

# Methodology

Learning Development Service

Leonie Maria Tanczer, MSc.

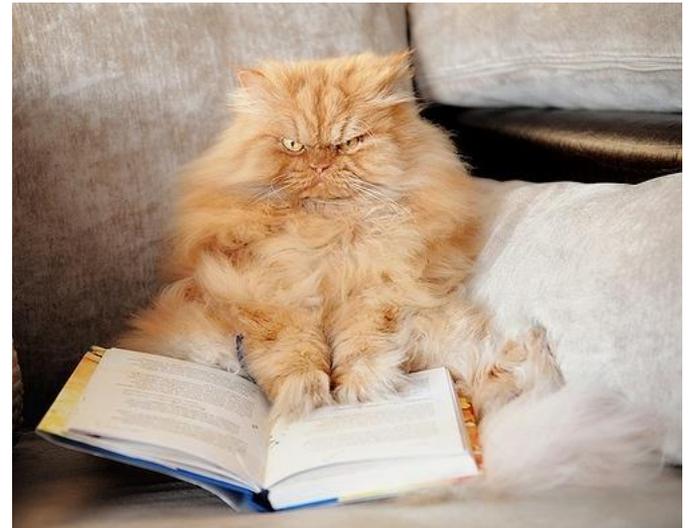
Why

**...because most students end up like this:**



# Who are you?

- Schools / Subjects
- Concerns
- Expectations
- Stage



# Workshop Structure

1. The **purpose** of a method section
2. What is **methodology vs. method**
3. How to find the appropriate method for your research: **Epistemology**
4. Methods **you may use**
  - **Qualitative** research
  - **Quantitative** research
5. How to **write up** your methodology

# Dissertation

# What is a dissertation?

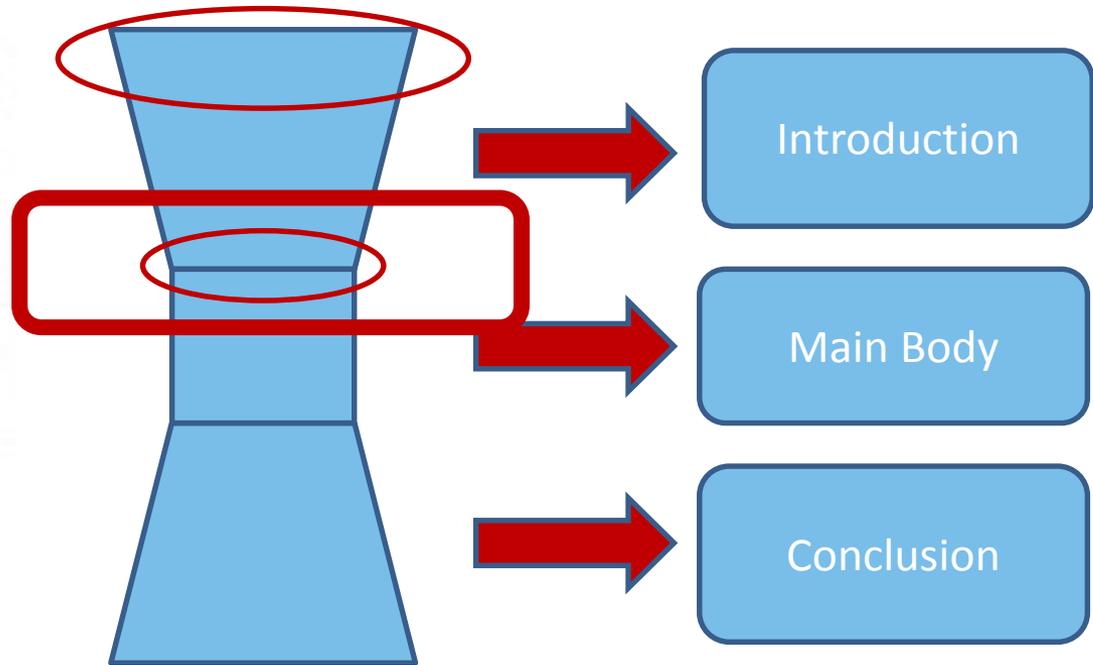
## Oxford English Dictionary

- “An extended scholarly essay, [usually] based upon **original research**, submitted for a degree or other academic qualification.”

## More generally:

- A **focused ‘essay’**, typically about 10,000-20,000 words in length;
- An **independent piece** of work that demonstrates the candidate’s ability as a competent researcher with **advanced knowledge** on a specific topic.

