



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

Welcome to Research Methods and Field Study Experience (BMTP5022)



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BMTP5022 – Research Methods and Field Study Experience Week 10

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Aims For Today

- **Recap: Interviews and Observations**
- **Secondary Data/Content Analysis**
- **11am until 12pm: Independent Study**
- **Focus Groups**



Research Checklist

Tasks	Completed ✓ / ✗
Ethics Form	
Research Permission Letter	
Research Information Sheet	
Research Consent Form	
Risk Assessment (+Fieldwork Medical Questionnaire)	
Draft Questionnaire	
Draft Interview Guide	

Using AI for Proofreading

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3. (Advanced) Proofreading with AI

You can ask a Generative AI tool, such as **ChatGPT**, the Generative AI bot in **Grammarly**, or **Microsoft Copilot**, to **check a text you have written yourself for readability, grammar and syntax**, using the following prompt:

PROMPT: Please check and correct the following text for readability, grammar and syntax, giving me a list of changes made: YOUR TEXT.

You will then **need to decide** whether you want to implement the changes suggested by the GAI tool.

Activity: Using AI Tools for Advanced Proofreading

1. Open your most recent assignment and copy one full paragraph of your choice.
2. Open Microsoft Copilot.
3. Use the given prompt to carry out advanced proofreading.

Please check and correct the following text for readability, grammar and syntax, giving me a list of changes made: YOUR TEXT.

4. Paste your paragraph into YOUR TEXT.
5. Review the suggested changes carefully.
6. Write your AI Acknowledgement Statement.

AI Acknowledgement Statement

I acknowledge the use of [AI Tool] [(AI Tool url)] on [Date] to [Purpose my work]. I used the prompt(s):

1. [Prompt]
2. [Prompt]
3. [Prompt]

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

AI Acknowledgement Statement

I acknowledge the use of Microsoft Copilot (<https://copilot.microsoft.com/>) on 11th December 2025 to check a text I have written myself for readability, grammar and syntax. I used the prompt(s):

- 1. Please check and correct the following text for readability, grammar and syntax, giving me a list of changes made: YOUR TEXT.**

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

3. Proofreading with AI (contd.)

You cannot ask a GAI tool to create text for you or allow it to completely rewrite, expand or change beyond recognition your own text.

So, you **cannot** use prompts like:

- Tell me why [...]
- Continue this text [...]

You also cannot ask a GAI tool to rephrase text that you did not write yourself, such as from a book, article, internet source, or indeed AI-generated text, and then submit it as if it were your own creation.

Further, you cannot ask a GAI tool to rephrase or paraphrase text that another person has written.

Secondary Data Analysis

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Learning Objectives

By the end of this lecture, students will be able to:

- Define secondary data analysis
- Identify sources of secondary data
- Understand advantages and limitations
- Apply secondary data for research questions
- Consider ethical and reliability issues



What is Secondary Data Analysis?

Definition:

Analysing data **collected by someone else** for a **new research purpose**.

- Data is often **quantitative** but can be qualitative.
- The researcher **reuses existing datasets** to answer new questions.

Examples:

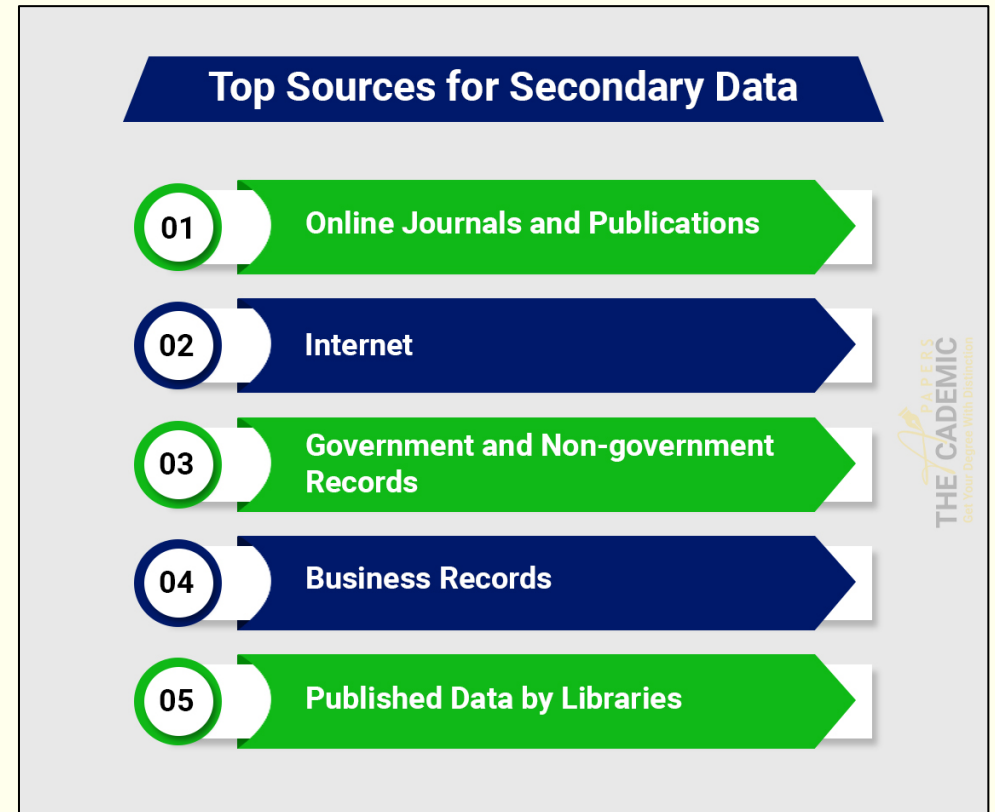
- National surveys (census, health surveys)
- Government records (education, crime statistics)
- Research datasets from previous studies
- Organisational or company data
- Large online datasets (e.g. social media metrics, open data portals)

