

Using Software in Qualitative Research

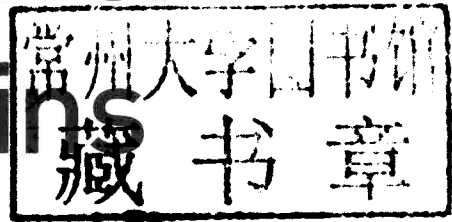
2E

Silver & Lewins



Using Software in Qualitative Research a step-by-step guide

Christina Silver
& Ann Lewins



second edition



Los Angeles | London | New Delhi
Singapore | Washington DC



Los Angeles | London | New Delhi
Singapore | Washington DC

SAGE Publications Ltd

1 Oliver's Yard
55 City Road
London EC1Y 1SP

SAGE Publications Inc.

2455 Teller Road
Thousand Oaks, California 91320

SAGE Publications India Pvt Ltd

B 1/I 1 Mohan Cooperative Industrial Area
Mathura Road
New Delhi 110 044

SAGE Publications Asia-Pacific Pte Ltd

3 Church Street
#10-04 Samsung Hub
Singapore 049483

Editor: Katie Metzler

Assistant editor: Lily Mehrbod

Production editor: Ian Antcliff

Copyeditor: Richard Leigh

Proofreader: Clare Weaver

Indexer: David Rudeforth

Marketing manager: Sally Ransom

Cover design: Francis Kenney

Typeset by: C&M Digitals (P) Ltd, Chennai, India

Printed and bound by CPI Group (UK) Ltd,

Croydon, CR0 4YY



© Christina Silver and Ann Lewins 2014

First published 2007. Reprinted 2007, 2008, 2009 and 2010

This edition 2014

Apart from any fair dealing for the purposes of research or private study, or criticism or review, as permitted under the Copyright, Designs and Patents Act, 1988, this publication may be reproduced, stored or transmitted in any form, or by any means, only with the prior permission in writing of the publishers, or in the case of reprographic reproduction, in accordance with the terms of licences issued by the Copyright Licensing Agency. Enquiries concerning reproduction outside those terms should be sent to the publishers.

Library of Congress Control Number: 2013954792

British Library Cataloguing in Publication data

A catalogue record for this book is available from
the British Library

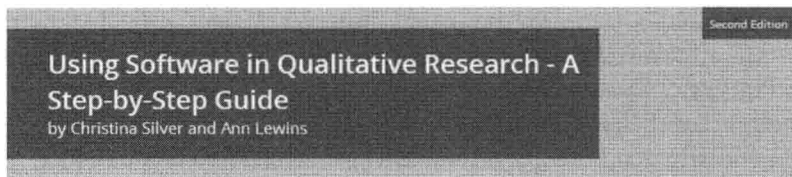
ISBN 978-1-4462-4972-7

ISBN 978-1-4462-4973-4 (pbk)

Companion Website

Using Software in Qualitative Research: A Step-by-Step Guide second edition is supported by a companion website. Visit <http://www.uk.sagepub.com/silverlewins2e> to take advantage of the learning resources for students and researchers, including:

- Full colour illustrations from the book
- Sample data to accompany case studies in the book
- Step-by-step instructions from software developers for the latest versions of the following packages:
 - ATLAS.ti
 - Dedoose
 - HyperRESEARCH
 - MAXQDA
 - NVivo
 - QDA Miner
 - Transana



Student Resources

1. Illustrations from the Book >
2. Case Studies >
3. Step-by-Step Software Guides >

Using Software in Qualitative Research

A Step-by-Step Guide
Christina Silver and Ann Lewins

A Welcome from the Authors

Welcome to the resources pages for *Using Software in Qualitative Research*, 2nd edition. The book is designed to help researchers get the most out of their use of software, whatever package they are using. The chapters provide an introduction to the principles of using CAQDAS packages and suggestions about procedures for using software in different analytic contexts.

The book will help you to choose the most appropriate package for your needs and get the most out of the software once you are using it. It considers a wide range of tasks and processes in managing and analysing data, showing how software can be used at different stages.

The book very much reflects the way that we think about and teach CAQDAS packages. These webpages supplement the book and our training courses, providing step-by-step instruction for the suggested exercises presented in the book and covered in training. If you need face-to-face training, check out the CAQDAS Networking Project website for scheduled events or contact us via QDA Services for tailored training and/or project-specific support or coaching.

