

(Re)Using Qualitative Data: Getting the Most Out of Data

Maureen Haaker

2 June 2021

Can you hear me?



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Overview

- What is secondary analysis?
- Types of projects
 - Description
 - Methodological advancement
 - Re-analysis
 - Re-study
- Ethical issues
 - Access and licensing
 - Citation
- Methodological issues
 - Recontextualising
 - Sampling
- Further resources

A note on terminology

A Reflexive Account of Reusing Qualitative Data: Beyond Primary/Secondary Dualism

by Libby Bishop
University of Essex

Sociological Research Online, Volume 12, Issue 3,
< <http://www.socresonline.org.uk/12/3/2.html> >
doi:10.5153/sro.1553

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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
 - [Microdata](#) for 1991, 2001 and 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








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Guides and resources

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Re-use projects

- 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
- 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)
- Re-study

Re-study: School Leavers Study

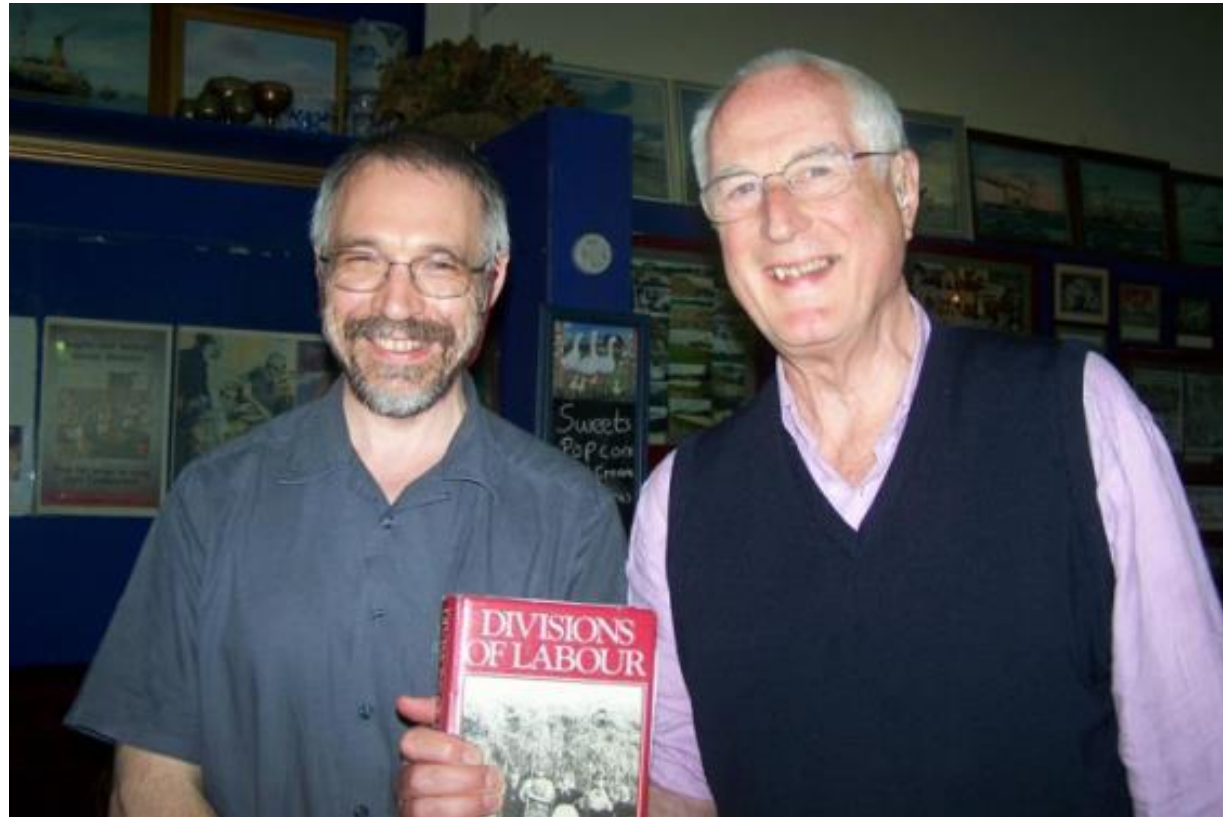
Principal investigator: Ray Pahl

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 really 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,

1978

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 27, male)

“I was on the dole for six months after leaving school, until I got a job in a garage.”
(Essay 42, 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 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)

2010

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

“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)

“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)

“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)

“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



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

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[Project team](#)

[The Isle of Sheppey: context](#)

[The Isle of Sheppey: gallery](#)

[Older people's memories](#)

[Young people and the future](#)

[Blue Town High Street: a video by Tea](#)

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National Child Development Survey

- Follows lives of 17,000 people born in one week of 1958.
- Collects information on physical and educational development, economic circumstances, employment, family life, health behaviour, wellbeing, social participation and attitudes.



