

**modernist
studio.**

INSIGHTS

FROM THEMES TO INSIGHTS

Asking “why?” – and answering it with incomplete data.

1 - Matt (line 15)

I'm addicted to technology. I'm not supposed to be on it during social situations because I think it's rude. I know that stereotype of being so addicted to technology, but I don't like to be the typical "online person" because I'm not being able to communicate

4 - Francine (line 24)

It's sad that social life is all about trying to communicate without technology. I guess I learned a lot of that from those people who can't communicate without technology. She points that out to me.

*Theme:
There is a stigma associated with forming digital connections, as compared to physical ones.*

3 - Peter (line 17)

I couldn't get into any of my rooms because they seem fair; there were a few seconds left in minutes.

11 - Mary (line 24)

I don't get a lot of help in regard to the upperclassman seem to be

*Theme:
Educational institutions plan their course offerings around logistics, rather than student need.*

FROM THEMES TO INSIGHTS

Asking “why?” – and answering it with incomplete data.

1 - Matt (line 15)

I'm addicted to technology. I'm not supposed to be on it during social situations because I think it's rude. I know that stereotype of being so addicted to technology, but I don't like to be the typical "online person" not being able to communicate

4 - Francine (line 24)

It's sad that social life is all about trying to try and communicate without those people who can't communicate. I guess I learned a lot of that from her. She points that out to me.

Theme:
There is a stigma associated with forming digital connections, as compared to physical ones.

Why?

3 - Peter (line 17)

I couldn't get into any of my rooms. It doesn't seem fair; there were a few seconds left in minutes.

11 - Mary (line 24)

I don't get a lot of help in regards to the upperclassman seem to

Theme:
Educational institutions plan their course offerings around logistics, rather than student need.

FROM THEMES TO INSIGHTS

Asking “why?” – and answering it with incomplete data.

1 - Matt (line 15)

I'm addicted to technology. I'm not supposed to be on it during social situations because I think it's rude. I know that stereotype of being so addicted to technology, but I don't like to be the typical "online person" not being able to communicate without a screen.

4 - Francine (line 24)

It's sad that social life is all about trying to communicate without technology. I guess I learned a lot of that from those people who can't communicate without a screen. She points that out to me.

Theme:
There is a stigma associated with forming digital connections, as compared to physical ones.

Why is there a stigma associated with forming digital connections, as compared to physical ones?

3 - Peter (line 17)

I couldn't get into any of my recommended classes because they seem fair; there were a few seconds left in minutes.

