

Perception & Design

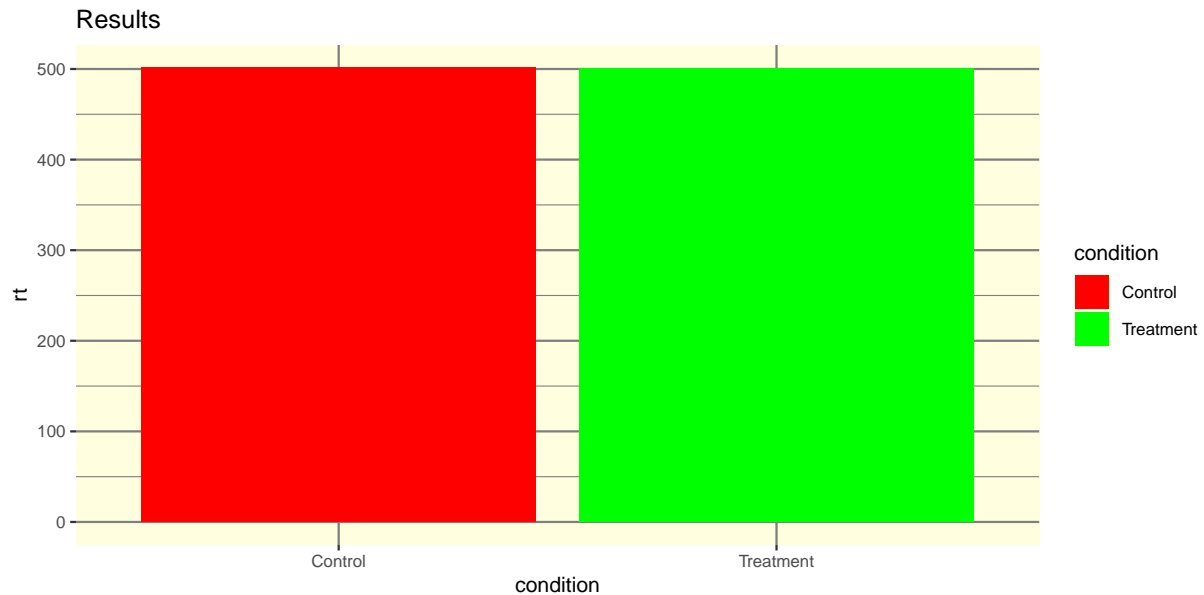
PSY 410: Data Science for Psychology

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How we see data

What's wrong with this?



. . .

Red-green palette (colorblind-unfriendly). No informative title. Tiny text. Gridline noise. Bars hiding the data.

Today we learn **why your brain rejects bad figures** — and how to design ones that work.

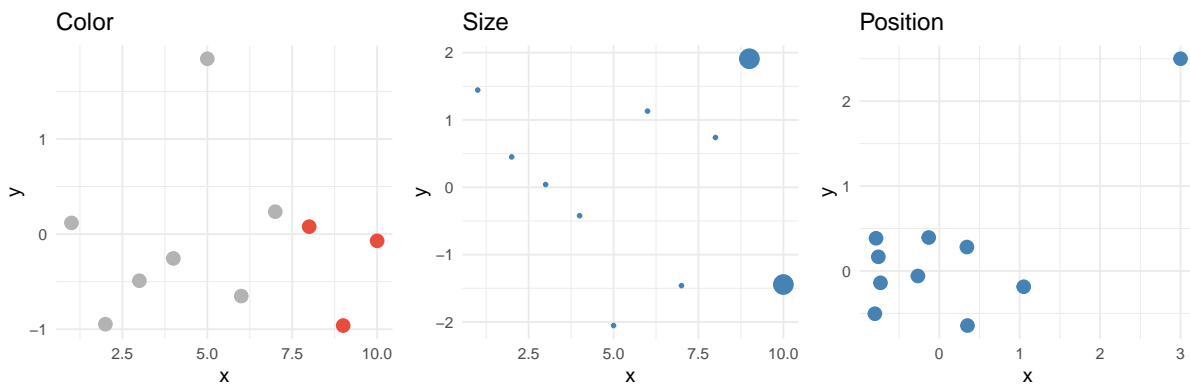
Your brain processes some visual features before you even think

Some visual features are processed almost instantly — before conscious attention kicks in:

Attribute	Example
Color	A red dot among blue dots
Size	A large circle among small ones
Position	A point far from the others
Shape	A triangle among circles
Orientation	A tilted bar among vertical bars

These are your tools for drawing the viewer's eye.