National Child Development Study: Sample of Essays (Sweep 2, Age 11), 1969

[Details](#) [Documentation](#) [Resources](#) [Access data](#)

Details

Title:	National Child Development Study: Sample of Essays (Sweep 2, Age 11), 1969
Alternative title:	NCDS2
Study number (SN):	5790
Access:	These data are safeguarded
Persistent identifier (DOI):	10.5255/UKDA-SN-5790-1
Series:	National Child Development Study
Principal investigator(s):	University of London, Institute of Education, Centre for Longitudinal Studies

National Child Development Survey

- In 1969, aged 11, children wrote essays about how they imagined their life would be like at age 25.
- Over 500 essays.
- Now possible to match with data on how their lives actually turned out...at 25, 45, and 55.

The screenshot shows the SAGE journals website for the journal **Sociology**. The header includes the SAGE logo, the journal title, a search bar, and an 'Advanced Search' link. Below the header is a navigation bar with links for 'HOME', 'ONLINEFIRST', and 'ALL ISSUES'. A grey bar displays the 'Impact Factor: 1.348' and 'Ranking: Sociology 30 out of 138'. The main article title is 'Imagining a Gendered Future: Children's Essays from the National Child Development Study in 1969' by Jane Elliott. The author's affiliation is listed as 'Institute of Education, UK, j.elliott@ioe.ac.uk'. The abstract follows, describing the article's use of 11-year-old children's essays from 1969 to explore gendered identity and future. At the bottom, there are tags for 'children', 'class', 'essays', 'gender', 'identity', and 'NCDS'.

SAGE journals

Search all journals Advanced Search

Sociology

HOME ONLINEFIRST ALL ISSUES

Impact Factor: 1.348 | Ranking: Sociology 30 out of 138

Imagining a Gendered Future: Children's Essays from the National Child Development Study in 1969

Jane Elliott

Institute of Education, UK, j.elliott@ioe.ac.uk

Abstract

This article uses material from a large sample of 11-year-old children's essays about their imagined lives at age 25 to explore the ways in which these children constructed a gendered identity and gendered future. These essays were written in 1969 as part of the National Child Development Study. The article provides a preliminary quantitative analysis of the themes within the children's essays and how these were patterned by gender and social class. It then goes on to consider the ways in which the children used gender as a resource to establish and maintain their own narrated identities. This article, therefore, aims to go beyond a simple description of the differences in the style and content of essays written by boys and girls from different social class backgrounds to conduct analysis which adopts the spirit of recent work on the performance of gender and class.

children class essays gender identity NCDS

Data Catalogue – conducting a search

The screenshot displays the UK Data Service search interface. At the top, a search bar contains the term 'food'. Below the search bar, there are tabs for 'STUDIES (535)' and 'SERIES (33)'. On the left side, there are several filter sections: 'Date from:' and 'Date to:' with values '440' and '2020' respectively; 'Topic:' with an empty input field; 'Data Type:' with 'Qualitative and mixed methods data' selected; 'Access:' with an empty input field; and 'Country:' with 'United Kingdom' selected. On the right side, a blue banner indicates 'Displaying 1 - 10 of 39 results for 'food'' and 'Page 1 of 4'. Below this, there are controls for 'Results per page:' (set to 10) and 'Sort by:' (set to Relevance). The search results list three items, each with a study number, a title link, and the researcher's name.

food

Variable and question bank > QualiBank >

STUDIES (535) SERIES (33)

Date from: 440 Date to: 2020

Refine date

Topic:

Data Type: Qualitative and mixed methods data

Access:

Country: United Kingdom

Displaying 1 - 10 of 39 results for 'food' Page 1 of 4

Results per page: 10 Sort by: Relevance

SN 852821 | [Consumer trust and traceability focus groups and survey](#)
Elliott, C, Queen's University Belfast | Dean, M, Queen's University Belfast