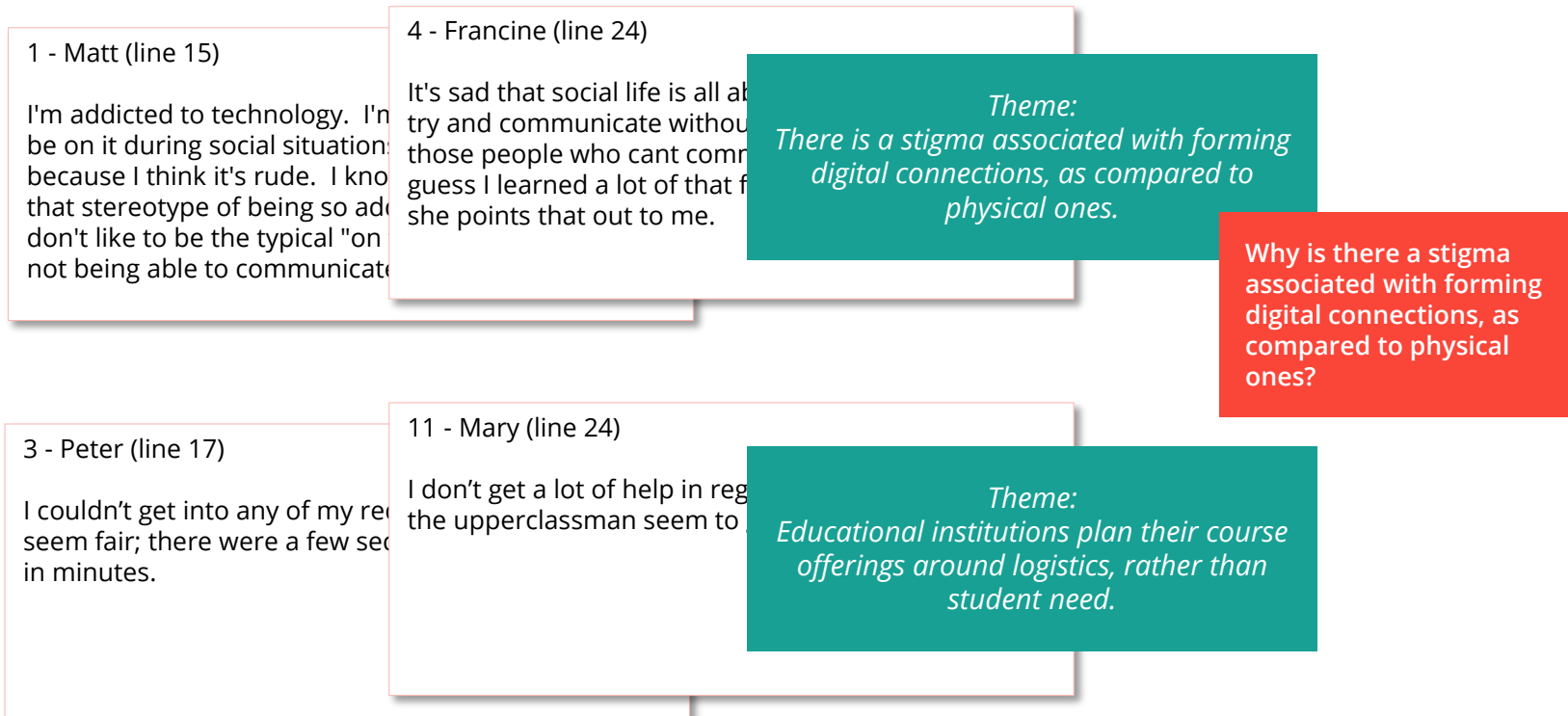
11 - Mary (line 24)

I don't get a lot of help in registering for classes because the upperclassman seem to know what they're doing.

Theme:
Educational institutions plan their course offerings around logistics, rather than student need.

