Some practical protocols for transparency for qualitative research

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NCRM Research Methods Festival
University of Bath
Thursday 5th July, 11:15 - 12:45
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
## Qualitative research

<table>
<thead>
<tr>
<th>Data transparency</th>
<th>Analytic transparency</th>
<th>Production transparency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing full access to data itself</td>
<td>Information about data analysis</td>
<td>Process of data collection</td>
</tr>
</tbody>
</table>

### Data transparency
- Provide (partial)
  - Interview transcripts
  - Field notes
  - Videos…

### Analytic transparency
- Describe which evidence supports which claims
- Discursive footnotes / supplement

### Production transparency
- Explain how data were collected:
  - Interviewee selection
  - Participants
  - Documents…
## Supporting transparency

<table>
<thead>
<tr>
<th>Layers of transparency/integrity</th>
<th>Key ways to support transparency/integrity</th>
<th>Enhanced ways to support transparency/integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data</strong></td>
<td>Allow access to data via archive</td>
<td>Publishing a data paper*</td>
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<tr>
<td><strong>Process</strong></td>
<td>Including metadata on transcripts</td>
<td>Consistent presentation, offering some background information and key to transcript symbols, for example (Managing Suffering)</td>
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<tr>
<td></td>
<td>Consistent and coherent anonymisation</td>
<td>Best practice is to use pseudonyms or generalised terms for place names, roles etc.</td>
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<tr>
<td></td>
<td>Including field-notes where appropriate</td>
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</table>

### Enhancements
- Correspondence (e.g. Big Society correspondence with UKDA about why interview transcripts were not deposited), notes from meeting with gatekeepers, reports from collaborators in research (e.g. Conservation, Markets and Justice – report from UEA and InsightShare)
- Ethical approval documentation – from RECs and other correspondence (e.g. UK Data Service)
Transparency for students

Thinking Ahead: developing good practice in data management with students

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.

http://blog.ukdataservice.ac.uk/thinking-ahead-data-management/
Methods materials: documentation

- Sampling, tech report, topic guides, fieldwork procedures, transcription method)

- Quali Election Study of Great Britain:
  https://discover.ukdataservice.ac.uk/catalogue?sn=6861#documentation
Some excellent documentation

- Anti-Politics: Characterising and Accounting for Political Disaffection, 2011-2012
  ([https://discovery.ukdataservice.ac.uk/catalogue/?sn=7855&type=Data%20catalogue](https://discovery.ukdataservice.ac.uk/catalogue/?sn=7855&type=Data%20catalogue))

### DOCUMENTATION

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<tr>
<td>Participant Information Sheet</td>
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### RELATED STUDIES AND GUIDES

+ View related studies and guides...
APPENDIX B

THE SAMPLE

WEDNESDAY, JANUARY 10TH, 1963 - 7 P.M.

DEEPEL UNIVERSITY

A comfortable common room. Low tables with plates of sandwiches on them and cups of coffee. A microphone looking like a miniature radio 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 kind of statement 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 married ten years'. For that kind of statement, a representative

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 unnecessary 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 carful" 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 not where; he told us, he found the women were "prejudiced". A further prompt from me:

"So what actually spurred you to write to me?"
More on sampling...

https://discover.ukdataservice.ac.uk/catalogue/?sn=4858&type=Data%20catalogue
...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 general statements but rather to look in depth and in detail at adultery, then this sample has certain advantages...

https://discover.ukdataservice.ac.uk/catalogue/?sn=4858&type=Data%20catalogue
Affluent Worker: Interviewer comments

https://discover.ukdataservice.ac.uk/catalogue/?sn=6512&type=Data%20catalogue
Denis 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

https://discover.ukdataservice.ac.uk/catalogue/?sn=5072&type=Data%20catalogue
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-focused storyboard, the group gave up and decided to continue with the creation of their first, water-focused 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 Mtawa Regions were designated for the re-homing of the Sukuma, but no infrastructure (e.g. 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].

Apparantly 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.

https://discover.ukdataservice.ac.uk/catalogue/?sn=852476&type=Data%20catalogue
Creative documentation

https://discover.ukdataservice.ac.uk/catalogue/?sn=852476&type=Data%20catalogue
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 is has often felt like a winter of argument, contestation and crisis around migration and multiculture.

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.

https://discover.ukdataservice.ac.uk/catalogue/?sn=851852&type=Data%20catalogue
New possibilities with changing technology

<table>
<thead>
<tr>
<th>Hierarchical Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nodes\Attitude</td>
<td>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.</td>
</tr>
<tr>
<td>Nodes\Attitude\Mixed</td>
<td>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.</td>
</tr>
<tr>
<td>Nodes\Attitude\Negative</td>
<td>A negative opinion or a disagreement where an opinion is not shared with someone or with a group.</td>
</tr>
<tr>
<td>Nodes\Attitude\Positive</td>
<td>specifying positive opinion or agreement with other stakeholders or with an idea. A shared opinion</td>
</tr>
<tr>
<td>Nodes\Balance</td>
<td></td>
</tr>
<tr>
<td>Nodes\Community</td>
<td>Text coded to topics around the concept of community (not around specific named Down East communities)</td>
</tr>
<tr>
<td>Nodes\Community\Community change</td>
<td>Change to the people, culture, or built structures of the communities Down East</td>
</tr>
</tbody>
</table>
Publish it to maximise benefits

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

By: Kristi Winters & Ediza Carvalho
Published: 2014 | Product: SAGE Research Methods Cases
DOI: http://dx.doi.org/10.4135/978144627305013509945
Methods: Focus groups, Data collection
+ More Information

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.
The next step: linking to persistent data

- QualiBank: persistent citation of sources. this extract
  (LINK: [https://discover.ukdataservice.ac.uk/QualiBank/Document?oid=41db72b1-d148-4](https://discover.ukdataservice.ac.uk/QualiBank/Document?oid=41db72b1-d148-4))
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

http://reshare.ukdataservice.ac.uk/reshare-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.

Featured in volume 1:1 (2016)

- O. Gelderblom
  Merchants from the Southern Netherlands and the rise of the Amsterdam staplemarket (1578-1630)

- E. Jorink (dep.)
  Correspondence of Swammerdam (1664-1679)

- E.J. de Jager
  Reis van de Razzia: een oral history project over de reizen van Robert van de Razzia
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
Questions

Maureen Haaker
UK Data Archive
University of Essex

mahaak@essex.ac.uk