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# Researching Health in Schools: creative ways of presenting data

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*June 2014*



# Presentation Outline

- Researching health
- School as a setting
- Data types and styles
- Communicating research
- Examples





# Researching Health

- Depends on your conceptualisation of health
- Definitions and orientations vary widely
- Individuals, Groups, Organisations
- All depending on your research question
- Clarity from the outset is essential for clarity later on



# School as a setting

- Settings as complex, multilayered and range of focii
- Types of schools
- Types of people associated with schools
- Who is the data from and who is it for?
- What is the purpose of presenting data on 'health' in 'schools'?



# Data types and styles

- Numerical and tex-based data
- Heirarchical or flat?
- Independent or sequential?
- Is there a question to be answered?
- Is there a story to be told?



# Some general rules

- Don't be sloppy – it's your reputation
- Focus as much as you can and then simplify
- Be honest
- Size matters
- Minimise text, but ensure understandability
- Some disciplines have hard rules on acceptability
- “it's the think, not the ink”



# Communicating data

- Explain the axes – don't assume your audience 'gets it'
- Highlight subsets of data that demonstrate your point
- Dig deeper to unwrap data – use sequential slides
- Ensure labels are close to data points
- Answer the 'why?' questions
- Compliment with energetic delivery

From Hans Rosling, TED talk



# Numerical data (1)

- Tables and figures – which to use depends on the audience
- Many texts deal with the ‘how’ or the rules
- Practice with software packages – rarely use data analysis packages
- Tables and figures must be interpretable in their own right
- Use for trends or simple comparisons between groups



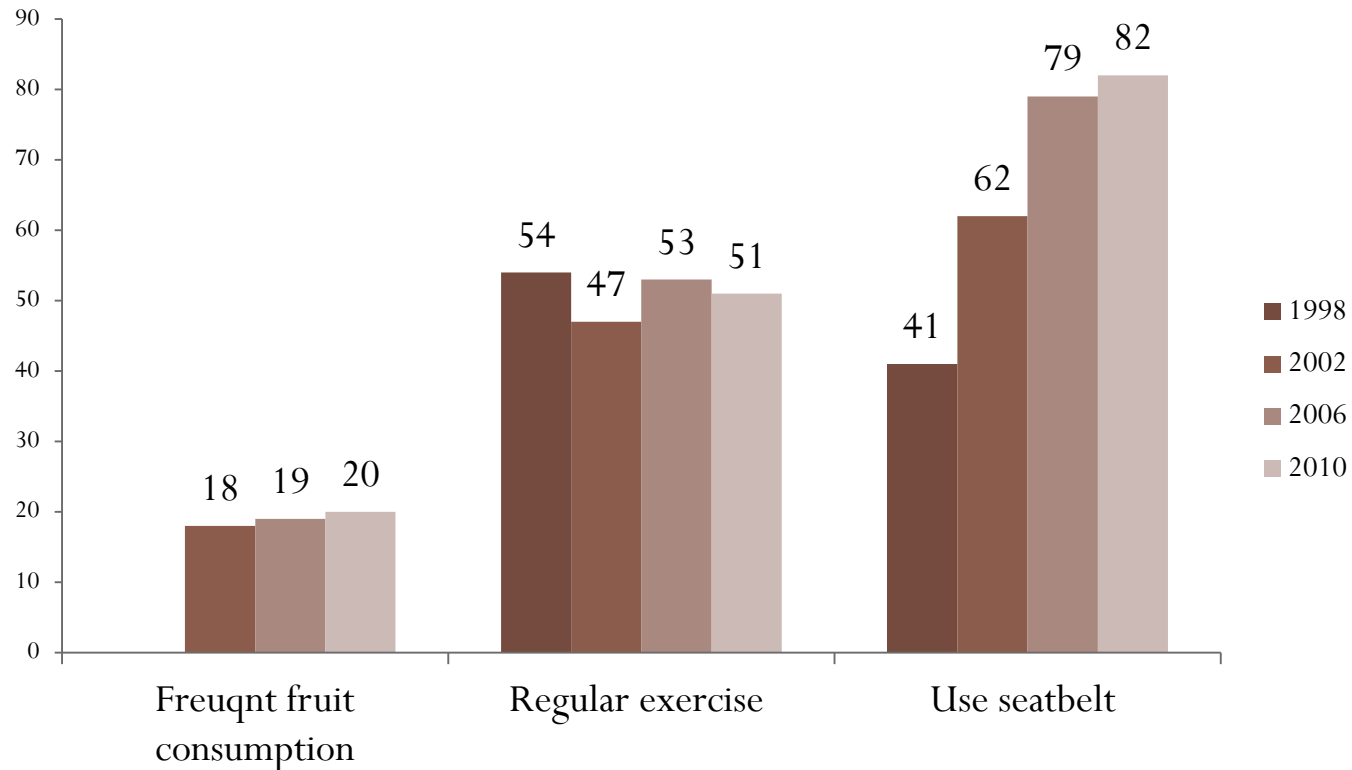


# Numerical data (2)

- Figures and Tables
- Digging deeper into dataset



## Trends in positive health behaviours among Irish school children aged 10-17 years





**Table 4.16 Percentage of young people who reported they ‘always’ wear a seatbelt by gender, age group, social class and year, 1998-2010**

	1998	2002	2006	2010
<b>Overall</b>	40.8	62.1	79.4	81.6
<b>Girls</b>				
All	45.8	66.2	82.7	84.3
10 to 11	50.6	69.5	88.4	90.1
12 to 14	44.2	66.5	81.5	83.2
15 to 17	45.5	64.2	81.7	83.7
<b>Boys</b>				
All	35.5	56.5	76.3	79.0
10 to 11	38.4	63.1	84.8	82.3
12 to 14	35.6	56.0	76.0	77.4
15 to 17	33.8	53.6	74.7	79.5
<b>Girls</b>				
SC 1-2	46.1	66.7	82.7	84.8
SC 3-4	45.4	65.6	83.8	85.0
SC 5-6	45.4	67.8	82.5	81.5
<b>Boys</b>				
SC 1-2	37.6	56.3	76.6	79.6
SC 3-4	35.1	57.1	77.4	79.9
SC 5-6	31.1	56.1	76.9	77.3