FROM THEMES TO INSIGHTS

Asking “why?” – and answering it with incomplete data.



Now, answer the why question. Make your answer:

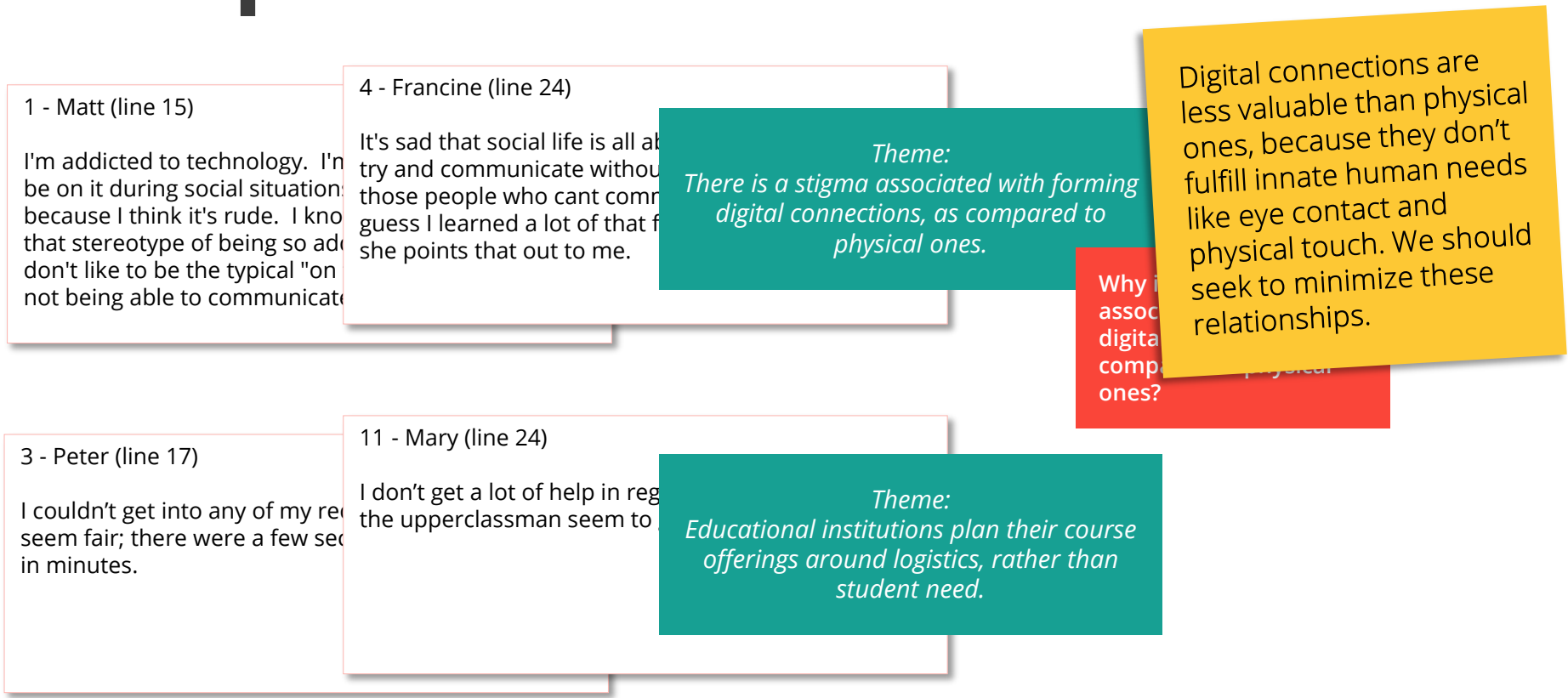
Definitive. You don't have a comprehensive data sample, but don't worry – make a concrete, authoritative statement.

