

# SWDTP Webinar Visual mapping for data analysis-20260331\_120106UTC-Meeting Recording

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1h 0m 25s

 **Jonathan Chow** 0:06

Very good afternoon, everybody. Welcome to what is the 8th session in our webinar series. Hard to believe we're already on our 8th. But based on just that little quick friendly warm-up chat that I had with our presenters today, I say today we're going to have hopefully quite a lively with us today to help chair some of these discussions that we'll be having. So if you've been to one of these sessions before, you know the drill, 20 minute presentation, followed by 5 minutes or so of Q&A, and then moving on to the next speaker. And then if we've got

 **Angeline Mbogo Barrett** 0:42  
Hello!

 **Jonathan Chow** 1:01

time towards the end, then we'll go into a more general Q&A. So the chat feature is turned off for this meeting, but we do have the Q&A feature where we encourage you to drop questions throughout the session. If you do want to raise your virtual hand and ask questions that way through your mic, yeah, like I said, please do just raise that virtual hand and I will unmute you. This session is recorded. There is also an automatically generated caption feature if you would like to use that. But without further ado, I think I will hand over to our first speaker, who is Professor Peter Turnbull, Professor of Management at the University of Bristol. Over to you, Pete.

 **Peter Turnbull** 1:59

Thanks very much. I'm just going to share my screen. Has that gone? Yeah, OK. Is that OK? Everybody can see that. OK, so yeah, I'm Professor Peter Turnbull. I'm in the Business School at Bristol. My background is economics, but I mainly do work around on the labour market and work employment organisations. So I'm going to talk about work that I do.

that I've been doing in particular with one of my former Phd students, Huw Thomas, who's now associate professor at University College Dublin. Huw, along with all my other students, is put to the task of drawing his Phd. So when I get to the stage where my Phd students are writing up,

I found a seminar room with lots of whiteboards and asked the students to draw their Phd, which can be quite a challenge. And students do it in lots of different ways. They start in different places. Some start with the research questions, some start with their data. But it's the idea of kind of trying to map out visually what the Phd looks at and how you get from

the research question to collecting data, to analysing the data and writing up. So when we think about maps and mapping, we tend to think about a geographical map, a two-dimensional map, which shows the kind of relative place of, for example, different countries. So

you know, you draw a map and you can see that the UK is closer to Europe than it is to America. But maps are also very useful visualisation tools in different ways. And we also think about maps as a kind of a route map, a direction. These days, everybody just goes on their phone and, you know,

Google or AI does it for you. But in the old days, we used to open up a map book to work out what route we were going to take from A to B and in most publications, you know, at the end of an introduction, authors will give you a route map, they'll tell you, you know, what's coming next, how they will get through, you know, through their paper to get to the kind of, to get to the answer. So this is one of the kind of visual representations that we find a lot in business management, looking at organisations, where people draw out the organisational structure. We call these organograms.

When I joined Bristol in 2015, I joined the School of Economics, Finance and Management. That quickly became three separate schools, School of Economics, School of Accounting and Finance, and a School of Management. The School of Accounting and Finance was then put together with the School of Management to create a business school.

So you might say, why do we go from one school to three schools to two schools? And the answer to that is that if they created a business school immediately, a lot of our colleagues in finance would have stayed in economics and the university didn't want that. So by drawing out kind of organisational maps over time, it gives us some of the indications of the kind of process and the politics of things.

So this is the organisational structure of the International Labour Organization, which is one of the specialist agencies of the United Nations, actually predates the United Nations. The ILO is the only tripartite organisation within the United Nations. So it has representation from governments, employers and workers. So all the big international meetings of the ILO, from any particular country, the government will send two representatives, the employers will send one representative, and workers will send one representative. The Directorate General of the International Labour Organisation historically has been somebody who's been in public service, maybe a diplomat, an ambassador, somebody who's high up in the legal profession. Guy Ryder was the first Directorate General of the ILO from a trade union background. So Guy Ryder was formerly the General Secretary of the International Trade Union Confederation.

So on the left hand side is the organisational structure that Guy Ryder inherited. On the right hand side is how he restructured the organization. So if you look at the first diagram under social dialogue, you'll see those two groups, the employers activities and the workers activities, which on the right hand diagram, you'll see a kind of elevated to a direct line of reporting to the Directorate General. You'll also see under sector, under social dialogue on the left hand diagram, sectoral activities. Most trade unions are organised on a sectoral or industrial lines. So Guy Ryder wanted to separate those out as to become a separate department and give them a more kind of direct line to him as the Director General. So by looking at organisational charts, you get some idea of the kind of politics and the kind of the way in which an organisation works. This is a more traditional map. It's a map of Scotland. And in Scotland, All the air traffic control in the Highlands and Islands is performed by the Highlands and Islands Airports Limited. It's an organisation owned by the Scottish Government, but run on a kind of commercial basis. The company proposed closing the towers, the airport towers, a lot of these smaller airports, and going from a control tower where a person stands in a tower and looks out of a window, a 3D world giving instructions to pilots, to an area, a control centre, a remote control centre where you're actually looking at a big computer screen. I mean, these screens can be two metres high, four or five metres wide. There are cameras in all these different airports, sound sensors, etc. And so you move all these air traffic controllers to one control sensor.