The book presents three case studies with different forms of data (text, video and mixed data) showing how analytic activities process for each project could be supported by software. To find out more about each case-study and download sample data to experiment with click here. The step-by-step instructions for using software have in most cases been written in the context of one of the case study examples.



...be an essential companion researcher. Using a multi methods software provides practical in-depth research. *Qualitative Research* provides a step-by-step guide. Assisted Qualitative Data (CAQDAS), Christina Silver & Ann Lewins. An essential practice and principles of the second edition.

Author: Christina Silver
and Ann Lewins
Pub Date: May 2014

[Buy the book](#)

[Order Review Copy](#)

Acknowledgements

We would like to thank the thousands of researchers and students we have met during our work with Computer Assisted Qualitative Data Analysis (CAQDAS) who have helped us to understand what works well in software, what they find easy to use, and what adapts well to their complex range of needs.

We are indebted to the early pioneers of the field and the many friends and colleagues who have contributed to our thinking, including Duncan Branley, Alan Bryman, Sarah Bulloch, Jeanine Evers, Graham Gibbs, Udo Kelle, Matthew Miles, Lyn Richards, Tom Richards, Christine Rivers, John Siedel, Renata Tesch, Eben Weitzman, Nick Woolf, and others mentioned below.

Historically, we have much to thank Ray Lee and Nigel Fielding for, particularly their inspirational creation of the CAQDAS Networking Project, but also for continually enabling us to draw on their experience and methodological expertise.

We thank Katie Meltzer at Sage Publications for her encouragement and feedback, and all who have contributed to the production of this book: for reading and commenting on early drafts, Jennifer Patashnick, whose scrutiny helped us flesh out ideas and avoid errors or omissions but was always provided in the best humour; Merete Watt Boolsen, whose theoretical eye has been invaluable; and Virginia Phillips, whose suggestions on writing style and feedback from a non-expert perspective helped us see the wood from the trees.

We particularly thank Jason Teal and Michael Strong for their patience, red wine, love and common sense. Also our wider families, especially parents (Christopher and Nelleke), children (Nathanael, Magdalena, Gregory and Emma) and grandchildren (Effie, Nell and Fred) with whom we are looking forward to spending more time now this book is finished.

Last, but not least, we would like to thank the ever responsive software developers and their support teams, without whom the companion website would not have been developed. Thomas Muhr, Susanne Frieze and Scientific Software (ATLAS.ti), Eli Lieber and SCRC (Dedoose), Anne Dupuis and Researchware (HyperRESEARCH), Udo Kuckartz, Anne Kuckartz, Stefan Rädiker, Graham Hughes and Verbi (MAXQDA), Normand Peladeau and Provalis Research (QDA Miner), David Woods, Joseph Woods and the University of Wisconsin-Madison Center for Education Research (Transana).

Finally, we owe a debt of gratitude to our fabulous little laptops and ... the comfy chair.

Christina Silver and Ann Lewins
October 2013

About the authors

Christina Silver became engaged with qualitative software from 1997 whilst studying for her MSc in Social Research Methods and shortly afterwards began working with Ann Lewins at the CAQDAS Networking Project. Christina has trained thousands of participants in the theory and practice of qualitative software, taught methods courses at universities across Europe and been involved in numerous qualitative and mixed methods research projects. In 2002 she co-founded with Ann Lewins Qualitative Data Analysis Services (QDAS), which provides bespoke consultancy, coaching and analysis for a range of clients. Since 2010 Christina has managed the CAQDAS Networking Project, leading its capacity-building and training activities and she also co-directs Day Courses in Social Research, a programme of methods courses based in the Department of Sociology at the University of Surrey. She is particularly interested in the relationship between methodology and technology, software-supported visual analysis and the application of qualitative software outside of the academic social sciences.

Ann Lewins was a founding member of the ESRC (UK) funded CAQDAS Networking Project, which she managed until 2010. The project was created to provide a forum for debate around qualitative technology and to support those embarking on the use of qualitative software throughout the wider research community. Ann designed and led a vigorous programme of seminars and training events supporting a range of software applications and gained a unique level of knowledge in the field. Her work helped to establish the standing of the CAQDAS Networking Project as the leading international authority on qualitative software, a reputation that continues to this day.

Between 1994 and 2010 Ann trained thousands of participants at events held at the University of Surrey and many hundreds more at universities and research institutions within UK, Ireland and Europe. Recently she has specialised in supporting teams in their use of CAQDAS programs and has written detailed protocols to guide some of the planning and preparation of such research that are available from the website. She has advised many individual and collaborative research projects concerning both the preparation of complex datasets and the building of creative solutions to the challenges of working with software.

