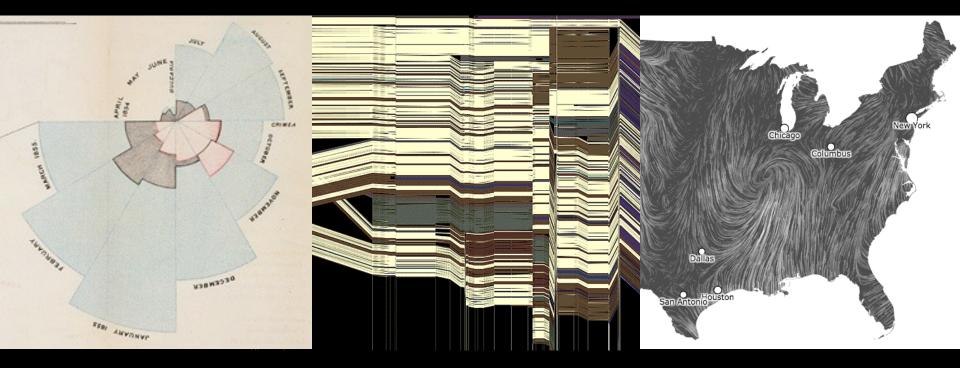
cse 442 - Data Visualization The Value of Visualization



Matthew Conlen University of Washington

How much data (bytes) did we produce in 2018?

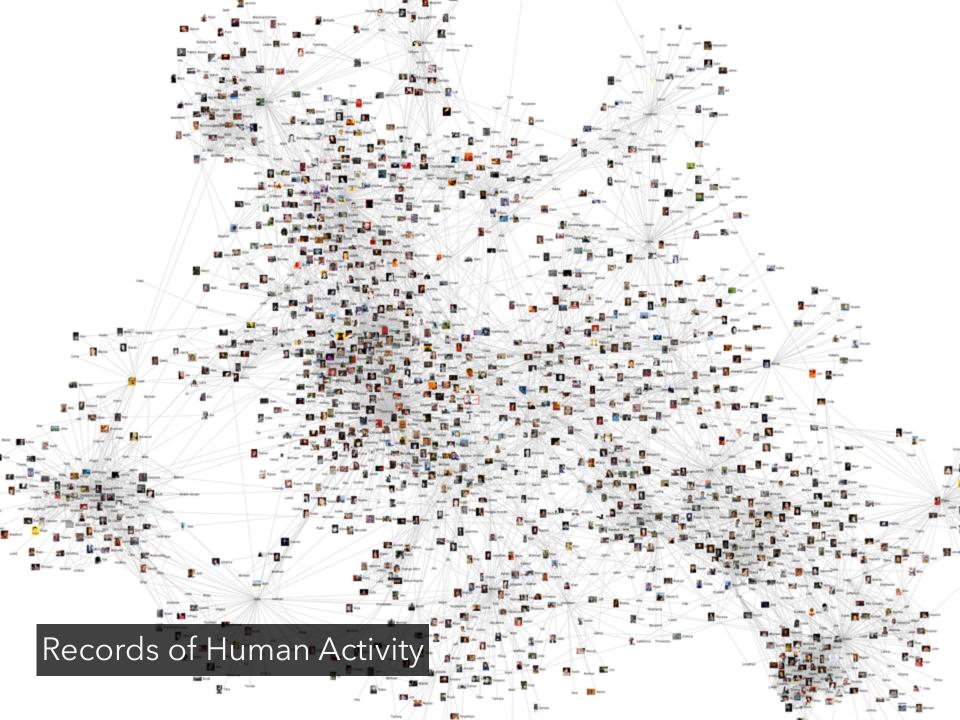
2018: 33 zettabytes Up from 1.2 zettabyte (2010)

Statista 2018, Gantz et al 2010

Physical Sensors Image courtesy cabspotting.org

C





"Abortion"

posts

from Wikipedia

authors

The Cunctator

Zundark

B4hand

KamikazeArchon

Stephen Gilbert

Shubenstein.

Donte Alighieri

Theanthrope

Comembert

MyRedDice

Kingturtie

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Abortion

(Revision as of 22:56 4 Jun 2003)

"Abortion," in its most commonly used se refers to the deliberate early termination pregnancy, resulting in the death of the gr fetus, [1] Medically, the term also refers t early termination of a pregnancy by natur ("spontaneous abortion" or miscarriage, w 1 in 5 of all pregnancies, usually within the weeks) or to the cessation of normal grow body part or organ. What follows is a disc the issues related to deliberate or "induce abortion.

Methods

2003

Depending on the stage of pregnancy an a performed by a number of different metho the earliest terminations (before nine wee a chemical abortion is the usual method, t mifepristone is usually the only legal meth although research has uncovered similar e from methotrexate and misoprostol. Conc with chemical abortion and extending up u around the fifteenth week suction-aspiration vacuum abortion is the most common app replacing the more risky <u>dilation and curet</u> C). From the fifteenth week up until aroun eighteenth week a surgical dilation and ex-(D & E) is used.

As the fetus size increases other technique be used to secure abortion in the third trip premature expulsion of the fetus can be in with prostaglandin, this can be coupled with injecting the amniotic fluid with saline or u solution. Very late abortions can be broug by the controversal intact dilation and exte & X) or a hysterotomy abortion, similar to caesarian section.

The controversy

The morality and legality of abortion is a l important topic in applied ethics and is als discussed by legal scholars and religious p Important facts about abortion are also re by sociologists and historians.

Abortion has been common in most societ Abortion has been common in most societ although it has often been opposed by sor-institutionalized religions and governments century politics in the <u>United States</u> and Ei abortion became commonly accepted by it the 20th century. Additionally, abortion is accepted in <u>China</u>. India and other populo countries. The <u>Catholic Church</u> remains o the accepted one has been accepted by the the procedure, however, and in other cour notably the <u>United States</u> and the (predom Catholic) <u>Republic of Ireland</u>, the controve extremely active, to the extent that even t of the respective positions are subject to l debate. While those on both sides of the are generally peaceful, if heated, in their i of their positions, the debate is sometimes characterized by violence. Though true of sides, this is more marked on the side of t opposed to abortion, because of what they the gravity and urgency of their views.

The central question

The central question in the abortion debat clash of presumed or perceived rights. On hand, is a fetus (sometimes called the "un pro-life/anti-abortion advocates) a human with a right to life, and if so, at what point pregnancy does the fetus become human other hand, is a fetus part of a woman's b

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Wikipedia History Flow (IBM)

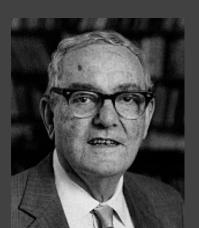
The ability to take data-to be able to **understand**

it, to process it, to extract value from it, to visualize it, to communicate it-that's going to be a hugely important skill in the next decades, ... because now we really do have essentially free and ubiquitous data. So the complimentary scarce factor is the ability to understand that data and extract value from it.

> Hal Varian, Google's Chief Economist The McKinsey Quarterly, Jan 2009

A Poverty of Attention

"What information consumes is rather obvious: it consumes the attention of its recipients. Hence a wealth of information creates a poverty of attention, and a need to allocate that attention efficiently among the overabundance of information sources that might consume it."



Herb Simon as quoted by Hal Varian Scientific American September 1995

What is Visualization?