And because they're not very busy, they can, you know, you can spread the labour around if you like.

This proposal from Highall did not go down well with the community. It didn't go down well with the trade union prospect that represents air traffic controllers, nor did it go down well with members of the Scottish Parliament. So what you see on the right hand side are these four main actors, the community, the union, the company and the government.

And then we look at how these things changed over time and look at different phases to the point where the Scottish Parliament eventually voted this out and the Hyle decided not to proceed with the programme and the chief executive lost his job. So this is the

The difference between what we call variance analysis, where we know that, so we know that X is correlated with Y when we conduct a regression analysis, for example. So I might run an equation with lots of different variables in, and I know whether those variables are statistically significant. I know whether the relationship is positive or negative, and I know the sign of the coefficient.

how much work each variable is doing. Correlation is not causality.

Process theory is we know how we got from A to B. So we could imagine a scenario where a company has an initial strategy, let's call it a quality, you know, maximising quality, high quality strategy. Over time, they focus more on cost minimization.

So how do they go from strategy one to strategy two? What are the different events, the activities, the strategic decisions that are made as part of that process? This is based on, process analysis is based on the work of Anne Langley and colleagues, and I would strongly recommend looking at some of these, some of her publications. So visual mapping sits

in the kind of middle of these different sense making strategies that we use. So sometimes we, you know, we have a narrative that we, you know, we write everything down about what happened, why it happened, who said what to who, where, when, why, etc. That is a very accurate account of what happened, but it's not a very simplistic account.

There's lots of detail and it's difficult then to generalise from that particular case to other cases. Quantification is at the other extreme. Less accurate, but very simple, or much, much simpler, and we can generalise. So for example, we might have a hypothesis that says firms that have a high quality strategy over time because of competition or other factors,

might gravitate towards a low cost strategy and people could then test that out in other scenarios. Visual mapping sits in the middle of these sense making strategies where we often kind of bracket the data into different periods and we then might use different frameworks, different theories, different models to try and explain what's going on at different points in time.

these alternative templates that we might apply. So I'm going to show you how we do this in practise through research. This is work that I said I did with one of my Phd students, Huw Thomas. Huw, when we got the money for his ESRC through the Economic and Social Research Council for his Phd,

We actually built into that a six month internship at the International Labour Organisation in Geneva. He was then offered a job there for a year, so he took suspension of studies. They then offered him another year and he then changed the kind of focus, the sectoral focus of his research.

So what we have here is the idea of different strategic action fields. So there are different...

different action fields in terms of how we regulate the international economy. What the International Labour Organisation does, the big circle in the middle, is it sets international labour standards. So we have labour standards on child labour or preventing child labour, forced labour, health and safety,

The last convention adopted by the International Labour Organization, Convention 190, was on prevention of sexual harassment and violence in the workplace. The way things traditionally worked was that the employers and the workers would, you know, discuss an issue on health and safety, for example, and then whatever they agreed, the government would just basically ratify that.

So what we have in this middle circle is the International Labour Office, the kind of civil service, all the people who work for the ILO, working with the employers, the workers and the government. But the main kind of interaction is between the employers and the workers historically. We then have all these international socioeconomic institutions,

international financial institutions, World Bank, International Monetary Fund, World Trade Organization, European Union, North American Free Trade Agreement, and then other United Nations agencies. So you can think about how the ILO would work with the World Health Organisation during the COVID pandemic to protect people's jobs or maybe subsidised jobs, etc.

On the right hand side, we have private labour governance. So we have human rights

organisations, civil society organisations, and big multinational corporations that will have a code of conduct, for example, where they will, you know, have nice warm words about protecting the environment, not employing children, all those kind of things.

Thanks.

So what we did in this particular study, we drew on Michael Borowai's theory of ethnographic revisits, the way in which we go back to organisations over time, and we look at, you know, how the organisation might have changed. So we did this by looking at three different director generals of the ILO.

The first work I did with the International Labour Organisation was back in 1999, just as Michael Hansen, he was a Belgian lawyer, was finishing his term of office. At the time, there were negotiations for China to be admitted to the World Trade Organization. There was lots of concern, in particular from civil society organizations, about the impact that that would have on jobs.

China is a very big economy, you know, wages are much lower and employment standards are lower, so people were feared that jobs might be lost. Michael Hansen tried to bring these civil society organisations into the International Labour Organisation in order to try to get a social clause adopted by the World Trade Organisation so that, you know, if you become a member of the World Trade Organization, there are kind of social obligations that go with that and didn't work. One summer vote basically reframed international labour standards as decent work.

And the thing about decent work is that everybody can agree that workers should have a decent job. What does that mean? And so workers, employers and governments would have a different interpretation of what constitutes a decent job. So here we've seen that, you know, we're drawing the circles kind of, they're all kind of interacting with the office, but they're all kind of separate. They've all got their own interpretation.

