

NOTES ON DATA + INFORMATION DESIGN

Tell the stories. Free the data. Think visually.

I HAVE A QUESTION.

- Who is this person?
- What is information design?
- What is the design process?
- What about data visualization?
- What are some basic rules?
- Can you show me an example?
- What tools can I use?
- Where do I learn more?



HOLLY GOODSON RUBIO

DATA + INFORMATION DESIGNER

 good-girl.info

 hollyvann@gmail.com

 706.993.7541

PROFILE

- Experience in data storytelling, analytics information design, data visualization, strategy, project and team management
- Institutional Research professional with over 20 years of experience
- Excellent interpersonal and collaborative skills

SKILLS



INTERESTS



Yoga

Television

Travelling

PROGRAM LITERACY



EDUCATION

2012

Kennesaw State University

MS in Information Design + Communication

2004

University of Georgia

BA in Journalism (Magazines)

EXPERIENCE

1997-Present

Augusta University, Institutional Research

Institutional Researcher

Assistant Director

Director of Institutional Research

- Starting in the office as an analyst in 1997 through current position as Director, responsible for dissemination of institutional facts and figures and annual reporting cycle
- Lead a team who creates analytical solutions that will improve data access and integrity and provide decision support for planning and decision making

1996

Medical College of Georgia (now AU)

Employment Specialist

- Screened and posted vacancy positions; reviewed applications and matched applicants with positions; filled vacancies

1995

SOWEGA Area Health Education Center

Assistant to the Director

- Assisted in grant writing, managed center budget

1999: THE EARLY YEARS. TABLES.

A screenshot of a web browser showing the "Fall Enrollment Trends by School" page from the IRIS website. The page title is "Fall Enrollment Trends by School". Below the title is a table with columns for the years 1997 through 2001. The table shows enrollment numbers for various schools and a total enrollment figure. The table has dark blue headers and light blue body rows. A note at the bottom states that enrollment figures do not include residents. The source is cited as the Office of the Registrar. The left sidebar contains a navigation menu with links like "planning", "assessment", "reports", "facts and figures", "academics", etc. The top navigation bar includes links for "IRIS Home", "A-Z Index", "MCG Home", and "MCG Search".

iris home → facts and figures → students → fall enrollment trends by school

related links / [enrollment by race](#) / [enrollment by gender](#) / [legal residence](#)

Fall Enrollment Trends by School

[excel spreadsheet](#)

| | 1997 | 1998 | 1999 | 2000 | 2001 |
|-------------------------|--------------|--------------|--------------|--------------|--------------|
| Allied Health Sciences | 429 | 390 | 338 | 323 | 456 |
| Dentistry | 218 | 225 | 225 | 225 | 219 |
| Graduate Studies | 335 | 406 | 412 | 378 | 216 |
| Medicine | 712 | 716 | 712 | 711 | 719 |
| Nursing | 326 | 316 | 287 | 292 | 324 |
| Other | 7 | 13 | 5 | 2 | 5 |
| Total Enrollment | 2,027 | 2,066 | 1,979 | 1,931 | 1,939 |

NOTE: Enrollment figures displayed on this page do not include [residents](#).

SOURCE: Office of the Registrar

→ WHY NO VISUALS?

→ WHAT'S UP WITH THE COLORS?

→ ~~DARK LINES~~

→ ~~CENTERED #'s~~

→ WHAT'S THE STORY?

2012: CHARTS + EXCEL TABLES

Research https://web.archive.org/web/20120104133432/http://georgiahealth.edu/iris/research/index.html

Apps Daily My Sites AU Sites IR Ops Facts Analytics Data Governance Surveys Peers Resources Other Bookmarks

Georgia Health Sciences University - iris - research - A-Z Index | GHSU Home | Site Search

IRIS: GHSU Facts and Figures

Research

GRAPHS

SUMMARY

Total Sponsored Activity

| FY | Amount |
|---------|----------------|
| FY 2007 | \$79.4 million |
| FY 2008 | 90.8 |
| FY 2009 | 98.6 |
| FY 2010 | 103.2 |
| FY 2011 | 99.3 |

Research from NIH
72.7 % Of Sponsored Research from NIH

Submissions
940 Number of Research Awards Submitted During FY '11

Sponsored Research
\$84.4M FY '11 Total Sponsored Research

Awards by Thematic Area
\$30.7M Research Awards in Cardiovascular Disease

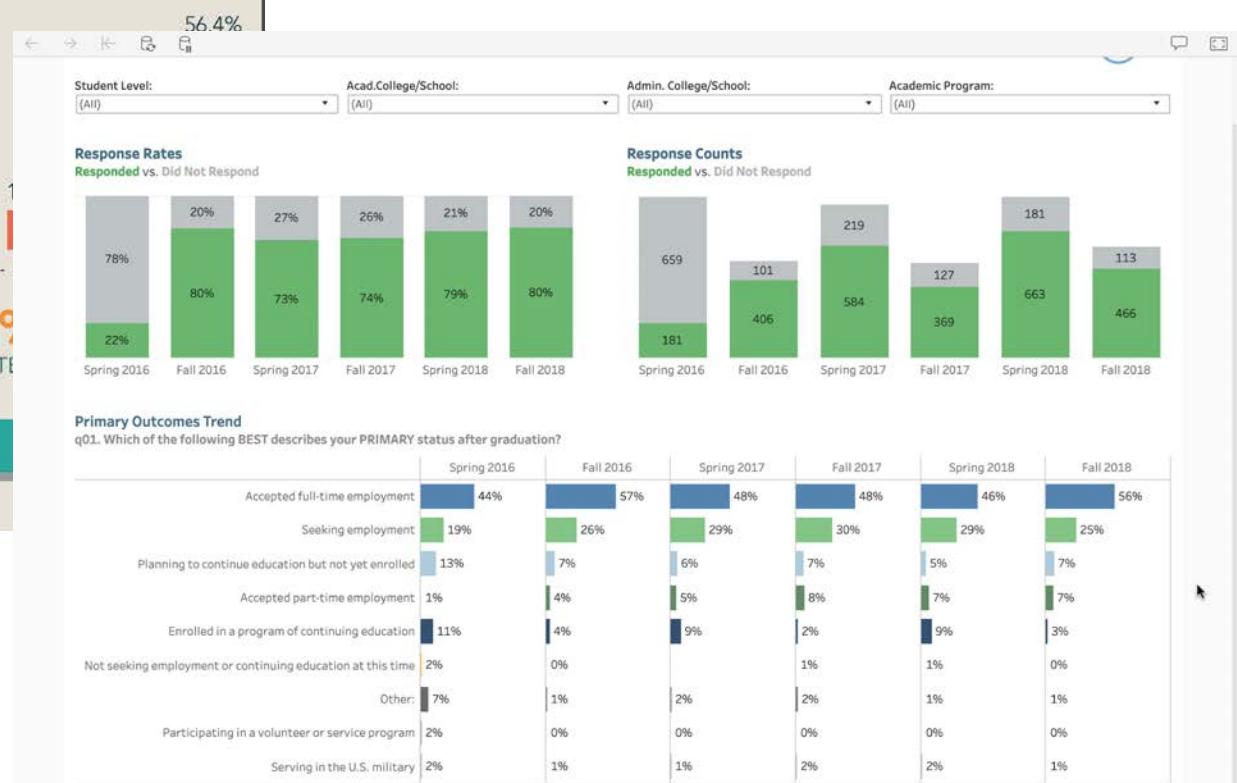
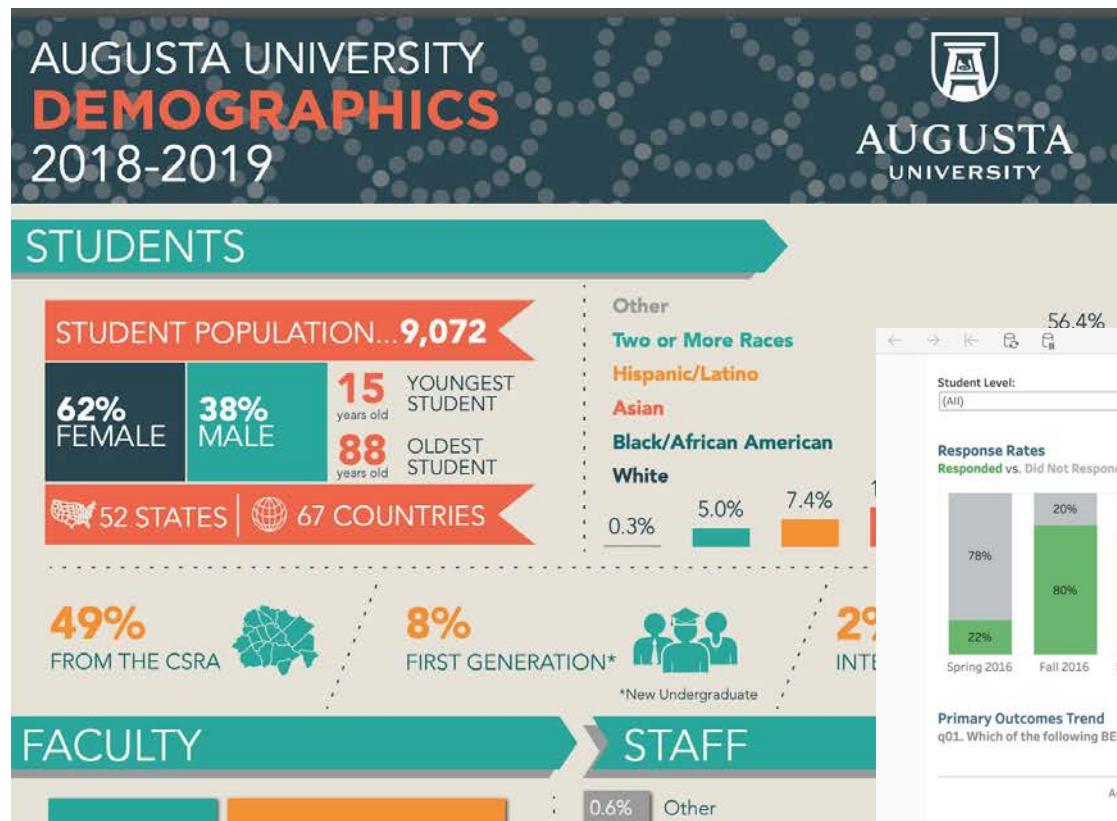
TABLES

| Table | Excel Archive |
|----------------------------------------------|---------------|
| Extramural Grant & Contract Support Received | X |
| 2011 Sponsored Awards Received | X |
| 2011 Sponsored Awards Proposals Submitted | X |
| 2011 Awards by Thematic Area | X |
| 2011 Sponsored Awards by Type | X |

Total Sponsored Research

| FY | Amount |
|---------|----------------|
| FY 2007 | \$65.3 million |
| FY 2008 | 73.8 |
| FY 2009 | 83.8 |
| FY 2010 | 86.9 |
| FY 2011 | 84.4 |

2019: ICONS + INTERACTIVITY

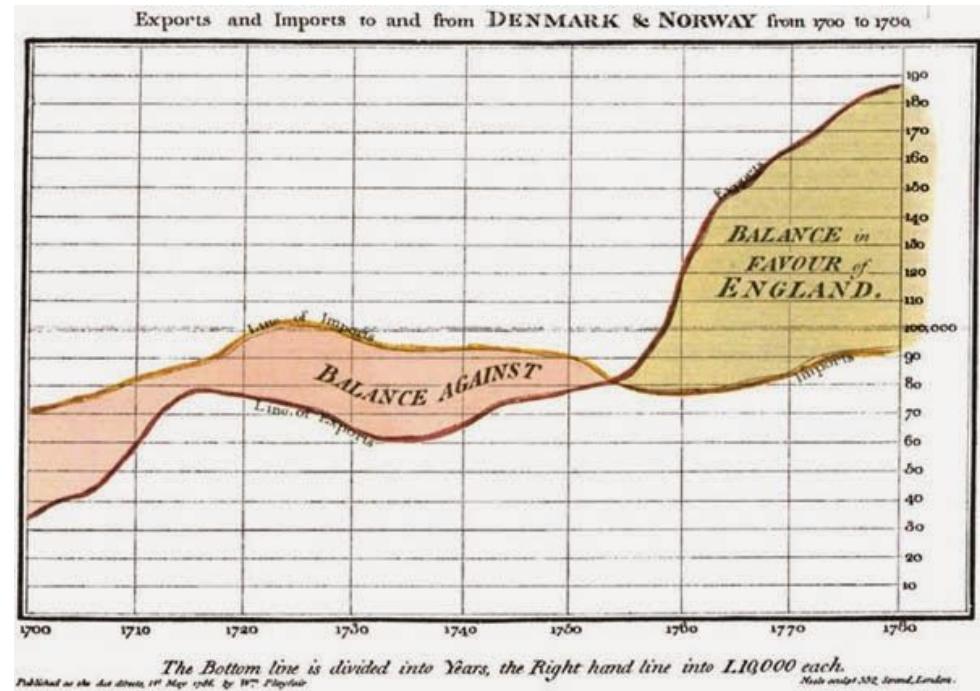
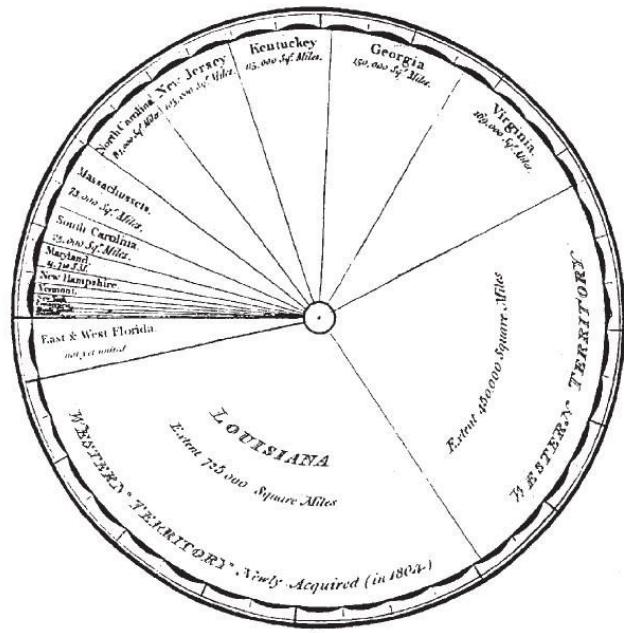


WHAT IS INFORMATION DESIGN?

Information design is all about understanding

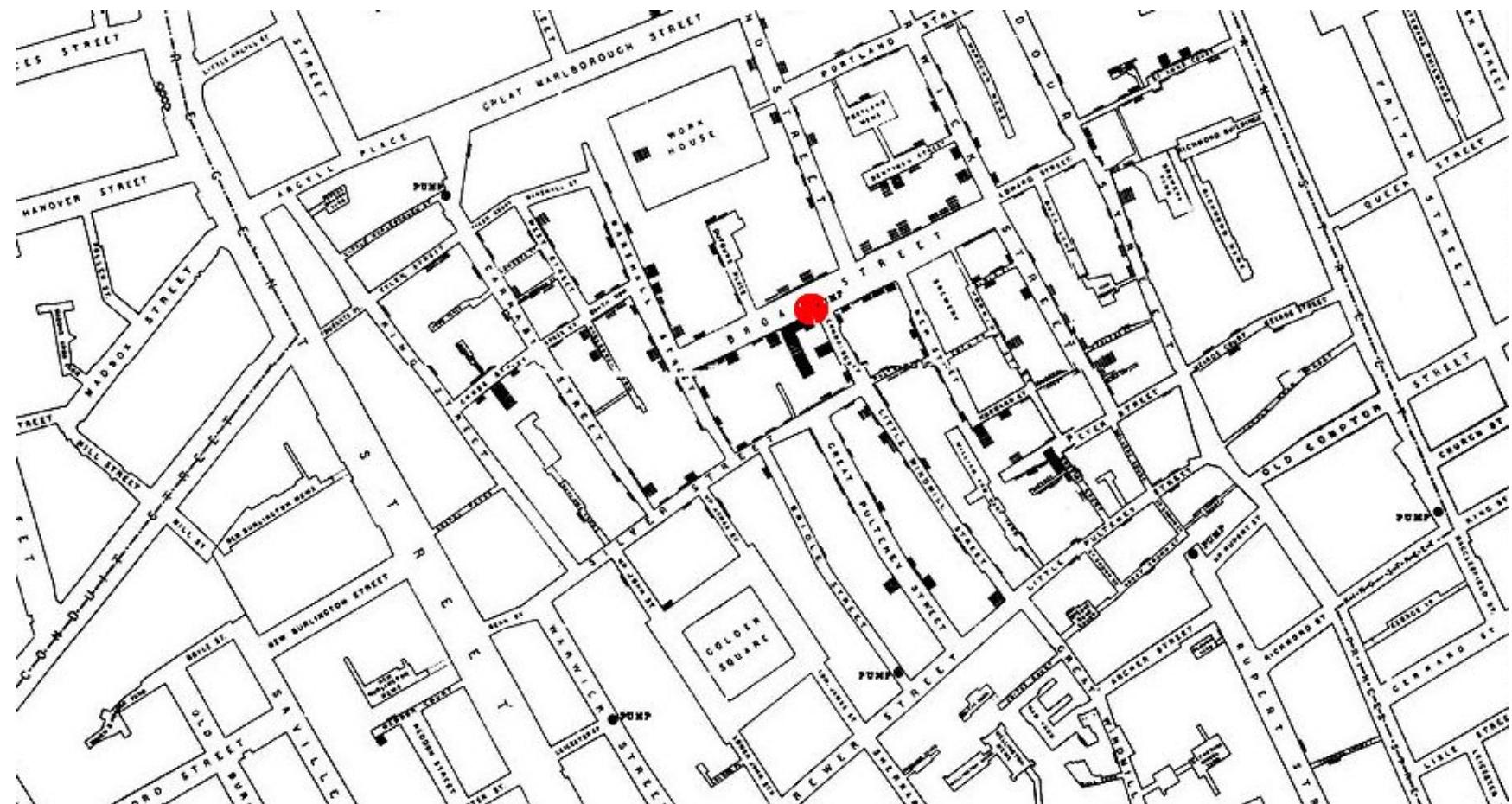
- *understanding* the relationship between the information and the audience
- *understanding* and synthesizing all relevant information sources
- *understanding* how to craft a narrative and flow that will effectively communicate the message
- *understanding* how to enhance the information visually without distracting from the meaning
- *understanding* the need for feedback during and at the end of the design process

William Playfair was the most prolific data nerd of the 1700s. He invented the bar chart, the line chart and the pie chart.



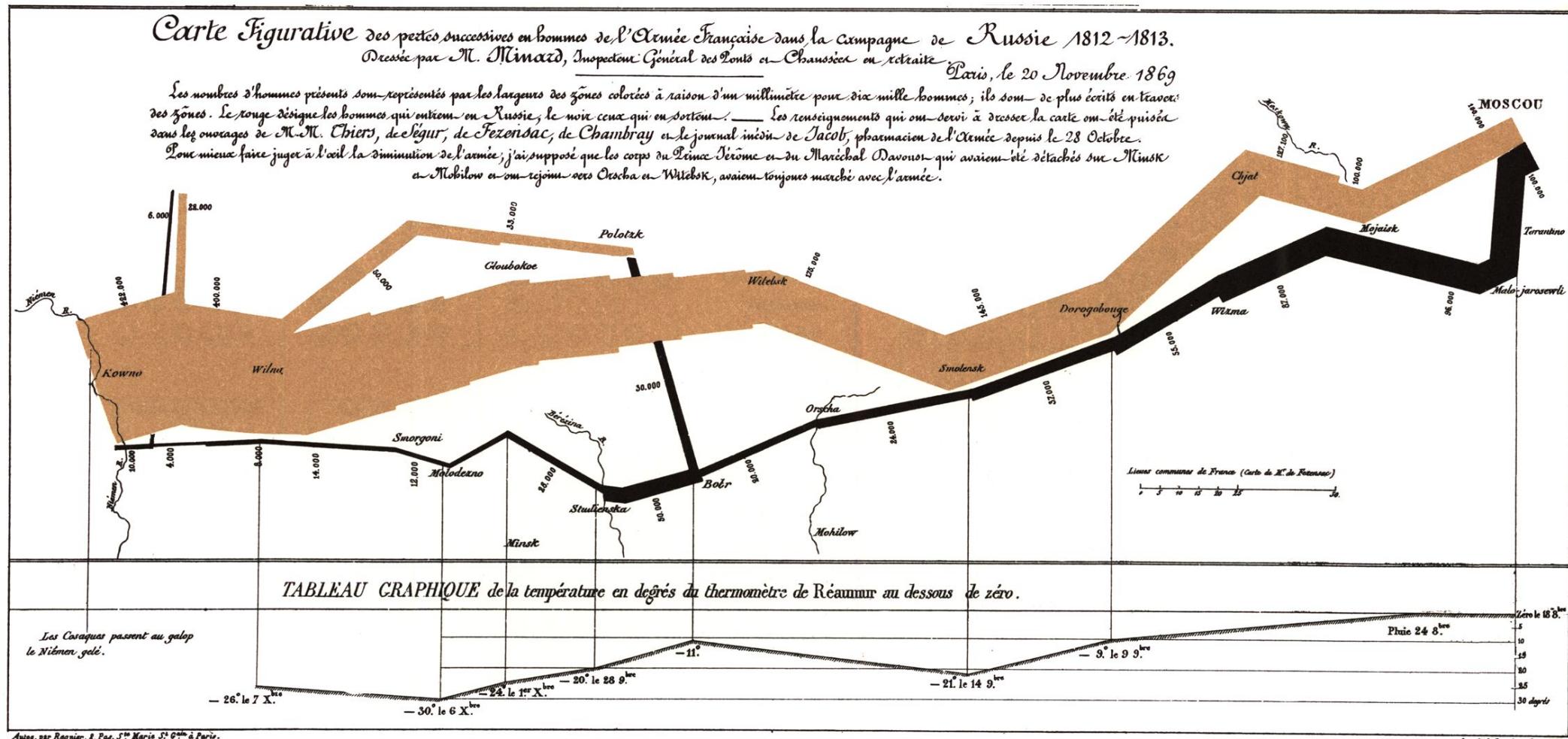
A Brief History

John Snow (not that one!) went a step further and saved people's lives with data! Cholera outbreak of 1854, bar charts on a map showed deaths by address finding a single contaminated water pump.