Preattentive in action



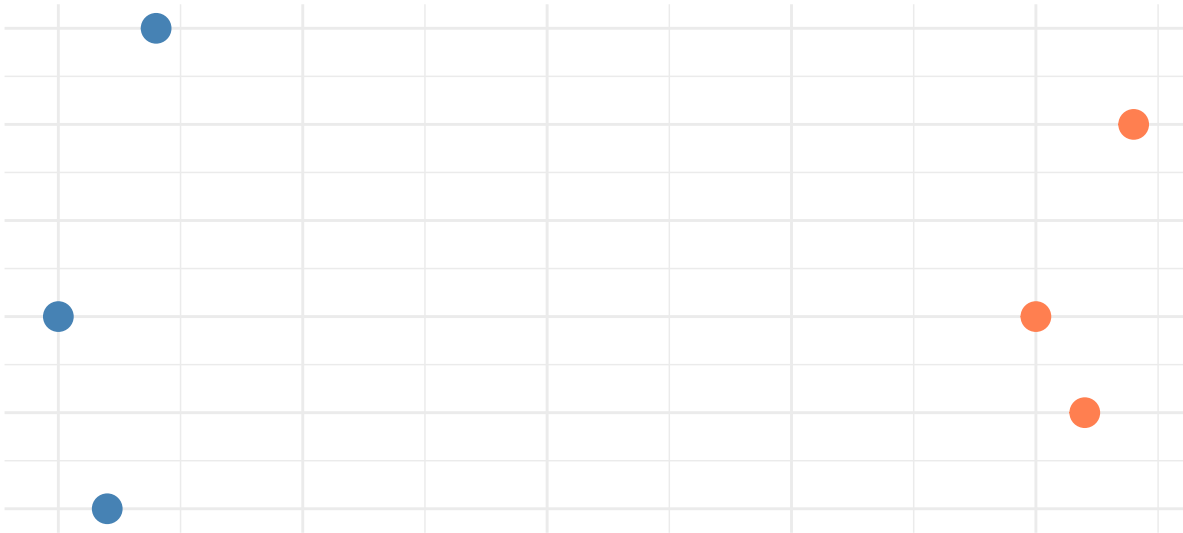
Your eye goes to the red points, the big points, and the outlier — instantly.

Gestalt principles (brief)

The brain groups things automatically:

- **Proximity** — things close together feel like a group
- **Similarity** — things that look alike feel like a group
- **Enclosure** — things inside a border feel like a group