# Hourglass



# Purpose

# What is the aim?

A complete description of the methods used enables the reader:

- To evaluate the **appropriateness** of your methods
- To evaluate the **validity** of your results
- To evaluate the **reliability** of your results
- To permit the **replication** of your research
- To enable a **comparison** of your research

# Not sure what this means?

(Gardiner & Kearns, 2010)

Literature Review

Methodology

Result

Discussion

What I **read**

What I **did**

What I **found**

What I **reckon**



# Methodology vs. Method

# Definition

## Method

- Describes in detail **how the research was conducted**
- Refers to the various ways, techniques or processes in which data is collected and analysed

## Methodology

- Different types of studies will rely on different methodologies
- Refers to the **general approach taken** to the research process
- It is the discipline, or body of knowledge, that utilizes these methods

# Example

## Methodology

- **Ethnography**: considers a bounded population and inquires into how they go about their day-to-day lives, and the meaning they attribute to these experiences

## Method

- collecting **artefacts**
- writing **field notes**
- conducting interactive **interviews**

# Epistemology

# Premises: Paradigm

(Halperin & Heath, 2012)

Ontology	Epistemology	Methodology
What <b>exists</b> ?  What is the nature of the <b>social world</b> ?	What sort of knowledge of it is <b>possible</b> ?  How <b>can we know</b> about it?	What <b>strategies</b> can we use to gain that knowledge?

# Epistemology

- Epistēmē: knowledge
- Logos: study of
- Is the **study / philosophy of knowledge**
- The **basis of your methods** and the **assumptions about reality** underlying your analysis
- The theory of knowledge, especially with regard to its **methods**, **validity**, and **scope**, and the distinction between justified belief and opinion



# Questions Asked in Epistemology

- **What** can we know?
- **How** can we know it?
- Why do we know **some things**, but not others?
- How do we **acquire** knowledge?
- Is knowledge **possible**?
- Can knowledge be **certain**?
- How can we **differentiate truth** from falsehood?
- Why do we **believe certain claims** and not others?

# Whether you consider data as...

- **Factual account** of events (e.g., description of actual events)
- **Description of participant's** subjective experience (e.g., emotions)
- **Piece of situated language** (e.g., how people are using language)
- ...

# Epistemology



- **Empiricism** (such as Hume, Locke): knowledge is obtained through experience
- **Rationalism** (such as Descartes, Leibniz, and Spinoza): knowledge can be acquired through the use of reason
- **Constructivism** (such as Vico, Piaget): knowledge is a compilation of human-made constructions

# Epistemological Continuum

**Positivism**

**Realism**

**Essentialism**

...

**Constructivism**

**Poststructuralism**

**Relativism**

...



**On the basis of this you choose your theory and methods**

# Activity

- Fill in the **hand-out**
  - What are you planning to do?

LDS Postgraduate Taught Dissertation Writing Series: Methodology

**What is the aim of your research?**

**What are you planning to do to achieve this aim (e.g., data collection method, data analysis method etc.)?**

**How could the aim of your research be achieved otherwise (i.e., consider other methodologies)?**

You may use...

# Subject-Specific Methods



# Ethics!

- Need **ethical approval** by your school when working with humans or animals
- Think of **ethical or legal dilemmas** which can arise from your research i.e., confidentiality, anonymity, informed consent
  - Eight Steps in Making Ethical Decisions
- **Research / participant relationships**
  - Care for participants e.g., vulnerable participants
  - Care for researchers

# Qualitative Methods

# Qualitative Data Collection Methods

- Interviews



- Dairies
- Focus Groups
- Participant Observation
- Field Notes

- Photos
- Murals
- Policy Documents
- Twitter Feeds
- Newspapers
- Blogs
- Speeches
- ...

# Qualitative Data Analysis Methods

- Thematic Analysis
- Content Analysis
- Grounded Theory
- Narrative Analysis
- Discourse Analysis
  - Critical Discourse Analysis
- Interpretative Phenomenological Analysis (IPA)



# Thematic Analysis

- Method for **identifying, analysing** and **reporting** patterns within data
- No **epistemological restrictions**
- Very **loose** and **flexible**
- Identify themes **inductively** or **deductively** or **mixed**
- Themes: **semantic** (what: surface) or **interpretative** (interpretation: depth) or **mixed**
- Specific form: **Thematic network analysis**

# Phases of Thematic Analysis - Process:

- 1. Familiarising with the data**
  - Transcribing, reading, taking down ideas
- 2. Generating initial codes**
  - Coding features i.e., identifying patterns
- 3. Searching for themes**
  - Turn codes into potential themes i.e., higher order; less descriptive
- 4. Reviewing themes**
  - Check if themes work with coded extracts
- 5. Defining and naming themes**
  - Refine the specifics of each theme i.e., say about your whole data set
- 6. Writing report**
  - Select exemplifying extracts which back up argument

# Thematic Analysis

(Miltner, 2011)

Data Extract	Coded for
<p>JT: I, I have two Twitter accounts, one that's locked and private where I swear, and I really say, that's me; the other one is my public face, because I have quite a high-profile Job I need to maintain that, so I have to use techniques like that, I won't really say, "I'm having a really shit day" on that account, I have to do it, sort of through subtext. (p. 72)</p>	<p>Talks about privacy</p> <p>Two faces and two identities</p> <p>Techniques to deal with pressure</p>

# Thematic Analysis

- Attride-Stirling, J. (2001). Thematic networks: An analytic tool for qualitative research. *Qualitative Research, 1*(3), 385-405.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101.
- Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and code development*. Thousand Oaks, Calif.; London: Sage.

