Project 3: Visualization Teaching and Counter-Visualization

Due Date: 6 days after session 11, 10 pm

The ideal point of this project is to produce a visualization of a visualization that could be read by a senior high school student to learn from. Using the concepts we have discussed in this class, you can:

1. Produce a web page or interactive analysis of a visualization. While you cannot use the same visualization you made your first archaeology project on, you can choose one from the same field. I do not want to see the same sentences either. Your page should introduce the reader to the concepts you are covering, show how to analyze and critique a visualization, and draw conclusions about reading other ones. It might illustrate the work that went into it, the algorithms used along the way, the software programs, other related visualizations and so on.
There should be total of at least 4 pages (1200 words) of text involved, and at least two concepts and citations of readings from class. This might mean that after your illustrative page with captions, callouts, links to other pages, etc., you can have a few pages of just text discussing the visualization more. In other words, the most minimal form of this project would be a visualization followed by four pages written in a clear manner helping a new student understand how to read the visualization.

2. Instead of a web page, you can make a word doc, PDF or poster, following the same guidelines for 1.

3. You can also choose to produce a counter-image: your own visualization that either works against another visualization (such as a very misleading chart or map), or your own visualization that makes a teaching point about how visualizations persuade. This should include 4 pages of writing as well.

Obviously I'm looking for creative approaches. You're all good at critiquing images. This project is a challenge to produce your own visualization that helps others learn.

We will share them in class on May 10th.