Proximity: two clusters feel like two groups



Color theory

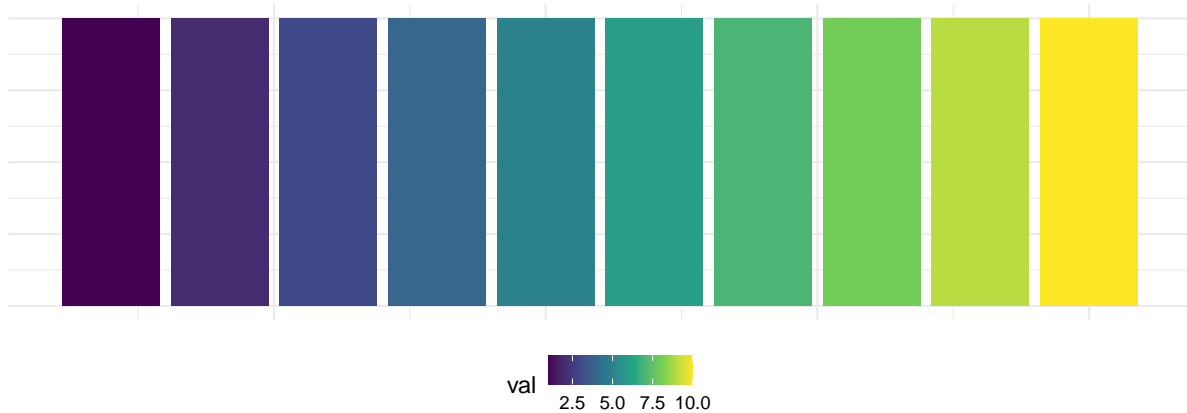
Three types of color palettes

Type	When to use	Example
Sequential	One continuous variable (low \rightarrow high)	Blues, viridis
Diverging	Values relative to a midpoint	Red–white–blue
Qualitative	Categorical groups (no order)	Set1, tab10

Using the wrong type is one of the most common visualization mistakes.

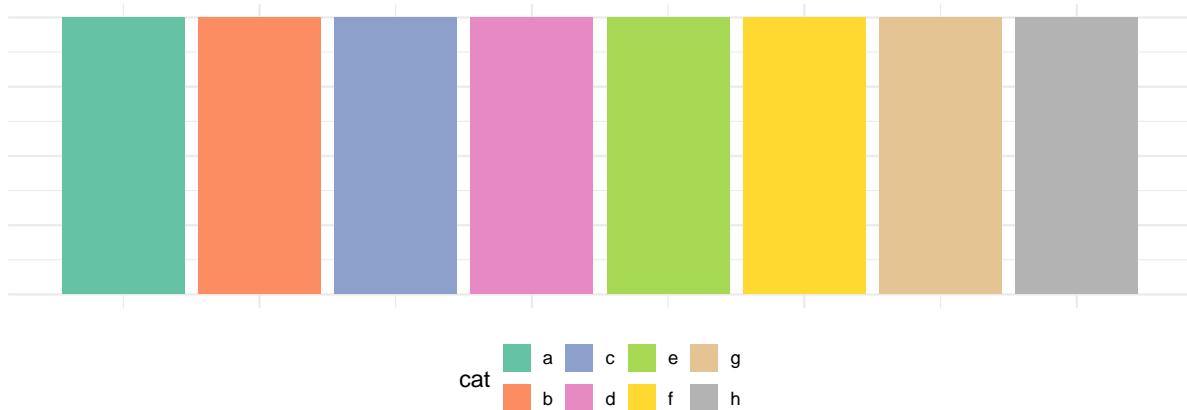
Sequential palettes

viridis (sequential) – great for continuous data



Qualitative palettes

Set2 (qualitative) – for categorical groups



Colorblind-friendly choices

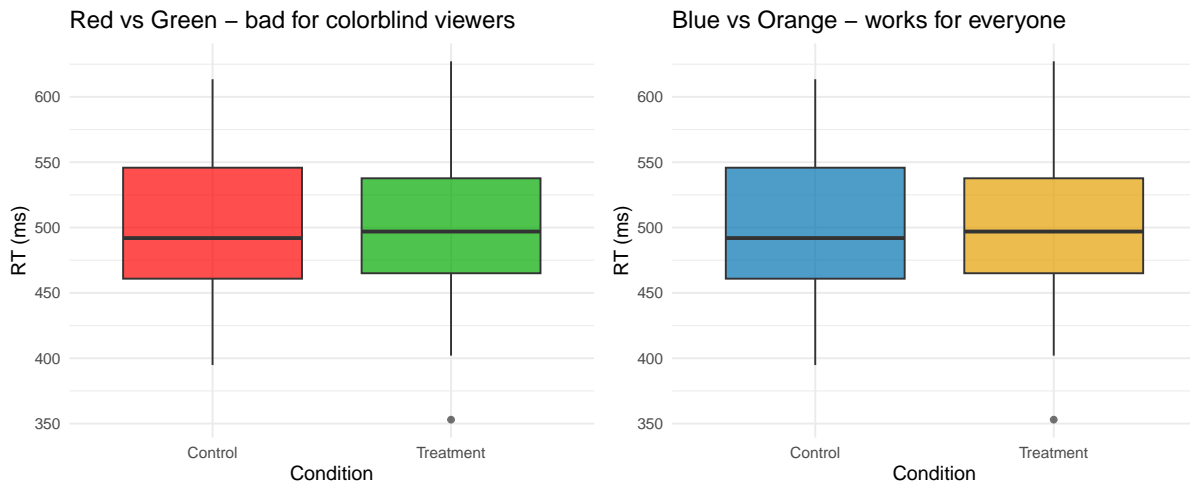
About 8% of men have some form of color vision deficiency. Red-green is the most common.

```
# viridis is colorblind-safe AND sequential
scale_fill_viridis_d() # discrete
scale_fill_viridis_c() # continuous

# ColorBrewer palettes designed for colorblindness
scale_fill_brewer(palette = "Set2")
```

```
# Or set colors manually with safe choices
scale_fill_manual(values = c("#0072B2", "#E69F00", "#009E73"))
# (blue, orange, green - distinguishable for most color vision types)
```