"Transformation of the symbolic into the geometric" [McCormick et al. 1987]

"... finding the artificial memory that best supports our natural means of perception." [Bertin 1967]

"The use of computer-generated, interactive, visual representations of data to amplify cognition." [Card, Mackinlay, & Shneiderman 1999]

Set	tΑ	Se	et B	Se	t C	Se	t D
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10	8.04	10	9.14	10	7.46	8	6.58
8	6.95	8	8.14	8	6.77	8	5.76
13	7.58	13	8.74	13	12.74	8	7.71
9	8.81	9	8.77	9	7.11	8	8.84
11	8.33	11	9.26	11	7.81	8	8.47
14	9.96	14	8.1	14	8.84	8	7.04
6	7.24	6	6.13	6	6.08	8	5.25
4	4.26	4	3.1	4	5.39	19	12.5
12	10.84	12	9.11	12	8.15	8	5.56
7	4.82	7	7.26	7	6.42	8	7.91
5	5.68	5	4.74	5	5.73	8	6.89

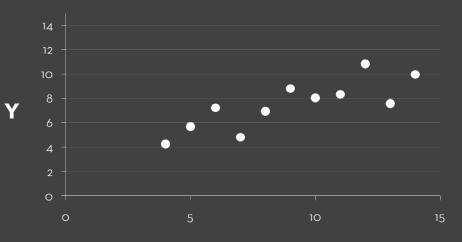
Summar	y Statistics
$u_{X} = 9.0$	$\sigma_{\chi} = 3.317$
$u_{Y} = 7.5$	$\sigma_{\rm Y} = 2.03$

Linear Regression Y = 3 + 0.5 X $R^2 = 0.67$

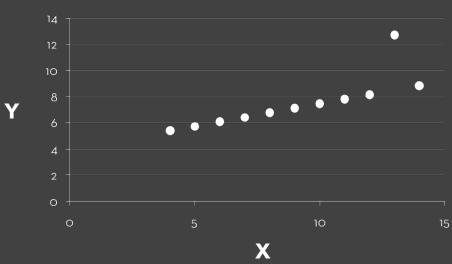
[Anscombe 1973]

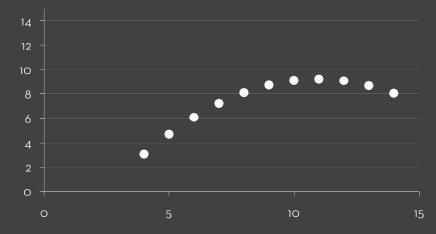
Set A

Set B



Set C





Why Create Visualizations?

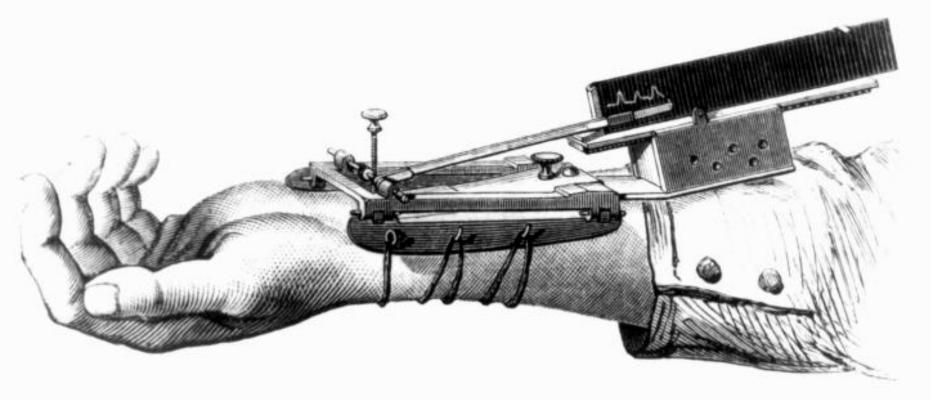
Why Create Visualizations?

Answer questions (or discover them) Make decisions See data in context Expand memory Support graphical calculation Find patterns Present argument or tell a story Inspire

Record Information



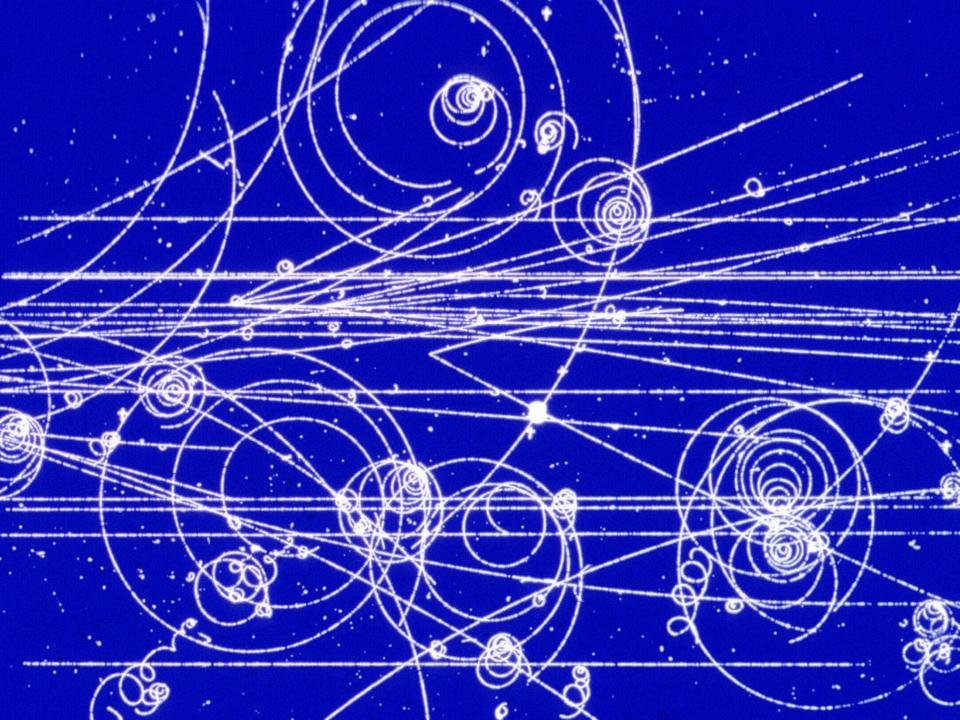
Gallop, Bay Horse "Daisy" [Muybridge 1884-86]



1.

Marey's sphygmograph in use. 1860. La méthode graphique dans les sciences expérimentales et principalement en physiologie et en médecine.

E.J. Marey's sphygmograph [from Braun 83]





-Edge of Frame DN 50-45 DARK 45-40 40-35 35-30 30-25 25-20 LIGHT



Support Reasoning

HISTORY OF O-RING DAMAGE ON SRM FIELD JOINTS

-		C	ross Sectional	View	Tor	View	
and the	SRM No.	Erosion Depth (in.)	Perimeter Affected (deg)	Nominal Dia. (in.)	Length Of Max Erosion (in.)	Total Heat Affected Length (in.)	Clocking Location (deg)
61A LH Center Field** 61A LH CENTER FIELD** 51C LH Forward Field** 51C RH Center Field (prim)*** 51C RH Center Field (sec)***	22A 222A 15A 15B 15B	None NONE 0.010 0.038 None	None NONE 154.0 130.0 45.0	0.280 0.280 0.280 0.280 0.280 0.280	None NONE 4.25 12.50 None	None NONE 5.25 58.75 29.50	36°66° 338°-18° 163 354 354 354
41D RH Forward Field 41C LH Aft Field* 418 LH Forward Field	13B 11A 10A	0.028 None 0.040	110.0 None 217.0	0.280 0.280 0.280	3.00 None 3.00	None None 14.50	275
STS-2 RH Aft Field	28	0.053	116.0	0.280			90

*Hot gas path detected in putty. Indication of heat on O-ring, but no damage. **Soot behind primary O-ring. ***Soot behind primary O-ring, heat affected secondary O-ring.

Clocking location of leak check port - 0 deg.

٩

OTHER SRM-15 FIELD JOINTS HAD NO BLOWHOLES IN PUTTY AND NO SOOT NEAR OR BEYOND THE PRIMARY O-RING.

