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# Transparency in Qualitative Research

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Managing and Sharing Research Data for  
Transparency and FAIRness

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UK Data Service

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# Agenda

- Explain the background to the “transparency agenda”
- Explore examples and case studies of transparent qualitative research
- Raise critical points for transparency in qualitative research
- Q&A

Many thanks to Louise Corti, who shared many of her slides from the panel on transparency at RMF 2018. Slides with Corti (2018) have been reproduced with permission.

# Today's debate

- In quantitative methods, reproducibility is held as the **gold standard** for demonstrating research integrity
- Threats to scientific integrity, such as fabrication of data and results have led to some journals now requiring **data, syntax and prior registration of hypotheses** to be made available as part of the peer-review
- **The 'reproducibility' of qualitative research** has been questioned but has been protected from the recent transparency agenda. But for how long?
- What if journals begin to mandate the **sharing of data and analysis** for qualitative research?



# International transparency agenda

- Increasing drive for openness and sharing – value and transparency
- Funders, professional societies and journals driving open research mandates
- Universities UK: [Concordat to Support Research Integrity](#)
- Data sharing: [RCUK Common Principles on Data Policy](#)
- UK Parliamentary Science and Technology Committee Inquiry on **Research Integrity** - so-called 'crisis in reproducibility' of research



# Crisis? What crisis?

- The [Reinhart and Rogoff controversy](#)
  - Paper: “Growth in the time of debt”
  - George Osborne in 2010: “The latest research suggests that once debt reaches more than about 90% of GDP the risks of a large negative impact on long term growth become highly significant. If off-balance sheet liabilities such as public sector pensions are included we are already well beyond that.”
  - Thomas Herndon, postgrad student at Uni of Massachusetts
- [Reproducibility project: Psychology](#)
  - 250 scientists from around the world attempted to reproduce findings from a sample of Psychology papers published in 2008.
  - 61 did not replicate, with 15 being “not at all similar”; 39 replicated, with 4 being “virtually identical”



The New Yorker (2013)

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# But, a slight terminology crisis

Open research

Open science

Open access

Open data

Open Research  $\neq$  Open Data



# Providing research context – through data?

- **Research Data Policy** in place in UK since 1995
  - People share what they feel they ‘can’ share
  - Hard to see exactly what data were created, what methods were used and what fieldwork represented the research
- Evidence base: 1000 qualitative data collections shared
- Practical guidance and protocols on sharing **datasets and methods**
- Lots to learn from historians on **methods for assessing provenance** of a data collection



# Qualitative research

<b>Data transparency</b>	<b>Production transparency</b>	<b>Analytic transparency</b>
<b>Providing full access to data itself</b>	<b>Process of data collection</b>	<b>Information about data analysis</b>
<p>Provide (partial)</p> <ul style="list-style-type: none"><li>• Interview transcripts</li><li>• Field notes</li><li>• Videos...</li></ul>	<p>Explain how data were collected:</p> <ul style="list-style-type: none"><li>• Interviewee selection</li><li>• Participants</li><li>• Documents...</li></ul>	<p>Describe <u>which</u> evidence supports <u>which</u> claims</p> <p>Discursive footnotes / supplement</p>





# Data sharing benefits

- Fundamental in collaborative and multi-stakeholder projects
- Extend voices of participants
- Make best use of hard-to-obtain data, e.g. elites, socially excluded, over-researched
- Not burden over-researched, vulnerable groups
- **Provide greater ‘research transparency’**

*\*\*\*In each, ethical duties to participants, peers and public may be present.\*\*\**



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# Process transparency

- **Documentation of method**
  - Described method in articles, often highly sanitized; unlikely to be fully transparent
- **Raw and derived data in qualitative research**
  - What counts as data?
  - What is 'replication data' – a 'subset' of whole data?
  - Ethical issues
- Need a better link between a **published paper** and **underlying data sources** and the **methods narrative**



# Analytic transparency

- Linking a **claim** to **data**
- A problem for qualitative research – not simple running code
- [Annotation for Transparency Initiative \(ATI\)](#)
  - ‘facilitates transparency in qualitative research by allowing scholars to ‘annotate’ specific passages in an article. Annotations amplify the text and include a link to one or more data sources underlying a claim; data sources are housed in a repository
- But, [a slippery slope?](#)...



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# Providing pathways to show process

- We can define recommendations by the scale of ‘immersion’
- Trajectories for defining and supporting process transparency
- Practical guidance based on real case studies of particular research approaches that highlight best practice and showcase good archived datasets
  
- UKDS Guide coming very soon!
  