# Qualitative Content Analysis

- Method to analyse **textual information systematically** – concerned with the **latent content**
- Expose **meaning, motives, opinions** and **purposes** embedded within the text (rather realist)
- Establishes **categories** (inductive, deductive) to examine the material (can involve counting!)
- Categories have to be sufficiently precise to enable different coders to arrive to **a similar result** with the same body of material

# Phases of Content Analysis - Process:

(Halperin & Heath, 2012)

1. Select **particular texts** relevant to your research question
  - Sample texts if there are too many to analyse completely
2. Construct/define a **coding frame / categories** that fit(s) both the theoretical considerations and the material
  - Topics of interests that you will search for in the material
3. Choose a **recording unit** (unit of content)
  - A single word or symbol, a sentence or paragraph, theme, character, item
4. Create a (a) coding **protocol**, (b) code for each **variable/theme/topic**, (c) **mark** the text with codes
  - Pilot and revise the coding frame and explicitly define the coding rules
5. Examine the data for **patterns and insights** relevant to key research issues
  - Data is analysed either to describe target variable(s) or identify themes and relationships

# Qualitative Content Analysis

(Mayring, 2000)

Category	Definition	Example	Coding Rule
<b>C2: middle self confidence</b>	Only partly or fluctuating conviction to have successfully coped with the situational demands	"Quite often I found it hard to manoeuvre through the problems, but finally I made it." (13, 45)  "Time by time everything got better , but I couldn't tell if it was me or the circumstances." (77, 20)	If not all aspects of definition point to "High" or "low"

# Qualitative Content Analysis

- Berelson, B. (1952). *Content analysis in communication research*. New York: Free Press.
- Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research, 15*(9), 1277-1288.
- Krippendorff, K. (2004). *Content analysis: An introduction to its methodology* (2nd ed.). London: Sage.
- Neuendorf, K. A. (2002). *The content analysis guidebook*. London: Sage.

# Grounded Theory

- Concerned with **how meaning is constructed** in talk
- Is a **method** (process) and a **product** (theory is grounded in your data): positivist & inductive
  - Bottom-up
- Wants to move beyond particular cases to make broader **generalisations** about social processes
- Aims to construct **formal theories**
- Emphasises **processes and action**

# Phases of Grounded Theory - Process:

## 1. Research Question

- determine what you are interested in; general topic of interest you don't need to do all the reading to completely know everything about the topic

## 2. Data collection and coding

- Usually (but not necessarily) qualitative data; data driven coding method
- Coding has 2 stages: **Open Coding** (break up data into bits) and **Focused Coding** (go away from the descriptive to a more analytical, abstract level)
- Memo writing

## 3. Theoretical Sampling

- Based on categories emerged from analysis we go back to the data and look for specific samples (going back and forth) // **Axial** and **Theoretical Coding**

## 4. Saturation

- You keep collecting data until the analysis settles down; when you reach a point where nothing can be added anymore
- Saturation = idea of stopping point rather than a pre-determined sample size

# Grounded Theory

(Sbaraini, Carter, Evans, & Blinkhorn, 2011)

Transcript	Open Coding	Focused Coding	Theoretical Coding
<p><b>Q:</b> What did you take into account when you decided to buy this new technology? <b>R:</b> What did we... we looked at cost, we looked at reliability and we sort of, we compared a few different types, talked to some people that had them. <b>Q:</b> When you say you talked to some people who were they? <b>R:</b> Some dental colleagues. There's a couple of internet sites that we talked to some people... people had tried out some that didn't work very well. <b>Q:</b> So in terms of materials either preventive materials or restorative materials; what do you take in ac account when you decide which one to adopt? ...</p>	<p>Deciding to buy based on cost, reliability Talking to dental colleagues on internet sites Comparing their experiences Looking at literature Doing my own little research</p>	<p>Seeking out evidence  Gathering and comparing peers' evidence to reach a conclusion</p>	<p>The process of making sense of evidence and construction of knowledge</p>

# Grounded Theory

- Charmaz, K. (2006). *Constructing grounded theory. A practical guide through qualitative analysis*. London: Sage.
- Galser, B.G. & Strauss, A. L. (2006). *The discovery of grounded theory. Strategies for qualitative research*. London: Aldine Transaction.