When is Secondary Data Analysis Used?

- ✓ When **primary data collection** is **expensive** or **time-consuming**
- ✓ To study **trends over time**
- ✓ To analyse **rare events** or large populations
- ✓ To **replicate** or **verify** previous research

Steps in Secondary Data Analysis

1. Define your research question
2. Identify appropriate datasets
3. Check data quality and relevance
4. Clean and organise the data
5. Analyse using appropriate methods
6. Interpret results and report findings



What are the advantages and disadvantages of Secondary Data Analysis?

Advantages vs Disadvantages

Advantages

- ✓ Cost-effective and time-saving
- ✓ Access to **large and diverse datasets**
- ✓ Allows **longitudinal analysis**
- ✓ Ethical benefits: no need to burden participants
- ✓ Useful for testing **new hypotheses**

Disadvantages

- ✗ Data may not perfectly match **new research question**
- ✗ Possible **missing or incomplete data**
- ✗ Lack of control over **data collection methods**
- ✗ Potential for **bias in original data**
- ✗ Ethical issues if **data confidentiality is not maintained**

Key Takeaways

- *Secondary Data Analysis* uses **existing data** for new research purposes
- It is **cost-effective, fast and scalable**
- Requires careful evaluation of **relevance, accuracy and limitations**
- Ethical and proper use of data is **essential**
- Can be **quantitative, qualitative or mixed methods**

Secondary Content Analysis

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Learning Objectives

By the end of the lecture, students will be able to:

- Understand what secondary content analysis is
- Identify sources of secondary data
- Develop a coding framework
- Analyse content systematically
- Interpret findings critically



What is Secondary Content Analysis?

Secondary content analysis involves:

- Using **existing data or documents** to answer **new research questions**
- Common sources:
 - ✓ Newspapers, social media, blogs
 - ✓ Policy documents
 - ✓ Reports, archives
 - ✓ Academic publications

Why Use Secondary Content Analysis?

- ✓ Cost-effective and time-saving
- ✓ Access to large datasets
- ✓ Allows longitudinal studies
- ✓ Ethical and practical alternative to primary data
- ✓ Useful for studying trends, discourse and public opinion

What is a Coding Framework?

A **coding framework** is a **systematic way to organise and categorise data** so it can be analysed.

- In content analysis, it tells you **what to look for** in documents, articles or media
- It ensures that observations are **consistent, structured and reliable**
- ✓ Helps **focus on research questions**
- ✓ Makes **qualitative or textual data measurable**
- ✓ Reduces **observer bias**
- ✓ Allows **comparisons across articles or sources**
- ✓ Makes analysis **organised and reproducible**

Components of a Coding Framework

1. Themes / Categories – Main ideas you want to identify

Example: Climate change, economic policy, education reform

2. Sub-themes / Codes – More specific aspects of the theme

Example: “Policy measures”, “Public opinion”, “Environmental impacts”

3. Attributes / Dimensions – Characteristics of the content

Tone: Positive, Negative, Neutral

Source: Government, Expert, Citizen

Frequency: How often a topic is mentioned

4. Examples / Notes – Short quotes, headlines or observations to support coding

How to Develop a Coding Framework

1. Start with your research question

Example: “How do newspapers portray climate change?”

