Open educational resources

Why stop at open?

Research Data Leeds
http://researchdata.leeds.ac.uk
http://archive.researchdata.leeds.ac.uk
http://timescapes.researchdata.leeds.ac.uk/
researchdata@leeds.ac.uk
Making a difference with data

Why stop at open?

Using qualitative, sociological, restricted access data in the Timescapes archive as a training resource

Research Data Leeds
http://researchdata.leeds.ac.uk
http://archive.researchdata.leeds.ac.uk
http://timescapes.researchdata.leeds.ac.uk/
researchdata@leeds.ac.uk
Timescapes was the first major qualitative longitudinal study to be funded in the UK, and explored how personal and family relationships develop and change over time. Director Bren Neale explains more about the Timescapes project in this short video.

Timescapes ran for five years from February 2007, and was funded by the Economic and Social Research Council.
“how do personal and family relationships develop and change over time?”

Data analysis
• through time
• over the life course
• across generations
• 2000+ items
Timescapes

Browse by Project

Please select a value to browse from the list below.

- Changing Landscapes: Pathways Through Participation (33)
- Choice and Change (45)
- Dynamics of Motherhood (12)
- Following Young Fathers (35)
- Inventing Adulthoods (20)
- Making of Modern Motherhoods (62)
- Men as Fathers (29)
- Siblings and Friends (44)
- The Oldest Generation (12)
- Work and Family Lives (13)
- Young Lives and Times (28)
Changing Landscapes: Pathways Through Participation

Pathways through Participation was a two-and-a-half year research project that aimed to improve our understanding of how and why people participate, how their involvement changes over time, and what pathways, if any, exist between different activities. The project was funded by the Big Lottery Fund. It started in April 2009 and finished in November 2011 - http://pathwaysthroughparticipation.org.uk

- Title: Changing Landscapes: Pathways Through Participation
“Can Timescapes be used in a module for UGs?”

• Request came from the course convenor, Prof Ros Edwards, who has deposited data in the archive

• Discussion with Bren Neale and Kahryn Hughes – academic leads on the archive
"..secondary analysis of an existing, anonymised qualitative family-related data set from the Timescapes project"
• Agreed participant consent covered this type of educational use
• Discussed what safety measures should be implemented
Practicalities

• Southampton supplied student numbers and course dates
• Guest accounts created; expired after 1 month
• Every student supplied with the User Terms and Conditions
• Every student signed to agree to User T&C
• Signed for individual guest user and password
Positive reflections

• Real data – “empirical material”
• Introduces ethics of data access and handling
• Allows exploration of analysis methodologies for qualitative, longitudinal data
Positive reflections

• For students - shift to active and independent enquiry
• Scoping and identifying resources
• Appropriate data referencing
• Students felt ‘at the cutting edge’
• The data was easy to understand and engage with

“The richness and interest of the Timescapes data motivated them [the students] to find a project topic that they liked and come up with research questions”
Things to think about..

• Administration “a bit of a faff” – but this necessary for sensitive data
• Feedback – emphasised their responsibility
• 1 month account was very tight – 6 weeks better
• Secondary analysis is difficult
  • want even more contextual information
• Data doesn’t always have to be open to be a useful educational resource
Thanks

• Thanks to Prof Ros Edwards and Dr Rebecca Taylor and the students of SOCI3080
• Prof Bren Neale, Dr Kahryn Hughes
• RDL colleagues Brenda Phillips, Dr John Beaman and Dr Graham Blyth

Rachel Proudfoot
r.e.proudfoot@leeds.ac.uk
Research Data Leeds
researchdata@leeds.ac.uk