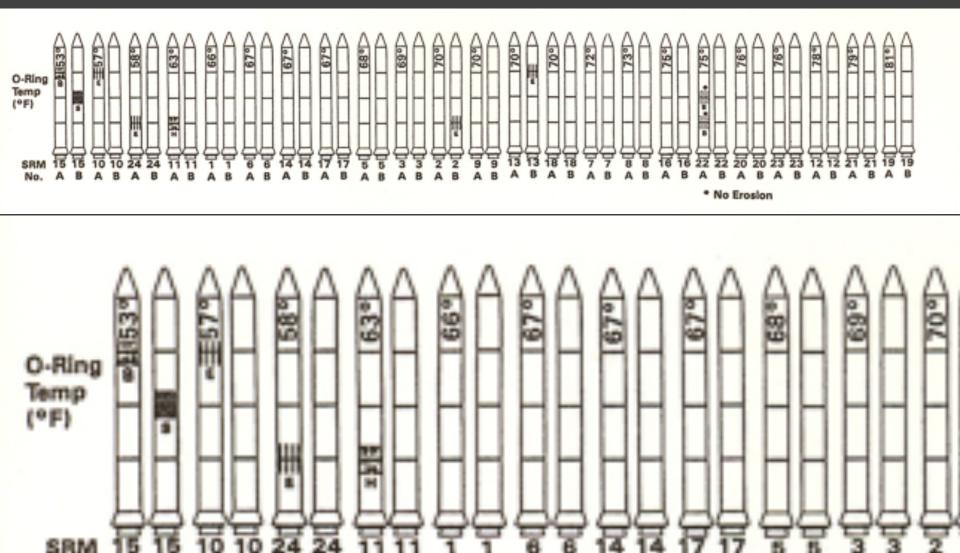
SRM-22 FORWARD FIELD JOINT HAD PUTTY PATH TO PRIMARY O-RING, BUT NO O-RING EROSION AND NO SOOT BLOWBY. OTHER SRM-22 FIELD JOINTS HAD NO BLOWHOLES IN PUTTY.

BLOW BY HISTORY SRM-15 WORST BLOW-BY		HISTORY	OF (DEGRE		MPERATURES
· 2 CASE JOINTS (80°), (110°) ARC	MOTOR	MBT	AMB	O-RING	WIND
O MUCH WORSE VISUALLY THAN SRM-22	Dm-+	68	36	47	IO MPH
	Dm-2	76	45	52	10 mp4
SRM 22 BLOW-BY	Qm - 3	72.5	40	48	10 mpH
· 2 CASE JOINTS (30-40")	Qm - 4	76	48	51	10 mPH
	SRM-15	52	64	53	10 MPH
SRM-13 A, 15, 16A, 18, 23A 24A	5RM-22	77	78	75	10 mpH
O NOZZLE BLOW-BY	SRM-25	55	26	29 27	IO MPH 25 MPH

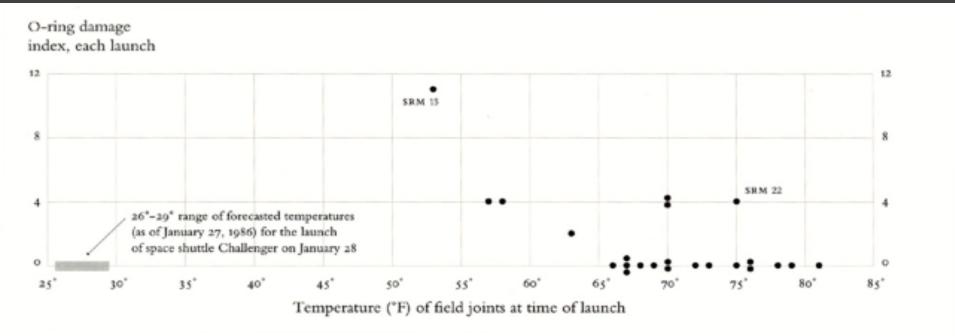
2 of 13 pages of material faxed to NASA by Morton Thiokol [from Tufte 1997]

Make a Decision: Challenger

No.



Make a Decision: Challenger



Visualizations drawn by Tufte show how low temperatures damage O-rings [Tufte 97]

Data in Context: Cholera Outbreak



In 1854 John Snow plotted the position of each cholera case on a map. [from Tufte 83]

Data in Context: Cholera Outbreak





Used map to hypothesize that pump on Broad St. was the cause. [from Tufte 83]

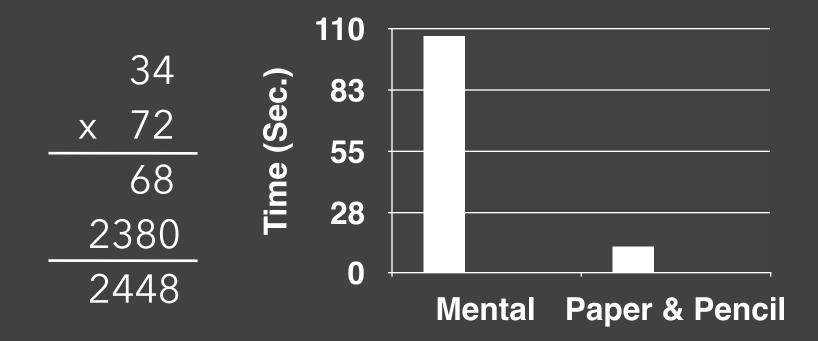
Expand Memory: Multiplication

Class Exercise!

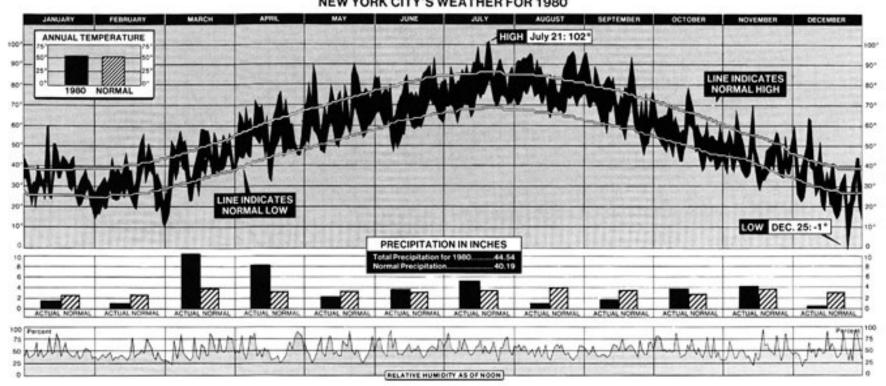
Expand Memory: Multiplication

34 x 72

Expand Memory: Multiplication



Find Patterns: NYC Weather

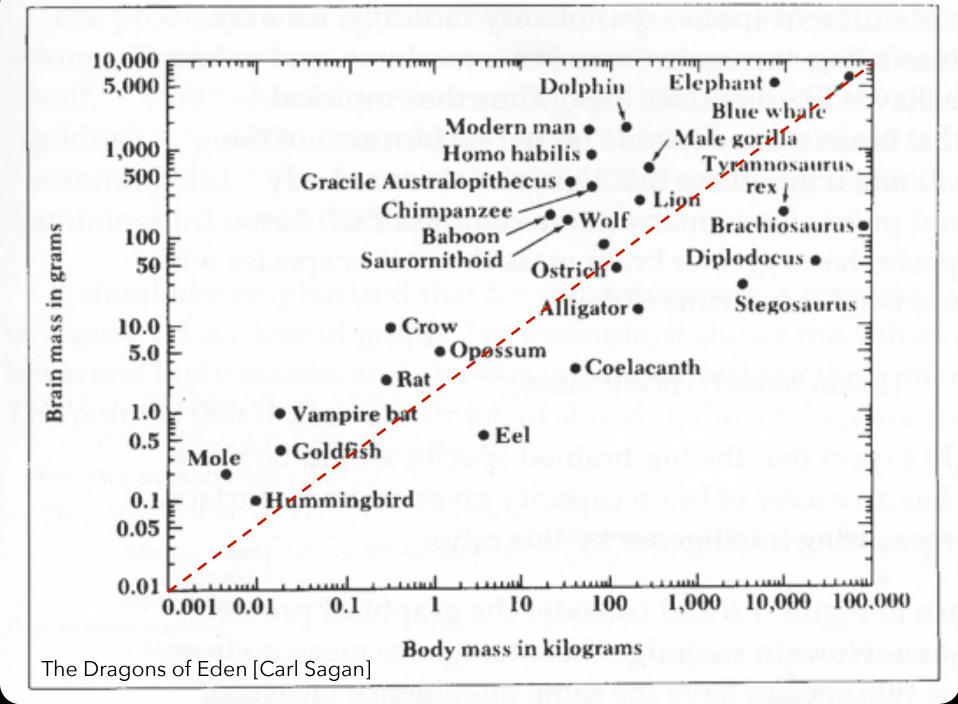


NEW YORK CITY'S WEATHER FOR 1980

[New York Times 1981]

The Most Powerful Brain?

