

<p>Level 1: OBJECTIVES & METHODOLOGY</p>	<p>OBJECTIVES To increase knowledge about Mass Observation writers' socio-demographic characteristics, writing behavior, self-perceptions and the influence of key events on their lives</p> <p>GUIDING METHODOLOGY Mixed methods cross-disciplinary team-based research involving the combination of qualitative and quantitative data and secondary thematic analysis of archived writings</p>	
<p>Level 2: OVERALL ANALYTIC PLAN</p>	<p>CURRENT CONCEPTUAL FRAMEWORK To be developed as the outcome of the planning stage</p> <p>PRIOR COMPLETED Phase 1: Specify parameters of pilot analysis. Phase 2 : Familiarize with content of sample the transcripts</p> <p>CURRENT Experiment with coding strategies</p> <p>NEXT ANTICIPATED Plan the analysis of the whole set of Writer responses for Social Divisions and My Lifeline</p>	
<p>Level 2: ANALYTIC TASKS</p> <p>3-A Identify potential and emerging concepts in the transcripts</p>	<p style="text-align: center;">Level 3: TRANSLATION</p> <p>UNITS: Concepts (unit of meaning), Transcripts (units of data)</p> <p>PURPOSE: to determine if pre-identified concepts are present in the transcripts and whether other concepts we haven't yet thought of are present</p> <p>POSSIBLE COMPONENTS: Concepts = QUOTATIONS, CODES, CODED-QUOTATION, CODE-GROUPS & SMART-GROUPS, SMART-CODE, SMART-CODE-SNAPSHOT, COMMENT, MEMOS, NETWORK Transcripts = DOCUMENTS, MEMOS Writing/visualizing = MEMOS, COMMENTS, NETWORKS</p> <p>CHOSEN COMPONENTS: Concepts = CODES Transcripts = DOCUMENTS Writing = MEMOS, COMMENTS</p> <p>EXPLANATION:</p> <ul style="list-style-type: none"> • Each Writers' transcript has already been imported as a separate DOCUMENT. • Each DOCUMENT has a linked MEMO created previously (phase 2) and the template also previously created (phase 2) can be pasted into these MEMOS to structure note-taking. • Potential concepts have already been created as CODES (phase 1), so CODES can be linked to QUOTATIONS within DOCUMENTS to produce CODED-QUOTATIONS. • We know from the familiarization with the data (Phase 2) that there are likely to be lots of other concepts contained within Writers' DOCUMENTS, so we need to also create new CODES as we identify these concepts. New CODES can be created, defined in MEMOS and linked to QUOTATIONS (to produce CODED-QUOTATIONS) at any stage 	<p>Level 4: SELECTED TOOL or Level 5: CONSTRUCTED TOOL</p> <p><u>Constructed tool: Combining software operations</u></p> <ol style="list-style-type: none"> 1. Paste the content of the critical readings template created in 2-D into each Writer's MEMO created in 2-B. 2. Rearrange notes made in each MEMO into the Sections of the template. 3. Link CODES representing potential concepts created in 1-C to relevant QUOTATIONS in each DOCUMENT. 4. Create new CODES, define them in CODE-COMMENTS and link them to QUOTATIONS as additional relevant concepts are seen in documents. 5. While undertaking steps 3 and 4, make notes in the sections of each Writers' MEMO