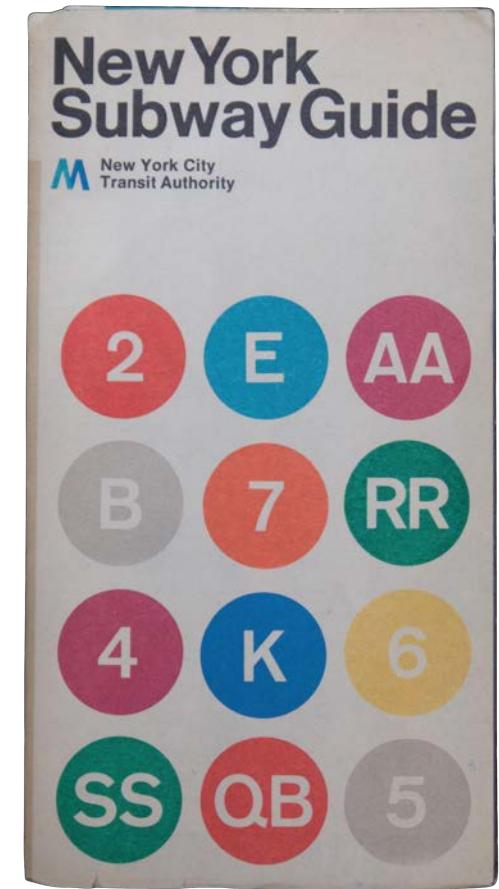
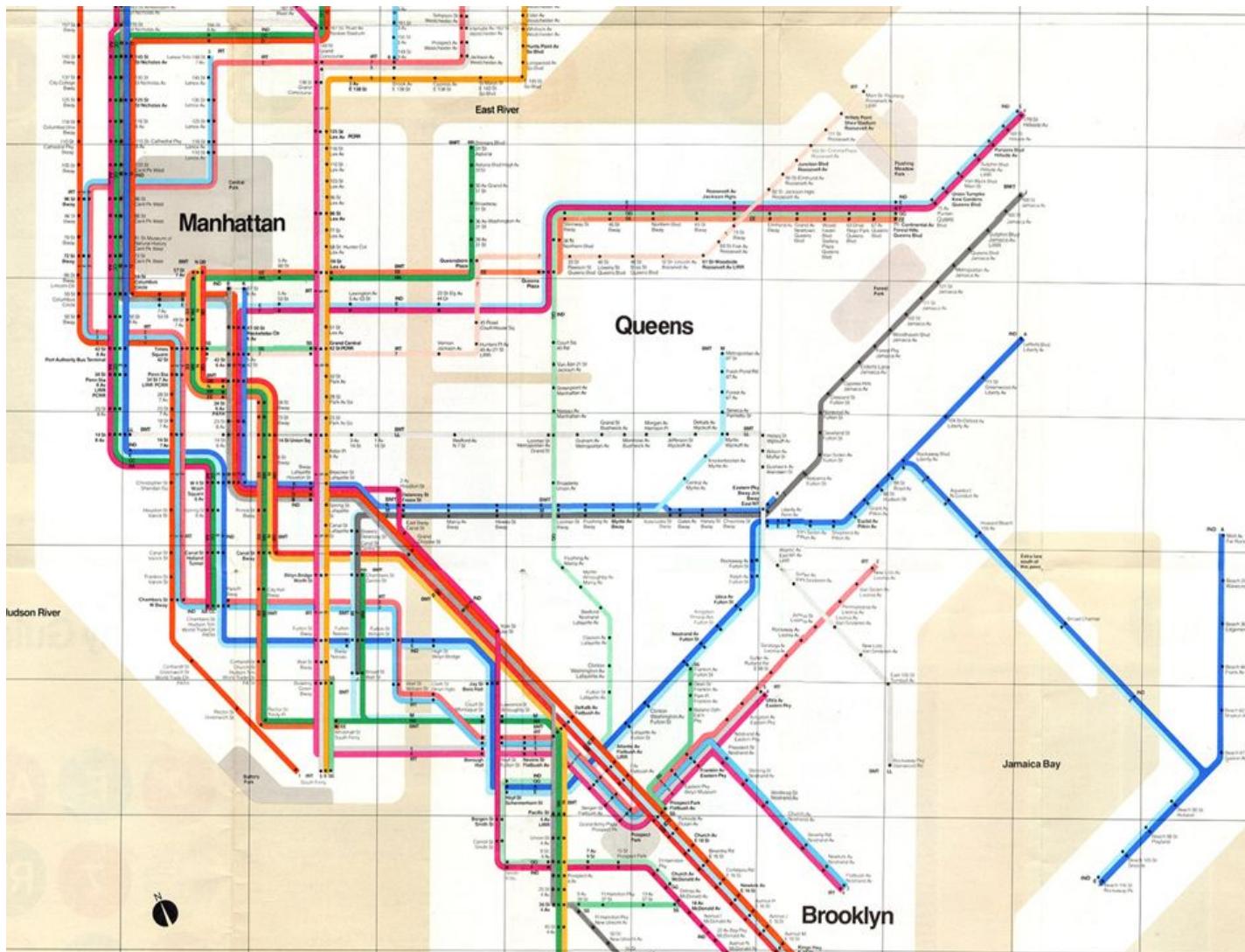
A Brief History

Charles Minard's 1869 chart of Napoleon's invasion of Russia in 1812 and the defeated army's march back to Poland. Thickness of the line represents people (from 422,000 to only 10,000 troops).



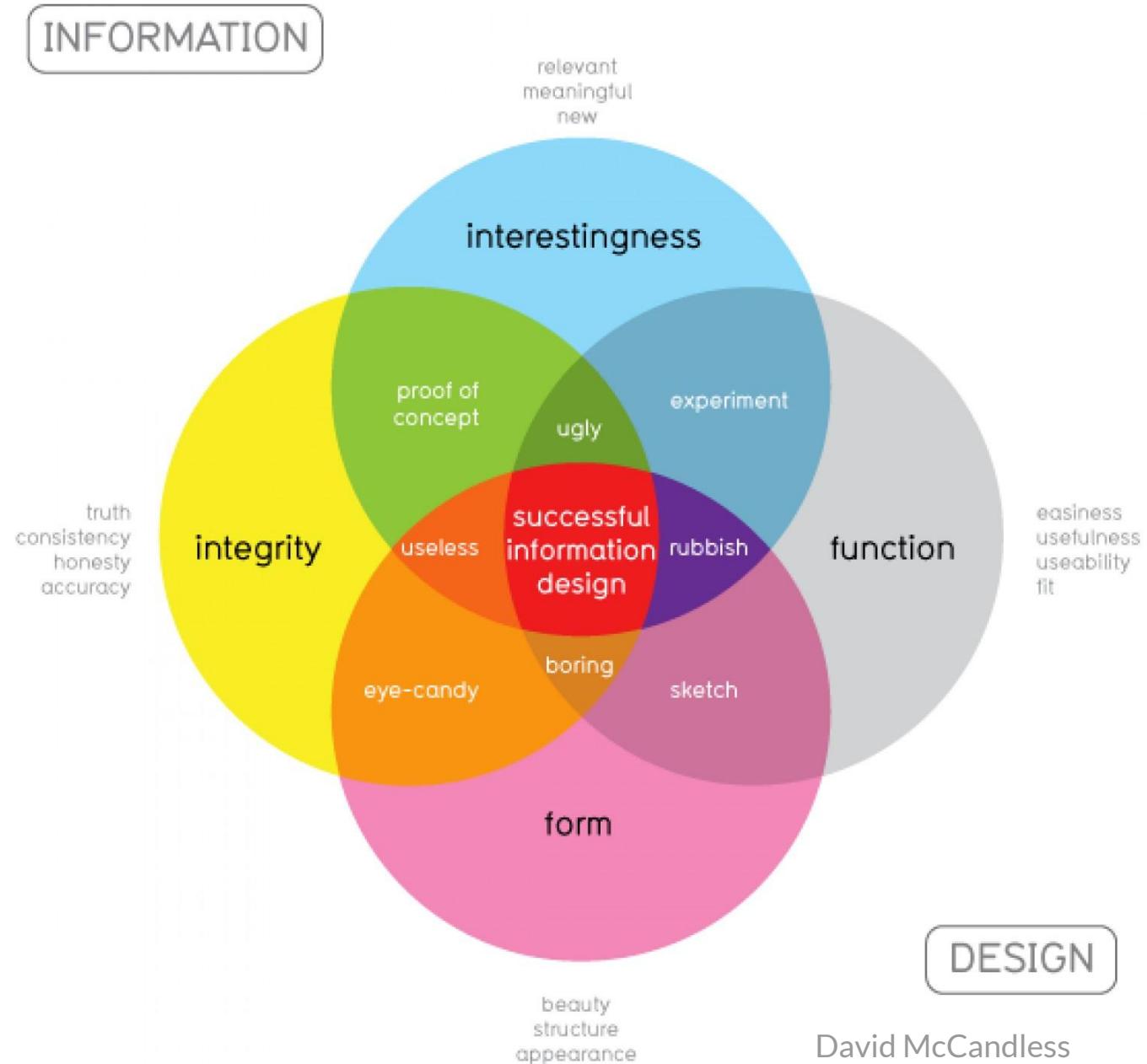
A Brief History

New York Subway Guide created in 1972 by Massimo Vignelli was a great example of form and function and a modern information design masterpiece.



A Brief History

What are the steps for designing data and information for maximum insight and impact?



David McCandless

1: DEFINE THE PROBLEM. PLAN THE PROJECT.

WHO?

- Who is the target audience?
- Consider their interests, passions, what inspires them



WHAT?

- What is your main goal for the project?
- Think about the desired outcome and what you want to achieve



HOW?

- How will you know the project was successful?
- Are there tools you can use to measure the results?

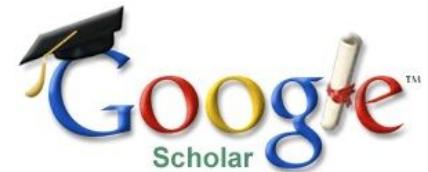


Design Process

2. COLLECT + ORGANIZE INFORMATION.

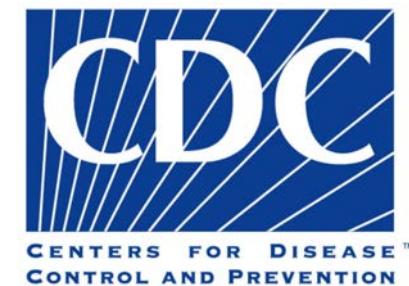
ORIGINAL

- Stick to primary sources
- Friends don't let friends use Wikipedia
- Tell the truth with your data and information



RELEVANT

- Questions about your data? Your audience will too!
- Data changes quickly; keep it current
- Most recent version available



RELIABLE

- Verify the source is legitimate and as unbiased as possible
- Avoid information that is anecdotal or based on hearsay

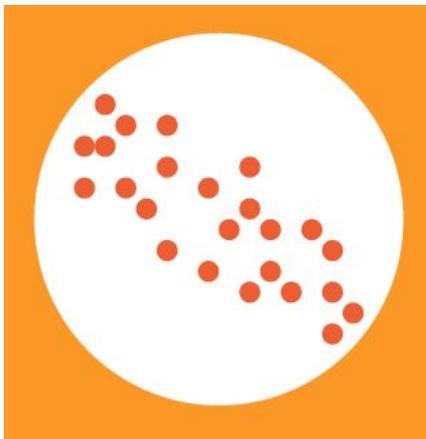


Design Process

3: ANALYZE THE DATA.

TRENDS

Look for consistent patterns/relationships between data points or data sets.



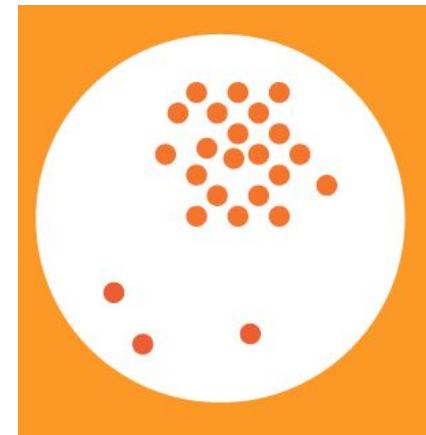
CORRELATIONS

Elements may have an obvious relationship, or will be revealed through data exploration.



OUTLIERS

Unusual or irregular occurrences often have an intriguing story or highlight an issue..



Design Process

4. CRAFT THE STORY.

OUTLINE

- Identify the flow of the narrative
- Map your data to support each point

ARRANGE CONTENT

- Have a logical flow

PROVIDE CONTEXT

- Data is supposed to clarify, not confuse

HIGHLIGHT NOTABLE INSIGHTS

- Key points need attention

TRIM WHERE NECESSARY

- Don't overwhelm with data
- Include what is necessary and relevant

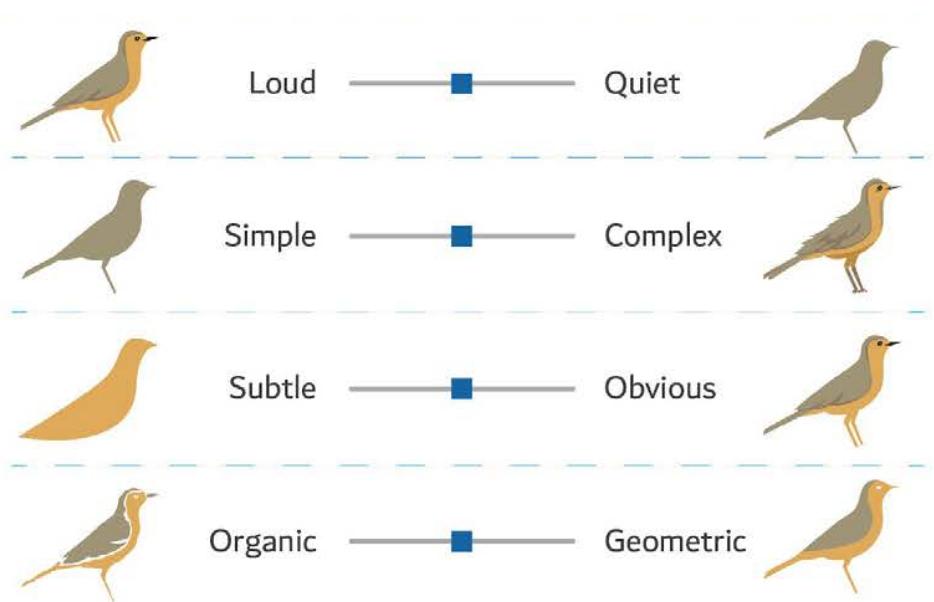
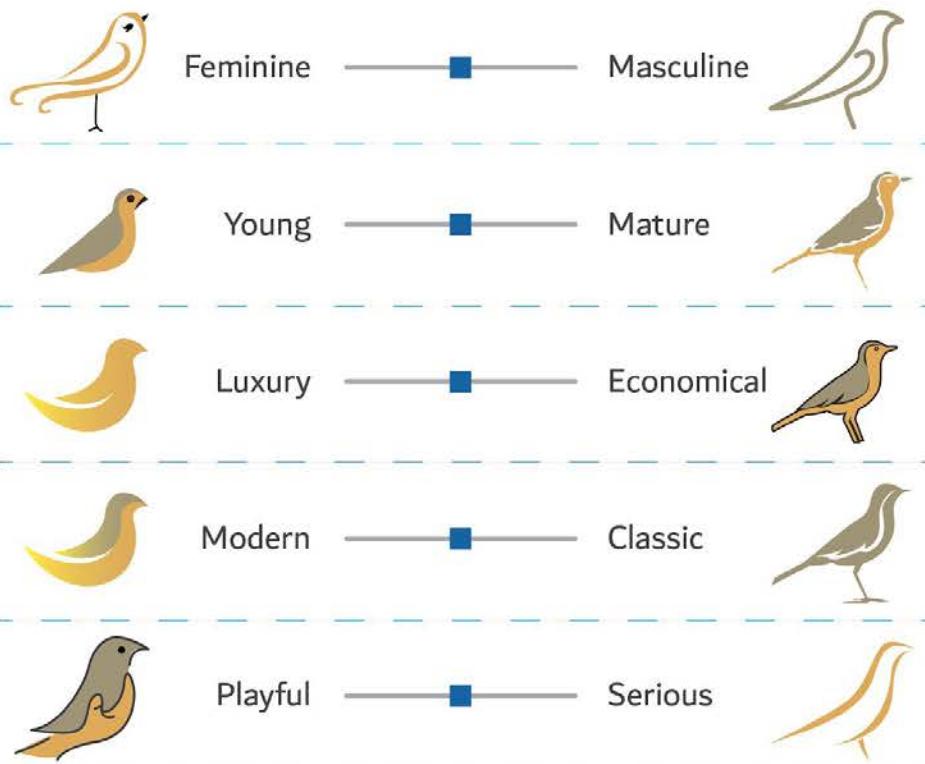


