

# Storytelling with Data

## Module 8: Effective visuals – grammar and layers

**Scott Spencer**  
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# Agenda

Upcoming deliverable

Today's objectives

Graphics to narrative

Complexity from common graphics

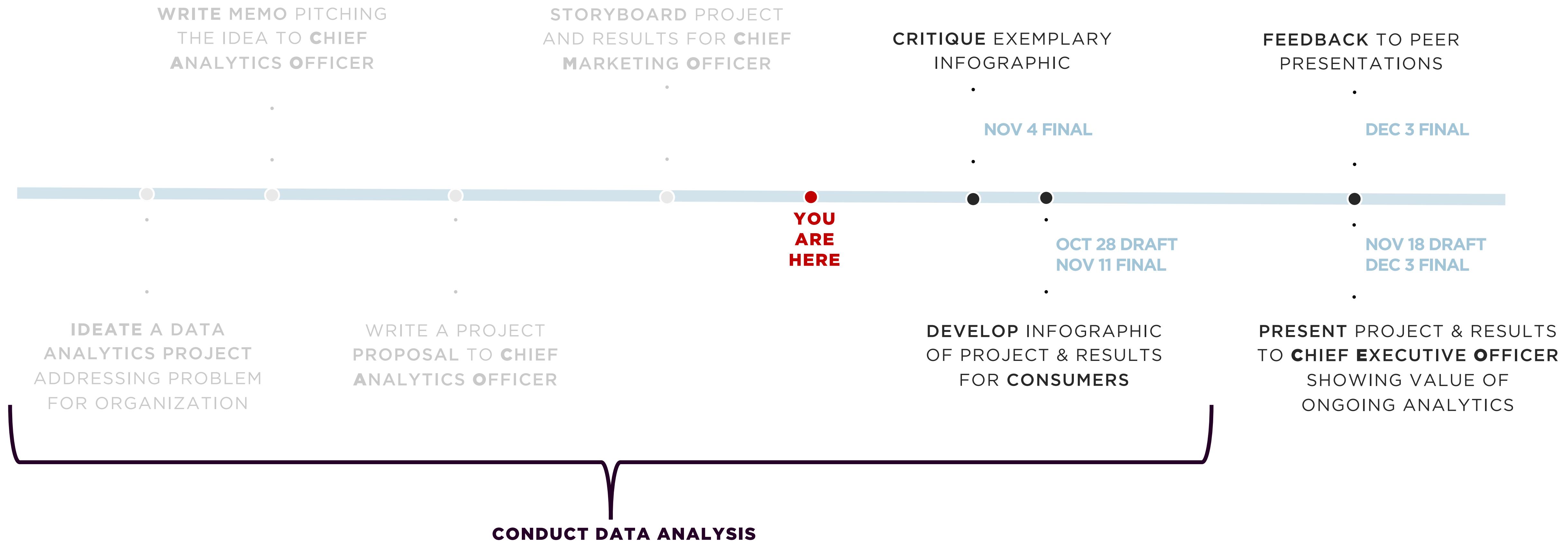
# Questions or suggestions?

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# Upcoming deliverable

# Upcoming deliverables

**Information graphic** – reframe your story, this time building off the messages you built for the marketing team in order to craft an infographic that displays the results of the analytic work in a way that is accessible, engaging, and exciting for a **general or consumer audience**.



# Today's Objectives

# Objectives

1

Creating a visual narrative  
from common graphics

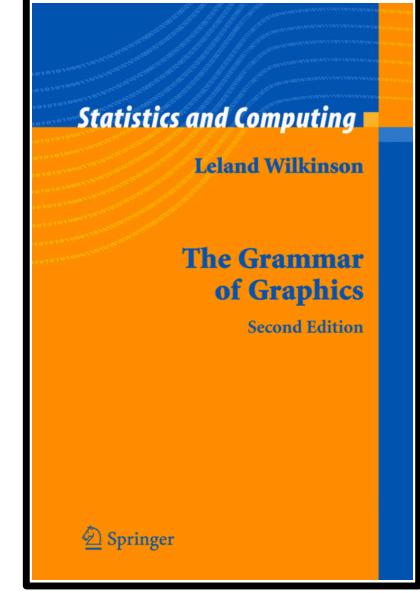
2

Consider the role of  
layering and hierarchy in  
graphic narrative

3

Building complexity from  
common graphics, example

# Graphics have a grammar



# The grammar of graphics

## Wilkinson

Leland, formerly VP of Statistics at Tableau, is a statistician and computer scientist at H2O.ai, and Adjunct Professor of Computer Science at University of Illinois at Chicago. His research focuses on scientific visualization and statistical graphics.

A grammar links visual perception to graphics

Theory of graphics, not chart typology

Charts are just instances of more general objects

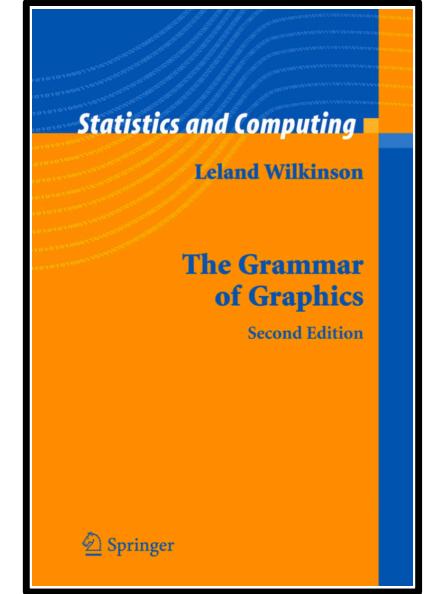
Thinking in terms of charts limit re-use for new, different cases

Once we understand how our audience can best perceive our data comparisons, a grammar helps us build graphics to accomplish that goal.

We often call graphics charts ... pie charts, bar charts, line charts, and so on. But **Customary usage and standards can blind us to the diversity of the graphics domain**; a formal system can liberate us from conventional restrictions.

Charts are usually instances of much more general objects. Once we understand that a pie is a divided bar in polar coordinates, we can construct other polar graphics that are less well known. We will also come to realize why a histogram is not a bar chart and why many other **graphics that look similar nevertheless have different grammars**.

If we ... develop charting instead of a graphing: **we inevitably will offer fewer charts than people want**. And we will have no way to add new charts ... without generating complex new code.



# The grammar of graphics

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### So what's a graph, and a graphic?

A **graph** is a set of points. A mathematical graph cannot be seen. It is an abstraction. A **graphic, however, is a physical representation of a graph**. This representation is accomplished by realizing graphs with aesthetic attributes such as size or color.

### Six components to statistical graphs

**Algebra** the operations that allow us to combine variables, specify graph dimensions

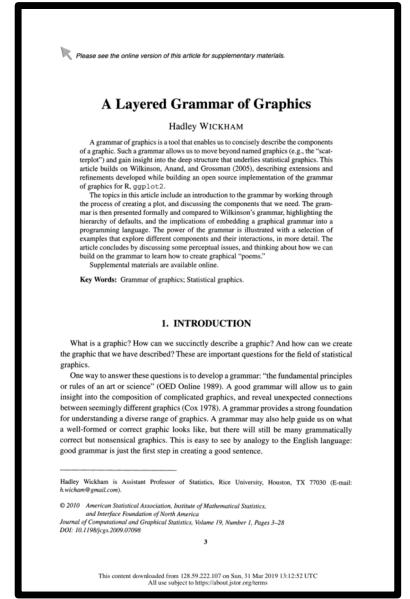
**Scales** the representation of variables on measured dimensions (e.g., linear, log)

