Getting started with reusing data

Jennifer Buckley and Maureen Haaker
UK Data Service
Overview

- Data are available for reuse
- Issues with reusing data
- Quantitative
  - Case study
  - What’s available
  - Key issues
- Qualitative
  - Case study
  - What’s available
  - Key issues
- Talk for ~35 min
- Questions
## Reusing data

<table>
<thead>
<tr>
<th>Data collector</th>
<th>Secondary Analyst</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NatCen</strong></td>
<td><img src="image" alt="Secondary Analyst" /></td>
</tr>
<tr>
<td><strong>Office for National Statistics</strong></td>
<td><img src="image" alt="Secondary Analyst" /></td>
</tr>
<tr>
<td><img src="image" alt="Understanding Society" /></td>
<td><img src="image" alt="Secondary Analyst" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary research</th>
<th>Secondary research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data collection &amp; analysis for planned purpose</td>
<td>Re-analysis (can be for a different purpose)</td>
</tr>
</tbody>
</table>
## Pros and cons of reusing data

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>datasets impossible to create</td>
<td>do not have insider understanding of data and data collection</td>
</tr>
<tr>
<td>cost effective</td>
<td>effort to get to know the data</td>
</tr>
<tr>
<td>ethical issues about data collection dealt with</td>
<td>ethical issues about data use still apply (limit access to sensitive data)</td>
</tr>
<tr>
<td>do not need to re-contact data subjects</td>
<td>data may not match research question</td>
</tr>
<tr>
<td>reuse data used by others to make claims</td>
<td>cannot extend studies</td>
</tr>
</tbody>
</table>

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 Question
- Locate data
- Evaluate data
- Analyse
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 documentation
• user guides
• questionnaires
• interview schedules
Quantitative data

• Case study
• What data is available?
• What sorts of documentation are available?
• Key issues
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 (interviews throughout the year)
- n≈35,000 individuals aged 16+ and 3,000 aged 10-15
- Victim of a crime in the previous 12 months
- Questions covering demographics and crime-related subjects such as attitudes to the police and the criminal justice system (CJS)
Case Study: Crime Survey for England and Wales

Data stored as individual anonymous records

<table>
<thead>
<tr>
<th></th>
<th>split</th>
<th>nadults</th>
<th>sex</th>
<th>age</th>
<th>nchil</th>
<th>yrsarea</th>
<th>mthsaddr</th>
<th>resyrago</th>
<th>genhealt</th>
<th>work2</th>
<th>govtsch2</th>
<th>ow</th>
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<td>A (Attitudes t...</td>
<td>1</td>
<td>Female</td>
<td>27</td>
<td>1</td>
<td>2 years but less than 3 years</td>
<td>.</td>
<td>.</td>
<td>Fair</td>
<td>No</td>
<td>No</td>
<td></td>
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<tr>
<td>2</td>
<td>B (Attitudes t...</td>
<td>2</td>
<td>Female</td>
<td>30</td>
<td>0</td>
<td>Less than 12 months</td>
<td>9</td>
<td>No</td>
<td>Very good</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>D (Ad hoc cri...</td>
<td>2</td>
<td>Female</td>
<td>91</td>
<td>0</td>
<td>20 years or longer</td>
<td>.</td>
<td>.</td>
<td>Very good</td>
<td>No</td>
<td>No</td>
<td></td>
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<td>A (Attitudes t...</td>
<td>1</td>
<td>Male</td>
<td>83</td>
<td>0</td>
<td>5 years but less than 10 ye...</td>
<td>.</td>
<td>.</td>
<td>Fair</td>
<td>No</td>
<td>No</td>
<td></td>
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<tr>
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<td>C (Crime pre...</td>
<td>2</td>
<td>Male</td>
<td>26</td>
<td>0</td>
<td>2 years but less than 3 years</td>
<td>.</td>
<td>.</td>
<td>Very good</td>
<td>Yes</td>
<td></td>
<td></td>
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<tr>
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<td>B (Attitudes t...</td>
<td>2</td>
<td>Female</td>
<td>38</td>
<td>2</td>
<td>5 years but less than 10 ye...</td>
<td>.</td>
<td>.</td>
<td>Very good</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>C (Crime pre...</td>
<td>2</td>
<td>Female</td>
<td>30</td>
<td>2</td>
<td>Less than 12 months</td>
<td>8</td>
<td>No</td>
<td>Good</td>
<td>Yes</td>
<td></td>
<td></td>
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<td>Fair</td>
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<td>No</td>
<td></td>
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<tr>
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<td>1</td>
<td>Female</td>
<td>35</td>
<td>2</td>
<td>20 years or longer</td>
<td>.</td>
<td>.</td>
<td>Very good</td>
<td>Yes</td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td>B (Attitudes t...</td>
<td>2</td>
<td>Male</td>
<td>40</td>
<td>1</td>
<td>12 months but less than 2 y...</td>
<td>18</td>
<td>Yes</td>
<td>Very good</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>C (Crime pre...</td>
<td>4</td>
<td>Female</td>
<td>41</td>
<td>3</td>
<td>10 years but less than 20 y...</td>
<td>.</td>
<td>.</td>
<td>Good</td>
<td>No</td>
<td>No</td>
<td></td>
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<tr>
<td>12</td>
<td>D (Ad hoc cri...</td>
<td>1</td>
<td>Female</td>
<td>56</td>
<td>0</td>
<td>5 years but less than 10 ye...</td>
<td>.</td>
<td>.</td>
<td>Very good</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>13</td>
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<td>1</td>
<td>Female</td>
<td>73</td>
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<td>3 years but less than 5 years</td>
<td>.</td>
<td>.</td>
<td>Bad</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
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<td>14</td>
<td>B (Attitudes t...</td>
<td>2</td>
<td>Female</td>
<td>67</td>
<td>0</td>
<td>2 years but less than 3 years</td>
<td>.</td>
<td>.</td>
<td>Good</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Different levels of access
- A standard End User Licence (download after registering)
- Secure Access (for sensitive information)
Case Study: Re-use of crime Survey for England and Wales