Provocative. A good answer to this question makes someone react (and not necessarily with a positive reaction).

Complete. The answer should stand on its own, without you there to explain it.

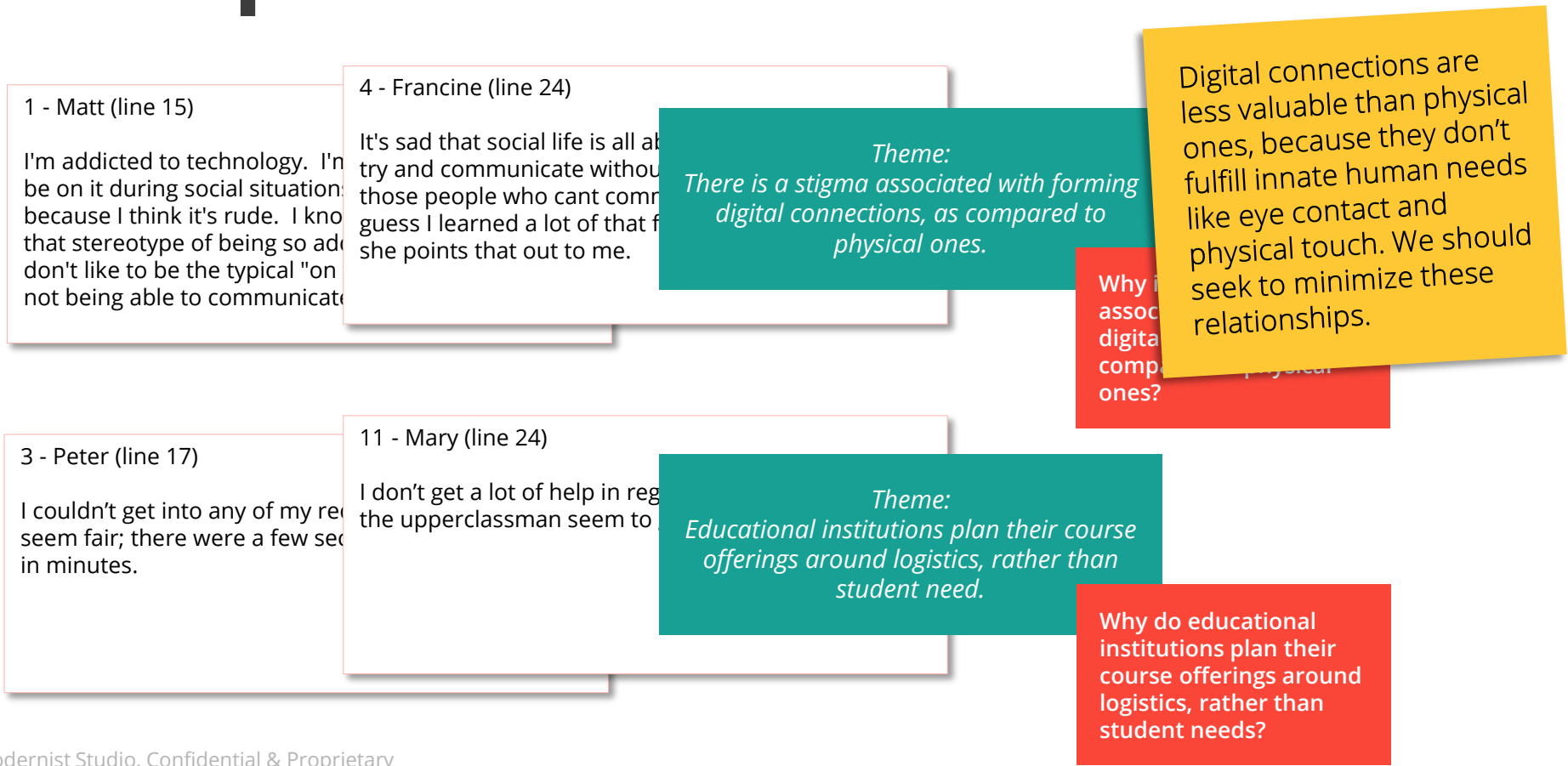
FROM THEMES TO INSIGHTS

Asking “why?” – and answering it with incomplete data.



FROM THEMES TO INSIGHTS

Asking “why?” – and answering it with incomplete data.



FROM THEMES TO INSIGHTS

Asking “why?” – and answering it with incomplete data.

1 - Matt (line 15)

I'm addicted to technology. I'm not supposed to be on it during social situations because I think it's rude. I know that stereotype of being so addicted to technology, but I don't like to be the typical "online person" not being able to communicate without a screen.

4 - Francine (line 24)

It's sad that social life is all about trying to communicate without a screen. I guess I learned a lot of that from those people who can't communicate without a screen. She points that out to me.

Theme:
There is a stigma associated with forming digital connections, as compared to physical ones.

Why is there an association between digital communication and physical ones?

Digital connections are less valuable than physical ones, because they don't fulfill innate human needs like eye contact and physical touch. We should seek to minimize these relationships.

3 - Peter (line 17)

I couldn't get into any of my recommended courses; they seem fair; there were a few seconds left in minutes.

11 - Mary (line 24)

I don't get a lot of help in registering for classes. The upperclassman seem to know what to do.

Theme:
Educational institutions plan their course offerings around logistics, rather than student need.

Why do educational institutions plan their course offerings around logistics, rather than student need?

Educational institutions have gotten so large that they can't optimize for learning; instead, they need to optimize for operations. This negatively diminishes the quality of education. We should strive for personalized attention.

FROM THEMES TO INSIGHTS

These are insights: the big rocks of innovation.

Insights are framed as universal truths, even though they are based on a small, biased data set. Insights make statements about generalized behavior.

A good insight is provocative: it should cause debate, potentially offend some readers, and make people uncomfortable.

A good insight can be traced to the group(s) used to generate it.

Digital connections are less valuable than physical ones, because they don't fulfill innate human needs like eye contact and physical touch. We should seek to minimize these relationships.

Educational institutions have gotten so large that they can't optimize for learning; instead, they need to optimize for operations. This negatively diminishes the quality of education. We should strive for personalized attention.

FROM THEMES TO INSIGHTS

These are insights: the big rocks of innovation.

Insights are framed as universal truths, even though they are based on a small, biased data set. Insights make statements about generalized behavior.

A good insight is provocative: it should cause debate, potentially offend some readers, and make people uncomfortable.

A good insight can be traced to the group(s) used to generate it.