SN 852796 | [Making provisions: Anticipation in the UK food system](#)
Donaldson, A, Newcastle University | Midgley, J, Newcastle University
Brice, J, London School of Economics and Social Science

SN 853388 | [Enacting freshness in the UK and Portuguese agri-food sectors 2017](#)
Meah, A, University of Sheffield

SN 853050 | [Older people's perceptions and experiences of strengths and vulnerabilities across the UK food system](#)

<https://www.ukdataservice.ac.uk/get-data>

Examples of recent acquisitions

- SN 854275 [Visualising the lives of LGBTIQ Roma 2019-2020](#)
- SN 853764 [Effectiveness and cost-effectiveness trial of humanistic counselling in schools for young people with emotional distress \(ETHOS\) 2016-2019](#)
- SN 853488 [Death before birth: Understanding, informing and supporting the choices made by people who have experienced miscarriage, termination and stillbirth 2017](#)
- SN 854130 [Safe and sustainable cities: human security, migration and well-being 2017-2019](#)
- SN 853678 [New development frontiers? The role of youth, sport and cultural interventions 2017-2019](#)
- SN 853824 [Interviews on Brexit, trade, migration and higher education 2017-2018](#)
- SN 854057 [Education systems, aspiration and learning in remote rural settings 2016-2019](#)
- SN 854342 [Gentrification, displacement, and the impacts of council estate renewal in C21st London 2017-2020](#)
- SN 853930 [Activism in regions of crime-related violence and corruption 2017-2019](#)
- SN 854317 [Improving the experience of dementia and enhancing active life: living well with dementia cohort study 2016-2018](#)
- SN 854174 [EU families in Brexiting Britain 2017-2019](#)
- SN 853792 [Reading the riots: interviews with people involved in the London riots 2011](#)
- SN 854061 [Interviews with women in early sobriety 2019](#)
- SN 853485 [Smarter homes: Experiences of living in low carbon homes 2013-2018](#)
- SN 853244 [Gender and skilled migration in the IT sector: a comparison between India and the UK 2016-2018](#)

Data access

- Web [access](#) to data and metadata. Data are freely available to anyone who registers with the UK Data Service (dependent on licence).
- Data supplied in a variety of formats
 - statistical package formats (e.g. SPSS, Stata)
 - databases and spreadsheets
 - word processed documents, PDF documents etc.
- If you are at a UK University, you can use your own institutional username and password to log in and register with the UK Data Service. If you are not at a UK University you will have to [apply](#) for a UK Data Archive username and password.

Accessing data - [registration](#)

- Click on the 'login' link on the UK Data Service homepage
- Click on 'login to the UK Data Service'
- Find your University (or UK Data Archive) in the list of institutions and proceed to the login page
- Enter your login details
- Complete the registration form as a new user
- Accept the End User Licence
- Use the download/order link for the dataset you wish to access and create a project description
- Download the data in your chosen format

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4. that the EUL and data collections are provided without warranty or liability of any kind
5. to abide by any further conditions notified to you
6. to give access to the data collections only to registered users with a registered use (who have accepted the terms and conditions, including any relevant further conditions). There are some exceptions regarding the use of data collections for teaching and the use of data collections for Commercial purposes set out in an additional Commercial Licence
7. to ensure that the means of access to the data (such as passwords) are kept secure and not disclosed to anyone else
8. to preserve the confidentiality of, and not attempt to identify, individuals, households or organisations in the data
9. to use the correct methods of citation and acknowledgement in publications
10. to send the UK Data Service bibliographic details of any published work based on our data collections
11. that personal data about you may be held for validation and statistical purposes and to manage the service, and that these will only be passed on to the following, in specific circumstances: the data collection depositor, your own institute or your research funder
12. to notify the UK Data Service of any errors discovered in the data collections
13. that personal data submitted by you are accurate to the best of your knowledge and kept up to date by you
14. to meet any charges that may apply
15. to offer for deposit any new data collections which have been derived from the materials supplied
16. will destroy **all** copies of the data to the standards specified in point 1.16
17. will ensure that the data are destroyed to the standards specified in the [Microdata Handling and Security: Guide to Good Practice](#)
18. that any non-compliance of the EUL will lead to immediate termination of your access to the services and could result in legal action against you

Golden rules of secondary analysis

1. No onward sharing of data, even with research team.
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.)

Managing access to data

Open

- available for download / online access under open licence without any registration

Safeguarded

- available for download / online access to logged-in users who have registered and agreed to an End User Licence (*e.g. not identify any potentially identifiable individuals*)
- special agreements (depositor permission; approved researcher)
- embargo for fixed time period


Controlled

- available for remote or safe room access to authorised and authenticated users whose research proposal has been and who have received training

How to download data

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UK Data Service



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Other providers

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Data access policy

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Download and order

Information about how to download, order or request access to Safeguarded and Controlled data are provided below.