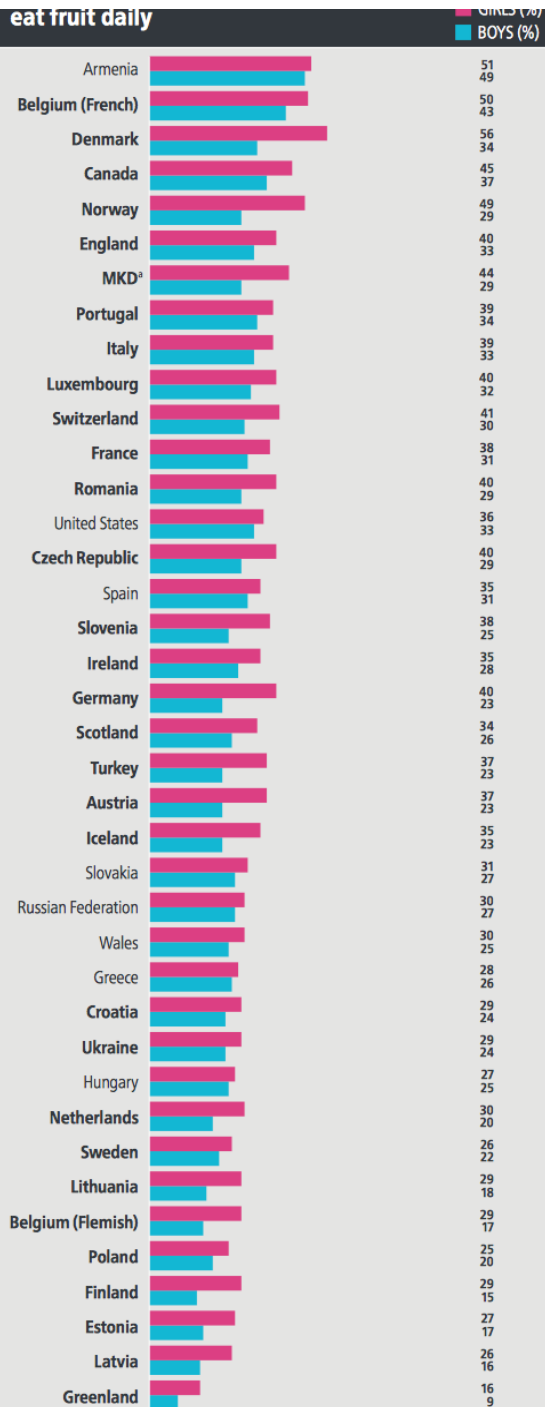
# Numerical data (3)

- Too much data?
- Figures and maps
- Colour

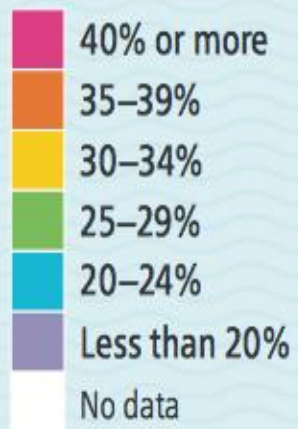


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eat fruit daily



# 15-year-old girls who eat fruit daily



Note. HBSC teams provided disaggregated data for Belgium and the United Kingdom; these data appear in the map above.

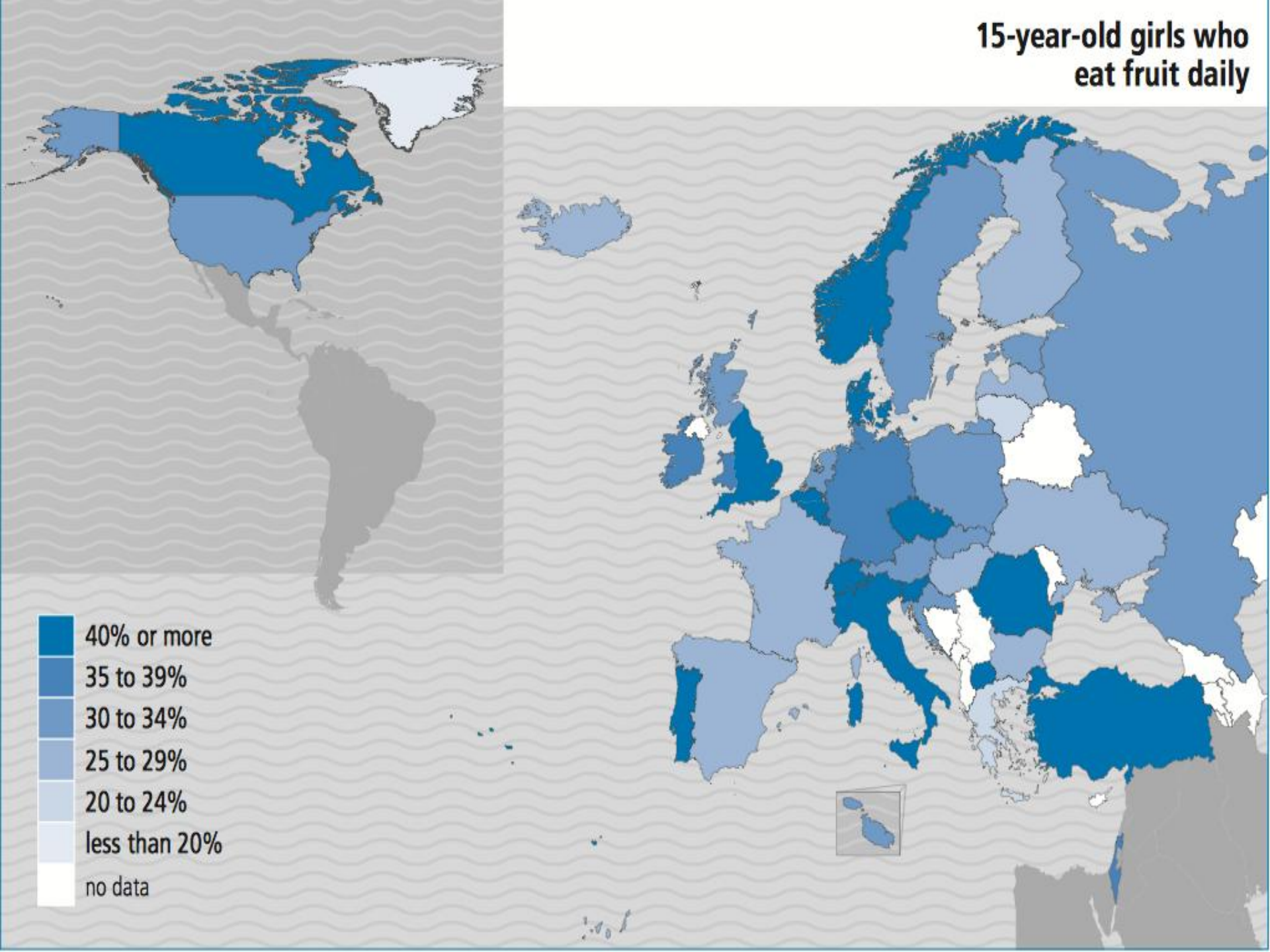
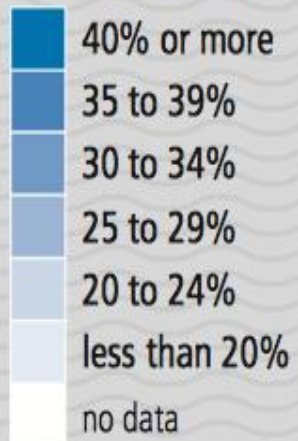
# 15-year-old boys who eat fruit daily