# Narrative Analysis

- Is a way to describe the **structure of stories** through the analysis of particular **narrative segments** e.g., form and function / what and how
- Is concerned with **action** and examines the **activities** that are performed when people talk with one another and how these stories make use of a **cultural context** and accounting **practices**
- Is concerned with the **local context** of narrative e.g., why a patient and doctor shape their remarks to the context/setting/position of a medical setting
- Constructivist: Language not understood as directly mirroring an underlying reality but rather as a **social tool**
- Specific Form: **Biographic Narrative Analysis**

# Narrative Analysis

(Silverman, 2011)

- **Key Questions a researcher should ask about narratives:**
  - What is the content of the story you are examining?
  - Who are the principal agents?
  - How is the story told (**structure and sequence**)?
    - In what kind of story does a narrator place him/herself?
    - How does she/he position her/himself to the audience and vice versa?
    - How does she/he position characters in relation to one another, and in relation to her/himself?
    - How does he/she position him/herself to him/herself, that is, make identity claims?
  - What purpose does the story serve (**functions**)?
  - In what place or setting is the story told (**context**)?
  - Does the story have a clear culmination with a moral, as in a fairy tale, or does it follow a different pattern (**issues of genre**)?

# Narrative Analysis

- Lieblich, A., Tuval-Mashiach, R., & Zilber, T. (1998). *Narrative research: Reading, analysis and interpretation*. Thousand Oaks, CA; London: Sage Publications.
- Miller, R. L. (2005). *Biographical research methods*. London: Sage.
- Mishler, E. G. (1995). Models of narrative analysis: a typology. *Journal of Narrative & Life History*, 5(2), 87-123.

# Critical Discourse Analysis

- CDA has a very "**linguistic**" outlook (which prevents incorporating linguistic and nonlinguistic dimension)
  - Talk is a **social action** – therefore we analyse their talk, not the person
- Seeks to expose connections between **language**, **power**, **inequality**, and **ideology** and how they manifest
  - **Discursive power** – control over a discourse by e.g., a powerful group
    - is crucial for this method
- Explore the **relationship between discourse and reality** in a particular context
- Discourse is **socially constitutive** as well as socially conditioned (constructivism)

# Critical Discourse Analysis

- **Preferred Topics** (Blommaert & Bulcaen, 2000)
  - Political discourse
  - Ideology
  - Racism
  - Economic Discourse
  - Media language
  - Gender
  - Education
  - Literacy



# Phases of CDA – Process:

(Halperin & Heath, 2012)

1. Establish a covarition or association between **discourse and context**
  - Historical and social context i.e., **local/micro** (task, situation, source, message, channel and intended audience of communication) vs **broad/macro** (cultural norms, assumptions, knowledge, believes, values) context
  - E.g., Text: Newspapers, Discursive Practice: Pressures on journalists, Context: Existence of racism (= Social, political, economic context)
2. Provide details of the **process** through which the power of a discourse has demonstrable effects
  - **Articulation** (process through which meaning is produced) and **interpellation** (acceptance of subject position)

# Critical Discourse Analysis

Linguistic Features	Examples	Micro / Meso / Macro
<b>Active or Passive voice</b>	Hacktivists <b>attacked</b> the US government.	<b>Micro:</b> use collective nouns and passive voice
<b>Naming</b>	<b>Jeremy Hammond</b> , a member of LulzSec...	<b>Meso:</b> Article was from the New York Times.
<b>Pre-modifiers</b>	The <b>Chinese</b> hackers... The <b>Russian</b> attackers...	<b>Macro:</b> Securitisation of hacking and hacktivism
<b>Indirect quotes</b>	Hackers must be stopped, <b>said the Obama administration.</b>	

# Critical Discourse Analysis

- Blommaert, J., & Bulcaen, C. (2000). Critical discourse analysis. *Annual review of Anthropology*, 29, 447-466.
- Fairclough, N. (1995). *Critical discourse analysis: The critical study of language*. Longman: London.
- Van Dijk, T. A. (1993). Principles of critical discourse analysis. *Discourse & Society*, 4(2), 249-283.
- Willig, C. (2008). *Introducing qualitative research in psychology: Adventures in theory and method* (2nd ed.). Maidenhead: McGraw-Hill Open University Press.
- Edwards, D. & Potter, J. (1992). *Discursive psychology*. London: Sage.

# Interpretative Phenomenological Analysis (IPA)

- To explore in detail participant's **lived experiences** and examine how participants **make sense** of their personal and social world
  - What is the point of view of the participant?
  - What is the person trying to achieve?
- Often used when people are **transitioning or dealing with problems** e.g., motherhood, sexuality, identity
- Research question informs interview schedule
- **Critical realist** epistemology (between positivist and constructivist)

# Phases of IPA – Process:

1. Read and re-read your data, **make notes** of initial observations and thoughts (left hand margin)
2. **Identify and label** characterising text sections (right hand margin)
3. **List themes** and see how and if they **relate** to each other
  - Eliminate and/or combine themes (**magnet metaphor**)
  - Label clusters
  - Produce a narrative account of the interplay between researcher's interpretation and participant's accounts
4. Create a **table of themes**
  - Do not aim for homogeneity. Negative case analysis adds richness

