

As I went into this final project task, I tried to make sure that this particular presentation had a feel that it may show up on YouTube or some similar media site. My goal was to give a more conversational and upbeat ambience to the overall presentation.

The supplementary data remains the same, being the “Accident Rates per Year” from the Bureau of Aircraft Accident Archives and the “Accidents and Fatalities Per Year” document from Google docs. Additionally, I have used the same visualizations as I have used previously because of the responses given by outside observers who are not very familiar with either the topic of air travel safety or statistical and analytical visualizations. The only hiccup that I encountered in preparing the video is a 5 second delay between my opening remarks and the start of the remainder of the video which I could not figure out how to correct.

In preparing the data for all of the tasks, I dealt with two primary concepts – first, that I wished to join the data from the airline-safety.csv data set in such a way that I could include all of the data from 1985 to 2014 as the total values for the thirty years in place of two separate blocks of fifteen years apiece; and second, that I wanted to use those thirty years as my filter for the other data sets. The only chart that was not limited to those thirty years was the one showing the rankings by the number of accidents in each year so that a full view of what has happened over time for annual accidents would be more clearly displayed.

My test audience felt that the addition of the marks during the video enhanced the understanding as specific values and trends were highlighted by their addition. Another concept that I worked on integrating into the video was the flow of a story – each section of the presentation moved from one to the next through the questions posed at each step in a way that both I and my test audience felt focused on possible questions that could be posed as either counter-arguments to the facts presented or real requests for understanding.

The primary difference between this presentation and the first couple was numerics versus graphics – I felt that in the first assignments I could allow the numbers and visualizations speak for themselves, with only a few words in the summaries as added context, but the latter tasks dealt more with describing the visualizations to clarify not only what the audience was seeing, but also what it meant (increasing or decreasing values, overall trends, etc.). Additionally, as my audience became more broad, I had to adapt what information I shared and explained so it would make connections with the audience in ways that they would find meaningful through comparisons or pointing out specific details that highlighted that certain values were particularly low (less than 20 fatal accidents in 30 years for all airlines, fewer total fatalities in 30 years than annual infant mortality rates in the US, etc.).

The main thing that I would do differently would be my infographic; I struggled to understand how to present the infographic while including the total number of graphs in a way that made sense, especially since most infographics contain one or two visualizations at most. Apart from that, I would have made sure that I included the extra graphs in my first two tasks that were missing due to my confusion about the visualizations requiring six individual visualizations in place of simply displaying six different variables.