

Getting Started with Secondary Analysis

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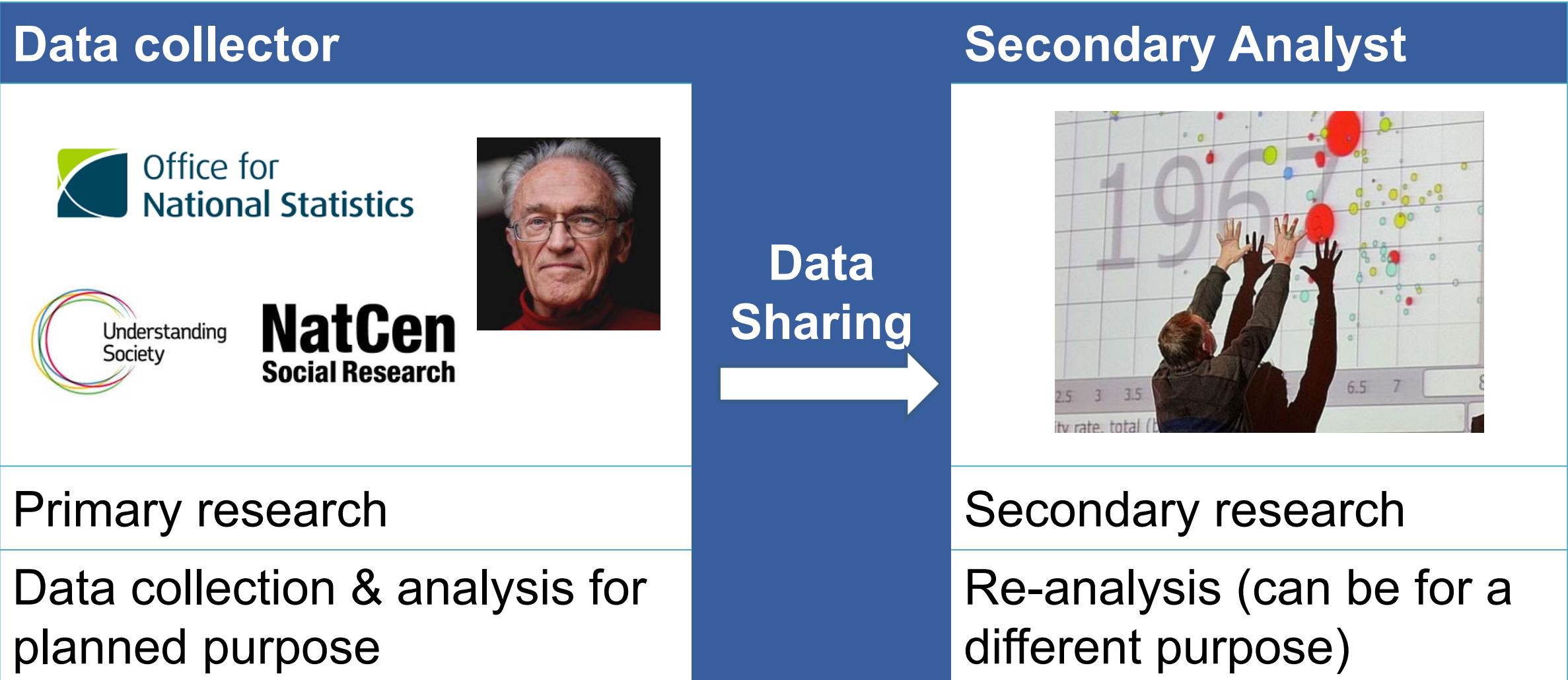
Overview

- What is secondary data?
- Issues with reusing data
- Quantitative and qualitative examples
 - What's available and case study
 - Presentation, demonstration
- Using Mentimeter throughout
- Activity and questions

Have you re-used existing data before?



What is secondary data?