2. Read a few sample articles to identify recurring themes

3. List main categories and subcategories

4. Decide attributes to record (tone, actors, frequency)

5. Create a table or spreadsheet to systematically record observations

Article	Theme	Sub-theme	Tone	Actor Quoted	Keywords	Notes
Article 1	Climate Change	Policy Measures	Neutral	Government	“carbon tax”	Discusses recent legislation

Demo: NewsBank and MarketLine

NewsBank

- A large online **news database** containing newspapers, magazines, press releases, and other media sources from around the world
- **Content type:** Primarily **text-based**, with full articles, editorials and reports
- Can be used for **secondary content analysis** (analysing themes, framing, tone in news coverage)
- Researchers can track **media trends, public discourse and coverage patterns** over time
- **Example:** Studying how climate change is reported in major newspapers over the past decade.

Demo: NewsBank and MarketLine (contd.)

MarketLine

- A **business intelligence database** providing company profiles, industry reports and market analysis
- **Content type:** Structured **quantitative and qualitative data** about markets, companies and industries
- Ideal for **secondary data analysis** using structured datasets for quantitative or mixed-methods research
- Helps analyse **market trends, economic indicators and corporate performance**
- **Examples:**
 - Examining **tourism revenue growth** by region
 - Studying **travel industry recovery post-COVID-19** using historical and current reports from airlines, hotels and travel agencies.



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Focus Groups

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Learning Objectives

By the end of this lecture, students will be able to:

- Define focus groups and explain their purpose in research
- Identify when and why focus groups are used in Tourism & Events
- Design a basic discussion guide with appropriate questions
- Demonstrate moderation and observation skills in a focus group
- Analyse and interpret focus group data for qualitative insights
- Apply ethical considerations when conducting focus groups



What is a Focus Group?

Focus groups is a research method where a small group discusses a specific topic with a moderator. The aim is to gather diverse perspectives from the group.

Key Features:

- **Group Discussion:** Usually involves 6-12 participants sharing their views.
- **Guided by a Moderator:** A trained moderator leads the discussion and encourages participation.
- **Interactive:** Participants interact with each other, generating new ideas and insights that may not come up in individual interviews.



Focus Groups in Tourism & Events

- Understand tourist motivations and decision-making
- Explore event attendee experiences
- Evaluate destination image or branding
- Assess service quality, visitor expectations or satisfaction
- Test promotional materials, event concepts or new packages

When to use a Focus Group

- When you need **exploratory insights**
- When interaction may spark new ideas
- When group dynamics mirror real-world social behaviour
- When testing concepts that benefit from group feedback



Types of Focus Groups

One-way focus groups

- In a traditional focus group, a moderator guides a discussion with a group of participants on a specific topic.

Two-way focus groups

- In this format, one group observes another, paying attention to the discussion, interactions and conclusions. It is used to gain additional insights and a deeper understanding of the topic.

Dual moderator focus groups

- This format involves a focus group with two moderators: one manages the flow of the session, while the other ensures that all topics are addressed. The goal is to facilitate a more thorough and comprehensive discussion.

Types of Focus Groups (contd.)

Duelling moderator focus groups

- Similar to dual-moderator focus groups, this format also involves two moderators. However, in this case, the moderators take opposing viewpoints on the topic. The aim is to encourage participants to consider and discuss a broader range of perspectives.

Respondent-moderator focus groups

- In this format, one or more participants take on the role of moderator. This approach helps reduce the unintentional bias that can arise from a single moderator and encourages greater variety in the discussion.

Mini focus groups

- Exactly as they sound, mini focus groups involve fewer participants than usual.
- There are also focus groups involving two participants and a moderator – known as **dyads** – and groups with three participants and a moderator, which are known as **triads**.

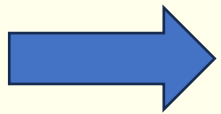
Designing a Discussion Guide

- **Warm-up questions:** easy, general
- **Core questions:** focus on research aim
- **Probing questions:** encourage depth
- **Closing questions:** final thoughts, priorities
- Use open-ended and neutral wording



Designing a Discussion Guide – Example

- *"Tell us about a recent memorable tourism or event experience."*
- *"What factors made that experience positive or negative?"*
- *"How do you choose which events to attend or destinations to visit?"*
- *"What improvements would enhance your next experience?"*



This flow encourages storytelling, reflection and evaluation.

Moderator Role & Skills



- ✓ Create an open, inclusive environment
- ✓ Manage dominant or quiet participants
- ✓ Keep discussion on track without limiting spontaneity
- ✓ Use prompts, probes and clarifying questions
- ✓ Remain neutral (avoid personal opinions)



It is about managing group dynamics effectively!

Steps in Conducting a Focus Group

1. Planning:

- Define the research goals
- Choose participants that represent the target group
- Create a discussion guide with key questions

2. Recruiting Participants:

- Invite individuals who fit the study criteria
- Ensure a variety of perspectives

Steps in Conducting a Focus Group (contd.)