# Interpretative Phenomenological Analysis (IPA)

(Mulveen & Hepworth, 2006)

Notes	Extract	Label	Theme
Comparison Equal Sharing Help Reassurance	I am going to try to match that starting with my weigh-in tomorrow. We are the same height, but you have far more restricting mojo than I. I was 106.6 this morning. Share everything you do with me!!! . . . Don't worry, this is not a 'challenge'. (p. 292)	Support	Social support

# Interpretative Phenomenological Analysis (IPA)

- Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretative phenomenological analysis. Theory, method and research*. London: Sage.
- Smith, J. A. (2004). Reflecting on the development of interpretative phenomenological analysis and its contribution to qualitative research in psychology. *Qualitative Research in Psychology*, 1(1), 39-54.

# Supporting Software

- NVivo
- Atlas.ti
- Nudist
- Dedoose
- Transana
- Textometrica
- ...

Book suggestions >>>>>

thinking about and using  
be an essential companion  
researcher. Using a number  
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  
to the second edition. 

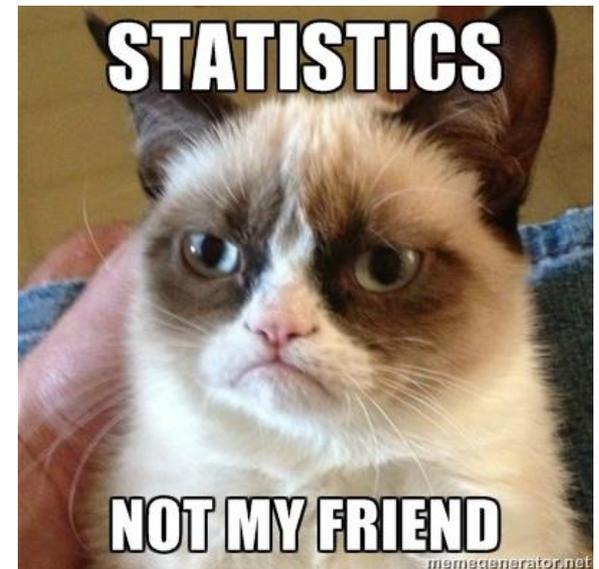


# Quantitative Methods

Rene Verheeson, MSc.

# Quantitative Data Collection Methods

- You may use the **same qualitative data** as outlined earlier, but you would **quantify** it
- Can be extended to:
  - **Surveys**
  - **Experiments**
  - **Clinical trials**
  - **Networks** etc. Online Networks



# What is Quantitative Research?

- **Quantitative research** refers to the systematic empirical investigation of social phenomena via statistical, mathematical or numerical data or computational techniques (Given, 2008)
- It is using **statistics** to test your hypothesis

# Some Quantitative Analysis Methods

- Chi Square
- Correlational design
- Factor Analysis
- Analysis of Variance
- Linear Regression
- ...



# Statistical Design

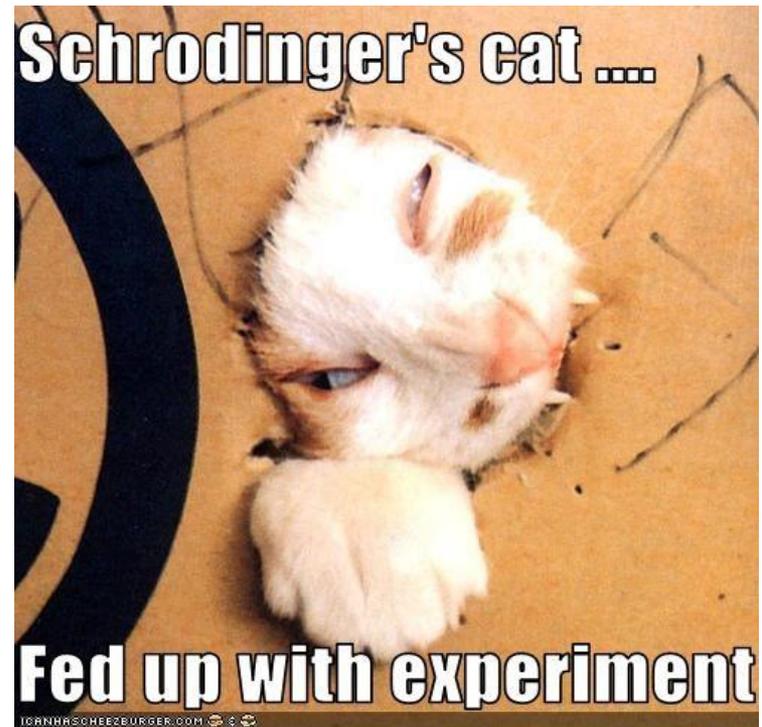
- **Null Hypothesis** vs **Alternative Hypothesis**
- $H_0$  (**Null Hypothesis**): There are no differences
- $H_a$  (**Alternative Hypothesis**): There is a significant difference
- Testing the likelihood of finding your data (or more extreme data) given that  **$H_0$  is true**. If this probability is low enough, we can conclude that it was no coincidence that these results were obtained and we reject  $H_0$ , usually at  $p < 0.05$

# Research Design

- Research question (**Hypothesis**)
- Research design (**Methodology**)
- Can a statistical method answer this question?
- Think about which design to use **BEFORE** collecting your data.
- Power analysis!