Design Process

5. DESIGN THE CONTENT.

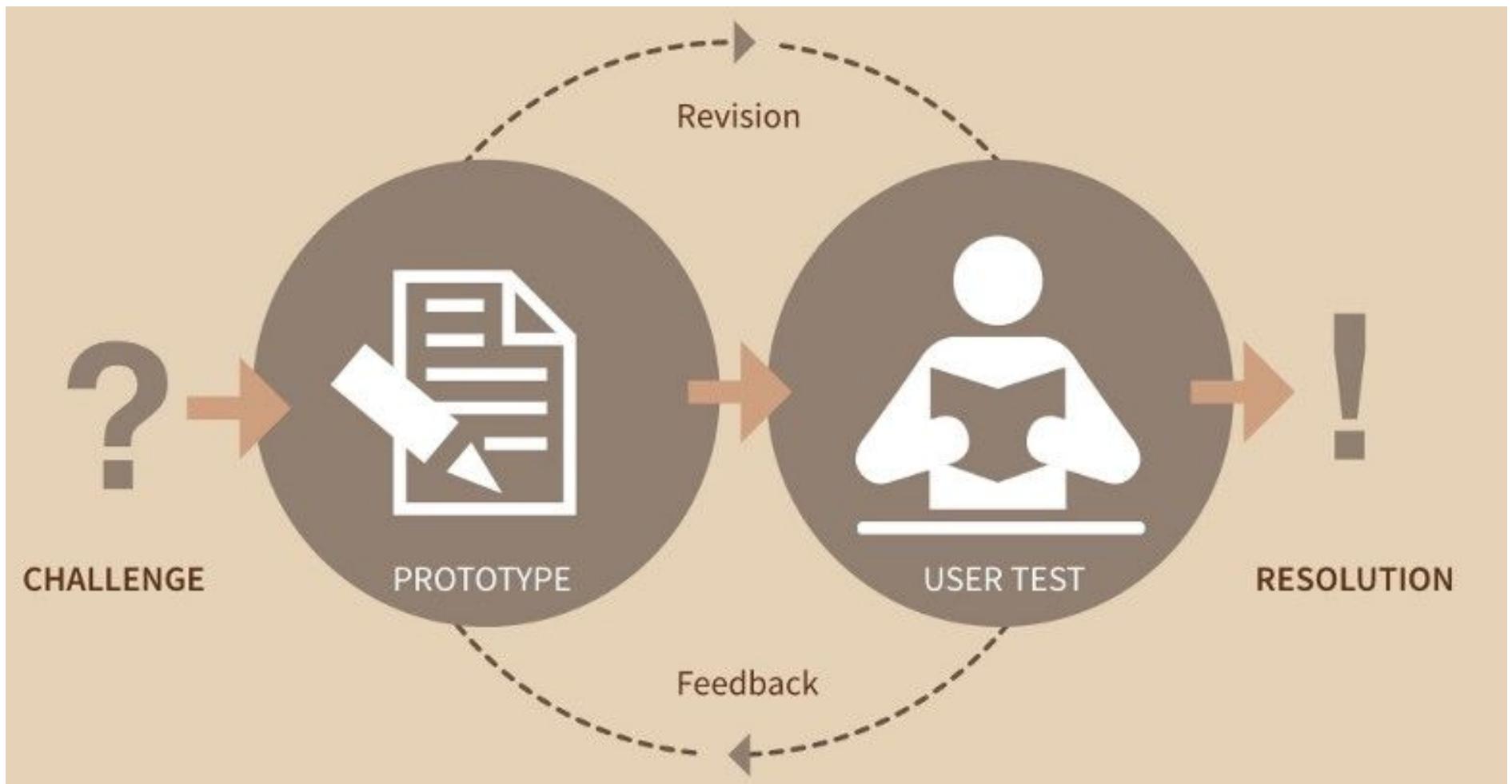


UNDERSTANDING LOGO DESIGN BRIEF



Design Process

6. TEST, RINSE, REPEAT.



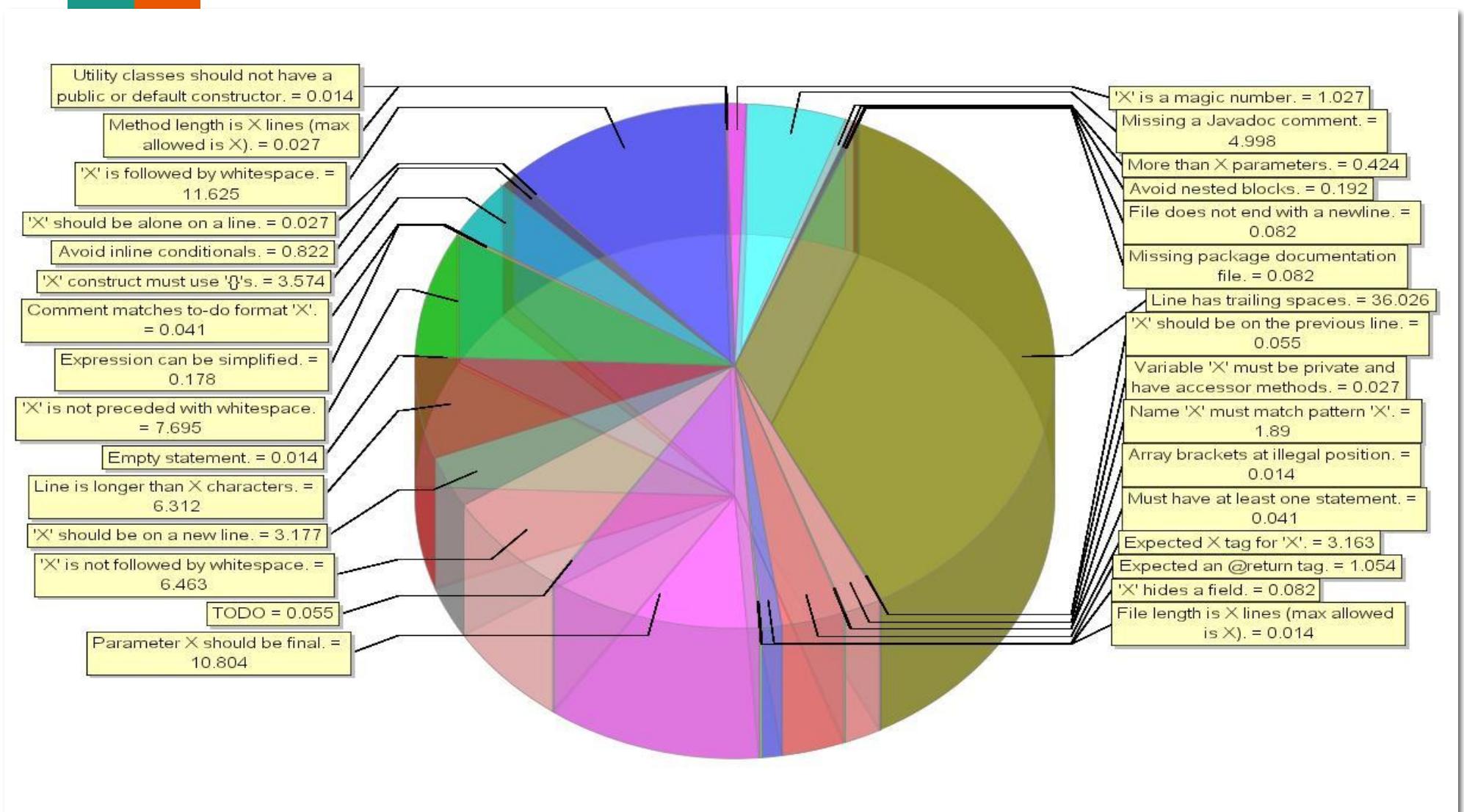
Design Process

7. IMPLEMENT, PUBLISH, LAUNCH, DELIVER.



Design Process

HOW DO YOU VISUALIZE DATA? NOT LIKE THIS.

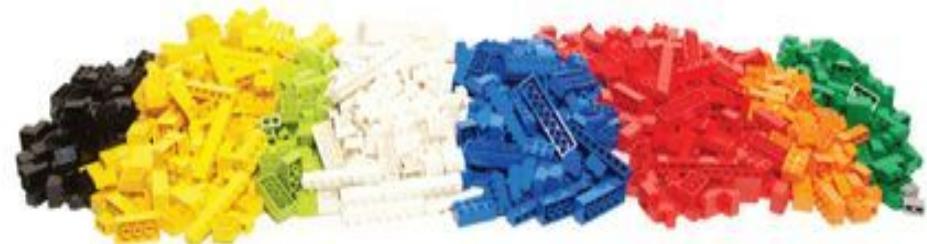


WHAT IS DATA VISUALIZATION?

DATA



SORTED



ARRANGED



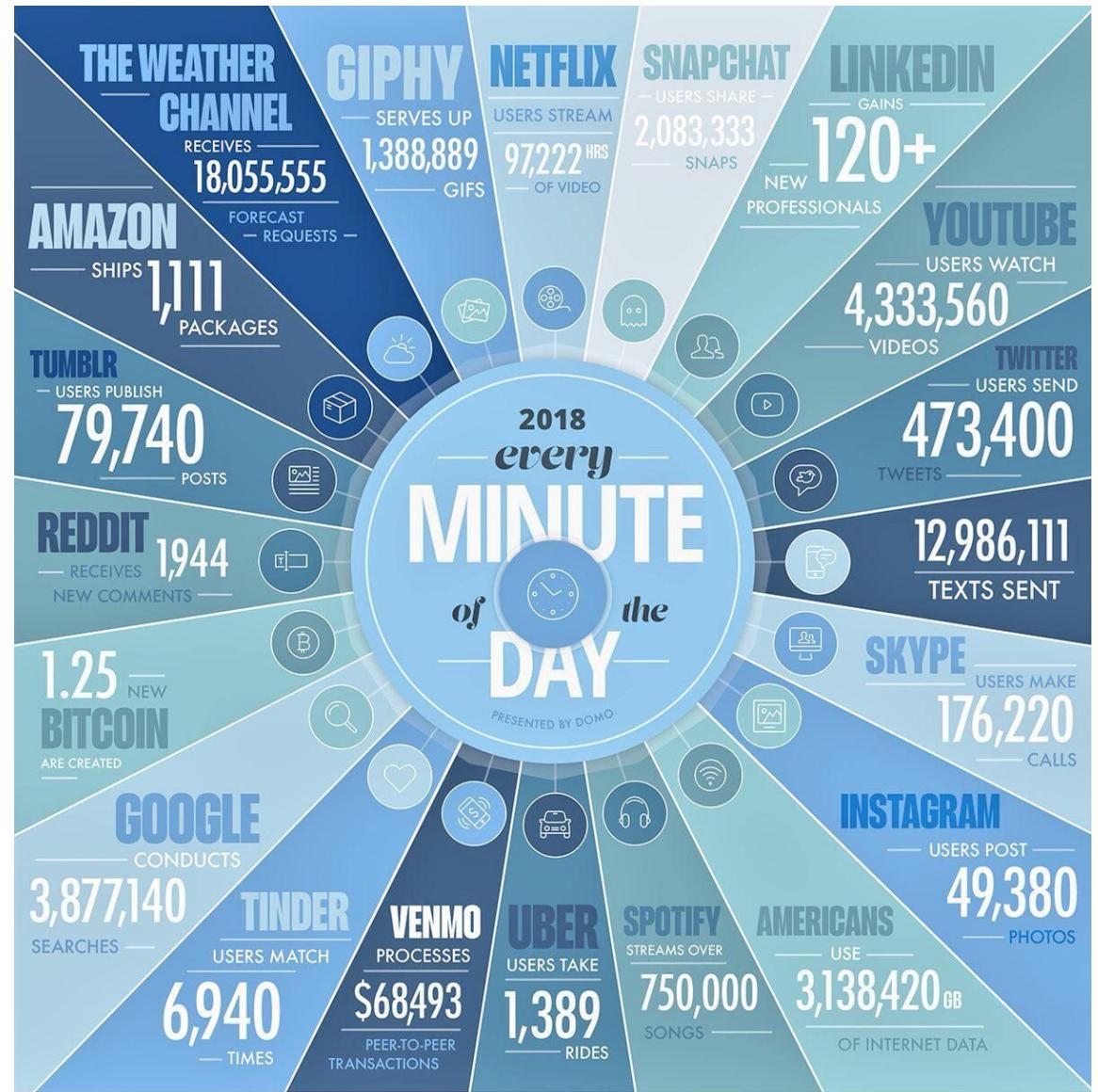
PRESENTED
VISUALLY



WHY VISUALIZE DATA?

Information Overload

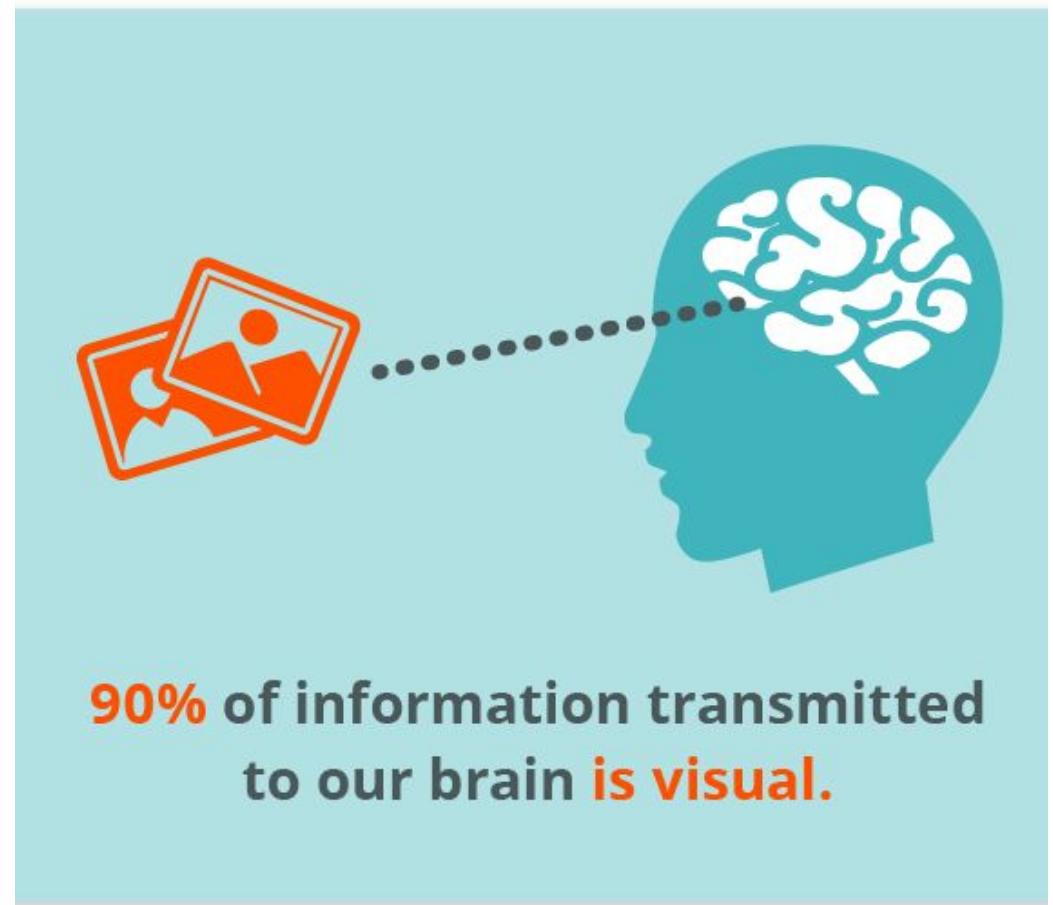
- Attention is a commodity.
- Retain 5-7 bits of info at a time.
- 8 second attention... I already lost it.



WHY VISUALIZE DATA?

"I am visual."

- More **visual thinkers**.
Thanks internet!
- Faster **comprehension**.
Keep up!



**90% of information transmitted
to our brain **is visual**.**

WHY VISUALIZE DATA?

A Picture's Worth..

- Curb appeal sells.
- Improves credibility,
change the default.



WHY VISUALIZE DATA?



EVERYONE SECRETLY STORES DATA

(EVEN IF THEY DON'T ADMIT TO IT)



It's the New Normal.

WHEN TO USE DATA VISUALIZATION?

WHEN TO USE



ANSWER QUESTIONS

How many Web visitors last month?



ADD OBJECTIVITY TO AN ARGUMENT

This is why we should invest.



DISCOVER NEW INSIGHTS

The majority of people have green eyes.



COMMUNICATE QUICKLY AND EFFECTIVELY

Traffic to our website is up.

WAYS TO USE



MARKETING CONTENT

Public-facing content for thought leadership or promotion such as blogs, white papers, infographics



REPORTING

Data conveying change over time, pin-pointing outliers or performance results presented in a variety of formats



INTERNAL COMMUNICATION

Information delivered to leaders that influence planning and decision-making such as dashboards

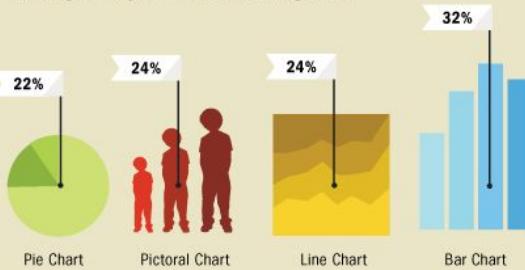
INFOGRAPHIC OF INFOGRAPHICS

Data visualization is a popular new way of sharing research. Here is a look at some of the visual devices, informational elements, and general trends found in the modern day infographic.

DESIGN

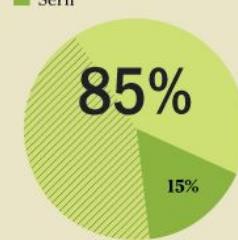
CHART STYLE

Percentage of infographics with the following charts:



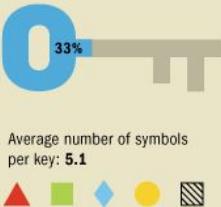
FONT

Sans Serif Condensed Sans Serif
Serif

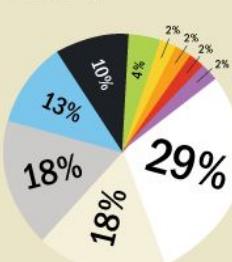


KEY INFO

Percentage of infographics with key:



BASE COLOR



NAVIGATIONAL ICONOGRAPHY

Frequency of arrows & connecting lines in infographics:

COUNTRIES FEATURED

| | |
|----------------|-----|
| United States | 88% |
| China | 22% |
| United Kingdom | 12% |
| Australia | 12% |
| Canada | 10% |
| India | 10% |
| France | 10% |
| Mexico | 8% |

THEME

Relative popularity of different infographic themes:

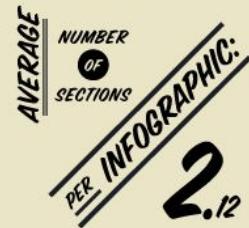


CONCEPT & DESIGN Ivan Cash

SOURCE 49 infographics collected at random from www.good.is/infographics

CONTENT

SECTIONS



CREDITED SOURCES

Average number of sources per infographic: 2.29



TITLE

Average number of words per infographic title: 4.36

"RICHEST AND POOREST AMERICAN NEIGH

INFORMATION GRAPHICS

the lets break it down issue

GOOD

the design

LOGOTYPE ARNAUD NERDER

70% WHITE BACKGROUND PAGES

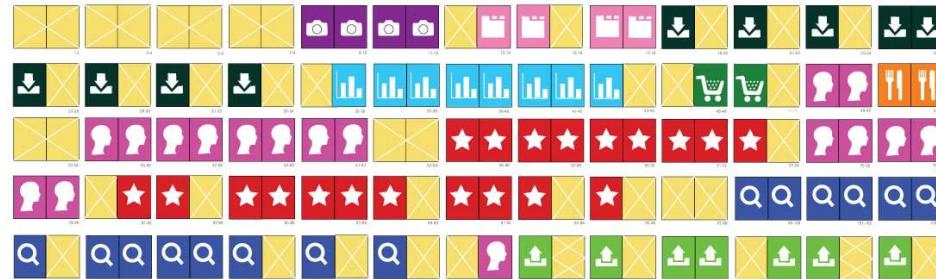
73% WHITE CONTENT PAGES

SOLID COLOR CONTENT PAGES 73%

9% PHOTO BACKGROUNDS

TYPE: BLACK AND 2 SPOT COLORS

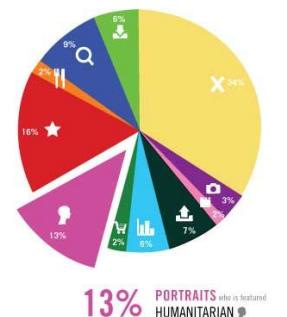
PAGE BY PAGE color coded / x marks size and number of ads



WHERE featured locations of each story



PAGE BY PAGE pie graph



13% PORTRAITS refer to featured
HUMANITARIAN
POLITICAL
ARTISTS
MEDICAL
ENVIRONMENTAL
EDUCATION



GOOD is for people who give a damn. It's an
entertaining magazine about things that
matter. Find out more: GOODMAGAZINE.COM

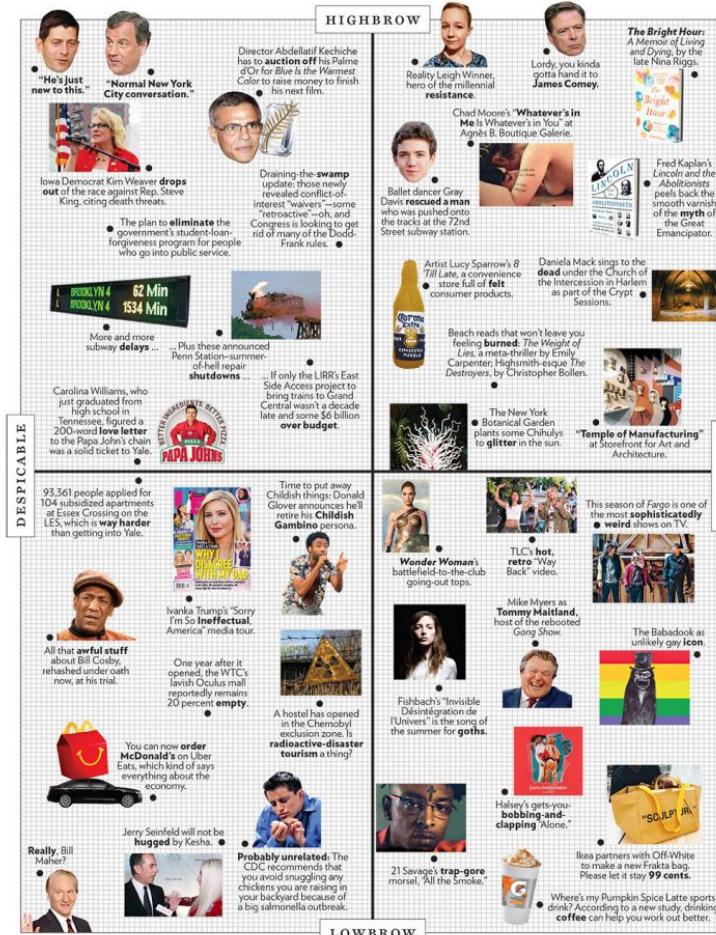
Issue 007
Winter 2010
\$4.95 U.S., \$5.95 Canada

