

Qualitative Data Visualization

Creating clean, informative representation for qualitative data can be challenging. Below are examples of ways to represent this data, once common themes through responses have been identified.

Note that often multiple forms of data representation are needed to capture the narrative and context of responses. We encourage combining multiple approaches to best suit the question, project goal, and audience. For additional questions or guidance reach out to assessment.poorvu@yale.edu.

Anchoring Icons

Example #1:

Question: What are you hoping to gain from your experience in this fellowship?

Data Representation:



Serve as an Ambassador

Students want to strengthen connections between the university and their departments or communities.



Gain an Internal Perspective

Students are enthusiastic to learn more about how “educational institutions make progress” and receive feedback.



Strengthen the University

Students value this opportunity to have access to change and to provide meaningful feedback.

Uses: *This representation may be useful when wanting to provide a quick overview of 2-4 themes and more detailed reporting is not needed.*

Example #2:

Question: What are the most beneficial components of the program?

Data Representation:

Students described the following program elements beneficial:



Mentorship (n=23 students). Students valued their time with their mentors. They appreciated support and guidance on professional development, career paths, and transferrable skills.



Community (n=16 students). Students enjoyed connecting with other students with similar academic interests.

Uses & things to note: *This representation may be useful when several themes (4-8 themes; for brevity we have only included 2 here) are present in the data and additional description is needed to provide context for each theme. This can be combined with including quotes in descriptions.*

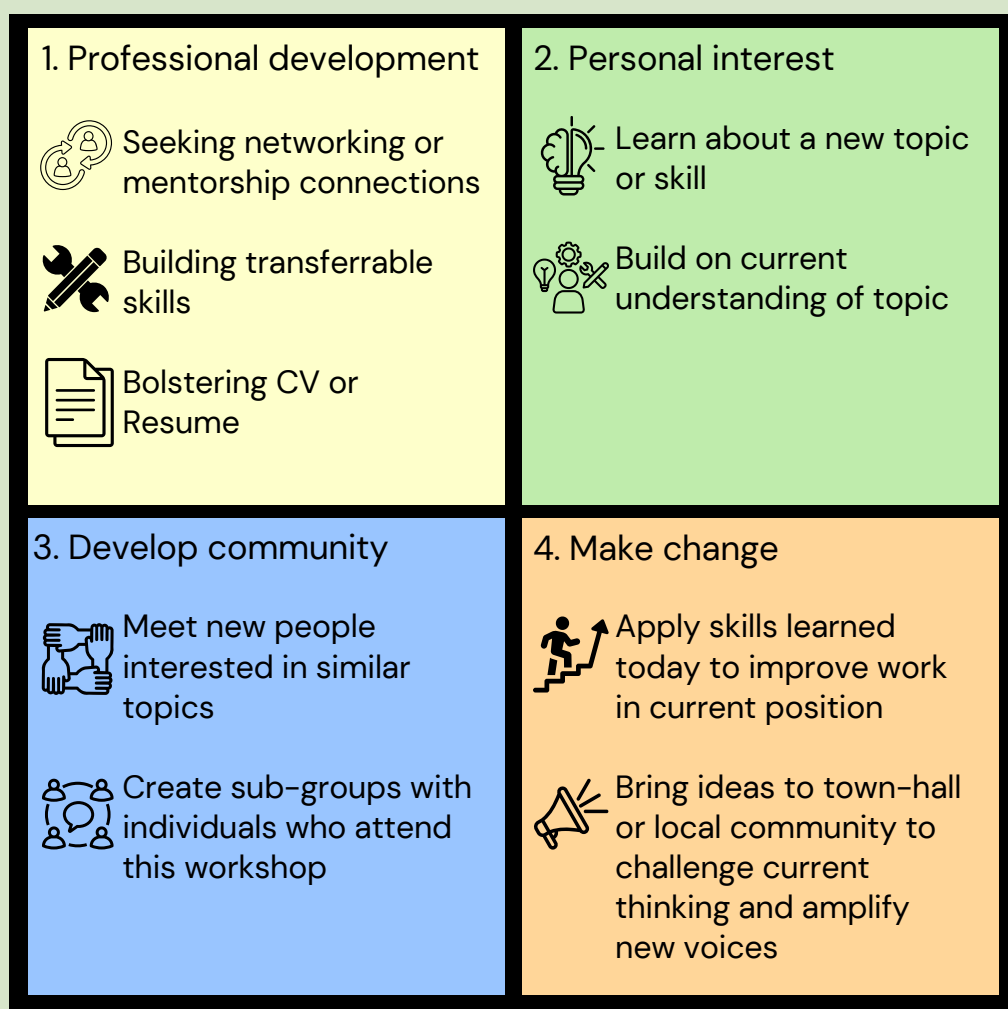
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Anchoring Icons (cont.)

Example #3:

Question: What motivated you to attend this workshop?