<p>3-B</p> <p>Capture how writers' express their emotions</p>	<p>UNITS: Writers, Emotions PURPOSE: To identify expressions of different emotions within Writers' narratives. POSSIBLE COMPONENTS: <u>Writers</u> = DOCUMENTS, DOCUMENT-GROUPS & SMART-GROUPS, CODES, MEMO, NETWORK <u>Emotions</u> = QUOTATIONS, CODES, CODED-QUOTATION, CODE-GROUPS & SMART-GROUPS, SMART-CODE, SMART-CODE-SNAPSHOT, COMMENT, MEMOS, NETWORK <u>Writing/visualizing</u> = MEMOS, COMMENTS, NETWORKS CHOSEN COMPONENTS: <u>Writers</u> = DOCUMENTS <u>Emotions</u> = CODES <u>Writing</u> = COMMENT EXPLANATION:</p> <ul style="list-style-type: none"> • Each Writers' transcript has already been imported as a separate DOCUMENT so we will continue using DOCUMENTS to represent Writers. • We have previously used CODES to represent concepts so it makes sense to use CODES to represent how Writers' express emotions. We can create prefixed CODES to capture the expressed emotions. • We can go back through each DOCUMENT and apply these CODES to previously CODED-QUOTATIONS. • Later we can interrogate how Writers' express themselves in relation to potential and emerging concepts, using the Code Co-occurrence Table. 	<p><u>Selected tool: straightforward use of the Code Manager</u></p> <p>Create two CODES called 'Feelings and Perceptions' and 'Focus of Perceptions' to serve as "top-level" CODES in a planned hierarchy of CODES to be constructed. Create new CODES representing emotions and expressions and link them to relevant QUOTATIONS. Link these new CODES to the relevant "top-level" CODE to serve as "sub-codes" in the hierarchy. Keep notes about the process in a COMMENT for each "top-level" CODE, and keep notes about the range of emotions in the COMMENT of the relevant "sub-code".</p>
<p>3-C</p> <p>Capture the timing of writers' life events (My Lifeline responses)</p>	<p>UNITS: Timing, Writers, Life events PURPOSE: To identify if there are patterns in the chronology of Writers' life events POSSIBLE COMPONENTS: <u>Timing</u> = QUOTATIONS, CODES, CODED-QUOTATION, CODE-GROUPS & SMART-GROUPS, SMART-CODE, SMART-CODE-SNAPSHOT, COMMENT, MEMOS, NETWORK <u>Writers</u> = DOCUMENTS, DOCUMENT-GROUPS & SMART-GROUPS, CODES, MEMO, NETWORK <u>Life events</u> = QUOTATIONS, CODES, CODED-QUOTATION, CODE-GROUPS & SMART-GROUPS, SMART-CODE, SMART-CODE-SNAPSHOT, COMMENT, MEMOS, NETWORK <u>Writing/visualizing</u> = MEMOS, COMMENTS, NETWORKS CHOSEN COMPONENTS: <u>Chronology</u> = CODES <u>Life events</u> = CODES <u>Writing</u> = MEMO EXPLANATION:</p> <ul style="list-style-type: none"> • Life events have been captured at potential and emerging concepts (3-A). If we create a CODE for each date mentioned in Writers' DOCUMENTS, we can re-code the CODED-QUOTATIONS to capture when a Writer mentions a specific date. 	<p><u>Selected tool: straightforward use of the Code Manager</u></p> <p>Create a new "top-level" CODE called 'Time-Chronological' for a new planned hierarchy of CODES. Review each DOCUMENT and find CODED-QUOTATIONS where writers' mention a specific date. Create new CODES representing years and link them to the relevant CODED-QUOTATIONS, and link these new CODES as "sub-codes" of the "top-level CODE". Keep notes about the process in the COMMENT for the "top-level CODE".</p>