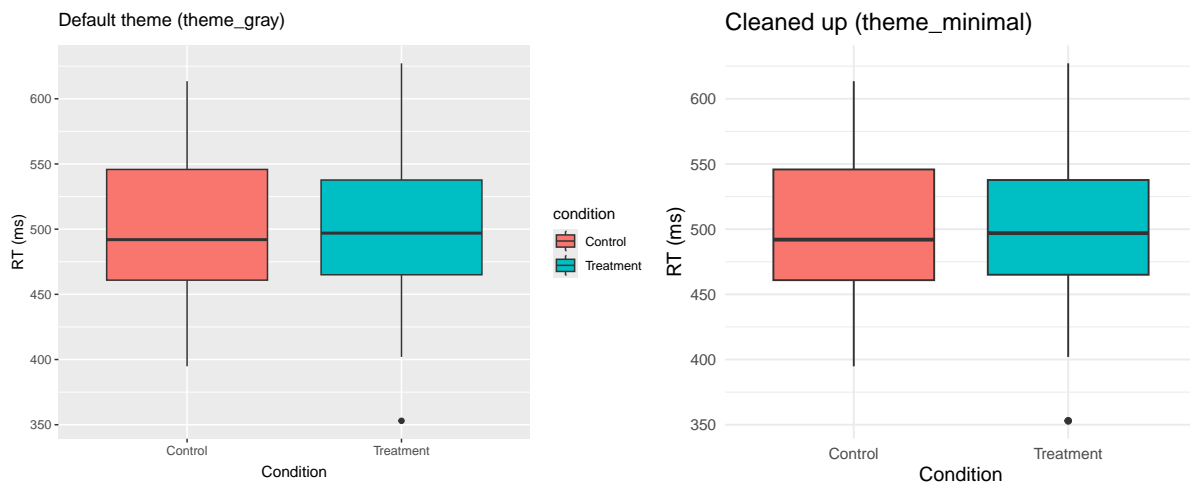
A bad color choice vs a good one



Decluttering

The default is cluttered

ggplot2's default theme adds a lot of visual noise. Compare:



The declutter checklist

Ask: does this element help the reader understand the data?

Remove

Element	Why
Gray background	Noise, no info
Gridlines (most)	Distraction
Redundant legend	X-axis says it
Generic axis labels	Add units instead

Keep

Element	Why
Title + subtitle	Orients the reader
Caption	Source, N, error bar type
Meaningful color	Highlights comparisons

theme() for fine control

```
theme(  
  legend.position = "none",           # Remove legend  
  axis.ticks = element_blank(),       # Remove tick marks  
  panel.grid = element_blank(),       # Remove gridlines  
  plot.title = element_text(face = "bold"), # Bold the title  
  axis.text = element_text(size = 10), # Font size  
  plot.caption = element_text(hjust = 0) # Left-align caption  
)
```

Pair coding break

Your turn: 10 minutes

I'll put a cluttered graph on screen. With a partner, **rewrite it** to follow the design principles we just covered.

