AN INVITATION TO SECONDARY ANALYSIS OF QUALITATIVE DATA

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Secondary analysis of qualitative data: an advanced course
University of Essex
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Programme

• Welcome and introduction to UK Data Service
• Invitation to the reuse of qualitative data
• Registering for and exploring UK Data Service collections
• Exploring ethical issues
• Case studies of reusing UKDA data
• Methodological issues – context and interpretation
• Reusing oral history interviews in food research
• Sampling and selecting cases: hands on activity
• Analysing secondary data: hands on activity
Many meanings of secondary analysis

• “use of ‘pre-existing’ data” (Heaton 2004)

• “the ‘re-use’ of archived data” (Hammersley 2010)

• “the (re)using of data produced on a previous occasion to glean new social scientific or methodological understandings (Irwin & Winterton 2011)

• Ambiguities:
  • What if the primary researchers just collected (CA)?
  • Same researchers, 30 years later?
  • Rework, re-use, secondary…
Explosion of qualitative data archives

- ESDS Qualidata
- Germany, Finland, France, Switzerland, et al.
- ARK – N. Ireland - The Troubles Archive
- Australian Qualitative Data Archive
- Irish Qualitative Data Archive
- UCL – Human communication AV archive
- Timescapes – major ESRC investment
- Qualitative longitudinal data in Europe – 14 countries

…and many more
Many ways of re-using “old” data

- assess the credibility of new research or the generalizability of small studies (Hammersley 1997)

- supplement one’s own primary data, e.g. as exploratory analyses prior to new data collection (Hinds et al. 1997)

- provide rich descriptive information, e.g. an historical perspective (Bornat 2005, Gillies & Edwards 2005)

- reveal new methodological insights (Mauthner et al 1998, Savage 2005; Bornat 2010)

- generate new findings by analysing ‘old’ data from a ‘new’ research context (Holland & Thomson 2009; Bornat 2010; Walkerdine and Lucey 1989)

- gain insight on hard to reach populations or sensitive topics without further intrusion into vulnerable populations (Fielding & Fielding 2000)

- teaching (Haynes 2011)

  (Irwin & Winterton, 2010)
### Why engage in re-use of “old” data?

<table>
<thead>
<tr>
<th>Why re-use</th>
<th>May prevent unneeded data collection</th>
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<tr>
<td>new questions of existing data</td>
<td>repetitive</td>
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<td>methodological study of original research</td>
<td>burdensome on vulnerable populations</td>
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<td>teaching</td>
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<td>comparative</td>
<td>May allow more energy for</td>
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<tr>
<td>• across time</td>
<td>research questions</td>
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<td>• across locations</td>
<td>• causal mechanisms</td>
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<td>• cross-sectional sub-samples</td>
<td>• methods development</td>
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<td>make better use of painstakingly collected, rich, extensive data</td>
<td>• theory development</td>
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<td>cost/time savings(?)</td>
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Who would re-use data?

- Mike Savage (York)
  - Class and class identity

- Vanessa May (Manchester)
  - On being a good mother

- Dawn Lyon (Kent) and Graham Crow (Soton)
  - Revisiting Ray Pahl’s Sheppey studies

- Jo Haynes (Bristol)
  - Reusing data for PG methods teaching

- Julia Brannan (IoE)
  - Food and meal practices

ESRC Secondary Data Analysis Initiative – Phase 3
Key issues in re-use of qualitative data

- Methodological
  - Context
  - Sampling

- Ethical questions – including consent

- Getting on with it….
  - Finding data to use
  - Re-using data for research and teaching
SELECTED REFERENCES ON REUSE

- Savage, M. 'Revisiting Classic Qualitative Studies', Forum: Qualitative Social Research (FQS), Volume 6, No. (1), January 2005