**Statistics** the functions that allow graphs to change their appearance and representation

**Geometry** the creation of geometric graphs from variables

**Coordinates** coordinate systems, from polar coordinates to more complex map projections and general transformations

**Aesthetics** covers the sensory attributes used to represent graphics.



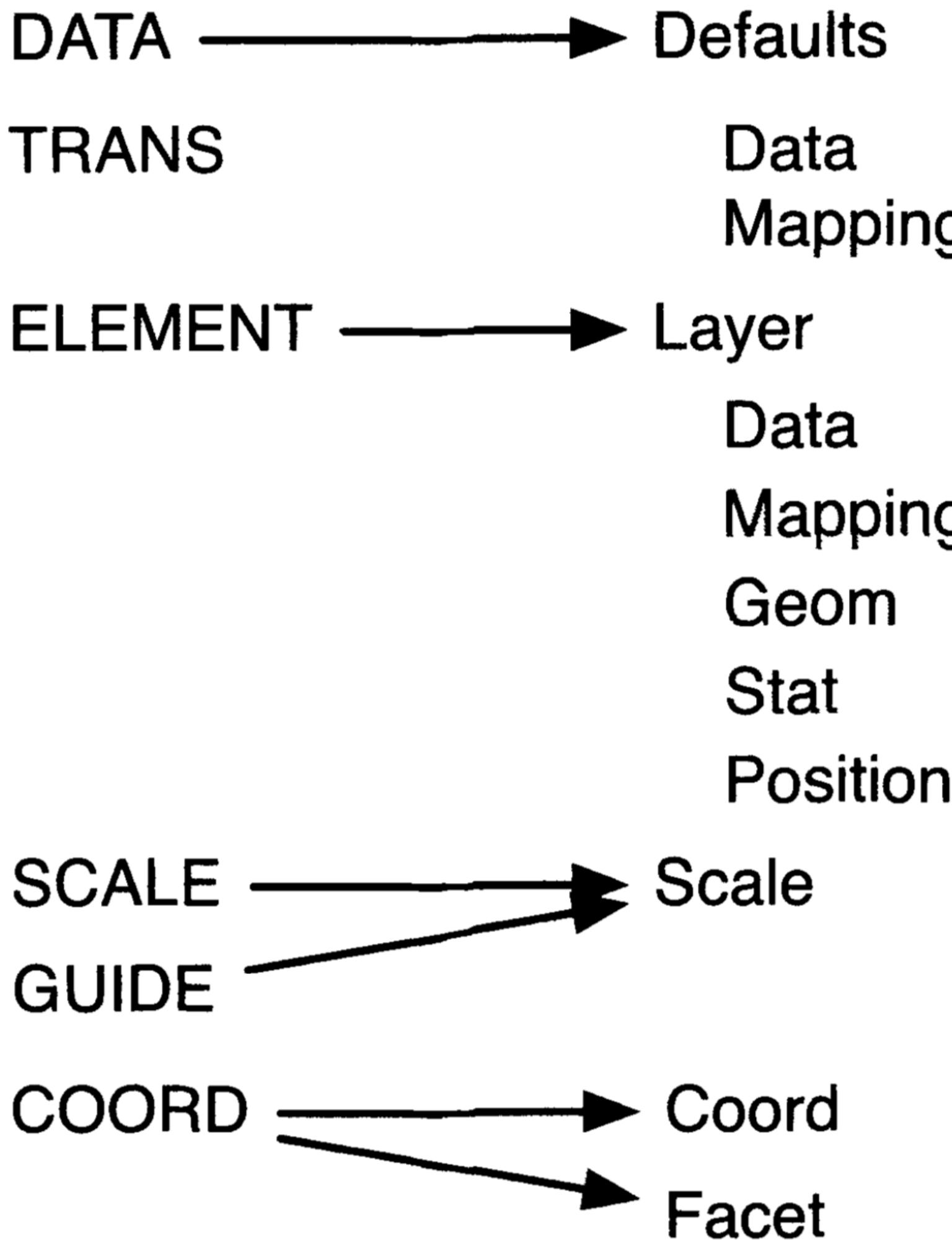
# A layered grammar of graphics

*Wickham*

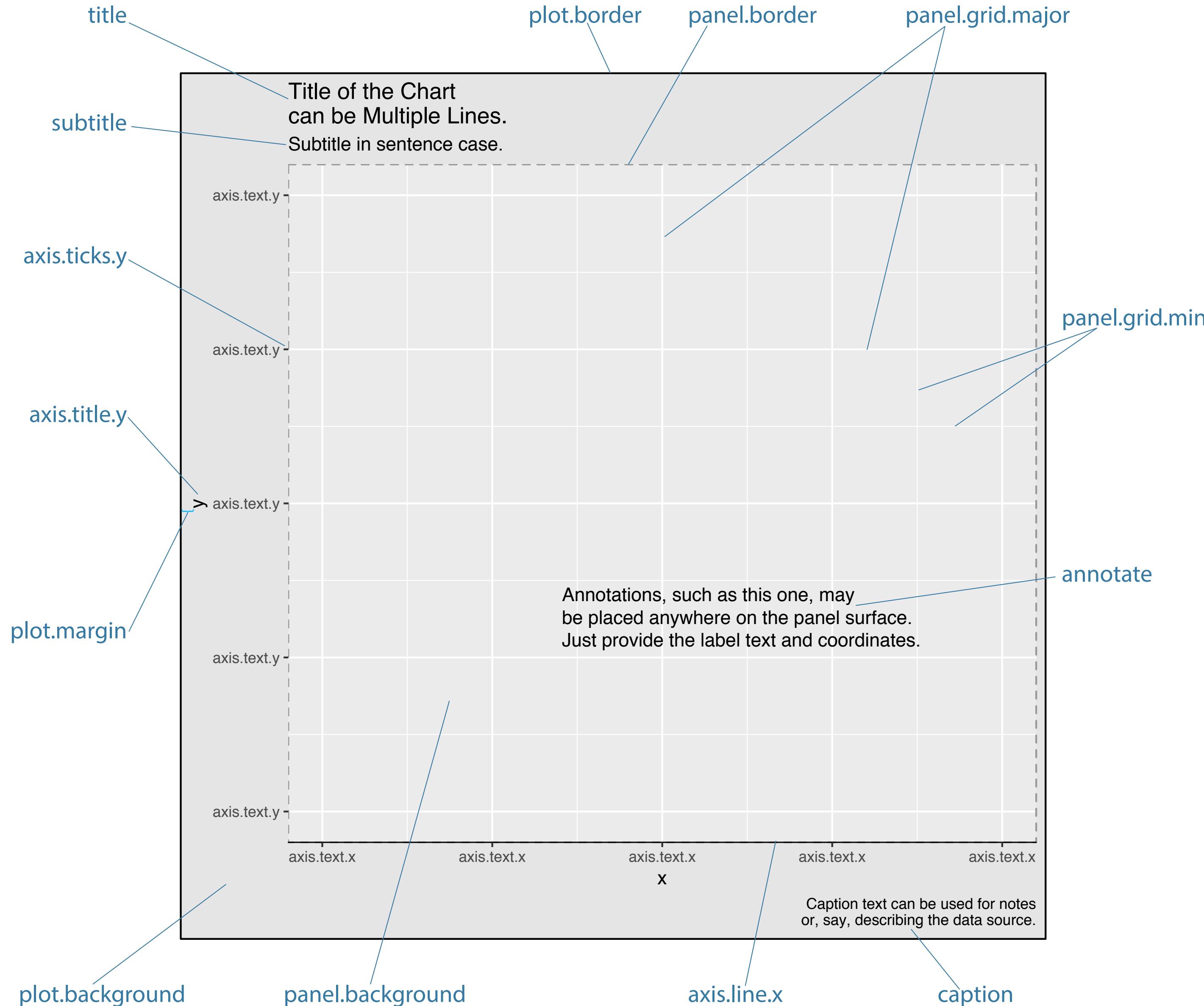
Hadley, an adjunct professor at Rice University, is the creator of the R package ggplot2, which is a limited implementation of Wilkinson's seminal work. gg is short for grammar of graphics.

GPL

ggplot2



# ggplot2, an R library implements this grammar of graphics.



```
# load grammar of graphics  
library(ggplot2)
```

```
p <-
```

```
# functions for data ink
```

```
ggplot(data = <data>,  
       mapping = aes(<aesthetic> = <variable>,  
                     <aesthetic> = <variable>,  
                     <...> = <...>) +  
       geom_<type>(<...>) +  
       scale_<mapping>_<type>(<...>) +  
       coord_<type>(<...>) +  
       facet_<type>(<...>) +  
       <...> +
```

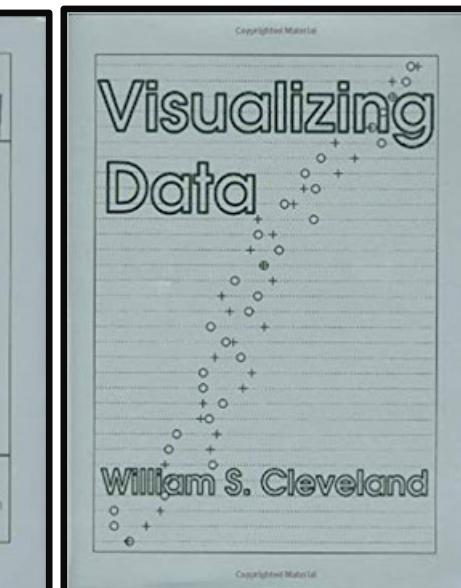
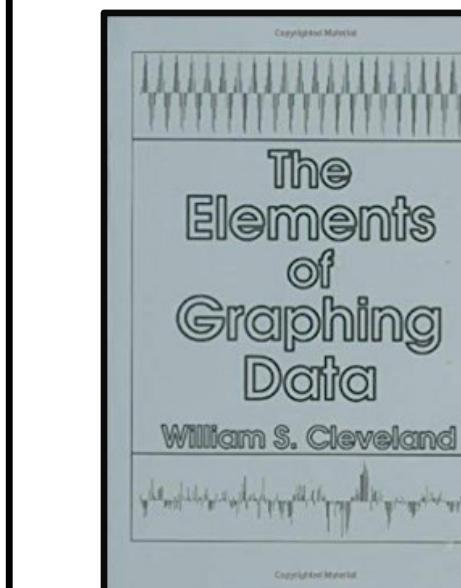
```
# functions for non-data ink
```

```
labs(<...>) +  
theme(<...> = <...>) +  
annotate(<...>) +  
<...>
```

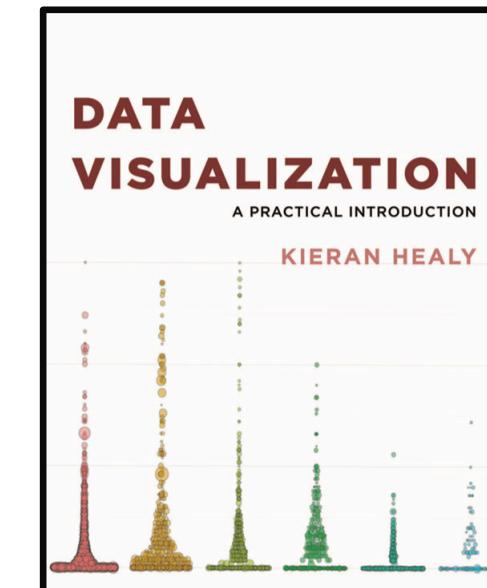
```
element_blank()  
element_line(<...> = <...>)  
element_rect(<...> = <...>)  
element_text(<...> = <...>)
```

## Learning & References

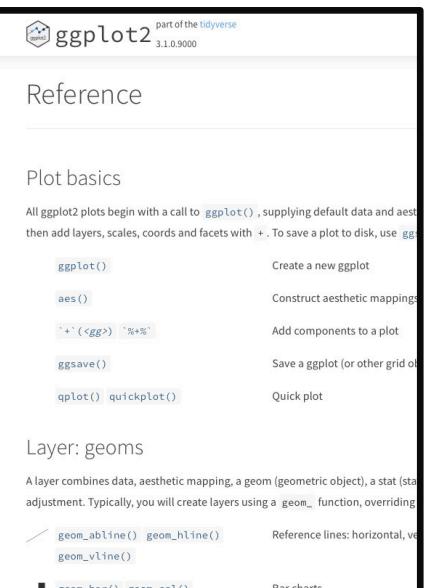
---- visual relationships in data ----



Implementation in R



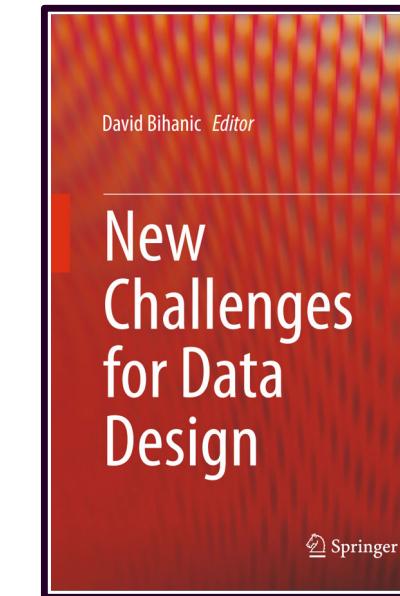
ggplot reference



socviz.co

ggplot2.tidyverse.org

# Graphics with hierarchies, layers



# The New Aesthetic of Data Narrative

*Lupi*

Her work is part of the permanent collection of the Museum of Modern Art. She is co-founder and Design Director of Accurat, a data-driven design firm. After receiving her master's degree in Architecture, she earned her PhD in Design at Politecnico di Milano.

Create displays with layers, hierarchies

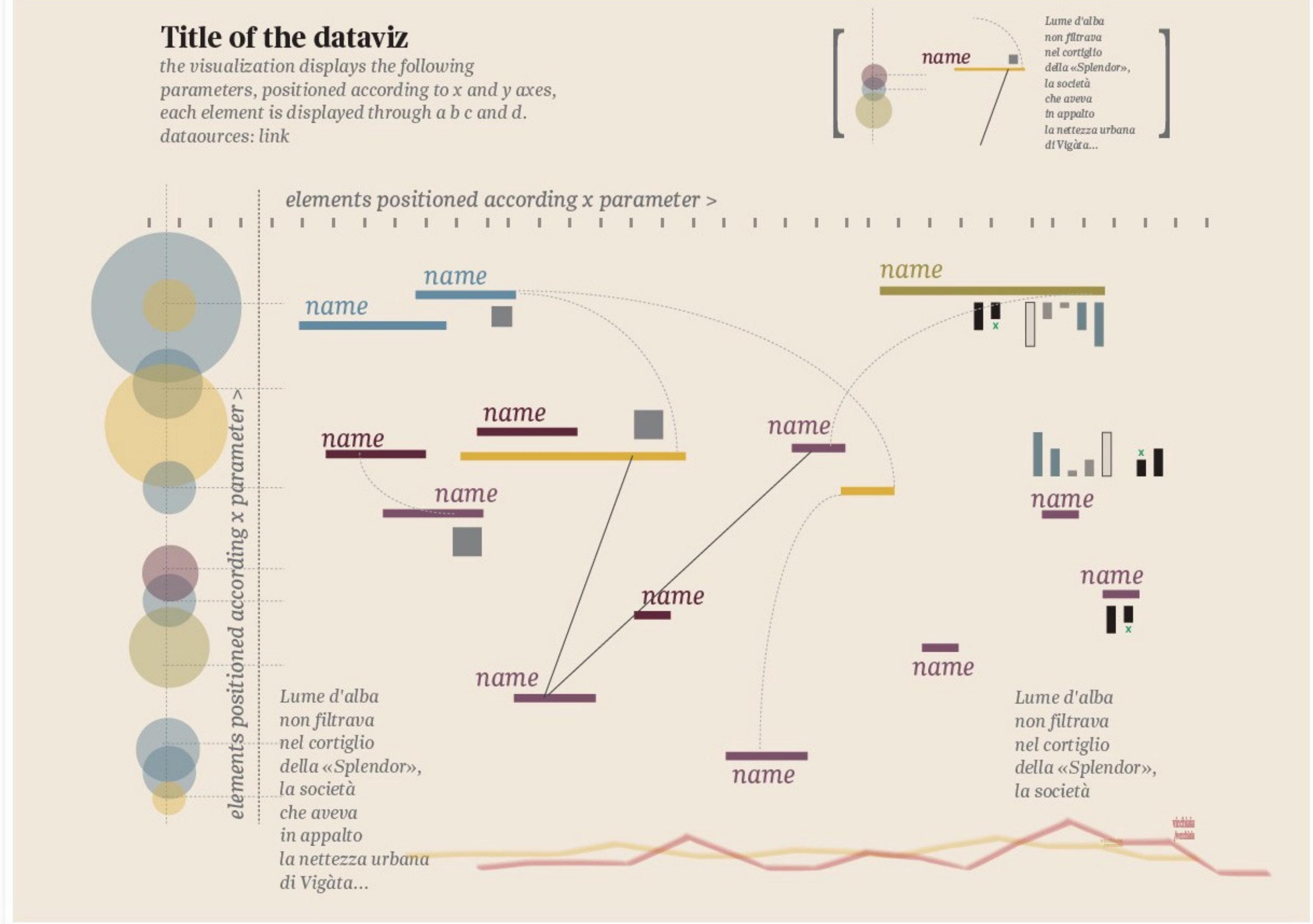
Her process involves layering multiple sub-narratives over a main construct. To achieve this multilayered storytelling with data ... everything depends on the concept of layering, establishing hierarchies, and making them clear.