- 40% or more
- 35-39%
- 30-34%
- 25-29%
- 20-24%
- Less than 20%
- No data

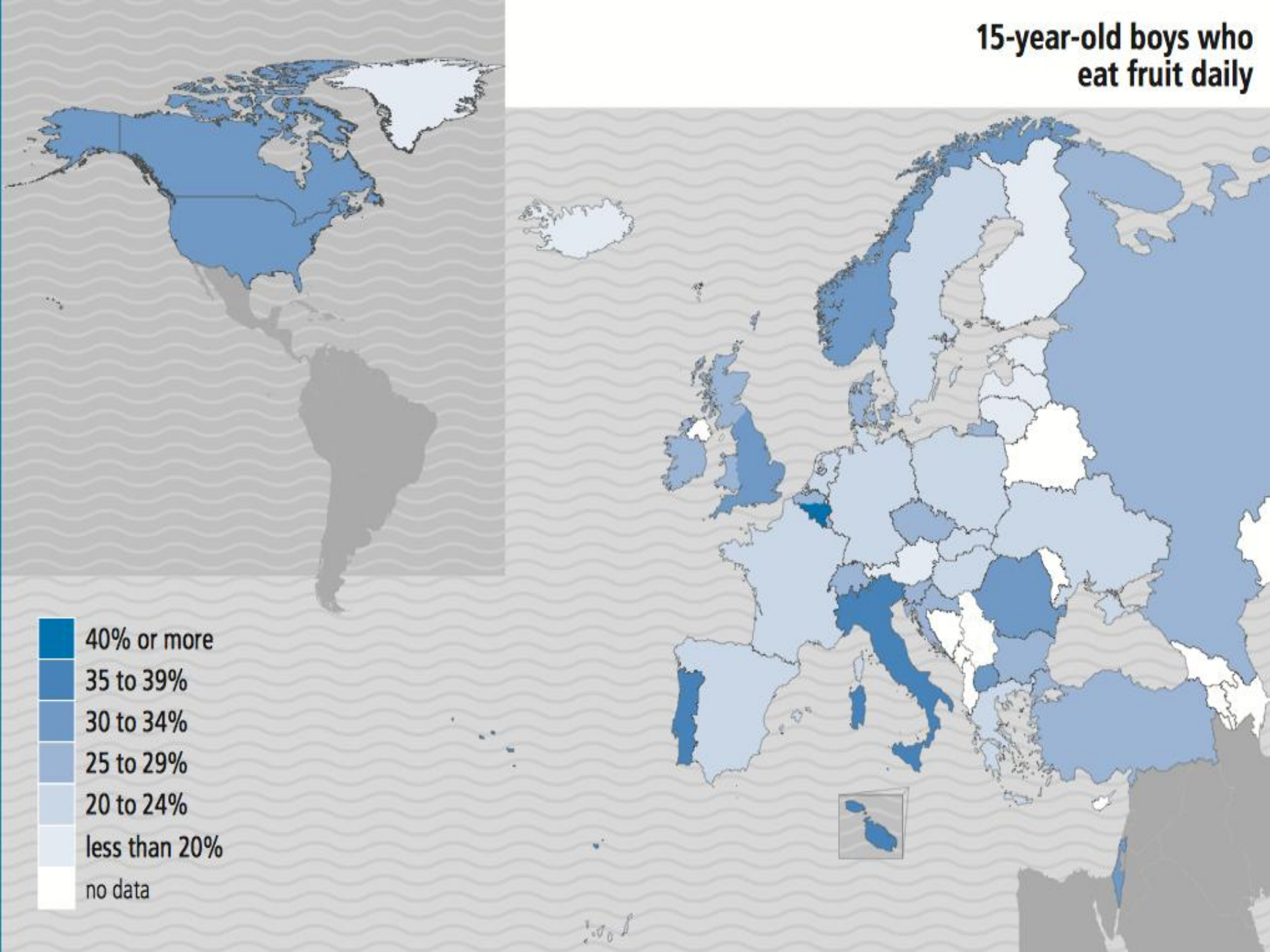
Note: HBSC teams provided disaggregated data for Belgium and the United Kingdom; these data appear in the map above.

# 15-year-old girls who eat fruit daily





# 15-year-old boys who eat fruit daily





# Text based data

- Use words?
- Colour?
- Shape?
- Order?
- Mirror analysis or mirror the 'story' of the data
- Few rules or guidelines available....

