

<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</p> <p>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: <u>Concepts</u> = CODES, CODED-SEGMENTS, CODE-SETS, COMMENTS, MEMOS, SUMMARIES, MAPS, CHARTS, VARIABLE-VALUES <u>Transcripts</u> = DOCUMENTS, MEMOS <u>Writing/visualizing</u> = MEMOS, COMMENTS, SUMMARIES, MAPS, CHARTS</p> <p>CHOSEN COMPONENTS: <u>Concepts</u> = CODES <u>Transcripts</u> = DOCUMENTS <u>Writing</u> = MEMO</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 SEGMENTS within DOCUMENTS to produce coded-segments. • 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 SEGMENTS (to produce CODED-SEGMENTS) 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 DOCUMENT-MEMO created in 2-B. 2. Rearrange notes made in each document-memo into the Sections of the template. 3. Link CODES representing potential concepts created in 1-C to relevant SEGMENTS in each DOCUMENT. 4. Create new CODES, define them in CODE-MEMOS and link them to SEGMENTS as additional relevant concepts are seen in documents. 5. While undertaking steps 3 and 4, make notes in the sections of each Writers' DOCUMENT-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, DOCUMENT-SETS, MEMOS, VARIABLE-VALUES, CODES <u>Emotions</u> = CODES, CODED-SEGMENTS, CODE-SETS, COMMENTS, MEMOS, SUMMARIES, MAPS, CHARTS, VARIABLE-VALUES <u>Writing/visualizing</u> = MEMOS, COMMENTS, SUMMARIES, MAPS, CHARTS CHOSEN COMPONENTS: <u>Writers</u> = DOCUMENTS <u>Emotions</u> = CODES <u>Writing</u> = MEMO 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 also use CODES to represent the way Writers' express emotions. We can create a separate area in the Code System to store CODES for capturing the emotions expressed by Writers. • We can go back through each DOCUMENT and apply these CODES to previously CODED-SEGMENTS. • Later we can interrogate the way Writers' express themselves in relation to potential and emerging concepts, using the Code Relations Browser. 	<p><u>Selected tool: straightforward use of the Code System</u></p> <p>Create two top-level CODES in the MAXQDA Code System: 'Feelings and Perceptions' and 'Focus of Perceptions'. Create and link sub-CODES representing emotions and expressions to relevant SEGMENTS. Keep notes about the process in a MEMO for each 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> = CODES, CODED-SEGMENTS, CODE-SETS, COMMENTS, MEMOS, SUMMARIES, MAPS, CHARTS, VARIABLE-VALUES <u>Writers</u> = DOCUMENTS, DOCUMENT-GROUPS, DOCUMENT-SETS, MEMOS, VARIABLE-VALUES, CODES <u>Life events</u> = CODES, CODED-SEGMENTS, CODE-SETS, COMMENTS, MEMOS, SUMMARIES, MAPS, CHARTS, VARIABLE-VALUES <u>Writing/visualizing</u> = MEMOS, COMMENTS, SUMMARIES, MAPS, CHARTS CHOSEN COMPONENTS: <u>Chronology</u> = CODES <u>Life events</u> = CODES <u>Writing</u> = MEMO EXPLANATION:</p> <ul style="list-style-type: none"> • VARIABLE-VALUES can be linked to CODES or DOCUMENTS. However, linking chronological VARIABLE-VALUES to DOCUMENTS is not sufficient to fulfill this task as Writers mention many different dates within their DOCUMENTS. Linking chronological VARIABLE-VALUES to CODES is also not sufficient as CODES are linked to SEGMENTS which refer to life-events which took place on different dates. We can therefore not use VARIABLE-VALUES to fulfil this analytic task. • 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-SEGMENTS to capture when a Writer mentions a specific date. 	<p><u>Selected tool: straightforward use of the Code System</u></p> <p>Create a new top-level CODE called 'Time-Chronological'. Review each DOCUMENT and find CODED-SEGMENTS where writers' mention a specific date. Create and link sub-CODES representing years to relevant CODED-SEGMENTS. Keep notes about the process in a MEMO 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, DOCUMENT-SETS, MEMOS, VARIABLE-VALUES, CODES</p> <p><u>Ranking (of professional social status)</u> = CODES, CODED-SEGMENTS, CODE-SETS, COMMENTS, MEMOS, SUMMARIES, MAPS, CHARTS, VARIABLE-VALUES</p> <p><u>Writing/visualizing</u> = MEMOS, COMMENTS, SUMMARIES, MAPS, CHARTS</p> <p>CHOSEN COMPONENTS:</p> <p><u>Writers</u> = DOCUMENTS</p> <p><u>Rank (of professional social status)</u> = VARIABLE-VALUES</p> <p>EXPLANATION:</p> <ul style="list-style-type: none"> • We could make notes about Writers' ranking of the Professions in their DOCUMENT-MEMO, but this would not allow us to query on the basis of their ranking. • CODES and VARIABLE-VALUES applied to DOCUMENTS can be used to query. We decided to use VARIABLE-VALUES applied to DOCUMENTS 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 VARIABLE-VALUES</u></p> <ol style="list-style-type: none"> 1. Create a Document Variable 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. Apply numeric VARIABLE-VALUES (1-8) to their DOCUMENT for each profession according to their ranking. 4. Assign the VARIABLE-VALUE 99 for all the Variables to DOCUMENTS for Writers who had not completed the ranking exercise.
<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> = CODES, CODED-SEGMENTS, CODE-SETS, COMMENTS, MEMOS, SUMMARIES, MAPS, CHARTS, VARIABLE-VALUES</p> <p><u>Writing/visualizing</u> = MEMOS, COMMENTS, SUMMARIES, MAPS, CHARTS</p> <p>CHOSEN COMPONENTS:</p> <p><u>Concepts</u> = CODED-SEGMENTS retrievable from CODES</p> <p><u>Writing</u> = MEMOS</p> <p>EXPLANATION:</p> <ul style="list-style-type: none"> • To review coding we need to retrieve the CODED-SEGMENTS 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. Retrieve CODED-SEGMENTS linked to each CODE, one-by-one, using the Overview of Coded Segments window. 2. Reviewed CODED-SEGMENTS and make notes in the relevant CODE-MEMO. 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-SEGMENTS 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 Relations Browser, 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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