# Research Design

- Quasi-experiment
- Experiment
- Longitudinal Design
- Counterbalancing
- Fatigue effects
- Floor- and Ceiling effects
- Use a **pilot study!**

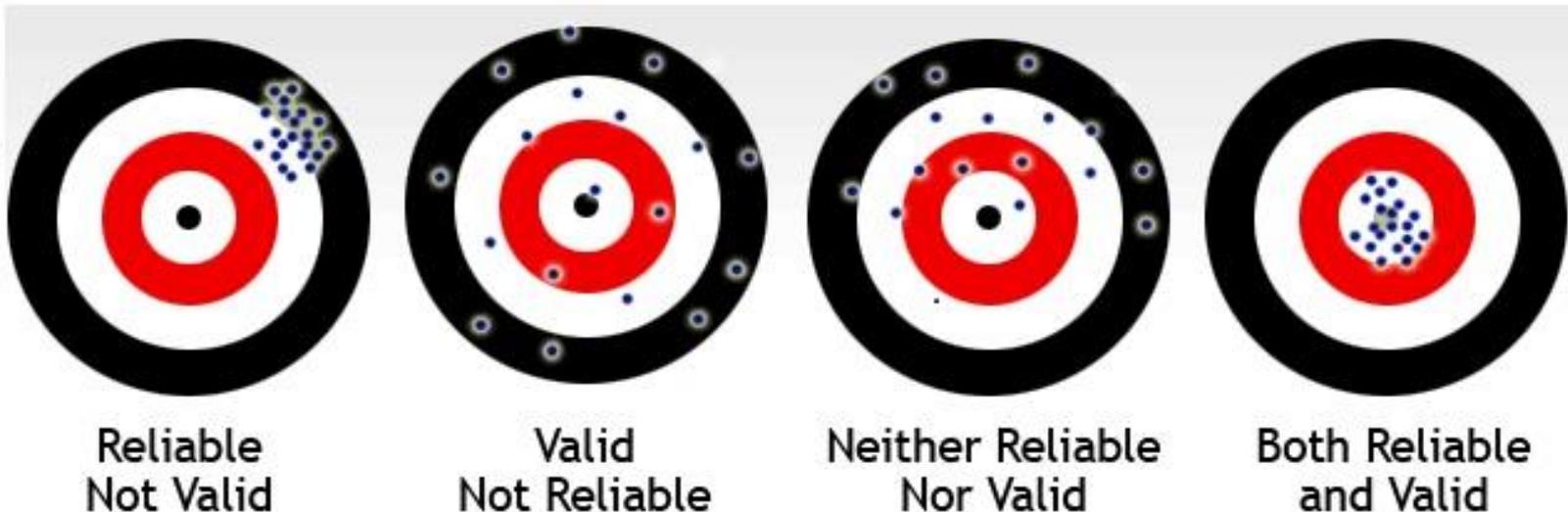


# Using a Questionnaire

- Creating a new one or using an existing survey
- Look at **measurement levels** levels, this will decide which statistics you can use (parametric vs non-parametric).
- Nominal, Ordinal, Scale
- 7-point Likert-scales
- Multiple responses
- Age; Ordinal or Scale?

# Validity and Reliability

- **Validity:** Are you measuring what you intended to measure?
- **Reliability:** Are your results reproducible? To what extent can I predict future results?



# Sampling

- **Generalizability:**
  - The college sophomore problem
- **Selection bias:**
  - Make sure to use a representable sample

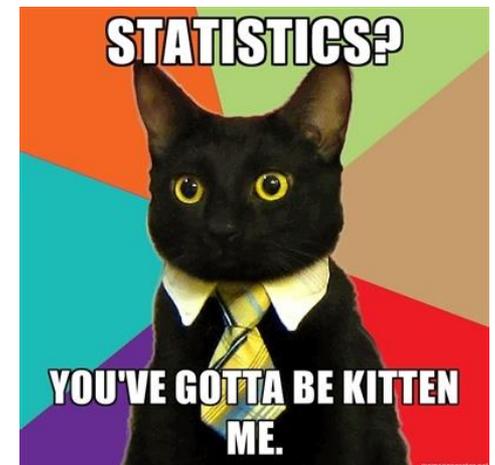


We will find the average height of Americans based on a sample of NBA players.

