a 12 week unit?"

Created subsets of qualitative data collections

Asked students to

- Carry out own 'small scale' qualitative analysis of the data using Nvivo
- Critically evaluate the design, execution and conclusion of the original research.
- Write a 4,000 word report based on that analysis

"It's also a really good way to engage with research that has already been done and to reach a critical dialogue with British research."



Case study 2: The TALIF Project: Teaching sociology with archived data

- Collaborative project funded by the University of Essex's internal Teaching and Learning Innovation Fund (TALIF).
- Created teaching materials for undergraduate assignments using archived qualitative materials.
- 2010-2011 for sociology students on the Sociology of Crime and Control module and students in Health and Human Sciences.



Case study 2: The TALIF Project: Teaching sociology with archived data

Aims of the assignment

- To gain an awareness of and the ability to access and use, the resources on [theme] held by the UK Data Service.
- To develop a critical approach to assessing secondary resources.
- To develop research design skills.
- To understand how other real-life researchers have approached the study of [theme].



Case study 2: The TALIF Project: Teaching sociology with archived data

ESDS Qualidata



Economic and Social Data Service

About Data Create/deposit Online Support News Events Which service?

- Introduction to user support
- User guides
- Re-using qualitative data
- Teaching and learning
 - Interview methods
 - Non-interview methods
 - The Last Refuge
 - Psychosocial approaches
 - Teaching sociology
- Training courses
- Sharing data
- FAQ

Help desk



Email:
qualidata@esds.ac.uk

Telephone:
+44 (0)1206 873058
(accessing and using data)
+44 (0)1206 872572
(creating and depositing data)

Fax:
+44 (0)1206 872003

ESDS Qualidata teaching resource: teaching sociology with archived data

ESDS Qualidata and the Department of Sociology collaborated on a project funded by the University's internal Teaching and Learning Innovation Fund (TALIF), in which they created materials for teaching sociology with archived data.

The project began with the development of an assignment for a module on crime and control. The aim was to incorporate the use of research methods with the practice of accessing and analysing ESDS archived qualitative data and applying the findings to an appropriate criminological question. Following this, the modules were revised and a new one based on health policy was produced and used.

Now generic templates are available for both the tutor's pack and feedback sheets that can be adapted for future courses in different sociological thematic areas.

The health and crime materials are included and can be adapted and used as required. The generic template can also be adapted as necessary.

Below we have included a tutor's resource, tutor's feedback sheets for marking, as well as the project report pages and case study. They are in MS Word so that they can be adapted as needed.



Look out for grade booster tips throughout the assignment for hints on how to maximise your grades.

Materials

Tutor's pack

- [Tutor's resource](#)
This is the tutor's pack which accompanies every assignment.
- [Assignment generic template](#)
This is the template for an assignment and can be adapted for future courses.
- [Assignment 1 – Autumn Term HS305-6-AU: Health Policy and Practice: sociological approaches](#)
This is the health assignment which was distributed to students for the course held in Autumn 2011.
- [Assignment 1: Autumn Term SC242-5-FY-CO: Sociology of Crime and Control](#)
This is the crime assignment which was distributed to students for the course held in Autumn 2011.

Feedback sheets

ESDS is now part of the UK Data Service.

These ESDS web pages will remain during the transition, but may not be up to date.

UK Data Service



Here are some links to get started with the new service:

- [Discover](#) is the new Data Catalogue
- major studies are now called [key data](#)
- learn about access to [UK Census data](#)
- [login to your account](#)
- [deposit data](#)
- read our [FAQs](#) for current users
- [get in touch](#) with questions or comments

UK Data Service



Case study 2: The TALIF Project: Teaching sociology with archived data

Assignment 1: Autumn Term
SC242-5-FY-CO: Sociology of Crime and Control

Title: "Using Archived Qualitative Data to Understand Sociology of Crime and Control".

Instructions: You should begin by following steps 1 to 5 of this assignment, then produce a 3000 word* report containing 10 sections which are outlined in the sections below. Please write your report under section headings.

*Word count for each section is a guide and need not be strictly adhered to as long as the final report's word count does not exceed 3000 words.

 Look out for grade booster tips throughout the assignment for hints on how to maximise your grades.

Date for submission: 19 January 2012.

Aims of this assignment:

- To gain an awareness of and the ability to access and use, the resources on Crime and Control held by ESDS Qualidata and the UK Data Archive.
- To develop a critical approach to assessing secondary resources.
- To develop research design skills.
- To understand how other real-life researchers have approached the study of Crime and Control.

Reading
A reading list is provided at the end of this assignment, which contains a range of articles on reuse as well as essential course readings. You should also reference the archived collections which you use. The citation for collections can be found in the documentation section of the data catalogue

Assignment 1: [Assignment number] [Term]
[Course Code]: [Course Title]

Title: "Using Archived Qualitative Data to Understand [theme]".

Instructions: You should begin by following steps 1 to [5] of this assignment, then produce a 3000 word* report containing [10] sections which are outlined in the sections below. Please write your report under section headings.

*Word count for each section is a guide and need not be strictly adhered to as long as the final report's word count does not exceed 3000 words.

 Look out for grade booster tips throughout the assignment for hints on how to maximise your grades.

Date for submission: [date]

Aims of this assignment:

- To gain an awareness of and the ability to access and use, the resources on [theme] held by the ESDS.
- To develop a critical approach to assessing secondary resources.
- To develop research design skills.
- To understand how other real-life researchers have approached the study of [theme].

Reading
A reading list is provided at the end of this assignment, which contains a range of articles on reuse as well as essential course readings. You should also reference the archived collections which you use. The citation for collections can be found in the documentation section of the data catalogue

<http://www.esds.ac.uk/qualidata/support/sociologyTeaching.asp>

UK Data Service



Questions

UK Data Service
University of Essex
Wivenhoe Park
Colchester
Essex CO4 3SQ

Bethany Morgan Brett
bmorga@essex.ac.uk

To subscribe to UK Data Service emails:
<https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=UKDATASERVICE>
(or go to www.jiscmail.ac.uk and look for UK Data Service)

To follow UK Data Service on Twitter:
@UKDataService

