

University of Wales Trinity Saint David & Hong Kong Management Association

Day Four

Qualitative Research Methods

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Qualitative Data
Collection, Analysis
and Quality
Procedures

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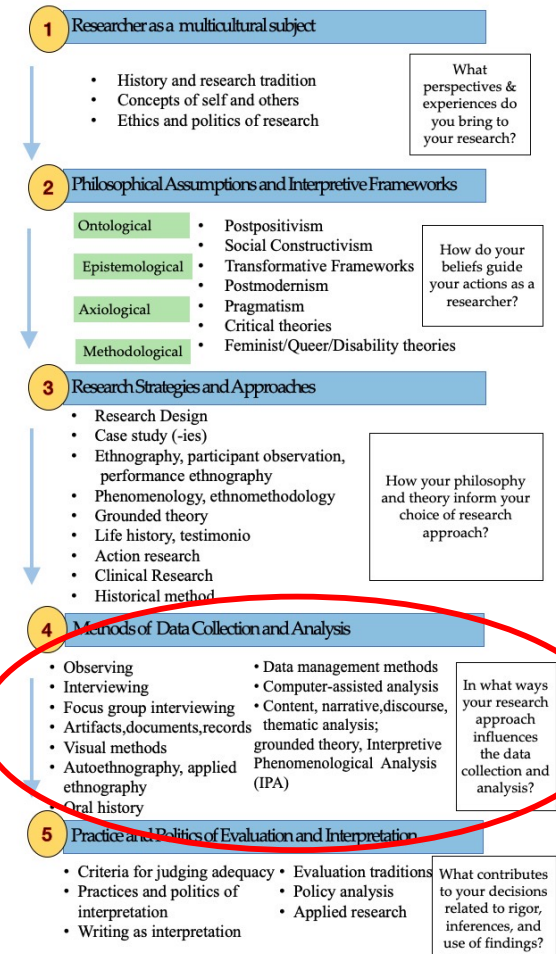
Data Collection
methods

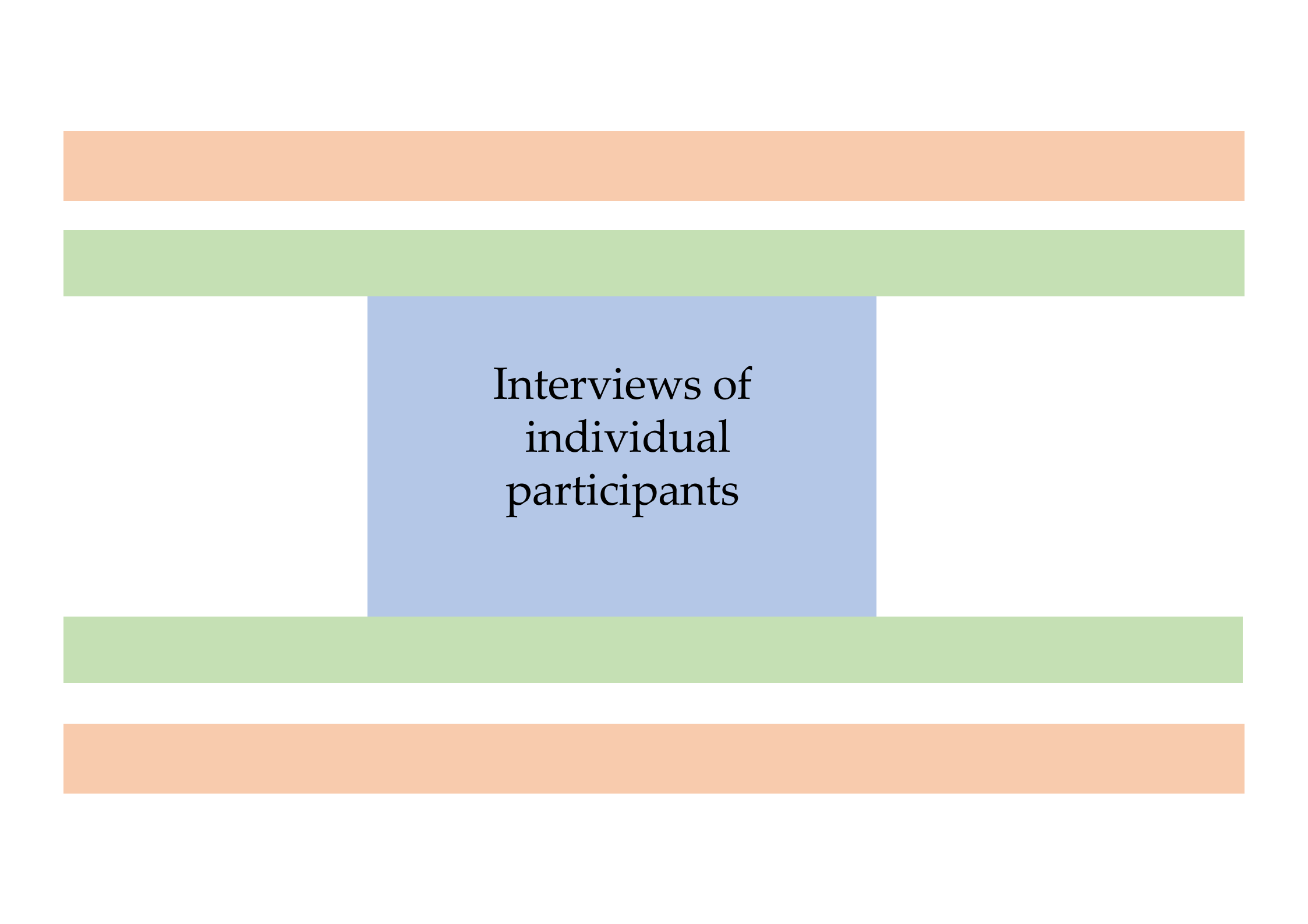
Data Collection methods

+ Handout Figure 2.1

- Observing
- Interviewing individuals
- Focus group interviewing
- Artefacts, documents, records
- Visual methods
- Autoethnography, applied ethnography
- Oral history

Fig. 2.1 Situating Philosophy and Interpretive Frameworks within the Research Process





Interviews of
individual
participants

Interview issues

Power

- Researcher presents his/her interpretation of truth to public
- Use of self-disclosure
- Clear intent

Location

- Location must be convenient and comfortable for participants
- May evoke sensitivity

Relationships

- Respect and rapport
- Gratitude
- Active listening



Task: Interview vs Conversation

In group make a list of

- (1) the ways an interview is similar to a conversation
- (2) how in-depth interviews are different from a conversation

Types of an Interview

Semi-structured (intensive, in-depth)

- Respondents have to answer preset open-ended questions
- Shaped around topics
- Systematic and comprehensive

Structured

- Questionnaires

Unstructured (‘controlled conversation’)

- **Non-directive**-- do not have pre-planned set of questions
- **Focused**--refocusing the respondent towards key subject
- **Conversational**– questions are generated instantaneously during the interview

In-depth interviews

Advantages	Disadvantages
• Can explore complex and detailed issues • Good for high volume issues • Opportunity for probing and clarifying questions • One on one enhances rapport	• Time consuming and can result in large volumes of data • Interviewer must have good listening and probing skills • Respondent may want to please interviewer



Semi-structured in-depth interviews

Goal:

- To hear what respondents think is important about the topic at hand & to hear it in their own words
- Gather the information (data) from a respondent

Question type: Open-ended

- researcher poses questions, but does not provide any answer options
- requires participants to come up with their own words, phrases, or sentences to respond

Interview Guide

- A schematic presentation of questions or topics and need to be explored by the interviewer
- Aims at exploring many respondents more systematically and comprehensively
- Keeps an interview focused on the desired line of action
- Shall be seen as provisional & undergo modifications as the study goes



Creating an interview guide (+ sample protocol handout)

Brainstorming

Grouping similar questions
together

Working up to sensitive
questions

Collecting feedback from
participants, other researchers,
peers, auditors

Keeping methodological journal



What questions do you ask?

- The problem in study
- The frame of the study: A sense of the breath and density of the material you want to collect
- Understandings based on the previous work, study, awareness of literature, living experience
- Pilot research
- A sense of what will be substantial for your report



A good report

! Must have form to grasp the information as a whole !
(not a phone book)

- Make sense as an entity and in its items of information
- Parts fit together
- Coherence— each piece of the study is important, because it contributes to our understanding as a whole

Diachronic

(passes through time to provide structure)

Synchronic

(no use of time, but some other basis for coherence)



Diachronic report

- Begins at the beginning and proceeds from there
- Tells stories in which things happen as time goes on

Examples

- May **describe** phases of development of change (e.i recovery from grief)
- May consider **careers lines** by which people achieve a particular end point (e.i arrival at an executive suite)
- May focus on an **event and its impacts**

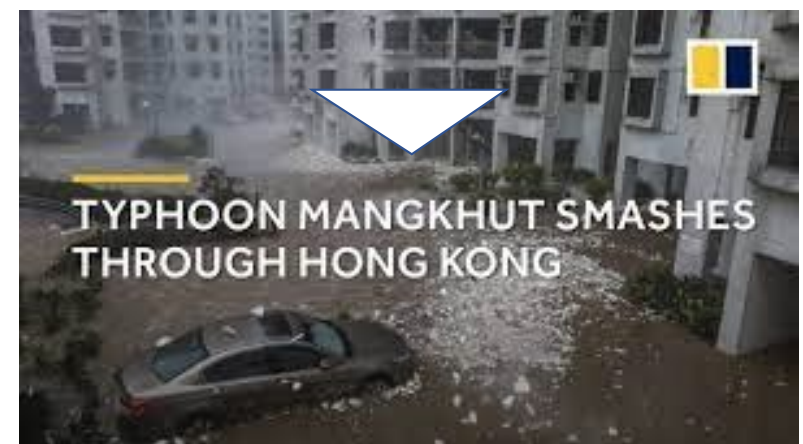


Diachronic report example

Beginning
point

- **Tropical storm**
- **Methods** used by HKO to predict its course
- **Experiences** of sailors' who have caught in what has become a typhoon
- **Impact** on the city
- **Aftermath** (cleanups, insurance claims, stories of lucky survival)

Ending point



Diachronic report

- Provides explanations
- Asks questions:
Retrospective “ How come this happened?”
Prospective “ What happens next?”

Why disaster occurred without fore warning?

Why a person chosen this particular college?

Why some people achieve success in business?



Diachronic report : an 'Accounting Schema' (1)

Why some people achieve high business positions?

Beginning
point



Ending point

Description of the:

- >confronted challenges
- >motivation to succeed
- >resources they could call on
- >how they won through



A story of men whose drive,
intelligence and luck brought them
success



Diachronic report : an 'Accounting Schema' (2)

Why some people achieve high business positions?