Pros and cons of reusing data

Pros

Access datasets impossible to create

Cost effective

Ethical issues about data collection dealt with

No need to re-contact data subjects

Reuse data used by others to make claims

Cons

Do not have insider understanding of data and data collection

Effort to get to know the data

Ethical issues about data use to consider

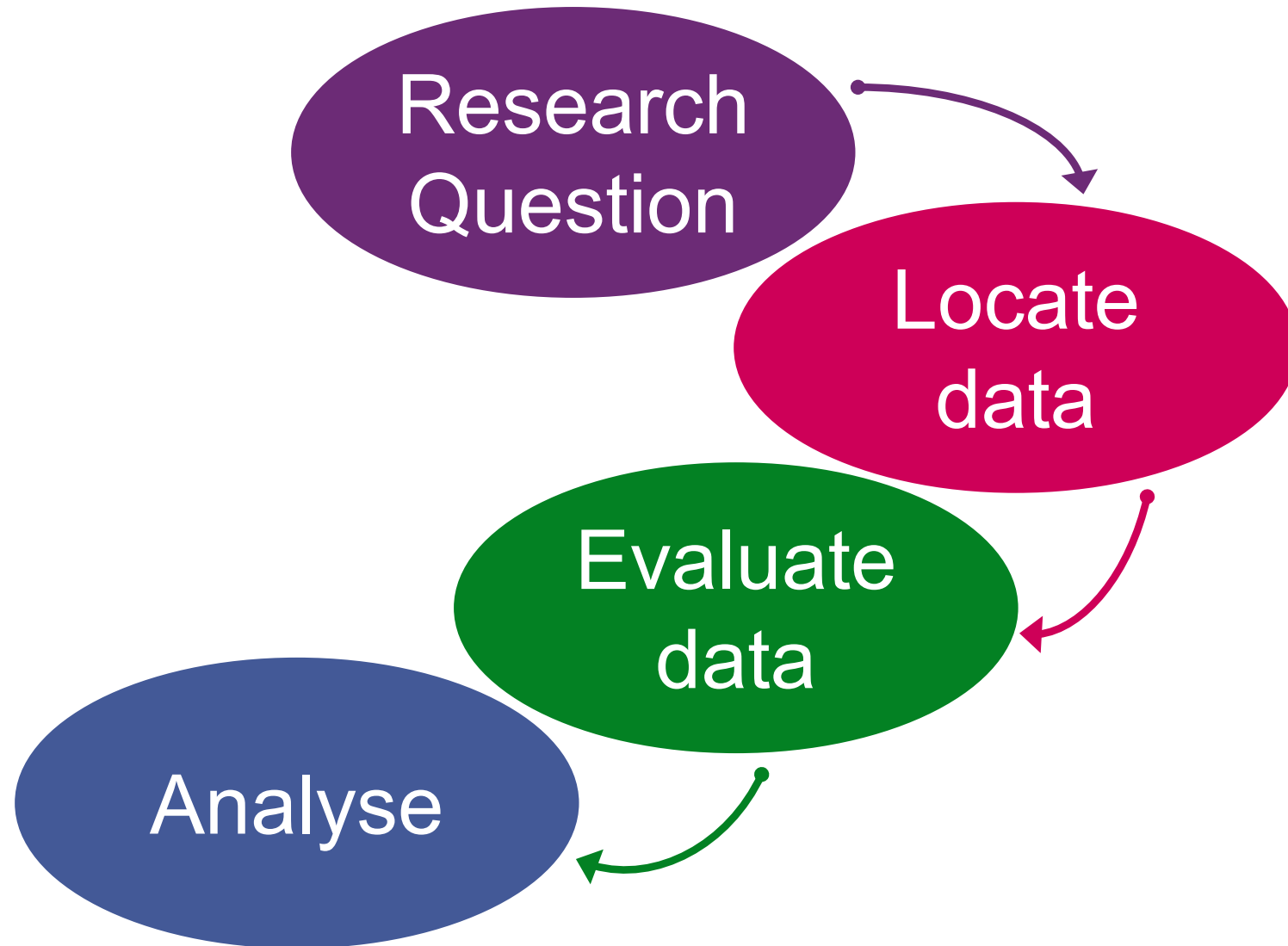
