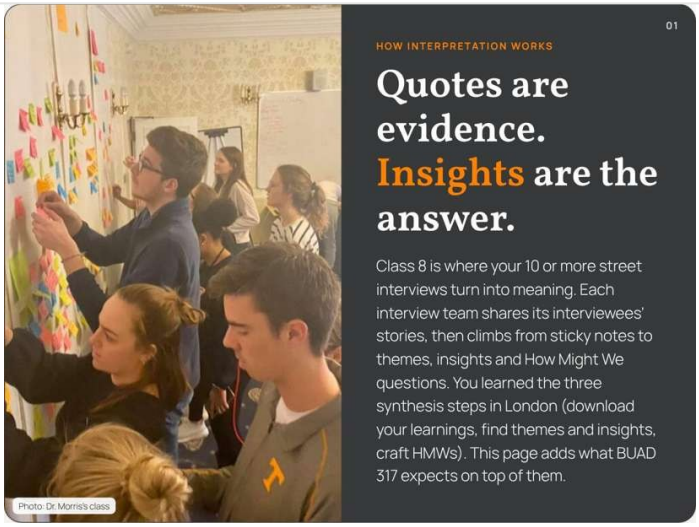
BUAD 317 · SLIDE NOTES

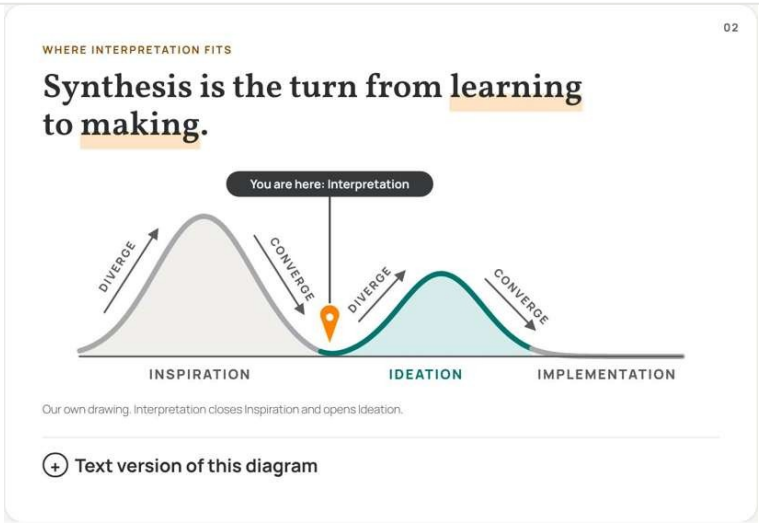
Interpretation: From Interviews to Insights and How Might We

Each slide is on the left. Type or write your notes on the right. https://julesmorrisphd.com/teaching/smith-gls/buad-317/analysis-synthesis/