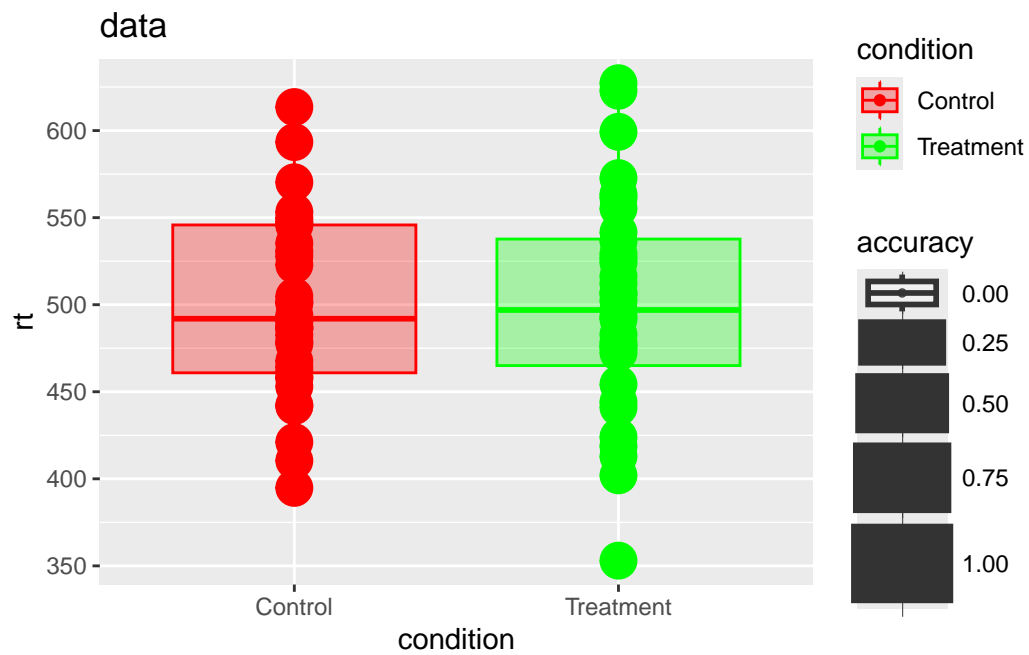
Remove at least 5 unnecessary elements. Make it tell a clear story.

💡 Tip

Think about: colors, legend, labels, theme, size mapping, and whether every aesthetic is adding information.

Your turn: 10 minutes

```
# The cluttered version - fix this!
reaction_data |>
  ggplot(aes(x = condition, y = rt, fill = condition, color = condition, size = accuracy)) +
  geom_point() +
  geom_boxplot(alpha = 0.3) +
  scale_fill_manual(values = c("Control" = "red", "Treatment" = "green")) +
  scale_color_manual(values = c("Control" = "red", "Treatment" = "green")) +
  labs(x = "condition", y = "rt") +
  ggtitle("data") +
  theme_gray()
```