Download and order

Order Special Licence data

Order data from non-UK archive

Controlled data

SHARE

To download/order data:

1. Locate the study you require using the [Data Catalogue](#). To check the access conditions for the selected study click the 'Access' tab.

2. Select 'Add to account' to add the study to your account*. If you are not yet registered with the UK Data Service, you will be prompted to do this at this stage.

3. To review the studies you have added to your account, click the 'My account' link at the top of the screen. Your account will show the datasets that are waiting to be added to a project.

4. Select the datasets that you wish to add to a project. You can add these to an existing project or create a new one.

5. There are three types of project: 'non-commercial', for research projects or student dissertations; 'commercial', for projects where the main purpose is to generate an income; 'teaching', for use within a classroom setting.

6. When creating a new project, enter a title and abstract providing as much detail as possible to describe your intended use of the data. Note: this information may be shared with the data owners.

7. When your datasets have been added to your project their status will either be

What does the collection look like?

This PC > Downloads > 4867rtf_7de29fb2884ada094b324d5f2595f76e.zip > UKDA-4867-rtf

Name	Type	Compressed size	Password pr...	Size
mrdoc	File folder			
rtf	File folder			
4867_file_information.rtf	Rich Text Format	3 KB	No	

This PC > Downloads > 4867rtf_7de29fb2884ada094b324d5f2595f76e.zip > UKDA-4867-rtf > rtf

Name	Type	Compressed size	Password pr...	Size
xml	File folder			
4867ess001.rtf	Rich Text Format	9 KB	No	
4867ess002.rtf	Rich Text Format	9 KB	No	
4867ess003.rtf	Rich Text Format	9 KB	No	
4867ess004.rtf	Rich Text Format	9 KB	No	
4867ess005.rtf	Rich Text Format	9 KB	No	
4867ess006.rtf	Rich Text Format	10 KB	No	
4867ess007.rtf	Rich Text Format	9 KB	No	
4867ess008.rtf	Rich Text Format	9 KB	No	
4867ess009.rtf	Rich Text Format	9 KB	No	
4867ess010.rtf	Rich Text Format	8 KB	No	
4867ess011.rtf	Rich Text Format	8 KB	No	
4867ess012.rtf	Rich Text Format	8 KB	No	
4867ess013.rtf	Rich Text Format	8 KB	No	
4867ess014.rtf	Rich Text Format	9 KB	No	
4867ess015.rtf	Rich Text Format	9 KB	No	

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



Participatory video in Conservation, Markets and Justice a photo story

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.

Cambridge 001 – Q28

Q. People talk about there being different social classes – what do you think?

A. Definitely there are. Financially, I think you do get your various classes, which is shown definitely in the appearance of people. The working man generally looks a working man unless he has the intelligence and initiative to dress neatly off work. I think clothes put a person in a class rather than finance or where you live. Class distinctions are becoming less than they used to be, it seems nothing wrong is you mix with people in other jobs.

Q. So you think that appearances are the most important thing?

A. This is what puts people into a class, what classifies people, whether the wife goes around with curlers and a scarf thrown on – people just don't care in a lot of cases.

Q. But you referred to jobs earlier – does the job have anything to do with it?

A. In a lot of cases the job does tend to influence the way people act because their associates don't do the same thing. I lived in Chertsey & it was quite common to see a woman walking down the street in carpet slippers; here you have the influence of a higher intelligence group. But Cambridge doesn't have snobberv. you don't have to

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/mage-data/document.aspx>

Attitudes to Genetically Modified Foods, 2009

Details Documentation Resources Access data

Documentation

Title	File name	Size (MB)
Data Listing	6616ulist.xls	0.03
Data Listing	6616ulist.pdf	0.01
Study information and citation	UKDA_Study_6616_Information.htm	0.02
UKDA Information for Study 6616	read6616.htm	0
User Guide	6616uguide.pdf	1.5