- Aim: to encourage ‘trust’ in qualitative methods and show How To



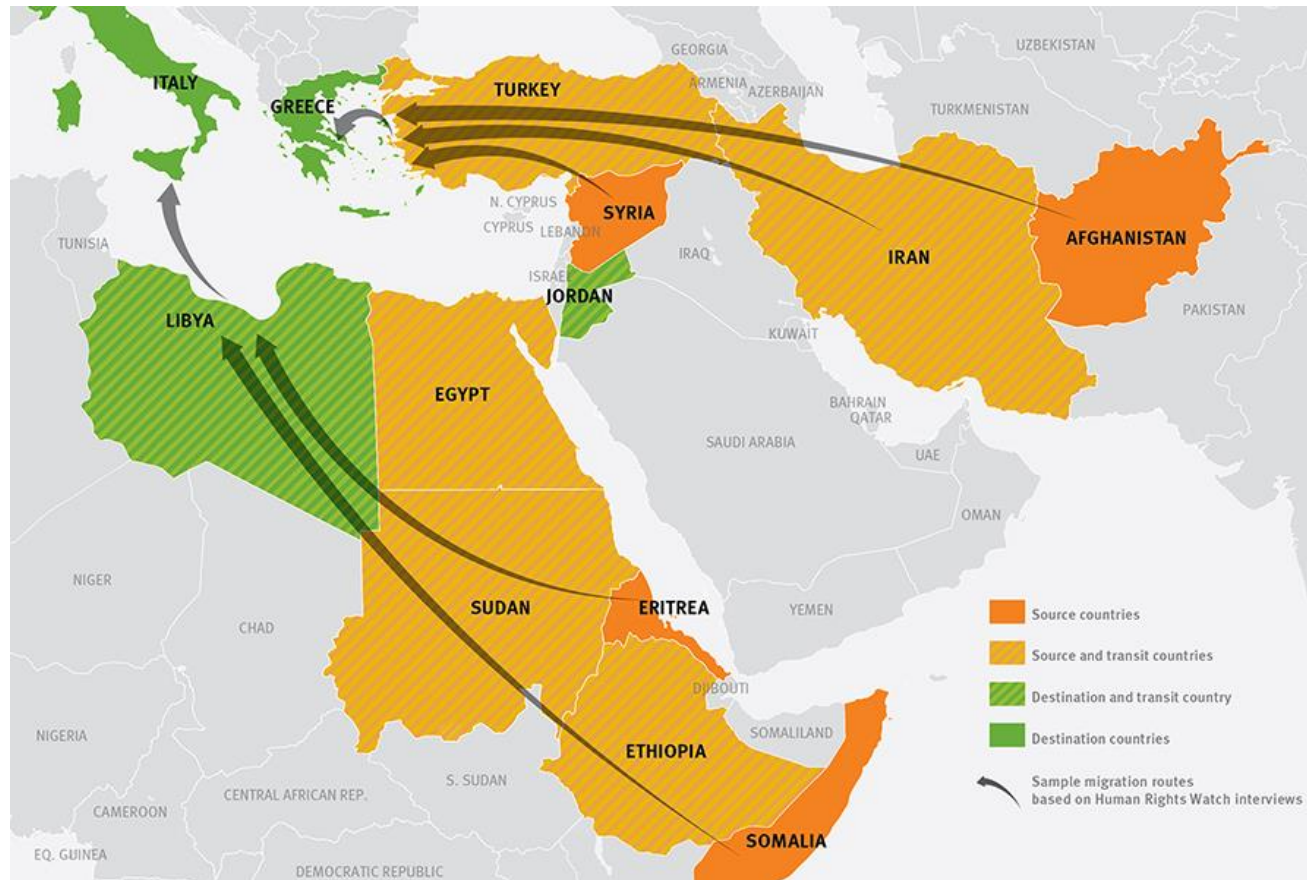
# Supporting transparency

Layers of transparency/ integrity	Key ways to support transparency/ integrity	Enhanced ways to support transparency/integrity
Data	Allowing appropriate access to data via archive	
		Publishing a data paper*
	Creating a data list in some form**	ReadMe document is helpful to get an overview of more complex material deposited (e.g. Big Society)
	Including metadata on transcripts	Consistent presentation, offering some background information and key to transcript symbols, for example (Managing Suffering
	Consistent and coherent anonymisation	Best practice is to use pseudonyms or generalised terms for place names, roles etc,
	Including field-notes where appropriate	
Process	Including documentation such as grant information/final reports – do not rely on website links as these are often broken	Correspondence (e.g. Big Society correspondence with UKDA about why interview transcripts were not deposited), notes from meetings with gatekeepers, reports from collaborators in research (eg. Conservation, Markets and Justice – report from UEA and <a href="#">InsightShare</a> )
	Documenting the consent process – both for participation and for data sharing – ensuring	Ethical approval documentation – from RECs and other correspondence (e.g.



# Depositing data

- Unravelling the Mediterranean migration crisis: The MEDMIG project journey  
<https://beta.ukdataservice.ac.uk/datacatalogue/studies/study?id=852674>



# Depositing partial data and data summaries

- Pioneers of Social Research, 1996-2018  
<https://beta.ukdataservice.ac.uk/datacatalogue/studies/study?id=6226>

## Professor George Brown interview summary

Born 15 November 1930, off Portobello Road, London. Twin, weighed under 3 lbs, not expected to survive. Two-room flat, shared toilet, water on the landing.

Father a lens maker, orphaned at 13/14, then apprenticed. Finished as a foreman, ill-educated, upright, skilled worker. Nervous, had a perforated ulcer. Father had seven siblings.

Mother had been a waitress. They met early, and stayed together all their lives. Good marriage. Her sister, aunt Rose, came to help when the twins were born. Jaundice.

Due to work pressure in the war, father had episode of nervous vomiting. Highly strung, pleasant, nice man. Not particularly close to parents. Mother highly anxious about them.

At two, moved to terrace house in Kensal Green, a step up, but only had half the house: kitchen, scullery, front room, one bedroom, yard. Not allowed into the street until was 5.