And the main focus of the office was trying to get the World Bank, International Monetary Fund, other international agencies to kind of adopt this idea of decent work, which in a sense was quite successful in terms of, you know, the term decent work did find its way into all these documents, but it was interpreted in very different ways by

by different organisations. During this time, I was kind of going back and forth doing different projects with the International Labour Organisation. I spent three months

there as a visiting academic fellow. So we call this the punctuated revisit, where you, you know, you work on a project, then you do something else, then you kind of go back again. So it's this kind of idea of a back and forth. So the ethnographic revisit is in a kind of punctuated pattern. Guy Ryder, as I said, was the first trade union, or the first Directorate General with a trade union background. Guy Ryder's approach was that this is the international labour organisation. So Guy Ryder's approach was to work very closely with the workers group and try and bring enough governments on board to try to get a new standard for global supply chains. So if you take a company like Nike, for example, all their clothes might be designed in America, but they'll be manufactured in Vietnam, Cambodia, Bangladesh, all these kind of places. So their target was transnational corporations who now dominate the world economy.

You know, your Apple iPhone, for example, might be designed in California, but it's basically made in China or elsewhere by companies like Foxconn. So they wanted a convention that would place more responsibility on the big Western firms that were subcontracting in these other countries. And there was a particular political opportunity presented by a factory collapse in Bangladesh.

that killed over 1000 workers and it was found that the factory was producing for a lot of these kind of Western brands. So basically Guy Ryder was trying to work very much more closely with the workers and try and persuade enough governments to vote in favour of a new international labour standard for global supply chains.

So what that then allows us to do is to look at these different general secretaries and to look at, you know, what their kind of main objectives were. So if I just take the 2nd from bottom row, the framing strategy, so we think about framing as a way of, we all have our own frame of reference. That's how I see the world. When I talk about framing, that's how I want you to see the world.

So people will frame things in a particular way to persuade others. What Michael Hanson was trying to do was build bridges with these civil society organisations. What Juan Somerville was trying to do was adopt a more kind of pluralist, decent work agenda that everybody could buy into, nice warm words, but then it becomes more difficult to

to kind of put that into actual action. What Guy Ryder was about was more about internal reframing, this reorganisation of the ILO and trying to reframe what the ILO does in terms of an international labour organisation.

So if we look at something like the attempt to have a global labour supply convention, sorry, not global labour supply, a global supply chain convention, we can you can map out the process that this goes through. So somebody identifies a problem.

Western companies are subcontracting in Asian economies, developing countries, and working conditions in those countries are substandard. There might be child labour, forced labour, discrimination, all kinds of health and safety violations. So the governing body will then try to put that on the agenda of the International Labour Conference.

Reports will be prepared, the International Labour Conference might agree to further research and the development of a convention, which they will, you know, which the Office will try to negotiate with the different groups, and then you try and vote on that. So the way in which we can think about this, this kind of this decision making process,

is through, there's a political theorist called Stephen Lukes who talks about the three faces of power. So where you're trying to get to at the International Labour Conference, where you've got the governments, the workers and the employers, is you're trying to get a vote on a convention, which if passed, then countries would ratify that and enforce it through their own law.

To do that, you've got to get that on the agenda.

To get it onto the agenda, you might have to change the way we talk about these things. So for example, during these discussions, the employers refused to talk about global supply chains because the word chains indicates some kind of connexion between things. And so the employers were saying, no, no, these things are more like a bowl of spaghetti.

We just had a vote in the Scottish Parliament on assisted dying, not assisted suicide, assisted dying. So we have to change the language so that people will talk about it, get it onto the agenda and then get to a stage where we have a vote. That particular vote went against the proposals on assisted dying.

in the Scottish Parliament. It's likely that similar legislation in the UK Parliament will follow a different kind of, will arrive at a different outcome.

So by mapping these things out, we can look at how these things change over time and look at different periods of time. We can bracket these things. Then we can think about what is it that, you know, what explains how something gets onto the agenda, a new general secretary,

the Rana Plaza disaster, the reorganisation of the organisation. So we can look at these things over time, look at the activities of those different groups and see how we get to a particular outcome.

Spoiler alert, in this particular case, the employers beat back the attempt by the ILO to pass the Global Labour Supply Convention. So we still don't have a convention like that. So what mapping does, by drawing these things out, drawing out the processes, it helps us to think about how we might look at how things change over time.

And it might make us think about how we have to explain things, how things work differently in different time periods, maybe with different director generals or different opportunities that come along that people can take advantage of. So mapping, I think mapping is a really interesting way of

you know, just writing things down, drawing things on boards, doesn't always have to be like a map, it can be flow charts, things like that, that really give you an insight into what might be going on in an organisation and how and why things have changed over time.

I'll stop sharing.