Slide 1

My notes



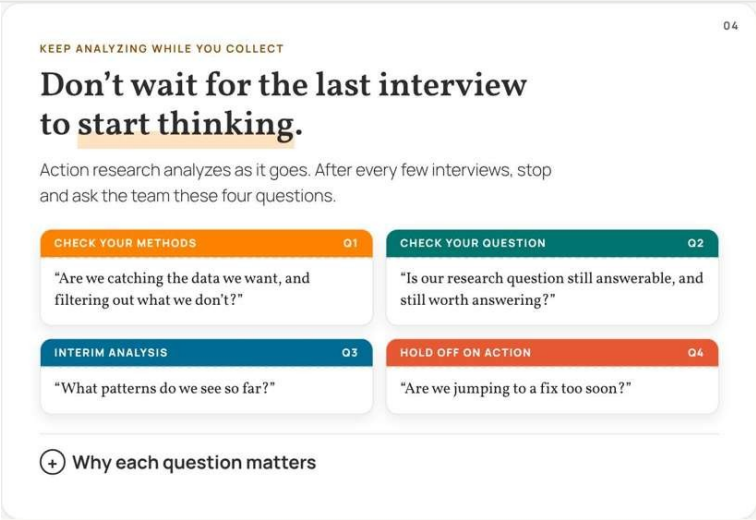
Slide 2

My notes



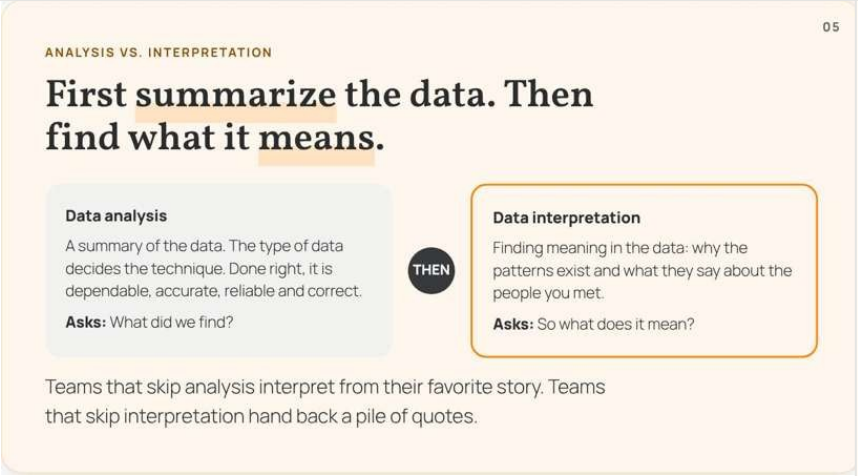
Slide 3

My notes



Slide 4

My notes



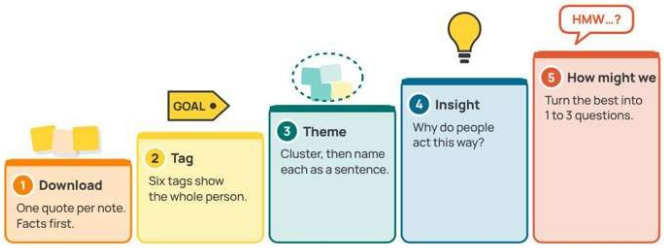
Slide 5

My notes

06

FROM INTERVIEWS TO HOW MIGHT WE IN FIVE MOVES

Climb from sticky notes to questions.



Our own drawing, based on the Class 8 synthesis steps.

⊕ Each move in detail, the share-out and finding themes

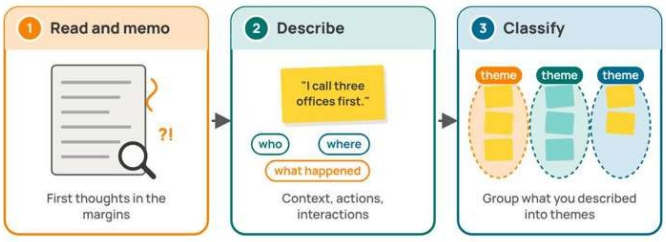
Slide 6

My notes

07

ORGANIZING QUALITATIVE DATA

Read, describe, then classify.



Our own drawing, based on the Class 8 Data Analysis and Interpretation slides.

⊕ Text version of this diagram

Slide 7

My notes

08

QUALITATIVE ANALYSIS TECHNIQUES

Six ways to find the pattern in your notes.

Identify themes
Work inductively: let the themes come up from the notes, not from your hunch.

Code and annotate
Label interview, survey and questionnaire responses to find patterns and meaning.

Review the organization
Vision and mission, goals, structure, operations, and its problems and concerns.

Map the concepts
Draw how the ideas connect around one central problem.

Trace causes and effects
Analyze antecedents and consequences to spot "potential" causal links.

Display findings
Matrixes, charts, concept maps, graphs, figures, audio and video.

Then state what's missing. Say plainly what your data cannot show, so you don't make claims it cannot support.

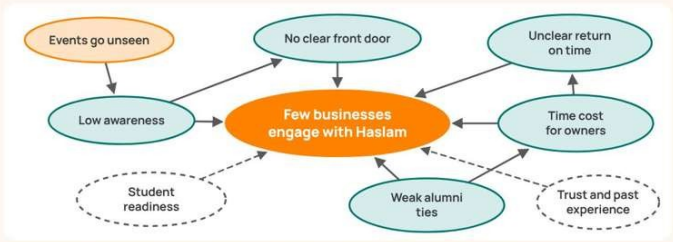
Slide 8

My notes

09

A CONCEPT MAP, DRAWN

Put the problem in the middle. Draw the links.



Our own drawing, based on the Class 8 concept map. Illustrative example; dashed arrows are hunches.

⊕ Text version of this diagram

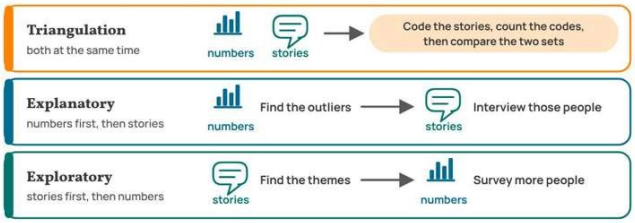
Slide 9

My notes

10

ANALYSIS IN MIXED-METHODS DESIGNS

The order you collect in decides how you analyze.



Our own drawing, based on the Class 8 Data Analysis and Interpretation slides.