Digital connections are less valuable than physical ones, because they don't fulfill innate human needs like eye contact and physical touch.

We should seek to minimize these relationships.

Educational institutions have gotten so large that they can't optimize for learning; instead, they need to optimize for operations. This negatively diminishes the quality of education.

We should strive for personalized attention.

Inferred observation

Provocation



FROM THEMES TO INSIGHTS

These are insights: the big rocks of innovation.



1 - Matt (line 15)

I'm addicted to technology. I'm on it 24/7. I try not to be on it during social situations, with like family, because I think it's rude. I know that teenagers have trouble with all the person

4 - Francine (line 24)

It's sad that social life is all about technology. I like to try and communicate without it - so I don't end up like those people who can't communicate in person. I guess I learned a lot of that from my mom because she points that out to me.

Theme:
There is a stigma associated with forming digital connections, as compared to physical ones.

Why is there a stigma associated with forming digital connections, as compared to physical ones?

Theme:
There is a stigma associated with forming digital connections, as compared to physical ones.

Why is there a stigma associated with forming digital connections, as compared to physical ones?

Digital connections are less valuable than physical ones, because they don't fulfill innate human needs like eye contact and physical touch. We should seek to minimize these relationships.

The input for this method is qualitative research: quotes from real users, gathered through ethnography, voice of the customer, surveys, etc.

The data is “exploded” into individual utterances, so they can be manipulated.

The data is grouped based on inferential connections, and the connections are named through observational theme statements.

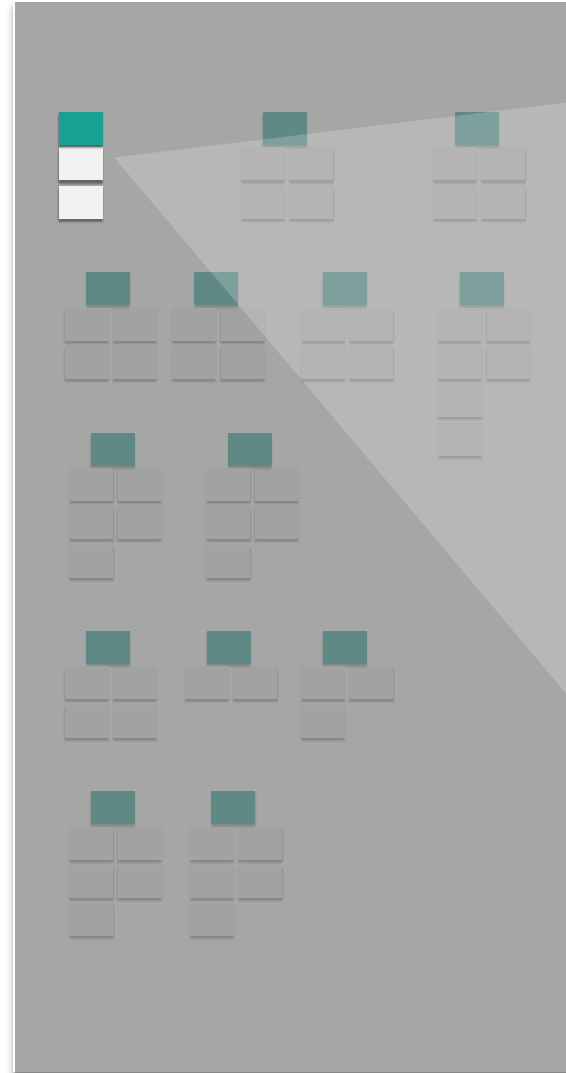
Insights are developed by asking, and answering, the question why.

Then, we provoke a question about the theme: why is it true?

FROM THEMES TO INSIGHTS

How to get to insights:

- Start with your themes.
- Select a single grouping for the entire team to consider.



Theme:
 There is a stigma associated with forming digital connections, as compared to physical ones.