 **Jonathan Chow** 22:09

All right, that's lovely. Thank you so much, Pete. Drawing from quite, it seems, a long career of quite different research projects. I don't see any questions yet, so I will invite you to either drop questions in the Q&A section, or if you'd like to ask a question through your microphone, just

 **Peter Turnbull** 22:10

The.

 **Jonathan Chow** 22:32

raise your virtual hand. I suppose I could start us off with a question that I had and, you know, obviously, this is not an area of expertise of mine whatsoever, but it felt like that as I was kind of perhaps in the context of this webinar as well, I am very quickly trying to learn kind of how the synthesis of your analysis through those maps that you created. And I was wondering, beyond kind of just using these maps as ways to synthesise the analysis,

Did you find that as you were creating these maps, that perhaps that was actively also informing some of your prior understanding as well?



**Peter Turnbull** 23:25

Yeah, I mean, to think about, it's a way of trying to simplify a lot of complex data. So when you try and draw it out, and it really forces you to think about what might have been, for example, key events or decisions. What I would say is there are a lot of things that we've drawn that never make it into publications. So we just published a piece on the role of

international trade union officials. And we tried to kind of draw out the relationship between these different roles in a kind of a diagram. And it just didn't work in a sense it kind of complicated things rather than simplified things. So a lot of the time, it's just part of that kind of

You know, how do we analyse data? And you know, you don't think of data analysis is where somebody says, well, draw it.

you know, and it can be quite a challenge and an interesting thing to do to try and draw out, you know, what might happen over time or the process that you need to go through to reach a decision. So we use it both as a way of kind of content, as you say, synthesising information and often saving a lot of words.

in a, but also giving people a sense of where things are. So for example, if you publish something on the Highlands and Islands in Scotland, and you talk about a place called Barrett, it's very unlikely that your readers know where that is. Barrett is actually the only airport

commercial airport where planes land on a beach. Bizarre. So, you know, the same kind of thing of sometimes you do, you do need a map, a physical map or some way of representing these things to show how they, how they relate to each other. And in that way, it, that visual kind of representation, people retain visual information.

Much better than they do the written word.



**Jonathan Chow** 25:16

Mm.



**Peter Turnbull** 25:16

And that's one of the big pluses of this. It actually helps the reader as well to navigate your argument as well.



**Jonathan Chow** 25:23

Right. Fascinating. Thank you. We do now have a question come in in the chat who says, really helpful to see a range of visual mapping. Are there particular formats you might recommend for smaller samples, such as in qualitative research?



**Peter Turnbull** 25:42

Yeah, well, I mean, the...

Quite often these things start out, you know, the, for example, our study of the Highlands and Islands Airports Limited. I mean, this was part of a project on that we started just before COVID looking at remote towers. And a lot of those were quite kind of experimental because, you know, there's a lot of concerns about how, you know, how an air traffic controller can switch from one situation to another.

And Highlands and Islands was one of the few that had a concrete kind of proposal. So it was quite an unusual case because it was, you know, it was owned by the Scottish Government, basically. So we had a really kind of quite a small, self-contained case study.

really, that allowed us to really dig into the interests of members of the Scottish Parliament who we interviewed and air traffic controllers. And a lot of these people, the interesting thing that was in that particular study, it was retired air traffic controllers who took on the task because

The air traffic controllers don't really want to get into conflict with management. It's not the kind of job where you want people to be in conflict with the boss. So it's a really interesting kind of process of these, you know, these different groups involved. And then, you know, how do we categorise those as kind of part of the union or the community?

And so you have to think about those relationships between different groups of people and kind of trying to draw these things out of, you know, who's involved and who said what to. Sometimes it looks like a big mess. It's just lots of kind of bubbles and arrows going before you can kind of condense things down. And that's when you have small case studies, it usually means that you've

You've got a really...

a kind of a really dense narrative.

and it's how you kind of try to simplify that data. Because we can, you know, with a small case or an individual case, you can really get into all the kind of transcripts and the narrative and interview data, etc. And you can sometimes get lost in that. It's how you, you know, you can go out and then go back in again to try to analyse the data.

**JC Jonathan Chow** 27:51

Yeah. Cool. The 2 questions here that I think I will attempt to combine because I think they are relevant. What stage of research do you start trying to visualise your findings? Do you start with pen and paper or use particular software? And again, yeah, if it is software, any good tools you might recommend.

 **Peter Turnbull** 28:12

Um...

We usually begin with on whiteboards. I, as I said before, whenever my students have kind of collected all their data, that's usually the first stage when I with my Phd students. I say, right, let's go and draw all this out. Because that's the, it's usually, you know, in a Phd when you've got a really rich data set.

quite often. It's that is how you kind of make sense of that. So, that's the kind of first stage of that, where we where we're just looking at the data, for example, and trying to maybe separate it out to different chapters or whatever it might be within the Phd. And then there's always the thing of once that's done and the chapters are starting to come in, is then

let's look at the whole thing and see how everything kind of hangs together. I'm a pen and paper person. My, most of these diagrams have been drawn by my Phd student, so I couldn't say, well, he's not a Phd student, he's a professor at the University of College Dublin, but he would always be the one who would you know, who would then get on the software. I'm not sure whether he uses any particular software for this. I actually think doing it on a whiteboard is quite often the easiest thing to do because when you're both there, you can label things and then just wipe it off and then give it a different label or whatever. So that's the way we usually do these things.