⊕ Text version of this diagram

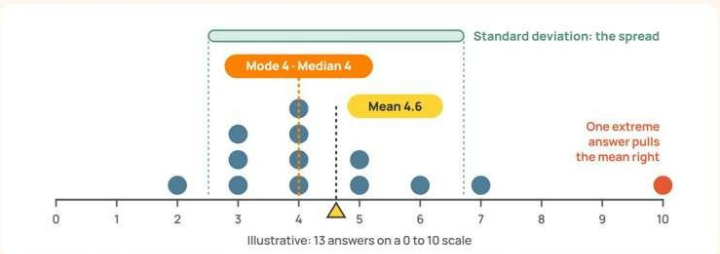
Slide 10

My notes

11

ANALYZING NUMBERS: DESCRIPTIVE STATISTICS

Count what counts. Don't over-read it.



Our own drawing with illustrative numbers, based on the Class 8 Data Analysis and Interpretation slides.

⊕ Text version, and why the median often beats the mean

Slide 11

My notes

12

CHOOSING ANALYSIS SOFTWARE

A tool speeds up labeling. It doesn't do the thinking.



Photo by @gorillaroi on Unsplash

ASK BEFORE YOU PICK A TOOL

- **How much data?** Large amounts favor software. A few boards may not need it.
- **Are we trained?** A tool you can't use well slows you down.
- **Do we need exact quotes?** Software helps you pull quotes from a large set.
- **Can we pay for it?** Check what the university already licenses.

⊕ Tools you may meet

Slide 12

My notes

13

FROM LEARNINGS TO IDEAS

Fewer notes. Bigger thinking.



Our own drawing, with an example from the course design challenge.

⊕ Text version of this diagram

Slide 13

My notes

14

FIVE WORDS, FIVE JOBS

Each note on the wall has a different job.



Definitions paraphrased from IDEO.org's Field Guide to Human-Centered Design, with its school example.

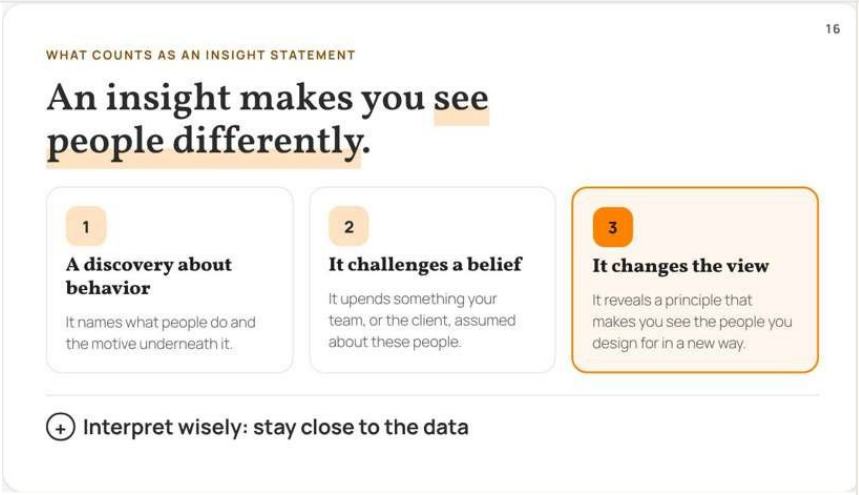
Slide 14

My notes



Slide 15

My notes



Slide 16

My notes



Slide 17

My notes

18

WORKED EXAMPLE: FROM THEME TO HMW

One theme. Three insights. One question each.

THEME	INSIGHT	HOW MIGHT WE
Women's needs	Women want a private space to enter and exit the toilet.	HMW create a private zone for women before they fully exit?
Cleanliness	Without proper maintenance, toilets get dirty very quickly.	HMW design toilets to be easily serviced and maintained?
Reliability	People who live and work nearby steer users toward or away from a toilet.	HMW create an experience that drives the community to encourage more use?

Our own drawing. Example adapted from IDEO.org's Field Guide to Human-Centered Design.

⊕ The challenge, and all nine insights under the three themes

Slide 18

My notes

19

QUALITATIVE INTERPRETATION TECHNIQUES

Five ways to find meaning, and one reason to stop.

Extend the analysis
Raise new questions. Note the implications that might follow, without claiming them yet.

Connect to experience
Compare the findings with stories from your own life and work.

Ask "critical" friends
Find people who will push back, and take time to build those relationships.

Check the literature
Place your findings next to what others have found.

Turn to theory
Link findings to broader issues and look for the bigger principle and its rationale.

Know when to say "when"
If you aren't comfortable offering an interpretation, don't.