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Appendix A Interview topic guide

EXPLORING ATTITUDES TO GENETICALLY MODIFIED (GM) FOODS INTERVIEW TOPIC GUIDE

Research Objectives

The interviews have three key objectives:

1. To explore respondents' views about and attitudes towards GM food
2. To explore why respondents have those views and attitudes
3. To understand what respondents consider to be the risks and benefits of GM foods

As this is an exploratory study, we wish to encourage participants to discuss their views and experiences in an open way without excluding issues which may be of importance to individual participants and the study as a whole. Therefore, unlike a survey questionnaire or semi-structured interview, the questioning (and the language and terminology used) will be responsive to respondents' own experiences, attitudes and circumstances.

The following guide does not contain pre-set questions but rather lists the key themes and sub-themes to be explored with each participant. It does not include follow-up questions like 'why', 'when', 'how', etc. as participants' contributions will be fully explored throughout using prompts and probes in order to understand how and why views, behaviours and experiences have arisen. The order in which issues are addressed, and the amount of time spent exploring different themes, will vary between participants according to individual demographics and circumstances.

Interview materials (sheets A, B and C) are to be used in conjunction with this discussion guide. The purpose of these materials is to facilitate participants' reflection on the subject, and they will be used flexibly to achieve this.

Bookmarks

- ▼ SN 6616 User Guide
 - Interview Topic Guide
 - Consent Form
 - Sample Profile
- Final Report: Exploring Attitudes to ...



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
 - Consider study-level context to ensure data are comparable



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● QualiBank

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Resource type +

Open / Closed +

Date +

Sex +

Age group +

Socio-
economic
status +

Region +

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Date +

Sex +

Age group +

Socio-economic status +

Region +

Search and browse a selection of qualitative surveys, interview and open-ended questions.

typhoid

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Extract



Image



File



Audio

Results per page: 10

Displaying 1-10 of 22 results

1 2 3 ▶▶



Report: 1st Armoured Division Morale Report for period 1 May - 30 Sep 47

SN7465 Morale and Home Intelligence Reports, 1941-1949

... fatal; 4 cases of **typhoid** (1 fatal) end a small number of malaria cases. 13. Finance, Pay and Allowance (a) Officers There have been so many different instructions in the period that many officers are confused as to the method of drawing their pay and allowances. Many Officers accounts...

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Summary of the interview with Mildred Blaxter

SN6226 Pioneers, 1996-2012

Sex: Female. **Age group:** 75-84. **Socio-economic status:** Higher managerial/admin/professional. **Region:** East of England.

... to

adapt to school, dating customs, etc. Returned as soon as allowed, at 17, to sign up to join the Services. Joined the Navy as a WRN, at first



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Interview with Mrs. Omison

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DETAILS

Collection ID (SN): 2000
Title: [Family Life and Work Experience Before 1918, 1870-1973](#)
Principal investigator: Thompson, P., University of Essex. Department of Sociology
Lummis, T., University of Essex. Department of Sociology
Sex: Female
Age group: 75-84
Socio-economic status: Routine
Region: North West
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[+](#) Additional metadata

INTERVIEW TRANSCRIPT

R: 149 Lee Gate, Harwood, Bolton.

I: [And your marital status? You're a widow, are you?](#)

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 to - 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 'til 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 barrack 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, the 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.

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Related audio

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[Image relating to the Edwardians](#)

I: Did he ever look after you while your mother went out?

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

Cancel

1 extract selected

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Thompson, P., University of Essex. Department of Sociology, Lummis, T.,
University of Essex. Department of Sociology: "Interview with Mrs. Omison"
in "Family Life and Work Experience Before 1918, 1870-1973" 7, UK Data Service
[distributor], 2009-05-12, SN:2000, Para. 186. <http://dx.doi.org/10.5255/UKDA-SN-2000-1>, <https://discover.ukdataservice.ac.uk/QualiBank/Document/?>

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D: So I can't really remember that