Remembers father as somewhat distant and away at work, mother as nervous and protective rather than warm. Not close to parents; maybe they were too close themselves. Not easy to talk to.

No books in the house. No preparation for 11+, just told to bring a pencil and ruler. Surprise when the teacher told him he was going to grammar school - only boy from the area to do so. Had to walk to Kilburn and would hide his cap on the way. Difference from parents resulted. Parents did pay the small grammar school fee, and made clear that it was a sacrifice - and that he had to leave at 16, in order to contribute to the family income.

Mother would nag a lot, although George well behaved. She was oldest of seven siblings. Had difficult problem with her father. ex-



# Documenting your study

- Anti-Politics: Characterising and Accounting for Political Disaffection, 2011-2012 (<https://beta.ukdataservice.ac.uk/datacatalogue/studies/study?id=7855&type=Data%20catalogue>)

**Availability:** UK Data Service

**Contact:** [Get in touch](#)

## DOCUMENTATION

Title	File Name	Size (KB)
Data List (Excel)	<a href="#">7855_ulist.xls</a>	34
Demographic Survey Questionnaire	<a href="#">7855_demographic_survey.pdf</a>	248
ESRC End of Award Report	<a href="#">7855_eoa_report_res-000-22-4441.pdf</a>	307
Focus Group Resources	<a href="#">7855_focus_group_resources.pdf</a>	270
Consent Form	<a href="#">7855_research_consent_form.pdf</a>	240
Participant Information Sheet	<a href="#">7855_research_information_sheet.pdf</a>	248
Data List (PDF)	<a href="#">7855_ulist.pdf</a>	84
Study information and citation	<a href="#">UKDA_Study_7855_Information.htm</a>	6
READ File	<a href="#">read7855.htm</a>	10

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## APPENDIX B

## THE SAMPLE

WEDNESDAY, JANUARY 10TH, 1983 - 7 P.M.

## BRUNEL UNIVERSITY

A comfortable common room. Low tables with plates of sandwiches on them and cups of coffee. A microphone looking like a miniature radar transmitter sits on one of them. Nine people in upholstered low chairs, arranged in an oval shape, sit round the tables. Six are visitors. Three men and three women - people who have responded to the appeal in the Sunday Times to take part in the study. Two are research assistants - a man working on the study with me and a woman, who is a graduate research student in the department conducting her own research on a completely different project. She has come to take charge of the recording and will later transcribe it. The ninth person is me.

I welcome everyone, thank them for their time and reassure them no-one should feel under any compulsion to speak nor to say such things that at the end of the evening they leave feeling ashamed and wishing they had not come. I tell them I hope they will enjoy the discussion. I spend several minutes on this introduction, waiting to sense that everyone is comfortable and understands the research purposes of the meeting by talking about the way they have been approached - via a newspaper article, by talking about the problems of samples selected in this way. One person takes up this point and asks whether I will not have too many people from similar economic backgrounds. I reply that I am not particularly concerned about the lack of a representative sample of the general population because the kinds of statements I wish to make do not require such a sample:

"It depends what kind of statement you wish to make at the end of the day whether you need a representative sample of the population. I am not trying to draw any conclusions from my work about incidence or prevalence. I will not be saying 'In Britain today x% of the population has committed adultery' or 'Of men in Britain today, half will have committed adultery by the time they have been married ten years'. For that kind of statement, a representative

Cont../

- 2 -

sample of the general population would indeed be needed. Actually for this kind of study there are respectable arguments to be made for choosing a fairly homogeneous group. But there is another problem which is more difficult to deal with - you are all self-selected. That is, you have chosen to take part in the study. I need to understand why. People may say you are a peculiar group simply because you are prepared to talk about your lives and about this very personal topic. What I'd like to do, therefore, is to begin by asking you all to try and cast your minds back to the moment when you decided to pick up a pen and pencil, or when you went and sat down at your typewriter and decided to write to me. What were you feeling or thinking? I know it is difficult and some time ago, but if you could cast your minds back and try to remember what it was that decided you ...; what was it you wanted to say to me ...?"

Dennis:

"Well, to be honest I just wanted confirmation that there are other people like me that indulged in it - how can I put it - without necessary feelings of guilt ..."

Dennis spoke for some time, going on to describe the death of his young first wife. She was killed by a hit-and-run driver. This wife had been "so carnal" he said, "there was nothing she did not enjoy about the sex act, nothing she wouldn't do, that for me to have had an adulterous relationship and to be married to her would have been a physical impossibility". As part of his effort to cope with her loss he had spent some time in California. There, he said, even his best fantasies were met where, he told us, he found the women were "promiscuous". A further prompt from me:

"So what actually spurred you to write to me?"

So far, I have taken for granted that what people have said is what they mean; that the reasons they give in a discussion or in an interview or on a questionnaire for having decided to participate in the study ARE their reasons. Before moving to a discussion of this somewhat naive attitude, let me describe the characteristics of the sample generally and show how they differ from and are similar to the general population and, with an analysis of those who joined through a snowball technique, indicate in what ways the adultery study people may be similar to others who have not responded.

