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**Process for the Textual Content Analysis of the Papers**

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As documented in Clarke (2016). See also Clarke (2015)

Revision of 9 February 2017

**1. Review each paper in its own terms**

Perform 'orientational reading' of each paper, in order to "gain an overall impression" (Boell & Cecez-Kecmanovic, 2014, p.265).

Exclude papers that are 'Discipline-Internal', in that they do not adopt the perspective of any stakeholder in the phenomena. Examples include discussions of research methods, testing of survey instruments and teaching cases.

**2. Extract or infer the research question**

In the case of constructive approaches such as action research and design science, rather than a 'research question' (RQ), the term 'objective' is generally more appropriate.

Categorise each article as Theoretical (possibly including a minor empirical component), Empirical (provided that the empirical component is significant), Constructive, or Critical-Theoretic.

Prefer an explicit RQ or Objective if one is stated. Failing that, search for parts of the text that together provide an implied RQ or Objective. If necessary, infer an RQ or Objective, paying particular attention to the content in the Introduction, Research Method and Conclusions sections.

**3. Identify all passages that are indicative of the researcher perspective**

Perform deep 'analytical reading' as as per Boell & Cecez-Kecmanovic (2014, p.265).

Researcher Perspective (RP) means "the viewpoint from which phenomena are observed". The RP may be explicit, or may be apparent, from implied by the phrasing of the research questions. In many cases, however, it may be necessary to infer it, most likely from comments in the Introduction and Conclusions, and-but also from the audience to which the paper appears to be addressed (e.g. in the any 'Implications for Practice' section).

**4. Classify the Researcher Perspective and its Dimension**

Use the following categories-a priori coding scheme for Researcher Perspective:

- System-Sponsor
- Other than System-Sponsor
- Multiple (including Dual)
- ~~Multiple~~

Use the following a priori coding scheme for categories of Dimension:

- Economic
- Social
- Environmental

Further details are in the Coding Protocol below.

## 5. Record Key Passages

Record sufficient data about, and quotations from, each paper to enable review and moderation of the coding, to provide contextual information and thereby support some degree of analysis of the results, and to enable the research to be subjected to audit.

## 6. Consider Ways to Convey the Nature of the Content

Where practicable, quantify or devise graphical forms to assist in conveying the nature of the paper to the reader, as per Boell & Cecez-Kecmanovic (2014, p.266). Examples include counts of relevant passages, indicators of their intensity, and use of qualifications to statements.

## 7. Revisit all Aspects of the Analysis

Review the approach adopted to quality assurance, and to the reliability of selection, coding, interpretation and presentation of passages.

Reflect on whether any aspects of the selection, coding, interpretation or presentation of passages is unreasonable or biased: "By intentionally expressing, questioning, and reflecting upon their subjective experiences, beliefs, and values, critical researchers expose their ideological and political agendas" (Cecez-Kezmanovich 2001, p.147)

Avoid attributing intent on the part of authors whose papers are criticised, and instead assume that the behaviour is "unconscious hegemonic participation" (Wall et al. 2015, p.261)

Consider the extent to which the paper distinguishes between the stakeholder's/s' objectives, and the operation of other stakeholders' interests as constraints on the achievement of those objectives.

Revise the selections, coding, interpretations and presentation as necessary.

## References

Boell S.K. & Cecez-Kecmanovic D. (2014) 'A Hermeneutic Approach for Conducting Literature Reviews and Literature Searches' Communications of the Association for Information Systems 34, 12, at [http://tutor.nmmu.ac.za/mgerber/Documents/ResMeth\\_Boell\\_2014\\_Literature%20Reviews.pdf](http://tutor.nmmu.ac.za/mgerber/Documents/ResMeth_Boell_2014_Literature%20Reviews.pdf)

Cecez-Kecmanovic D. (2001) 'Doing Critical IS Research: The Question of Methodology' Ch.VI in 'Qualitative Research in IS: Issues and Trends: Issues and Trends' (ed. Trauth E.M.), pp. 141-163, Idea Group Publishing, 2001, at <https://pdfs.semanticscholar.org/37b1/e4c060b93fca04d81f03b750e746ba42f2d.pdf>

Clarke R. (2015) 'Not Only Horses Wear Blinkers: The Missing Perspectives in IS Research' Opening Keynote, Proc. Australasian Conf. in Infor. Syst., Adelaide, December 2015, PrePrint at <http://www.rogerclarke.com/SOS/ACIS15.html>

Clarke R. (2016) 'An Empirical Assessment of Researcher Perspectives' Proc. Bled eConf., Slovenia, June 2016, PrePrint at <http://www.rogerclarke.com/SOS/BledP.html>

Wall J.D., Stahl B.C. & Salam A.F. (2015) 'Critical Discourse Analysis as a Review Methodology: An Empirical Example' Communications of the Association for Information Systems 37, 11 (2015)

## Coding Protocol

[Revised version of Clarke \(2016\), at http://www.rogerclarke.com/SOS/BledP.html#App2](http://www.rogerclarke.com/SOS/BledP.html#App2)

For each article:

0. Select from one of these forms of RESEARCH QUESTION or OBJECTIVE:

- E – Explicit
- I – Implied
- F – Inferred

1. Select one from these CATEGORIES:

- DI – Discipline-Internal, incl. research method, issues, teaching
- T – Theoretical, with at most a minor empirical component
- E – Significant Empirical component
- C – Constructive, incl. Design Research, Action Research
- X – Critical Theory Research

2. Select one of these DIMENSIONS:

- Ec – Economic
- Soc – Social
- Env – Environmental

3. Select one of these OBJECTS of STUDY:

- O – Organisation(s)
- H – Human(s)

4a. Select one of these in respect of the RESEARCHER PERSPECTIVES:

- E – Explicit
- I – Implied
- F – Inferred

4b. Select one of these RESEARCHER PERSPECTIVES:

- SS – System Sponsor as sole / dominant Perspective
- O – Other-than-System-Sponsor as sole / dominant Perspective
- M – Multiple perspectives

5. Assign code HSS if the article is both H (Human Unit of Study) and SS (System-Sponsor Perspective)

6. Capture the Research Question, or the Objective if C for Constructive

7. If Perspective is not dominantly SS, capture the Perspective(s) in text form