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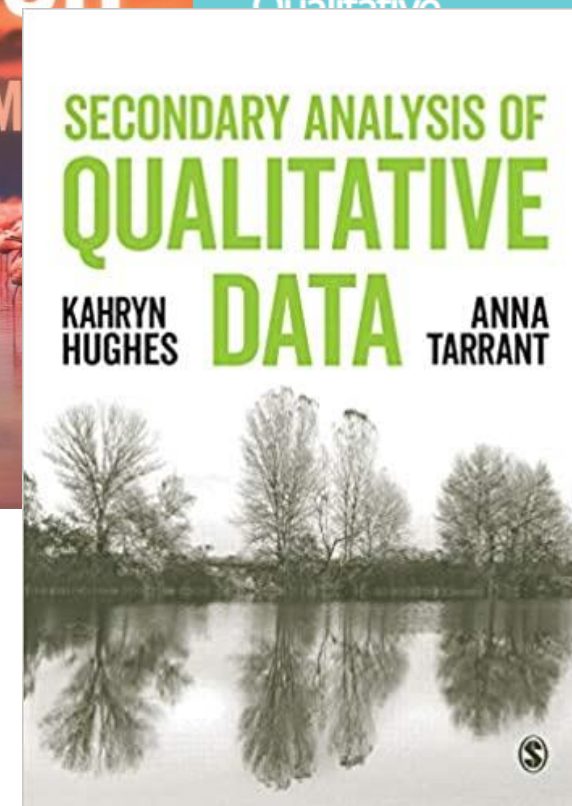
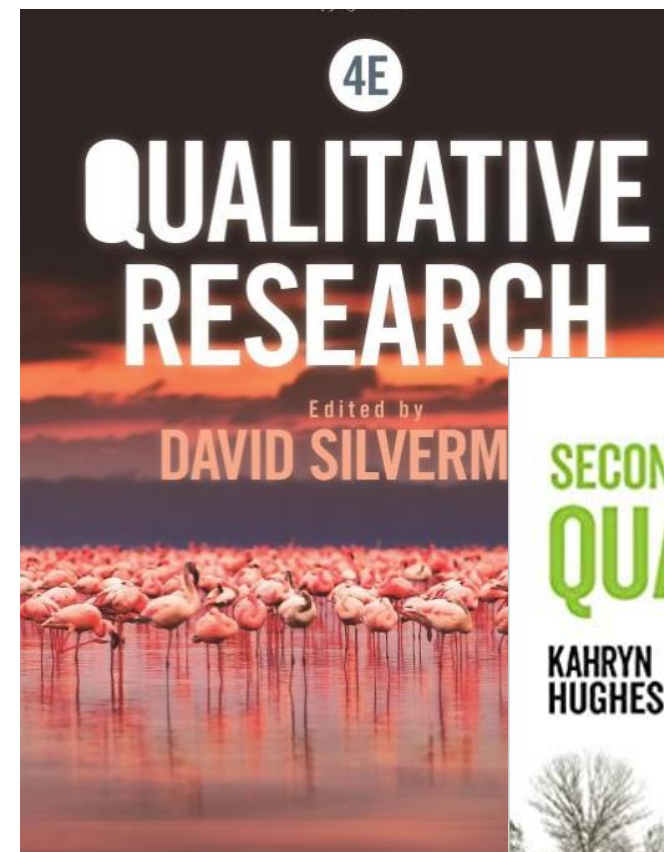
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Case Study: April Gallwey

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.



The rewards of using archived oral histories in research: the case of the Millennium Memory Bank

by April Gallwey

Abstract: This article is about using archived oral histories in research. It advocates greater exploration of oral history archives in the UK in light of burgeoning research into the history of the post-war society and the social sciences. Drawing on the author's experience of utilising interviews from the Millennium Memory Bank (MMB), it offers a critical reflection on the challenges of using this particular archive from the perspective of a social historian. Although challenges of working with the MMB are noted, its unprecedented scale, and incorporation of the 'life history' method, demonstrate its value as a source for historical enquiry. The author highlights the importance of summaries and supporting literature attached to interviews to assist with accessibility and contextualisation, envisioning the archive as an ongoing process, whereby original and subsequent researchers ensure its legacy.