DESCRIPTION OF SAMPLE - COMPARISON WITH NATIONAL POPULATION

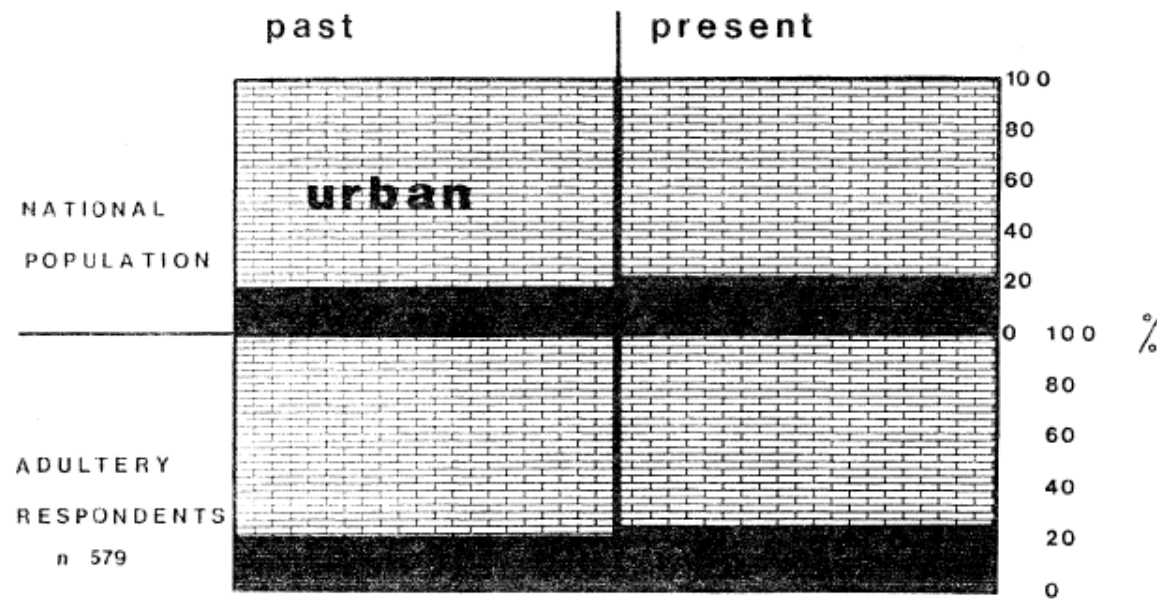
The people in the sample are distributed by sex, social class and level of education, quite differently from the population. They have not been randomly drawn from the population, rather than 51% women to 49% of men. The number of women from the younger age range is high. I have an overwhelmingly middle class group. The occupations in which people are engaged are mostly non-manual occupations, as compared with the national population.<sup>(5)</sup> My sample is also predominantly white and sisters in the general population, 81% of my sample have left school with no qualifications and 31% had a first degree. No less than 11% of the men had left school without any qualifications, while 22.5% of the women had none; while 22.5% of the men had left school without any qualifications and another 35% had a first degree, although 23% had achieved at least a first degree. This gives a comparison by age group between those in the general population. The 1995 survey carried out and published by "So

TABLE 1 ABOUT HERE.

# More on sampling...

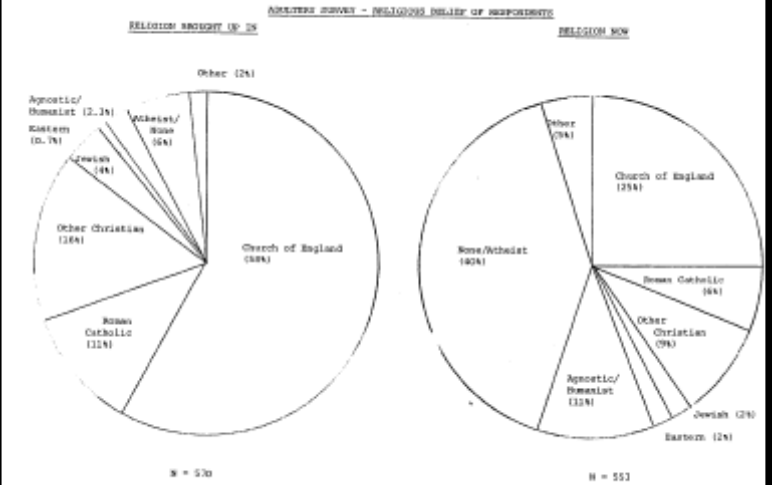
DIAGRAM I

## URBAN / RURAL DISTRIBUTIONS OVER TIME



"It involves no predictions about social conduct and confines itself to naturalistic, retrospective descriptions of the procedures which members use in the construction of social order." (Chris Rojek, reviewing Douglas Benson and John A Hughes (1983) "The Perspective of Ethnomethodology" Longman; BJS, Vol 18 No 1, p129).

9a Religious beliefs of respondents:



# ...and even more on sampling

The critical question to be asked about any sample is not whether they do or do not represent the general population from which they are drawn, but whether the characteristics on which they vary matter, given the focus and purposes of the study...

Furthermore, if it is intended that general statements about the incidence and prevalence of "adultery in Britain today" are to be made, then a sample would need to be drawn which represented the distribution of people "in Britain today". However, when a study is being undertaken in a new area, when it refers to an illicit behaviour which is surrounded by much secrecy, when it is intended not to make such grand statements but rather to look in depth and in detail at adultery, then this sample has certain advantages...

1961 does not provide a direct comparison since our study includes people who were children before the first world war as well as those born only 25 years ago but, in the "past", 21% of study members were rural dwellers, while "now" (1982/3) 26% live in rural areas. Since the study members are almost entirely to be found in the Registrar General's social classes I and II, where an excess of country dwellers is likely to be found, the small excess in the study over total population figures is probably correct for their social class.