Data Representation:



Uses & things to note: This representation may be useful when wanting to highlight the top 4 most frequently discussed themes that are present in the data, each with sub-themes that provide additional context.

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Salient Summary

Example #1:

Question: What are your expectations for this workshop based on the description?

Data Representation:

Participants used the following phrases when discussing expectations	"academic support"	"fun"	"inclusive teaching practices"	"inclusive environment"
	"transparency"	"diverse needs of students"	"learning resources"	
	"current trends in learning"		"collaboration"	"accessibility"

Participant Quote: *"I am excited to learn more about how to how to create a welcoming classroom environment from both experts in the field as well as from my peers. One of my goals is to build resources that I can reference while teaching."*

Interweaving Quotes

Example #2:

Excerpt¹ integrating teacher feedback on a badging system in their instruction.

Data representation:

Another teacher spoke about how their partner teacher usually responds to students' work before they get a chance to.

"...like I said. usually, [they] gets to it before I have an—honestly. before I have an opportunity to really say anything, and the kid's already changed something according to what [they] stated. If there was that time for us to sit down together, and that planned time for us to sit down and look at those kids, I think that that would happen, that conversation of us. Wow, can you really see—and then it'd even more celebrated, I think, what the kids are doing, if we had that opportunity built in."

The teacher makes two relevant points in this quote. First. they and their partner teacher do not have to be in the same place or even work together to give feedback. Second, the teacher notes that partner badge time is not built into his schedule. Unlike the monthly faculty badge meeting, teachers were individually responsible for finding time to fulfill their [program] responsibilities. One teacher stated, "I hate to say it, but honestly, if there's not time scheduled for it, something else is gonna take the place Of it." Another mentioned. "It's just something else that we're trying to fit into our ridiculously over-scheduled day."

Uses: This representation may be useful when writing a manuscript or reporting on a question where participants provided lengthy quotes. Giving space for large excerpts of quotes can provide additional context to results.

¹Wardrip, P.S., Abramovich, S., Kim, Y.J., Bathgate, M. (2016) Taking badges to school: A school-based badge system and its impact on participating teachers, Computers & Education, Volume 95, p 239–253.

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Structured Tables

Example #1:

Question: What are some challenges you anticipate encountering during this program?

Data Representation:

Anticipated Challenge	N (# of responses)	Example quote(s)
Time management and scheduling	15	"Balancing my extracurricular and athletic activities with the requirements of the program." "I find it difficult to find the appropriate amount of time to allot to tasks, which leads to completing assignments last-minute."
Social support and making friends	14	"I am concerned about spending time away from my family as they are my main support system." "I know I will be able to make friends, but it will be challenging at first because I am introverted." "I am worried about creating long-lasting friendships."
Asking for help	8	"I struggle with seeking out help when I need it and tend to want to figure everything out by myself."

Example #2:

Question: How do you currently use the tools and resources provided by this office?

Data Representation:

Application	N (# of responses)	Description	Example quote
Make revisions to courses	114 (55%)	Instructors use the resources and workshops offered to make changes to their course content or teaching strategies, specifically mentioning weaving the ideas into existing modules to push the boundaries of student thinking.	"After reading provided guides, I encouraged students to think about stories behind seminal experiments and discoveries."
Reflect on teaching	90 (43%)	Instructors note using resources to think more deeply about how they are teaching their subject, for example, their content, lecture-structure, and delivery of material.	"As suggested by one of the guides provided, I convene a group of instructors to discuss how we can think differently about teaching our material."

Uses: This representation may be useful when themes are nuanced and need additional explanation to provide the full context.

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Contrasting Highlights

Example #1:

Question: Please share some of the highlights of today's workshop? What do you wish we did more of? Were there things you would change?

Data Representation:

Usefulness

1. Attendees felt heard and validated
2. Learned about existing resources and initiatives
3. Clear next-steps

"As one of the presenters today, I was able to share my perspective as a leader in the field to administrators, an opportunity not always available."

Suggested Improvements

1. Incentives for individuals to attend
2. Greater consideration for including a more diverse group of attendees and presenters

Categories with Quotes

Example #1:

Question: What topics, experiences, or supports would you like to see offered in the future?

Data Representation:

1. Additional and Consolidated Resources

"I would love one list of all the suggested books."

"A one-page handout on the mission and goal of this work would help provide context."

2. In-Person Meetings

"I would like to continue to have opportunities to meet in person with other individuals who have gone through these trainings."

"I want to check-in with others to update on new challenges and opportunities."

3. Standardizing Baseline Knowledge

"This work is important and should be a part of onboarding."

"If everyone was trained, we would have less conflict surrounding these topics."

4. Cast a Wider Net

"It would be helpful to hear about experiences at other institutions."

"If more people are brought into the conversation, we can learn about successful strategies, and create more robust supports."