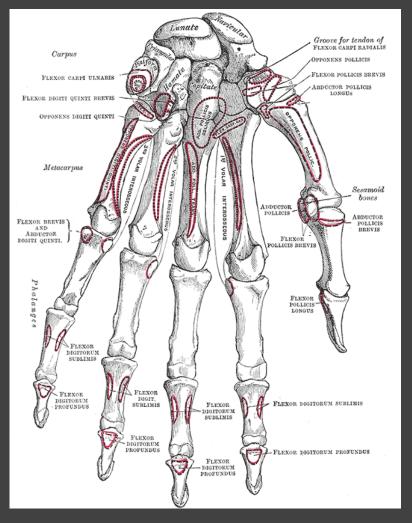
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1	ID _	Name	Body Weight	Brain Weight	
2	1	Lesser Short-tailed Shrew	5	0.14	
3	2	Little Brown Bat	10	0.25	
4	3	Mouse	23	0.3	
5	4	Big Brown Bat	23	0.4	
6	- 5	Musk Shrew	48	0.33	
7	6	Star Nosed Mole	60	1	
8	7	Eastern American Mole	75	1.2	
9	8	Ground Squirrel	101	4	
10	9	Tree Shrew	104	2.5	
11	10	Golden Hamster	120		_
12	-11	Mole Rate	122		
13		Galago	200		
14		Rat	280		
15		Chinchilla	425		
16	15	Desert Hedgehog	550		
17	16	Rock Hyrax (a)	750		
18		European Hedgehog	785		
19		Tenrec	900		
20		Arctic Ground Squirrel	920		
21		African Giant Pouched Rat	1000		
22		Guinea Pig	1040		
23		Mountain Beaver	1350		
24		Slow Loris	1400		
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Chimpanzee								
Baboon								
Crow								
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Opossum								
Blue Whale								
Saurornithoid								
Goldfish								
Ostrich								
Alligator								
Tyrannosaurus rex								
Coelacanth								
Eel								
Stegosaurus								
Brachiosaurus								
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Convey Information to Others

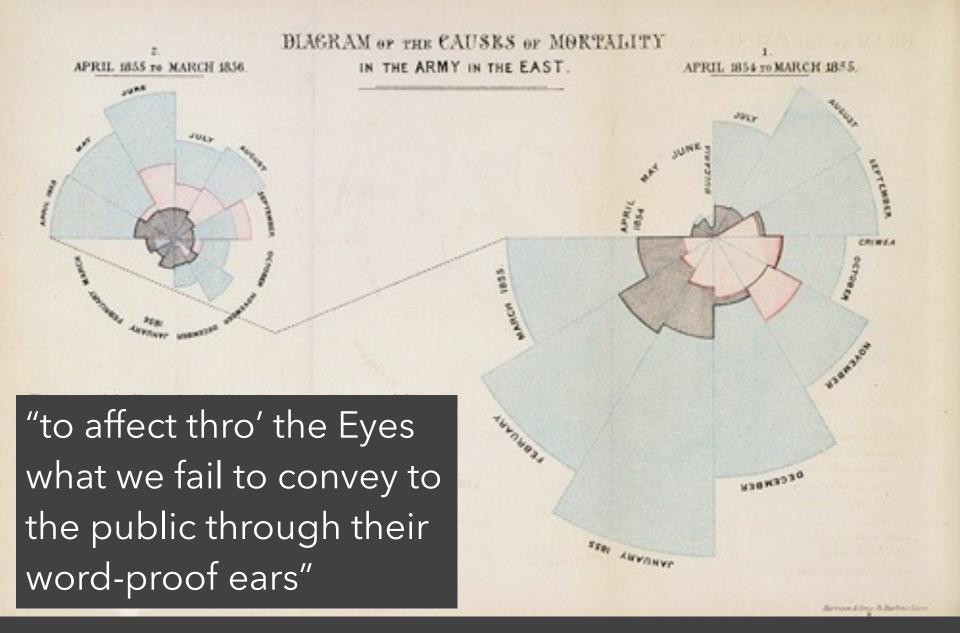
Inspire



Bones in hand [from 1918 edition]



Double helix model [Watson and Crick 53]



1856 "Coxcomb" of Crimean War Deaths, Florence Nightingale

The Value of Visualization

Record information

Blueprints, photographs, seismographs, ...

Analyze data to support reasoning Develop and assess hypotheses Find patterns / Discover errors in data

Expand memory

Communicate information to others

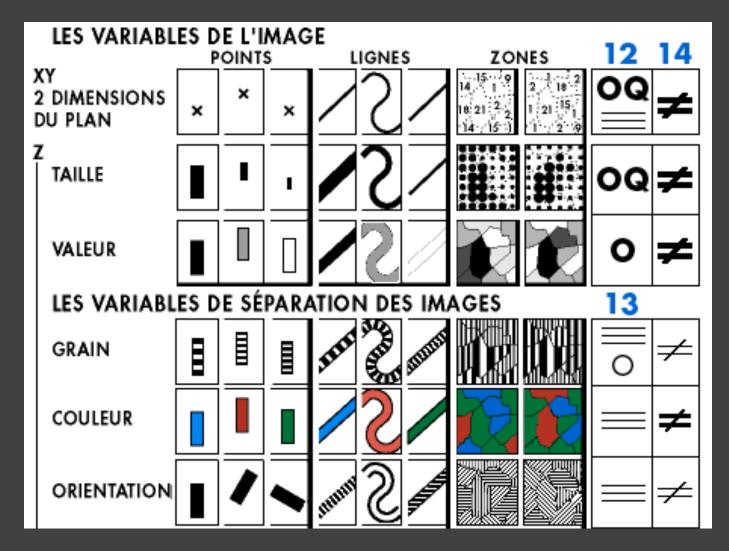
- Share and persuade
- Collaborate and revise

Goals of Visualization Research

- 1 Understand how visualizations convey information What do people perceive/comprehend? How do visualizations inform mental models?
- 2 Develop principles and techniques for creating effective visualizations and supporting analysis Leverage perception & augment cognition Improve ties between visualization & mental model

Course Topics

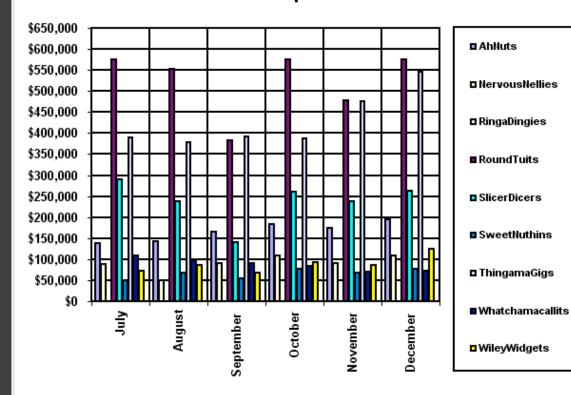
Data and Image Models



Sémiologie Graphique [Bertin 67]

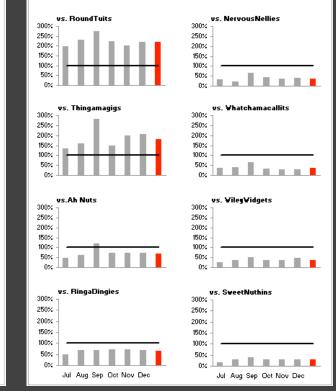
Visualization Design

SlicerDicers' Sales Compared to Other Products



Sales of SlicersDicers Compared to Other Products July - December, 2003

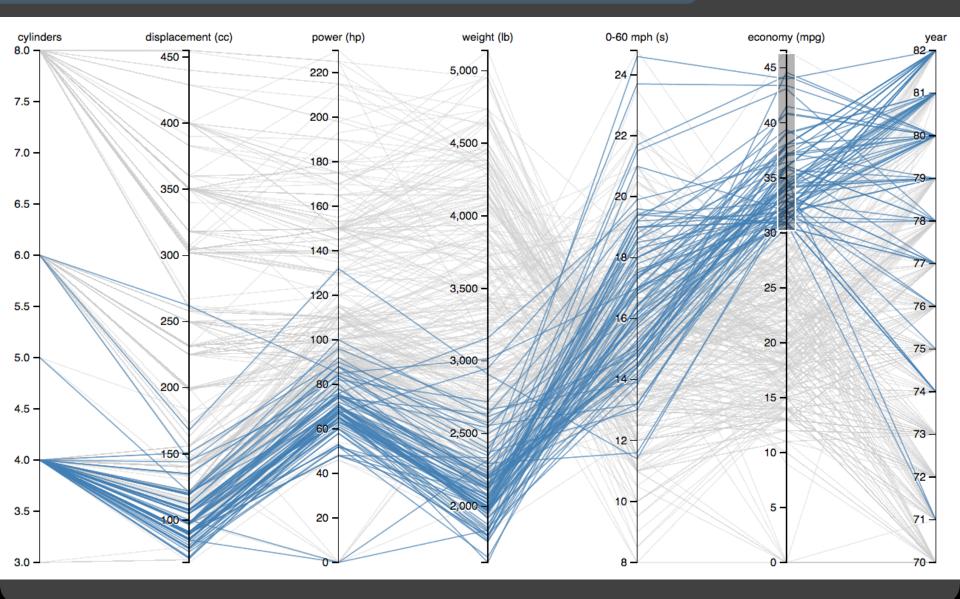
(SlicersDicers' sales are displayed as black reference lines of 100%; the red bars represent the average monthly sales percentage for July through December.)