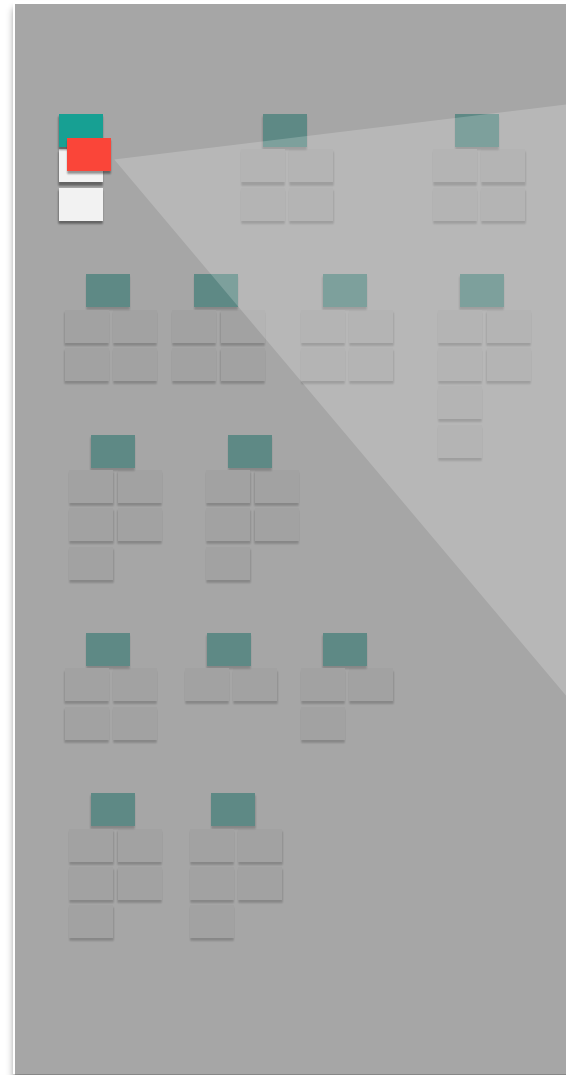
1 - Matt (line 15)
 I'm addicted to technology. I'm on it 24/7. I try not to be on it during social situations, with like family, because I think it's rude. I know that teenagers have that stereotype of being so addicted, and I

4 - Francine (line 24)
 It's sad that social life is all about technology. I like to try and communicate without it - so I don't end up like those people who can't communicate in person. I guess I learned a lot of that from my mom because she points that out to me.

FROM THEMES TO INSIGHTS

How to get to insights:

- Start with your themes.
- Select a single grouping for the entire team to consider.
- Ask “Why?” about the grouping. Write the “Why?” question down, even though it’s simply the same phrase again.



Theme:

Why is there a stigma associated with forming digital connections, as compared to physical ones?

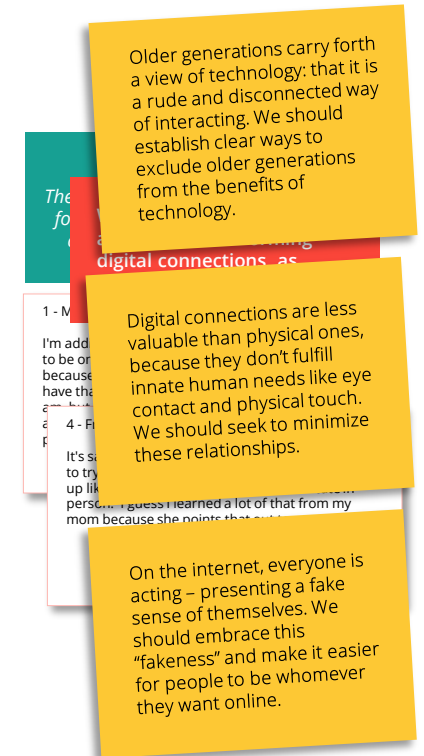
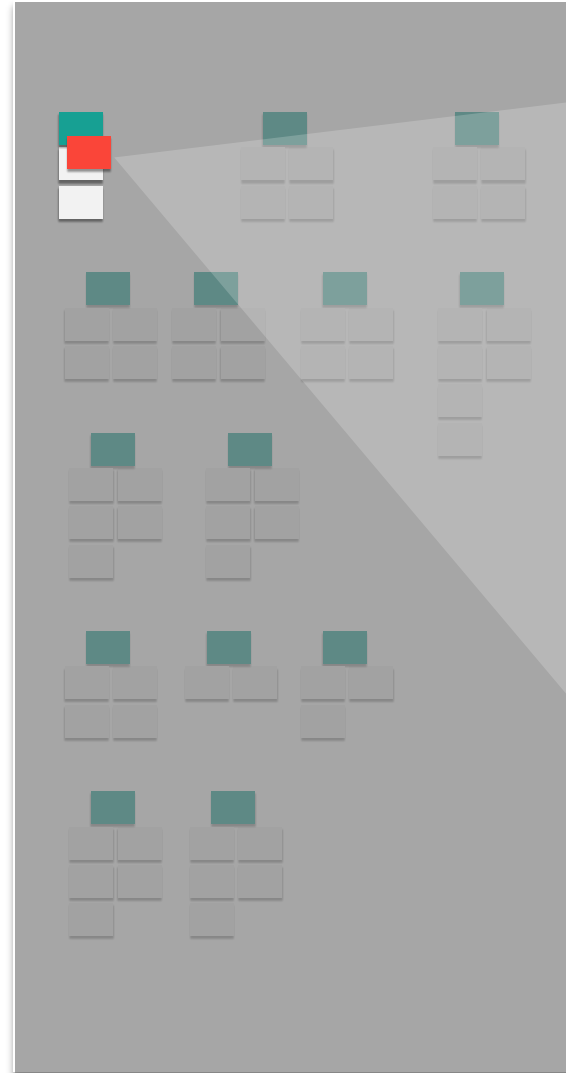
1 - M
I'm addicted to technology. I'm on it 24/7. I try not to be on it during social situations, with like family, because I think it's rude. I know that teenagers have that stereotype of being so addicted, and I don't want to be like that.