Data may not match research question

Cannot extend studies

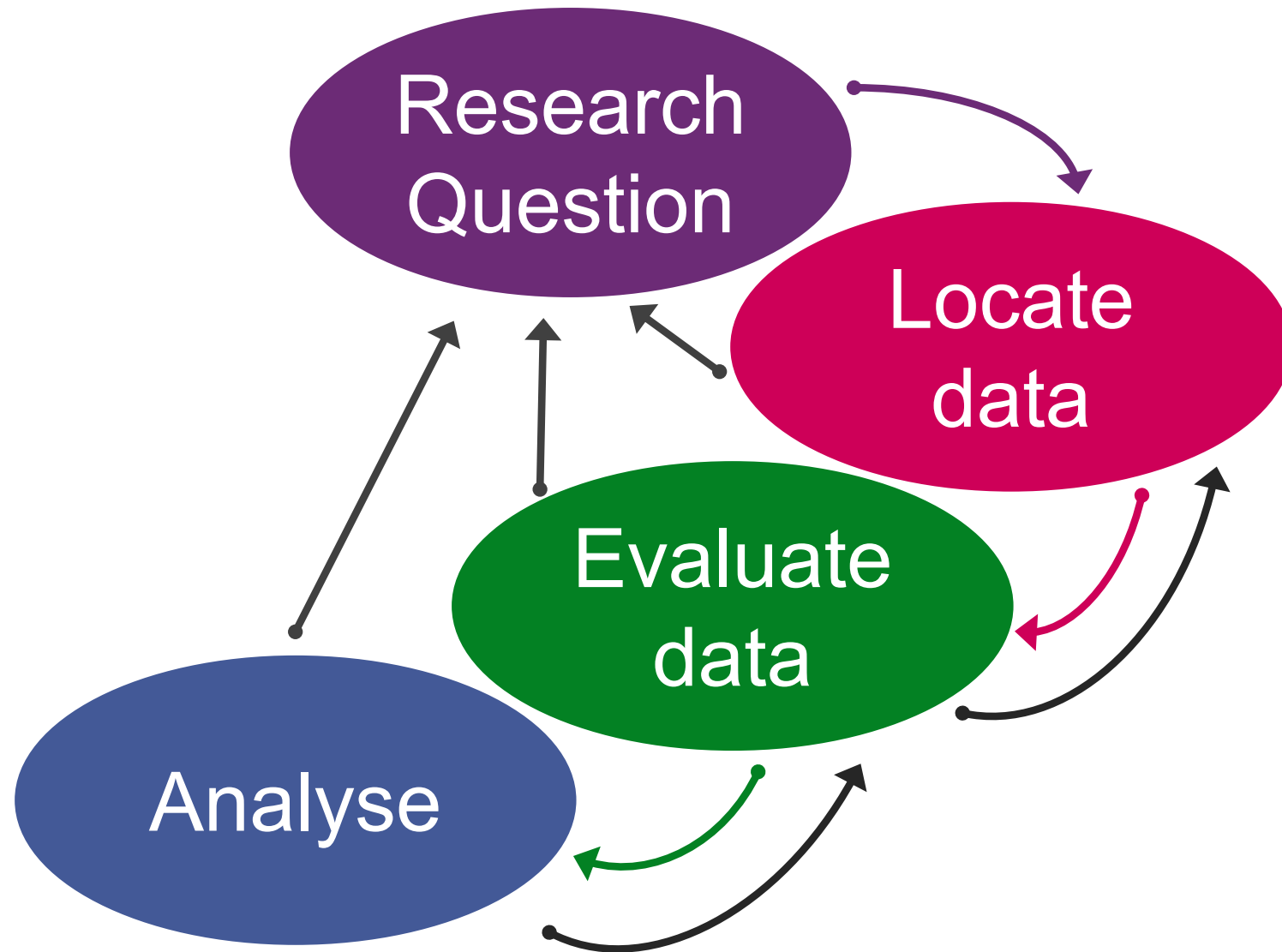
Researchers reusing data need to:

1. Make effort to understand the data
2. Be pragmatic about whether data are good enough for your purpose

Research plan



Research plan



Making sense of your data

To understand data and its suitability for your research you must understand...