## DATA HUMANISM

SMALL ~~big~~ data  
data bandwidth ~~quality~~  
  
imperfect ~~infallible~~ data  
subjective ~~impartial~~ data  
inspiring ~~descriptive~~ data  
serendipitous ~~predictive~~ data  
  
data conventions ~~possibilities~~  
data to simplify complexity ~~/ depict~~  
data processing ~~drawing~~  
data driven design  
  
SPEND ~~save~~ time with  
data is numbers ~~people~~  
data will make us more efficient ~~human~~.

## Title of the dataviz

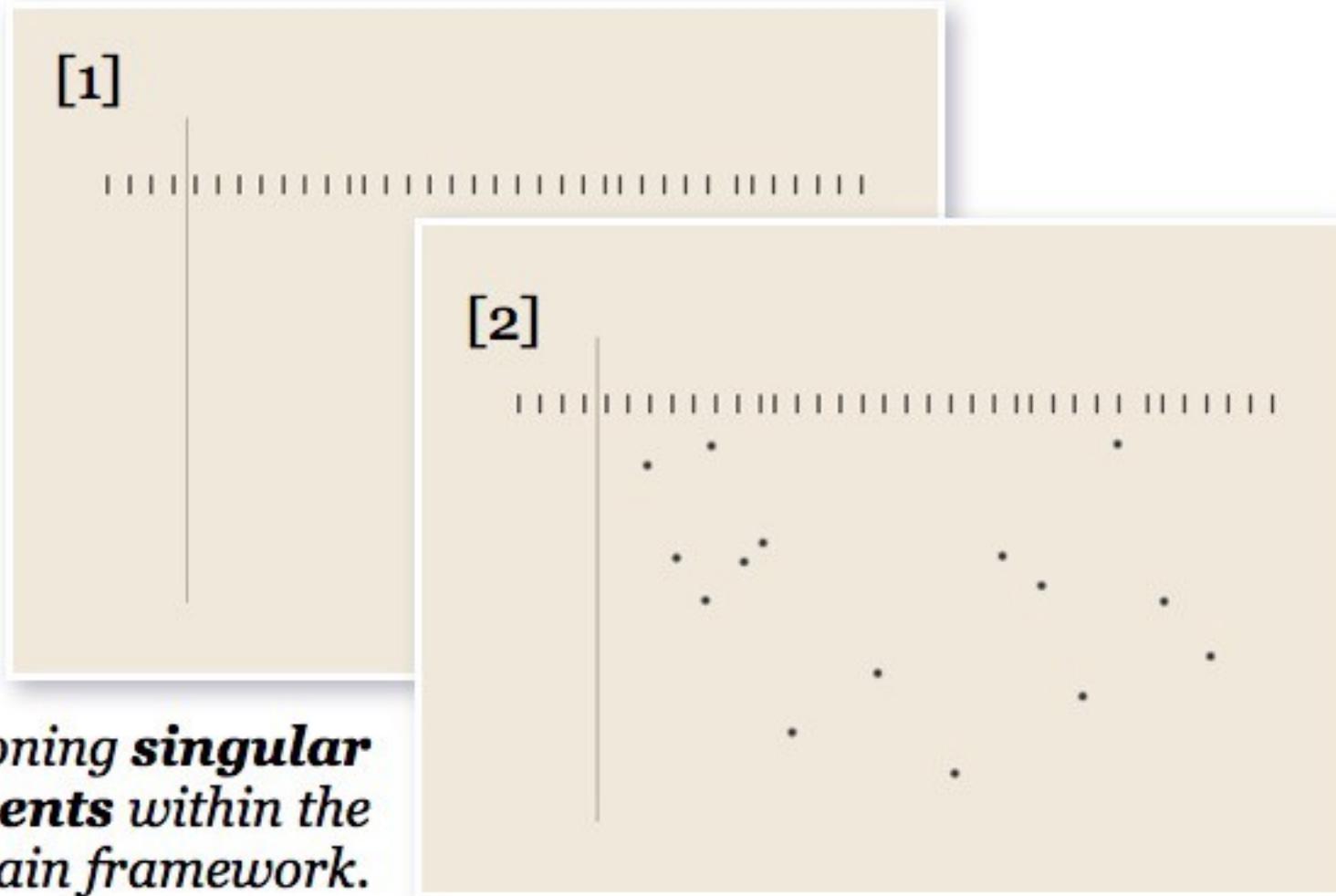
the visualization displays the following parameters, positioned according to x and y axes, each element is displayed through a b c and d. datasources: link



# Layering, and making hierarchies clear

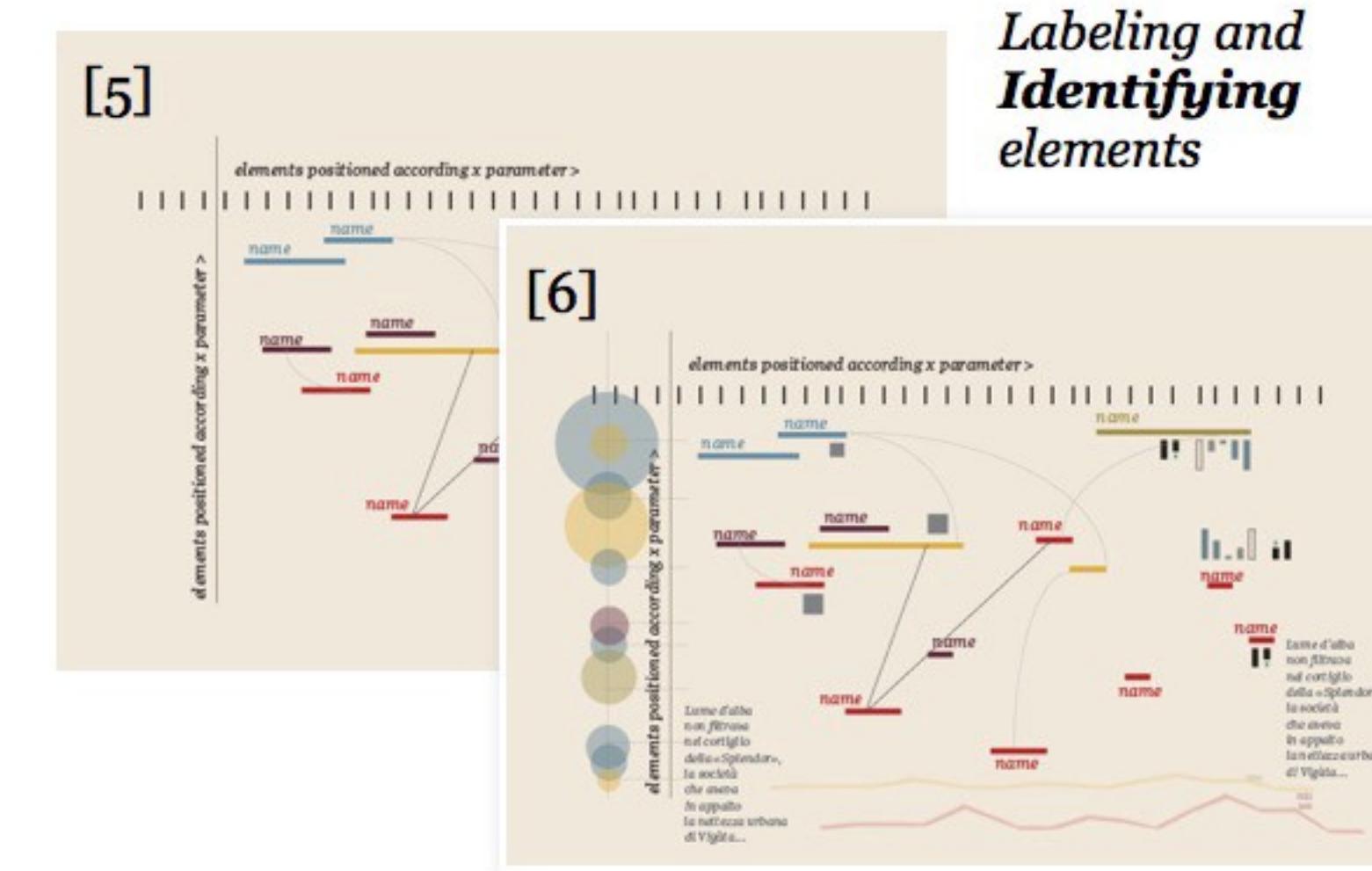
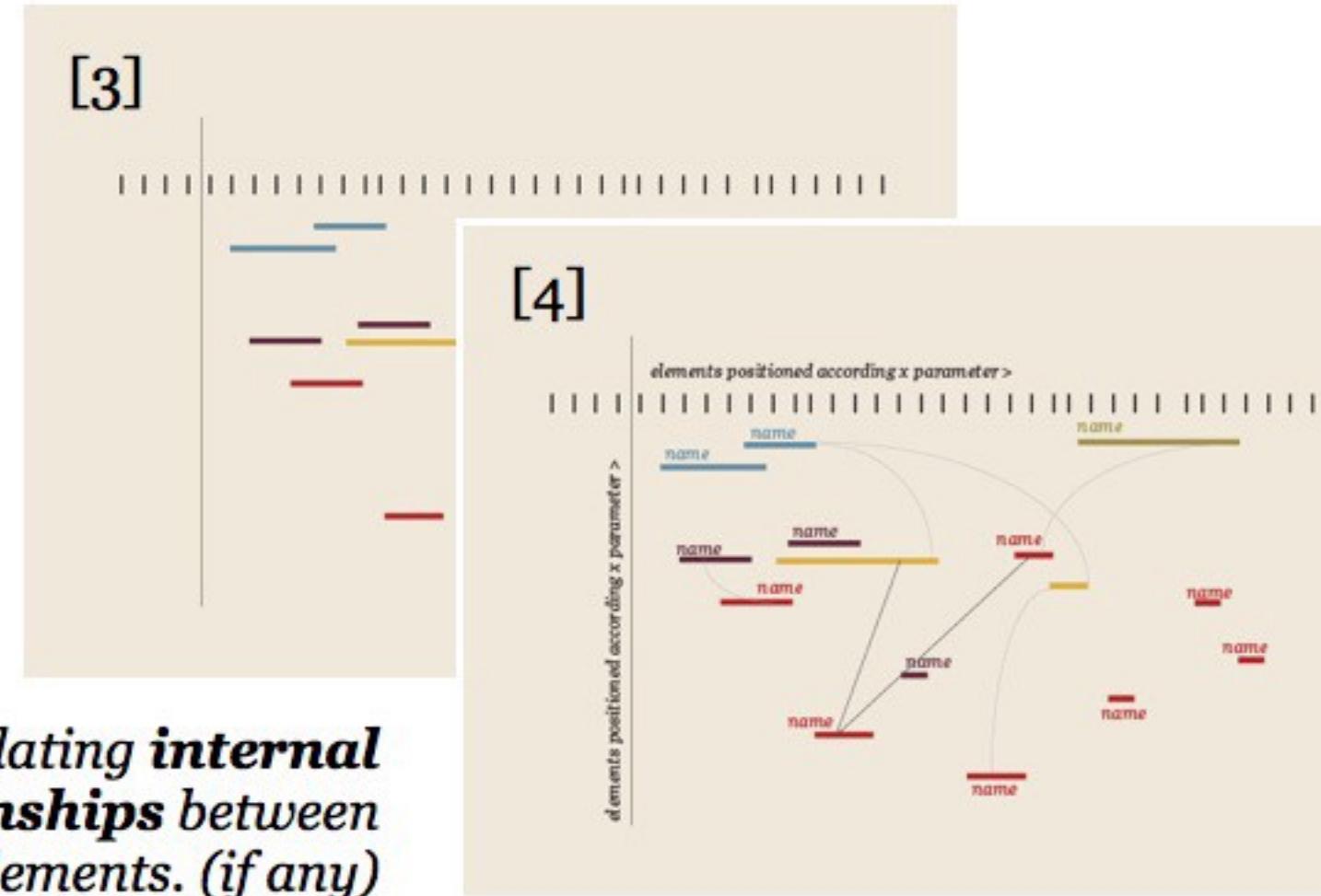
*Composing the main architecture of the visualization*