Conducting the Focus Group:

- Set up a comfortable space
- Introduce the moderator and explain the focus group's purpose
- Encourage open and respectful discussion
- Ask open-ended questions to stimulate conversation
- Take notes or record the session (with permission)

Data Analysis:

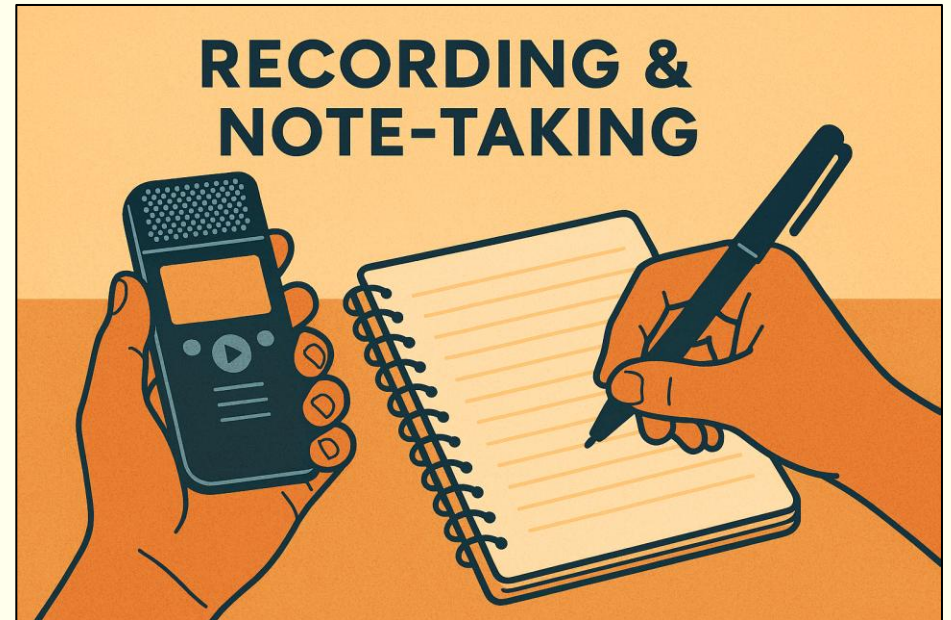
- Transcribe the discussion if recorded
- Identify common themes and unique insights
- Compare findings across different focus groups if needed

Ethical Considerations

- ✓ Informed consent and voluntary participation
- ✓ Confidentiality among participants
- ✓ Sensitive topic management
- ✓ Right to withdraw at any time
- ✓ Data protection (GDPR compliance for UK/EU)

Recording & Note-Taking

- Audio/video recording for accuracy
- Notes capture non-verbal cues:
 - Body language
 - Emotional reactions
 - Group interaction patterns
- Record time stamps for key moments



Analysing & Interpreting Focus Group Data

Data Analysis

- ✓ Transcribe recordings (verbatim or detailed summary)
- ✓ Familiarise yourself with the data
- ✓ Code data into themes
- ✓ Compare themes across groups
- ✓ Use quotes to support analysis

Interpreting Group Interaction

- ☐ Look beyond **WHAT** is said to **HOW** it is said
- ☐ Identify:
 - ☐ Consensus or disagreement
 - ☐ Shared beliefs or norms
 - ☐ Influence dynamics
- ☐ Emotional responses

Advantages & Limitations

Advantages

- ✓ Rich, detailed insights
- ✓ Dynamic, interactive data
- ✓ Efficient – multiple participants at once
- ✓ Useful for brainstorming
- ✓ Reveals social norms and collective viewpoints

Limitations

- ✗ Risk of groupthink
- ✗ Hard to discuss sensitive topics
- ✗ Dominant voices may skew data
- ✗ Requires skilled facilitation
- ✗ Time-consuming analysis

Activity – Focus Group

- Form a horseshoe
- Assign roles: **moderator, note-taker, participants**
- Topic: "**Christmas tourism and events: What makes a festive experience memorable or disappointing?**"
- Moderator guides discussion:
 - *"What types of Christmas events do you enjoy and why?"*
 - *"What decorations, music or activities make a festive atmosphere enjoyable?"*
 - *"Have you ever had a negative Christmas (tourism) experience? What could have improved it?"*
 - *"What new Christmas event ideas would you suggest for your city/destination?"*
- Discussion duration: ~25 minutes
- Note-taker records key themes and notable interactions
- Group reflection after the discussion.



Tips for Future Use in Fieldwork

- ✓ Pilot your discussion guide
- ✓ Keep groups focused but flexible
- ✓ Always check recording equipment
- ✓ Build rapport early
- ✓ Follow ethical principles strictly



Any Questions?

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Our next lecture will take
place on Thursday, 8th
January 2026, at 10am in
Room IQ002b.

Enjoy your time off! 😊

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