- what information was collected
- from whom
- when and where
- any changes to the raw data before being archived

Use the documentation

- User Guides
- Questionnaires
- Interview Schedules

Plus a variety of other resources

Quantitative data

- What data is available?
- Case study
- Demo - What sorts of documentation are available?
- Key issues

Mentimeter word cloud – What kinds of data do you think you'll find on the UKDS website?



Quantitative data by type of analysis

| Type of analysis | Type of data |
|---|----------------------------------|
| Individuals, families, households, businesses : one point in time | Cross-sectional surveys |
| Individuals, families, households, businesses : multiple points in time | Repeated cross-sections |
| Individuals, families, households: over time | Longitudinal data |
| Small geographic areas | Census aggregate data, flow data |
| Comparing countries (over time) | International time series |

How to find data

- UKDS catalogue search
- Theme pages
- Past webinars
- Further videos on this coming soon for new website



Case Study: Crime Survey for England and Wales (formerly the British Crime Survey)

- Example of a repeated cross-sectional survey
- Important source of information about crime (Crime statistics independent from police records)
- Annual survey
- $n \approx 35,000$ individuals aged 16+ and 3,000 aged 10-15
- Victim of a crime in the previous 12 months
- Covers demographics, attitudes to the police and the CJS

Case Study: Crime Survey for England and Wales

Data stored as individual anonymised records

| | rowlabel | split | sex | yrsarea | work2 |
|---|-----------|---------------------|--------|---------------|-------|
| 1 | 137068050 | A (Experiences o... | Female | 20 years o... | Yes |
| 2 | 147461190 | C (Crime preven... | Female | 10 years b... | No |
| 3 | 137116250 | A (Experiences o... | Female | 20 years o... | No |
| 4 | 147354190 | C (Crime preven... | Female | 20 years o... | Yes |
| 5 | 137061230 | C (Crime preven... | Female | 20 years o... | No |
| 6 | 136898230 | C (Crime preven... | Female | 20 years o... | No |
| 7 | 135507330 | A (Experiences o... | Male | 10 years b... | Yes |

Different levels of access

- A standard End User Licence (download after registering)
- Secure Access (for sensitive information)

Hind Khalifeh et al (2013)

- Examined violence against people with disability in England & Wales
- British Crime Survey 2009/10
- introduction of disability measures
- (a special licence version of the data)
- n = 46,398 adults 16+ , 9,037 had at least one limiting disability

Hind Khalifeh et al (2013) – Findings

Adjusting for age, sex, socio-economic characteristics...

- disability increases risk of experiencing violence
- levels of victimisation highest amongst those with mental health problems
- estimated 116,000 victims of violence attributable to disability

Sampling considerations

- Surveys are based on samples
- Is the sample representative?
 - Who is included (adults, those in private address)?
 - Response rate and bias
 - Do you need to apply a weight to make the data representative?

Sampling considerations – Sample size

- Do I have enough cases to make a precise estimate?
 - Important for small sub-populations

Cite the Data

- Citations provided for every record and dataset
- Use the UK Data Service citation tool to copy and paste the correct citation



Citation and copyright

The citation for this study is:

NatCen Social Research. (2014). *British Social Attitudes Survey, 2013*. [data collection]. UK Data Service. SN: 7500, <http://doi.org/10.5255/UKDA-SN-7500-1>

Demonstration: Documentation

Who was asked what...?

- Computer Aided Interviewing (CAI) makes it easy to send respondents through the questionnaire by different routes
- Many questions may only be applicable to some of the sample

Who was asked what...

FLEX10

Some people have special working hours arrangements that vary daily or weekly.

In your (main) job is your agreed working arrangement any of the following...

Code up to 3

- 1 flexitime (flexible working hours),
- 2 an annualised hours contract,
- 3 term-time working,
- 4 job sharing,
- 5 a nine-day fortnight,
- 6 a four-and-a-half day week,
- 7 zero hours contract,
- 8 on-call working, or
- 9 none of these?