Having looked at the rural-urban distribution, it remains to be said that there is no difference in the number of adulterous liaisons reported by people according to the region in which they used to live (for most of their lives) or in which they now live.

The critical question to be asked about any sample is not whether they do or do not represent the general population from which they are drawn, but whether the characteristics on which they vary matter, given the focus and purposes of the study. The way such a question has to be answered is dependent on the theory or theories held about the topic under study, and upon the kinds of statements which it is intended to make as a result of the study. Social class, age, sex and other critical demographic measures are normally included in sociological work because they repeatedly discriminate between groups. That is, people from different social classes of different ages and depending on whether they are men or women, behave in very different ways. This is so, whether what is being studied is health, housing, attitudes to work and play, voting patterns, child-rearing or, perhaps, adultery.

Furthermore, if it is intended that general statements about the incidence and prevalence of "adultery in Britain today" are to be made, then a sample would need to be drawn which represented the distribution of people "in Britain today". However, when a study is being undertaken in a new area, when it refers to an illicit behaviour which is surrounded by much secrecy, when it is intended not to make such grand statements but rather to look in depth and in detail at adultery, then this sample has certain advantages. Looking in depth and in detail means to explore the way



# Affluent Worker: Interviewer comments

- 19 -

Interviewer's notes.

Heavily public school type - wears sporty flat cap. Seemed to find it all rather amusing, but quite interesting. Earlier, while I was interviewing someone else, I heard him in the school office telephoning a girl to say that he would be back late because I was taking so long; he wittily spoke French at first: "C'est Colin..." etc.

At the end as I put my scarf on he commented - quite correctly! - that the way in which I tied it had class implications.

- 19 -

Interviewer's notes.

Very assertive, loved to talk, & very anxious to please, to come up to my rather mysterious expectations, whatever they might be. However I don't think this influenced the substantial content of his answers.

Small cosy semi-detached house, with shabby furniture - piles of books & music, obviously true that he is very active in hobbies of music, languages etc.

Wife had noticeably less posh accent than respondent. Suggested that tennis & ballroom dancing were necessary social acquirements.

Strong views on undesirability, even unnaturalness, of sexual interest in teenagers. Thought boys should regard girls as just healthy tomboys like themselves!

Notable emphasis on traditional aristocratic, gentlemanly rather than bourgeois values - "loyalty, service to the community" etc. "Decent" a key word.





# Marsden's reflection on "felt poverty"

## 8 'Felt' poverty

I'm not sure whether we need a separate section on how mothers feel poverty. Perhaps the feeling may best come through indirectly, and all this section will be subsumed in the others. I notice that I've already begun to use bits of material in the section on expenditure. My reason for including this title in the section headings is that we can describe objective conditions of life and quantities of this and that, but how do the mothers feel about it? Do they actually feel themselves to be worse off?

It seems obvious, but it's worth saying, that nobody felt the scales were adequate. On the other hand, most of them wouldn't say how much they needed, and the reason for this reluctance appeared twofold. They were already self-conscious about receiving 'charity', though the feeling wore off after a time, and also the long time of pinching and scraping had become a habit of mind. They just couldn't think about wants and needs, they daren't let their appetites be titillated by thoughts of more money and nice food and possessions. As one said, when going shopping her constant thoughts were 'can I do without this, can I do without that'. People were sensitive about poverty in different degrees which was quite unrelated to their needs. Mrs Dufay was one of the

# Field notes

- There are a lot of processes that the average villager needs to go through in order to simply get building materials/ Need to pay a lot of money/ It didn't used to be like that/ When asked when this change began, the participant stated that it was when Kikwete (current TZ president) took power [This is the CUF political party representative – whilst I do not doubt that there are some real hassles in 'simply cutting building poles,' I wonder if it really has any connection to Kikwete's inauguration, 2002-2005].
- Fire which is lit by people to clear land for agriculture gets out of control and burns the forest causing some of the trees to die
- Problem animals that live in the forest (ie baboon, vervet monkey, lion, elephant) and eat crops. Apparently two people were killed in Ruhatwe in 2014 by elephants.
- Legal but unsustainable harvesting of timber leading to the loss of forest and severe soil erosion.

The elder interjects at this point and claims that this area is unlike other areas in Kilwa in that it is highly fertile. He states that you can cut a tree and in 5 years it will have regenerated [Whilst this is clearly an exaggeration, part of the village lands appear to be highly fertile (floodplain) where they grow rice during the rainy season when the lands become inundated with water. At present they are hard, cracked heavy clay soils (see image below)].



## 5 October 2014

The main focus of this day was the development of the storyboard, which was an arduous process. The group initially decided to focus on water and developed a storyboard over a period of approximately 2.5 hours. Upon its completion, the group was visibly distressed by the fact that they had not included trees – we suggested that to try and cover more in the allotted time would be difficult. Noticeably the three women in the group that had been largely silent throughout the development of the water storyboard, stated that had they had known they had limited time, they would've chosen to focus on the trees (forest). We told them they could certainly develop a new storyboard or try to incorporate their concerns in the present storyboard. After about 30 minutes into the development of a new tree-focussed storyboard, the group gave up and decided to continue with the creation of their first, water-focussed storyboard. [My impression is that this was a decision primarily driven by fatigue].