**JC Jonathan Chow** 29:36

Perfect. Thank you, Pete. Well, I've also seen the slides for the next speaker, where I'm aware there is also a lot of craft involved in that kind of mapping. So may I then introduce our next speaker, Zifi Tung, who is a Phd researcher in education at the University of Bath.

**ZT** **Zifi Tung** 29:56

Hello, I'm gonna share my screen.  
Can you see?

**JC** **Jonathan Chow** 30:04

Yeah, perfect. Thank you.

**ZT** **Zifi Tung** 30:05

Okay, then I'm just gonna timer so I don't go over.

OK, so hi everyone, my name is.

Ziffy, and I will be sharing with you part of my Phd research. So today it will be a little bit different from Peter's where I'm actually using maps, like actual maps. So I'm analysing visual maps, what teenagers do during break and lunchtime.

Is.

So a little bit of background. So my research is looking at break and lunch times in schools. From my literature review, I have discovered that break and lunch times have been getting progressively shorter. There has been a lot of news articles about how kids are not eating, they're not relaxing, and and not being outside because of missed break times and shortened break times. And there are a lot of literature out there that talks about how bad that is, as you may all know. So previous research looking at break and lunch times used survey data.

but survey data with staff and students, but there are no current studies that engage directly with students through observation and dialogue in schools. And most importantly, there are no policies and legislation on mandatory breaks for students and how long breaks should be. This is in the UK.

So why teenagers? Teenagers are often misunderstood. Their voices are not heard.

And through looking at the literature, there isn't much on teenagers themselves is usually asking adults and or primary schools. So my study aimed to understand what teenagers do in schools during break times, explore the places and spaces they go, and

how policies and school structures affect their choices. So my research questions are basically my aims. They are quite broad because the study was an exploring, like exploratory study because there wasn't much out there. So I just kind of went in kind

of blind and just see

what I could find. So my method is map making and observations. So the first phase, this happened before, was the very first thing I did. So map making, I asked the school for a map of the school from a bird's eye view. You'll see it in a minute.

And I blew it up. I printed out A1 size, so it was massive, and brought it to the school with the map making activity. I brought markers, coloured post-it notes and stickers. And the point of the activity was to understand where and what teenagers do during break.

At launch, it was participatory and creative, and it allowed me to...

After I'd done the map making, I had the data. It led me to where I would do my observations. So I ended up doing two different types of observations, non-participant, where I was sitting like in the middle of the other side or like in different areas of where they said they were going. So they said they were at the Astroturf, I would be there and then I would sit like outside of the Astroturf and just making notes of whatever I saw. And then I got really lucky to become part of three groups of girls friend group. So I became part of their group and I have conversations of things they've told me and what they do during break and lunch. So the map making process was a session of 30 minutes and I was lucky enough to have a one hour session with your 8th class. So the map making process was split into three

task. The first task was they were given a orange post-it note to I would tell them that what are you doing at break? What are you doing during break time? Write it on the post-it note and then stick it where you are. The same with lunchtime. The second task was place a sticker of where your favourite and these.

favourite places are. So they were given a happy face and a sad face sticker corresponding to favourite and least favourite place. And then the post-it notes would, they would write the reasons on it. And the third task was to draw across where you're not allowed to go. So, oh yes, and the sample size. So each year I had your 7, 8, 9, 10, and 12.

I wasn't able to have access to year 11 and 13s because it was exam period. And each had one group each for each year group, and the gender split was pretty 50-50. So I had 41 participants in total. So these are my findings. So this is a example of one of the maps.

of the ERA groups. So you can see, it came a bit messy, it was a bit overwhelming, a lot was happening. But you can see the orange post-it notes, they were right here

talking like over here, and then they would have the purple post-it notes for lunch, and then you can see the stickers, the happy face stickers, and then why, the reason of that, and then the sad face stickers, and put why. And this was completed for all the different year groups.

So what I did to analyse these maps was content analysis. So according to the literature, content analysis is a way to determine the presence of certain words, concepts, or themes within qualitative data. This isn't exactly, there are a lot of ways to use content analysis.

But I decided to do this because I have previously used content analysis in a different.

project and it worked by basically what I wanted to do was I wanted to kind of count where each student were during break and lunch, basically, and what they were doing. And so content analysis fit because I...

Yeah, so if you look at the steps for content analysis, you decide on a level of analysis, words, phrases, sentences, or themes. And in my case, it was mainly words and phrases, because I wanted to analyse what they wrote on their post-it notes and where they put the post-it notes. Second step is deciding how many concepts to code for, whether it's fixed, categories or for flexibility. I didn't know what I was looking for, so I was just open for flexibility.