ONS ✓

GOV ✓

SPL ✓

EUL ✓

Applies if in work during reference week

IF (Wrking=Yes) OR (JbAway=Yes) OR (OwnBus=Yes) OR (RelBus=Yes)

OR (TYPSC12=1,2,3,5,8) On a government training scheme considered as employment

OR ((TYPSC12=9) AND (YTETJB=Yes)) OR (YTETJB=Yes) Doing paid work in addition to this particular government training scheme

UK

W1/EQ

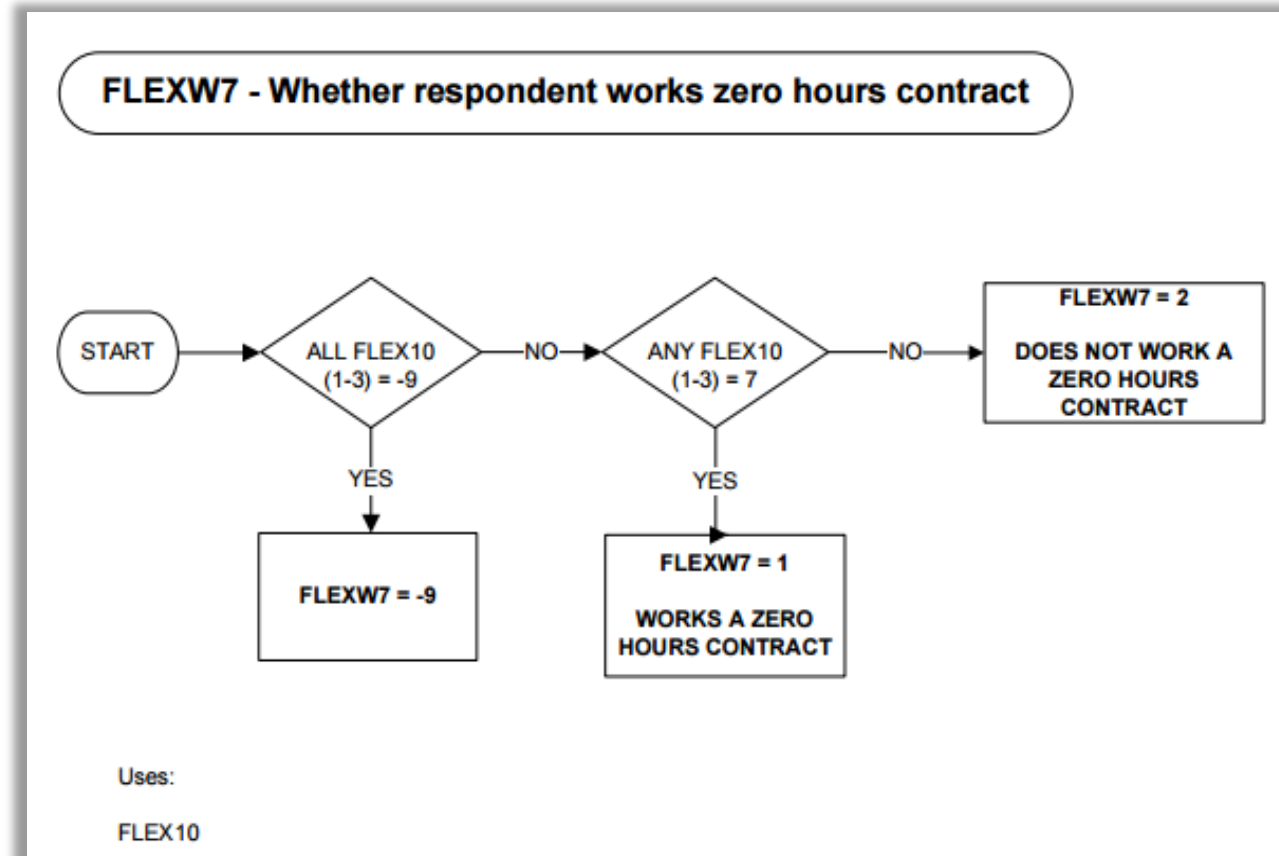
MAIN

AW/AJ and OD

RUNNING PROMPT

And what was done with data afterwards?

- derived variables are created from the 'raw' data



Reusing qualitative data

- Types of qualitative data reuse
- Case study: School Leavers Study
- Demo - Finding data: browse, search, QualiBank
- Key issues

Mentimeter question – What ways can qualitative data be re-used?

