Dissertation projects:
introduction to secondary analysis
for quantitative and qualitative data

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26 May 2020
Overview

• What is secondary analysis?
• Types of projects
  • Re-analysis
  • Replication study
  • Comparative analysis
  • Re-study
• Ethical issues
  • Access and licensing
  • Citation
• Methodological issues
  • Recontextualising
  • Sampling
  • Writing up
• Further resources
A Reflexive Account of Reusing Qualitative Data: Beyond Primary/Secondary Dualism

by Libby Bishop
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doi:10.5153/sro.1553

Received: 1 Mar 2006   Accepted: 1 May 2007   Published: 30 May 2007

Abstract

Though secondary analysis of qualitative data is becoming more prevalent, relatively few methodological studies exist that provide reflection on the actual, not idealised, process. This paper offers a reflexive account of secondary analysis focused on the topic of convenience food and choice. Several phases of the research process are examined: understanding context, defining a subject area, finding data and sampling, later sampling and topic refinement, and relating to transcripts. For each phase, I explore if reusing data is different from using it in the first instance, and if so, how those differences manifest themselves. The paper closes with reflections on the differences, similarities, and relationships between primary and secondary analysis of qualitative data. Although differences exist regarding the researcher-respondent relationship, primary and secondary analyses are more alike than not. The suitability of each approach can only be assessed in light of a particular research question.

Keywords: Convenience Food, Data Archives, Qualitative Data, Reflexivity, Data Re-Use, Secondary Analysis

Introduction

"It is scary to reveal how your mind works" (First entry, personal research diary, BSA food
What is the UK Data Service?

- a comprehensive resource funded by the ESRC
- a single point of access to a wide range of secondary social science data
- support, training and guidance
Who is it for?

- Academic researchers and students
- Government analysts
- Charities and foundations
- Business consultants
- Independent research centres
- Think tanks
Types of data collections

- Survey microdata
  - Cross-sectional
  - Panel / Longitudinal

- Aggregate statistics
  - International macrodata

- Census data
  - Aggregate data for 1971-2011

- Qualitative and mixed methods data
Sources of data

• Official agencies – mainly central government

• International statistical time series

• Research institutions

• Individual academics - research grants

• Market research agencies

• Public records/historical sources
The research process

1. Define the research problem
2. Review the literature
3. Design research
4. Collect data
5. Analyse data
6. Interpret/report
7. Locate and assess data
8. (Formulate a hypothesis)
9. Review the literature
10. Design research
11. Collect data
12. Analyse data
13. Interpret/report
14. Define the research problem

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Re-use projects

• Re-analysis
  • Very different – comparative keyword analysis of illness narratives Seale and Charteris-Black (2008)
  • “Similar” topics, but with different focus (Bornat et al. 2012)

• Replication study
  • Reinhart and Rogoff controversy – PG student found flaw in dataset which completely changed results

• Comparative study
  • Key data quickly signposts you to national surveys: https://www.ukdataservice.ac.uk/get-data/key-data.aspx

• Re-study
Re-study: School Leavers Study

Principal investigator: Ray Pahl

In 1978, teachers at a comprehensive school on the Isle of Sheppey were asked to set an essay about 10 days before pupils were due to leave school. The essay asked students to imagine that they were nearing the end of their life, and that something had made them think back to the time when they left school. They were then asked to write an imaginary account of their life over the next 30 or 40 years.
School Leavers Re-Study: Imagining the Future

Re-users: Graham Crow and Dawn Lyon
School Leavers Re-Study

Essay instructions 2009: Imagining the Future:

I want you to imagine that you are towards the end of your life. Look back over your life and say what happened to you. Don’t write a very exaggerated story, just tell the straightforward story of your life as it might really be. Of course you cannot know what is going to happen to you, but you can describe the sort of thing that could happen if things go as you expect or hope. Spread your story over your whole life from the time of leaving school. Continue on another sheet as necessary.

Sheppey: Essay 30
Group: Boys

My Past

I was sitting in front of the fire smoking my pipe, just thinking of the past. I was nearly seventeen when I left school. I had an apprenticeship in the Tudor Glass, an electrical apprenticeship lasting four years. I served my four years and got my diploma for an electrical engineer. I was now twenty and courting a nearly lovely girl. I had to work in London in my next job and came back home every weekend. Jobs were scarce so you had to take what you can get; I didn’t want to go to London, but I needed a new place to work. I was now a PCB assembler and US worker.
<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>1978</th>
<th>2010</th>
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<td></td>
<td><strong>1978</strong></td>
<td><strong>Mundane &amp; grounded jobs; gradual career progression; periods of unemployment.</strong></td>
<td><strong>2010</strong> <strong>Well-paid, instantaneous jobs; choice but uncertainty; influence of celebrity culture.</strong></td>
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<td>“It was hard finding a job, I failed a few chances, but eventually got what I wanted locally, a craft apprenticeship.” (Essay 27, male)</td>
<td>“I could not decide what to do. Then it came across my mind that I should be a body builder, and be good enough to enter the Mr Olympia contest. After that I went to an athletics club, within a few months I was scouted for the Olympics for the 200 metre sprint.” (Essay 10, male)</td>
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<td>“I was on the dole for six months after leaving school, until I got a job in a garage.” (Essay 42, male)</td>
<td>“I was 20 now living the dream I had a amazing band...I had toured the world 3 times sold 4 million records.” (Essay 30, male)</td>
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<td>“When we found a house it was a semi-detached in Sittingbourne. I wanted to live in Italy but that was asking for too much.” (Essay 56, male)</td>
<td>“I arrive at my 3-bedroom luxury villa; I land my helicopter on my own heli-pad and walk inside. I grab my keys and jump in my Bentley Continental GTS.” (Essay 40, male)</td>
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<td>“I longed for something exciting and challenging. But yet again I had to settle for second best. I began working in a large clothes factory.” (Essay 104, female)</td>
<td>“In my future I want to become either: a dance teacher, hairdresser, or a Professional Show Jumper/horse rider. If I do become a dancer my dream would be to dance for Beyoncé or someone really famous.” (Essay 61, female)</td>
</tr>
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Welcome to the Living and Working on Sheppey: Past, Present and Future project website.