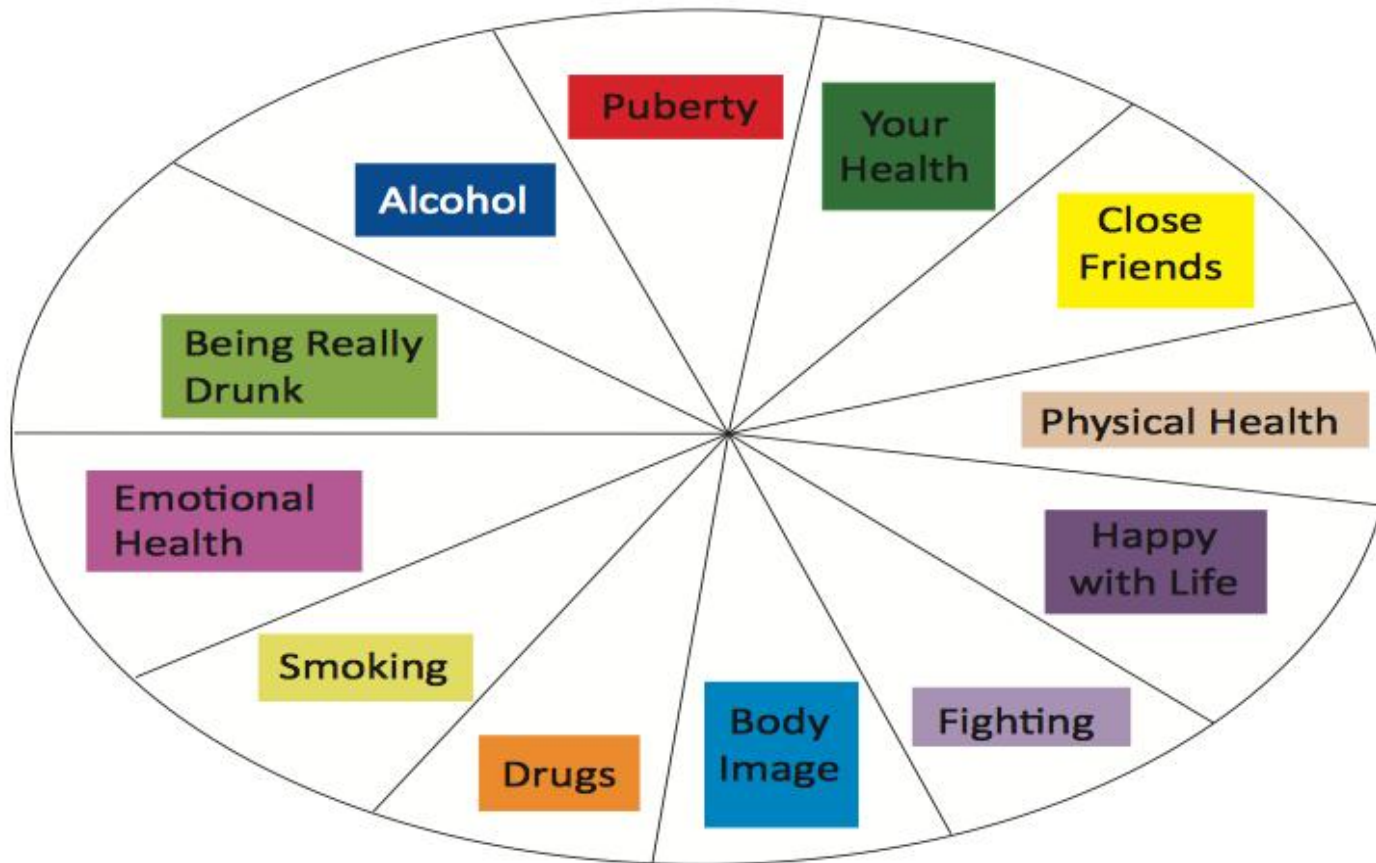


# Text based data (2)

- Researcher developed graphics
- Demonstrating equality
- Complex data (no data reduction)



Example of Pizza Chart:



**Close Friends**

**Traits**

- Why do we get on well with only certain people and not others?
- Why are you best friends with someone and not someone else?