**Selection Bias?**

# Supporting Software

- IBM SPSS Statistics
- LISREL
- Stata
- R
- Gephi
- ...



# Write Up

# Identify subsections

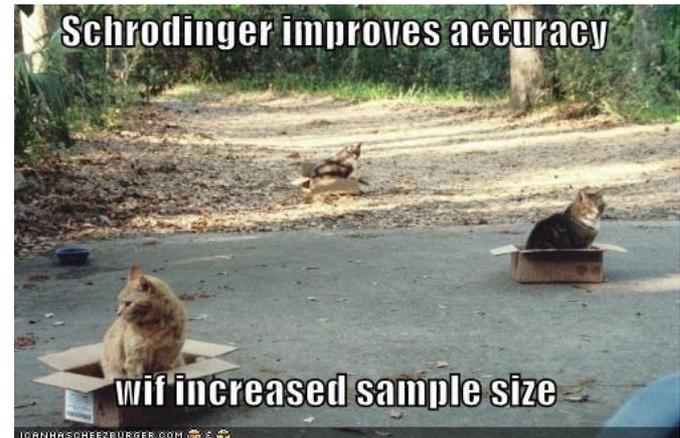
- Conventional and expedient to divide the method section into **labelled subsections**
- Include in these subsections the information essential to **comprehend and replicate** your research
- Be very **specific and rigorous** – insufficient detail leaves the reader with questions
- However, **too much detail** burdens the reader with irrelevant information
- Consider using **appendices** for more detail

# Possible sections: **Qualitative**

- Participant / Subject Characteristics
  - Sampling Procedures
- Research Design
- Data Collection Procedure
- Paradigm
- Data Analysis
- Data Analysis Procedure

# Possible sections: Quantitative

- Participant / Subject Characteristics
  - Sampling Procedures
  - Sample Size, Power, and Precision
- Measures and Covariates
- Research Design
- Experimental Manipulation or Interventions



Building on the SIA (Reicher et al., 2010), the discourse of politically motivated hackers as part of their own perception and self-categorisation as hacktivists is analysed. A social psychological perspective is adapted to analyse how male and female hacktivists approach this stereotype in their talk and sense-making. Especially the self-categorisation of females towards the social and political hacktivist-identity, despite its male-only stereotype, is going to be evaluated. Based on this theoretical underpinning and the social psychological research on online collective action and stereotypes, the research aims to demonstrate (a) that societal gender stereotypes about hacktivists are existent within the community, (b) how hacktivists relate to this dominant representation, and (c) whether societal stereotypes about the male-only perception of hacktivists affect their own talk and sense-making.

#### Method

##### Participants and Sampling

A gender-equal, self-selected sample of  $N = 10$  hacktivists ( $n = 5$  females,  $n = 5$  males), all of whom self-identified as hacktivists, were interviewed. The researcher enlisted participants through a recruitment email that was sent to (a) IT-related mailing lists known by the researcher, (b) Web 2.0 presence of hacktivists and hacktivist collectives, and (c) personal contacts of the researcher or contacts identified through media and/or online coverage. Thereafter, participants were recruited using snowball sampling (Biernacki & Waldorf, 1981). The researcher had no personal connection to any of the participants before the interview.

All participants used term *hacktivist* as self-identification, and reported to be a currently ( $n = 8$ ) or previously ( $n = 2$ ) active hacktivist. The sample was distributed in  $n = 7$  participants from the United States of America, one of whom is now living in the Netherlands,  $n = 2$  participants from the United Kingdom,  $n = 1$  participant from Israel, who is no longer living there. Further demographic information is not given due to the discourse analytic point of view which abstains from constructing identities through the provision of such information (Willig, 2008), and the vulnerability and identity protection of this group.

##### Research Design

The research is a qualitative study using semi-structured interviews. The guidelines for the interview agenda given by Willig (2008) were considered to structure the interview. A mixture of descriptive, structural, contrast and evaluative questions was used (Spradley, 1979). The interview comprised nine open questions with prompts and lasted approximately one hour. The interviews were audio-recorded and thereafter transcribed verbatim, including linguistic (e.g., speech errors, pauses, interruptions) and non-linguistic features (e.g., audible intake of breath, delay, hesitations). The interview transcripts are not included in the appendix to insure protection of anonymity.



Lead to  
method



Merge if  
possible



Follow  
logical order

# Activity

- Fill in the **hand-out** (qualitative; quantitative)
  - Which issues should be mentioned when and why (i.e., order)?