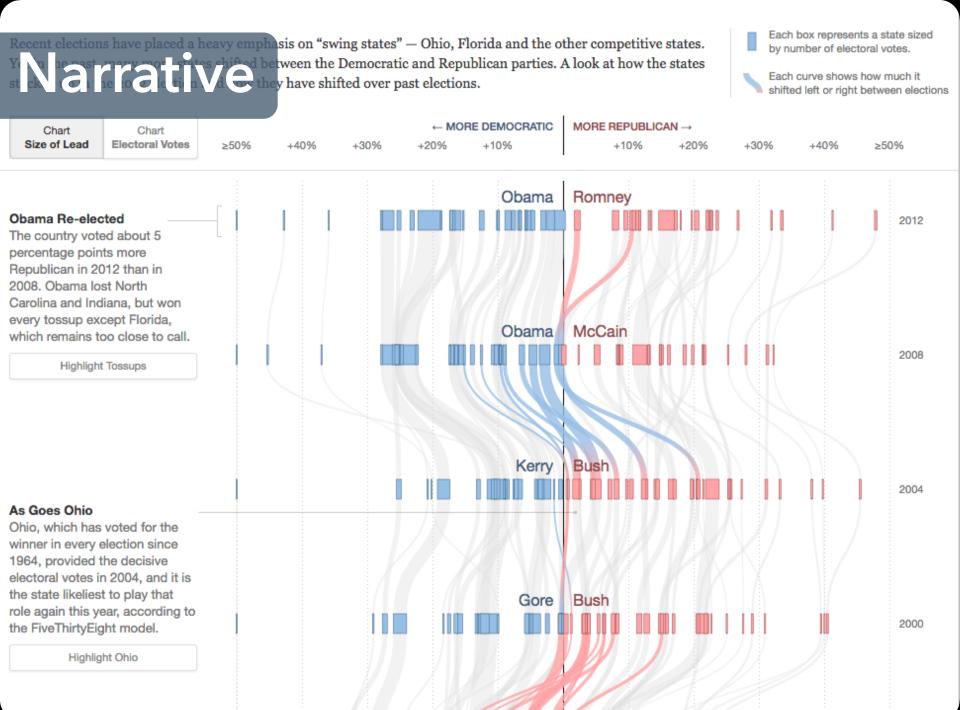


Problematic design

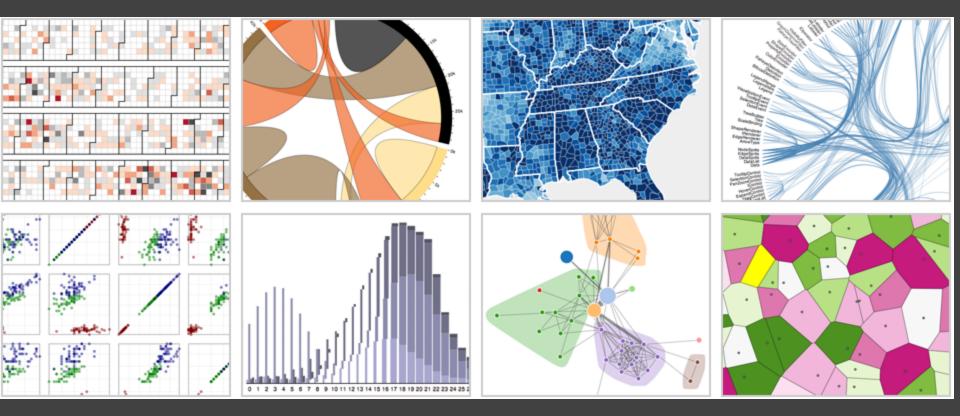
Redesign

Exploratory Data Analysis

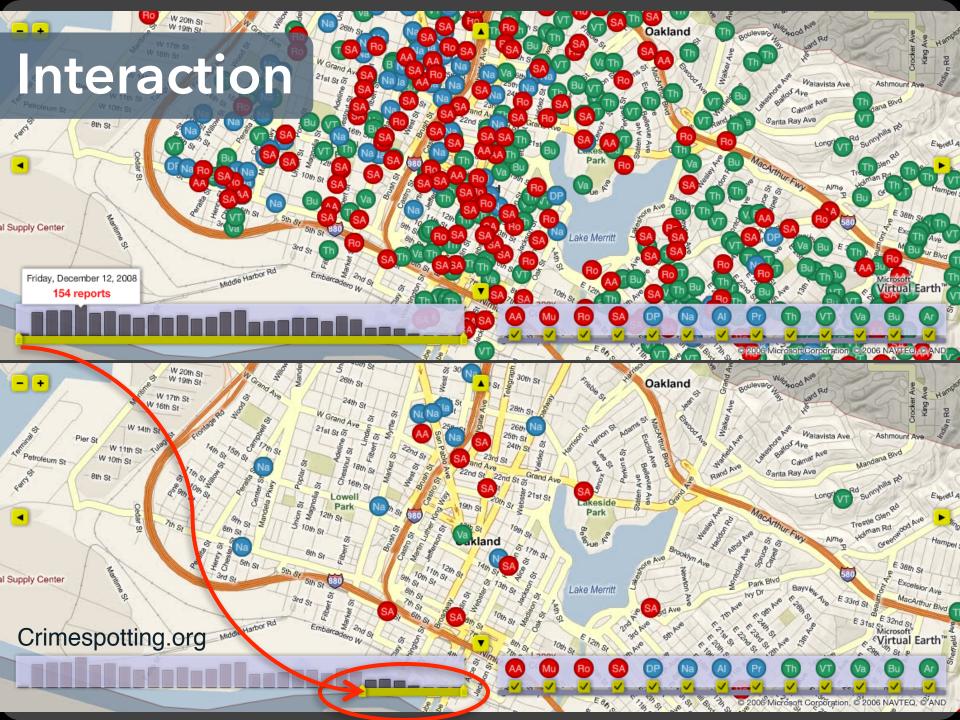




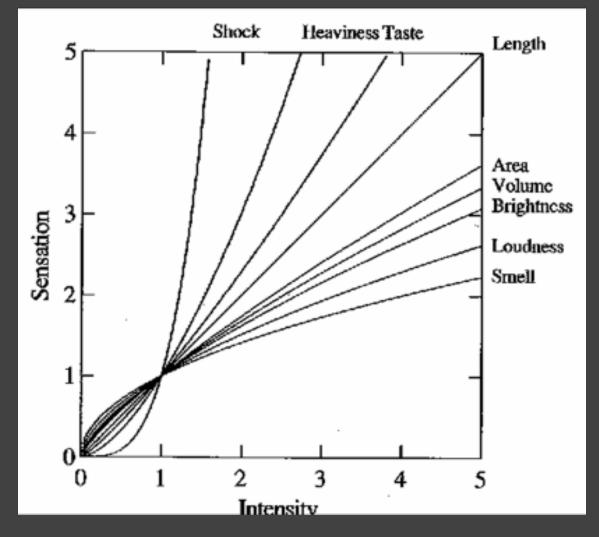
Visualization Software



D3: Data-Driven Documents

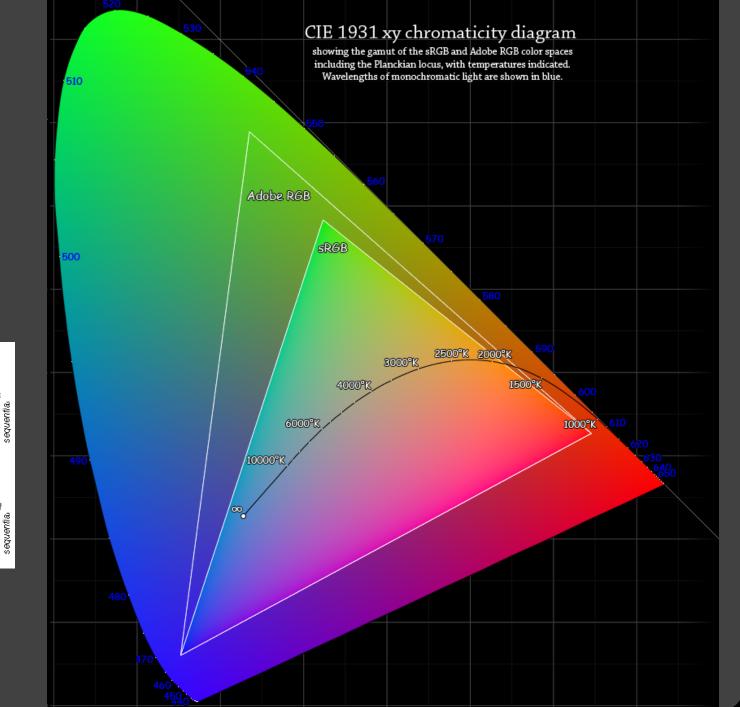


Graphical Perception



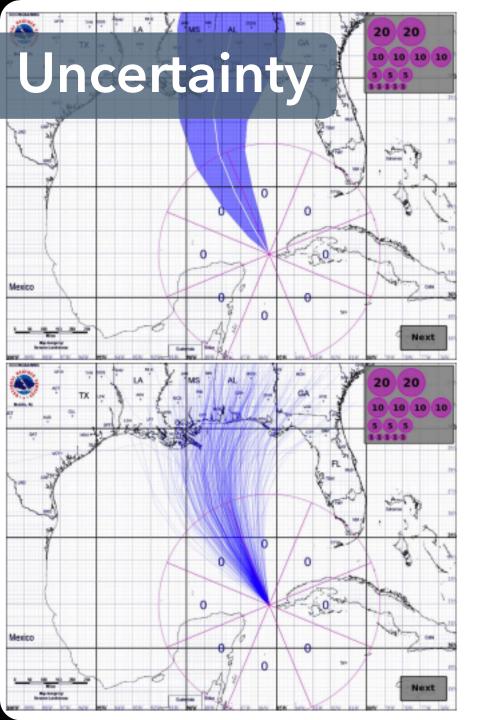