Beginning
point



Ending point

Description of :

> How participants learned their interpersonal and technical skills that later aided their rise



A story of the familial and educational influences that led to success



Diachronic report : an 'Accounting Schema' (3)

- A set of categories waiting to be filled by fact, not a theory how reality works
- Judged by the extent which they are useful in organizing our story & what gives weight to the issue in study; not to be judged as 'true' or 'false'



If we find during the interview that that our Accounting Schema does not work →
Remove/ change it

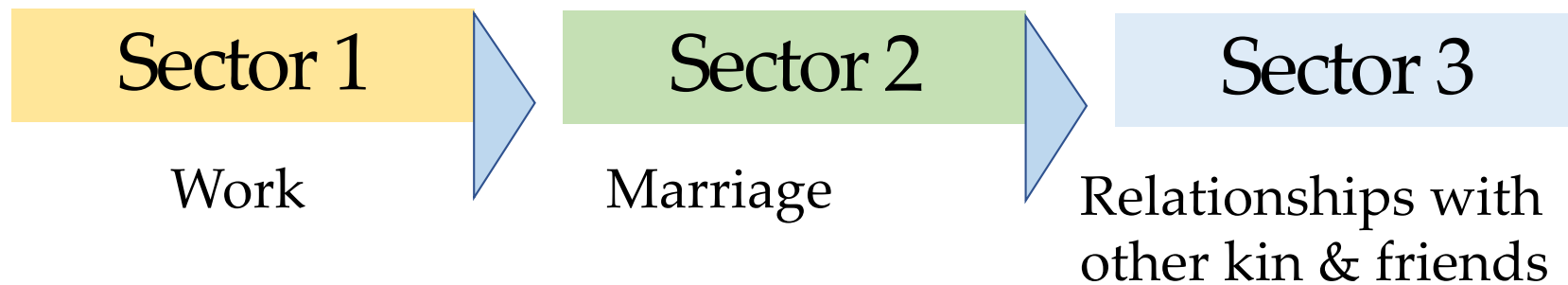


Synchronic report (1)

- Achieves coherence without armature of time
- Divides the research issue/phenomena/whatever you are about into its significant sectors
- Moves in logical sequence from sector to sector,
- Derives themes & patterns that underlie developments in every sector

Example

Why some people achieve high business positions?



Synchronic report (2)

Descriptive report on an Organisation

- May assert a logical connection between sectors
- by arguing that one sector is basic to the others or the sectors are linked by the flow of work

Example

Sector 1

Functioning
of its
departments



Sector 2

Leadership,
Contributions

Sector 3

Internal problems,
Inter-departmental
frictions

Synchronic stories: Functional approach

- **Goal:** Explain how something works
- **View** whatever we describe (family, school, organization) as having same goals; and/or describe conflict between personal and communal goals



Synchronie stories: Functional approach

Example (Family or organization)

Goal

Self-
maintenance

keeping on keeping
on

Story part

How self-
maintenance is
achieved?

- How funds are brought in/expended?
- How routines are maintained?
- How the work is done?



Synchronie stories: Functional approach

Example (Family)

Action Goal

Launch children
into society



Story part

Action:

Description of the
efforts to achieve its
action goals; success
of lack of success



- Investments in education
- Fostering values in the family



Synchronie stories: Functional approach

Example
(Family)

Action Goal
Launch children
into society



Story part

Fixed:
Roles and
relationships of family
members



- How these relationship arrangements facilitate and impede goal attainment?



From report frame to an Interview Guide

- List areas, topics or questions to be covered & that together will suggest lines of inquiry
- If we are familiar with the study's aims, guide can be sketchy, listing just headings and topics
- Otherwise– make it detailed– but it shall be grasped at one glance
- Can be standard or tailored to each participant
- Should be prepared to drop the guide entirely if the interview takes an unexpected direction



Including quantitative questions

- Can help to anchor the qualitative discussion

Compare :

1. “Many of the respondents felt their circumstances are desirable” or

2. “ On the scale one to five, a third of our participants rated their happiness level at the top of the scale”

- Makes it easy to segment the population (demographics: “40s and younger or older”)



Including quantitative questions

- **Starting** with “*just the facts, ma’am*” might set the wrong tone

- **After** the interview is over, may try:

“Could I ask a few more questions, about your age and the like?”



Early interviews and pilots

- Obtain interview images and ideas from experience rather than surmise

- Initial expectations are likely to be inaccurate

- Areas asked about can be dull and unproductive, & those not included in the guide turn out to be critical

- May hard to make connection with a respondent and hard to proceed



What questions do you ask?

- The problem in study
- The frame of the study: A sense of the breath and density of the material you want to collect
- Understandings based on the previous work, study, awareness of literature, living experience
- Pilot research
- A sense of what will be substantial for your report

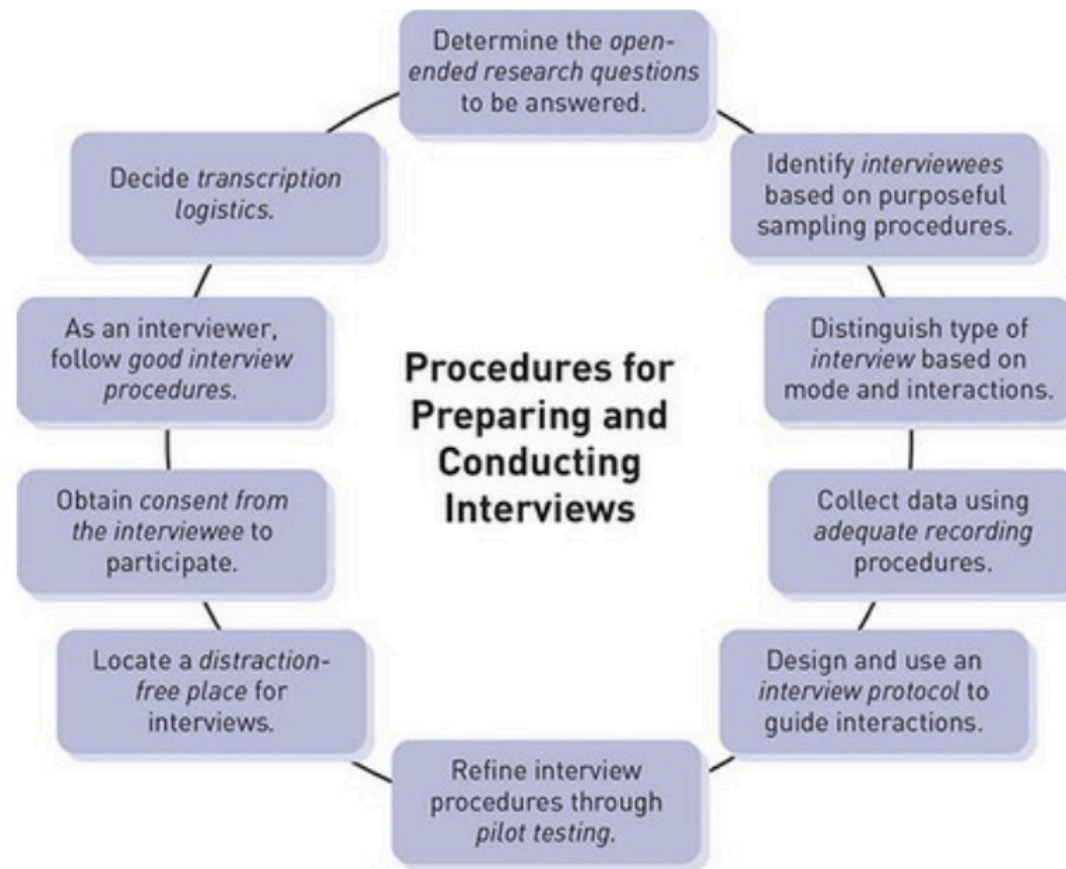


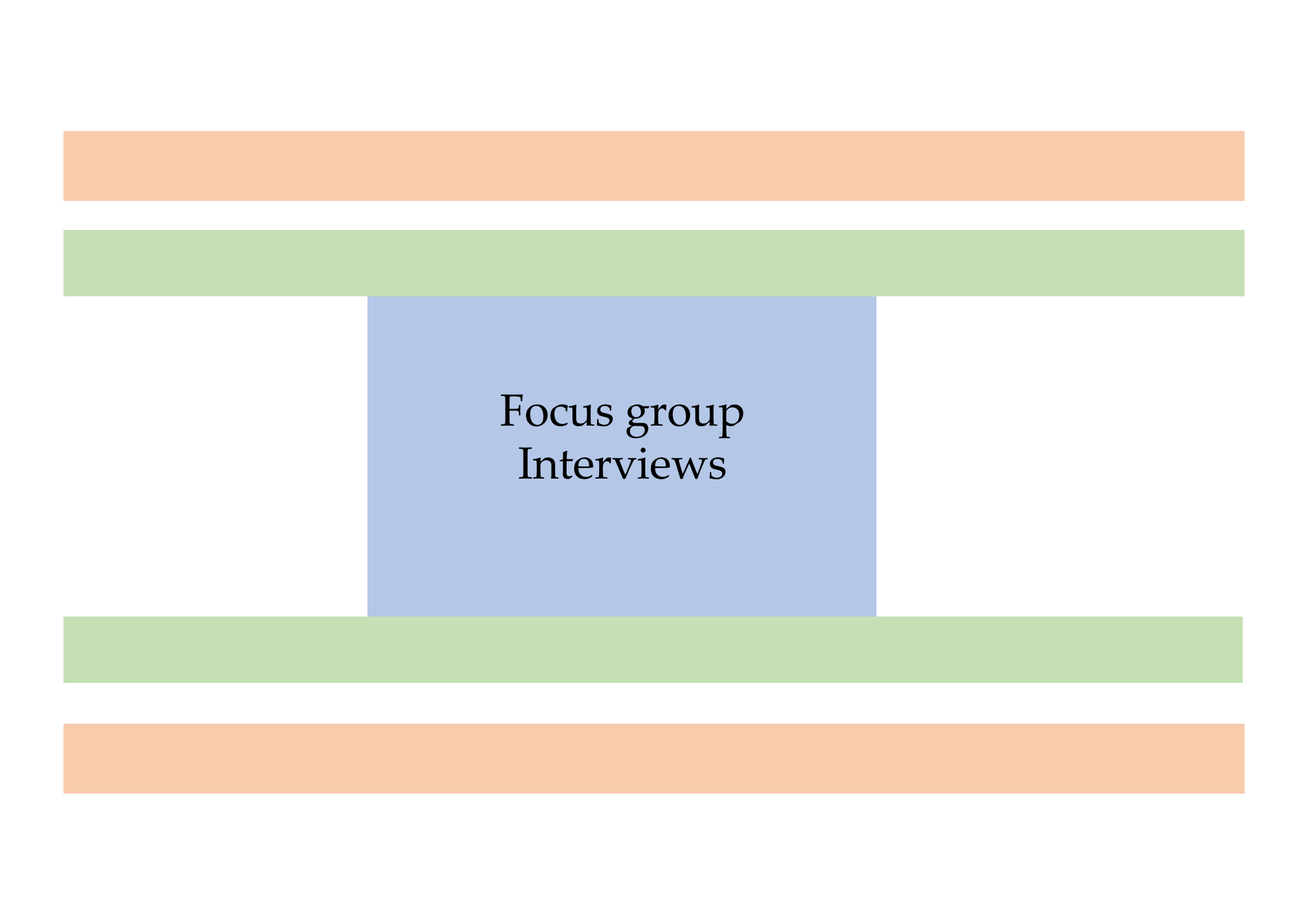
Interview questions you shall ask

- **Opening/ conversational question**
- **“Grande Tour” questions** → solicit long an descriptive answers
<Would you describe how does you typical workday go?>
- **Example question** → allow specific details about the interviewee experience
< Could you recall/describe last time you attended the meeting?>
< Could you give me an example?>
- **Follow up (probing) question** → make interviewee elaborate on their initial answer
<How was that experience for you?>
< What did you do after that happened?>
<What thought went through your mind?>
- **‘Metaphor’ question**
< If you have three words to describe... what those words be?>
< What would you compare this to?> < What image comes to your mind, when you ..?>
- **Closing question**
<Is it anything that you want to share or you find it relevant that I have not asked about?>