NEW YORK

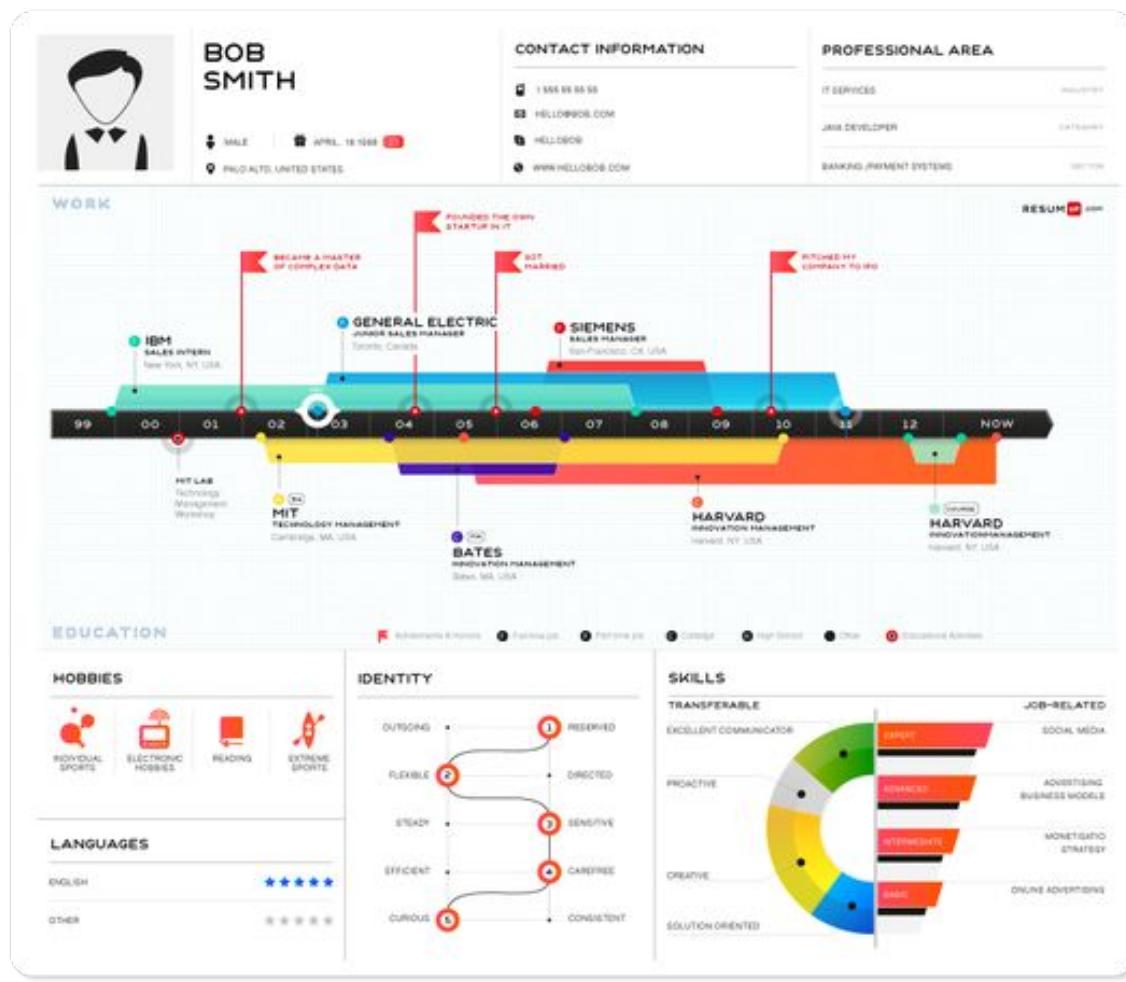
The Approval Matrix: Week of June 12, 2017

Our deliberately oversimplified guide to who falls where on our taste hierarchies.
Mouse over or tap the image for related links.

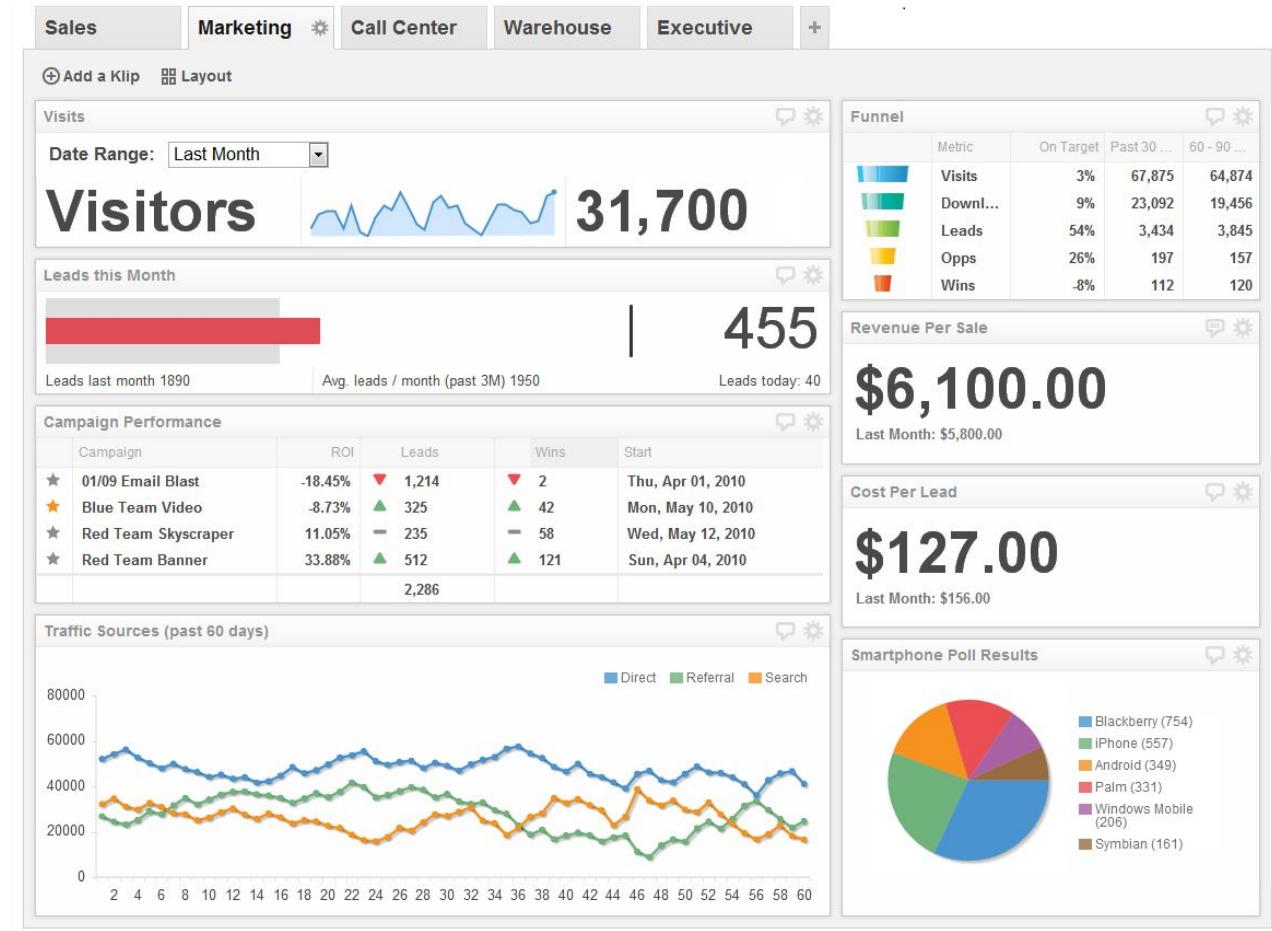
Published Jun 11, 2017



MAGAZINES / NEWS

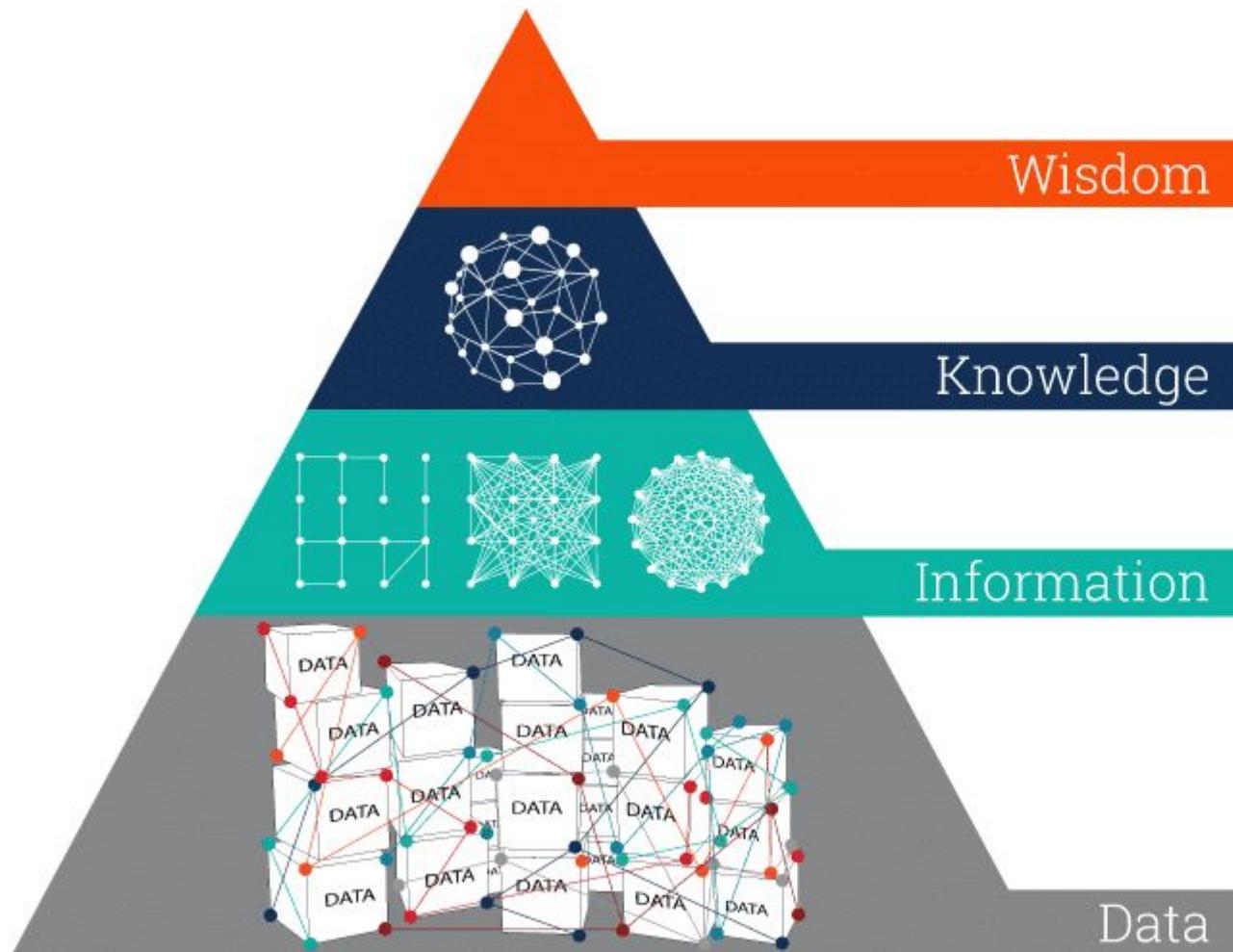


RESUMES/TIMELINES



DASHBOARDS / INTERFACES

HOW DO YOU MAKE SENSE OF DATA?



LET ME PROCESS.

GESTALT. A German word related to the unification of:



Pattern



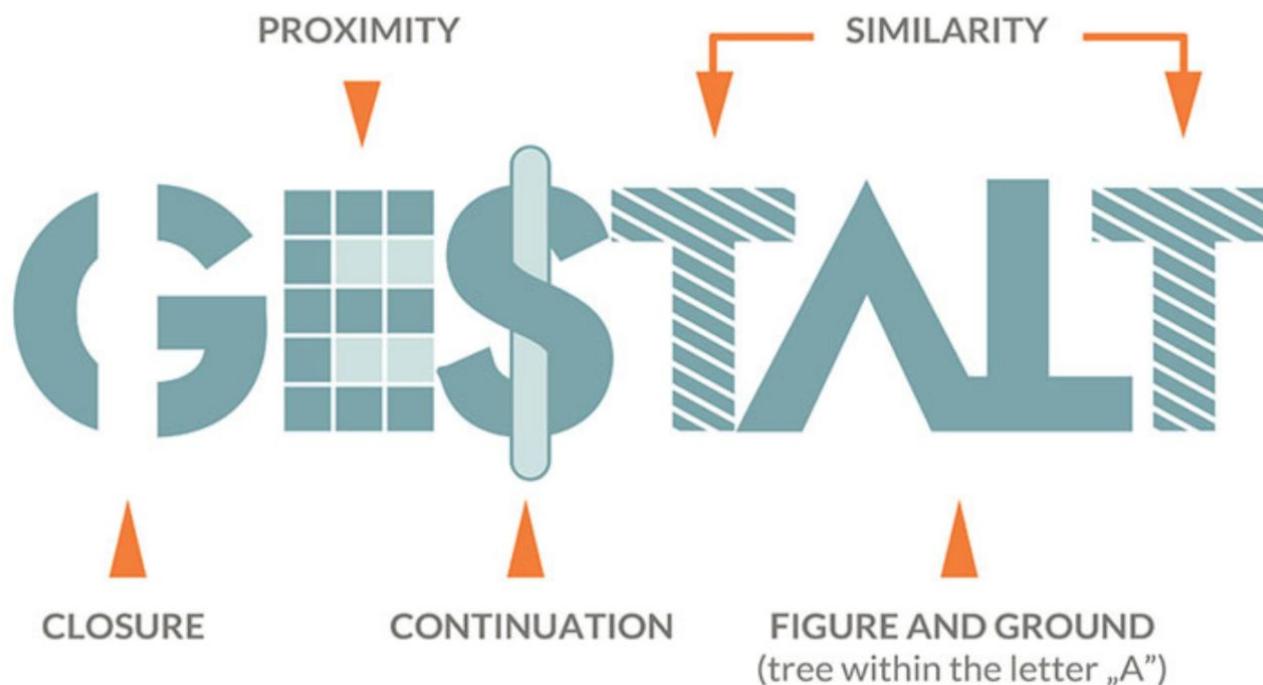
Figure



Structure



Form



GESTALT PSYCHOLOGY.
Making sense of how the human mind perceives the whole, not the parts of the whole.

PROCESSING PRINCIPLES.



1. SIMPLICITY



2. FIGURE/GROUND



3. PROXIMITY



4. SIMILARITY



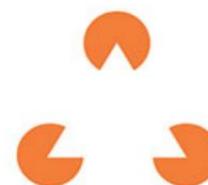
5. COMMON FATE



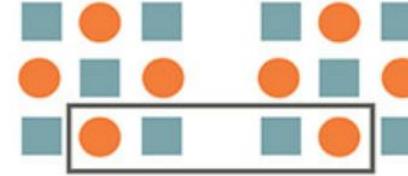
6. SYMMETRY



7. CONTINUITY



8. CLOSURE



9. COMMON REGION



10. CONNECTEDNESS

REMEMBER
THIS
IMPORTANT
NUMBER

Big Number
23%

Icon Array



Pie/Donut



Bar/Column

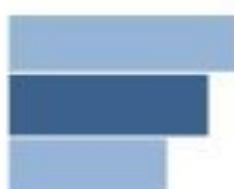


CHART CHOOSER 3.0

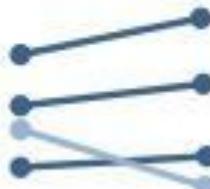
BY STEPHANIE EVERGREEN

COMPARE 2 OR
MORE THINGS

Side by Side



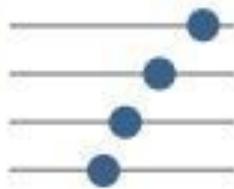
Slopegraph



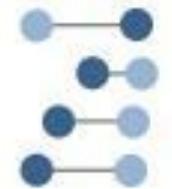
Back-to-Back



Dot Plot



Dumbbell Dot



Small Multiples



COMPARE TO
A TARGET

Benchmark Line



Combo



Bullet Chart



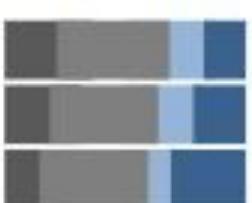
Indicator Dots



WATCH FOR
OVERLAPPING
POINTS

SHOW SURVEY
RESPONSES

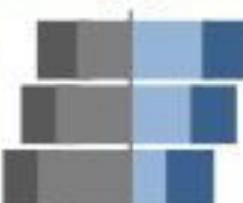
Stacked Bar



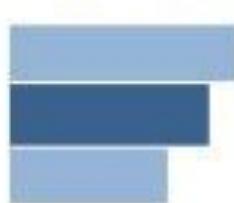
Small Multiples



Diverging Bar



Bar/Column



Number & Icon

45%
their jobs

Nested

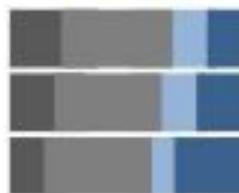


THESE ARE
THE PARTS OF
THIS WHOLE

Pie/Donut



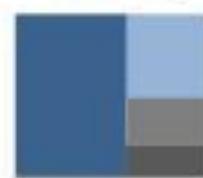
Stacked Bar



Histogram



Tree Map



Map



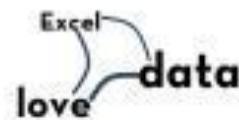
FOR BRANCHING
QUESTIONS!

VISUALIZE
OPEN-ENDED
COMMENTS

Quote & Pic



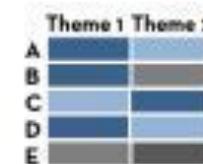
Word cloud



Stock photo Rep



Heat Map



Prezi



ALSO GOOD FOR
SHOWING FLOW

HEY, THINGS
CHANGED
OVER TIME

Line



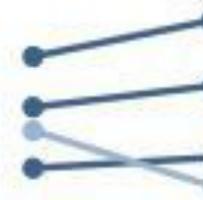
Stacked Column



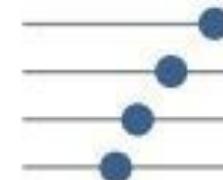
Deviation Bar



Slopegraph



Dot Plot

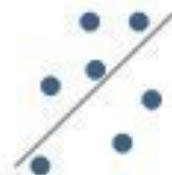


Sankey

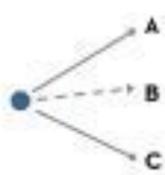


THIS THING
CHANGES
WHEN THAT
THING DOES

Scatterplot



Draw It



FOR MORE SEE

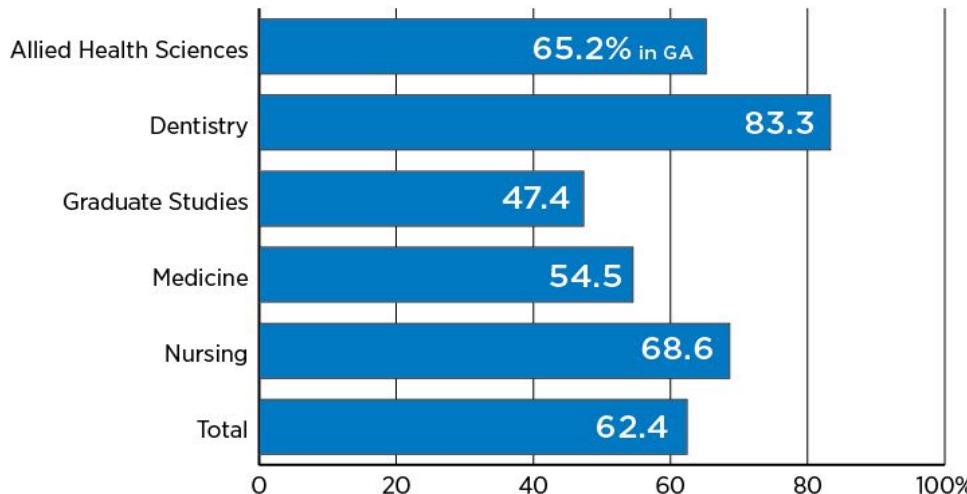
STEPHANIEEVERGREEN.COM/TAG/STEP-BY-STEP

STEPHANIEEVERGREEN.COM/BLOG

PRESENTING DATA EFFECTIVELY

SUMMARY AND DETAIL.