The psychophysics of sensory function [Stevens 61]

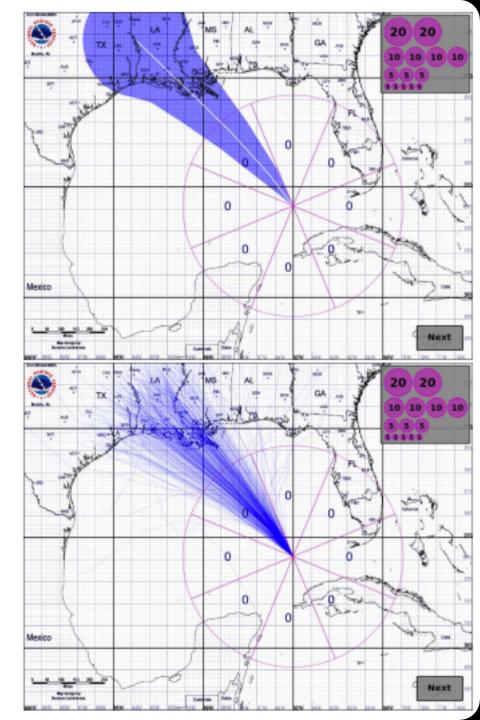
Color



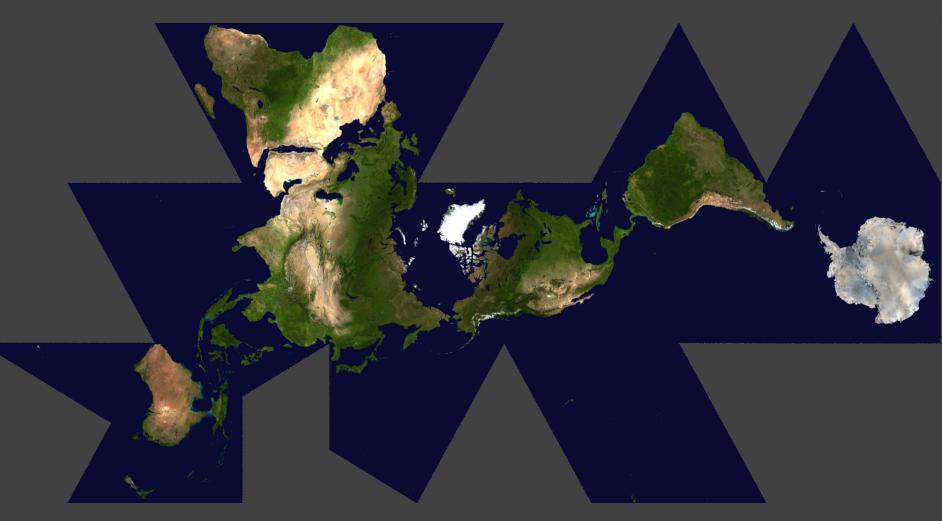
qualitative У П ŝ n TEA TFA qualitative diverging binary -1 0 +1 ΤE А diverging seque -10+1 1 1 -1 0 +1 diverging sequential diverging +10 -10 -1 0 +1 255075

Color Brewer



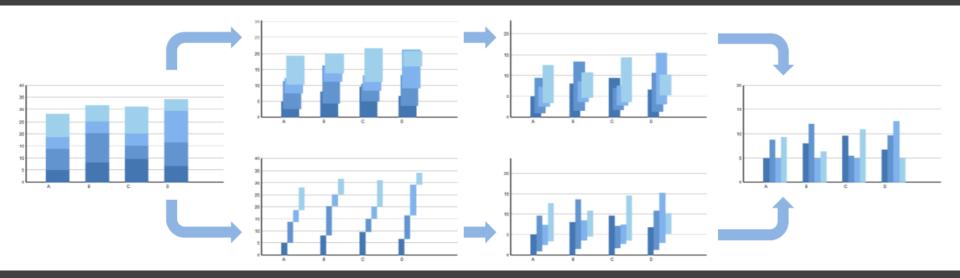






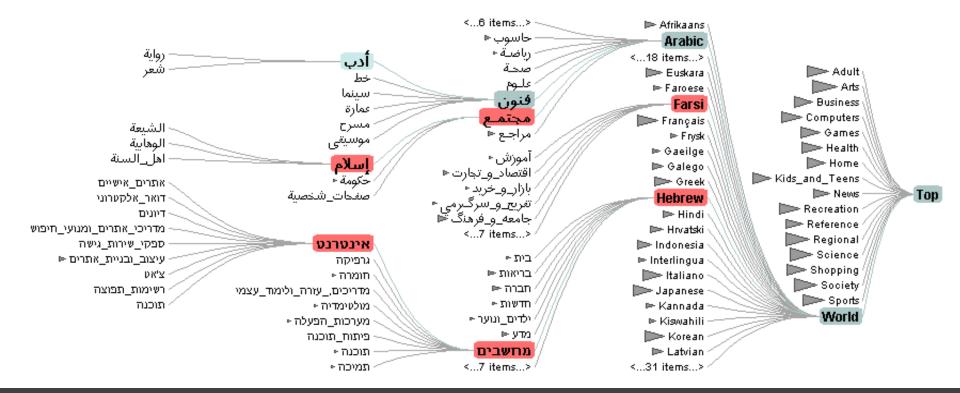
Dymaxion Maps [Fuller 46]