Contents

<i>List of Figures</i>	xii
<i>List of Tables</i>	xv
<i>List of Boxes</i>	xvii
<i>Companion Website</i>	xxi
<i>Acknowledgements</i>	xxii
<i>About the Authors</i>	xxiii
Introduction	1
Some personal history	1
Our thinking	3
Why a second edition?	4
Chapter overview	5
Chapter exercises and the companion website	7
Our ultimate aim	8
Chapter 1: Qualitative Data Analysis and CAQDAS	9
Qualitative research and data analysis	10
The practicalities of research in the software context	12
Managing and referencing literature	13
Formulating the research problem and defining the research questions	13
Representing theoretical frameworks	14
Incorporating research materials	14
Defining factual features	14
Developing analytical areas of interest	15
Some basic principles and distinctions	16
Analytic <i>processes</i>	16
Levels and directions of work	17
Code-based and non-code-based approaches	18
Cuts through data	19
The rise of qualitative software	20
What types of software do we categorise as CAQDAS?	21
Which is the 'best' CAQDAS package?	22
Analytic strategies in the context of software use	22
Analysis of discourse	24
Narrative inquiry	25
Framework analysis	26
Grounded theory	27
Thematic analysis	29

Mixed methods research	30
Visual analysis	32
Concluding remarks: a critical yet flexible approach	33
Chapter 2: The Nature of Software Support for Research Projects	35
The project management potential of CAQDAS packages	35
Starting points	36
Familiarisation	36
The software project as a container for your work	37
Case-study examples	37
Case study A: Young People's Perceptions	38
Case study B: The Financial Downturn	43
Case study C: Coca-Cola Commercials	44
Qualitative activities and software tools	44
Integration of sources and analyses	46
Exploration of content and structure	48
Organising materials and ideas	51
Grouping	51
Coding	52
Hyperlinking	53
Reflecting upon data, interpretations, processes and results	53
Retrieve, review and rethink data and ideas about them	54
Memo, summarise, track, output	55
Connecting and visualising interpretations	55
Interrogating to identify, compare and test	56
Identifying patterns, relationships and anomalies	56
Comparing subsets and cases	57
Testing theories and assessing quality	58
The right tools for the job	59
Concluding remarks: flexibility in the sequencing of tasks	59
The bits in between	59
Chapter 3: Software Summaries	61
ATLAS.ti	61
Dedoose	64
HyperRESEARCH	66
MAXQDA	68
NVivo	70
QDA Miner	72
Transana	74
Resources	76
Chapter 4: Data and their Preparation for CAQDAS Packages	79
Data types	79
File formats	81
Textual formats	82

Multimedia formats	83
Quantitative formats	83
Textual data preparation	84
Data structures	84
Units of recognisable context	86
Transcription guidelines for textual data	88
Are special formatting considerations really necessary?	92
Structural coding without auto-coding (no special formatting)	94
Formal transcription conventions	95
Multimedia data preparation	96
Social media	97
Direct or indirect handling	97
Assistance for transcribing – and developing synchronised transcripts	99
Mixed data	100
Descriptive or quantitative data import	101
Pre-coding – survey data import and auto-processing	102
Concluding remarks: laying the groundwork	104
Exercises: data and their preparation	104
Chapter 5: Early Steps in Software: Practical Tasks and Familiarisation	106
The way work can happen	107
Gain familiarity with software by setting up a project	107
Creating the project	107
Transparency	108
Naming and backing-up routines	109
Incorporating research materials	111
Getting the software project and the interface shipshape	113
Project design	115
Early organisational structures for data	115
The virtue of empty places for thinking and growing	119
Creating a framework of memos	121
The first memo	122
The dispersal of notes around the project	123
Ideas for naming memos effectively	123
Overt reflections and reflexivity: thinking out loud; telling the story	124
Memos attached to other entities	125
Standalone memos – as project management devices	126
Scoping the topic area and critiquing the literature	126
Exports from customised literature management tools	127
Optimising tools for literature management	129
Concluding remarks: groundwork for efficient analysis	131
Exercises: getting started	131
Chapter 6: Exploration and Data-level Work	134
Early exploration of data	135
Familiarisation during early handling	136