## 6 October 2014

A smaller group of us (4 participants) drove out to film the impact of the cattle and flooding (~ 5 km from the main village); this is also where the Sukuma are. On the way back I asked a young Sukuma girl if she had been born in the village. She replied that she had in fact been born in Morogoro. In asking further I learned that a few years ago the TZ government relocated a large number of Sukuma from Morogoro due to conflicts between their cattle and farmers. Apparently Lindi and Mtwara Regions were designated for the re-homing of the Sukuma, but no infrastructure (ie water) was put in place, so naturally the Sukuma began to move elsewhere. At this time, village leaders in these regions were told [not sure by whom – perhaps the District?] that if the Sukuma came and asked for land, the village should not refuse them. The Ruhatwe participatory video group claims that although Kikole offered them land, Ruhatwe never agree [as a village] to do so.

I also asked how/if the history of the Sukuma, having been removed from their home, gave them any pause – whether they [Ruhatwe] felt any sympathy for them. The PV folks responded that being removed from your home is 'serious' and that they do in fact feel for them because of this. BUT, when the Sukuma came to Ruhatwe they moved to an area where there were already people living (from Ruhatwe) and 'disturbed their way of life.' So the way they see it is, although they feel for them, they also feel for their people and that this is an injustice. [I think this may be a potential recognition issue for us to explore].

Apparently the Sukuma began to come to Ruhatwe in 2012 [according to the PV group].

### Responses of community members who attended rush screening

Prepared by Peter Paul (MCDI)

1. During the meeting with expert from the district (in this scene) people should not have interrupted each other, they should have given each other sometime to talk rather than interrupting.



# Creative documentation



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# Living Multicultural: blog

## Organising our analysis

We completed the first year of Living Multiculture on 1 July, meaning we're halfway through our project – but all the way through the first phase of our fieldwork. We completed the last of our focus groups last week, and we're now immersed in the masses of data we've collected in the form of individual and group interview transcripts and detailed field notes. Time to get to grips with the data analysis!

The team spent some time thinking carefully about how we are going to manage all of this data using [NVivo](#) qualitative data analysis software (with the expert help of [Mark Carrigan](#)). Preparing a [code book](#) has really helped us to organise our thinking about the questions we are asking of the data and the emerging themes we are already thinking about. The next stage of work will be about meticulously going through our data and organising it into broad themes, while keeping detailed notes about more nuanced themes and ideas that we notice while doing so. Doing this kind of [interpretive work as a large team](#) needs clarity and organisation, which we're trying to build in from the start.

We already have some ideas about themes that are emerging from our early analysis, and these are informing how we are beginning to organise the data. We're organising our thoughts conceptually (e.g around 'conviviality', 'environment and the non-human'), practically (around 'methods and methodology' and 'policy'), and thematically (around 'place and belonging', 'feelings'). We'll gather the data that relates to each of these 'codes' and more, recognising that they will be cross-cutting and that by organising the data we will develop new ideas about what it is telling us.

We'll be sharing these ideas and emerging findings in more detail at our [interim findings seminar](#) on 27 September at the OU Camden Centre – please [let us know](#) if you'd like to attend. This builds on the conference papers we presented at the [Association of American Geographers Annual Conference](#) in Los Angeles in April and will incorporate work from some of the new conference papers we are writing – Katy

## From the blog

### [Living Multiculture project - Winter Blog 2014/15](#)

It has often felt like a winter of argument, contestation and crisis around migration and multiculturalism.

[Read more](#)

### [Autumn Update 2014](#)

Rather unbelievably we are in the final weeks of Living Multiculture being a 'live project'.

[Read more](#)

### [Spring updates](#)

A quick update on the various activities on the Living Multiculture project: we are deep in the data 'cleaning' and coding process still.

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# New possibilities with changing technology

## List of nodes and their description

Hierarchical Name	Description
Nodes\\Attitude	A person's general feeling of favorableness or unfavorableness. Synonym: affect (Ajzen and Fishbein) Evaluation of people, objects, and ideas (Aronson). A set of beliefs.
Nodes\\Attitude\\Mixed	A person's statement that they are indecisive as to whether their attitude is positive or negative. If a person states two different views, such as that they are positive about one aspect and negative about another, this is not mixed, but rather multiple, feelings.
Nodes\\Attitude\\Negative	A negative opinion or a disagreement where an opinion is not shared with someone or with a group.
Nodes\\Attitude\\Positive	specifying positive opinion or agreement with other stakeholders or with an idea. A shared opinion
Nodes\\Balance	
Nodes\\Community	Text coded to topics around the concept of community (not around specific named Down East communities)
Nodes\\Community\\Community change	Change to the people, culture, or built structures of the communities Down East

# The next step: linking to persistent data

- QualiBank: persistent citation of sources. this extract (LINK: <https://discover.ukdataservice.ac.uk/QualiBank/Document/?cid=q-1dba72b1-d148-40e7>)

average was perhaps forty a class, so - they didn't have a lot of time for - pay special attention.

**Create citation**

I: Were there any gangs or groups in the school?

R: No, I can't remember.

I: Or any children who were left out of things for any reason?

R: No, I can't remember - a lot of it you know.

I: Would you have stayed longer if you'd had the opportunity?

R: I don't think so, not in them days, no, I don't think it gained you anywhere you know. Now it does, if you pass your A's or your O's whatever it is, well of course they wasn't known in them days.