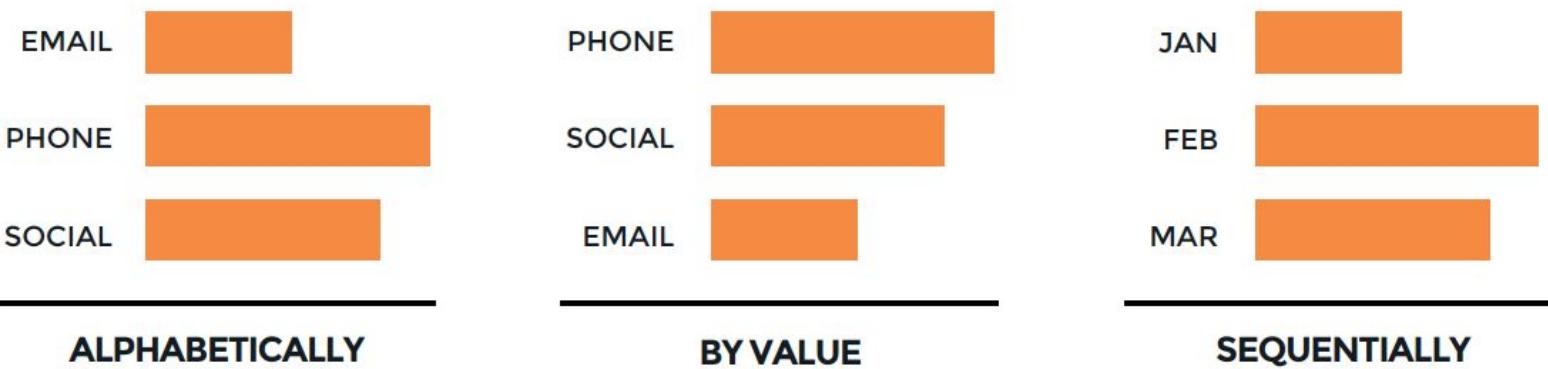
Choose the right **visualization** to tell the story. Don't make people do mental math. Provide detail for precision and deeper comparison.



| Georgia Health Sciences University IRIS - Online data and information system | | | | | | |
|---------------------------------------------------------------------------------|-----------------------------|-------------|------------------|-------------|-------------|--------------|
| Statecode | Alumni by State Codes, 2010 | | | | | |
| | Allied Health | Dentistry | Graduate Studies | Medicine | Nursing | Total |
| AK-Alaska | 7 | 4 | 2 | 9 | 8 | 30 |
| AL-Alabama | 108 | 13 | 56 | 237 | 94 | 508 |
| AR-Arkansas | 12 | 1 | 7 | 13 | 4 | 37 |
| AZ-Arizona | 28 | 3 | 14 | 44 | 30 | 119 |
| CA-California | 58 | 13 | 61 | 162 | 94 | 388 |
| CO-Colorado | 42 | 14 | 22 | 67 | 51 | 196 |
| CT-Connecticut | 11 | 0 | 11 | 26 | 7 | 55 |
| DC-District of Columbia | 1 | 1 | 3 | 10 | 8 | 23 |
| DE-Delaware | 3 | 1 | 5 | 5 | 1 | 15 |
| FL-Florida | 343 | 43 | 110 | 425 | 238 | 1159 |
| GA-Georgia | 4458 | 1521 | 1172 | 4042 | 4230 | 15423 |
| GU-Guam | 1 | 0 | 0 | 0 | 0 | 1 |
| HI-Hawaii | 9 | 1 | 1 | 13 | 8 | 32 |
| IA-Iowa | 6 | 1 | 6 | 10 | 5 | 28 |
| ID-Idaho | 7 | 2 | 2 | 14 | 4 | 29 |
| IL-Illinois | 22 | 7 | 26 | 39 | 20 | 114 |
| IN-Indiana | 24 | 1 | 13 | 28 | 18 | 84 |
| KS-Kansas | 11 | 1 | 10 | 7 | 13 | 42 |
| KY-Kentucky | 18 | 2 | 22 | 49 | 30 | 121 |
| LA-Louisiana | 26 | 1 | 14 | 51 | 20 | 112 |
| MA-Massachusetts | 13 | 0 | 21 | 50 | 18 | 102 |
| MD-Maryland | 38 | 7 | 41 | 72 | 37 | 195 |
| ME-Maine | 7 | 0 | 5 | 15 | 2 | 29 |
| MI-Michigan | 28 | 2 | 10 | 27 | 18 | 85 |
| MN-Minnesota | 11 | 1 | 12 | 22 | 7 | 53 |
| MO-Missouri | 18 | 2 | 18 | 32 | 9 | 79 |
| MS-Mississippi | 23 | 1 | 7 | 29 | 24 | 84 |
| MT-Montana | 7 | 1 | 4 | 13 | 10 | 35 |
| NC-North Carolina | 290 | 22 | 103 | 419 | 193 | 1027 |
| ND-North Dakota | 0 | 0 | 0 | 3 | 0 | 3 |
| NE-Nebraska | 10 | 0 | 7 | 6 | 3 | 26 |
| NH-New Hampshire | 5 | 2 | 2 | 5 | 4 | 16 |
| NJ-New Jersey | 22 | 2 | 22 | 25 | 13 | 84 |
| NM-New Mexico | 9 | 2 | 1 | 20 | 10 | 46 |
| NV-Nevada | 10 | 0 | 5 | 22 | 8 | 45 |
| NY-New York | 27 | 4 | 37 | 77 | 21 | 166 |
| OH-Ohio | 23 | 2 | 27 | 42 | 28 | 122 |
| OK-Oklahoma | 8 | 2 | 14 | 15 | 8 | 47 |
| OR-Oregon | 26 | 6 | 13 | 43 | 18 | 106 |
| PA-Pennsylvania | 33 | 2 | 34 | 49 | 30 | 148 |
| PR-Puerto Rico | 0 | 0 | 0 | 0 | 1 | 1 |
| RI-Rhode Island | 7 | 0 | 6 | 8 | 2 | 23 |
| SC-South Carolina | 594 | 76 | 207 | 432 | 441 | 1750 |
| SD-South Dakota | 3 | 0 | 2 | 4 | 1 | 10 |
| TN-Tennessee | 149 | 18 | 64 | 290 | 109 | 630 |
| TX-Texas | 98 | 11 | 87 | 159 | 113 | 468 |
| UT-Utah | 13 | 0 | 6 | 27 | 7 | 53 |
| VA-Virginia | 95 | 20 | 70 | 169 | 86 | 440 |
| VI-Virgin Islands) | 0 | 1 | 0 | 0 | 2 | 3 |
| VT-Vermont | 1 | 1 | 6 | 5 | 2 | 15 |
| WA-Washington | 40 | 7 | 17 | 38 | 31 | 133 |
| WI-Wisconsin | 11 | 1 | 13 | 23 | 6 | 54 |
| WV-West Virginia | 8 | 1 | 9 | 12 | 3 | 33 |
| WY-Wyoming | 3 | 2 | 1 | 3 | 2 | 11 |
| Total | 6825 | 1826 | 2432 | 7407 | 6150 | 24640 |

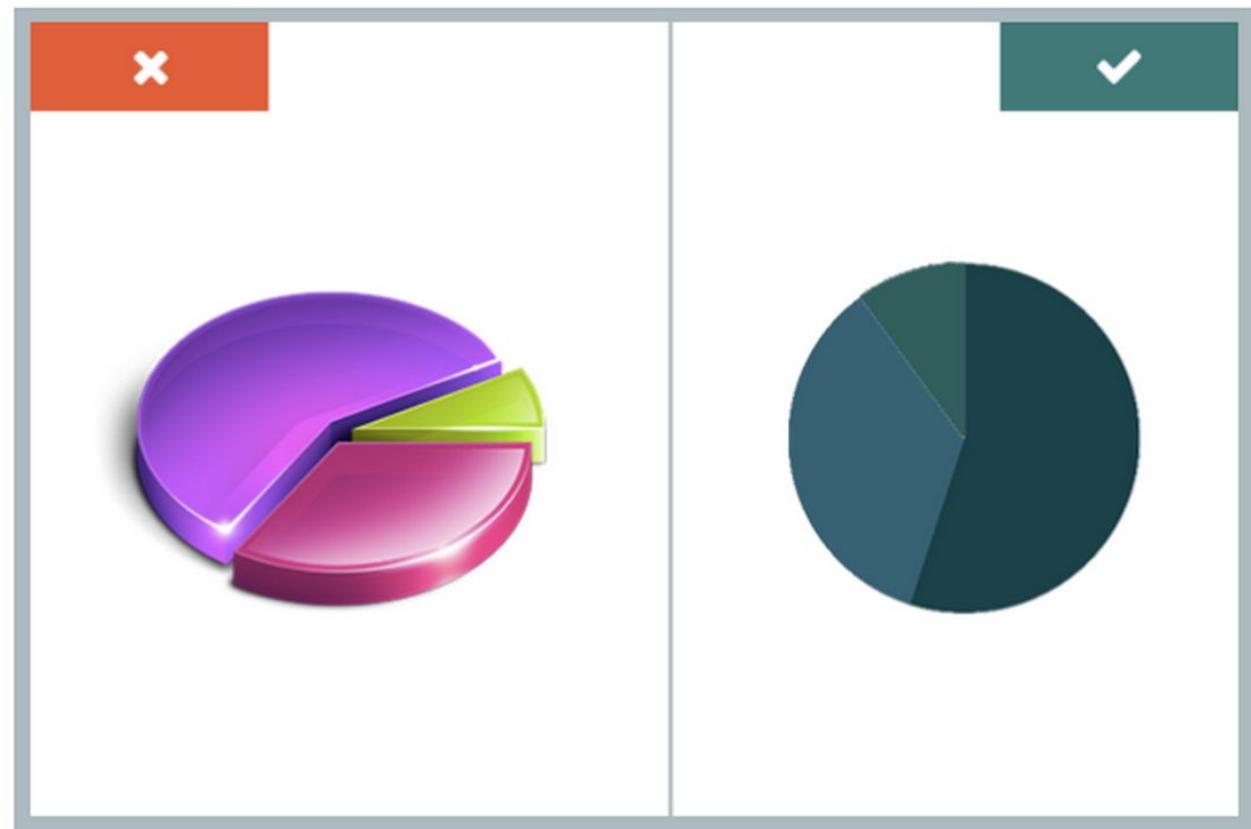
ORDER CATEGORIES LOGICALLY.

Intuitive ordering helps aid comprehension by shortening the time it takes to become oriented.



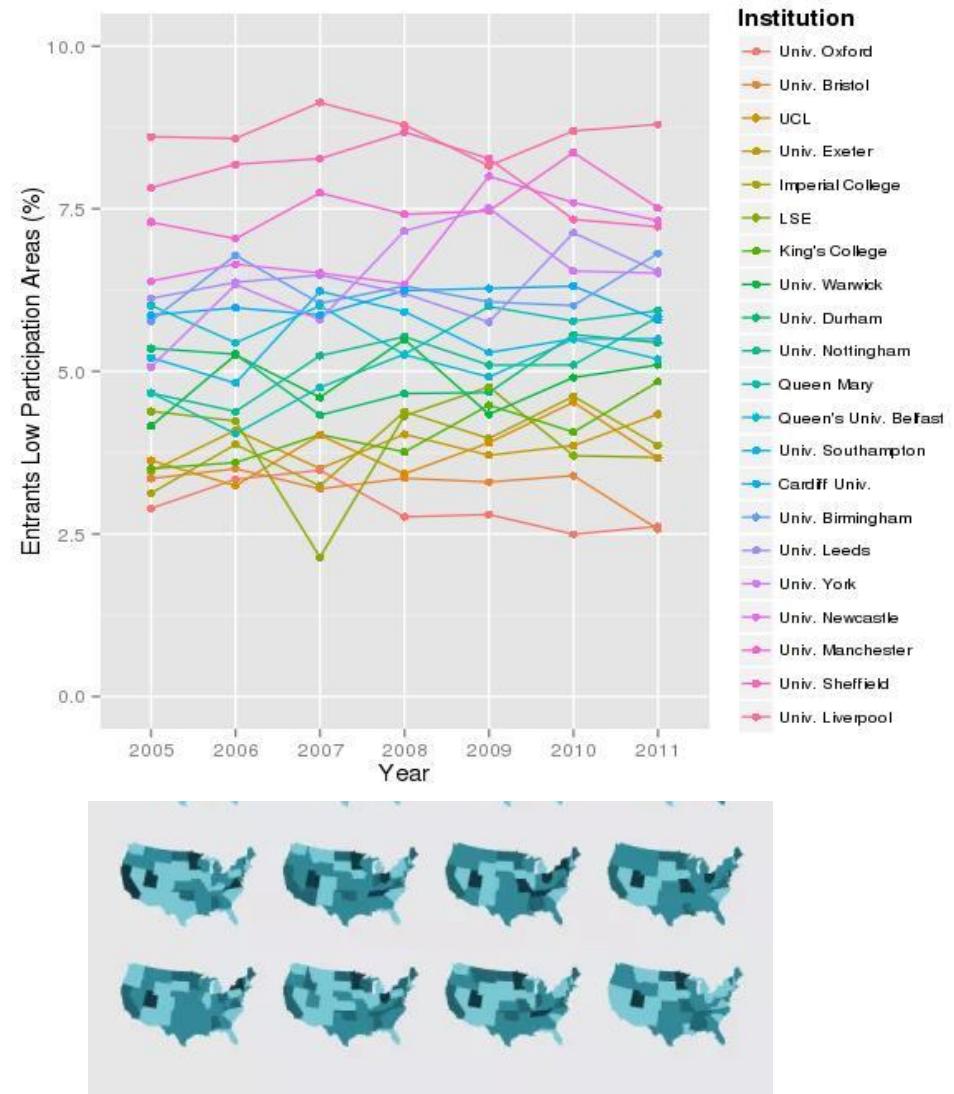
ACCURATE DATA OR FORGET IT.

- Don't skew data with decorative displays.
- If precision is sacrificed for the sake of design, credibility will be at risk.



SPLIT OUT LOTS OF VARIABLES.

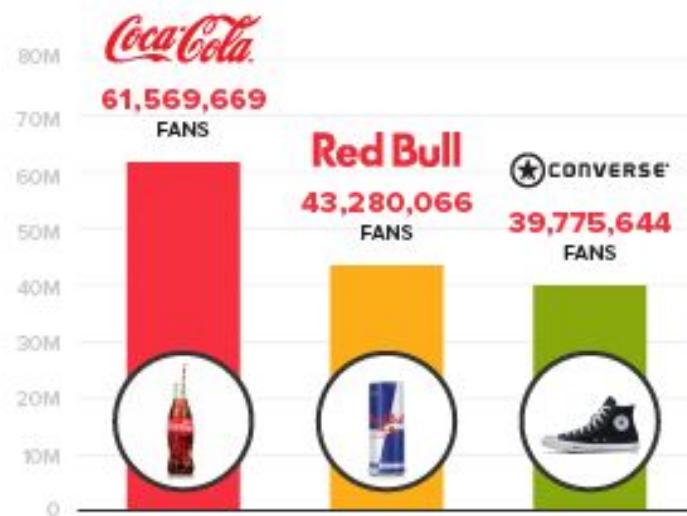
- Pay attention to **weights** and **lengths of lines**.
- Don't plot more than four lines on a single graph.
- Try to label lines directly if possible, legends require the user to do extra work.
- **(SMALL MULTIPLES!)**



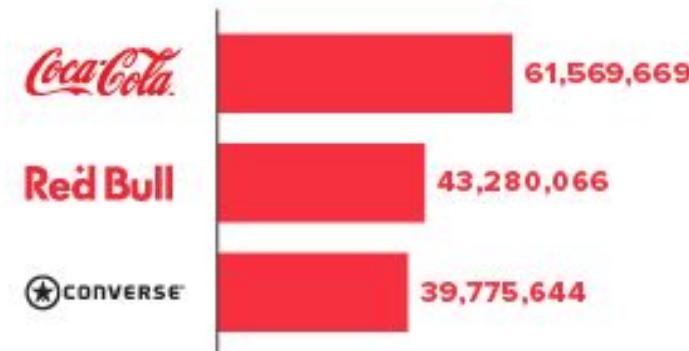
STRIP AWAY THE NON-ESSENTIAL.

No chart junk. Exciting graphics aren't always the most accurate. What do you want the user to take away from this?

**Top 3 Most Popular
Brands on Facebook**

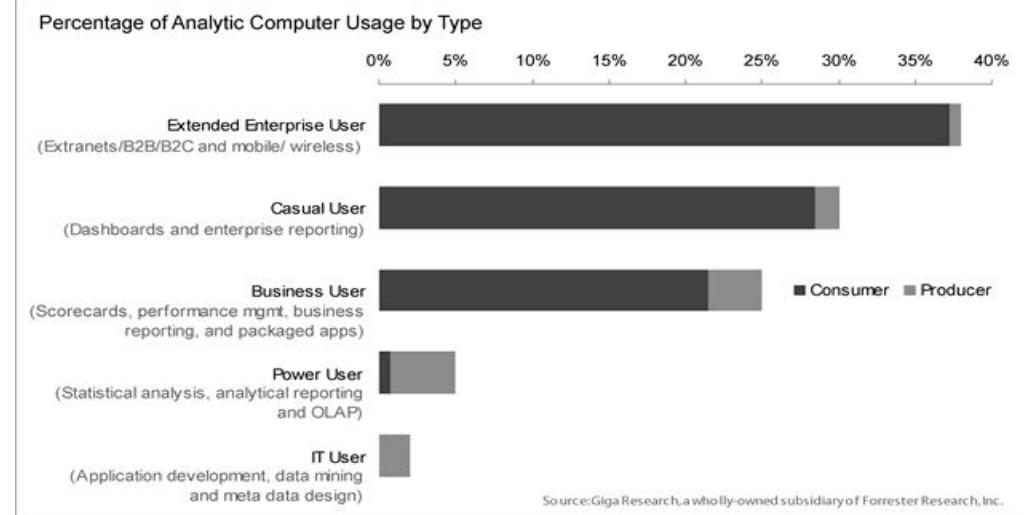
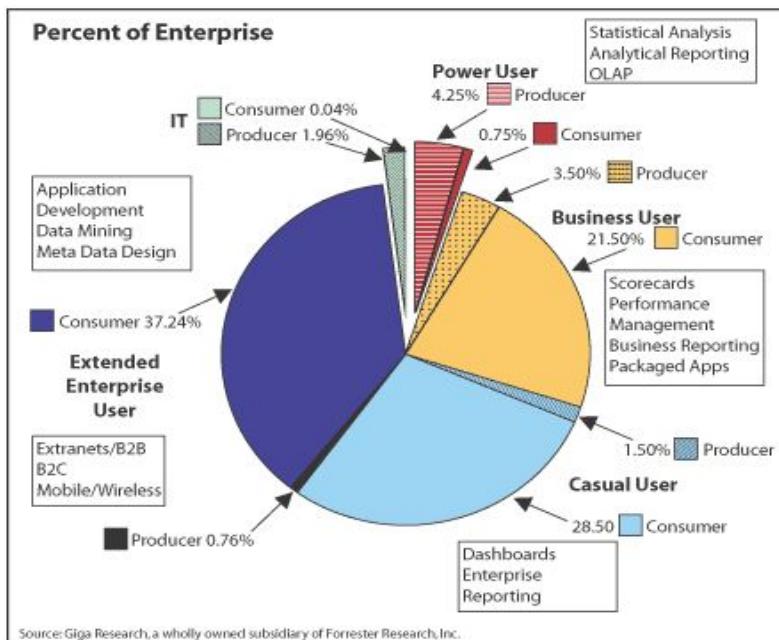


**Top 3 Most Popular
Brands on Facebook**



MINIMIZE DESIGN ELEMENTS.

Limit use of colors, fonts, patterns, lines, 3D, drop shadows – too much detracts from data.



KEEP IT CONSISTENT.