Marking data for relevance and significance	137
Simple data reduction devices and workarounds	138
Annotation tools – their universal utility	139
Multimedia data: annotations and data reduction	142
Annotating data – to aid continuity, reflexivity and openness	145
Quick content searching tools	146
Word frequency tools in CAQDAS packages	147
Text or lexical searching – the practicalities	148
Text-mining tools and complex pattern searching	150
Hyperlinking	152
Practical aspects of hyperlinking	154
Concluding remarks: appropriate use of data-level tools	155
Exercises: exploration and data-level work	156
 Chapter 7: Qualitative Coding in Software: Principles and Processes	 158
What is qualitative coding?	158
How coding works in qualitative software	158
Approaches to coding	160
Induction, deduction, abduction: logics of reaching explanations	160
Coding terminology	161
Inductive approaches to coding	162
Deductive approaches to coding	166
Theoretical coding	168
Question-based coding	168
Combining approaches: the practice of abductive coding	
strategies using software	170
The flexibility of combining approaches	174
Coding visual data: ‘indirect’ and ‘direct’ approaches	175
Coding visual data ‘indirectly’ via synchronised transcripts	175
Coding visual data ‘directly’, without an associated transcript	177
Coding in software, whatever the approach	180
Bases for generating codes	181
Concluding remarks: using software to support <i>your</i> approach to coding	182
Chapter exercises	182
 Chapter 8: Basic Retrieval of Coded Data	 186
Principles of basic retrieval	187
Purposes of basic retrieval	188
Aiding continuity: where did I get to last time?	188
Aiding continuity: generating snapshots of coding status	188
Moving the analysis on: identifying areas for further consideration	189
Moving the analysis on: recoding	191
Moving the analysis on: comparing coding	192
Types of basic retrieval	193
Quantitative overviews	193
Horizontal cuts	195

Vertical cuts	198
Simple filtering devices for early comparative interrogations	200
Generating output	200
Concluding remarks: reflexivity and rigour	202
Chapter exercises	203
Chapter 9: Working with Coding Schemes	205
Breaking down data, building them back together	206
Structures of coding schemes in software	207
Functioning and implications of hierarchy	208
The behaviour of hierarchical coding schemes	208
Non-hierarchical systems	210
What type of coding scheme will suit the way you work?	210
Creating coding schemes	211
Project-related factors influencing the development of coding schemes	212
Escaping the confines of coding scheme structures	214
Separating areas of the coding scheme for pragmatic or theoretical reasons	214
The relationship between the coding scheme and the theoretical framework	215
Better ways to express and collate theory – mapping and short-cut groupings	219
Coding scheme maintenance – routine actions	221
All codes, all data	223
Concluding remarks: manipulating coding schemes for your needs	225
Exercises: managing and manipulating coding schema structures	226
Chapter 10: Managing Processes and Interpretations by Writing	229
The importance of writing in analysis	230
Writing as a continuous analytic process	230
Forms, purposes and spaces for writing	231
Appraisals	231
Field notes	232
Transcriptions	233
Annotations	233
Definitions	235
Analytic memos	236
Process memos	238
Summaries	240
Final write-ups	240
Considerations when writing in software	241
Managing your writing	244
Creating, naming and dating	244
Grouping memos	246
Structuring writing	248

Integrating your writing with the rest of your work	248
Linking writing	249
Visualising memos	249
Coding your own writing	251
Searching the content of your notes	251
Outputting writing	252
Concluding remarks: integrating writing	253
Exercises: managing processes and interpretations	254
Chapter 11: Mapping Ideas and Linking Concepts	257
Mapping traditions and other software	258
Other types of 'mapping'	259
Purposes of mapping in CAQDAS packages	259
Mapping to express theoretical connections	261
General mapping functionality in CAQDAS packages	262
Software-specific functions and specialities	264
Remembered vs. scribbled links	264
Working at the data level within maps (ATLAS.ti and MAXQDA)	266
Creating, hiding and revealing layers in maps (MAXQDA and NVivo)	267
Visualising co-occurring codes in maps (ATLAS.ti and MAXQDA)	270
Creating codes (and other project items) in a map (ATLAS.ti and MAXQDA)	271
'Intelligent' links and functional relationships in maps	273
Concluding remarks: extensive possibilities for mapping	275
Exercises: mapping ideas and linking concepts	276
Chapter 12: Organising Data by Known Characteristics	278
The importance of good organisation in reflecting project design	279
The earliest basics of organisation – and the limits	279
Timing: when to put more complex organisational structures in place	282
Illustrating the potential at the interrogation stage	283
What does a data file consist of?	284
Circumstances, conditions, contexts, cases	286
The evolution of data organisation	286
Imperfect categories	288
Case studies	289
Organising whole documents in software	290
Organising at document level – step-by-step advice	292
Organising at document level – by importing a spreadsheet (or survey)	293
Starting a table off in the right format?	294
Organising within the document (parts of documents)	294
Coding in step-by-step ways	297

