VISUAL DESIGN & STORYTELLING

TUTORIAL

Petra Isenberg

TEAMS OF 2 OR 3

- Find a partners for the upcoming exercise
- Take out one computer, a sheet of paper, pens
- Go to: http://tinyurl.com/designexercise
- Check out the visualization for 5 minutes

1A)

Sketch the 4 screens out on a piece of paper:

all spending	type of spending
changes	dept. totals

Describe the types of comparisons **encouraged** by the text on each screen (not between them)

1B)

Some comparisons are encouraged but more are possible on each screen. Name them (in each plot).
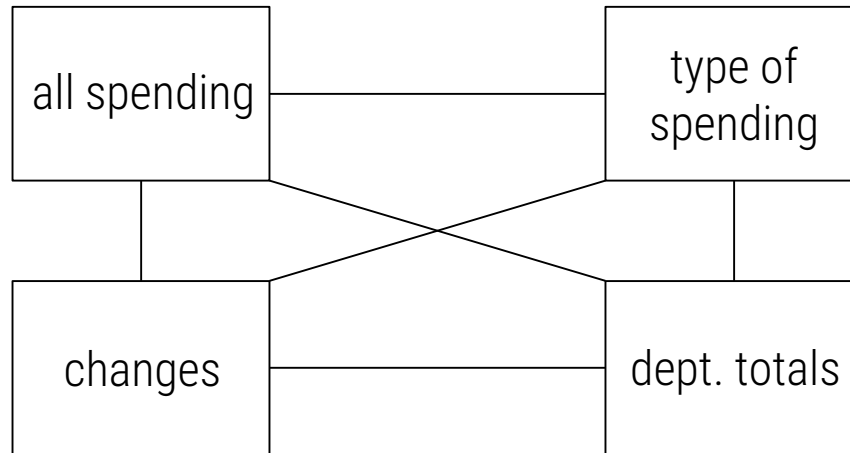
all spending

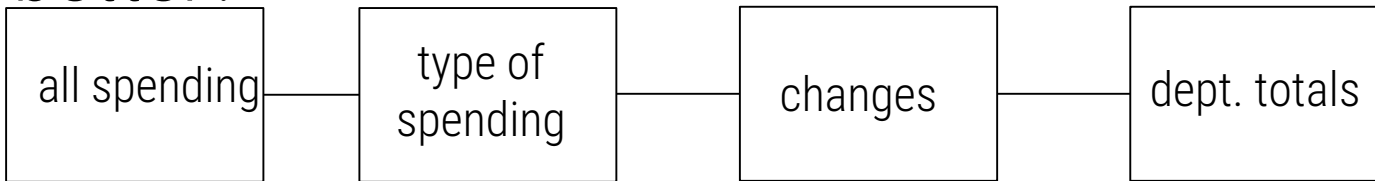type of spending

changes

dept. totals

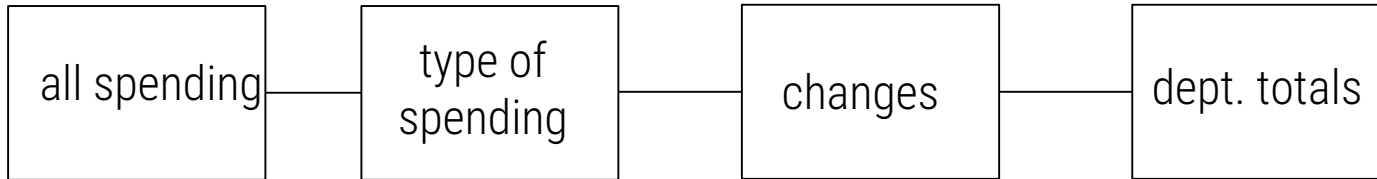For each possible transition, what comparisons are possible between views.

1D)

There is an order that the designers picked. Does it work or not? Why? Would another order work better?

all spending	type of spending	changes	dept. totals

1E)

Reflect on what works/doesn't with their design.
Start with things you like.

| all spending | type of spending | changes | dept. totals |

EXERCISE 2

- Go through the text,

- Identify key "**statistical facts**" that the authors are making (ignore the visualizations for now).

  – A statistical fact, for example, is: "*Among adults who grew up in the bottom half of the income distribution, only one out of 25 had family income of at least $100,000 by age 30.*"

  – any of these will be less obvious. Underline or highlight those in the text. Do this independently first and then agree.

2A) CONT

- Go to: http://tinyurl.com/designexercise2

2B)

Which statistical facts are reflected in the visualization?

2C)

- Which comparisons are possible in the visualization that are not discussed in the article?

- Why do you think the designers allow those?

2D)

- Come up with a few phrases that you think the graphic designers would have used:
  "The reader/viewer should…"

2E)

Reflect on what works/doesn't with their design.
Start with things you like and why.

ACKNOWLEDGEMENTS

Slides in were inspired and adapted from slides by

- Eytan Adar (University of Michigan)