**Trust**

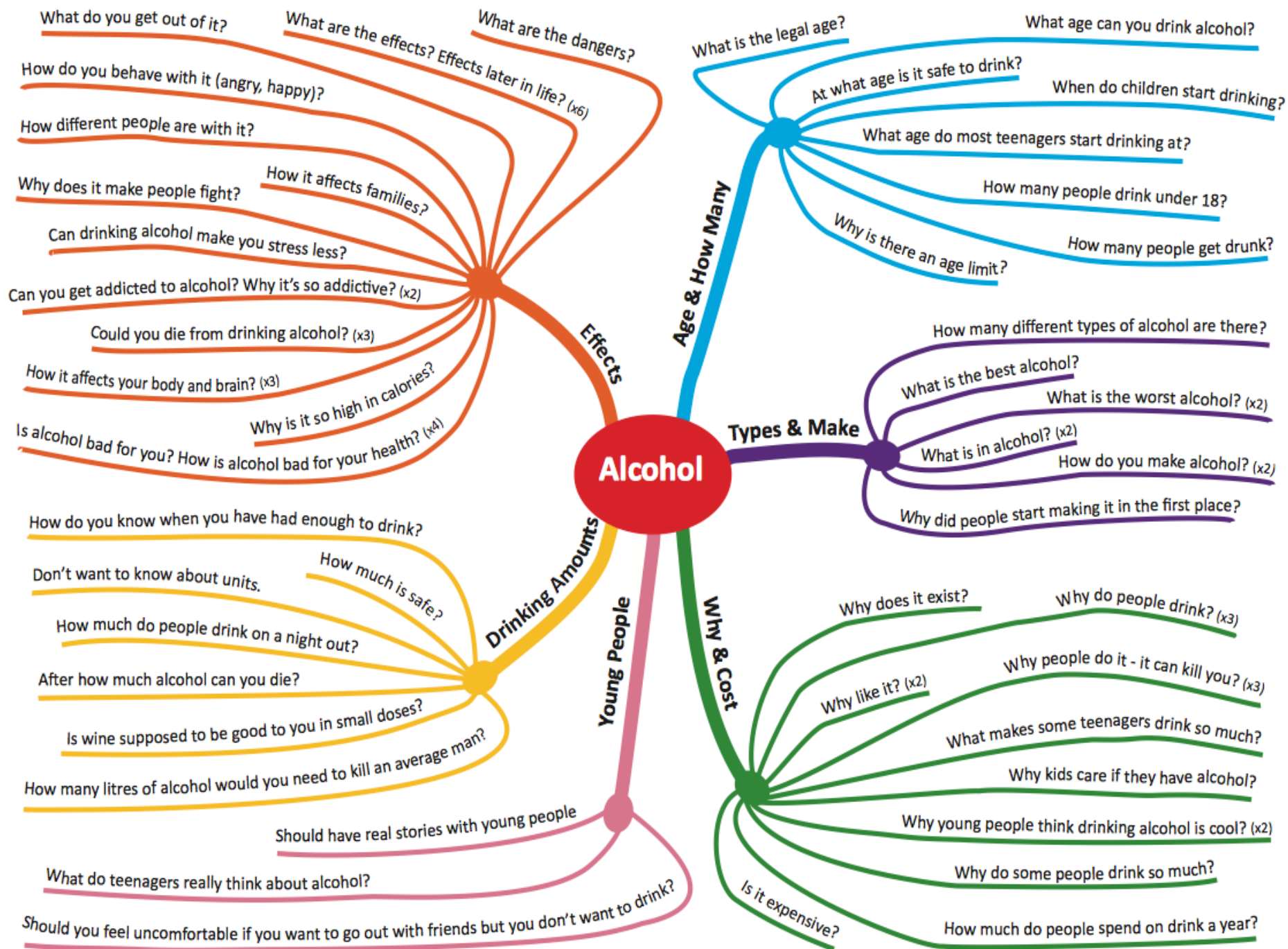
- Will they run away on you?
- Can you trust your best friend?
- How to have close friends that you can trust?
- Why do they betray you a lot?

**Without Friends**

- How people feel without friends?
- If you don't have a close friend, who do you talk to?

**Importance**

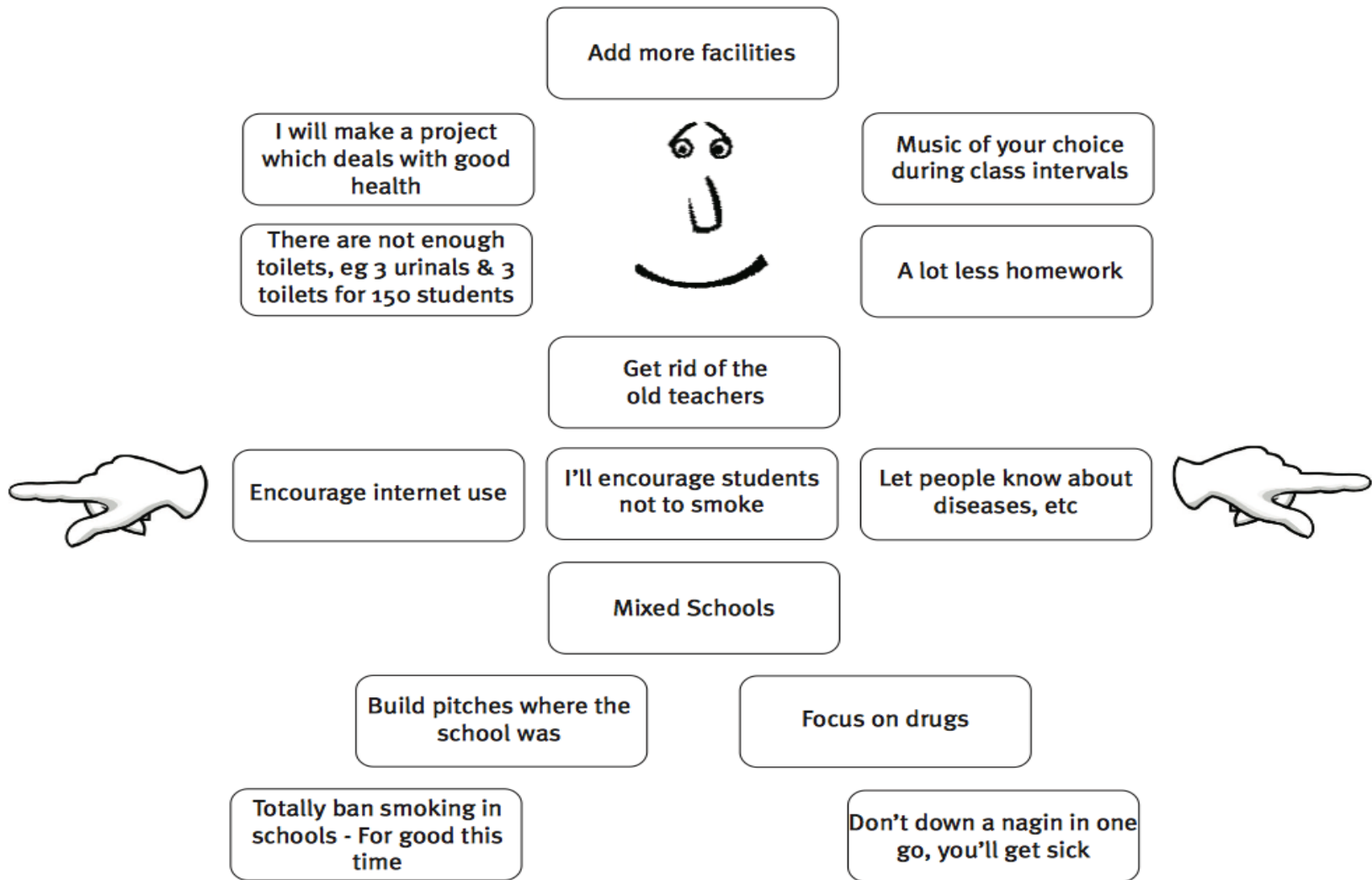
- How important is it to have close friends? (x4)
- How many real friends do you have?
- Does everyone have a close friend? (x2)
- How many best freinds?
- How everyone needs close friends?
- How important they are teenagers?
- What's the average no of close friends young people have?
- Why do we have only a few close friends?