*Positioning singular elements within the main framework.*



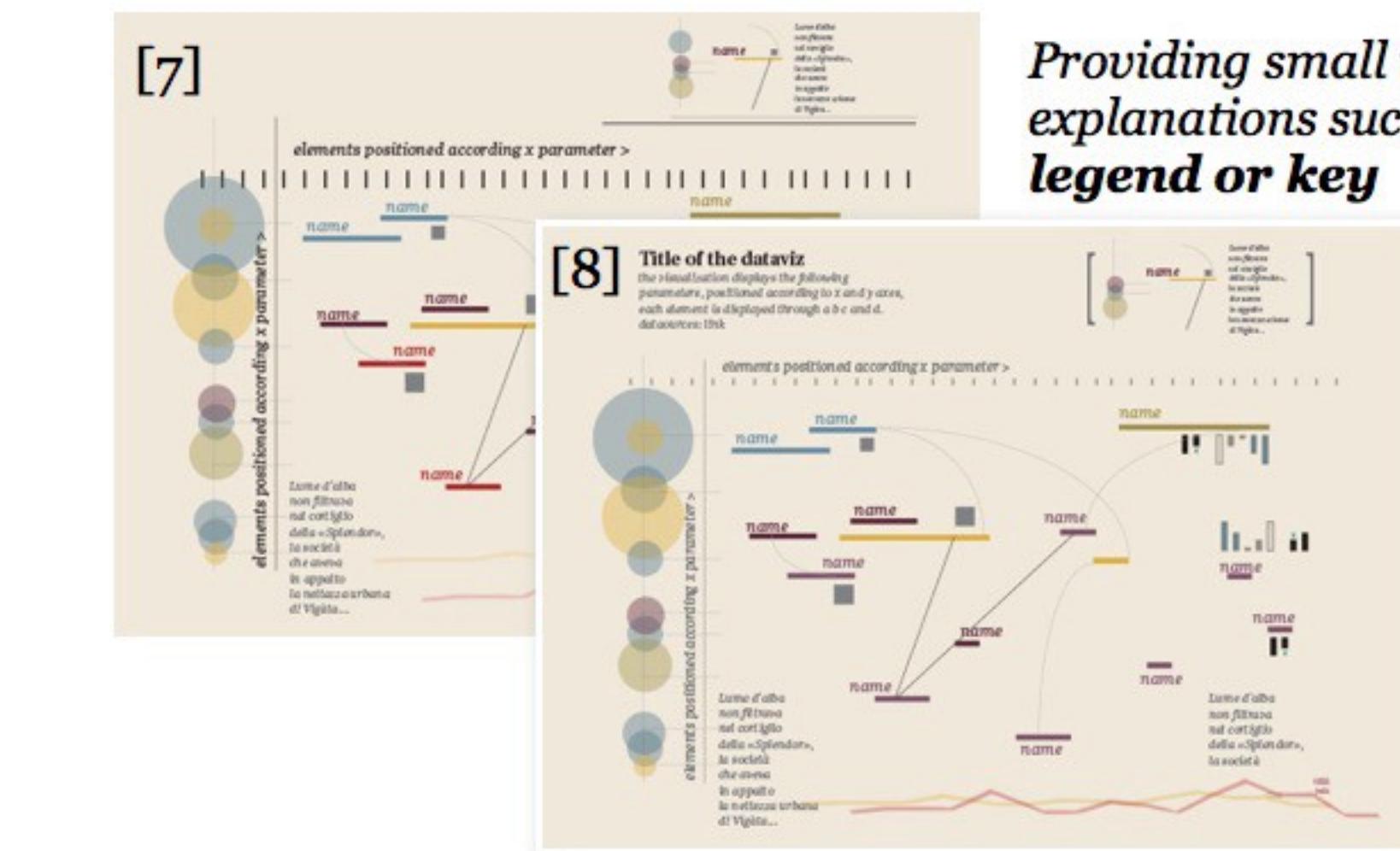
*Constructing shaped elements of dimensionality and form*

*Elucidating internal relationships between elements. (if any)*



*Labeling and Identifying elements*

*Supplementing the greater story through the addition of “minor or tangential tales” elements*

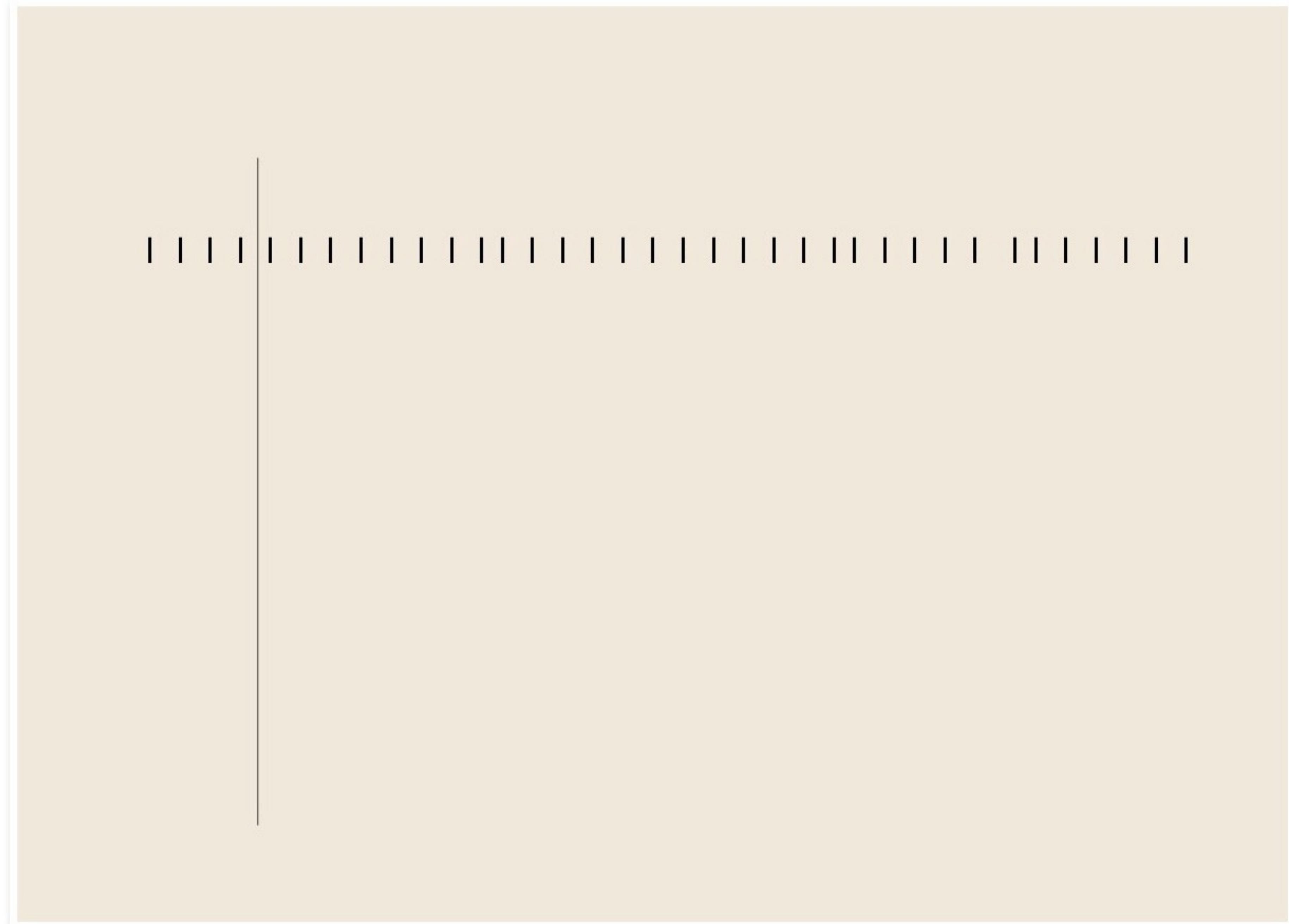


*Providing small visual explanations such as a legend or key*

*Fine-tuning and stylizing of elements shapes, colors, and weights to make hierarchies pop out.*

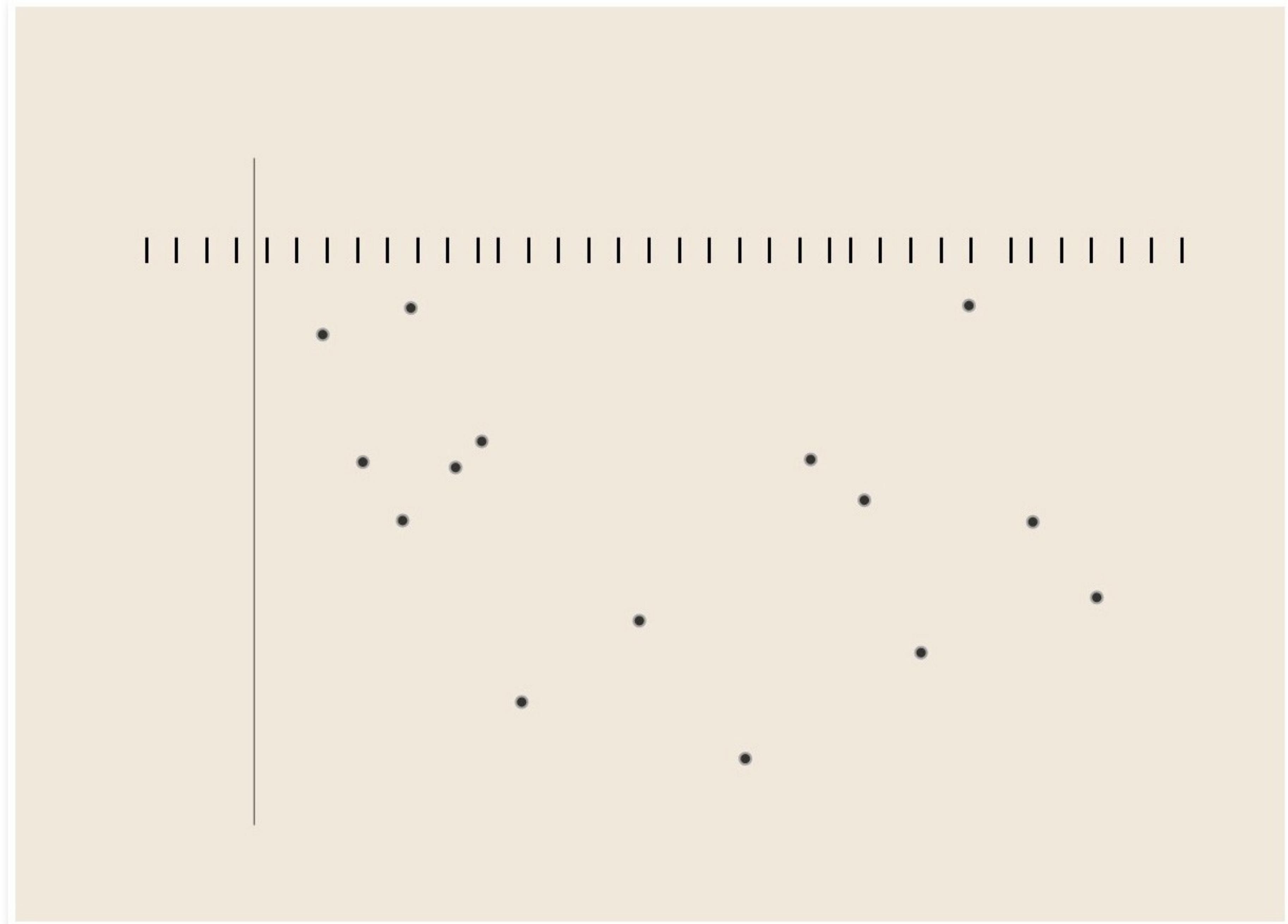
## [1] Composing the main architecture of the visualization

Composing the main architecture: this acts as the formalized base through which the main story will be mapped and displayed, upon this, one will see the most relevant patterns emerging from the story: the essential “map” that conceptually identifies where we are. This base is essentially a matrix or pattern that will serve as our organizer. It may be composed of cells, or distances, or other interrelated multiples.