Interviews





Focus group
Interviews

Focus groups

1. Multiple participants
2. Focus on group interactions
3. Non-verbal and verbal
4. Facilitator/moderator
5. Confidentiality concerns
6. Group size
7. Familiar vs. unfamiliar participants
8. Multiple viewpoints

Focus group interviews

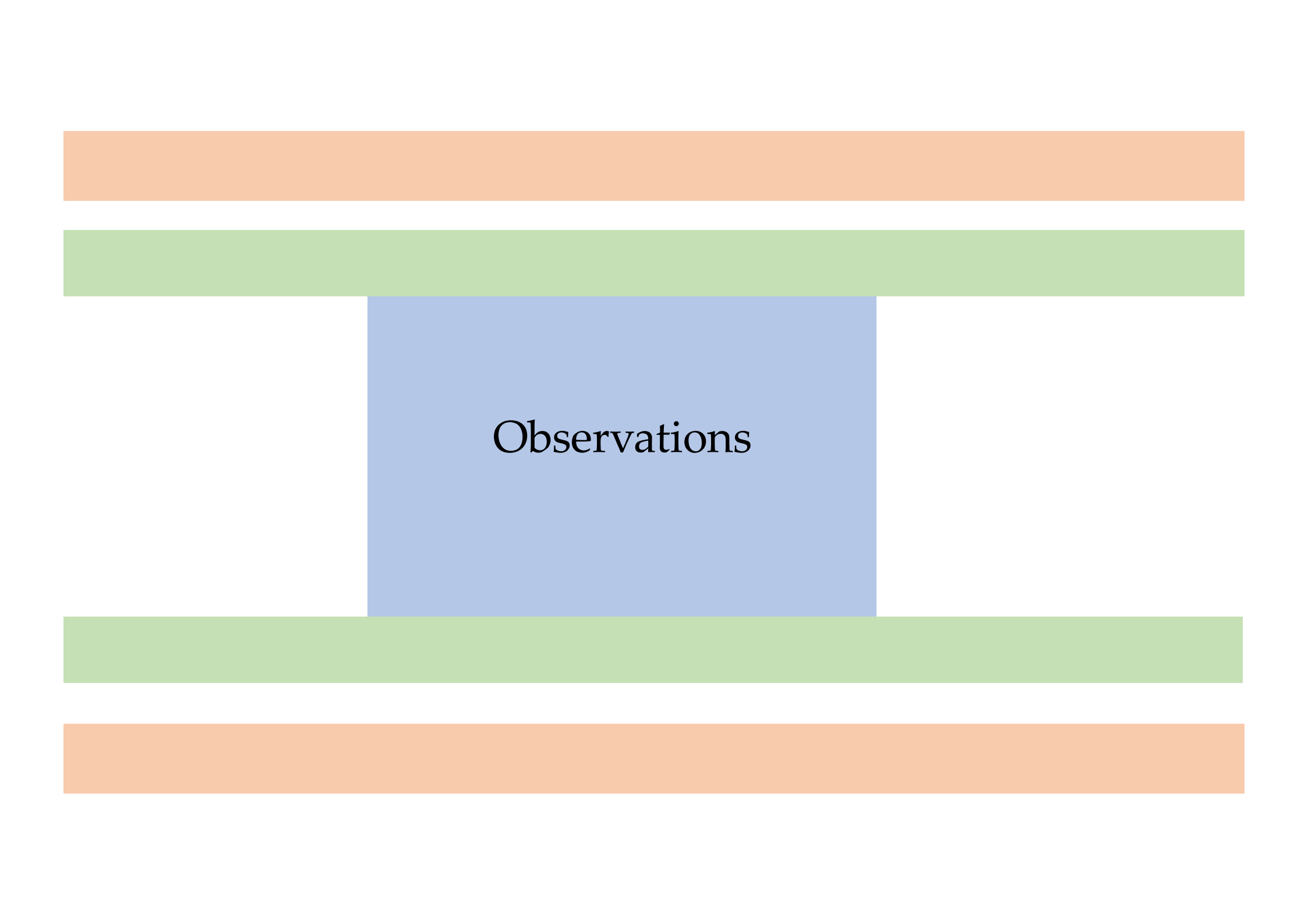
Strengths

- Yield detailed, in-depth data
- Less time-consuming than one-on-one interviews
- Useful for studying social processes
- Allow researchers to observe body language in addition to self-reports
- Allow researchers to observe interaction between multiple participants

Weaknesses

- Expensive
- May be more time-consuming than survey research
- Minority of participants may dominate entire group





Observations

Observation types (+ sample protocol handout)

Complete participant. The researcher is fully engaged with the people he or she is observing. This may help him or her establish greater rapport with the people being observed (Angrosino, 2007)

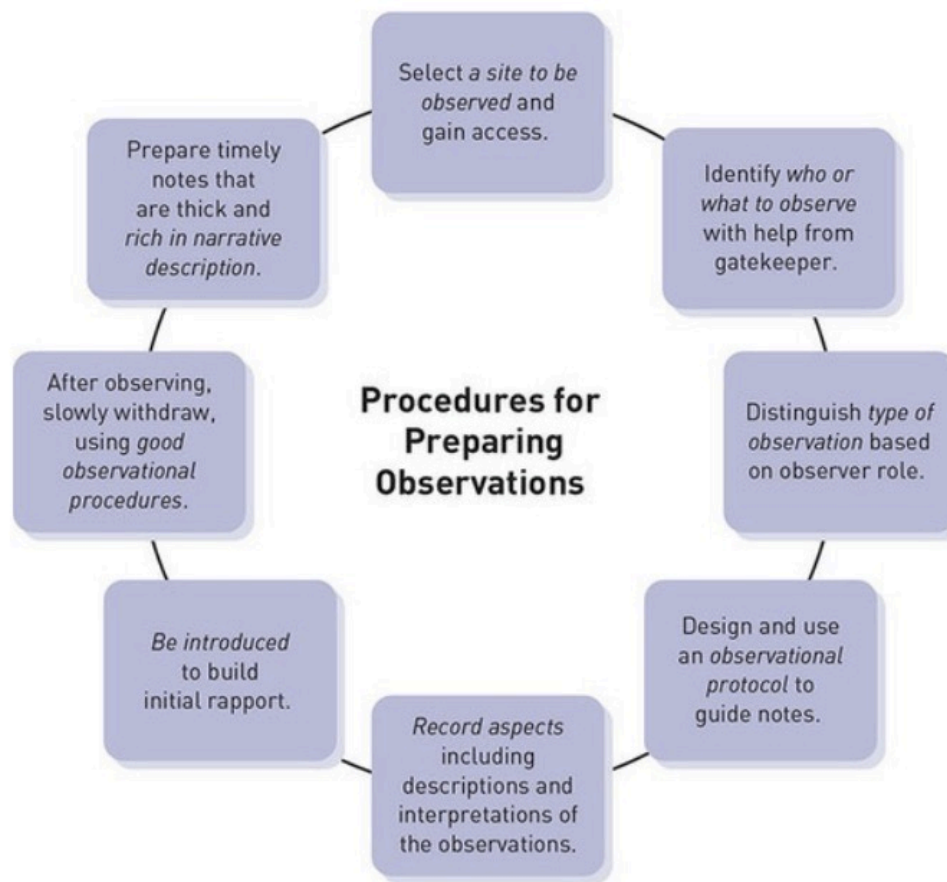
Participant as observer. Researcher is fully integrated into the activity

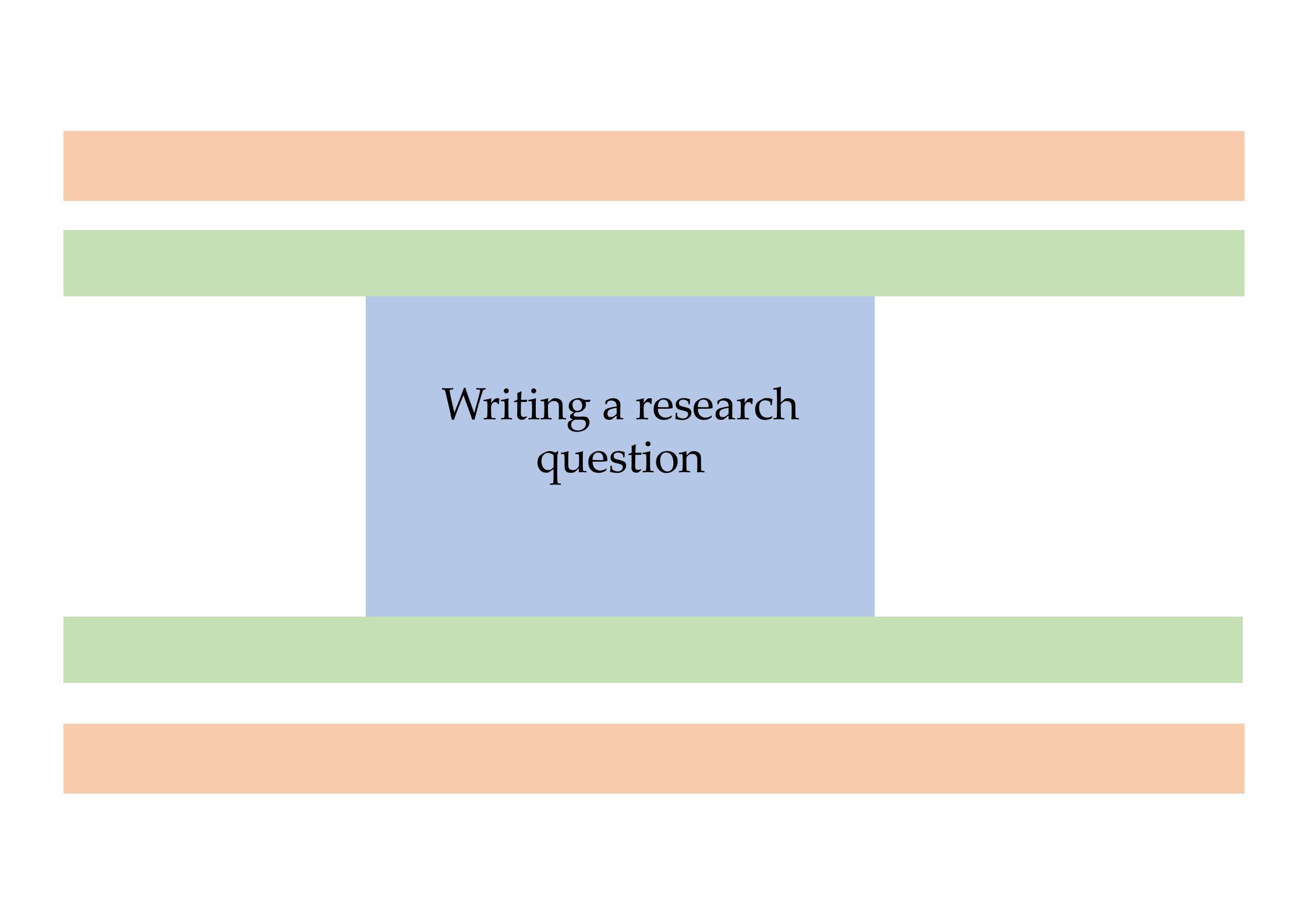
Nonparticipant or observer as participant. The researcher is an outsider of the group under study, watching and taking field notes from a distance. He or she can record data without direct involvement with activity or people (Bernard, 2011)

Complete observer. The researcher is neither seen nor noticed by the people under study



Observations





Writing a research
question

Good research question

written clearly , in the form of a question

ethical, not empirical

not a yes/no

has more than one plausible answer

specific and clear about the concepts it addresses

contains a target population

considers complex relationships/ multiple connections



Aims at lived experience,
personal experience,
understanding, meaning, and
stories

**Can change and evolve over the
course of study**



Quantitative vs qualitative research questions

Quantitative Research Questions

How does witnessing domestic violence impact a child's romantic relationships in adulthood?