Animation



Animated transitions in statistical data graphics [Heer & Robertson 07]

Hierarchies

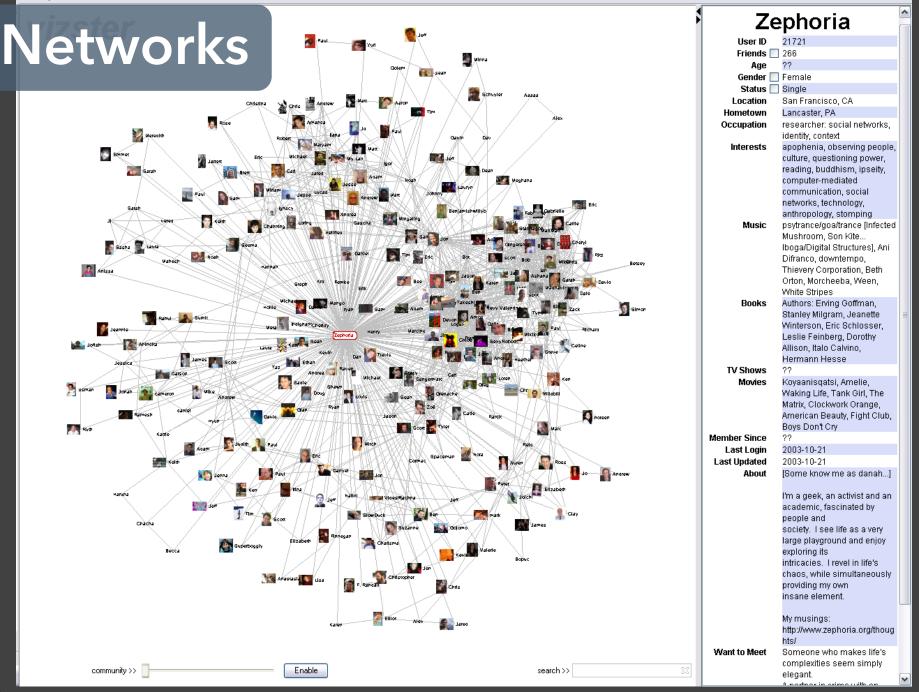


Degree-Of-Interest Trees [Heer & Card 04]

👙 Vizster

File Options Tools





Course Mechanics

You should expect to:

- **1** Evaluate and critique visualization designs
- 2 Learn visualization techniques & theory
- **3** *Implement* interactive data visualizations
- **4** Develop a substantial visualization project

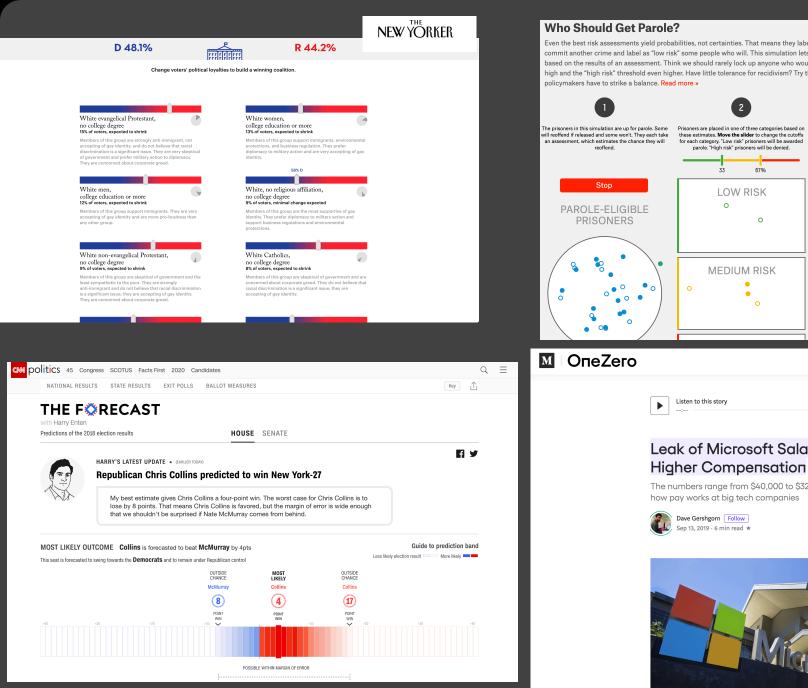
Matthew Conlen

mconlen@cs.washington.edu

Research on interactive documents and data-driven storytelling.

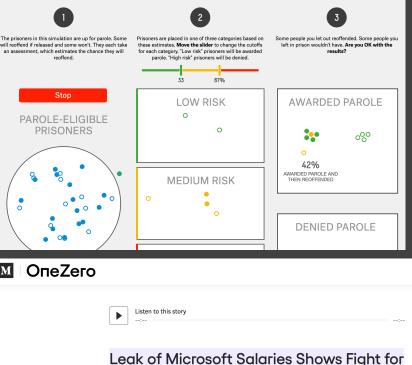
I maintain an interactive markup language called Idyll, publish a data-driven digital magazine called the Parametric Press, and work with NASA's climate communications team.





Who Should Get Parole?

Even the best risk assessments yield probabilities, not certainties. That means they label as "high risk" some people who won't commit another crime and label as "low risk" some people who will. This simulation lets you sort offenders into risk categories based on the results of an assessment. Think we should rarely lock up anyone who wouldn't reoffend? Set the "low risk" threshold high and the "high risk" threshold even higher. Have little tolerance for recidivism? Try the opposite. In the real world, policymakers have to strike a balance. Read more »



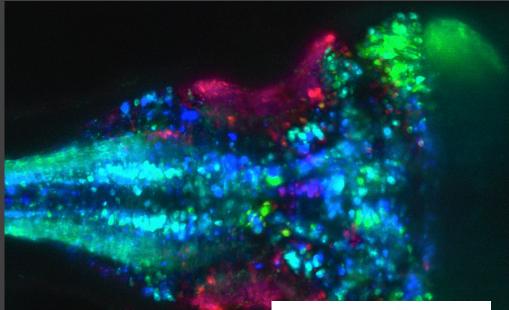
The numbers range from \$40,000 to \$320,000 and reveal key details about how pay works at big tech companies

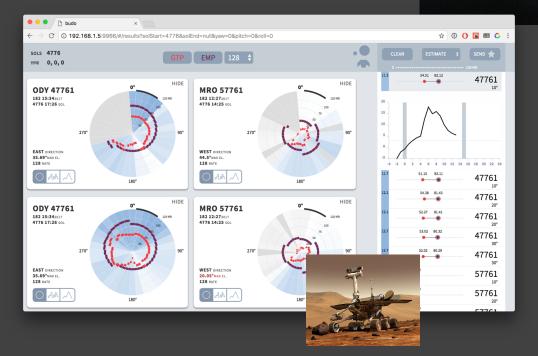


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FiveThirtyEight











Matthew Conlen PhD Student, CSE <u>https://mathisonian.com</u>

Assistants Eunice Jun Chanwut (Mick) Kittivorawong Andrew Wang Zhu (Ruby) Li JL (Jialiang) Liu



Assistants



Matthew Conlen PhD Student, CSE <u>https://mathisonian.com</u>

Office hours posted tomorrow.

Eunice Jun Chanwut (Mick) Kittivorawong Andrew Wang Zhu (Ruby) Li

JL (Jialiang) Liu

Eunice Jun

emjun@cs.washington.edu

OH: Friday 1-2pm GATES 152 or by appointment

Research

Languages and tools for statistical data analysis designed for non-experts* 📥 tea-lang.org

Ask me about...

Much experience with Python, R, backend web programming

Some experience with Javascript, D3, general web programming

Visualization + functional programming

*Interested in research? Contact me!