I: Did you attend any part time education after you left school, any evening classes or anything?

R: No.

I: Do you have any regrets about your education?

R: No, I don't think so. No, I think I got as good as I was allowed to get, in the circumstances and the district where I lived.

I: Did you think it benefited you to attend school?

R: Oh yes, I think so, yes. Specially - me home life, me mother out a lot, you know - you learnt extra care and respect and also you was out the way nearly all day, you wasn't running the streets.

I: When you were at school you had this part time job from about the age of eleven?


R: Yes, twelve, of a morning, yes.

I: Did you have any other means or earning money while you were at school?

R: No.

I: Was this the only job you did while you were at school?

# Publish it to maximise benefits

 The 2015 Qualitative Election Study of Britain: Qualitative Research Using Focus Groups

**Authors:** [Kristi Winters](#)<sup>1</sup>; [Edzia Carvalho](#)<sup>2</sup>


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**Keywords:** [data replication](#), [elections](#); [qualitative research](#)

[Abstract](#) | [Full Text](#) | [Media](#) | [References](#)

**Abstract**

Related data set “Qualitative Election Study of Britain” is available in the open access repository “UK Data Service”. The Qualitative Election Study of Britain is a longitudinal dataset to investigate political attitudes and voting behaviour over multiple elections and referendums in the United Kingdom. During the 2015 UK general election over 90 voters participated in 23 focus groups across England,

## The Qualitative Election Study of Britain: Qualitative Research Using Focus Groups

 CASE




**By:** [Kristi Winters](#) & [Edzia Carvalho](#)

**Published:** 2014 | **Product:** SAGE Research Methods Cases

**DOI:** <http://dx.doi.org/10.4135/978144627305013509945>



**Methods:** [Focus groups](#), [Data collection](#)

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**Abstract**

Qualitative Election Study of Britain was a qualitative investigation into people's political attitudes before and after their vote choice for the 2010 general election. We provide a close examination of the leaders evaluation component of this much larger study to present our recommendations for good research design. By ‘research design’, we refer to the entire research process: from development of the research question through to reporting the results of the data analysis. Using the leaders' evaluation component of the Qualitative Election Study of Britain as the research question, we explain and clarify the various aspects of a research design and provide examples of good research practice.


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<http://www.nova.edu/QR18/carvalho89.pdf>

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# Reviewing a qualitative dataset

## 1. Generic project-level checks:

- project-level metadata and consent forms are checked for legal and ethical information specified by the depositor, that influences data sharing and reuse (e.g. anonymisation carried out; consent in place for data sharing; consent for disclosing participant names, ....)
- for qualitative data (interviews, images, video) consent agreements should not preclude data sharing
- copyright status and permissions are checked, e.g. for research where third party data have been used
- for data collections resulting from a RCUK-funded project, that a link to the project record on the Gateway to Research is included in 'Related resources'

## 2. Generic file-level checks:

- each file opens without problems
- file formats of data files and documentation files conform to the UK Data Archive's recommended file formats: <http://ukdataservice.ac.uk/manage-data/format/recommended-formats.aspx>
- file properties of data files contain no names of people or other disclosive information (typically the case where interviewee name has been used as file name before anonymisation)
- access and licence have been selected in accordance with any confidentiality concerns (e.g. safeguarded data, permission access data) and documentation files are open access

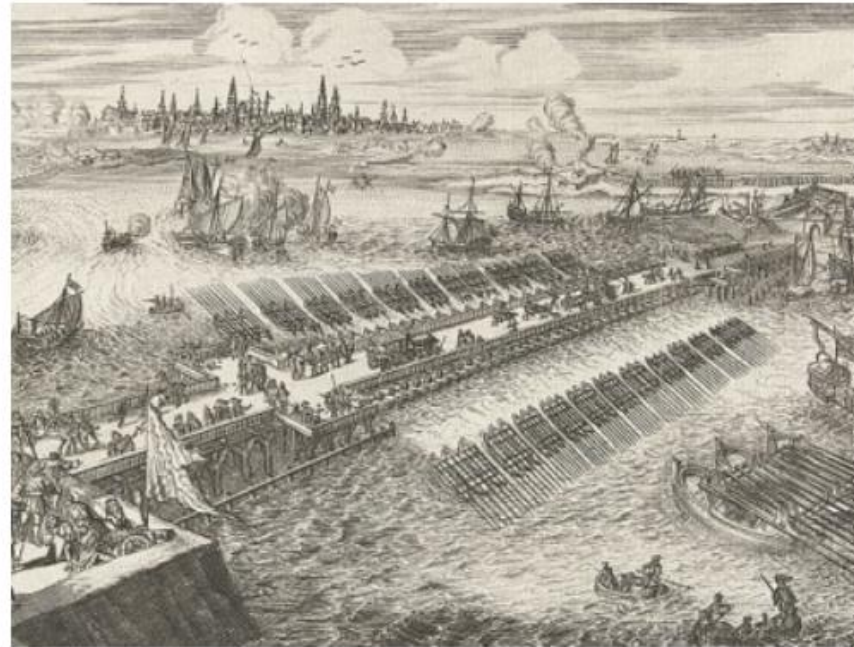


# DANS Journal Review Procedures

The Research Data Journal is a digital-only open access journal, which documents deposited data sets through the publication of data papers.