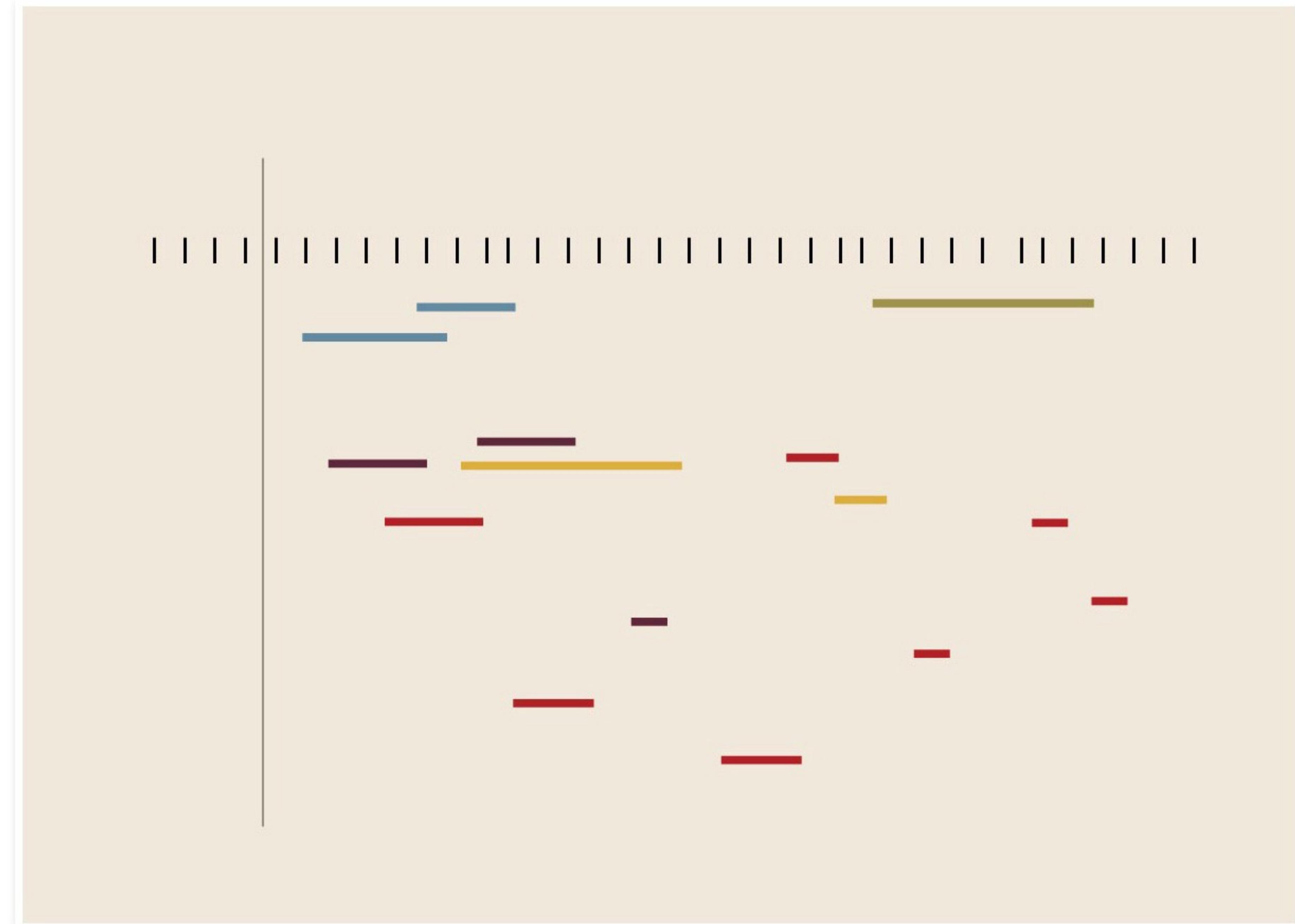
## [2] Positioning singular elements within the main framework.

This process will test the effectiveness of the main architecture; the placement of elements reveals or confirms weaknesses and strengths, which may lead to modification of the main architecture.



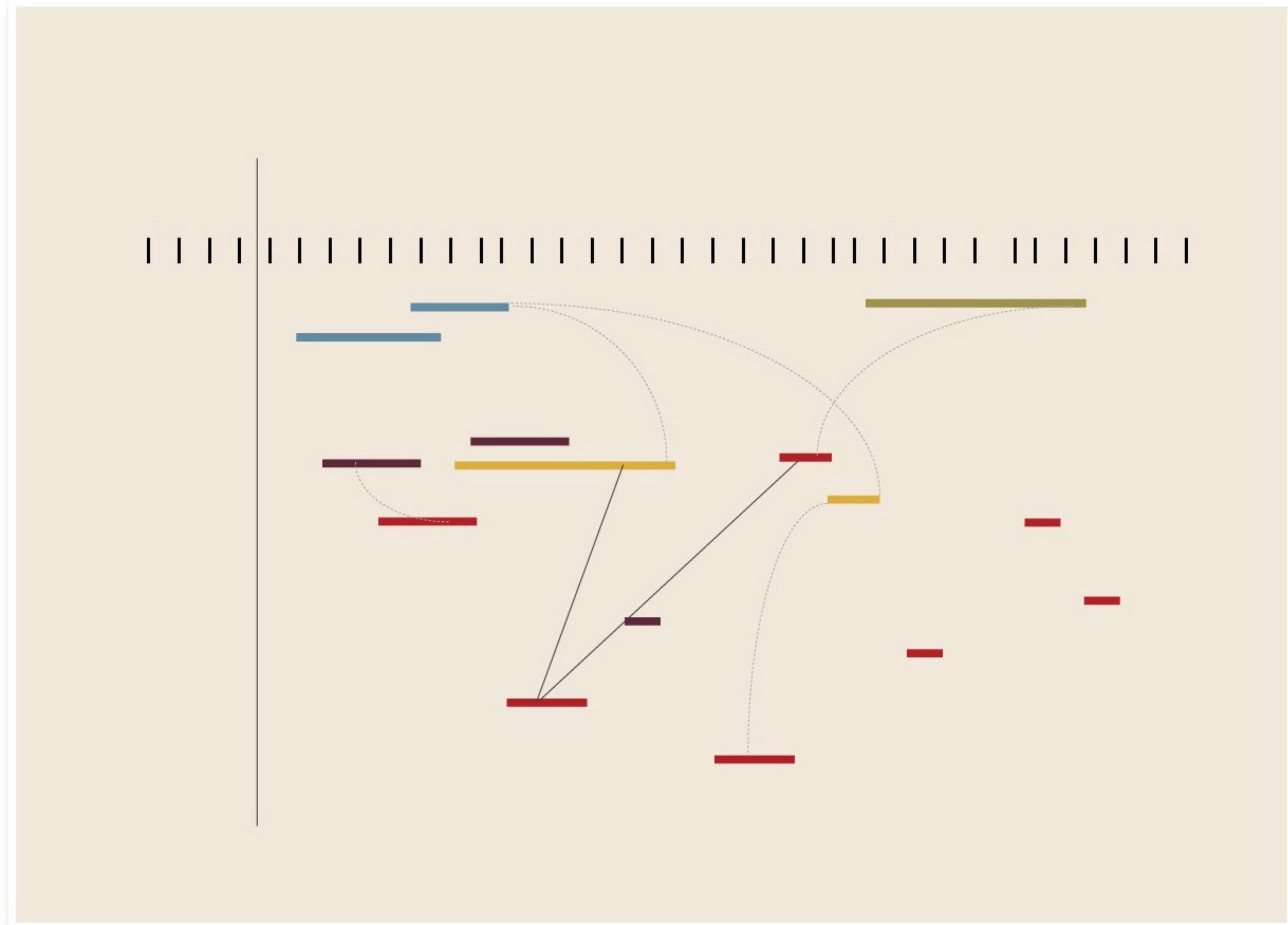
### [3] Constructing shaped elements of dimensionality and form

Constructing shaped elements of dimensionality and form (essentially polygons) with quantitative and qualitative parameters and positioning these within the main architecture. As these elements have form they must also be identified through colors according to opportunities to establish categorizations, thus advancing clarity and relationships that serve to enhance the story.



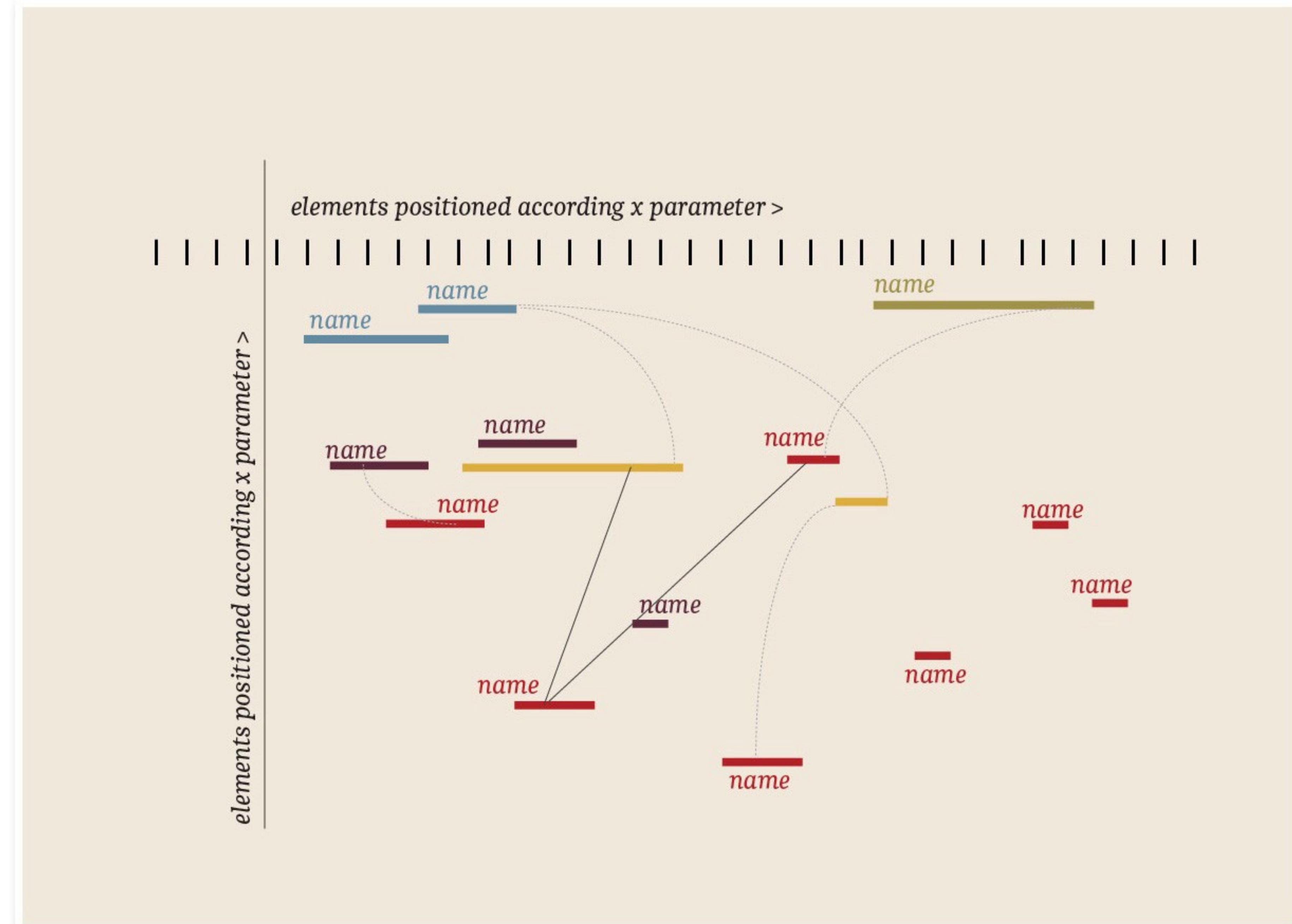
#### [4] Elucidating internal relationships between elements (if any)

These links, directives, and qualifiers serve to give the story a comprehensive texture and correlate dependencies within the story.