Evidence for dissertations

newquestion

Unsure

As a template for gathering more information

analysing interview transcripts

validate previous findings

For ethnographic studies

Showing changing attitudes

Stories

Mentimeter question – What ways can qualitative data be re-used?

doing comparative study

validate previous studies

Narrative

Trends

Comparison

compare between different domains
or locations

Basis for theories

Using new methods to analyse the
data

Sentiment analysis

Mentimeter question – What ways can qualitative data be re-used?

New ideas

For archival research

Finding new themes

informing quantitative studies

Investigations

Content analysis

Perceptions

For development of theories

recode

Comparisons

Informing primary data

Coding into quantitative data

Many ways of re-using data

1. Description

- See more data, not limited to published extracts

2. Research design and methodological advancement

- Study sampling, data collection methods, topics guides

3. Reanalysis

- A research question different to the original research

4. Learning and Teaching

5. Restudy

- Replicate and compare

SN 4867: School Leavers Study

Principal investigator: Ray Pahl

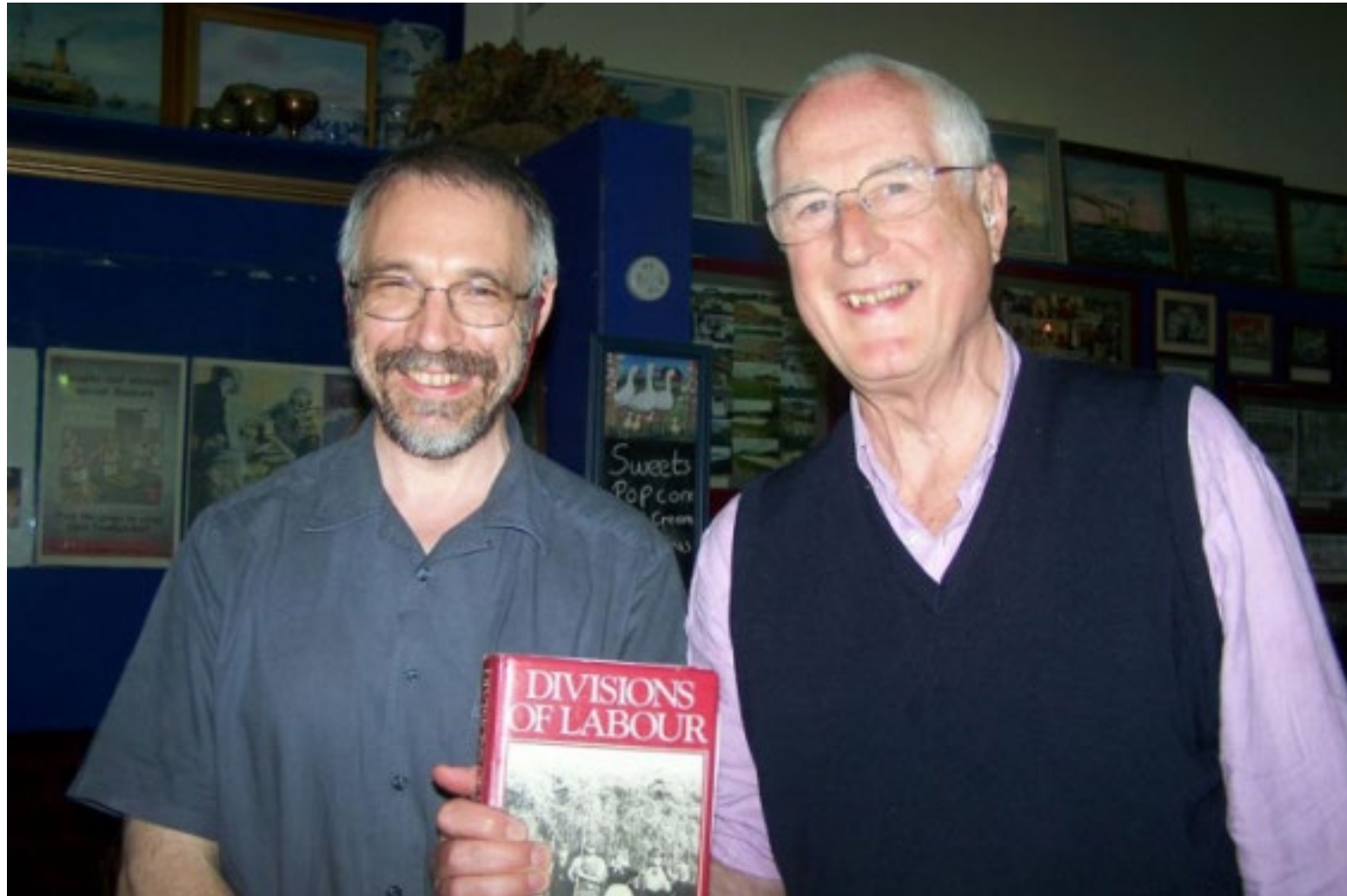
In 1978, teachers at a comprehensive school on the Isle of Sheppey were asked to set an essay about 10 days before pupils were due to leave school. They were then asked to write an imaginary account of their life over the next 30 or 40 years.



