



Facilitate Open Science Training for European Research

RESEARCH DATA MANAGEMENT AND OPEN DATA

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University of Manchester, UK



REUSING QUALITATIVE DATA - AN EXAMPLE

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UK Data Service



Sharing Data - Debate!

- Groups of 5-6 on left-hand side of the room: generate AS MANY reasons as you can for why researchers *should* share their data.
 - What are the benefits of sharing data?
 - Who does sharing data benefit?
 - How does it benefit them?
- Groups of 5-6 on right-hand side of room: generate AS MANY reasons as you can for why researchers should not share their data.
 - What are some of the downsides of sharing data?
 - What are some of the impediments to sharing data?
 - What are some of the concerns associated with sharing data?
- Take about 6-8 minutes.
- Then we'll come back together and debate the issue!



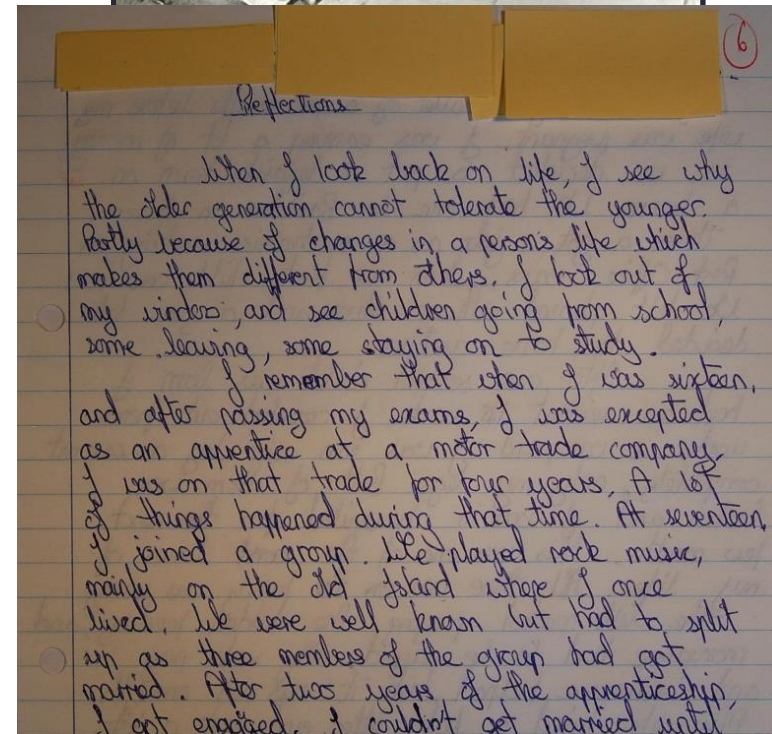
School Leavers Study

Original data - collected c. 1978 Ray Pahl

Teachers at a comprehensive school on the Isle of Sheppey were asked to set a particular essay to those pupils who were students in English lessons about ten days before they were due to leave school. The students were asked 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.

The data: 142 handwritten essays by school leavers aged 15 and 16 years old.

<http://discover.ukdataservice.ac.uk/catalogue/?sn=4867&type=Data%20catalogue>

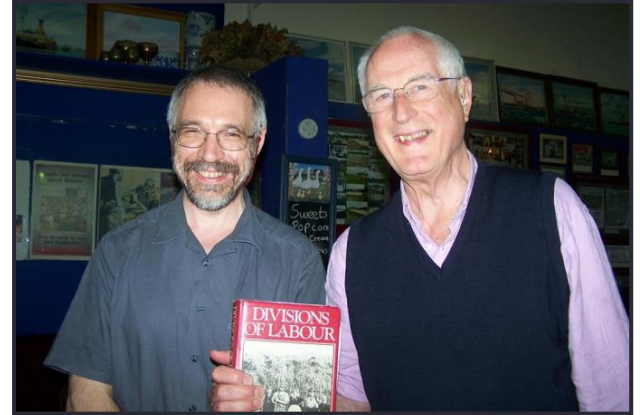


Living and Working on Sheppey

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. 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.

The data: 110 essays by school pupils and youth group members aged about 16 years old.

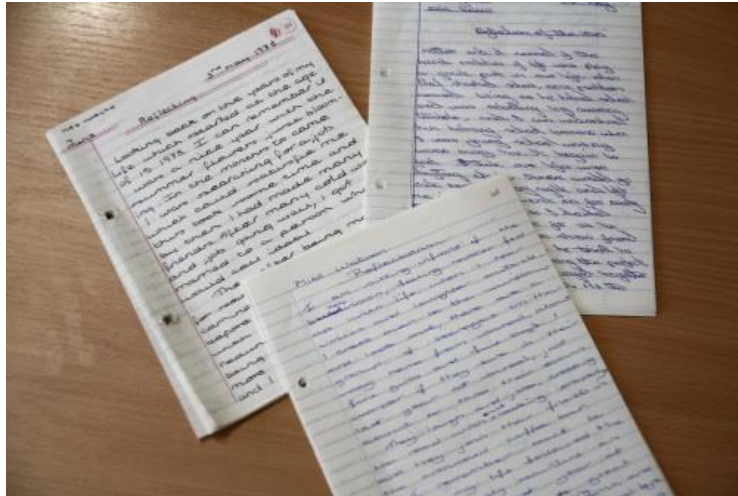


How can the data be used?

Living and Working on Sheppey, Dawn Lyon and Graham Crow

1. Digitised the original 1978 handwritten data.
2. Coded and compared the data across time

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.



Living and Working on Sheppey

What Sheppey's young people said in 1978

141 essays (89 boys and 52 girls)

Mundane & grounded jobs.

Gradual career progression.

Periods of unemployment.

- “It was hard finding a job, I failed a few chances, but eventually got what I wanted locally, a craft apprenticeship” (Essay no.27, male)
- “I was on the dole for six months after leaving school, until I got a job in a garage” (Essay no.42, 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 no.104, female)

Living and Working on Sheppey

What Sheppey's young people said about work in 2010
110 essays (55 boys and 55 girls)

Well-paid, instantaneous jobs.

Choice but uncertainty.

Influence of celebrity culture.

- “I was 20 now living the dream I had a amazing band...I had toured the world 3 times sold 4 million records” (Essay no.30, 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 no.40, male)
- “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 no.61, female)

Many ways of re-using data

- Description - literature review with data...
- Re-analysis - new questions of existing data
- Repurposing - e.g. keyword analysis of illness narratives
- Learning and teaching

Resources

Reusing qualitative data. <http://ukdataservice.ac.uk/use-data/secondary-analysis/reusing-qualitative-data>

Bishop, L. (2016) Secondary analysis of qualitative data, in D. Silverman (ed.) *Qualitative Research*.

Bishop, L. (2013) 'The value of moral theory for addressing ethical questions when reusing qualitative data' *Methodological Innovations Online* (Special Issue on Ethical Issues in Using Archived Data) 8(2) 36-51, <http://www.methodologicalinnovations.org.uk/wp-content/uploads/2013/12/3.-Bishop.pdf>.

Bishop, L. (2012) 'Using archived qualitative data for teaching: practical and ethical considerations', *International Journal of Social Research Methodology*, 15(4) [Special Issue: Perspectives on working with archived textual and visual material in social research], pp.341-350. doi: 10.1080/13645579.2012.688335.

<http://www.data-archive.ac.uk/about/staff?sid=ebishop>

Timescapes Guide 19 - Qualitative Secondary Analysis, Irwin and Winterton
<http://www.timescapes.leeds.ac.uk/assets/files/methods-guides/timescapes-irwin-secondary-analysis.pdf>