Auto-coding	297
The implications of coding cases, respondents and parts of files in terms of their further organisation	298
Concluding remarks: potentials and cautions	299
Exercises: organising data by known characteristics	300
Chapter 13: Interrogating the Dataset	303
The role of interrogation in moving on	303
The incremental, iterative and repeatable nature of querying	304
Combining different dimensions of data	305
Test theories and expectations (hunches)	306
Creating signposts for and from queries	307
Identify patterns and relationships	309
Compare subsets, cases and interpretations	311
Quality control	314
Quality: queries improving interpretive processes	314
Quality: flag up problems and check work	315
Software tools for interrogating the database	315
Searching content and/or structure	316
Simple forms of retrieval	317
Readily available information about codes (without building complex queries)	319
Coding queries	320
Qualitative cross-tabulations	322
Visualising results	323
Tables and matrices	323
Charts and graphs	326
Concluding remarks: interrogation functionality in CAQDAS packages	327
Chapter exercises	328
Chapter 14: Convergence, Closeness, Choice	333
Planning for the use of software	333
Convergence of tasks and tools: software as a container for your work	334
Closeness to data: inside software and outside it	335
Changing techniques of data analysis	335
Automation, quantitisation and mixing methods	336
Visual and social media analysis	337
Focused effective use of software	338
<i>References</i>	339
<i>Index</i>	346

List of Figures

1.1	Graphic overview of qualitative research types (Tesch, 1990: 72–73)	23
2.1	Analytic activities and CAQDAS tools	45
4.1	Auto-coding for structured sections (NVivo and ATLAS.ti)	87
4.2	Section retrieval enabling auto-coding (QDA Miner)	95
4.3	Multiple synchronised transcripts for one media file (Transana)	99
4.4	Importing survey data from an MS Excel file (MAXQDA)	102
5.1	Importing research materials and starting projects (Dedoose, QDA Miner, NVivo)	112
5.2	Folders for storing project data (MAXQDA and NVivo)	116
5.3	Optimising the user interface (ATLAS.ti and MAXQDA)	119
5.4	The Report Manager for gathering materials (QDA Miner)	121
5.5	Interactivity of memos/annotations at data level (ATLAS.ti and MAXQDA)	125
5.6	Integrating literature (ATLAS.ti and NVivo)	128
5.7	The potential of codes as collection devices for tracking ideas from literature through a study	129
6.1	Data reduction: list of ‘quotations’ created for later attention (ATLAS.ti)	137
6.2	Textual annotation of video (Transana and NVivo)	142
6.3	Snapshotting and visual annotation (Transana)	144
6.4	Content searching (MAXQDA and HyperRESEARCH)	148
6.5	Contextual visualisations of text search finds (NVivo and QDA Miner)	149
6.6	The Phrase Finder (QDA Miner/WordStat)	151
6.7	Pattern Recognition Tool: Query by Example (QDA Miner)	153
7.1	Principles of coding processes and code margins (MAXQDA and NVivo)	159
7.2	Early code creation processes (Qualrus and Transana)	162
7.3	Inductively recoding descriptive or broad-brush codes in context (ATLAS.ti)	171
7.4	Synchronised playback of a single transcript (ATLAS.ti)	175
7.5	Direct coding of video (ATLAS.ti)	178
7.6	Visual annotation and coding of still images (Transana)	179
8.1	Code frequency information (QDA Miner and NVivo)	194
8.2	Codes by document and descriptor (variables) (Dedoose)	194
8.3	Horizontal retrieval of coded segments – two interactive views (MAXQDA)	196