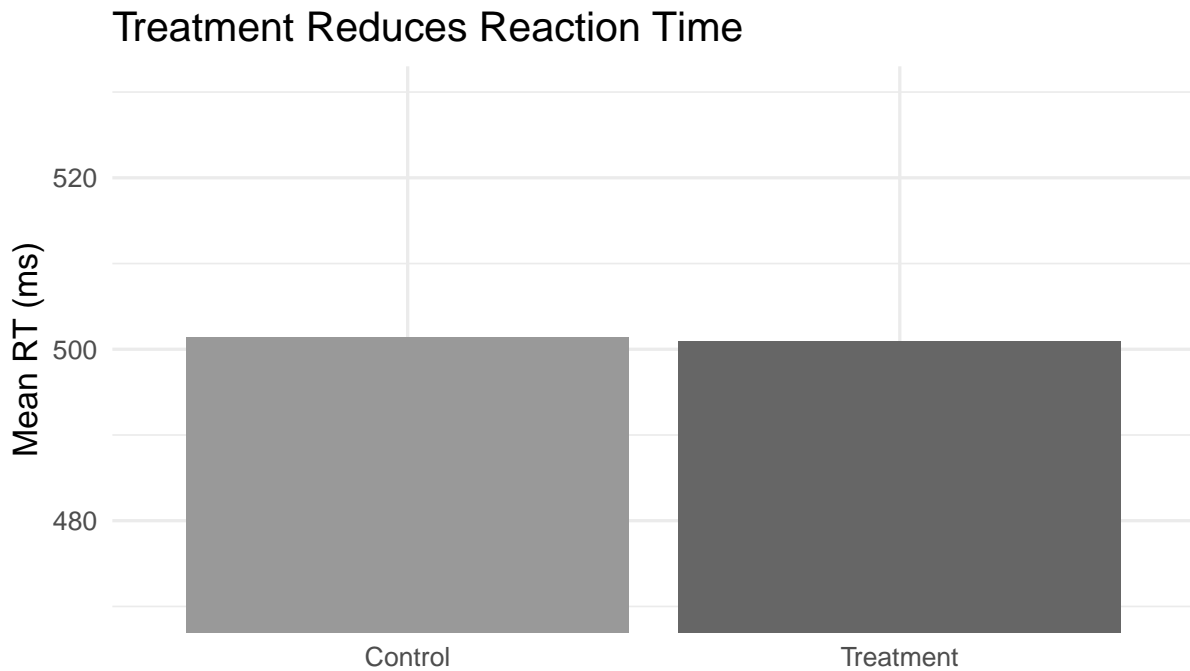


Before we move on

Upload your code to Canvas for participation credit. Paste what you have into today's in-class submission — it doesn't need to work perfectly.

Critiquing bad graphs

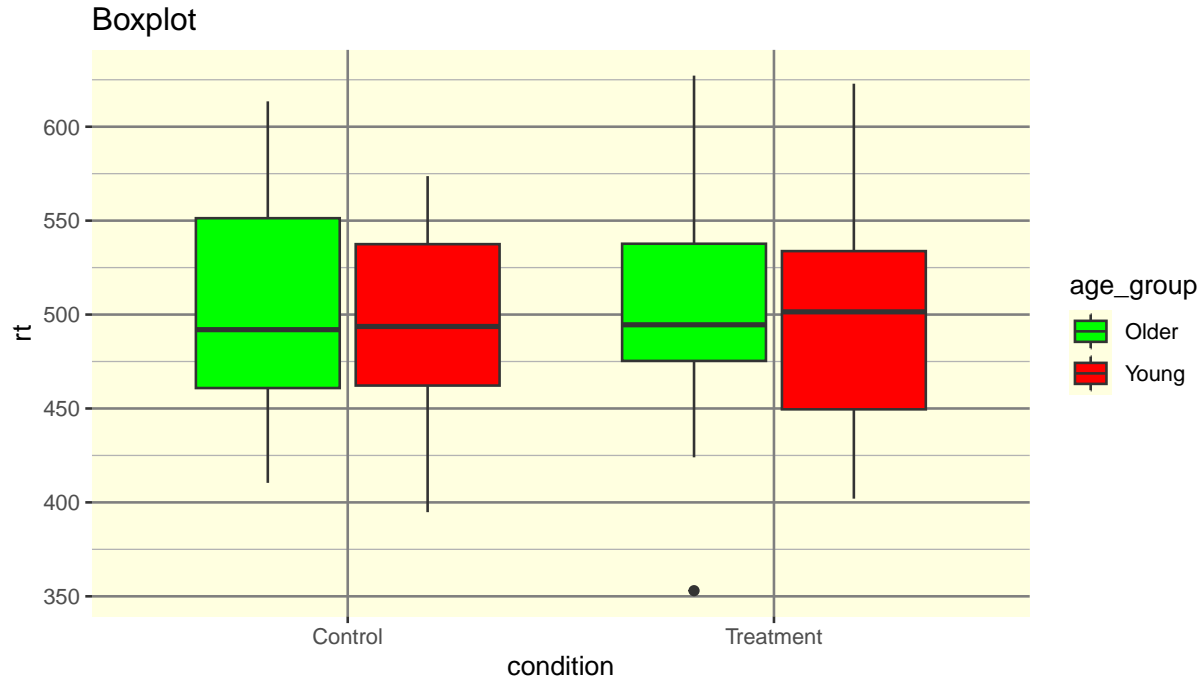
What's wrong here? (1 of 3)



...