4 - Francine (line 24)
It's sad that social life is all about technology. I like to try and communicate without it - so I don't end up like those people who can't communicate in person. I guess I learned a lot of that from my mom because she points that out to me.

FROM THEMES TO INSIGHTS

How to get to insights:

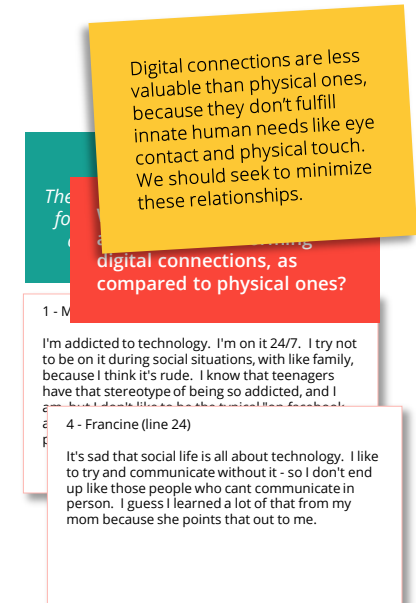
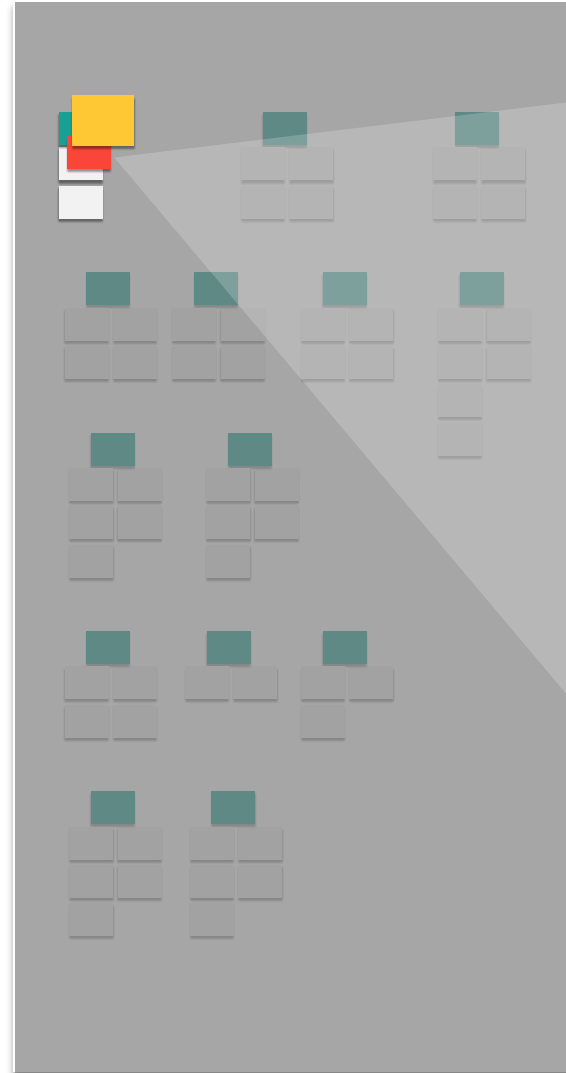
- Start with your themes.
- Select a single grouping for the entire team to consider.
- Ask “Why?” about the grouping. Write the “Why?” question down, even though it’s simply the same phrase again.
- Individually, each person creates a provocative, definitive, and complete answer to this “Why?” question (set a timer for 2 minutes).