<p>3-D</p> <p>Capture writers' ranking of professional social status (Social Divisions responses)</p>	<p>UNITS: Writers, Ranking (of professional social status)</p> <p>PURPOSE: To identify if there are patterns in how Writers' rank the social status of different professions</p> <p>POSSIBLE COMPONENTS:</p> <p><u>Writers</u> = DOCUMENTS, DOCUMENT-GROUPS & SMART-GROUPS, CODES, MEMO, NETWORK</p> <p><u>Ranking (of professional social status)</u> = QUOTATIONS, CODES, CODED-QUOTATION, CODE-GROUPS & SMART-GROUPS, SMART-CODE, SMART-CODE-SNAPSHOT, DOCUMENT-GROUPS & SMART-GROUPS, COMMENT, MEMOS, NETWORK</p> <p><u>Writing/visualizing</u> = MEMOS, COMMENTS, NETWORKS</p> <p>CHOSEN COMPONENTS:</p> <p><u>Writers</u> = DOCUMENTS</p> <p><u>Rank (of professional social status)</u> = DOCUMENT-GROUPS</p> <p>EXPLANATION:</p> <ul style="list-style-type: none"> • We could make notes about Writers' ranking of the Professions in a MEMO or COMMENT but this would not allow us to query on the basis of their ranking. • We decided to group DOCUMENTS into DOCUMENT-GROUPS because we wanted to be able to group DOCUMENTS according to Writers' ranking of them. • We decided there was no need to keep notes about this process whilst undertaking it. 	<p><u>Constructed tool: custom use of DOCUMENT-GROUP AND DOCUMENT-SMART-GROUPS.</u></p> <ol style="list-style-type: none"> 1. Create a DOCUMENT-GROUP in the DOCUMENT-GROUP Manager for the each of the eight professions the Social Divisions 'Directive' had asked writers to rank according to social status (e.g. Doctor, Minister of Religion, Pop Star, etc.). 2. Scroll through each Social Divisions DOCUMENT to identify Writers who had completed the ranking exercise. 3. For each Writer who had completed the exercise add the DOCUMENT to the relevant DOCUMENT-GROUP. 4. Create a DOCUMENT-SMART-GROUP comprising all DOCUMENTS not in any of the eight professions DOCUMENT-GROUPS.
<p>3-E</p> <p>Reflect on the concepts captured so far</p>	<p>UNITS: Concepts</p> <p>PURPOSE: To review the work done so far and to reflect on whether proceeding in this way will enable the research objectives to be fulfilled</p> <p>POSSIBLE COMPONENTS:</p> <p><u>Concepts</u> = QUOTATIONS, CODES, CODED-QUOTATION, CODE-GROUPS & SMART-GROUPS, SMART-CODE, SMART-CODE-SNAPSHOT, COMMENT, MEMOS, NETWORK</p> <p><u>Writing/visualizing</u> = MEMOS, COMMENTS, NETWORKS</p> <p>CHOSEN COMPONENTS:</p> <p>Concepts = CODED-QUOTATIONS retrievable from CODES</p> <p><u>Writing</u> = CODE-COMMENTS</p> <p>EXPLANATION:</p> <ul style="list-style-type: none"> • To review coding we need to retrieve the CODED-QUOTATIONS linked to CODES. To reflect on this, we need to write. We already created a 'Planning' MEMO for this purpose. 	<p><u>Constructed tool: combination of software operations</u></p> <ol style="list-style-type: none"> 1. Filter the QUOTATIONS Manager by each code, one-by-one, in order to see each CODE's retrieved QUOTATIONS in the QUOTATION Manager's main window. 2. Browse to and review the CODED-QUOTATIONS for each CODE and make notes in the relevant CODE-COMMENT, repeating for each CODE. 3. In a team meeting discuss the process and add joint reflections on the pilot process and outcome of 3-A, 3-C and 3-D to the 'Planning' MEMO.

REFLECTIONS

- Phase 2 identified that the way in which Writers express themselves was quite varied, so we decided to capture this by creating CODES for the different feelings and perceptions that we identified in Writers' narratives, and the focus of those feelings and perceptions (Perception of others on self, Perceptions about others, and Perceptions about Self) (3-B). After coding only 20 documents we had already created 21 codes in these two areas. Although these CODES were enabling us to capture the diversity in the way Writers were expressing themselves, we were concerned that continuing in this way would result in a large number of very specific CODES. The way Writers express themselves was only one dimension of our interest in this data and therefore we decided we needed to be more focused about how we captured these aspects.
 - Reviewing the coding in 3-E also illustrated that in order to maximize consistency amongst the three coders we needed to have as streamlined a Coding System as possible. It was clear that we would need to create a large number of CODES in order to adequately reflect the diverse content of the material. For these reasons we decided that the first wave of coding should be essentially descriptive, and that we would then need to prioritize areas for more in-depth analysis.
 - When we retrieved CODED-QUOTATIONS as part of the reflection process (3-E) it became clear that coding life events with a date CODE was too cumbersome a way to capture the chronology of Writers' lives for our purposes. Although we could map out the dates that life events were mentioned across My Lifeline writers using a Code Co-occurrence Table, because Writers were of different ages, this was not a meaningful comparison. In addition, while some Writers had specified when the events they wrote about had happened, others had not, and therefore it was clear we would not be able to capture the chronology of life events for all Writers. We therefore decided to abandon this task and concentrate on interpreting the meanings Writers attributed to the events they discussed.
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