- Hind Khalifeh et al (2013) examined violence against people with disability in E&W

**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

**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

http://www.plosone.org/article/info:doi/10.1371/journal.pone.0055952
## Quantitative data by type of analysis

<table>
<thead>
<tr>
<th>Type of analysis</th>
<th>Type of data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals, families, households, businesses: one point in time</td>
<td>Cross-sectional surveys (e.g. Time Use Survey) and census microdata</td>
</tr>
<tr>
<td>Individuals, families, households, businesses: multiple points in time</td>
<td>Repeated cross-sections (e.g. different years of Crime Survey for England and Wales, Labour Force Survey)</td>
</tr>
<tr>
<td>Individuals, families, households: over time</td>
<td>Longitudinal data (e.g. Understanding Society)</td>
</tr>
<tr>
<td>Small geographic areas</td>
<td>Census aggregate data, flow data</td>
</tr>
<tr>
<td>Comparing countries (over time)</td>
<td>International time series (e.g. World Bank Indicators)</td>
</tr>
</tbody>
</table>
Where, when and why?

- Start with catalogue record

Date & Geographic coverage is in the catalogue record for most studies

Access to documentation including user guide or technical report
Who was asked what...

<table>
<thead>
<tr>
<th>FLEX10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some people have special working hours arrangements that vary daily or weekly.</td>
</tr>
<tr>
<td>In your (main) job is your agreed working arrangement any of the following…</td>
</tr>
<tr>
<td>Code up to 3</td>
</tr>
<tr>
<td>1. flexitime (flexible working hours),</td>
</tr>
<tr>
<td>2. an annualised hours contract,</td>
</tr>
<tr>
<td>3. term-time working,</td>
</tr>
<tr>
<td>4. job sharing,</td>
</tr>
<tr>
<td>5. a nine-day fortnight,</td>
</tr>
<tr>
<td>6. a four-and-a-half day week,</td>
</tr>
<tr>
<td>7. zero hours contract,</td>
</tr>
<tr>
<td>8. on-call working, or</td>
</tr>
<tr>
<td>9. none of these?</td>
</tr>
</tbody>
</table>

| 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

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
And what was done with data afterwards?

- Derived variables are created from the ‘raw’ data
Sampling considerations

- surveys are based on samples
- is the sample representative?
  - large national survey use random sampling methods
  - who is included (adults, those in private address)?
  - response rate and bias
  - do you need to apply a weight to make the data representative?
- do I have enough cases to make a precise estimate?
  - Important for small sub-populations

For more information, see UK Data Service guides to Survey weights and Complex sampling
References and resources

General discussions:

Data Service resources:
• Using Survey Data:
  • https://www.ukdataservice.ac.uk/media/455510/using-survey-data.pdf
• What is weighting?: http://ukdataservice.ac.uk/media/285227/weighting.pdf
• What is complex sample design? http://ukdataservice.ac.uk/media/398743/complexsampleguide.pdf
Reusing qualitative data

• Types of qualitative data reuse

• Case study of reusing UK Data Service data: School Leavers Study

• Getting started with reusing qualitative data
  • Key issue: documentation and sampling
  • Key issue: searching

• Finding data – browse, search, QualiBank
Many ways of re-using data

• Description
  • Literature review with data
  • See more data, not limited to published extracts

• Research design and methodological advancement
  • Study sampling, data collection methods, topics guides
  • Compare original interview schedule questions actually asked in the interview

• Reanalysis – asking a research question very different to the original research
  • Very different – comparative keyword analysis of illness narratives Seale and Charteris-Black (2008)
  • “Similar” topics, but with different focus (Bornat et al. 2012)

• Learning and Teaching (Haynes and Jones 2012)
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. 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 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.