LDS Postgraduate Taught Dissertation Writing Series: Methodology

1. **Central Research Question(s) / Arguments?**
2. **Participants / Material used i.e., documents etc.?**
3. **Sampling Procedure i.e., random, self-selection?**

# Top Tip! Find a Model Paper.

- Look for literature **in your area** of interest / your discipline
- Read them to get a sense of the **types of methods you might want to apply** in your own research or ways to organize your method section
- If you are unsatisfied with the existing literature e.g., due to **methodological gap**, you might want to explore research in other disciplines

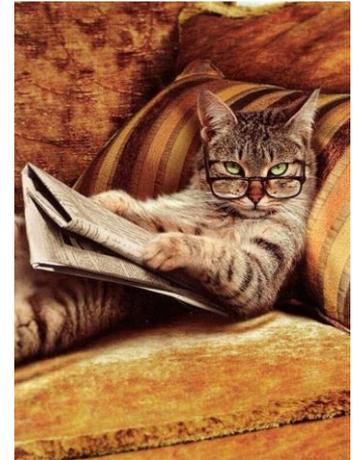
# Things to consider

- Epistemology
- Method
- Data
- Ethical concerns
- Scope of the study (time, money, accessibility)
- Your funder / supervisor
- Your **future** (research interest)



## For further reading

- International Journal of Social Research Methodology
- International Journal of Qualitative Methods
- Journal of Mixed Methods Research
- ... & **subject-specific [method] journals**



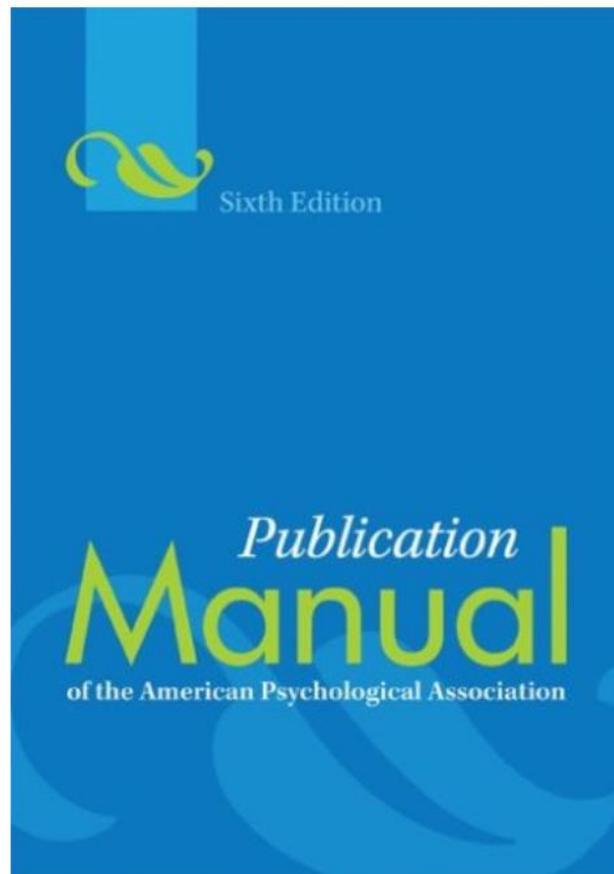
Learning

Development

Service



# Writing Style “Bible”



Questions?

# We can help you develop your academic skills.

## Workshops / Resources

**Contact us:**

028 9097 3618

lds@qub.ac.uk

[www.qub.ac.uk/lds](http://www.qub.ac.uk/lds)

# References

- Blommaert, J., & Bulcaen, C. (2000). Critical discourse analysis. *Annual Review of Anthropology*, 29(1), 447-466.
- Cooper, C. A., McCord, D. M., & Socha, A. (2011). *Evaluating the college sophomore problem: the case of personality and politics*. *Journal of Psychology*, 145, 23-37.
- Gardiner, M. & Kearns, H (2010). *Turbocharge your writing: How to become a prolific academic writer*. Flinders University: Adelaide.
- Given, L. M. (2008). *The Sage encyclopaedia of qualitative research methods*. Los Angeles, Calif.: Sage Publications.
- Halperin, S., & Heath, O. (2012). *Political research: Methods and practical skills*. Oxford University Press: Oxford.
- Mayring, P. (2007, September). On generalization in qualitatively oriented research. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* 8(3). Retrieved from <http://www.qualitative-research.net/index.php/fqs/article/view/1089/2385%3E#g4>.
- Miltner, K. (2011). *SRSLY PHENOMENAL: An Investigation Into The Appeal Of LOLCATS*. (Master of Science, Department of Media and Communications, London School of Economics and Political Science). 1-98. Retrieved from <http://dl.dropboxusercontent.com/u/37681185/MILTNER%20DISSERTATION.pdf>.
- Mulveen, R., & Hepworth, J. (2006). An interpretative phenomenological analysis of participation in a pro-anorexia internet site and its relationship with disordered eating. *Journal of Health Psychology*, 11(2), 283-296.
- Sbaraini, A., Carter, S. M., Evans, R. W., & Blinkhorn, A. (2011). How to do a grounded theory study: a worked example of a study of dental practices. *BMC Medical Research Methodology*, 11(128), 1-10.
- Silverman, D. (2011). *Interpreting qualitative data*. Sage: London.