8.4	Keyword sequence map – sequential comparison of coding (Transana)	199
8.5	Various reports: getting retrieval information out of the software (ATLAS.ti, NVivo and HyperRESEARCH)	201
8.6	Output of coded segments of still images (MAXQDA and QDA Miner)	202
9.1	Differing hierarchical coding schemes in three Case Studies (MAXQDA, NVivo and Transana)	208
9.2	'Apparently hierarchical' and 'apparently non-hierarchical' coding schemes (Dedoose and ATLAS.ti)	209
9.3	Simple indexing of news media (QDA Miner)	212
9.4	Families (sets) of codes for grouping 'sensitising concepts' or 'analytic directions' (ATLAS.ti)	219
9.5	Overview of the whole coding scheme and/or the whole project (ATLAS.ti and MAXQDA)	224
9.6	Early rationalisation of inductively generated codes using grouping and linking devices (HyperRESEARCH and Qualrus)	225
9.7	A streamlined codes-to-theory model for qualitative inquiry (Saldaña, 2013: 13)	226
10.1	Integrating memos with other work via linking (ATLAS.ti)	236
10.2	Logbook, Memo Manager and HTML output (MAXQDA)	239
10.3	Framework Matrices (NVivo) and Summary Grids (MAXQDA)	243
10.4	The Smart Publisher for building professional reports (MAXQDA)	250
10.5	Notes Browser and database view (Transana)	245
10.6	Memo Manager – linking and networking (ATLAS.ti)	247
10.7	Use of sets to gather evidence (NVivo)	247
10.8	Output options for memos (Dedoose)	253
11.1	Model showing members of a set with mixed items – codes, memos, documents (NVivo)	258
11.2	Hyperlinking to track a set of narrative associations (ATLAS.ti)	265
11.3	A map divided into layers on the basis of thematic aspects (MAXQDA)	268
11.4	Filtering codes in a model, by colour (NVivo)	269
11.5	Relationship nodes illustrated in a model (NVivo)	274
11.6	'Intelligent' links impacting on coding and selections elsewhere (HyperRESEARCH and Qualrus)	274
11.7	Map-based interrogation for co-occurrence (ATLAS.ti and MAXQDA)	275
12.1	Assigning variables to enable different types of analysis in a longitudinal project	285

12.2	Factual organisation at the document level (ATLAS.ti, NVivo and MAXQDA)	288
12.3	The case card (HyperRESEARCH)	293
12.4	Organising at the level of parts of a document (MAXQDA)	295
13.1	Quantification of keywords (QDA Miner with WordStat)	306
13.2	Incremental and multiple stage queries (HyperRESEARCH and ATLAS.ti)	308
13.3	Querying data for code sequences (QDA Miner)	312
13.4	Activating and filtering to short-cut groupings (MAXQDA and ATLAS.ti)	318
13.5	Easy access interrogation using the Chart Selector (Dedoose)	319
13.6	Examples of query operators and bases of data segment retrieval (MAXQDA)	321
13.7	Coding matrix query, tables, charts and qualitative data (NVivo)	323
13.8	Interactive tables for multiple aspects of interrogation (MAXQDA)	324
13.9	Portraits and comparative profiles (MAXQDA)	327

List of Tables

1.1	Common tasks of analysis supported by CAQDAS packages	9
2.1	Suggested processes for case-study example projects: An Overview	39
3.1	General resources for qualitative methodology and technology	76
3.2	Additional software applications for handling qualitative data	77
4.1	Types of data	81
4.2	Data and their preparation for CAQDAS packages: some suggestions in the context of case study A, Young People's Perceptions	83
4.3	Data and their preparation for CAQDAS packages: some suggestions in the context of case study B, The Financial Downturn	88
4.4	Data and their preparation for CAQDAS packages: some suggestions in the context of case study C, Coca-Cola Commercials	94
4.5	Text formats, auto-codeable structures and pre-coding facilities	100
5.1	Early steps in software: some suggestions in the context of case study A, Young People's Perceptions	111
5.2	Early steps in software: some suggestions in the context of case study B, The Financial Downturn	114
5.3	Early steps in software: some suggestions in the context of case study C, Coca-Cola Commercials	122
6.1	Exploration and data-level work: some suggestions in the context of case study A, Young People's Perceptions	135
6.2	Exploration and data-level work: some suggestions in the context of case study B, The Financial Downturn	141
6.3	Exploration and data-level work: some suggestions in the context of case study C, Coca-Cola Commercials	145
7.1	Coding in software: some suggestions in the context of case study A, Young People's Perceptions	163
7.2	Coding in software: some suggestions in the context of case study B, The Financial Downturn	169
7.3	Code development in a 'theory-informed' abductive approach (Case Study B, The Financial Downturn)	173
7.4	Coding in software: some suggestions in the context of case study C, Coca-Cola Commercials	177
8.1	Basic forms of retrieval: some suggestions in the context of case study A, Young People's Perceptions	191
8.2	Basic forms of retrieval: some suggestions in the context of case study B, The Financial Downturn	197