Slide 19

My notes

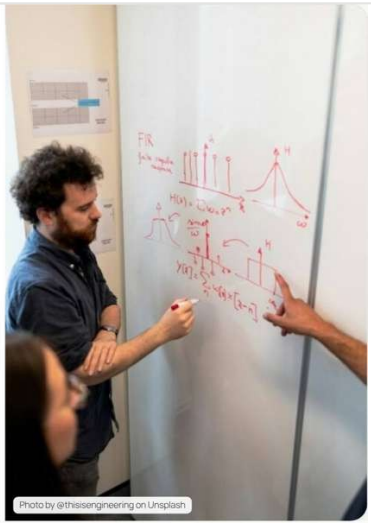
SHARE INTERPRETATIONS WISELY

Let the findings speak for themselves.

Stay close to the data
Tie every interpretation to the notes and analysis behind it.

Don't be evangelical
Present what you found, not a cause you are recruiting people to.

Don't sell it
A pitch invites pushback. Clear evidence invites trust.



Slide 20

My notes

21

NEEDS ARE VERBS, NOT NOUNS

"A reminder app" is a solution. Write the need instead.

The Part A Interpret rubric checks this directly. "A reminder app" is a noun and a solution. "To change a visit without feeling judged" is a verb and leaves room for many answers.

Slide 21

My notes



Photo by @guzimak on Unsplash

22

TRY IT: "THIS PERSON NEEDS…"

Finish the sentence. Did you write a noun or a verb?

Nouns tend to be solutions
A ladder? A Kindle? Better shoes? Each one closes the door on other answers.

Verbs open up innovation
To reach. To learn. To know. Each one leaves room for many ideas.

⊕ Push for the deeper "why"

Slide 22

My notes

23

THE HMW FAUCET TEST

A good HMW makes ideas pour out.

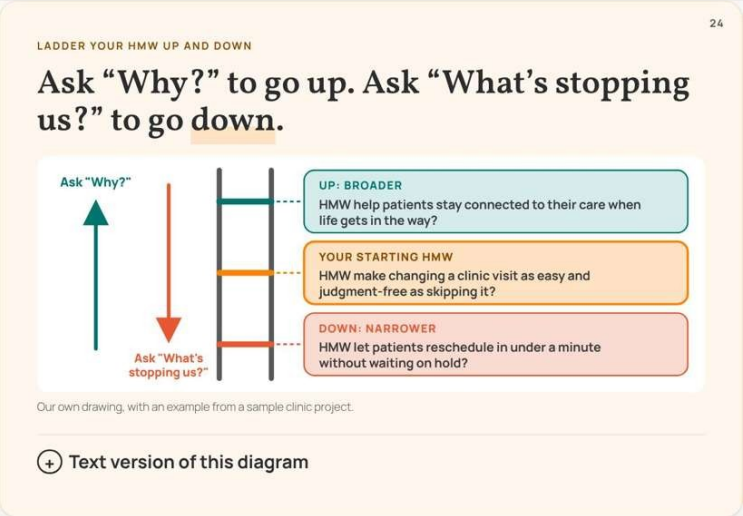


Our own drawing, based on the Class 8 slides on crafting How Might We questions.

⊕ Text version, and the "stay positive" rule

Slide 23

My notes



Slide 24

My notes



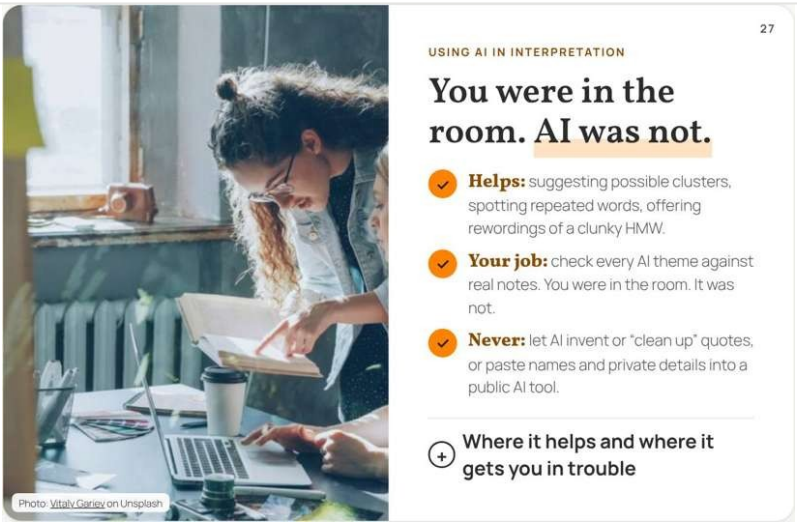
Slide 25

My notes



Slide 26

My notes



Slide 27

My notes



Slide 28

My notes