Critical report of categorization

In order to build a taxonomy and break down the course of “Curating data” into categories, our group utilized the online tool Figma. We chose this tool as Elma had experience with using it as well as the excellent usability and intuitive usage. We all picked up the workings of the tool pretty fast. Our visual representation of our taxonomy model will be attached as a photo at the bottom of this report. The link to the actual figma board is not attached as it requires login access per email.

In building the model, we decided to start with the item “Curating Data” as we found the course name to provide a good starting point. We pulled inspiration from the course syllabus for “Curating Data” on Brightspace in the way we structured the taxonomy initially. We took inspiration from both the structure and assignment layout and assigned sub themes based on this. These were: Introduction to the Course, Collecting, Classifying and Categorising, and Visualising. We then assigned the sub themes related to the act of curating data, their associated assignment and the weekly themes. The process of adding these was mostly straightforward, as we found the chronological structure of the course/syllabus mostly adhering to the structure provided in the Curating Data Model, with steps from collecting to visualizing. We did, however, decide that the contents of the weekly theme “Place and Time in Data Collection” did not align with where it was placed chronologically, so to make this fit with the structure of the Curating Data Model, we linked it to “Collecting” instead of at the end of “Classifying”. We then started adding the course readings to their weekly themes.
In addition we assigned the elective”‘Curating Data” as a property to “Critical data studies” as a field and added our instructors, Magda, Paolo, and Rossana as well.
From here we started building the visualization of the model in Figma, which was spearheaded by Elma as she has experience with Figma in her function of being a Digital Design Student.
For the design, we thought a bit about the visual representation of the taxonomic model by giving each category: themes, subthemes, reading, ect. a specific color. Some of the colors were reused for several categories. This adds to the readability of the visualization, making it easy to find what one might be looking for when interpreting the visual model. Furthermore, we used pastel colors to give it a harmonious appearance and stuck with this for cohesiveness.
When building out the model we implicitly used some of the gestalt principles like the principles of similarity and proximity. We used the principle of similarity when color categorizing as well as to some degree size matching of the boxes. Principle of proximity

was utilized when grouping ‘chunks’ of data about a week with its themes, readings, authors ect.
With this structure authors, years and keywords were added. As an extra detail, the nationality of the people that are part of the syllabus were added. This was carried out for the purpose of highlighting the overweight of western scholars in our syllabus, according to the aim of having a critical approach towards not only data, but any input and information.
When adding the weekly readings to the themes, only the mandatory readings were added, as these were deemed to be essential, where the suggested readings were not. This was judged on the basis that mandatory readings usually give the essential information and prepares the student for attending class, where the suggested readings are often added as a way for students specifically interested in the weekly topic and theme to dive deeper and seek a more thorough understanding of the material. Additionally, not all weekly themes had suggested readings.
The suggested readings were also left out due the limited space associated with making a visual model like this and for better readability of the model itself. The links between each box features a descriptor, such as reading, subtheme, author and nationality; this was added according to LOD workshop principles of linking data.

The leading architects of the model were Elma and Annie. Elma had in her experience as a Digital design student, prior knowledge and abilities that were useful in designing the visual representation of the model. Annie and Elma started designing the model. Hugo and Kristoffer mostly did the work of building out the model in the structure designed by Annie and Elma. The initial structure design was mostly adhered to and underwent only minor changes as well as adding new taxonomic breakdowns.
We all contributed to the process in several steps, but the above is a simplistic breakdown on the most notable effort and contribution of each student in the group. Every member had something to say in each step, but we let the individual’s skills shine through when someone had something special to contribute.

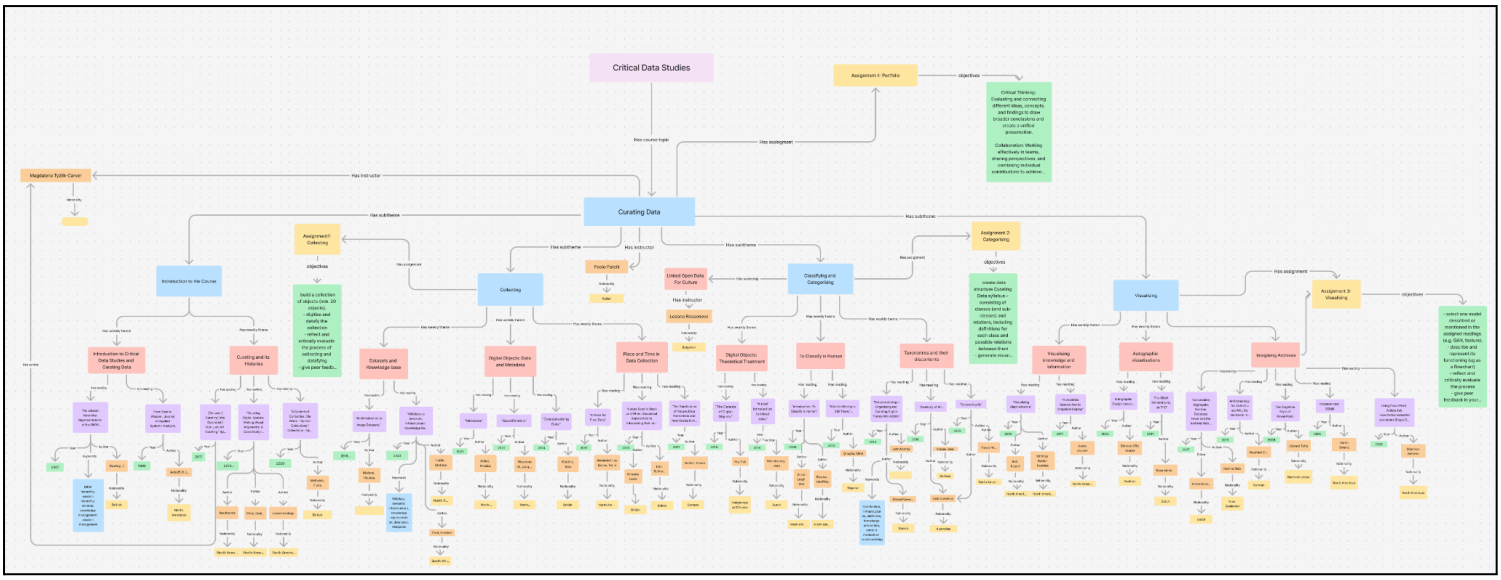

Figure 1: Our taxonomic model of the Curating Data course