What is the relationship between sexual orientation or gender identity and homelessness for late adolescents in foster care?

How does income inequality affect ambivalence in high-density urban areas?

How does race impact rates of mental health diagnosis for children in foster care?

Qualitative Research Questions

How do people who witness domestic violence understand how it affects their current relationships?

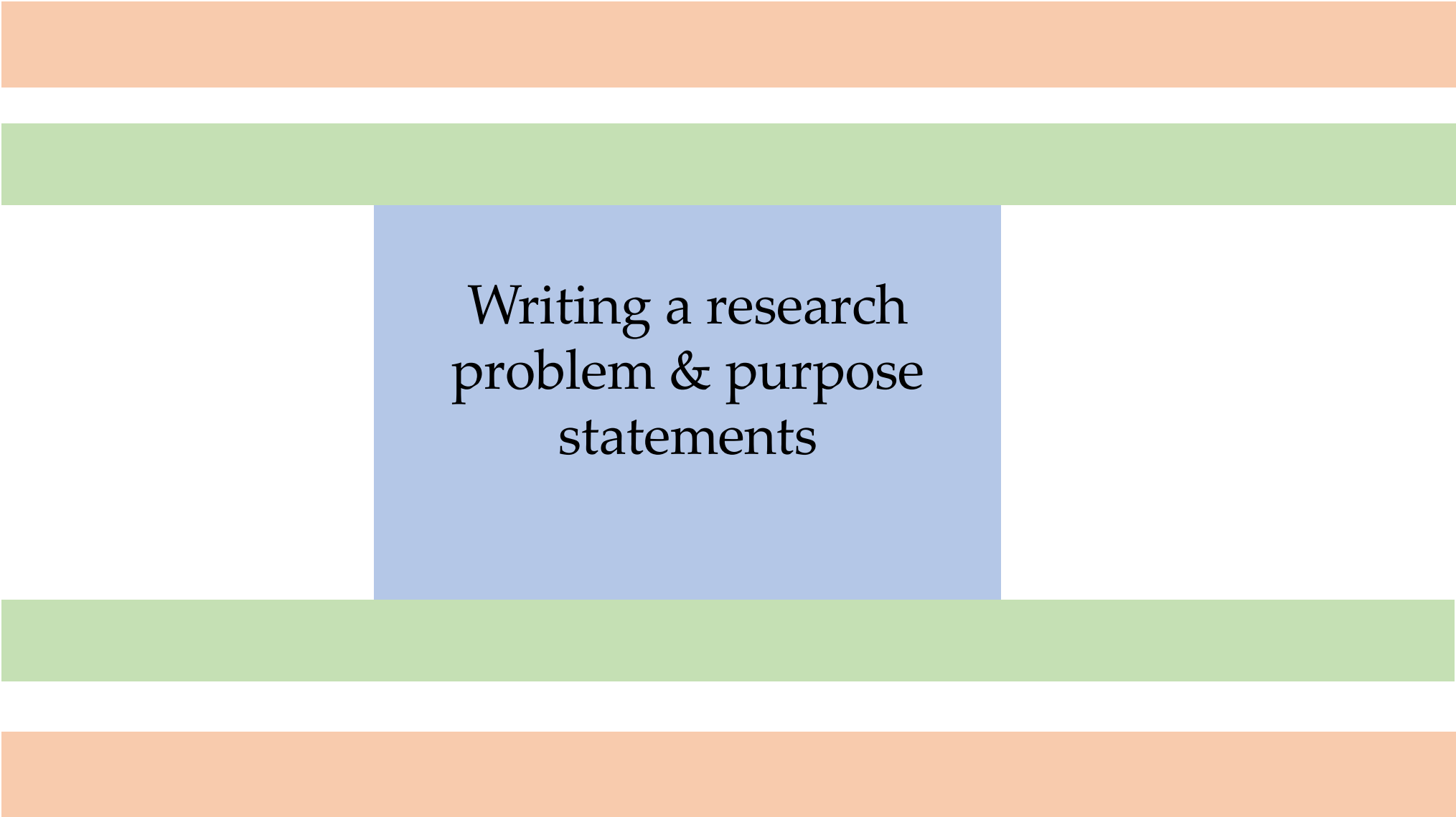
What is the experience of identifying as LGBTQ in the foster care system?

What does racial ambivalence mean to residents of an urban neighborhood with high income inequality?

How do African-Americans experience seeking help for mental health concerns?

Peer- work task: Write your research question

- Share your research questions in your group
They won't be perfect. Don't worry. It's okay to be where you are
- Do they meet the criteria from the previous slide?
- Do they contain any “watch words” ...
exploratory, explanatory, understanding, meaning, etc
- Ask for help with/feedback on any part of the questions you would like to perfect



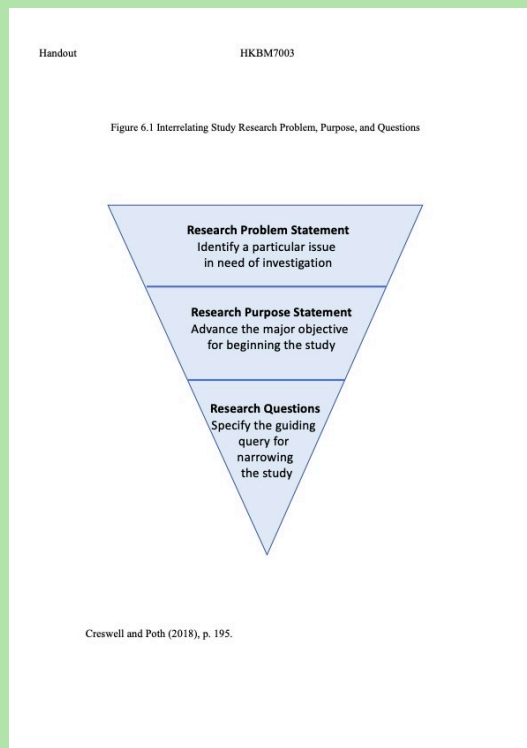
Writing a research
problem & purpose
statements

Methodological congruence

- Identifying a clear **problem** in need of investigation (research problem statement)
- Advancing the primary **purpose** of the study (research purpose statement or research aim)
- Specifying the **questions** guiding the study design



+ Handout



Problem statement (1)

- Creates a rationale for the need for the study
- Is framed within several other components in an opening paragraph

'Deficiency model'



Centered on deficiencies

- **fills gaps** in the current literature and how our study is crafted to add to a body of literature
- **gives voice** to underrepresented groups
- **probes a deep understanding** of a central phenomenon
- **leads to specific outcomes** such as stories, the essence of a phenomenon, the generation of theory, the cultural life of a group, and an in-depth analysis of a case



Problem statement (2)

Structure:

- Advance the topic/subject matter by creating interest
- Discuss research problem or issue
- Summarise key evidences from scholarly literature about the problem
- Point to deficiencies in the evidence
- Point importance of the problem for audiences



Problem statement (3)

Example

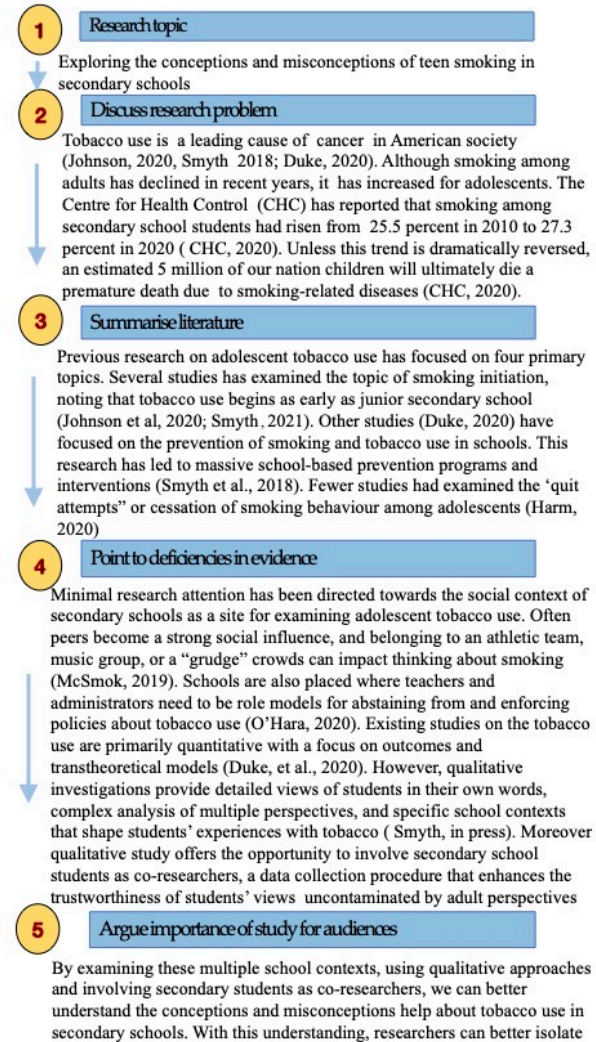
+ Handout Fig. 6.2



Handout

HKBM7003

Fig. 6.2 Sample Research Problem Statement (Introduction) to a Study



Purpose statement or research aim (1)

- Identifies the specific qualitative approach
- Encodes the passage with words that indicate research action, foci of the approach and its outcomes

<i>Understand experiences</i>	> narrative studies
<i>Describe</i>	> case studies, ethnographies & phenomenologies
<i>Ascribe meaning</i>	> phenomenologies
<i>Develop or generate</i>	> grounded theory
<i>Discover</i>	> all approaches

+ Handout *Glossary*



Purpose statement or research aim (2)

Words to use in encoding the purpose statement

Narrative	Phenomenology	Grounded Theory	Ethnography	Case study
• Narrative study • Stories • Epiphanies • Lived experiences • Chronology	• Phenomenology • Describe • Experiences • Meaning • Essence	• Grounded theory • Generate • Develop • Propositions • Process • Substantive theory	• Ethnography • Culture-sharing group • Cultural behavior and language • Cultural portrait • Cultural themes	• Case study • Bounded • Single or collective case • Event, process, program, individual



Purpose statement or research aim (3)

The purpose of this _____ (*narrative, grounded theory, phenomenological, ethnographic, case*) **study is** (*was? will be?*)
to _____ (*understand? describe? develop? discover? explore? reveal essence? ascribe meaning?*)
the _____ (*central phenomenon of the study*)
for _____ (*the participants*)
at _____ (*the site*).

