

# Conducting Research with Children and Adolescents

8

Design, Methods and Empirical Cases

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Design and setting by P.K. McBride

# 8 Presenting and Disseminating the Data

## Objectives

- To explore the ways in which data can be presented for different types of audiences
- To establish why it is important to maintain the interest of the gatekeeper(s)
- To consider how best to acknowledge the children you have researched with in your published work
- To identify best practice for the completion of your project
- To summarise how to prepare your work for publication.

## Introduction

Previous chapters have explored and explained an ethical approach to researching and engaging with children and latterly data analysis has also been examined. This penultimate chapter is designed to demonstrate different ways in which the data you have analysed, coupled with initial theoretical concepts that have underpinned your study, can be presented. The ways in which this presentation will differ by audience type (e.g. academics, children and gatekeepers) will also be explored. Maintaining ethical practice when researching with children will be addressed here too with specific reference to acknowledging respondents whilst retaining their anonymity and the storing and destroying of information (see Chapter 2 for additional information on the ethical aspects of this and the Data Protection Act).

## Presenting Qualitative Data

(Novice) researchers are often unsure how to structure the findings of the research they have conducted with children as the information they have collated and analysed may be complex, vast or simply overwhelming. Before attempting to structure and present any piece of work, it is important to return to the initial aim(s) and objectives of the research study. This will help to establish the key areas or themes initially under examination and may also facilitate the development of headings or subheadings for the presentation of the data. Table 8.1 illustrates the way in which themes and sub-themes can be identified from data. This particular study considered adolescent identity expression and music consumption.

**Table 8.1:** Overview of Consistent Key Themes

Agency themes	Identity themes	Agent themes
<b>Socialisation</b> <ul style="list-style-type: none"> <li>• Artificial agency</li> <li>• Consumption skills</li> <li>• Consumer socialisation</li> <li>• Social meaning</li> <li>• Social consumption</li> </ul>	<b>Self</b> <ul style="list-style-type: none"> <li>• Selfhood</li> <li>• Social construction</li> <li>• Multiple selves</li> <li>• Normative behaviour</li> <li>• Signature</li> <li>• Social self</li> </ul>	<b>Families</b> <ul style="list-style-type: none"> <li>• Family studies</li> <li>• Parent-peer influence</li> <li>• Situational influence</li> <li>• Family type</li> <li>• Private consumption</li> </ul>
<b>Product conspicuousness</b> <ul style="list-style-type: none"> <li>• Materialism</li> <li>• Values</li> <li>• Self esteem</li> </ul>	<b>Semiotics</b> <ul style="list-style-type: none"> <li>• Symbols</li> <li>• Sign system</li> <li>• Symbolic context</li> <li>• Cultural text</li> </ul>	<b>Peers</b> <ul style="list-style-type: none"> <li>• Peer influence</li> <li>• Friendship groups</li> <li>• Type of peer influence</li> <li>• Inter-relationships</li> <li>• Peer orientation</li> <li>• Public consumption</li> </ul>
	<b>Music consumption as a semiotic in identity formation</b> <ul style="list-style-type: none"> <li>• Conveying meaning</li> <li>• Escaping boundaries</li> <li>• Interpreting meaning</li> <li>• Personal meaning</li> <li>• Type of music</li> <li>• Social significance/ judgement</li> <li>• Cultural capital</li> <li>• Convergence</li> <li>• Divergence</li> </ul>	<b>Media</b> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Expression</li> <li>• Conforming</li> <li>• Type of influence</li> </ul>
		<b>School</b> <ul style="list-style-type: none"> <li>• Type of music</li> <li>• Public consumption</li> <li>• Private consumption</li> <li>• Social capital</li> <li>• Escape</li> <li>• Boundaries</li> <li>• Access</li> </ul>

Having identified the recurrent themes and having utilised a method of analysis and interpretation it is important to consider how this information will be presented. In the example of the study on adolescent identity and expression of self,

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