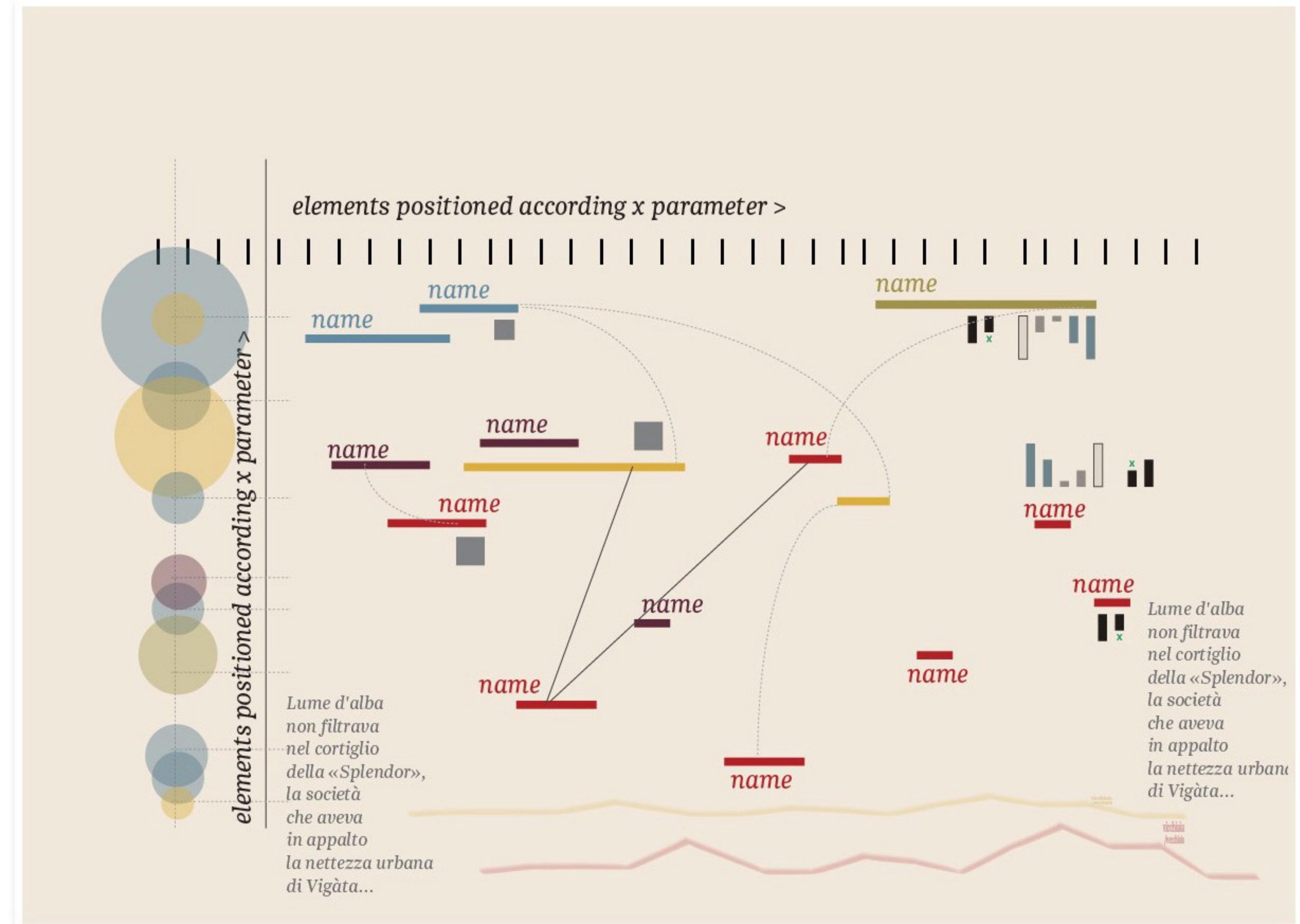
## [5] Labeling and identifying

Through the addition of explanatory labels and short texts we provide requisite last mile clarity throughout the presentation.



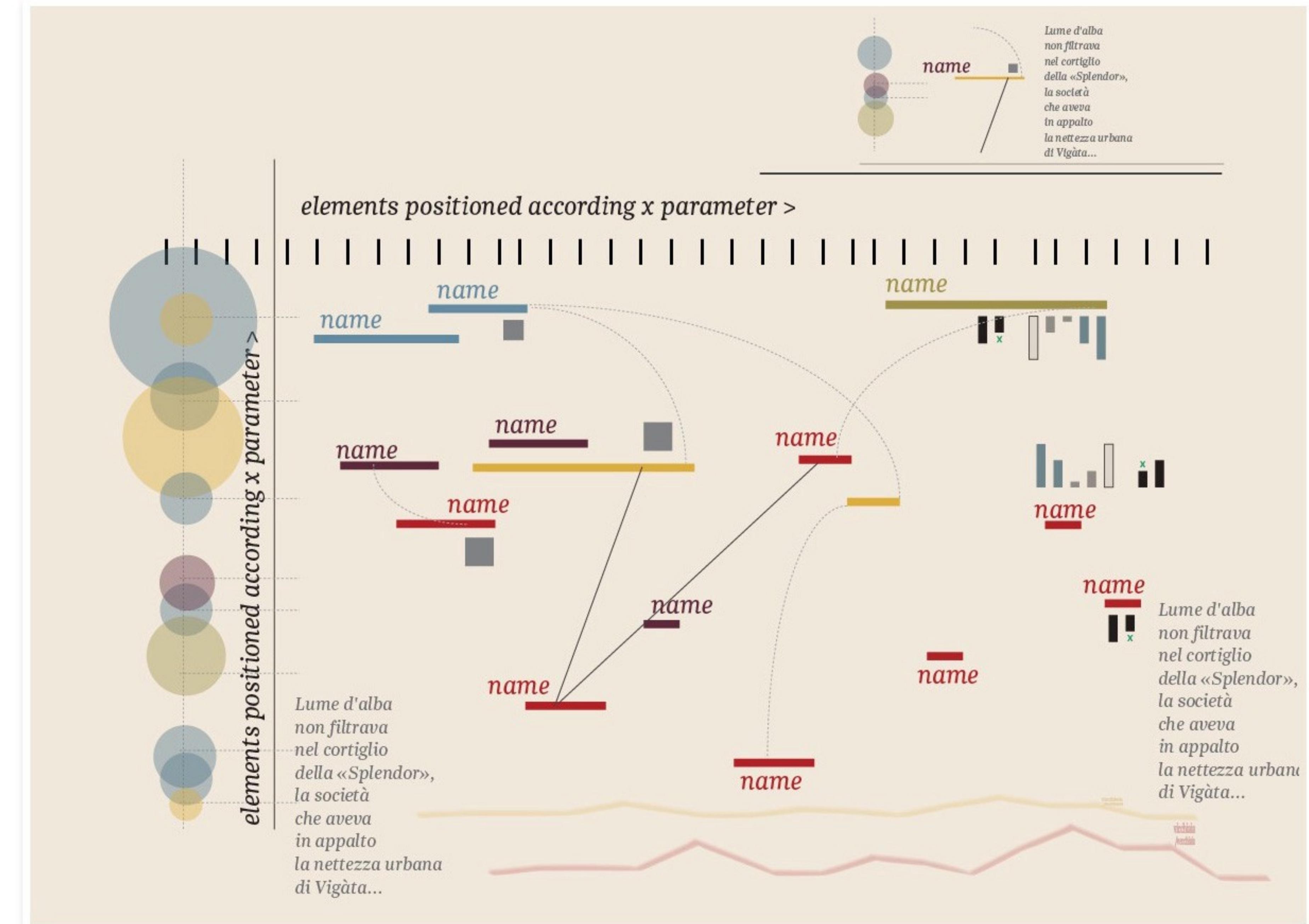
## [6] Supplementing the greater story through the addition of minor or tangential tales elements.

We consider this a very important step to contextualize the phenomena in a wider world. These components link the story to external ideas, other times, or other places. Elements that are rendered here may come from very diverse sources—analysis that is undertaken once we have strongly established the core story. These elements, which may take the form of small images, textual components, graphic symbols, etc., are to be located where they best help to enrich the overall comprehension: they must not distract from the main story.



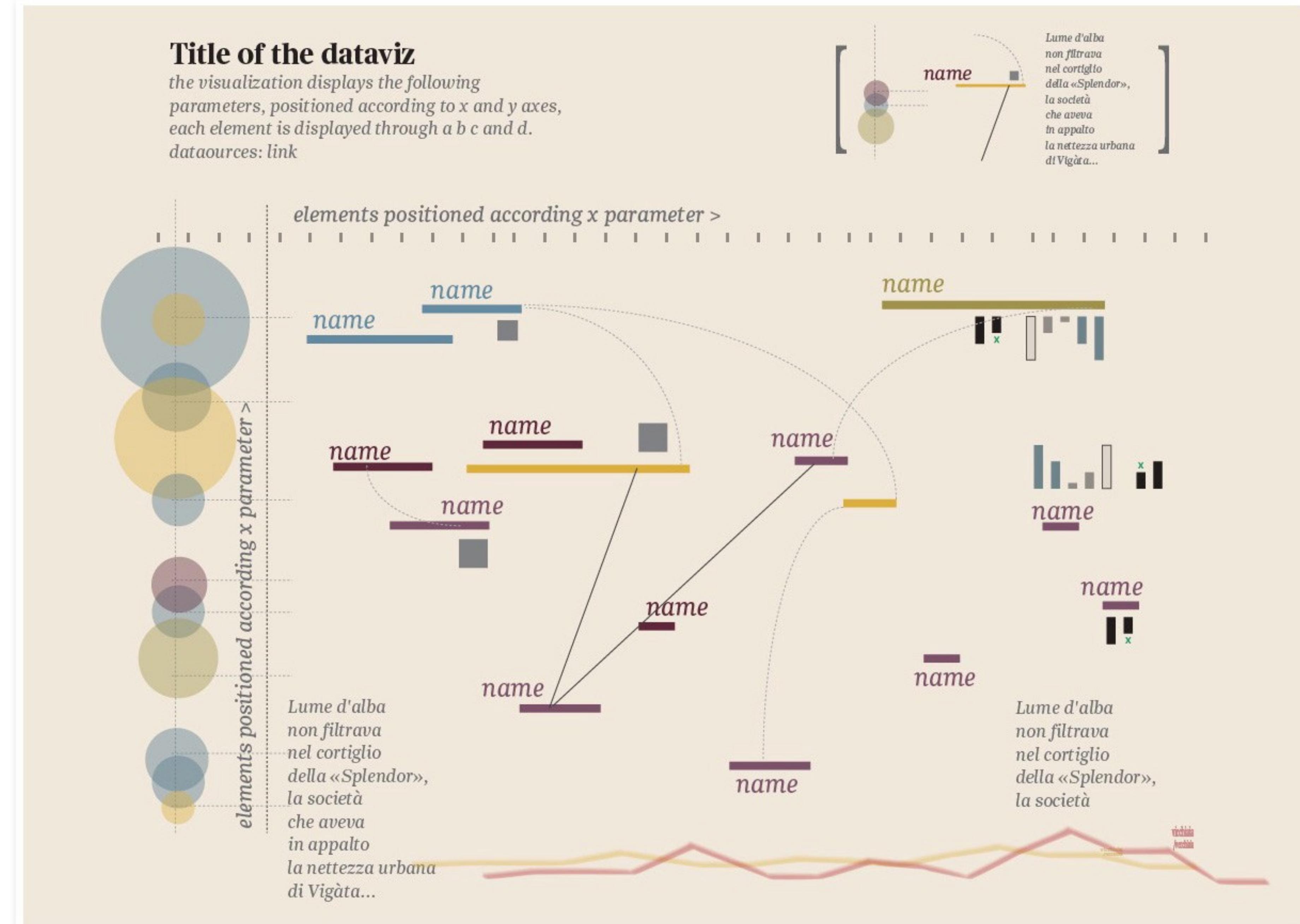
## [7] Providing small visual explanations such as a legend or key that assists readers and the general public who may not be familiar with norms of data visualization.