THE PERIODIC TABLE OF JAZZ
AN EVOLUTION OF JAZZ STYLE, IMPROVISATION AND INNOVATION VISUALIZED

This periodic table illustrates the evolution of jazz styles and innovators from 1920 to 2010. The table is organized into seven rows, each corresponding to a decade. Elements are color-coded by instrument or role:

- TENOR SAXOPHONE** (Red)
- TRUMPET** (Yellow)
- PIANO** (Light Blue)
- MILES DAVIS** (Black)
- ALTO/BARI SAXOPHONE** (Orange)
- DRUMS/BASS/GUITAR** (Green)
- BAND/BANDLEADER OR COMPOSER/ARRANGER** (Purple)

The table includes the following elements:

| Period | Element | Name | Instrument/Role |
|--------|---------|-------------------------|---------------------|
| 1 | L | Louis Armstrong | Trumpet |
| 2 | Jr | Jelly Roll Morton | Band/Bandleader |
| 3 | Hk | Coleman Hawkins | Tenor Saxophone |
| 4 | Pz | Lester Young | Trumpet |
| 5 | Ro | Roy Eldridge | Alto/Bari Saxophone |
| 6 | Lu | Jimmie Lunceford | Band/Bandleader |
| 7 | A | Art Tatum | Piano |
| 8 | B | Benny Goodman | Band/Bandleader |
| 9 | C | Count Basie | Band/Bandleader |
| 10 | D | Duke Ellington | Band/Bandleader |
| 11 | Bi | Charlie Parker | Tenor Saxophone |
| 12 | Dz | Dizzy Gillespie | Trumpet |
| 13 | Dx | Dexter Gordon | Tenor Saxophone |
| 14 | Mx | Max Roach | Drums/Bass/Guitar |
| 15 | Le | Lee Konitz | Tenor Saxophone |
| 16 | Tr | Lennie Tristano | Trumpet |
| 17 | Bd | Bud Powell | Piano |
| 18 | Th | Thelonious Monk | Band/Bandleader |
| 19 | Nk | Sonny Rollins | Tenor Saxophone |
| 20 | Cl | Clifford Brown | Trumpet |
| 21 | Go | Benny Golson | Tenor Saxophone |
| 22 | Ha | Hank Mobley | Tenor Saxophone |
| 23 | Gz | Stan Getz | Trumpet |
| 24 | Ju | Gerry Mulligan | Alto/Bari Saxophone |
| 25 | Ca | Cannonball Adderley | Trumpet |
| 26 | Ch | Chet Baker | Trumpet |
| 27 | M | Miles Davis | Miles Davis |
| 28 | G | Gil Evans | Band/Bandleader |
| 29 | Lm | Lee Morgan | Drums/Bass/Guitar |
| 30 | Mq | John Lewis | Band/Bandleader |
| 31 | Bu | Art Blakey | Drums/Bass/Guitar |
| 32 | Ly | George Russell | Band/Bandleader |
| 33 | Ni | Herbie Nichols | Band/Bandleader |
| 34 | Ag | Horace Silver | Piano |
| 35 | Da | Dave Brubeck | Piano |
| 36 | T | John Coltrane | Tenor Saxophone |
| 37 | O | Ornette Coleman | Trumpet |
| 38 | Ay | Albert Ayler | Tenor Saxophone |
| 39 | Do | Eric Dolphy | Alto/Bari Saxophone |
| 40 | Sh | Archie Shepp | Tenor Saxophone |
| 41 | Jm | Jackie McLean | Tenor Saxophone |
| 42 | Jh | Joe Henderson | Tenor Saxophone |
| 43 | W | Wayne Shorter | Tenor Saxophone |
| 44 | Mi | Miles Davis | Miles Davis |
| 45 | F | Freddie Hubbard | Trumpet |
| 46 | Mu | Charles Mingus | Drums/Bass/Guitar |
| 47 | Ah | Andrew Hill | Drums/Bass/Guitar |
| 48 | El | Elvin Jones | Drums/Bass/Guitar |
| 49 | Ce | Cecil Taylor | Piano |
| 50 | Hb | Herbie Hancock | Piano |
| 51 | Mc | McCoy Tyner | Piano |
| 52 | Be | Bill Evans | Piano |
| 53 | Wr | Weather Report | Tenor Saxophone |
| 54 | Ma | Mahavishnu Orchestra | Band/Bandleader |
| 55 | Ac | Art Ensemble of Chicago | Band/Bandleader |
| 56 | Br | Anthony Braxton | Tenor Saxophone |
| 57 | Ja | Jan Garbarek | Tenor Saxophone |
| 58 | Eb | Eberhard Weber | Tenor Saxophone |
| 59 | Lb | Dave Liebman | Tenor Saxophone |
| 60 | Gr | Steve Grossman | Tenor Saxophone |
| 61 | MI | Miles Davis | Miles Davis |
| 62 | Wo | Woody Shaw | Tenor Saxophone |
| 63 | Kw | Kenny Wheeler | Tenor Saxophone |
| 64 | Jp | Jaco Pastorius | Drums/Bass/Guitar |
| 65 | Or | Oregon | Band/Bandleader |
| 66 | Pb | Paul Bley | Piano |
| 67 | Ch | Chick Corea | Piano |
| 68 | Z | Joe Zawinul | Band/Bandleader |
| 69 | K | Keith Jarrett | Band/Bandleader |
| 70 | Sk | Wynton Marsalis | Tenor Saxophone |
| 71 | St | Branford Marsalis | Tenor Saxophone |
| 72 | Lo | Joe Lovano | Tenor Saxophone |
| 73 | Co | Steve Coleman | Tenor Saxophone |
| 74 | Zn | John Zorn | Tenor Saxophone |
| 75 | Tb | Tim Berne | Tenor Saxophone |
| 76 | Mb | Michael Brecker | Tenor Saxophone |
| 77 | Kg | Kenny Garrett | Tenor Saxophone |
| 78 | Te | Terence Blanchard | Tenor Saxophone |
| 79 | Rb | Randy Brecker | Tenor Saxophone |
| 80 | Tm | Tom Harrell | Tenor Saxophone |
| 81 | Sc | John Scofield | Tenor Saxophone |
| 82 | Pm | Pat Metheny | Tenor Saxophone |
| 83 | Cb | Carla Bley | Piano |
| 84 | Ad | Anthony Davis | Piano |
| 85 | Ga | Geri Allen | Piano |
| 86 | Dt | Kenny Kirkland | Piano |
| 87 | Js | Joshua Redman | Tenor Saxophone |
| 88 | Go | Greg Osby | Tenor Saxophone |
| 89 | Dm | David Murray | Trumpet |
| 90 | Dw | David S. Ware | Tenor Saxophone |
| 91 | Jb | Jerry Bergonzi | Tenor Saxophone |
| 92 | Np | Nicholas Payton | Tenor Saxophone |
| 93 | Dd | Dave Douglas | Tenor Saxophone |
| 94 | Rh | Roy Hargrove | Drums/Bass/Guitar |
| 95 | Dh | Dave Holland | Drums/Bass/Guitar |
| 96 | Bf | Bill Frisell | Piano |
| 97 | Wh | Wayne Horvitz | Piano |
| 98 | Jc | Joey Calderazzo | Piano |
| 99 | Mh | Brad Mehldau | Piano |
| 100 | Xe | Miguel Zenon | Tenor Saxophone |
| 101 | Sb | Seamus Blake | Tenor Saxophone |
| 102 | Ck | Chris Cheek | Tenor Saxophone |
| 103 | Mt | Mark Turner | Tenor Saxophone |
| 104 | Cp | Chris Potter | Tenor Saxophone |
| 105 | Mw | Medeski, Martin, Wood | Tenor Saxophone |
| 106 | Es | Esbjörn Svensson Trio | Tenor Saxophone |
| 107 | Ms | Maria Schneider | Tenor Saxophone |
| 108 | Vj | Vijay Iyer | Tenor Saxophone |
| 109 | Bp | The Bad Plus | Tenor Saxophone |
| 110 | Mn | Jason Moran | Tenor Saxophone |
| 111 | Cr | Craig Taborn | Tenor Saxophone |
| 112 | Kz | Geoff Keezer | Tenor Saxophone |

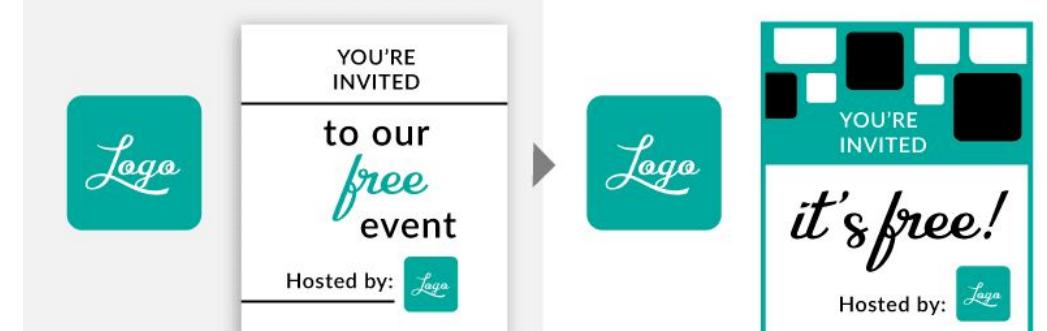
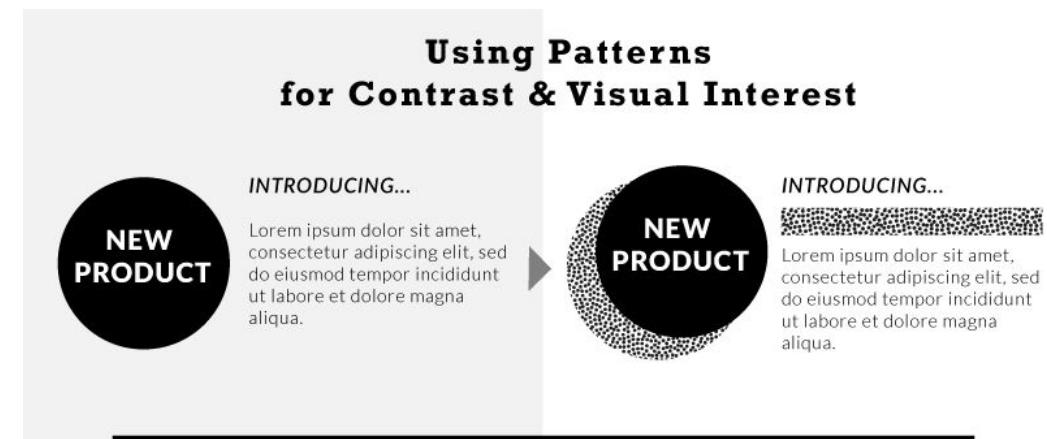
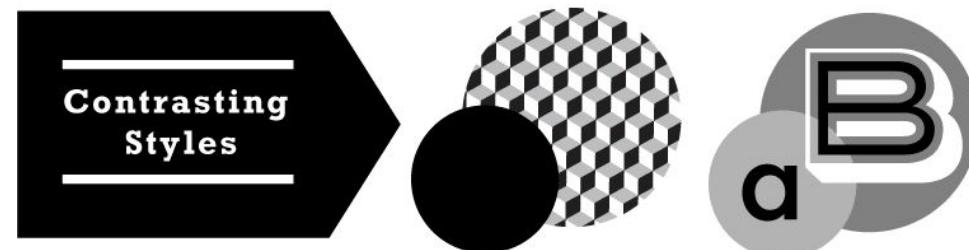
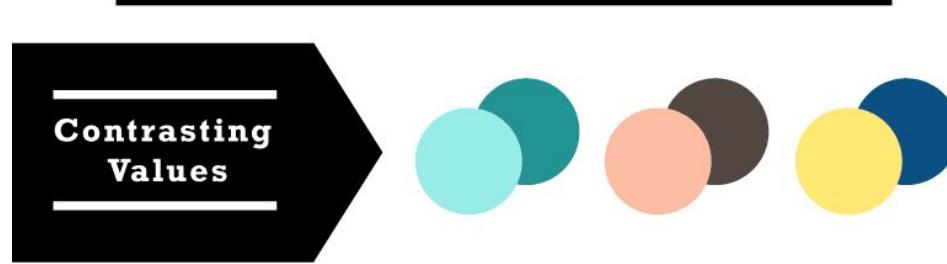
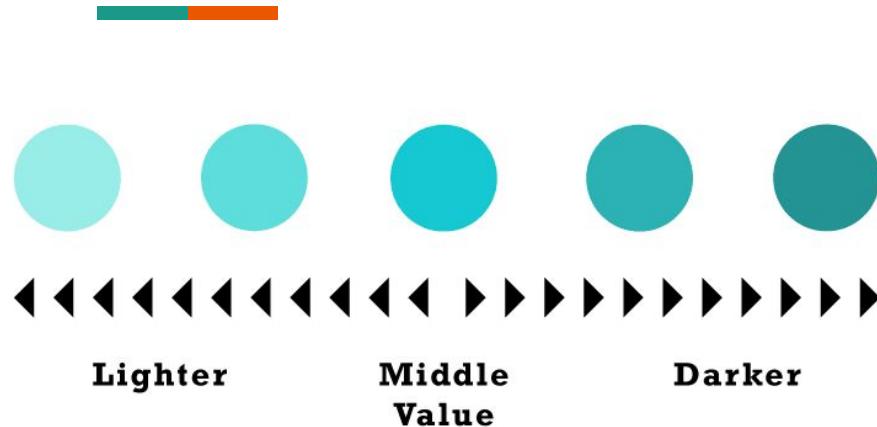
red
ras
pus

EACH TABLE ROW ROUGHLY CORRESPONDS TO A DECADE, BEGINNING WITH THE 1920S.

FOR MORE DETAILS ABOUT THIS POSTER AND ITS CREATION, PLEASE VISIT [HTTP://REDRASPUTIS.COM](http://REDRASPUTIS.COM)

© 2010 DAVID MARRIOTT, JR.

CONTRAST AND COMPARE.



USE COLOR WISELY.

5 OR LESS. Color should be used sparingly to highlight important information.

SEQUENTIAL

color reordered from high to low



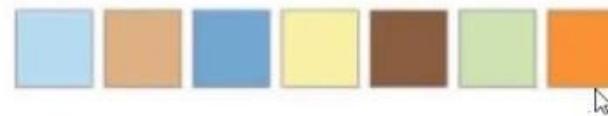
DIVERGING

two sequential colors with a neutral midpoint



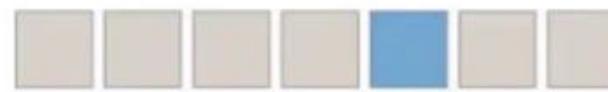
CATEGORICAL

contrasting colors for individual comparison



HIGHLIGHT

color used to highlight something



ALERT

color used to get reader's attention



COLOR HAS MEANING.



- Color encodes value but using too many is confusing.
- Don't use multiple colors to represent the same kind of data (no color wheels).
- Grayscale is still a powerful way to visualize data.
Contrast is key.

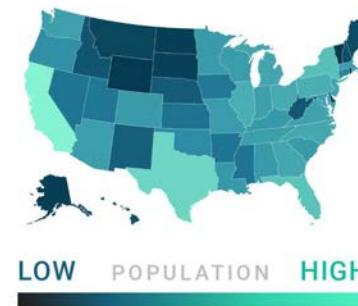
NOT IDEAL



BETTER



NOT IDEAL



BETTER



TYPOGRAPHY RULES.

Comic Sans
is never an
acceptable font.
Unless you are
an 8 year old
girl writing
a poem about
unicorns.

bad

**EVEN BAD
LOOKS GOOD
WITH HELVETICA**

Helvetica Hel-ve-ti-ca [hel vettika]
Grotesque sans serif face, also classified as lineal under the vox-atypi classification of type. The strokes in helvetica are monotone in weight and the overall forms of the typeface itself are based on akzidenz-grotesk from berthold around 1898.

DESIGN YOUR WORDS.

LIMIT YOUR FONTS

Title heading
Sub heading

This is my body text for the design.

ENHANCE READABILITY

- ✓ CAN YOU SEE ME?
- ✗ CAN YOU SEE ME?

PICK FONTS THAT PAIR WELL

I am first
I am second

HANDLE WIDOWS / ORPHANS



AVOID STRETCHING FONTS

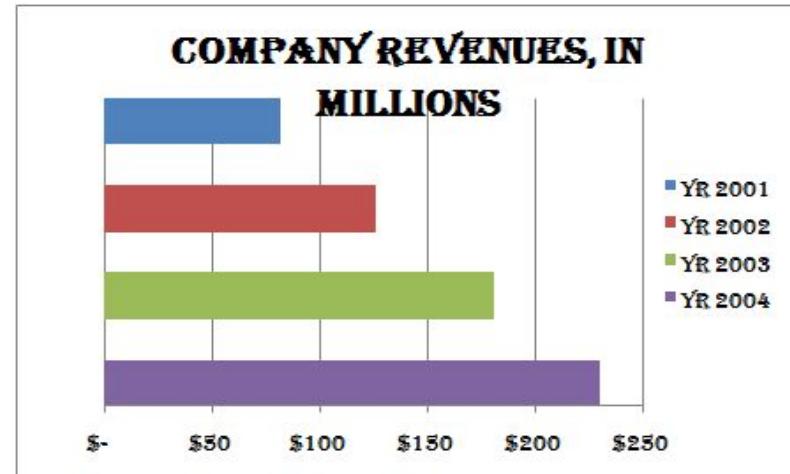
HELP ME

DON'T USE TRENDY FONTS

Lobster

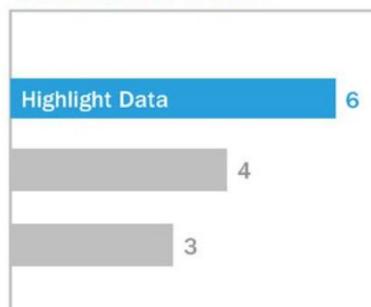
DON'T LET FONTS WIN.

- Be **consistent** with fonts and styles.
- Try not to use more than 2 or 3 fonts or a font family
- Don't use ~~decorative fonts~~ to display numbers.
- Soften axes and labels using gray type instead of black.



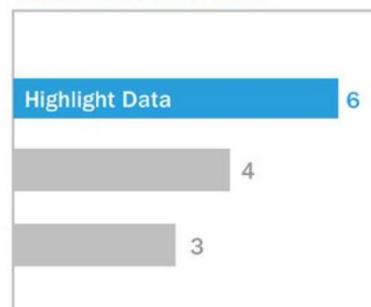
Top Level Font

Mid Level Font



Low Level Font

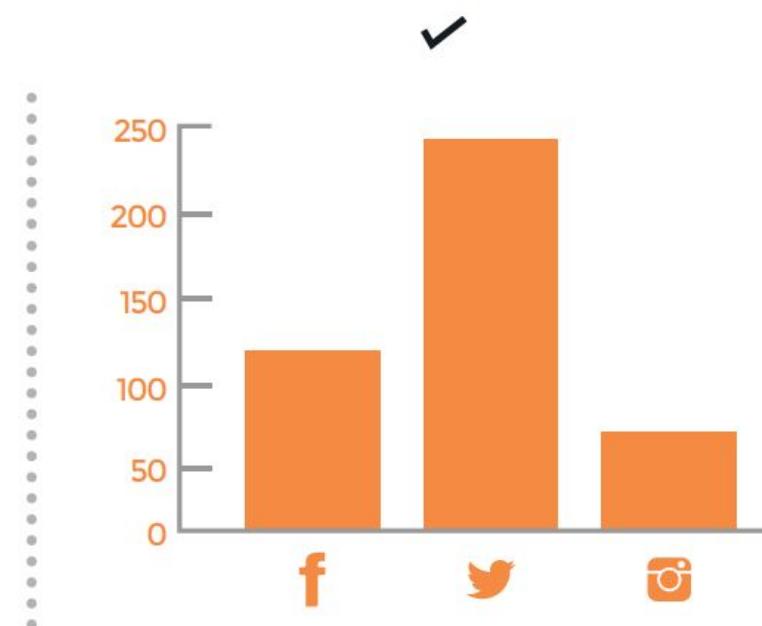
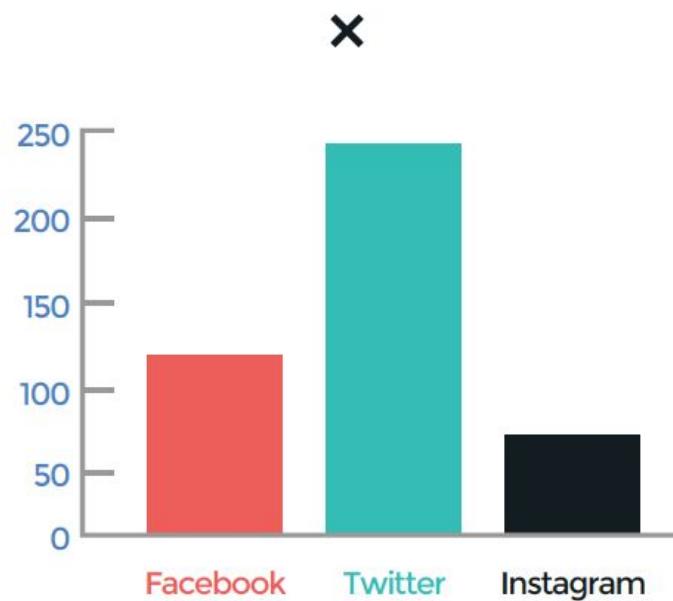
Mid Level Font



Low Level Font

SO ICONIC.

Use icons for faster comprehension.