The third step is decide whether to code for existence or frequency. So I will talk a little bit about that after the slide where I will walk you through what I did and then decide on how to distinguish among concepts. So this is an example for your seven group. What and where are you doing at break and lunch? So on this left side, you can see

the screenshots of the maps and the post-it notes itself. So what I did was I created tables using PowerPoint and distinguished them between break and lunch, and then I put the location and the reason. And the reason section is verbatim, so exactly what they wrote on there.

post a note and put it in. And the same as lunch. And then I colour coded them. So eating or food was red, friends was blue, and green was games and activities. And then I did the same for favourite and least favourite places. Again, with the place. where they put their post-it notes, the reason is what they wrote on the post-it notes, did the same thing for favourite and least favourite place, and colour coded them. Accordingly to my key, so then I decided to...

What did I, yeah, sorry. I then decided to put all the, so I got the digital version of the map, and for each year group, I did this thing system where I place a dot of where each student was, and then I decided to put all of them together.

onto one big map with all the year groups to ease my analysis. And I did that. It took a long time, but I did that. And why I did that was because I basically just wanted to count how many students were at which locations to kind of like content analysis, kind of just get an idea and to analyse like where are they during break and lunch. So I did that for breaks, and then you can kind of see with the different colors, the different year groups that occupy different spaces.

And it just is like a visual way and it was easier for me to just count the dots and put it in the table. And I did that for lunch too. Again, it took a long time, but it was worth it was worth it. And so these are my findings from...

counting the dots basically. So all the locations are on the left side, on an anonymized for ethics reasons, and then we have the year groups on the top, there's 7, 8, 9, 10, and 12. And yeah, and then I just put in, like count to the dots and put it in the table.

And then if you do add up the, and so part of the content analysis was.

To see if.

If I count the total, it's not 41 participants. And then I was racking my brain and I was like, why isn't that the case? It should be all 41 participants. Because some participants put more than one post-it note, some just...

Yeah, so, yeah, so it's not 41, so that's something that to be that I wasn't expected.

So that's where you are during break, and then I did the same thing for where you are during lunch. And so this was just kind of a way for me to analyse the data and to turn the visual data into numerical data.

And then I wanted to go further because I needed to do something with the reasons of what they're doing. So I created tables again using PowerPoint. So location A, I put year 7, 8, 9, and 10. And then their direct quotes from their post-it notes.

And then this was done for all the locations.

and also all the quotes. And so what ended up happening was I counted up and colour coded every single post-it note, and ended up putting into these three categories. So.

Part of the content analysis, one thing that one of the steps that mentioned is whether or not you count both. So for example, one of the students who wrote being with, like, I'm with my friends and I'm eating, that would mean one for being with

friends and one with eating. That's why the numbers, again, don't add up to 421. And this particular case, also, there was some missing data because of miscommunication. So in the first group of map making, I told them to write what they were doing on the post-it note and then stick it. But then some of the students just put, I'm here.

or their name and I'm like their name and here. So that I couldn't do anything with because that's not a reason. That's just they're there. So that's what I did for break and lunch. And you can see, so being with friends, eating or having food, and then games and activities became football because

all the games and activity was football. So that's how I ended up with these three categories and the different numbers is just counting up the post-it notes. So reflections on map making with teenagers. What worked was I was able to obtain data to understand where and what teenagers do during their break times.

I had used the predetermined map.

where there's no pressure on them to draw as the map was already there. There is some literature on that, on whether there are studies done where participants were asked to draw their own maps, but there's always an issue with that, especially with... Children.

Or...

teenagers, it's really hard for them to grasp.

how to draw their school or like a particular place in such a short time. So I decided to use a predetermined map and they were able to engage with the task and they were excited to participate. The post-it notes and stickers were a win. They really liked.

that aspect of ownership. They really like, they will write the reason and they will stick it on. And especially with the happy face and sad face stickers, they really like thought about it carefully before they stuck on because that once you stick it on, you can't take it off again.

That was really good. But some of the challenges was that peer influence, something that I didn't expect at all. But now in hindsight, it was quite, it was going to happen because I was in a group situation. So you can see one of the images here where all the side face stickers are in one area.

So there were a few in that area, I think one, and a student was kind of deciding where.

her least favourite place was, and she was just kind of like, I don't really know. And

then she saw there was other people, other students already put it there. So she put it there, and then after a while, because they were all at that same step, they just decided to all put it there and just write like the same reasons. And this was the same.

with other year groups as well. That was something that's a challenge when it comes to being, doing it with a group. Another challenge with surface level data. So originally I planned on doing focus group discussions. Like I would have done the map making for one, like 30 minutes.

and then I'll come back again another time with the same group to discuss the maps. But during the sessions, I just tried to like see what was going to work. I asked some of the students, all the year groups.

Oh, why did you put that there?

and there was like no, no response. And because part of my research is to, yeah, I have to understand like what they're doing and why.