These are composed to enlighten the layered idea of the visualization, often constructed as miniatures of the layers themselves. The process usually involves simplification of the general architecture (e.g. the x and y axes, base timelines, or map components) as well as minimal explicit shapes, colors, and dimensions of singular elements. These explanations also provide units of measurement for distances and volumes.



## [8] Fine-tuning and stylizing of elements' shapes, colors, and weights to make hierarchies pop out.

By visually highlighting the most relevant elements and lightening the other background layers of information, we should be able to allow information to be selectively and sequentially revealed, helping readers discover stories by themselves and recognizing the patterns or interrelationships from one element within the story to another.



# **Building information complexity from common business graphics**

# Winner, Information is Beautiful Award

## *Lupi & Fragapane, et al*

Lupi heads a design firm and this visualization is a representative example from her series of exploratory data-visualizations originally published for La Lettura, their Sunday cultural supplement, spanning two years.

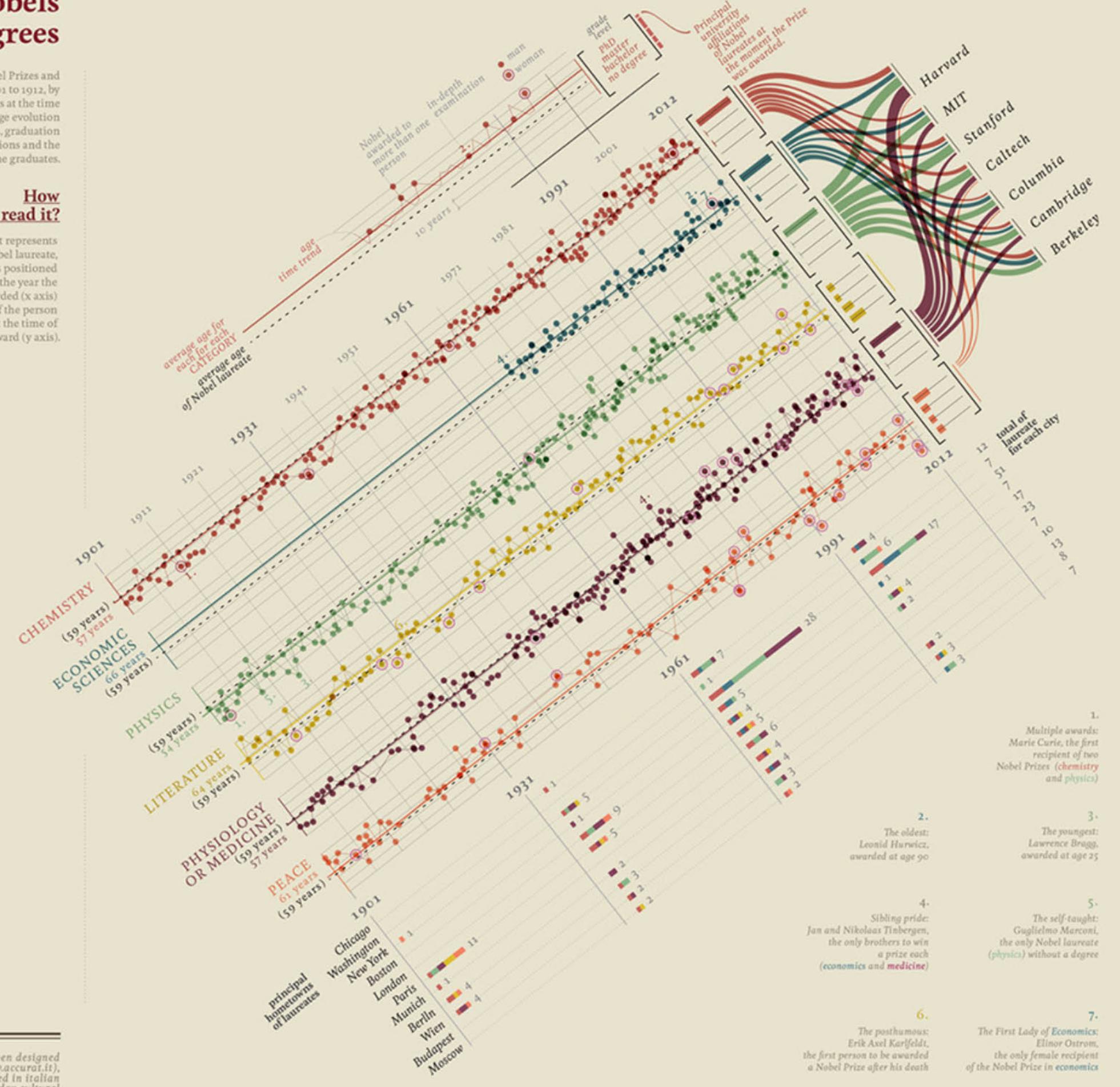


### Nobels no degrees

This visualization explores Nobel Prizes and graduate qualifications from 1901 to 2012, by analysing the age of recipients at the time prizes were awarded, average age evolution through time and among categories, graduation grades, main university affiliations and the principal hometowns of the graduates.

#### How to read it?

Each dot represents a Nobel laureate, each recipient is positioned according to the year the prize was awarded (x axis) and age of the person at the time of the award (y axis).



The visualization has been designed and produced by Accurat ([www.accurat.it](http://www.accurat.it)), and was originally published in Italian on *La Lettura*, the sunday cultural supplement of *Corriere della Sera*.

# Components are integrated with color, font—placement—lines, and annotation.

All four displays share data information. These relationships are integrated together using consistent color, in the case of prize categories,



and integrated using the relative placement of each display for both categories and other shared data. Placement of the histograms and Sankey diagram alongside the same categories in the central display reinforces the connection.

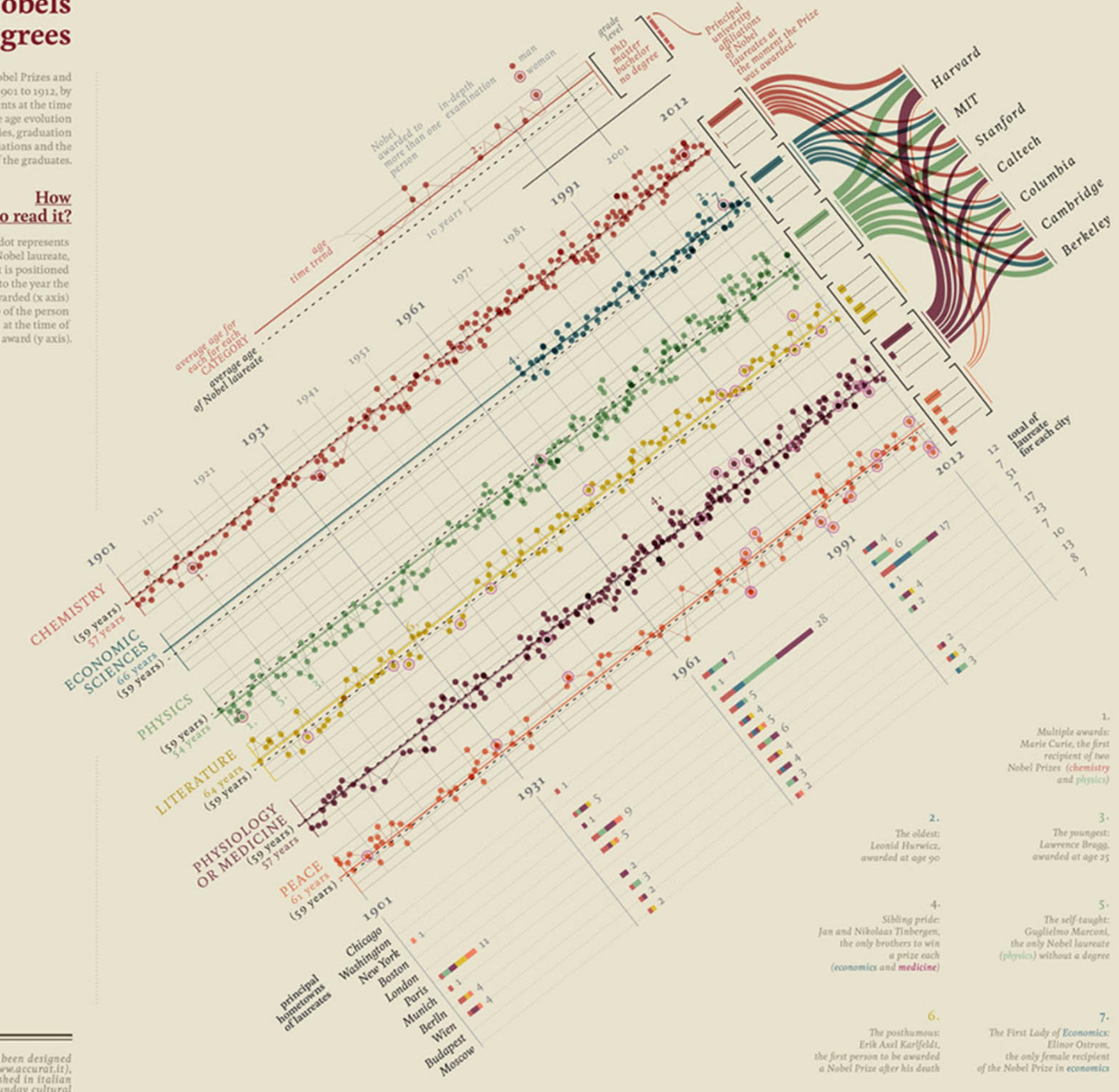
And notice, for example, that the per-era stacked bars share dates by aligning a common baseline with the x-axis of the central display.

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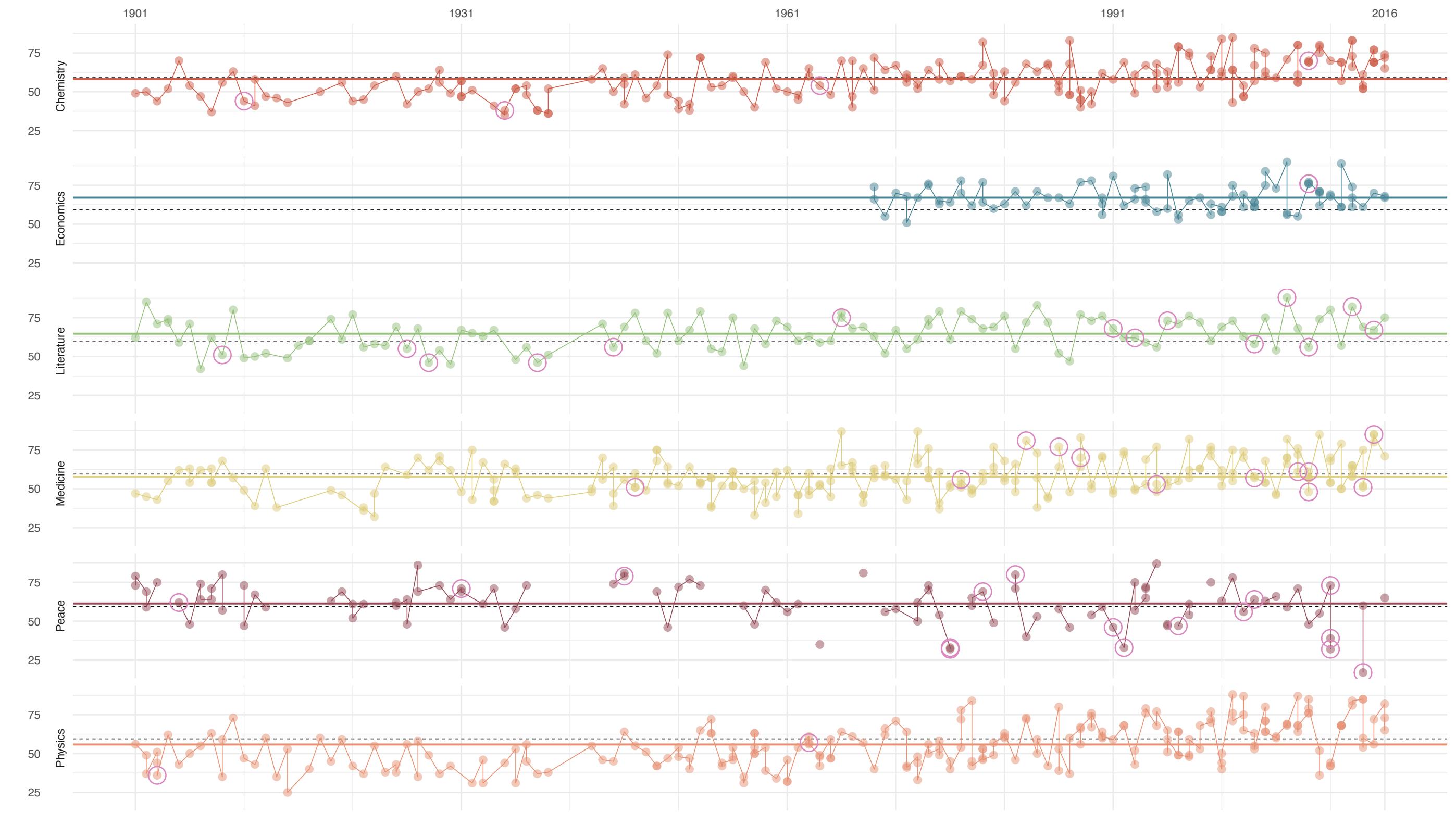
# Approximating the components