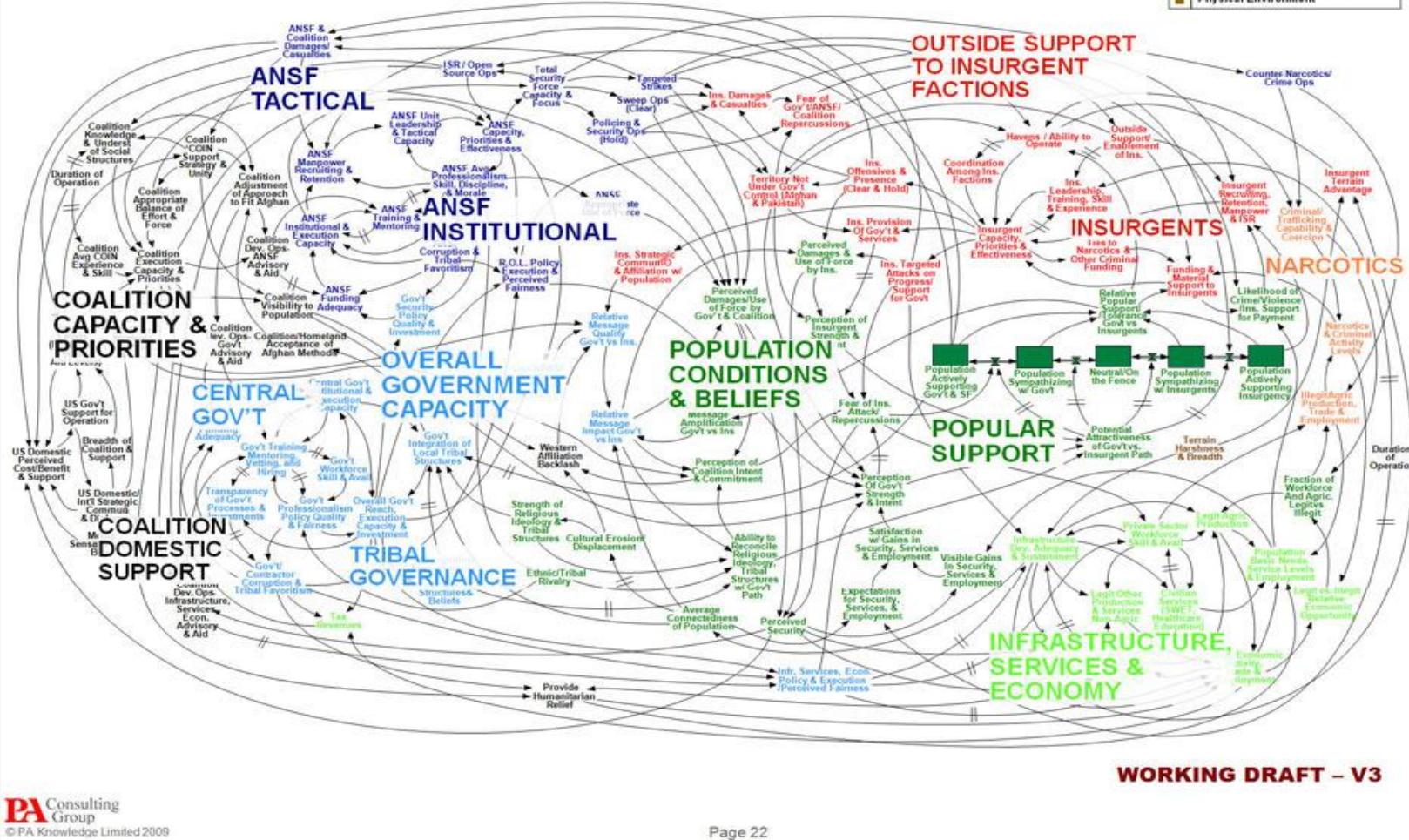


KEEP IT SIMPLE.

Afghanistan Stability / COIN Dynamics

 = Significant Delay

- Population/Popular Support
- Infrastructure, Economy, & Services
- Government
- Afghanistan Security Forces
- Insurgents
- Crime and Narcotics
- Coalition Forces & Actions
- Physical Environment

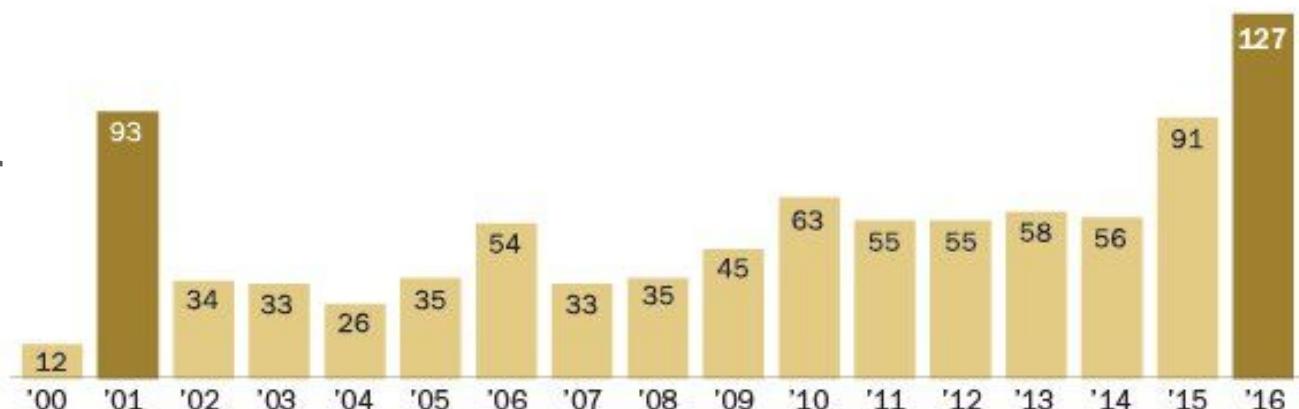


NOTES ON A GOOD CHART

- Can stand alone
- Good header and subheader
- Note:/Source:
- From Where:
- Label inside the bar
- Gradient colors on bar/highlight comparison
- Different type weights, one font
- No 3D, flat + clean

Anti-Muslim assaults exceed 2001 total

Anti-Muslim assaults in U.S. reported to the FBI



Note: Includes simple and aggravated assaults.

Source: Federal Bureau of Investigation.

PEW RESEARCH CENTER

DATA DESIGN CHECKLIST



1 | DO USE ONE COLOR TO REPRESENT EACH CATEGORY.



2 | DO ORDER DATA SETS USING LOGICAL HIERARCHY.



3 | DO USE CALLOUTS TO HIGHLIGHT IMPORTANT OR INTERESTING INFORMATION.



4 | DO VISUALIZE DATA IN A WAY THAT IS EASY FOR READERS TO COMPARE VALUES.



5 | DO USE ICONS TO ENHANCE COMPREHENSION AND REDUCE UNNECESSARY LABELING.



6 | DON'T USE HIGH CONTRAST COLOR COMBINATIONS SUCH AS RED/GREEN OR BLUE/YELLOW.



7 | DON'T USE 3D CHARTS. THEY CAN SKEW PERCEPTION OF THE VISUALIZATION.



8 | DON'T ADD CHART JUNK. UNNECESSARY ILLUSTRATIONS, DROP SHADOWS, OR ORNAMENTATIONS DISTRACT FROM THE DATA.



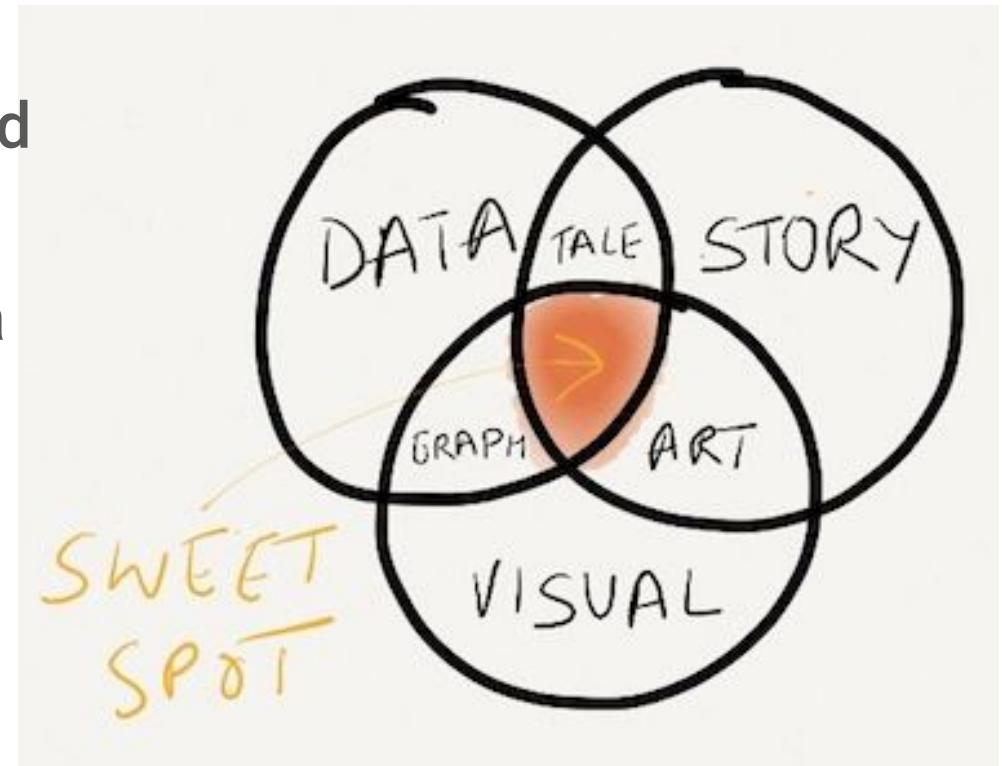
9 | DON'T USE MORE THAN 6 COLORS IN A SINGLE LAYOUT.



10 | DON'T USE DISTRACTING FONTS OR ELEMENTS (SUCH AS BOLD, ITALIC, OR UNDERLINED TEXT).

GIVE ME AN EXAMPLE.

1. **ASK** questions
2. **LOOK** for inspiration
3. **COLLECT + ORGANIZE** data and information
4. **DISCOVER** the story in the data
5. **CREATE** the prototype
6. **TEST, RINSE, REPEAT**
7. **IMPLEMENT, PUBLISH, LAUNCH, PRESENT**



WHAT IS THE PROBLEM?

- Example: Request for information graphic from Dean Kelehear
- Problem: Need for Literacy Center in Richmond County



WHO IS THE AUDIENCE?



BEGINNER

New to the subject,
but not too elementary.



EXPERT

The expert wants less
storytelling and more details.



GENERALIST

Aware of the topic.
General comprehension,
major themes.



MANAGER

In-depth, actionable
understanding.
They want details.



EXECUTIVE

Executives have little time.
Significant points with conclusions.

HOW WILL THE INFORMATION BE ORGANIZED?



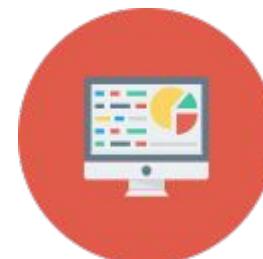
- Start with a simple **outline**.
- Identify the **logical flow** of the narrative.
- Map **data sources** to support each point.
- Provide **context** for the data.
- Summarize **key points**.
- Include data that is **relevant** and **necessary** to tell the story.



HOW WILL THE INFORMATION BE CONSUMED?



Presentation



Web/Dashboard



Report



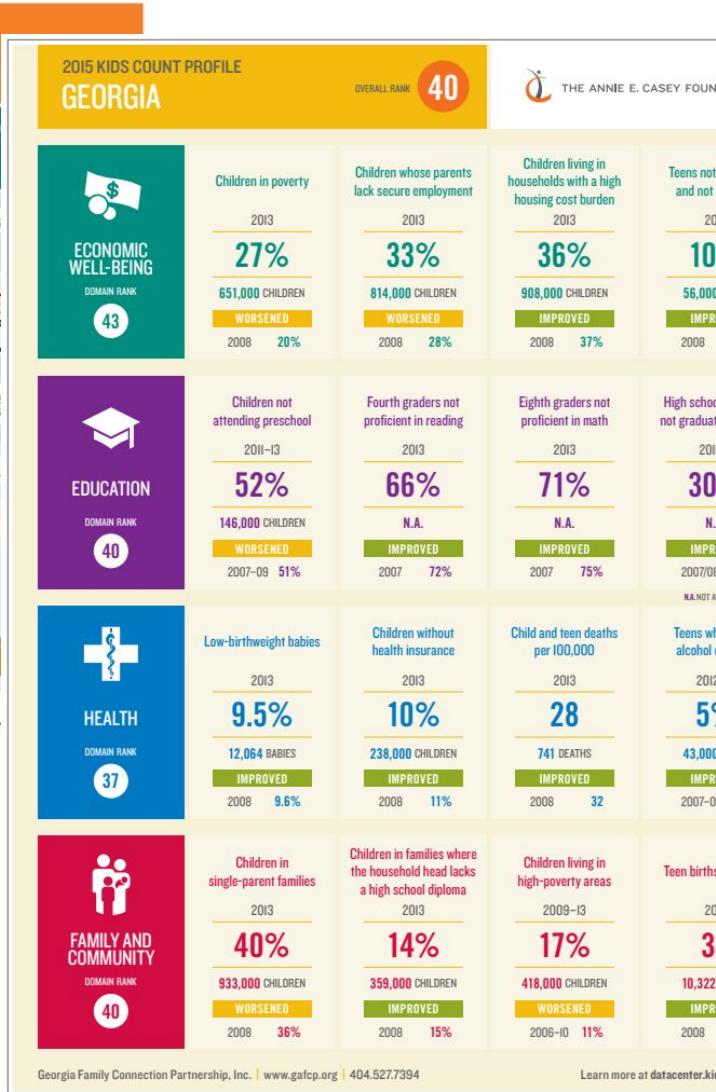
Mobile



Survey

LOOK FOR INSPIRATION.

THE STATE OF LITERACY IN 2016



15% of the world's population cannot read or write.

Young women, aged 15-24, make up of the world's youth illiterate population.

In 2015, **86%** of adults were literate.

In 2015, **91%** of people aged 15-24 were literate globally.

THE NO. OF PEOPLE AGED 15-25 WHO CANNOT READ OR WRITE

| | |
|---------------|--------------|
| India | - 24 965 451 |
| Ethiopia | - 6 545 401 |
| Bangladesh | - 5 267 261 |
| Côte d'Ivoire | - 2 291 180 |
| Afghanistan | - 2 080 929 |
| Mali | - 1 687 759 |
| Chad | - 1 342 564 |
| Angola | - 1 319 441 |
| Iraq | - 1 314 866 |
| Kenya | - 1 263 827 |
| Egypt | - 1 062 666 |
| China | - 501 792 |
| Ghana | - 501 240 |
| Liberia | - 395 097 |
| Haiti | - 388 179 |
| Mexico | - 293 759 |
| Guatemala | - 227 983 |
| Algeria | - 214 170 |
| Congo | - 160 038 |



REASONS WHY LITERACY IS IMPORTANT..



COLLECT + ORGANIZE INFORMATION

Focus on collecting information that will provide a solid framework to help answer your question.

A good data source is:

- ORIGINAL
- COMPREHENSIVE
- CURRENT
- RELIABLE



OASIS ONLINE ANALYTICAL STATISTICAL INFORMATION SYSTEM
Web-Based Tools for Public Health and Public Policy Data Analysis
Accessing the Georgia Department of Public Health's Data Warehouse

Creates Tables, Maps or Charts of Health Data by selecting a topic below.

Like Us on Facebook



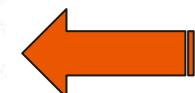
DISCOVER THE STORY IN THE DATA.

Your goal is to shape a concise and coherent narrative around the data to compel your audience to take some sort of **ACTION**.



Healthy Children

| Indicator | Year | Richmond Number | Richmond Rate | Georgia Rate |
|-----------------------------------------------------------------------------------|------|--------------------|------------------|-----------------|
| Low-birthweight babies | 2016 | 363 | 12.5% | 9.8% |
| Infant mortality (per 1,000) | 2016 | 33 | 11.4 | 7.4 |
| Children enrolled in Medicaid or Peachcare | 2016 | 32,112 | - | - |
| Children without health insurance ⁺ | 2016 | 2,343 | 4.9% | 7.7% |
| Children enrolled in the WIC program, birth through 4 | 2016 | 4,049 | - | - |
| Child deaths, ages 1-14 (per 100,000) | 2016 | 16 | 43.5 | 18.7 |
| Teen pregnancies, ages 15-17 (per 1,000) | 2016 | 93 | 26.6 | 14.4 |
| Teen births, ages 15-19 (per 1,000) | 2016 | 224 | 35.4 | 23.5 |
| Teen mothers giving birth to another child before age 20, ages 15-19 | 2016 | 35 | 15.8% | 17.1% |
| 9th grade students reporting alcohol use in the past 30 days | 2016 | 211 | 10.4% | 8.8% |
| 9th grade students reporting perception of negative risk with alcohol consumption | 2016 | 1,377 | 68.0% | 76.2% |
| STD incidence for youth, ages 15-19 (per 1,000) | 2016 | 739 | 54.2 | 29.8 |
| Teen deaths, ages 15-19 (per 100,000) | 2016 | 4 | * | 60.7 |
| Teen deaths, by homicide, suicide and accident, ages 15-19 (per 100,000) | 2016 | 2 | * | 45.0 |



CREATE THE PROTOTYPE.

THE FIRST MAJOR MILESTONE FOR ANY CHILD'S SUCCESS IN EDUCATION IS



THE ABILITY TO READ 3rd BY THE END OF GRADE

THE END OF 3rd GRADE MARKS THE CRITICAL TIME WHEN CHILDREN SHIFT FROM LEARNING TO READ → READING TO LEARN

THE PROBLEM

Once a child falls behind in language development, it is very difficult for them to catch up after the 3rd grade.

3rd GRADE

2/3 of Georgia's children are not reading proficiently by the end of the 3rd grade.

This brings long-term negative consequences, not only to these children, but their families, their communities, and our state.

IN OUR COMMUNITY

only 34% of Richmond County students read at grade level by the 3rd grade

| | RICHMOND CO | GEORGIA |
|---------------------------------------------------------------------------------------------------------------|-------------|---------|
| LOW BIRTHWEIGHT ③ % of infants born weighing less than 5.5 pounds | 11.0% | 9.5% |
| SCHOOL ATTENDANCE ⑤ % of students missing 15 or more days | 13.6% | 10.1% |
| LACK OF PRE-SCHOOL ATTENDANCE ④ % of children ages 3-4 NOT attending pre-school | 65.4% | 50.4% |
| CHILDREN LIVING IN POVERTY ① % of families of 4, with children, with annual incomes less than \$37K | 48.7% | 32.7% |
| MATERNAL EDUCATION ② % of babies born to mothers with less than 12 years of education | 16.0% | 15.3% |

T. was trying to put these in some kind of timeline chronology.

THE IMPACT

Children who cannot read proficiently by the end of the 3rd grade are more likely to:

- LITERACY PLAYS A TREMENDOUS ROLE IN FUTURE SUCCESS
- EXPERIENCE POOR HEALTH
- BECOME TEEN PARENTS
- HAVE DISCIPLINE PROBLEMS
- DROP OUT OF HIGH SCHOOL

WHAT CAN WE DO?

Together we can make sure that ALL of Augusta's children are reading by 3rd grade! Get Georgia Reading!

our community

"We Know What to Do!
Help us make it happen!"



citation ullamco laboris nisi ut aliquip ex ea commodo consequat.

The Get Georgia Reading Campaign has developed four research-based pillars that work together to provide a platform for success. Our goal for the community to help promote literacy is to incorporate these four pillars.

Everyone has valuable resources to offer whether financially or otherwise.

| LANGUAGE NUTRITION | ACCESS | POSITIVE LEARNING CLIMATE | TEACHER PREPARATION & EFFECTIVENESS |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Physical Health + Early Literacy Experiences Family Education Literacy Resources Tutoring Partnerships Health Services Professional Support for Childcare & PreK Educators Quality child care | Support interventions Community Resource Providers Health Services Assistance Family Education Academic Tutoring Counseling | Attendance, engagement, student success Community-driven activities Family Education Academic Tutoring Counseling | Teachers prepare best teachers for our community Preservice teacher internships Inservice professional learning Free diagnostic reading support for community |



AUGUSTA UNIVERSITY

Reference: <http://www.augusta.edu/peopledir/planning.htm> <http://www.readingmatters.org>

Looking for ways to help?
 Contact: Augusta University College of Education
 716-337-1499 www.augusta.edu/education/

ITERATE, PUBLISH + PRESENT.

THE FIRST MAJOR MILESTONE FOR ANY CHILD'S SUCCESS IN EDUCATION IS
THE ABILITY TO READ **3rd GRADE** BY THE END OF

3 GRADE

THE END OF **3rd GRADE** MARKS THE CRITICAL TIME WHEN CHILDREN SHIFT FROM LEARNING TO READ ↔ READING TO LEARN

Once a child falls behind in language development, it is very difficult for them to catch up after the 3rd grade.

2/3 of Georgia's children are not reading proficiently by the end of the 3rd grade.

3rd GRADE

This brings long-term negative consequences, not only to these children, but also to their families, their communities, and our state.