# Text based data (3)

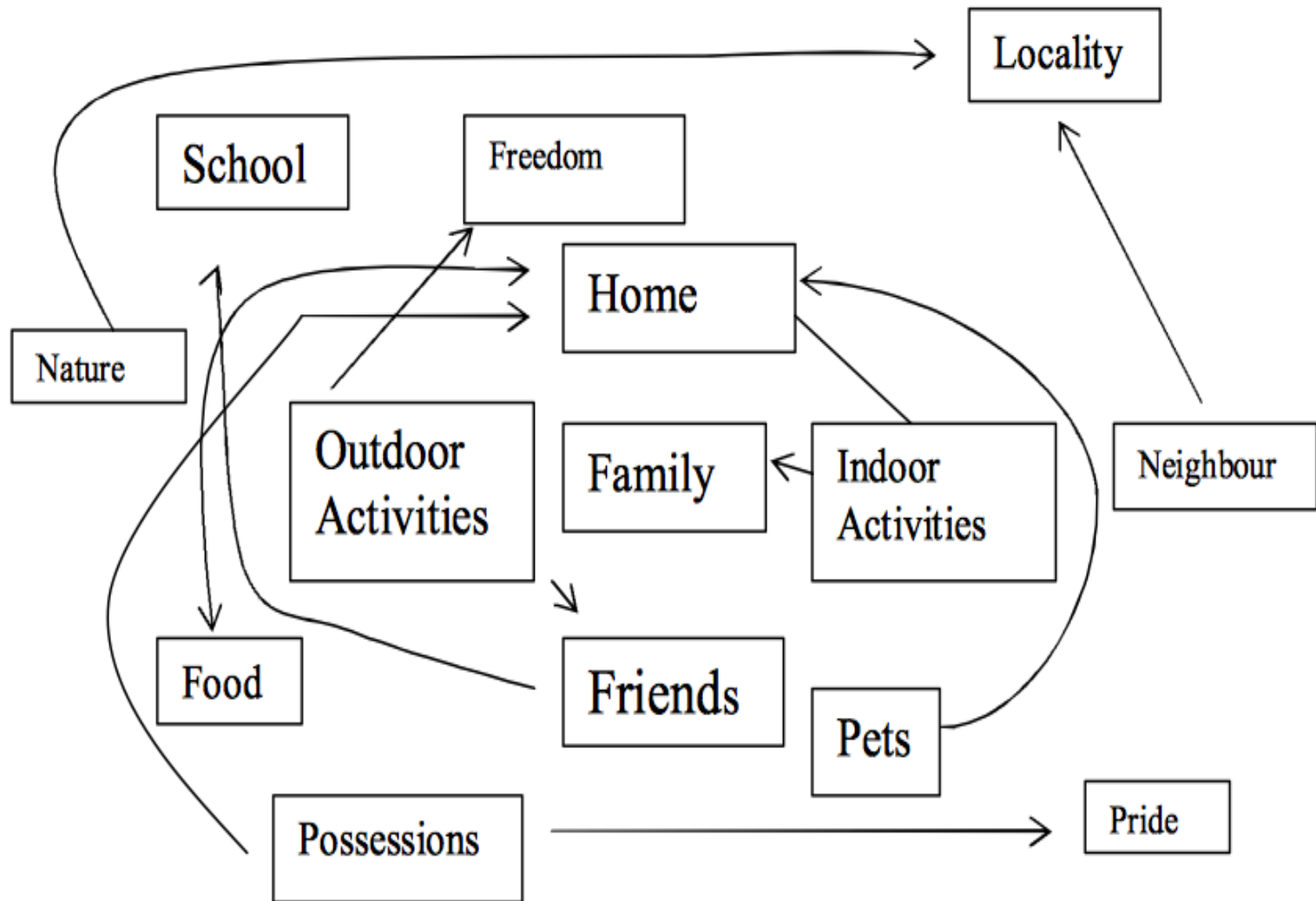
- Participant developed graphics



**In response to the question 'If it were your job to improve the health of the school. what would you do?' Half of the 83 student participants worked to create this schema.**