Key words: oral history archives, social history, life history interview, Millennium Memory Bank, re-use, secondary analysis, single motherhood

During the course of the 20th century, increasing amounts of qualitative data collected by social scientists – field notes, interview transcripts, letters, drafts and the like – have been collected and archived. [...] Until recently these documents were largely ignored: social scientists did not know how to use them since they did not conform to standardized norms from which trends could be inferred. Historians did not have the experience of using such sources and in many cases were ignorant about them.¹

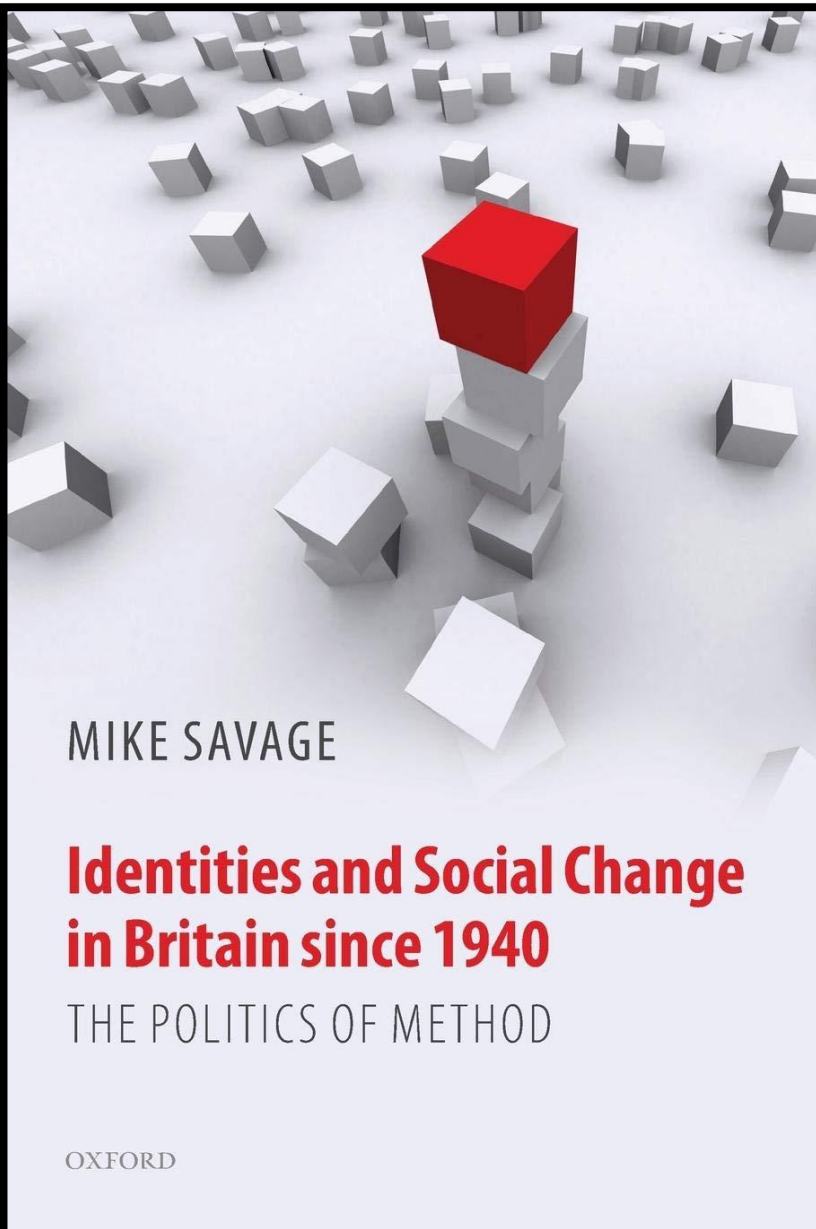
In this statement, Mike Savage captures how the trail of the social scientist alters our gaze onto the historical landscape of the twentieth century. At the same time he foregrounds how

a reluctance amongst social scientists to conduct secondary analysis of qualitative data and the negation of such sources by many historians, has until relatively recently, left these sources under-utilised.² Savage has argued for greater inclusion of archived qualitative data and demonstrated how social research archives, such as the Mass Observation Archive (MOA), profoundly illuminate historical shifts at the socio-cultural level. Savage's most recent work places the social science archive at the heart of his project for a historical sociology of the post-war years.³ Debate about re-use of data has been circulating amongst sociologists for some time, generating a very substantial body of literature.⁴ Although there has been a recent turn to archived social scientific data amongst historians – Paul Thompson has highlighted the multi-

The Great British

Traditional British social divisions of
occupations or lifestyles.

The BBC teamed up with sociologists from
came up with a new model made up of s



y, no longer reflecting modern

surveyed more than 161,000 people and

s Great British Class Survey reveal
seven groups.

where you fit in:

u



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Powerpoint slides from today are available.

Questions

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