IN OUR COMMUNITY

66% of Richmond County students are not reading at grade level by the 3rd grade.

| Factors that contribute to low reading proficiency: | RICHMOND CO. | GEORGIA |
|-------------------------------------------------------------------------------------------------------------|--------------|--------------|
| CHILDREN LIVING IN POVERTY % of families of 4, with children, with annual incomes less than \$37K | 48.7% | 32.7% |
| MATERNAL EDUCATION % of babies born to mothers with less than 12 years of education | 16.0% | 15.3% |
| LOW BIRTHWEIGHT % of infants born weighing less than 5.5 pounds | 11.0% | 9.5% |
| LACK OF EXPERIENCES % of children ages 3-4 NOT attending pre-school | 65.4% | 50.4% |
| SCHOOL ABSENTEEISM % of students missing 15 or more days | 13.6% | 10.1% |

THE IMPACT

Children who cannot read proficiently by the end of the 3rd grade are more likely to:

LITERACY PLAYS A TREMENDOUS ROLE IN FUTURE SUCCESS

EXPERIENCE POOR HEALTH BECOME TEEN PARENTS HAVE DISCIPLINE PROBLEMS DROP OUT OF HIGH SCHOOL

WHAT CAN OUR COMMUNITY DO?

The Get Georgia Reading Campaign has developed four research-based pillars that work together to provide a platform for success. Our goal is for the community to help promote literacy by incorporating these four pillars. We will offer an intentional and situated intervention for children and families so that the work we do with them is within context and aligned to the needs of the child and family.

Together we can make sure that ALL of Augusta's children are reading by the 3rd grade!

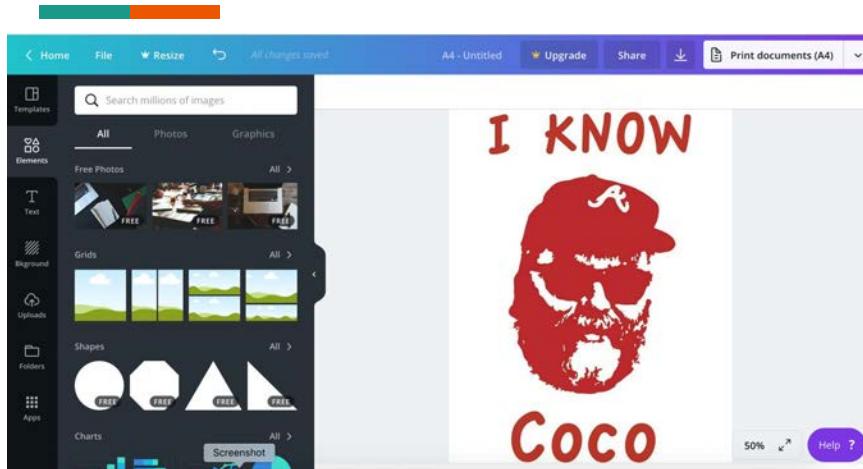
| LANGUAGE NUTRITION | ACCESS | POSITIVE LEARNING CLIMATE | TEACHER PREPARATION & EFFECTIVENESS |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Physical Health & Early Literacy Experiences <ul style="list-style-type: none">• Family Education• Literacy Resources• Tutoring Partnerships• Professional Support for Childcare & Pre-K Educators• Quality Childcare | Support Intervention Services <ul style="list-style-type: none">• Community Resource Providers• Health Services Assistance• Family Education | Attendance, Engagement, Student Success <ul style="list-style-type: none">• Community-driven activities• Family Education• Academic Tutoring• Counseling | Best Teachers for our Community <ul style="list-style-type: none">• Pre-service teacher internships• In-service professional learning• Free diagnostic reading support for community |

AUGUSTA UNIVERSITY

Be part of the solution!
Contact Augusta University College of Education
706-737-1499 www.augusta.edu/education/

References: <https://www.gafcp.org>, <http://getgeorgiareading.org>, <https://www.readrightfromthestart.org>

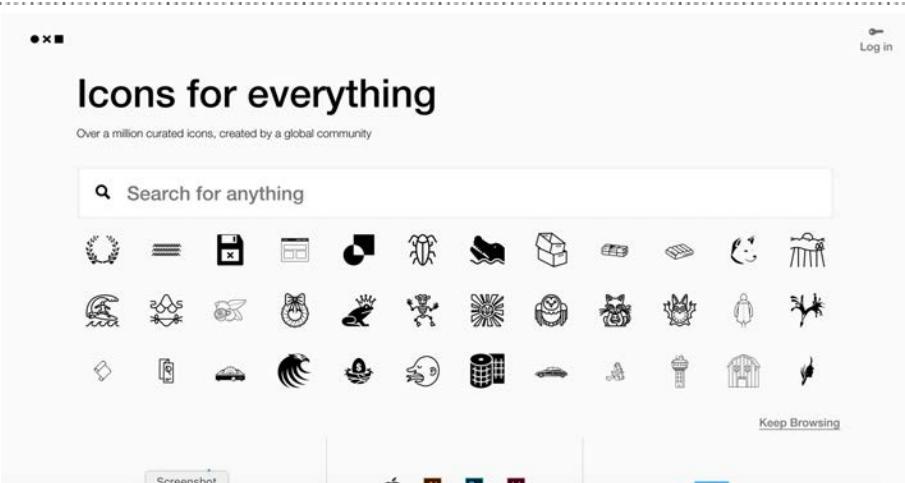
GIVE ME THE KEYS: DESIGN RESOURCES



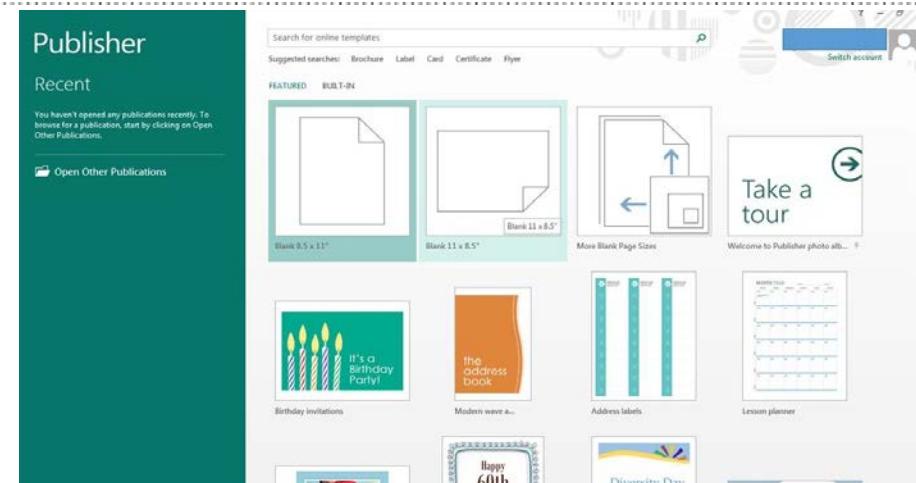
canva.com



adobe creative suite / spark / stock



noun project

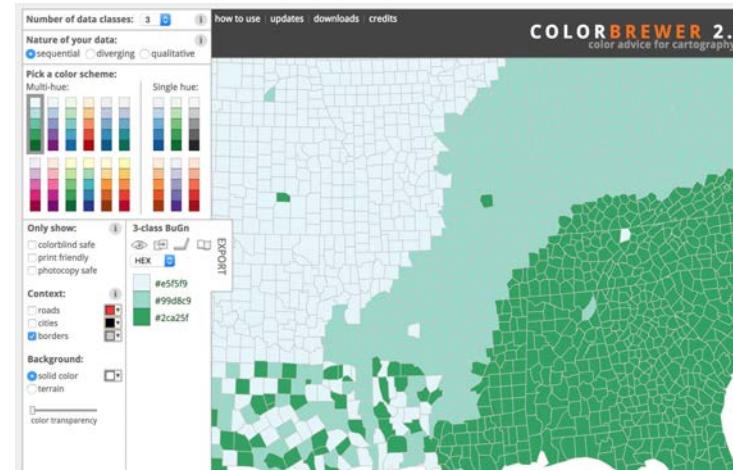


microsoft publisher

GIVE ME THE KEYS: COLOR and FONTS



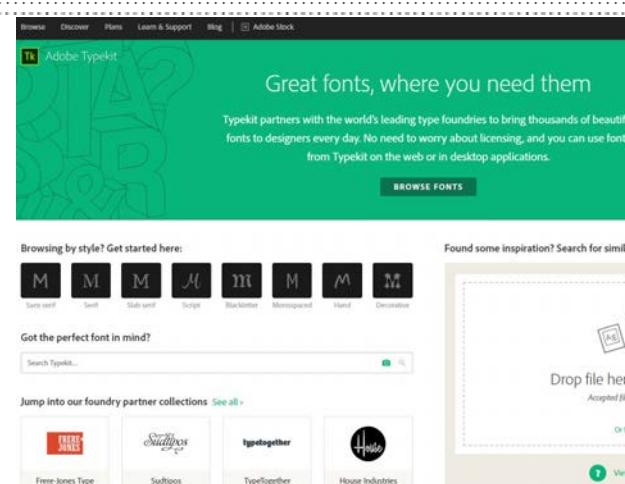
color.adobe.com



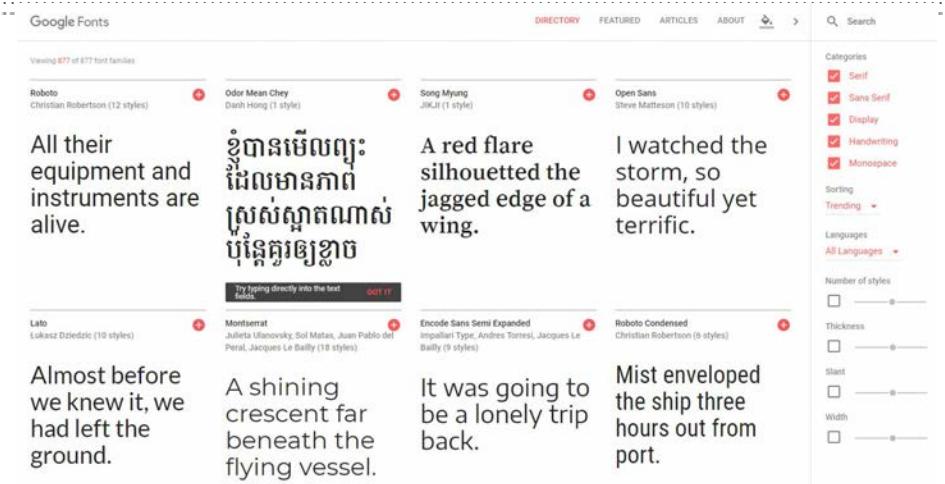
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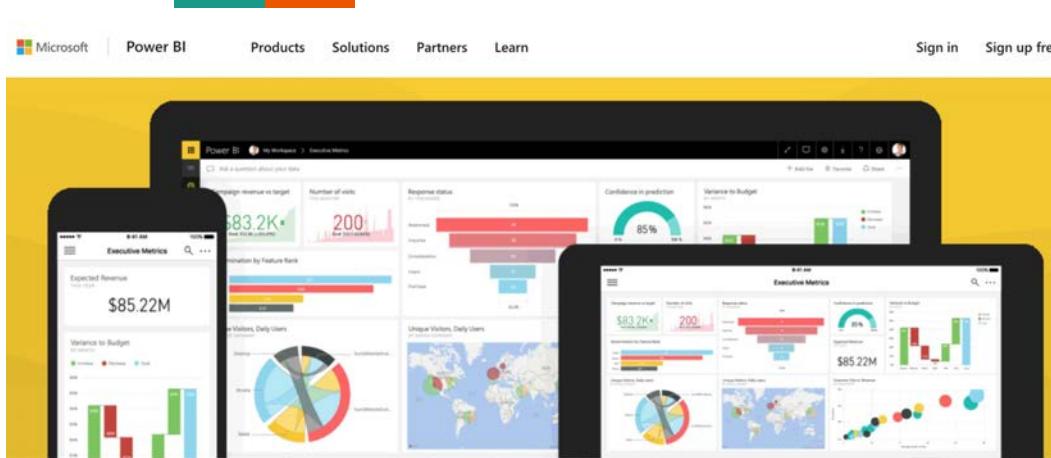


typekit



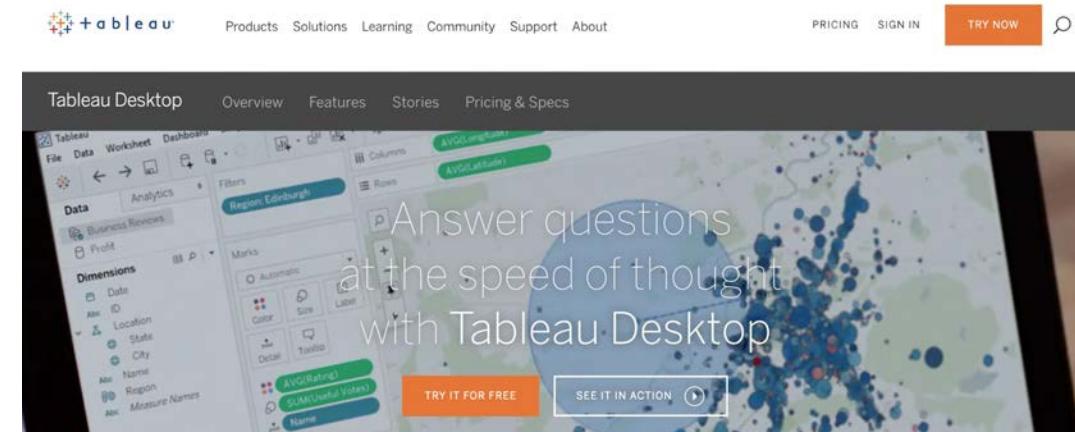
google fonts

GIVE ME THE KEYS: DATA VIZ TOOLS



A screenshot of a Microsoft Power BI dashboard titled "Executive Metrics". The dashboard features several charts and metrics: a bar chart for "Expected Revenue", a pie chart for "Unique Visitors, Daily Users", a map of the world showing visitor locations, and various other charts for "Revenue", "Confidence in prediction", and "Variance to Budget". The interface includes a top navigation bar with "Microsoft", "Power BI", "Products", "Solutions", "Partners", "Learn", "Sign in", and "Sign up free".

Microsoft BI + Excel



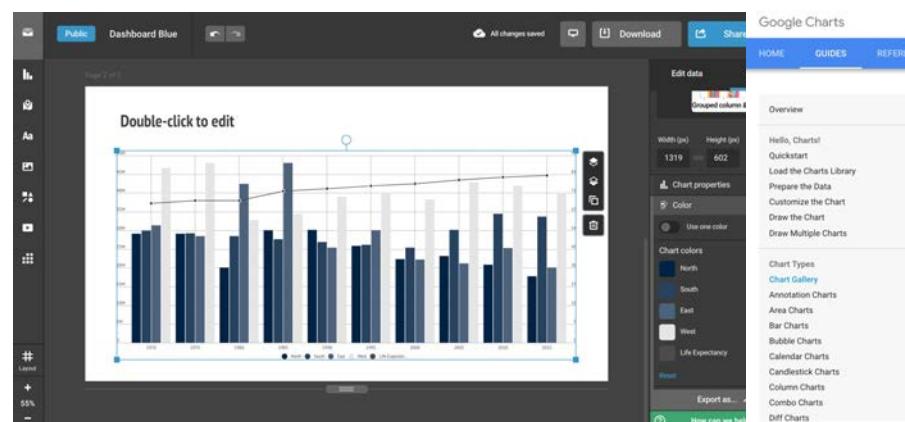
A screenshot of the Tableau Desktop interface. It shows a dashboard with a map and various data visualizations. The interface includes a top navigation bar with "Products", "Solutions", "Learning", "Community", "Support", and "About", along with "PRICING", "SIGN IN", and "TRY NOW" buttons. A prominent text overlay says "Answer questions at the speed of thought with Tableau Desktop".

Tableau



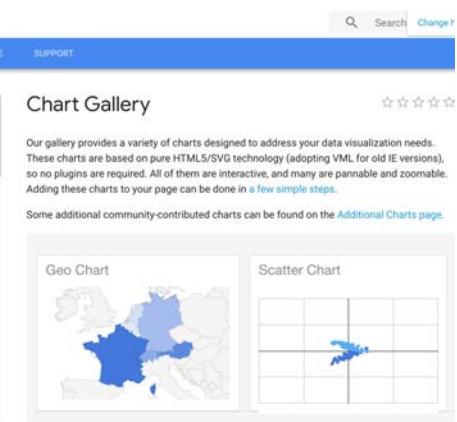
A screenshot of the Datawrapper interface. It shows a chart titled "Apple sales by product in shipped units, 2000 to 2017" with data for iPhone, iPad, Mac, and iPod. The interface includes a top navigation bar with "Datawrapper", "Upload Data", "Check & Describe", "Visualize" (highlighted in red), and "Publish & Embed". On the left, there's a sidebar with "Chart type" filters like Bar Chart, Stacked Bars, and Line Chart.

Datawrapper



A screenshot of the Infogram interface. It shows a bar chart with a line overlay titled "Double-click to edit". The chart tracks Apple's sales from 2002 to 2017. The interface includes a top navigation bar with "Public", "Dashboard Blue", "Edit data", "Google Charts", "HOME", "GUIDES", "REFERENCE", and "SUPPORT". On the right, there's a sidebar for "Chart Gallery" with options like "Hello, Charts!", "Quickstart", and "Load the Charts Library".

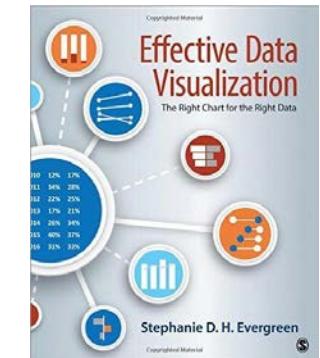
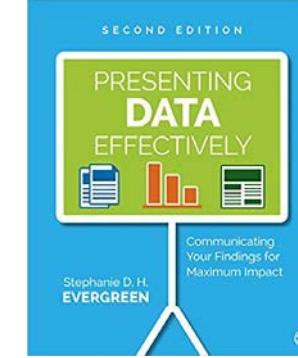
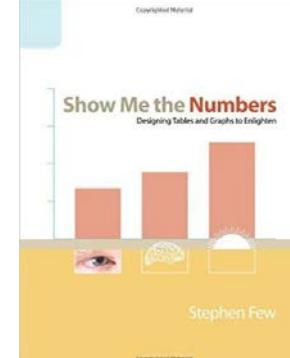
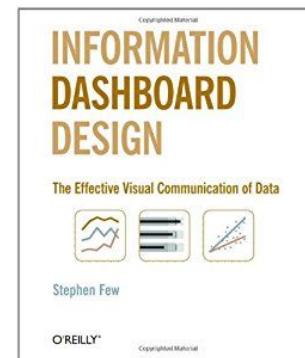
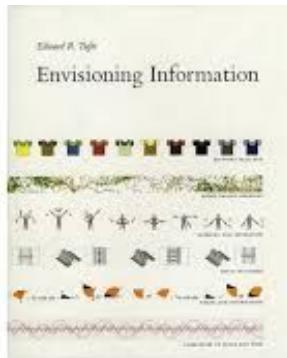
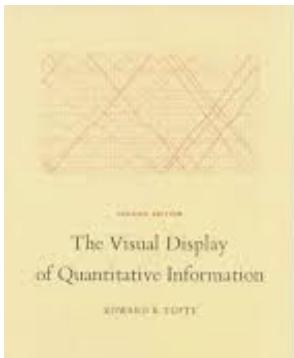
Infogram



A screenshot of the Google Charts interface. It shows a "Chart Gallery" section with "Geo Chart" and "Scatter Chart" examples. The interface includes a top navigation bar with "Google Charts", "HOME", "GUIDES", "REFERENCE", and "SUPPORT". A sidebar on the left provides "Chart Types" like Bar Charts, Bubble Charts, and Combo Charts.

Google Charts

OH CAPTAIN, MY CAPTAIN.



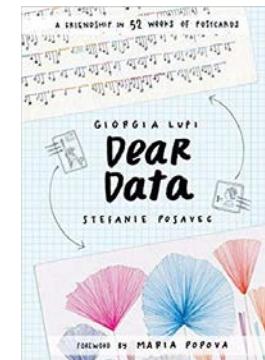
Edward Tufte - there's
only one
[.tufte.com/](http://tufte.com/)

Stephen Few - the
master of data viz
perceptualedge.com/

Stephanie Evergreen - the
queen of presenting data
stephanieevergreen.com/



Feltron - his annual
reports are in a museum,
simply beautiful
feltron.com



Giorgia Lupi - data viz
artist, no seriously
giorgialupi.com/

KEY TAKEAWAYS



Start with a **question**, then look for the information that will answer or give you more insight into your problem



Work with a solid information that comes from **relevant sources**



Craft a story around your **key points and takeaways** to deliver your message



Follow information **design best practices** to ensure your communication makes the greatest impact

GET IN TOUCH!

Holly Goodson Rubio



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Twitter: <http://twitter.com/hollyvann>



Linkedin: <http://linkedin/hollyvann>