

# Visualization (Vis)

Storytelling with  
Interactive Data Visualizations



## Homework 2 — Vision & Context





## Reading Assignment

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In the upcoming lecture, we will discuss defining the vision for a visualization project and the context of the project. In preparation, please:

- ◆ Read Chapter 1 in the book “storytelling with data” by Cole Nussbaumer Knaflic
  
- ◆ Answer the following questions
  1. Describe in your own words: why should you create a 3-minute story for every visualization project?
  2. What are the three components of a “Big Idea”?
  3. Your colleague defined the target audience of the visualization project the two of you are working on as “students”. Discuss this audience: under which circumstances could this be a good definition of your target audience, under which circumstances would it be a not-so-good definition of your target audience?





## Solutions

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1. Describe in your own words: why should you create a 3-minute story for every visualization project?  
→ see Knafllic book page 30
2. What are the three components of a “Big Idea”?  
→ see Knafllic book page 30
3. Your colleague defined the target audience of the visualization project the two of you are working on as “students”. Discuss this audience: under which circumstances could this be a good definition of your target audience, under which circumstances would it be a not-so-good definition of your target audience?

→ see Knafllic book page 28f: we want to craft a visualization for a specific audience. If the audience has disparate needs, we need to divide the audience into multiple segments. If an audience-definition is “specific” therefore depends on the audience-definition as well as the targetted communication.

Thus, in the given example “students”: this could be a good=specific audience, if all students have the same visualization needs with respect to our intended message. This might be the case if the message is relevant in the same way to all students, for example, if it is highly related to something student-specific like grading or tuition. If, however, our communication has to be different for different students, “students” would be an audience that is too unspecific. An example could be a communication that involved pets in some way (having a pet is not very correlated with being a student – some students may have a pet, other won’t).