**Figure 1: Teacher's Schema**



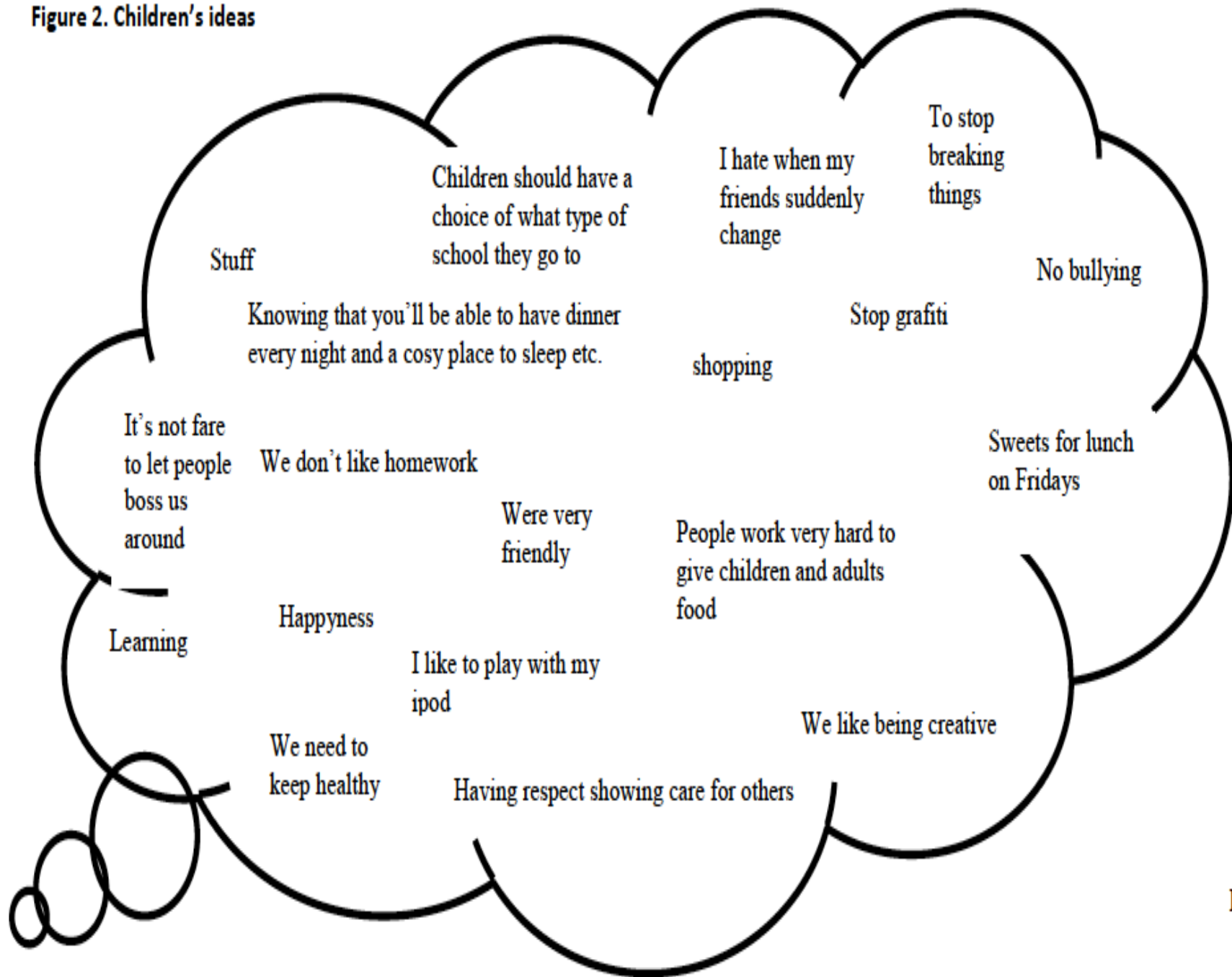




# Text based data (4)

- Lists and data reduction
- Colour

Figure 2. Children's ideas



### re 3. Final Themes

<b>Health of children</b>	<b>Hobbies/Interests</b>	<b>Friends and looking after each other</b>	<b>Familys for children</b>
<b>Being helpful</b>	<b>Feelings</b>	<b>Fun and playing</b>	<b>Learning</b>
<b>Being supported</b>	<b>Do</b>	<b>School</b>	<b>Miscellaneous</b>
<b>Have</b>	<b>Survival</b>	<b>How great we are</b>	<b>Entertainment/Fun</b>
<b>Safety/Protection</b>	<b>Seasons and Celebrations</b>	<b>Your name and where you come from</b>	<b>Bullying and bad behaviour</b>
<b>Safety/Bullying</b>	<b>Environment</b>	<b>Health/Food</b>	<b>Educations</b>