FROM THEMES TO INSIGHTS

How to get to insights:

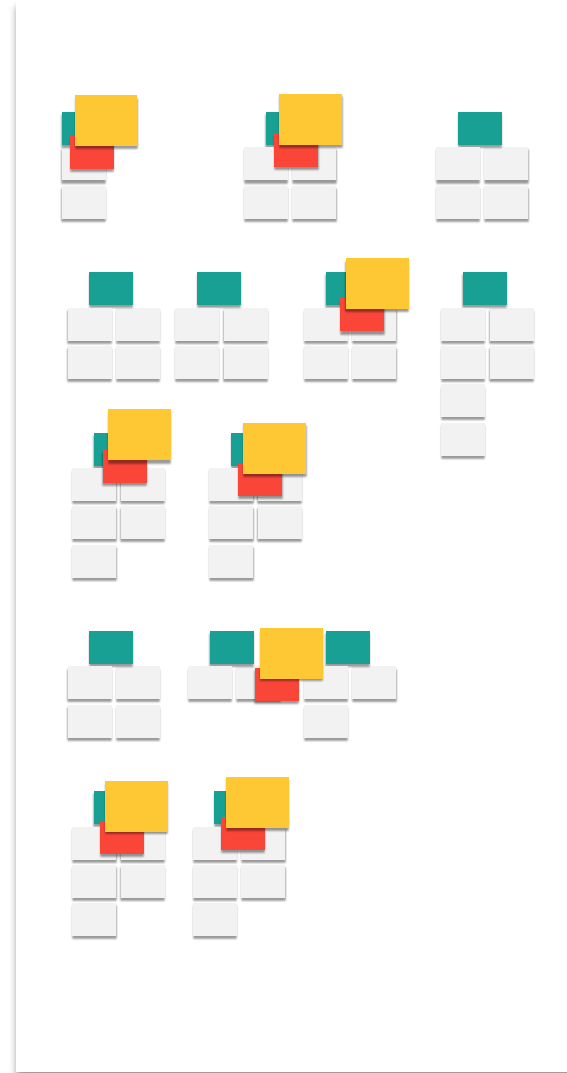
- Start with your themes.
- Select a single grouping for the entire team to consider.
- Ask “Why?” about the grouping. Write the “Why?” question down, even though it’s simply the same phrase again.
- Individually, each person creates a provocative, definitive, and complete answer to this “Why?” question (set a timer for 2 minutes).
- As a group, review each answer. Try and combine these answers into a single, definitive, and complete answer to the question. Dial-up the provocation: will someone react with passion to your insight?



FROM THEMES TO INSIGHTS

How to get to insights:

- Start with your themes.
- Select a single grouping for the entire team to consider.
- Ask “Why?” about the grouping. Write the “Why?” question down, even though it’s simply the same phrase again.
- Individually, each person creates a provocative, definitive, and complete answer to this “Why?” question (set a timer for 2 minutes).
- As a group, review each answer. Try and combine these answers into a single, definitive, and complete answer to the question. Dial-up the provocation: will someone react with passion to your insight?
- Repeat until your team has crafted insight statements for the top 10 groupings.



- thanks!

modernist
studio.

www.moderniststudio.com