Chanwut (Mick) Kittivorawong

chanwutk@cs.washington.edu

Research Contributions:

Vega: Labeling automation in visualizations

Vega-Lite: Enabling syntax for creating composite marks

Technical Experience:

TypeScript, Vega-Lite/Vega, and web development



Andrew Wang

aywang@cs.washington.edu OH: TBD

Work experience in data vis @ *Microsoft Gaming* Other: data infrastructure @ *Citadel*, machine learning infrastructure @ *Stripe*

Research experience in computer vision

Experienced in JavaScript, D3, and general web programming



Zhu (Ruby) Li

liz67@cs.washington.edu

Research on interactive mapping tool for accessibility

Experience with JavaScript, D3, prototyping, and general web programming

Interest in perceptual and cognitive psychology

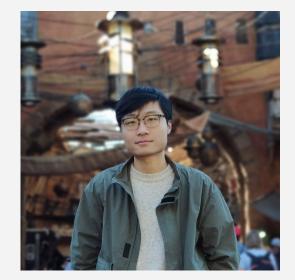


JL (Jialiang) Liu

jl262@cs.washington.edu

Love making interactive and meaningful websites.

Taken INFO and HCDE courses related to design.



Experience with JavaScript, D3, and general web programming.

Textbook

An Introduction to Designing With D3

Interactive Data Visualization

for the Web



Interactive Data Visualization for the Web, 2nd Edition

For learning D3! <u>Book available online.</u> <u>Code / examples on GitHub.</u>

We will be using **D3 v5**. <u>https://d3js.org</u>

O'REILLY®

Scott Murray

Readings

Some from D3 book, others from papers & web. Material in class will loosely follow readings. Readings should be read by start of class. Post discussion comments on class Canvas forum. One comment per week (ending week 8). Comments posted by *Friday 11:59pm*. You have 1 "pass" for the quarter.

Assignments

Class Participation (10%)

- A1: Visualization Design (10%)
- A2: Exploratory Data Analysis (15%)
- A3: Interactive Prototype (25%) Peer Evaluation
- FP: Final Project (40%) Initial Prototypes Project Deliverables

Final Project

- Produce interactive web-based visualizations
- Initial prototype and design review
- Final deliverables and video presentation
- Submit and publish on GitHub
- Projects from **previous classes** have been:
- Published as research papers
- Featured in the New York Times
- Released as successful open source projects

Final Project Theme

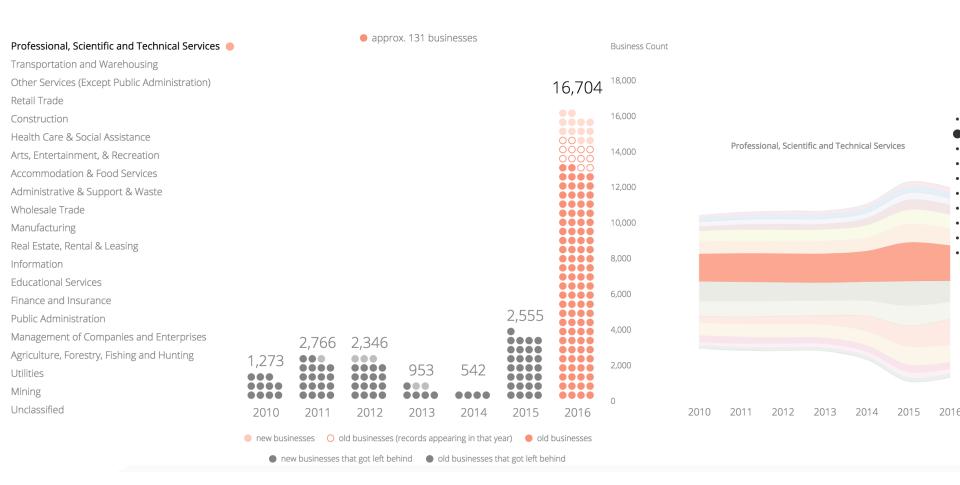
Interactive dashboard for a public audience.

Goal: find data of public interest, design visualizations to explore and communicate it effectively.

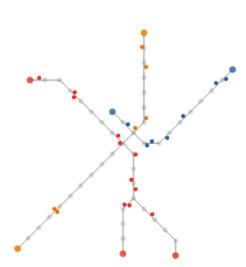
- Politics
- Sports
- Climate

You must identify a topic, dataset, and target audience. We'll provide some examples and potential datasets.

Inspiration...



Change In Times (CSE 442, Spring 2017) Gunnar Olson, Halden Lin, Lilian Liang, and Shobhit Hathi

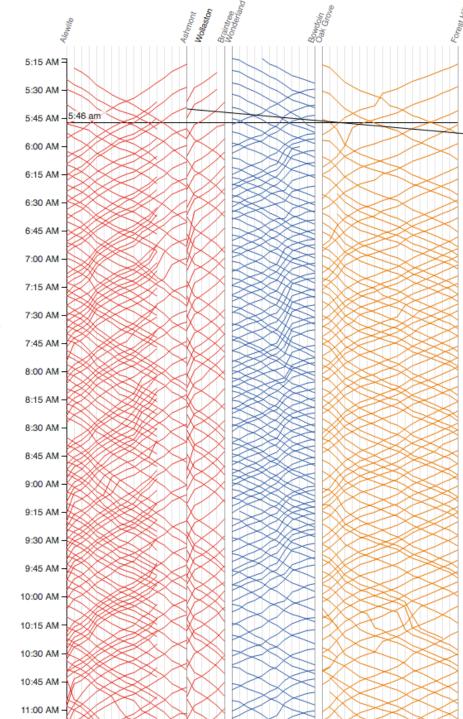


Locations of each train on the red, blue, and orange lines at 5:46 am. Hover over the diagram to the right to display trains at a different time.

Trains are on the right side of the track relative to the direction they are moving.

See the morning rush-hour, midday lull, afternoon rush-hour, and the evening lull.

MBTA Viz Barry & Card

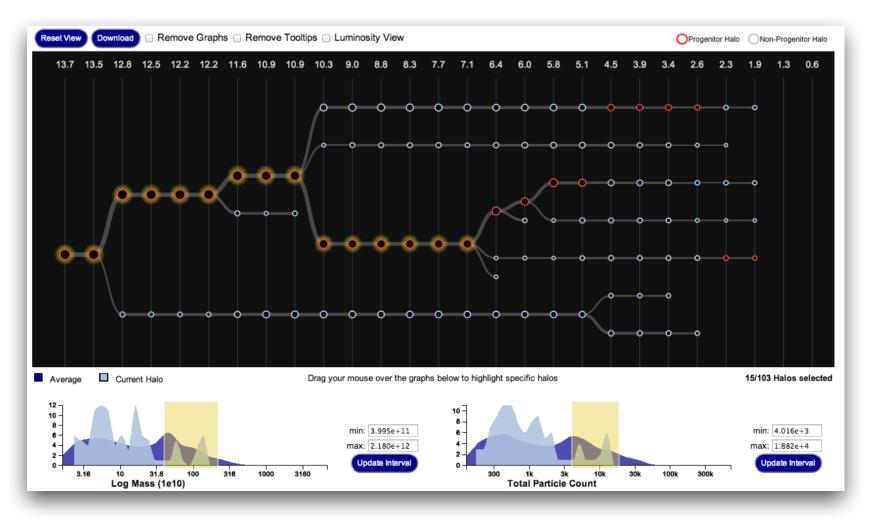


Service starts at 5AM on Monday morning. Each line represents the path of one train. Time continues downward, so steeper lines indicate slower trains.

Since the red line splits, we show the Ashmont branch first then the Braintree branch. Trains on the Braintree branch "jump over" the Ashmont branch.

Train frequency increases around 6:30AM as morning rush hour begins.

Visualizing Galaxy Merger Trees



S. Loebman, J. Ortiz, L. Orr, M. Balazinska, T. Quinn et al. [SIGMOD '14]

Visualizing the Republic of Letters

Daniel Chang, Yuankai Ge, Shiwei Song



Questions?

A1: Visualization Design

Design a static visualization for a data set.

Every 10 years, the census documents the demographic make-up of the U.S., influencing congressional districting and social services. This dataset contains a summary of census data for two years a century apart: 1900 and 2000.

You must choose the message you want to convey. What question(s) do you want to answer? What insight do you want to communicate?

A1: Visualization Design

Pick a guiding question, use it to title your vis.Design a static visualization for that question.You are free to use any tools (inc. pen & paper).

Deliverables (upload via Canvas; see A1 page) Image of your visualization (PNG or JPG format) Short description + design rationale (≤ 4 paragraphs)

Due by **11:59 pm, Tues Jan 14**.