**Figure 4. Prioritised Themes**

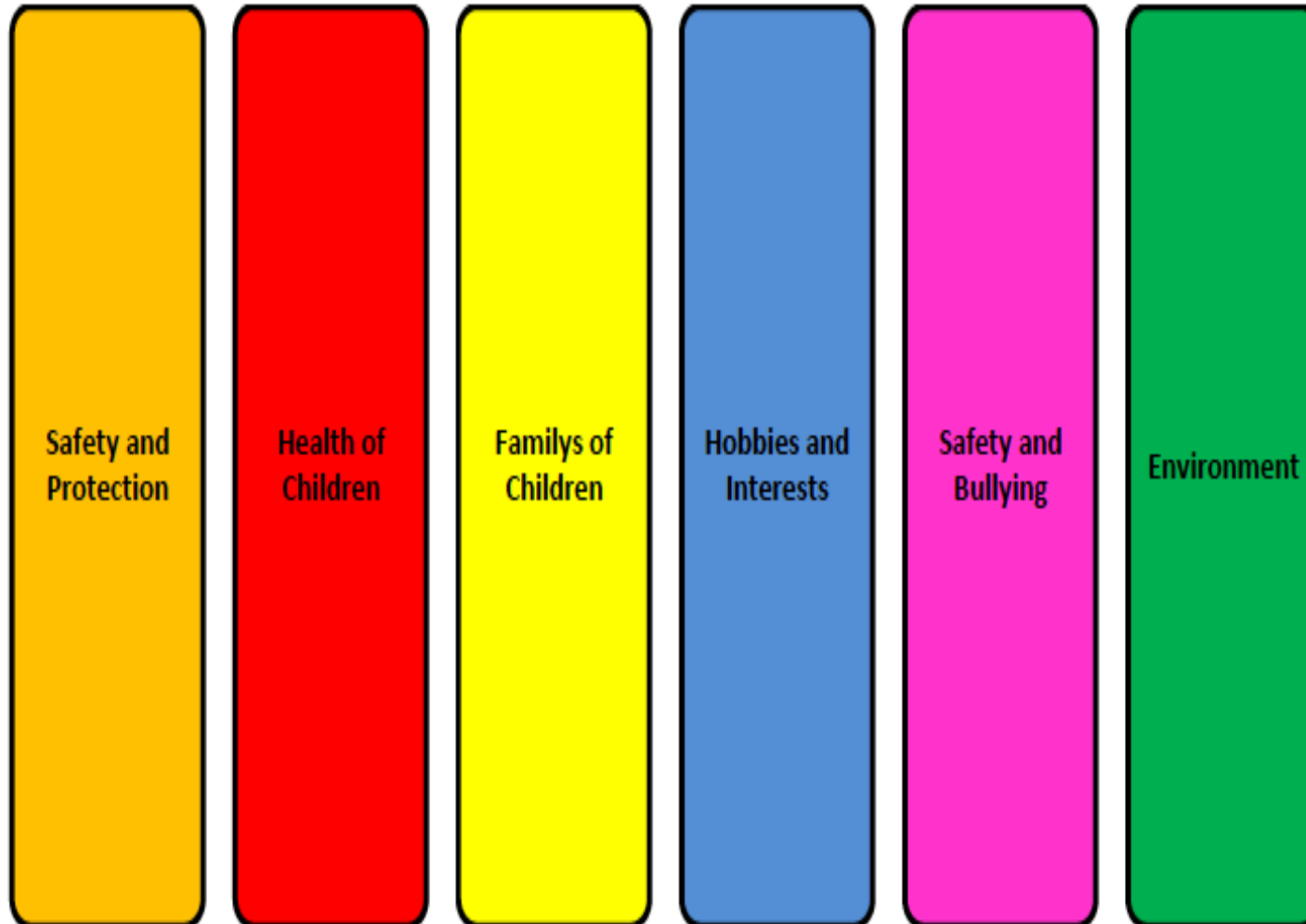




Figure 7. Familys for Children – 17 votes

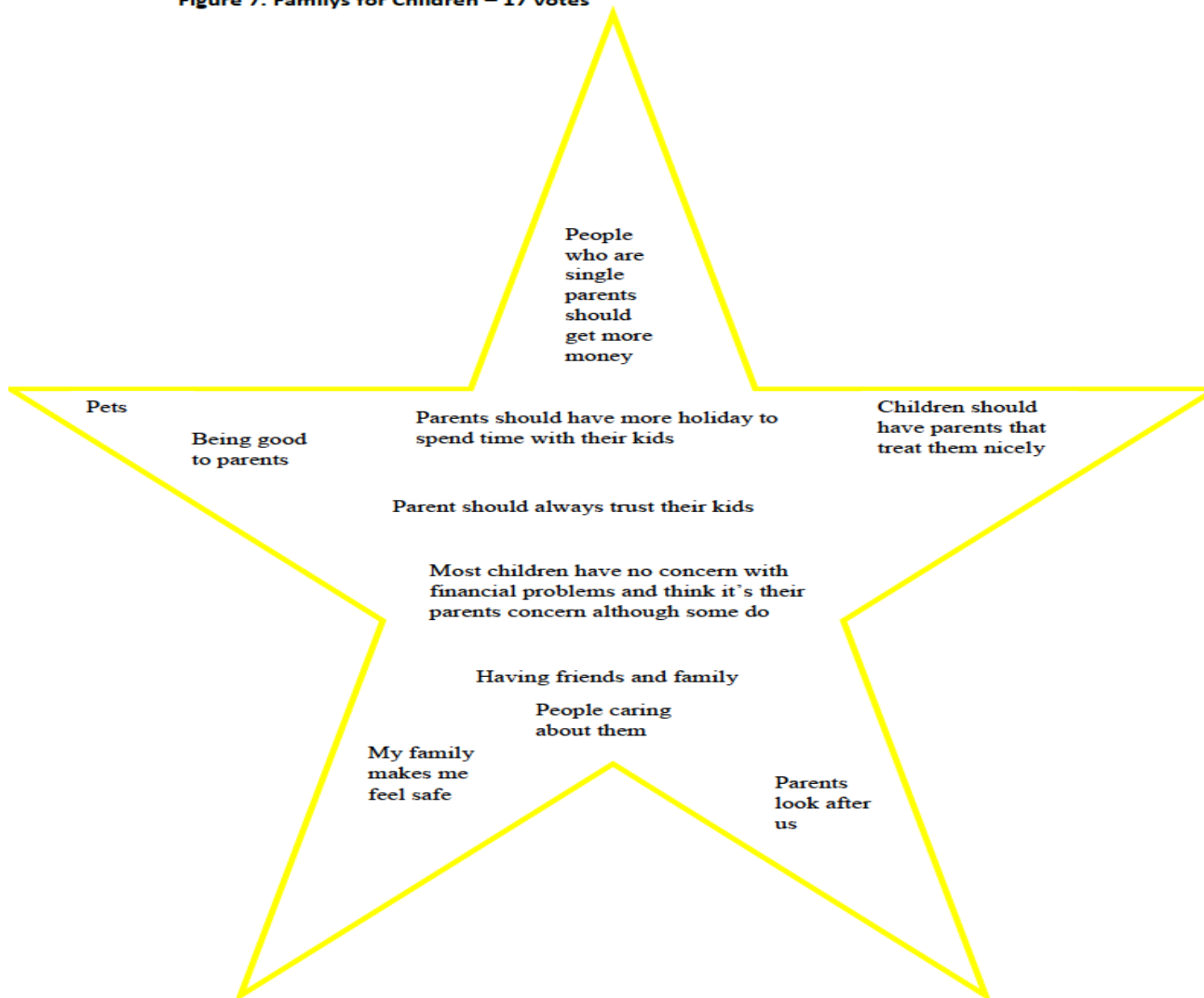


FIGURE 14.








### Appendix 1. Space Posters

Poster 1 - 'FAMILYS FOR CHILDREN'




When asked how the day could have been better, some children indicated that more fun activities (such as games and artwork) would have improved the day. Others didn't feel that the day could have been made any better. Some of the children's views are presented below.




**Maybe if we drew things**



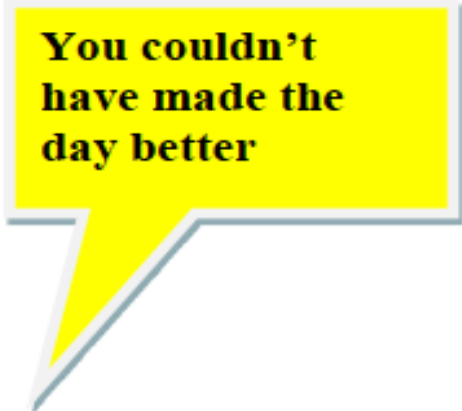
**It was too good**



**More games,  
More fun**



**It was brilliant**



**You couldn't have made the day better**



**More crisps**



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# Thank you