At this stage in the research, the _____ (*central phenomenon*)
will be generally defined as _____ (*a general or operational definition of the central phenomenon*).



Purpose statement or research aim (3)

Examples

+ Handout

Handout

HKMA7003

Examples of purpose statements

The _____ study describes and analyses the process of eliciting the life history of a man with a DBA degree in Hong Kong.

The _____ story describes the aftermath of the super-typhoon as my family and friends in Hong Kong, the town where I was born and lived, react to and cope with the unanticipated consequences of this natural disaster.

The present _____ study is designed to explore the beliefs, perceptions, and needs that current young teachers and teachers-to-be have regarding their role as a leader of the curriculum design group in Hong Kong secondary schools.

The purpose of this _____ study is to explore what meaning refugees ascribe to their experiences of waiting for the rite-to-enter at the major refugee boarder centre in Myanmar.

The purpose of this _____ study is to understand the processes a person experiences in creating a leadership identity in a small private banking setting of Hong Kong.

The purpose of this _____ study is to explore how women maintain their health in geographical, social, political, economic, and historical contexts.

This _____ study examines how the 'work and talk' of Hong Kong bartenders reinforce certain meanings of coffee drinking in society and it reveals how the 'work and talk' create and maintain a 'coffee drinking' culture.

This _____ study aims to fill a gap in the literature by giving an empirical account of the K-pop group movement centered on a description of the group's core values.

The purpose of this _____ study is to describe the ways in which three urban elementary schools, in partnership with a local, publicly funded multipurpose university, used a similar array of material and human resources to improve their integration of technology.

The _____ study presented in this proposal is a qualitative case analysis that describes and interprets a campus response to a green roof-top construction incident.



Qualitative Data Analysis
and
Coding

Common types of qualitative data analysis (QDA)

- Content analysis
- Narrative analysis
- Discourse analysis
- Thematic analysis
- Grounded theory
- Interpretive Phenomenological Analysis (IPA)

Types of QDA (qualitative data analysis)

Content

Identifies patterns within a piece of content or sources of communication; both quantitative and qualitative

Narrative

Listening to people telling stories and analysing what it means & the way they are told

Discourse

Analysing language within a social /cultural content (how bankers speak about greening); helps to understand power and culture influences

Thematic

Looking at patterns of meaning in a dataset; helps to understand people's experiences and views

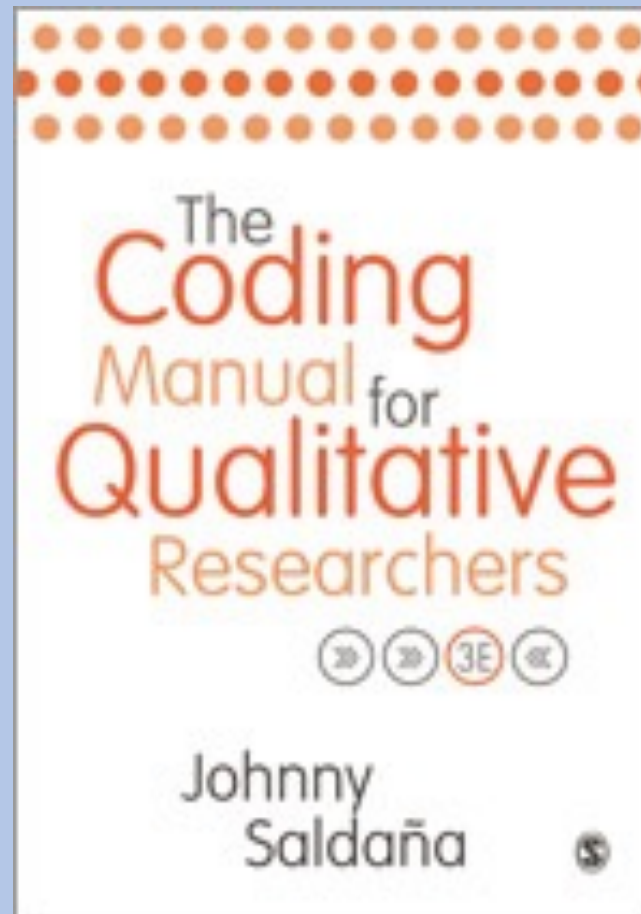
Grounded Theory

Creating new theory through a series of revisions

IPA

Understanding personal experiences of a phenomena

Coding in qualitative inquiry



Coding in qualitative inquiry

1. **A code** is most often a word/ short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language- based or visual data
2. **Coding** is not a precise science; it is primarily an interpretive act
3. **Coding** is just one way of analyzing qualitative data, not the way

Aims of coding

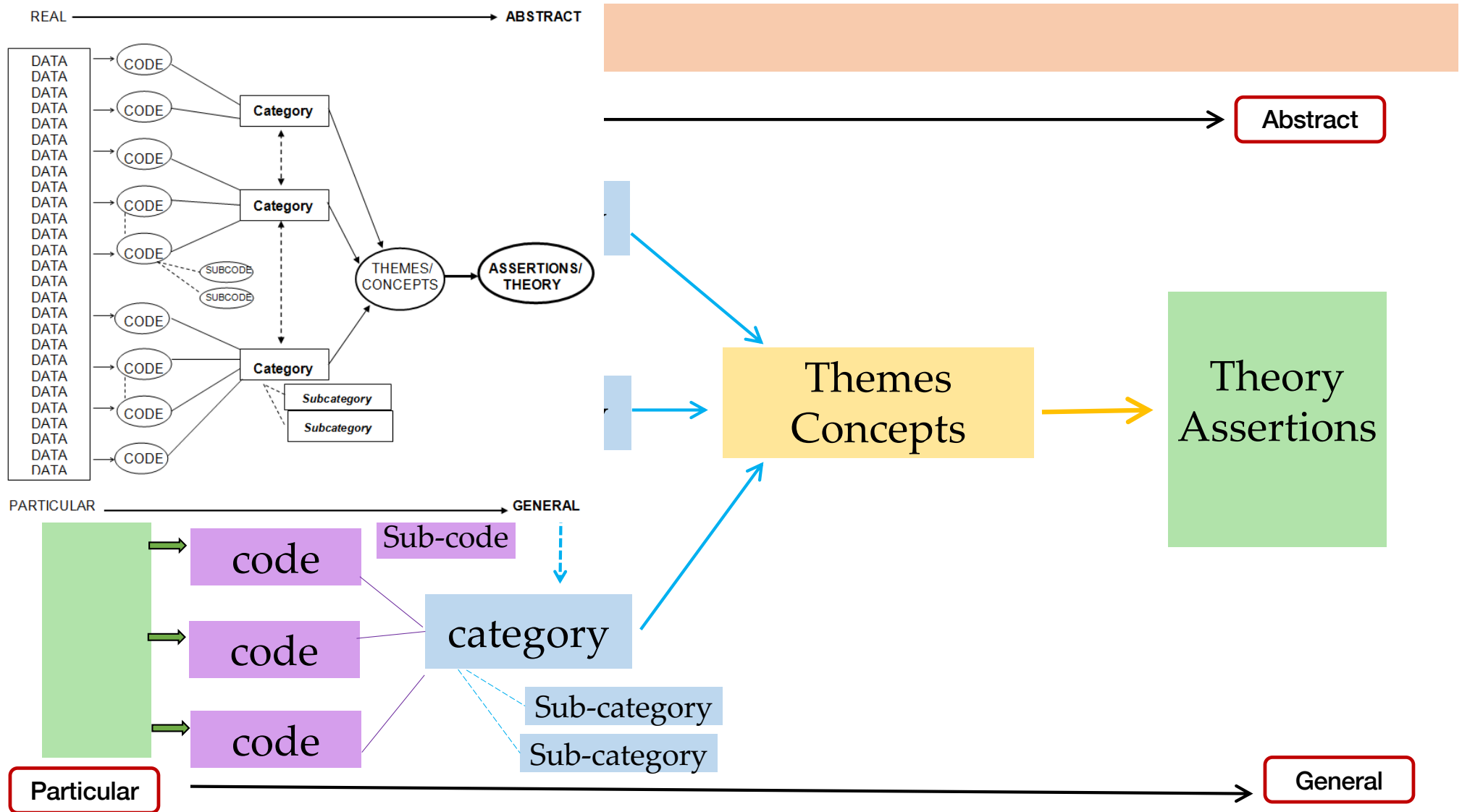
- Reflect deeply on the meaning of each qualitative datum
- Find and construct patterns in the data
- Develop categories, concepts, themes, assertions, and other analytic findings, theme, theory, etc.

“

Coding generates the bones of your analysis. . . .
Integration will assemble those bones into a working
skeleton

”

Kathy Charmaz, 2006, p. 45.



Coding in qualitative inquiry

Qualitative codes are words and phrases that summarize and symbolize the data's meanings

qualitative codes: **language-based**, symbolic summaries of textual or visual data

quantitative codes: **numeric**, symbolic summaries of meaning (e.g., '88%' '8 out of 10' '28 years old')

Coding example

¹ I notice that homes in the village have chain link fences in front of them. There are dogs and signs on fences that say “Beware of the Dog.”