So there was another instance where they put, I'm playing football with my friends in the Astro trip. And then I want to ask them more about it. And things like, what does it mean to be with your friends? Or like, why would you, why are you with your friends or something? And they just shrugged and like,

I don't know, and they just didn't respond. And then last challenge is missing data due to participants misunderstanding. And there were some students who didn't want to participate, which is fine. They just did their own thing. So conclusion for this presentation, map making is a creative tool that can be used to understand the experiences of teenagers in a school.

setting. It can also be used for any type of like place or space with any kind of participants, but it does really work well with teenagers, children, teenagers. And there have been studies who've done it with adults as well. Predetermined math was used and allowed students to be engaged.

The small post-it notes and stickers gave participants freedom and choice. So the analysis itself, it allowed me to turn visual data into numerical data. Using the tables and colour coding made each post-it note, keeping track of each post-it note much easier.

So when I analyzed, I could look at all the groups. I put all the tables onto one page and I could just kind of see that actually they were all just kind of the same thing.

And that's how I categorised them into the three categories. And because I did this first, it gave me a better understanding of what.

Students do, and which spaces they occupy. So, for example, like the canteen was one of the most popular places. So, one of the days when I went to observe, I went to the canteen and just to kind of see, like...

are the participants that told me they'd be there are there, and then what else is going on there. And then finally having a different type of data that supports my observational data. So that's the end of my presentation. Any questions?

Anything, I'm happy to answer.

**JC** **Jonathan Chow** 48:15

Thank you very much, Evie. Very candid, I think, presentation on what could go wrong and certainly kind of how you then overcome that. I think that's, you know, lots to kind of lots of little nuggets of wisdom there for us to pick up on. While we wait for questions to come in in the chat,

You may be pleased to know there's an invitation to connect from one of our audience members who works at a non-profit. I'll make sure to send you that contact.

**ZT** **Zifi Tung** 48:43

Oh, that's great because I need jobs. I'm graduating soon and I need some. No, I was just going to say before I ended, if anybody, and I didn't expect so many people to be here, if anyone works on schools, break and lunch, food insecurity, gender, inequality, like anything,

**JC** **Jonathan Chow** 48:47

Ha.

**ZT** **Zifi Tung** 49:02

because this is just part of my small part, very small part, like 10, 20% of my data. I have like 80% of my other data is just stories, is of conversations of me and friendship group, a three, no, four year 10 girls group. So I was with them for like, Ten days and I have so much conversation, and so if anyone wants, if I like, no matter where you are, like if you need help, like I have references that can send you things, and like we can just connect and like I can help anyway, yeah.

**JC** **Jonathan Chow** 49:41

Yeah, that's fantastic. That will have to be for another webinar, that other part of your research. That's fantastic. Oh, we've got a post with three questions. Although if I can be greedy, can I ask mine first? Which is, so when I imagine

**ZT** **Zifi Tung** 49:45

Hu.

Ha.

Yeah.

**JC** **Jonathan Chow** 50:02

kind of your stereotypical teenager, you know, they perhaps when they're given a task to do, particularly at school, the responses that you got almost would be the ones that I would expect from those who are less enthusiastic or those who perhaps want to, I don't know, challenge authority a little bit. And so my question is, and I suppose this kind of kind of apply to other kind of informant groups as well beyond school children. But when you do encounter informants that perhaps either aren't that willing to participate in these more hands-on activities or they just don't really understand the point of it, Have you been able to find ways to kind of help them understand what's going on, why their input matters, and kind of get that contribution from them?

**ZT** **Zifi Tung** 50:57

I think I was really lucky because I had a sense that it was the first time they were being listened to. They were like really eager because I think it was the first time that somebody that's not a teacher.

that's not affiliate. Like I told them from the start that I'm working with the head teacher and the school, but your voice matters and they won't know who wrote what because it'll be anonymized, even though the head teacher knew like which students participated in which group.

I didn't, when I reported back to the School of.

the data, I didn't name any names. And also the thing is that the map making didn't, like this part, it seemed great, but like it was just very, it was, it is like very shallow data. It's just like data that shows where they are and what they do, but that's not enough.

because I needed to dig deeper and to kind of understand exact like more about

what they do. So I tried like originally I planned to do focus group discussions, but it just wasn't working because they just wouldn't tell me anything. And then I realised that it wasn't a formal setting. So how it worked was the head teacher would pick kids out from their PSHE lessons, like 6, five or six of them, and they'd come with me, like go to their class, and then come with me and then go back to their class. So it was still like in a formal classroom. Whereas when I was outside, like I was literally just wandering around. just sitting somewhere and just watching like students and making notes. Students would come up to me and they'll talk to me. And of course, I'm like, you know, whatever you say, I'll record, but I won't put your names down and I'm allowed to be here and just be honest with me.

I would start the conversation with, is there anything you want to tell me about the school? And that usually just like opens the floodgates, like they just tell me everything because they've never been heard before.

Yeah.

**JC Jonathan Chow** 53:10

Wow, fantastic. So there really is value in the identity of a researcher than almost that kind of outsider and the anonymity side of things as well. Yeah, perfect. Before I go to the question that we did get, I've just posted

**ZT Zifi Tung** 53:16

No.  
Yeah.