School Leavers Re-Study: Imagining the Future

Principal
Investigators:

Graham Crow and
Dawn Lyon, University
of Kent and University
of Southampton



School Leavers Re-Study

Essay instructions 2010: 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. Spread your story over your whole life from the time of leaving school.

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 rearly lovely girl. I had to work in London in my next job and came back home every weekend.

Living and Working on Sheppey study

1978: 141 essays (89 boys and 52 girls)

Living without a job: how school leavers see the future

2009-10: 110 essays (55 boys and 55 girls)

Living and Working on Sheppey project

Together, these two sets of essays shed light on the aspirations of Sheppey's young people (and young people more generally) and cover a range of topics including:

- Health, Education, Career, Family and Leisure

1978

Mundane & grounded jobs; gradual career progression; periods of unemployment.

2010

Well-paid, instantaneous jobs; choice but uncertainty; influence of celebrity culture.

“It was hard finding a job, I failed a few chances, but eventually got what I wanted locally, a craft apprenticeship.”
(Essay 27, male)

“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)

“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)

“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)

“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)

“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)

Living and Working on Sheppey

Living and Working on Sheppey



Welcome to this website where you can find material from two research projects about the Isle of Sheppey!

Our latest work (2013-14) is a project called **Imagine Sheppey** which is about how young people imagine the future. This builds on our previous work in **Living and Working on Sheppey: Past, Present and Future** (2009-11) where we explored the history and changes in working lives on Sheppey in the last decades of the 20th century and into the 21st. You can find out about both projects here!

If you are curious about young people and wonder about how they see the world and themselves within it, and what they imagine their futures have in store for them, you might be interested in:

<http://www.livingandworkingonsheppey.co.uk/>

Home

Imagine Sheppey Fast Forward

Fast Forward Workshops

Imagine Sheppey Fast Forward Video

Living and Working on Sheppey

Older people's memories

Young people and the future

1978 Essay Writers Facebook Page

Demonstration: Finding data

Getting started

- Orient yourself to the original research project
 - Documentation and metadata
- Understand the structure of the original data
 - Sampling and recruitment
- Become familiar with the project data as a whole
 - Think about your approach

Other resources for reusing data

- User guides and training resources
- Information about secondary analysis
- See handout for further links and information

Activity: refer to handout

Key issues in reusing data - summary

- **Many benefits**
 - large scale research, ethics completed, cost effective
- **Iterative**
 - research questions, locate and evaluate data, analysis
- **Context**
 - consider methodology and prior research
- **Plan and prepare**
 - understand data through study documentation
- **Support**
 - more information available in the UK Data Service website
- **Cite the data**

Questions

Website > Use Data > Secondary Analysis

<http://www.ukdataservice.ac.uk/use-data/secondary-analysis.aspx>

Email:

help@ukdataservice.ac.uk

Video guides and webinars:

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

Follow the UK Data Service on Twitter:

[@UKDataService](https://twitter.com/UKDataService)