¹ SECURITY

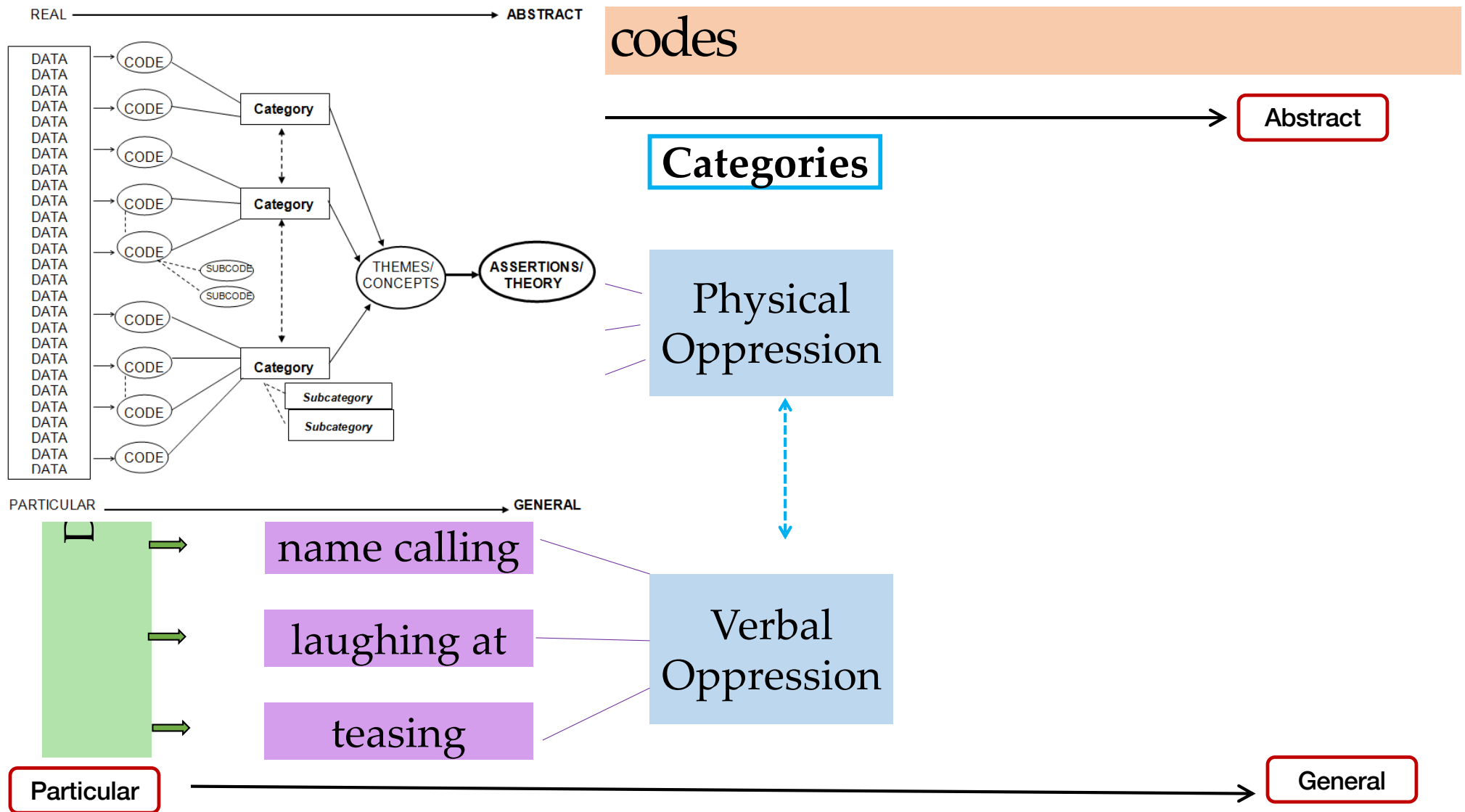
Categories and Categorisation

- Composed of codes that '*look alike*' and '*feel alike*'
- Embody and label the patterns from data analyses.

Label

a word or short phrase that symbolically assigns a summative, salient, essence-capturing, evocative attribute of the data.





Re-coding and Re-categorisation

- Do more than one coding cycle (coding-recoding)
- Some of the first cycle codes may be replaced by other codes, relabeled, or dropped
- Recoding makes codes and categories more refined, conceptual, and abstract



[Analysis is like] decorating a room; you try it, step back, move a few things, step back again, try a serious reorganization, and so on

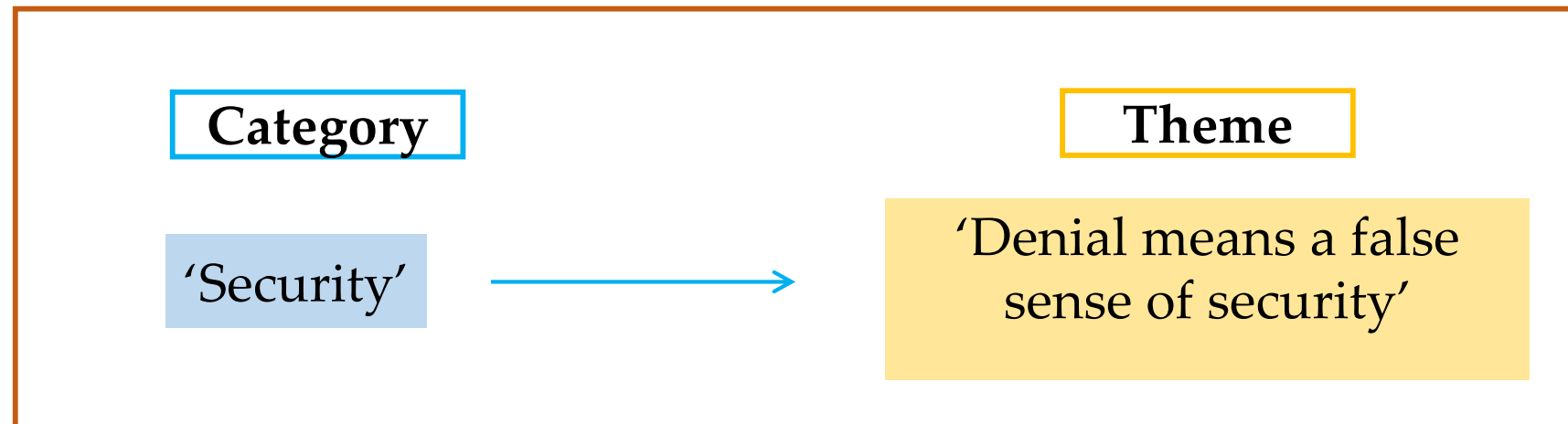
Andrew Abbott, 2004, p. 101.

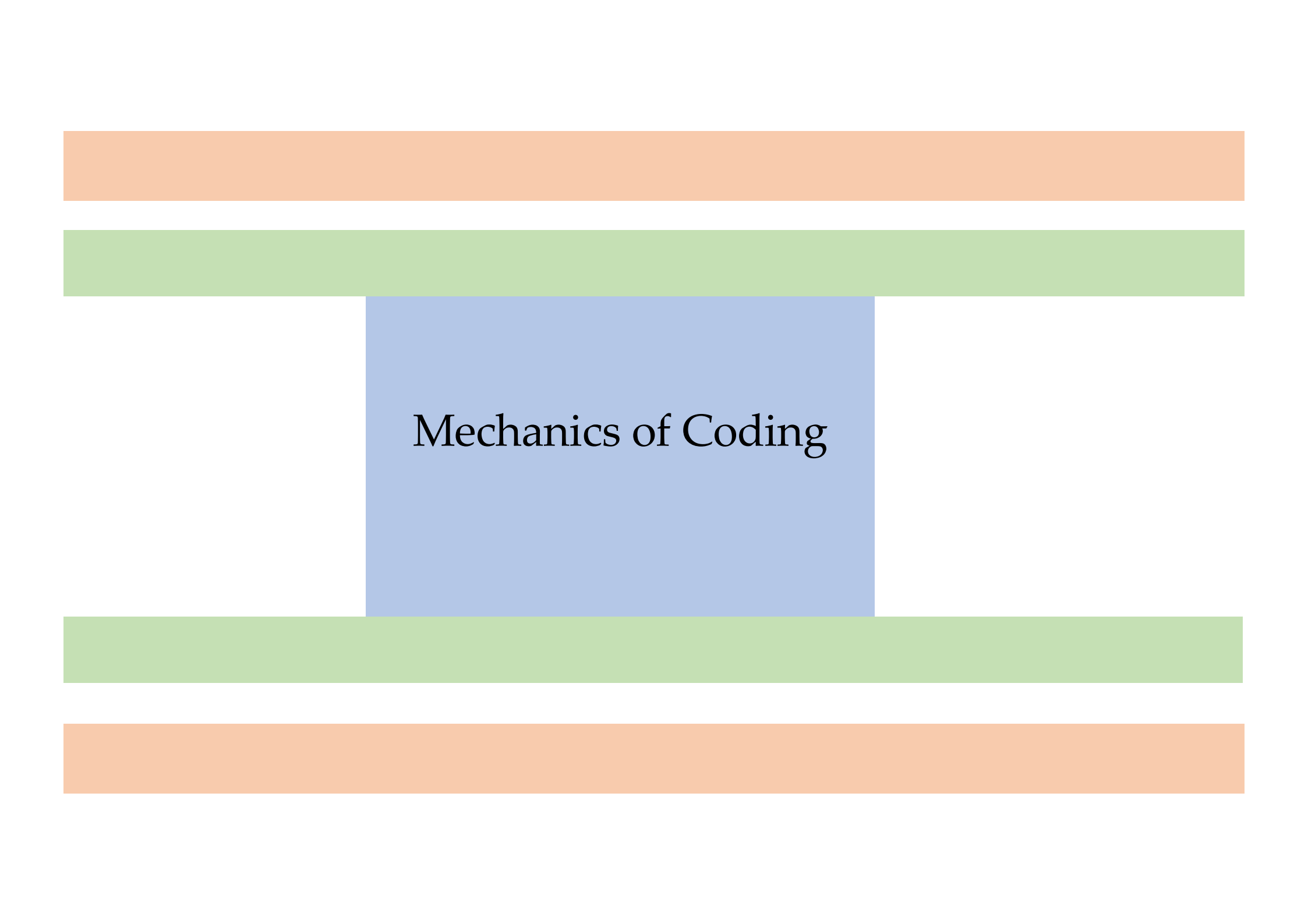


Themes and categories

Category: a word or phrase describing some segment of the data that is explicit

Theme: a phrase or sentence describing more subtle and tacit processes or meanings





Mechanics of Coding

Coding as a 'Lumper'

I'm not telling you this to depress you or scare you but it was a ¹ reality for me.² I thought I was so ready for this population because I had taught other groups of kids. But this is such a unique situation, the inner city school. No, I should take that back: It's not as much of a unique situation anymore. There are more and more schools that are turning into inner city schools. . . . I really had to learn about the kids. I had to learn about the culture, I had to learn the language, I had to learn the gang signals, I had to learn what music was allowed, what t-shirts they could wear on certain days and not on other days. There was just a lot to learn that I had never even thought about.

¹ A LOT TO
LEARN

Coding as a 'Splitter'

¹ I'm not telling you this to depress you or scare you but it was a reality for me. ² I thought I was so ready for this population because I had taught other groups of kids. But this is such a ³ unique situation, the inner city school. No, I should take that back: It's not as much of a unique situation anymore. There are more and more schools that are turning into ⁴ inner city schools. . . . ⁵ I really had to learn about the kids. I had to learn about the ⁶ culture, I had to learn the language, I had to learn the gang signals, I had to learn what music was allowed, what t-shirts they could wear on certain days and not on other days. There was just ⁷ a lot to learn that I had never even thought about.