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, I wanted to stay close to my family.
Living and Working on Sheppey

1978: **141 essays** (89 boys and 52 girls)


2009-10: The exercise was repeated by the Living and Working on Sheppey project and **110 essays** (55 boys and 55 girls) were gathered from school pupils and members of youth groups on the Isle of Sheppey to compare to the earlier ones.

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
<table>
<thead>
<tr>
<th><strong>1978</strong></th>
<th><strong>2010</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mundane &amp; grounded jobs; gradual career progression; periods of unemployment.</td>
<td>Well-paid, instantaneous jobs; choice but uncertainty; influence of celebrity culture.</td>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tbody>
</table>
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 go on a journey around the site of the former Dockyard today.

The Living and Working on Sheppey project was funded by the South East Coastal Communities Programme from 2009 to 2011. See Peter Hatton and Jenny Hukett and discuss the project, the Blue Town Heritage Centre and the Isle of Sheppey in the video clip.

http://www.livingandworkingonsheppey.co.uk/
School Leavers Study: publications

Getting started

- Orient yourself to the original research project
  - Documentation and metadata

- Understand the structure of the original data
  - Contexts – at 3 levels
  - Sampling and recruitment

- Become familiar with the project data as a whole
  - Logic of subsampling if volume prohibits reading it all
  - Both inductive and deductive strategies can work
Publications and other resources for reusing data

UK Data Service

About us  Get data  Use data  Manage data  Deposit data

Home > Use data > Secondary analysis > Reusing qualitative data

Reusing qualitative data

“A unique opportunity to study the raw materials of the recent or more distant past”

Since the mid-1990s we have witnessed a growing body of knowledge and practical guidance on reusing qualitative data, sparked in the UK by the funding of Qualidata by the ESRC. We provide some insight into the ethical, methodological and epistemological issues, offer practical ways to get started, and showcase scholars’ and teachers’ creative use of secondary data.

RESOURCES ON REUSING QUALITATIVE DATA

Our short guide on reusing qualitative data

A bibliography of special collections and important articles on both reusing and sharing

http://ukdataservice.ac.uk/use-data/secondary-analysis/reusing-qualitative-data.aspx
Find data: Key data and search in Discover


http://discover.ukdataservice.ac.uk/
QualiBank

Search and browse qualitative surveys, interviews and open-ended questions.

Search our qualitative data and related resources

Collection title
Resource type
Open / Closed
Date
Sex
Age group
Socio-economic status
Region
... at release was joyfully received by those effected. Pre-release and resettlement courses are very popular. 12. Health On the whole very good. Amongst tps in PALESTINE there have been 8 cases of Infantile Paralysis (2 fatal, 4 cases of Typhoid (1 fatal) and a number...

... at the amount of rheumatic fever he has seen as well as a few cases of coronary thrombosis. There is mention made of the dea Lieutenant from Typhoid fever. Under the general category of health, there is specific mention of the necessity for dental care. (File...
Interview with Mrs. Omison

DETAILS

Collection ID (SN): 2000
Title: Family Life and Work Experience Before 1918, 1970-1973
Principal investigator: Thompson, P., University of Essex. Department of Sociology
Lunnis, T., University of Essex. Department of Sociology
Sex: Female
Age group: 75-84
Socio-economic status: Routine
Region: North West
Licence: Creative Commons Attribution 4.0 International License

INTERVIEW TRANSCRIPT

R: 149 Lee Gate, Harwood, Bolton.
I: And your marital status? You're a widow, are you?
R: Yes.
R: Oh yes, that was done. The Maypole dances.

I: Where did they have the Maypole?

R: Well of course I remember St. Osyth Priory - I lived just inside St. Osyth then you see, my father and mother moved from Angers Green - I told you about the barracks - we moved there when I was - not more than about two I suppose.

I: And you lived on there for quite a while didn't you?

R: I lived there 'till I got married. Yes.

I: Why did they make that move?

R: Well, of course they moved - lived in a house at Angers Green, I don't know who that belonged to but then of course as these barracks cottages became vacant I mean the farmer usually put his men in them you see. That was why my father moved 'cos -

I: It wasn't because he changed his employer?

R: Oh no, tho house went with the job you see.

I: And at St. Osyth in Priory they used to have a Mayday do did they?

R: Oh yes. Well they had - a lot of big do's there when I was a kid, I mean, I belonged to the Sunday school. I used to have all their treats there - their summer treats you know. And of course the woman then who had it - was a very rich woman you see those days, I mean they had about seventeen gardeners and - and seventeen or eighteen indoor staff.
I: Did he ever look after you while your mother went out?

R: No, no. my mother never had a chance to go out. If there was anything on at the school and we took part in, never could go.
Questions

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

Advice for new users
http://ukdataservice.ac.uk/help/new-user.aspx
FAQs
http://ukdataservice.ac.uk/help/faq.aspx
Reusing qualitative data
http://ukdataservice.ac.uk/use-data/secondary-analysis/reusing-qualitative-data.aspx

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