Data papers are scholarly publications of medium length containing a non-technical description of a data set and putting the data in a research context. Each paper gets a persistent identifier providing publication credits to the author.

The journal concentrates on the social sciences and the humanities, covering history, archaeology, language and literature in particular. The publication languages are English and Dutch.



## Journal Sections

*Archive - all papers published about:*

Social-Economic History  
Language and Literature  
Audio-Visual Data

## Featured in volume 1:1 (2016)

- |                         |  |
|-------------------------|--|
| <b>O. Gelderblom</b>    | Merchants from the Southern Netherlands and the rise of the Amsterdam staplemarket (1578-1630) |
| <b>E. Jorink (dep.)</b> | Correspondence of Swammerdam (1664-1679)   |
| <b>E.J. de Jager</b>    | Reis van de Razzia: een oral history project over de razzia van Rotterdam                      |

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# Advocacy and training

- Encourage disciplines to take note of existing good guidance on data sharing
- Guidance to include **DOING process transparency**
- Incorporate best practice in post-graduate courses
- Introduce at undergraduate level – transparency and cheating

# Transparency for students

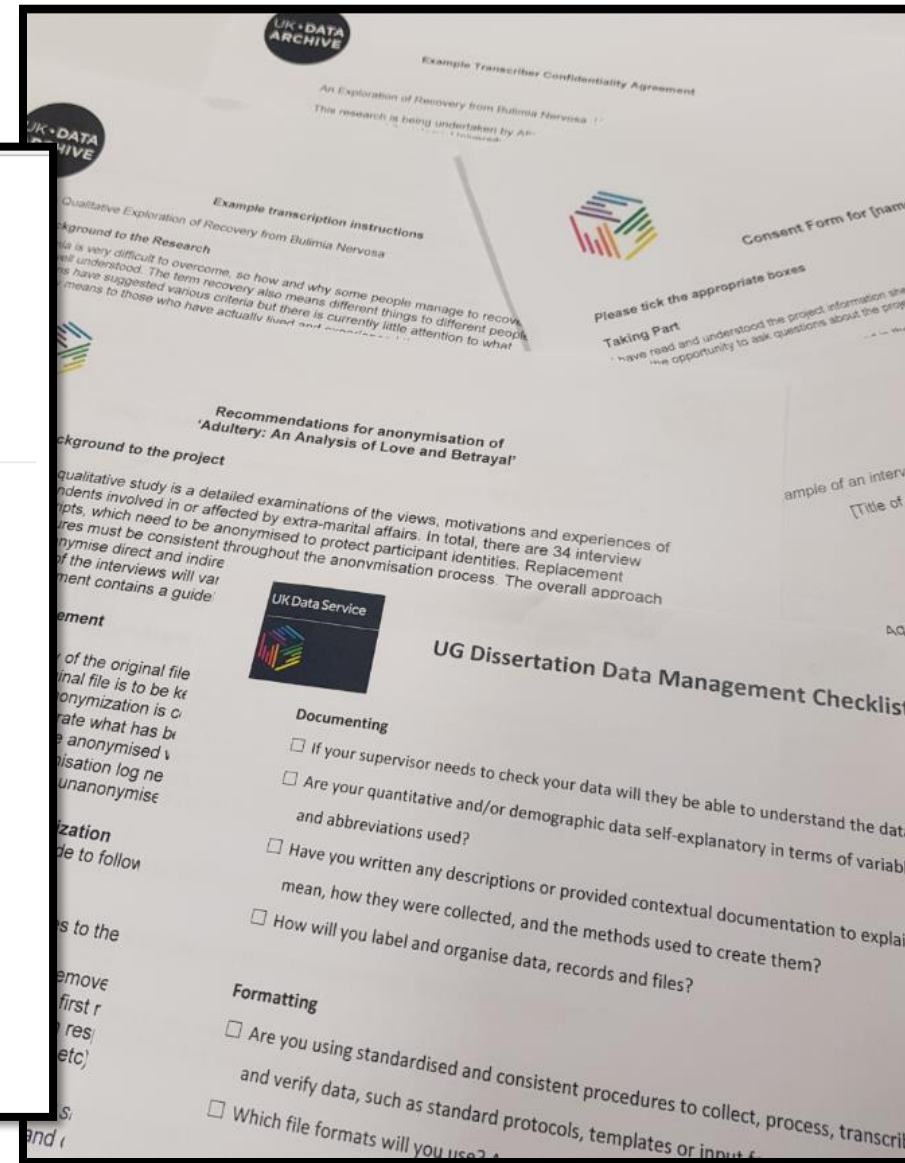
Thinking Ahead: developing good practice in data management with students

June 20, 2018 Neil Dymond-Green Leave a comment

Maureen Haaker and Dr. Scott Summers of the UK Data Service reflect on their recent workshop given to second year undergraduate students at the University of Essex on research transparency and data management.

The UK Data Service's history of advocacy and training in data management and sharing

Since the early 2000s the UK Data Archive has led the way in supporting and training researchers in the social sciences on how to create high quality data for sharing.



Data Service



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# Key issues and critiques

- How can we **respond positively** to transparency calls?
- What is the **evidence** and where should it sit?
- What are some of the **issues and challenges** with providing analytic transparency?
- How do publishing outlets – **journals and data archives** work together to solve this?
- What **advocacy and training** do we need and when should it start?



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# Questions

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