**JC Jonathan Chow** 53:29

a link to a survey, just very helpful for us to make sure that we're delivering the right training for you. So participants, if you'd like to respond to that, it would be really, really helpful for us. And obviously another link to see what other sessions we've got later on in the series. Celine's asked us, Well, a few questions. Firstly, how did you select the school? How did the school respond to the research? And I suppose thinking kind of more widely the fact that there are other elements to this research, what will this be used for?

**ZT Zifi Tung** 54:04

So yeah, I was lucky enough to, I'm not sure if you've heard of the Brilliant Club and it's a great charity that works, that employs Phd students as tutors to less disadvantaged schools. So I was able to be placed with this particular school. And while I was there, I form kind of a connexion with one of the, like the teacher that was part of this program, because it's like the charity works with the school and there's like a lead teacher there. And I talked to her and she put me in touch with the head teacher, and I framed it in a way that's like, I also, I I want to collaborate with you and to kind of, not just for my own research, but I will also ask the students and frame it as, what do you want to tell me about the school? So the head teacher was very interested as well because he doesn't know what the teenagers think. And to see, because they are a very proud school and they think they're doing great.

It is a really good school. But with me in the picture, I can hear the honest opinions of, they're not gonna, like the things that I have. There is a paper coming out, but the things that I've had, the teenagers won't tell anybody else. They won't tell their parents, they won't tell teachers.

They, but they tell each other, but I'm there, which is very interesting. I got really lucky. Also, what was the other question? So I did write a report for the school, just like an initial report after my...

They were really happy. He was really interested and he was very happy with the results. I did also point out some issues and some things that he could, like, like the students were saying, and he was very happy to hear and is happy to taking consideration of my findings and try to improve the school. What would this be used for? I am still, this is a very good question. I'm hoping to, this is just like a little bit, again, a little bit of my data. Some of the things that came out was I was very taken aback of

There were a lot of kids eating, like looking at the table of reasons.

I expected that most of the students would be at the canteen at lunch times, because that's when you have lunch and that's where the food is. But there's actually not like half, more than half of the students weren't there. And it kind of, there are a lot of issues and things that came out that I didn't expect.

And so there are some, two of the key issues that came out. One of them is that students are hungry and the queuing is a really big problem. Like students avoid eating because the queue is too long. So that's something that I'm trying to like raise

awareness about.

And at the same time, the Astroturf was all from the map making. So this is an example of how map making helped my observations. From the map making, I noticed that all the students that put their at the Astroturf were boys. I was like, surely that's not true. It's 2025.

There must be girls. So I went to the Astro Doak to kind of prove that point and be like, this is not true. Like, they've made a mistake. But it was true. And I was like, gosh. And then I met the year 10 girls and year 11 girls, and they've told me like, they have nowhere to go.

and the Astro toy is only for boys and that spiralled into a whole thing and I have ran a paper coming out about the inequalities. I can't believe it because it's 2026 now and it's still, and I did talk to the teacher about it. And his response was like,

**JC Jonathan Chow** 58:03  
Mm.

**ZT Zifi Tung** 58:06  
Yeah, the boys play football. That's what they do. And the girls just sit and chat. I'm not and that's just how it is. Like, that's not the issue with him, but it's the society. And so that's something that I kind of hoping to next steps is to, because I only did one school. So I'm really hoping, and it's in southwest of England, and it's quite rural. So I'm really hoping somewhat how somewhere, if I could get a funding, I could repeat the study or do similar in different schools.

**JC Jonathan Chow** 58:29  
Hu.

**ZT Zifi Tung** 58:43  
to see if the issue is same or different. And then there's also like all an all-girl school could be very different. So, that's like some, like a lot to be doing.

**JC Jonathan Chow** 58:53  
Right.

Yeah, yeah. Thank you. And I know we're out of time now, but just very, very quickly, if you can, there's a question on, did you find, did you kind of focus on autistic children or other neurodivergent students? Was there a difference?

**ZT** **Zifi Tung** 59:13

Unfortunately, no. I think, again, the study is where I would say it's more like a case study. I didn't get assigned any students with new, but I'd be very happy to look into that. But I think it's just more convenient for the school. Like they just pick random students.

And maybe they didn't want to include.

Yeah, that's a decision that they made.

**JC** **Jonathan Chow** 59:39

Right. Fair enough. Thank you. So the slide and someone in the comment has asked for the slides, particularly with the references. The slides will be shared after this session. So do look out for that. I'll be sending that through e-mail. But that is time. Thank you ever so much to Pete and thank you so much to Zifi for those fantastic presentations. Definitely a very

**ZT** **Zifi Tung** 59:48

Nga.

**JC** **Jonathan Chow** 1:00:03

kind of nice breadth of topics there explored. And thank you so much to everyone who has attended today as well. And we hope to see you at our next session, which will be in a month's time. Right. Thank you. Have a good rest of the day. Bye.

**ZT** **Zifi Tung** 1:00:18

Thank you.

Oh.

● stopped transcription