¹ REALITY

² I THOUGHT I
WAS SO READY

³ UNIQUE SITUATION

⁴ INNER CITY SCHOOLS

⁵ I REALLY HAD TO LEARN

⁶ THE CULTURE

⁷ A LOT TO LEARN

Ethical Considerations

Ethical Considerations

Ethical considerations

- Our roles as insiders/outside to participants
- Issues we fear to disclose
- Respectful, trusting relationships without stereotyping and labelling
- Acknowledge whose voices will be represented in our final study

- Write ourselves into the study by reflecting on who we are & people we study
- Sensitivity to vulnerable populations
- Imbalanced power relations
- Possibilities of placing participants at risk

Critical research ethics

- Expose the diversity of realities
- Engage with the webs of interaction that construct problems in ways that lead to power/privilege for particular groups
- Reposition problems and decisions toward social justice
- Join in solidarity with the traditionally oppressed to create new ways of functioning

Ritchie and Rau (2010)
as cited in Denzin & Lincoln, 2018 p.177

Ethics and Science



The ethics and the science must be understood as complex, must always be fluid, and must continually employ self-examination

Denzin and Lincoln, 2018, p. 176



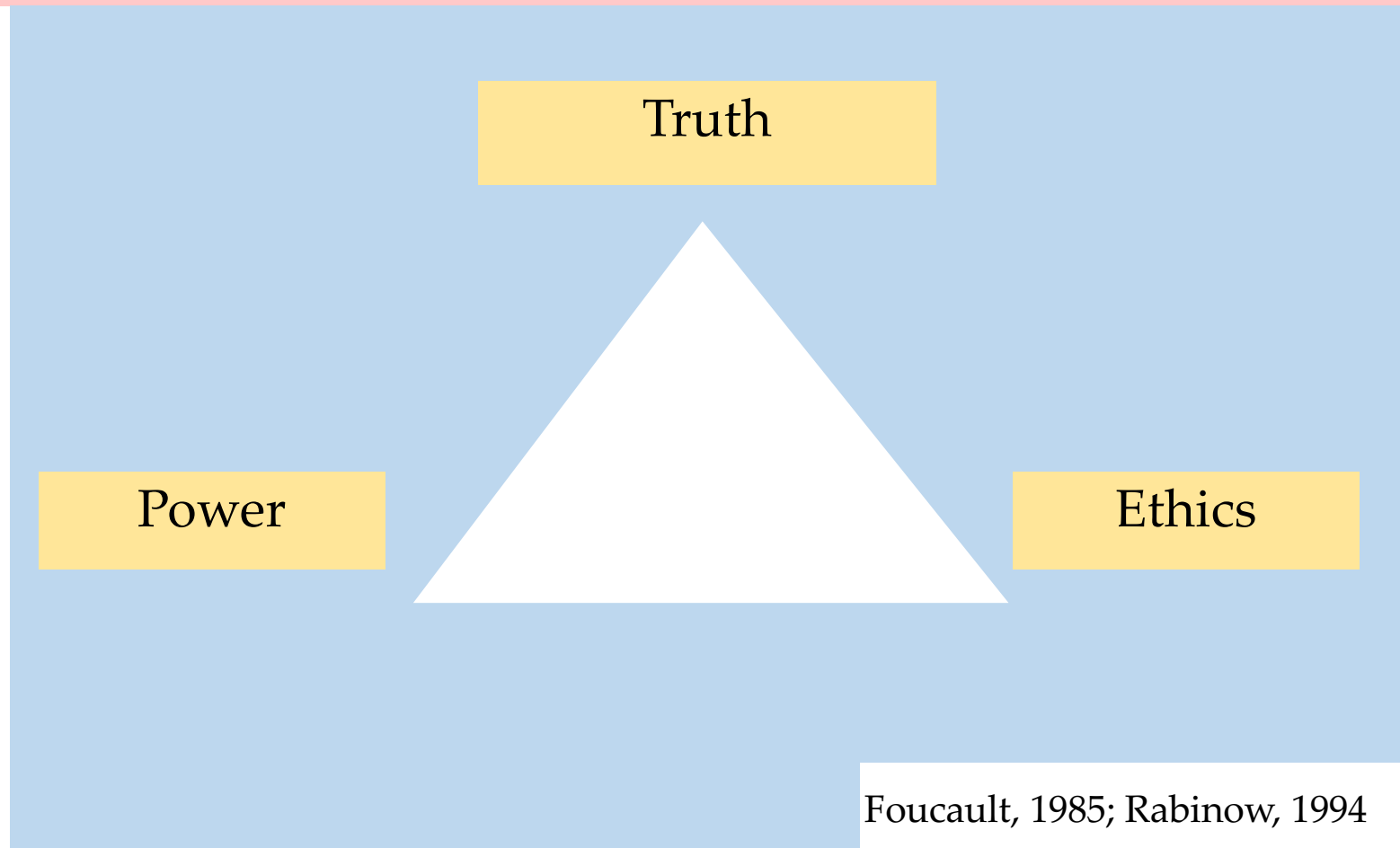
Research Ethics manifests in:

- An ethics of **entitlement** (Glesne, 2007) that legitimizes engagement in research and the right to “know” the other
- **Qualitative research methods**, which require and employ ethical considerations such as reflexive ethics (Guilleman & Gillam, 2004)
- **Communitarian ethics** through which values and moral commitments are negotiated socially (Christians, 2007; Denzin, 1997, 2003)
- Forms of legislated **research regulation** (e.g., institutional reviews of projects) that create an illusion of ethical concern (Lincoln & Tierney, 2004)

Institutionalised governance

Self-governance

‘Genealogy of self’ : Three axes

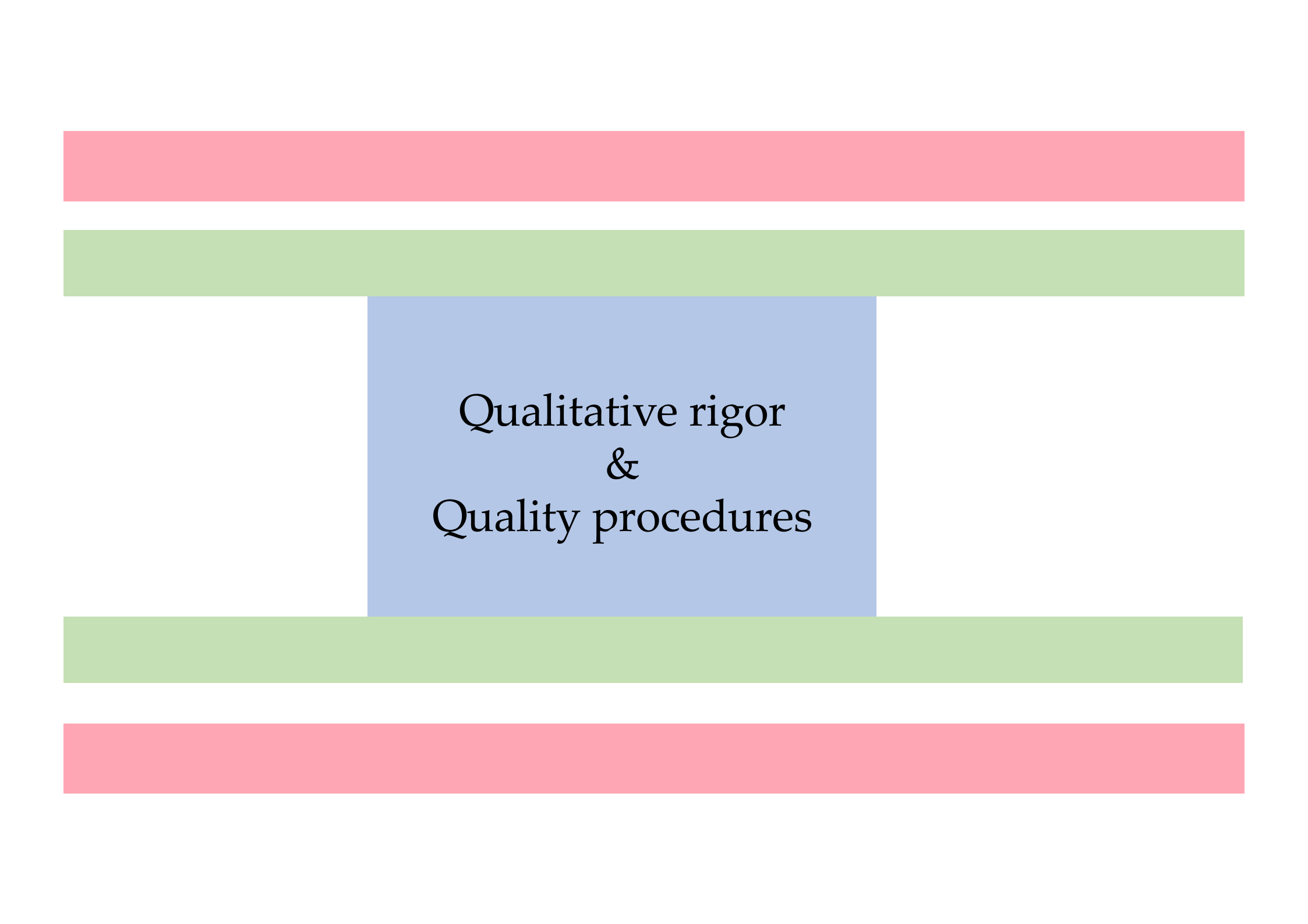




Ethical considerations
occur at
all stages of the
qualitative research
process

Ethical considerations and stages of the research process (+ Handout)

- Prior to conducting the study
- At the beginning of the study
- During data collection
- In conducting data analysis
- In reporting the data
- In publishing a study

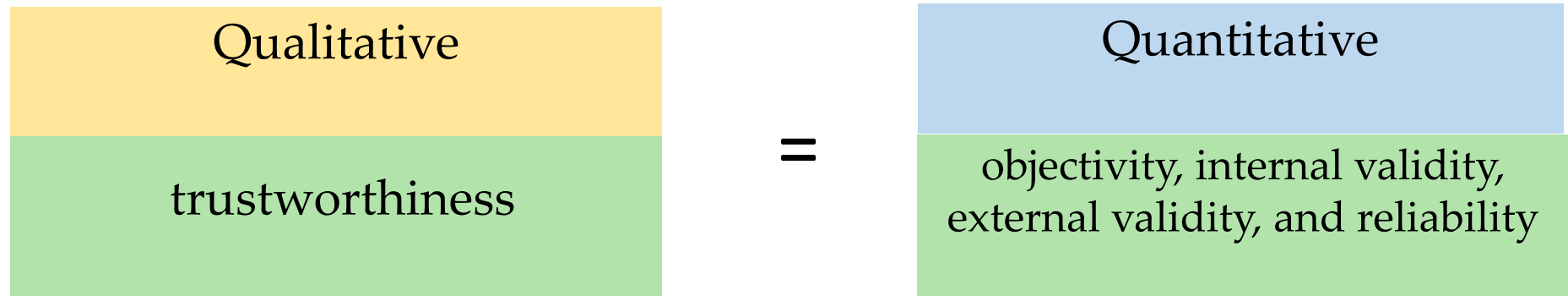


Qualitative rigor
&
Quality procedures

Qualitative research rigor?