The problem: The y-axis starts at 470, not 0. The difference looks massive — but it's only ~40 ms. A truncated axis exaggerates the effect.

What's wrong here? (2 of 3)

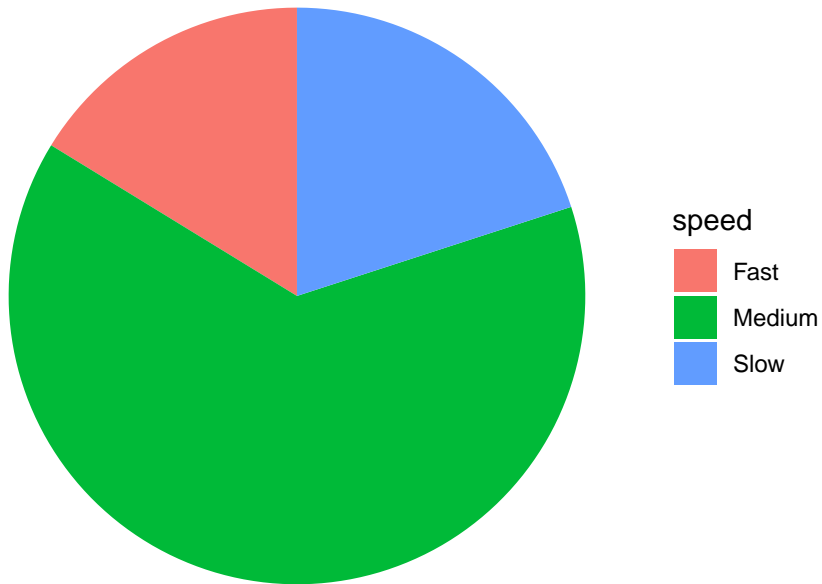


...

The problems: Red-green palette (colorblind-unfriendly). Title says “Boxplot” (a label, not a finding). Variable names as labels. Distracting background color and gridlines.

What's wrong here? (3 of 3)

Speed Categories



...

The problems: Continuous data was binned into arbitrary categories, then displayed as a pie chart. We lost the actual reaction times, the condition comparison, and the ability to see distributions. A histogram or density plot would show far more.

Get a head start

Assignment 4 preview

Assignment 4 will ask you to:

1. Create a **“bad” version** of a figure — deliberately violate design principles
2. Create a **“good” version** following what we covered today
3. Create a **colorblind-accessible version**

Assignment 4 preview

Start experimenting now:

- Take the `reaction_data` dataset
- Make the worst possible version of a figure
- Then make it great
- What did you change?

Wrapping up

Design principles checklist

- ☐ Is the geom appropriate for the data type?
- ☐ Are colors colorblind-friendly?
- ☐ Is the legend necessary? (Remove if redundant)
- ☐ Are axis labels informative (not just variable names)?
- ☐ Is there a title that states the main point?
- ☐ Is there visual clutter to remove?
- ☐ Do error bars have a caption explaining what they show?

Before next class

Read:

- [R4DS Ch 10: Exploratory data analysis](#) (sections 10.1–10.4)

Practice:

- Try the “bad vs good” exercise on your own
- Find a graph online and identify ways to improve it

Key takeaways

1. **Preattentive attributes** guide the eye — use them intentionally
2. **Match your palette type** to your data (sequential, diverging, qualitative)
3. **Design for colorblindness** — always
4. **Declutter ruthlessly** — every element must earn its place
5. **Critical evaluation** — always ask whether each element adds information

The one thing to remember

You're not designing for yourself. You're designing for a reader who will look at your figure for five seconds.

Next time: Exploratory Data Analysis