Living and Working on Sheppey explores the recent history and changes in working lives on Sheppey in the last decades of the 20th century and into the 21st. It concentrates on the period since the closure of the dockyard at Sheerness in 1960.

The site contains materials from older people and their memories of work in or around the dockyard and everyday life in Blue Town, the area of Sheerness closed to the dockyard. You can listen to clips of these interviews on different themes including the closure of the Dockyard, various trades, and changes in family life across different generations, and you can read the interviews in full (you need to register to do that).

You can read and listen to short essays written by young people in 2009-10 on what they imagine their futures have in store for them. They talk about their hopes and aspirations for their working lives, families, and travel as well as some of the difficulties they foresee.

You can watch the two videos made by the artists, Tea, as part of the Living and Working on Sheppey project. In ‘Back and Forth on High Street Blue Town’ you can see images of Blue Town High Street past, present – and future! And you can hear older people’s memories of everyday life on the High Street through the twentieth century. In ‘Sheerness Port’, you can
Golden rules of secondary analysis

1. No onward sharing of data, even with your supervisor.
2. All anonymized data needs to stay anonymous.

(If data comes doesn't come from an archive with a data access policy, then check the terms and conditions of usage to see how data can be used and still abide by the above rules.)
Citing a dataset correctly is just as important as citing articles, books, images and websites.

Getting started with documentation

- Use documentation to re-contextualise your data and better understand the limitations and opportunities of the data.

- Re-contextualise at different levels, including:
  - Study level
  - Data level
  - Participant level

- Find out more about study-level and data-level documentation: https://www.ukdataservice.ac.uk/manage-data/document.aspx
Case Study: April Gallwey

By considering the oral history archive as an ongoing, creative project - beyond the recorded interview - we are implicated as users in its potential to assist sociological and historical imagination.
Sampling

- Select a subgroup based on shared social characteristics or a probability sampling procedure
- Mix and match from different collections into a customized dataset for your project
  - For quantitative projects, you’ll need to harmonize data to ensure validity
  - For qualitative projects, consider study-level context to ensure data are comparable
Mental health and the jilted generation: Using age-period-cohort analysis to assess differential trends in young people's mental health following the Great Recession and austerity in England

Rachel M. Thomson, Srinivasa Vittal Katikireddi

2. Methods

2.1. Study design

We used repeat cross-sectional data from the Health Survey for England (HSE), a multi-stage stratified random sample designed to be nationally and regionally representative, spanning 1991 to 2014. Details of the HSE have been published elsewhere (Mindell et al., 2012). Response levels have fallen over time but plateaued recently, remaining reasonably high at 62% in 2014 compared with 68% in 2006 (NatCen Social Research, 1991–2014). Weights for non-response were available from 2003. Relevant data were available for all years except 1996, 2007, 2011 and 2013 when the outcome measure was not administered.

The HSE has run for a considerable time using standardised methods with frequent data collection, allowing consideration of long-term trends. Cross-sectional rather than longitudinal data were used to allow inclusion of birth cohorts who only reached the age of 16 years during the study period, and so would not have been eligible for initial recruitment to longitudinal cohort studies of adults. This approach also avoided residual confounding that could occur using panel data which include whole households for age-period-cohort analysis, as children in included households who are subsequently followed up as adults are likely to share many genetic and environmental influences with others in their household.
Further resources

Timescapes Methods Guides Series:
http://www.timescapes.leeds.ac.uk/about/timescapes-methods-guide-series.html

Secondary Analysis of Quantitative Data Sources:

Data Skills modules:
https://www.ukdataservice.ac.uk/use-data/data-skills-modules

UK Data Service video tutorials:
https://www.ukdataservice.ac.uk/use-data/tutorials.aspx

What is secondary analysis?
https://www.ukdataservice.ac.uk/use-data/secondary-analysis.aspx

UK Data Service: Tools and templates:
Get connected

http://ukdataservice.ac.uk/about-us/contact.aspx

https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=UKdataservice

https://twitter.com/UKDataService
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https://www.facebook.com/UKDataService

https://www.youtube.com/user/UKDATASERVICE