- Absence of hypotheses
- Absence of control groups
- Lack of randomization
- Small sample size and bias in purposeful sampling
- Lack of standardized data collection protocol and instruments
- Absence of standard analytic procedures for coding and scoring data
- Lack of measurements for determining results
- Apparently arbitrary formation of the results Lack of reproducibility
Absence of generalizability

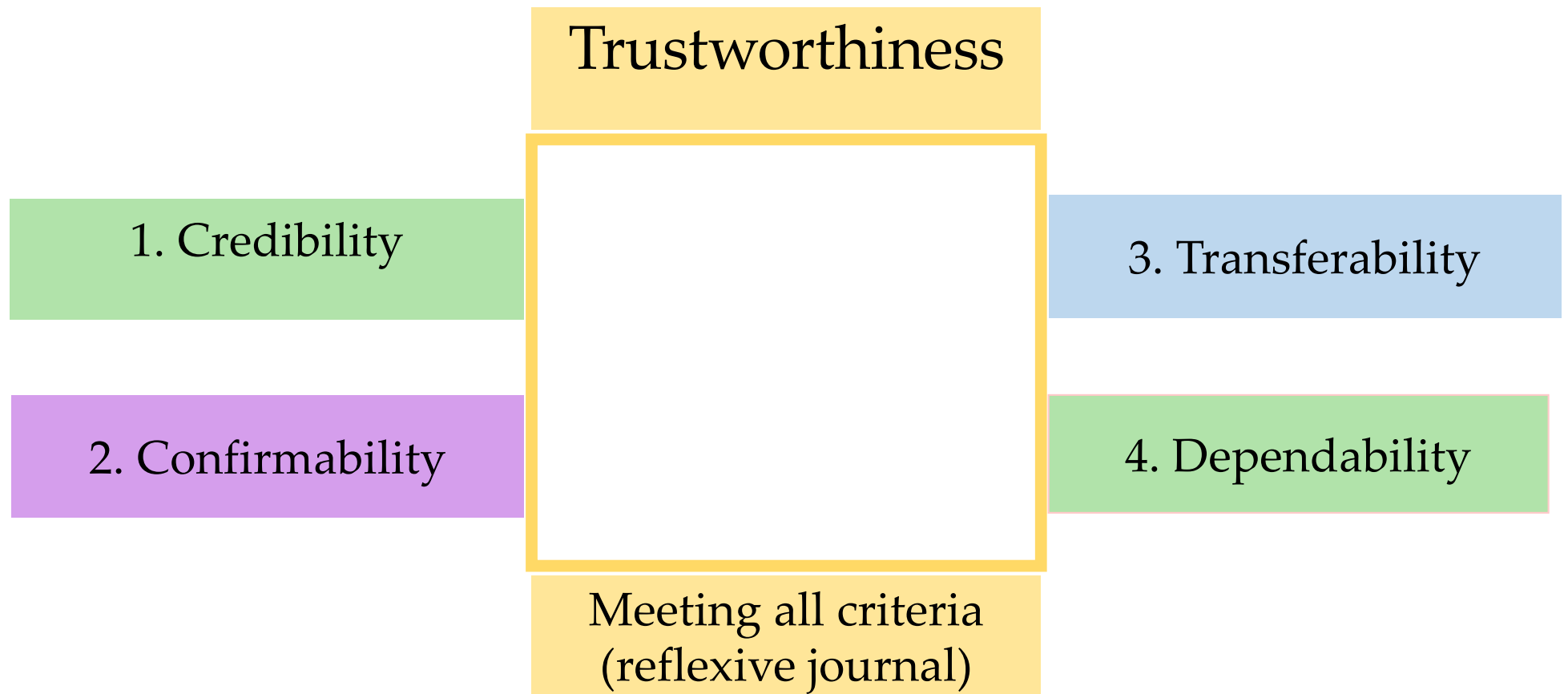
Qualitative research rigor



1980s

Guba (1981) and Guba and Lincoln (1985)

Quality criteria for Trustworthiness



Trustworthiness: Credibility criterion

1. Credibility

- Strategies that increase the *probability of high credibility*
 - Prolonged engagement
 - Persistent observation
 - Triangulation of sources, methods, investigations
- Peer debriefing
- Negative case analysis
- Referential adequacy
- Member checks (in process and terminal)



Trustworthiness: Other criteria

2. Confirmability

The confirmability audit
(including the audit
trail)

3. Transferability

Peer-debriefing

4. Dependability

The dependability audit
(including the audit
trail)

Trustworthiness is not an absolute
proof

It is by persuasion one is compelled
to accept the findings

Building rigor within the project

- Introducing new language terms (1980s)
- Quality checklists (1990s)
- Building rigor within (2000s)

Conscious and constant monitoring of a research project during the process of inquiry and not after, would provide the research with certainty, confidence, and solid results

- Appraisal of completed research (2005 to present)

Building rigor within

Appropriate design and method?

Bracketing?

Sampling?

Data collection methods?

Analytic approaches?

Member checks?

Methodological adherence?

Saturation?

'Excellent' quality research criteria

8 criteria for excellent qualitative research

worthy topic, rich rigor, sincerity,
credibility, resonance, significant
contribution, ethical and
meaningful coherence



Tracy, 2010, p. 840

Quality research criteria

Authenticity (5)

1. Fairness

A balanced view that
presents all constructions
and the values that
undergird them

Lincoln and Guba, 1986, p. 79

Step 1

Assert different value and
belief systems

Step 2

Negotiate recommendations
with stakeholders



Lincoln and Guba, 1986, p. 78

Fairness

Characteristics of negotiation

- Open, carried out in a full view
- Carried out by the equally skilled bargainers
- From an equal position of power
- All sides possess equally complete information
- Focused on all matters known to be relevant
- Availability of an appeal mechanism
- Fully informed consent continually renegotiated and reconfirmed
- Use of a member-check process

Lincoln and Guba, 1986, p. 80



Lincoln, Y. and Guba, E. (1986). But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. In D. D. Williams (Ed.), *Naturalistic Inquiry. New Directions for Program Evaluation*, no. 30, (pp. 73-84). San Francisco: Jossey-Bass.

Quality research criteria

Authenticity

1. Fairness

2. Ontological authentication

3. Educative authentication

Aim to raise
consciousness/unite divided
consciousness

- Shape what had an effect on political, cultural, social impoverishment
- Increased appreciation of some set of complexities

Aim to increase
understanding of different
constructs rooted in
different value systems

- Each stakeholder has an opportunity to become educated about others' values , whys and hows



Lincoln and Guba, 1986

Quality research criteria

Authenticity

4. Catalytic authentication

Aim to stimulate a feedback action (validity)

- Theory into action
- Dissemination
- No guarantee that the action will be effective & brings change

5. Tactical authentication

Is it empowering or impoverishing? To whom?

- Negotiation of constructions
- Joint emic- etic elaboration



Lincoln and Guba, 1986

Research Ethic
Committees:
Processes and Problems

Research Ethics Committee



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

[CLEARING](#) [STUDY](#) [ABOUT](#) [STUDENT LIFE](#)

ETHICS COMMITTEE

[UWTSD Home](#) - [Research](#) - [Research Ethics](#) - Ethics Committee

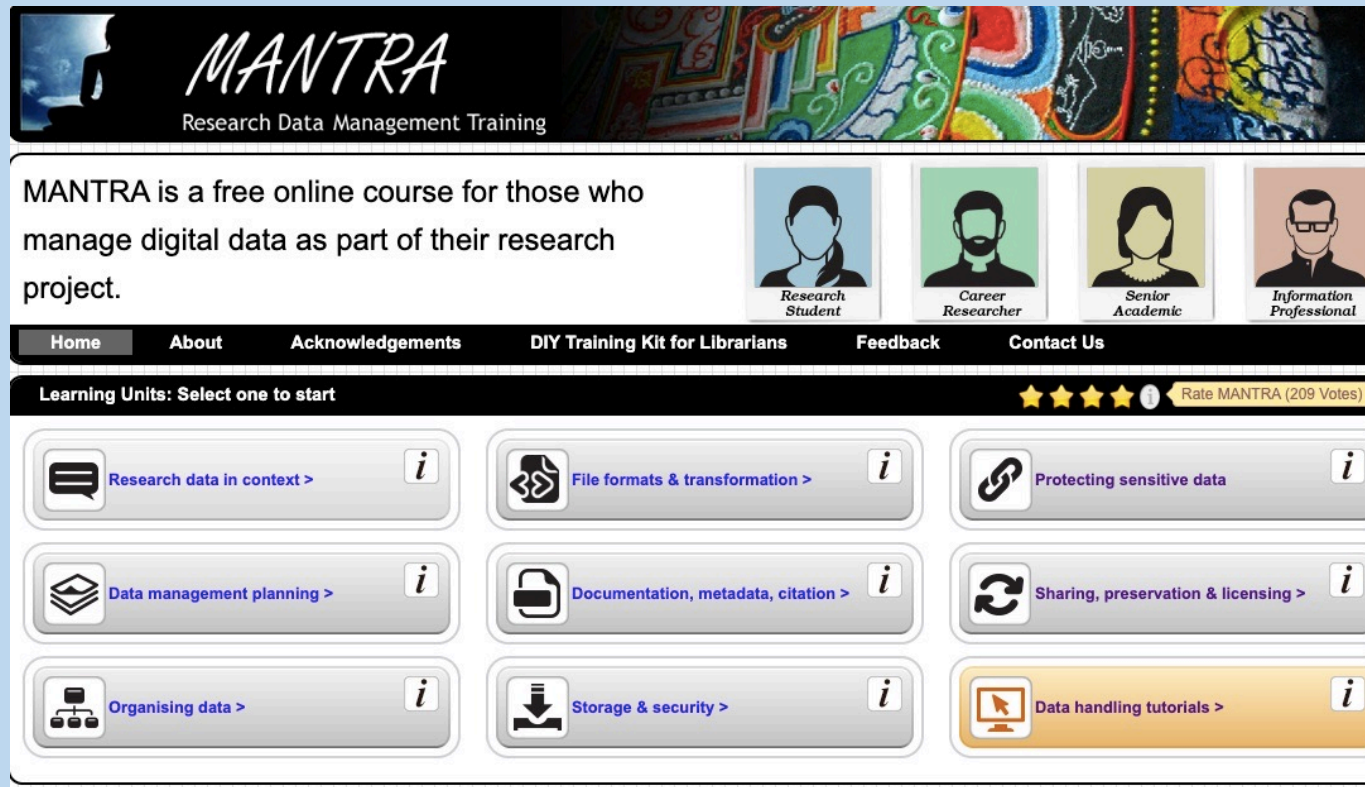
Research Ethics Committee

The Research Ethics Committee is responsible for determining the ethical acceptability or otherwise of proposals for University research projects, and projects for research degree programmes or postgraduate taught programmes, and for advising accordingly. It is a sub-committee of the Research Committee.



[https://www.uwtsd.ac.uk/research/research-ethics/ethics-committee-/](https://www.uwtsd.ac.uk/research/research-ethics/ethics-committee/)

Research Ethics Training



The screenshot shows the MANTRA website interface. At the top is a banner with the text "MANTRA Research Data Management Training" and a colorful abstract background. Below the banner, a text block states: "MANTRA is a free online course for those who manage digital data as part of their research project." To the right of this text are four icons representing different user roles: Research Student, Career Researcher, Senior Academic, and Information Professional. Below the text and icons is a navigation bar with links: Home, About, Acknowledgements, DIY Training Kit for Librarians, Feedback, and Contact Us. Under the navigation bar, there is a section titled "Learning Units: Select one to start" with a star rating and a link to "Rate MANTRA (209 Votes)". Below this section are nine learning unit buttons arranged in a 3x3 grid. Each button contains an icon, a title, and a link to more information (indicated by a small 'i' icon). The units are: Research data in context >, File formats & transformation >, Protecting sensitive data >, Data management planning >, Documentation, metadata, citation >, Sharing, preservation & licensing >, Organising data >, Storage & security >, and Data handling tutorials >.

MANTRA
Research Data Management Training

MANTRA is a free online course for those who manage digital data as part of their research project.

Research Student Career Researcher Senior Academic Information Professional

Home About Acknowledgements DIY Training Kit for Librarians Feedback Contact Us

Learning Units: Select one to start ★★★★★ Rate MANTRA (209 Votes)

Research data in context > File formats & transformation > Protecting sensitive data >

Data management planning > Documentation, metadata, citation > Sharing, preservation & licensing >

Organising data > Storage & security > Data handling tutorials >



<https://mantra.edina.ac.uk/>



Qualitative research is a mindset,
and here we are making it grow



Tamara Savelyeva

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Tamara Savelyeva
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