Central display layering points, lines

Per-category histograms

Per-era stacked bar charts

Sankey diagram



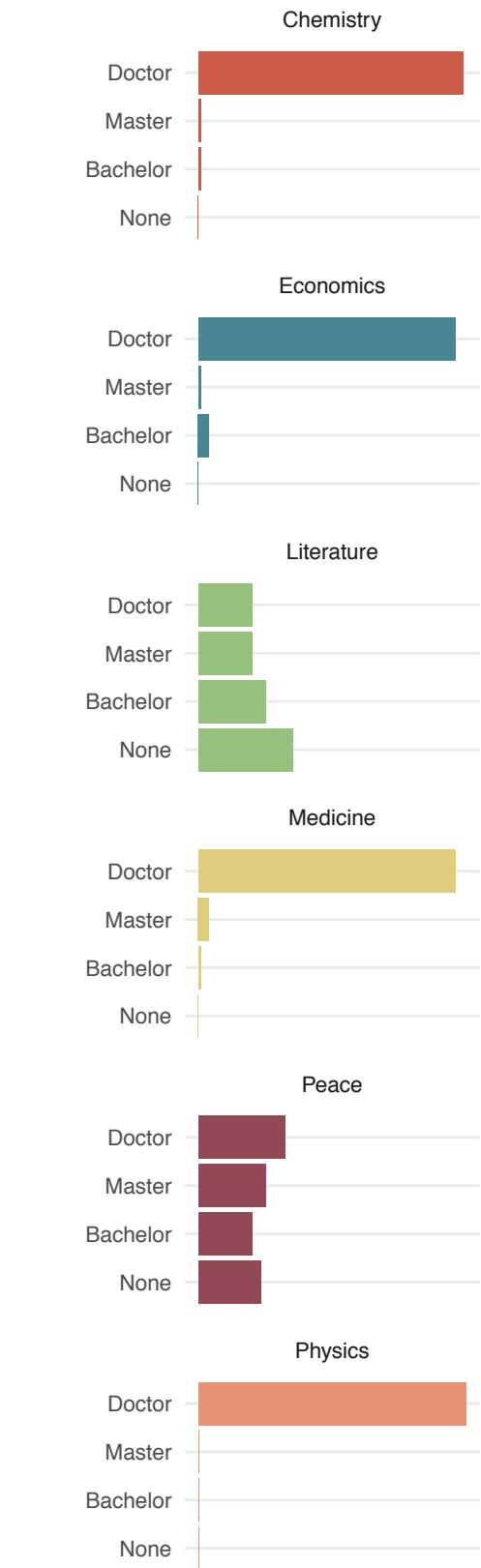
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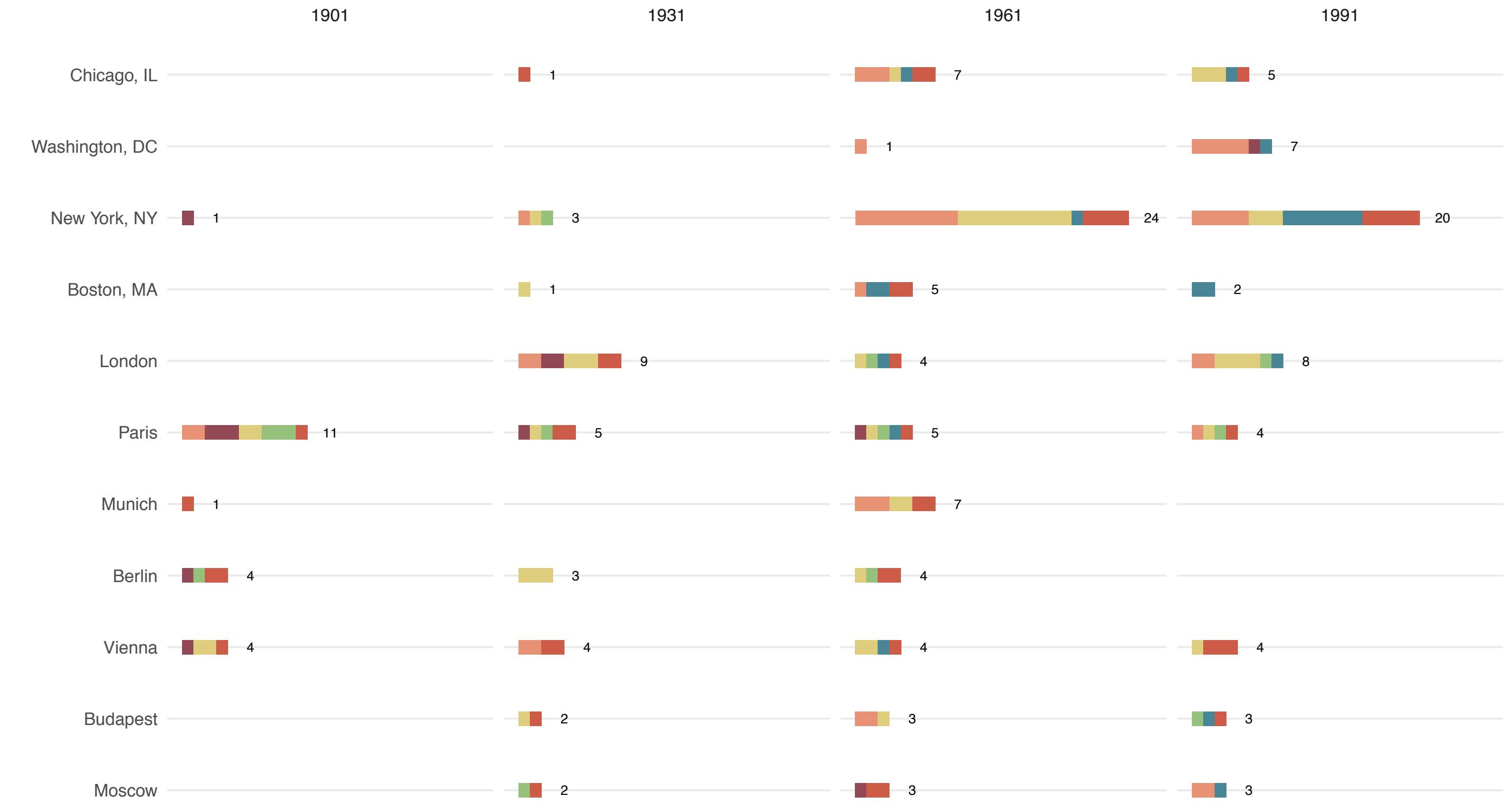
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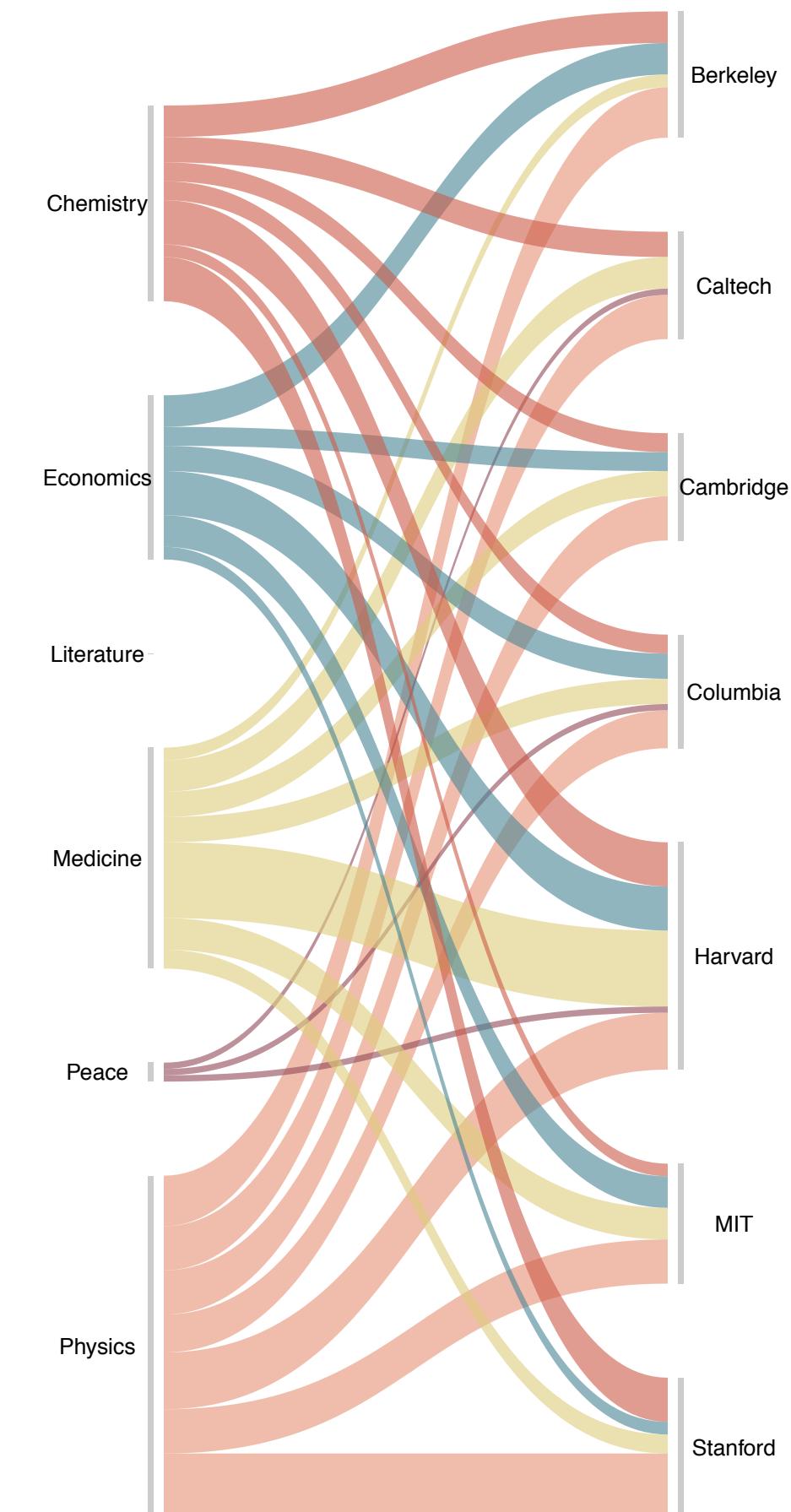
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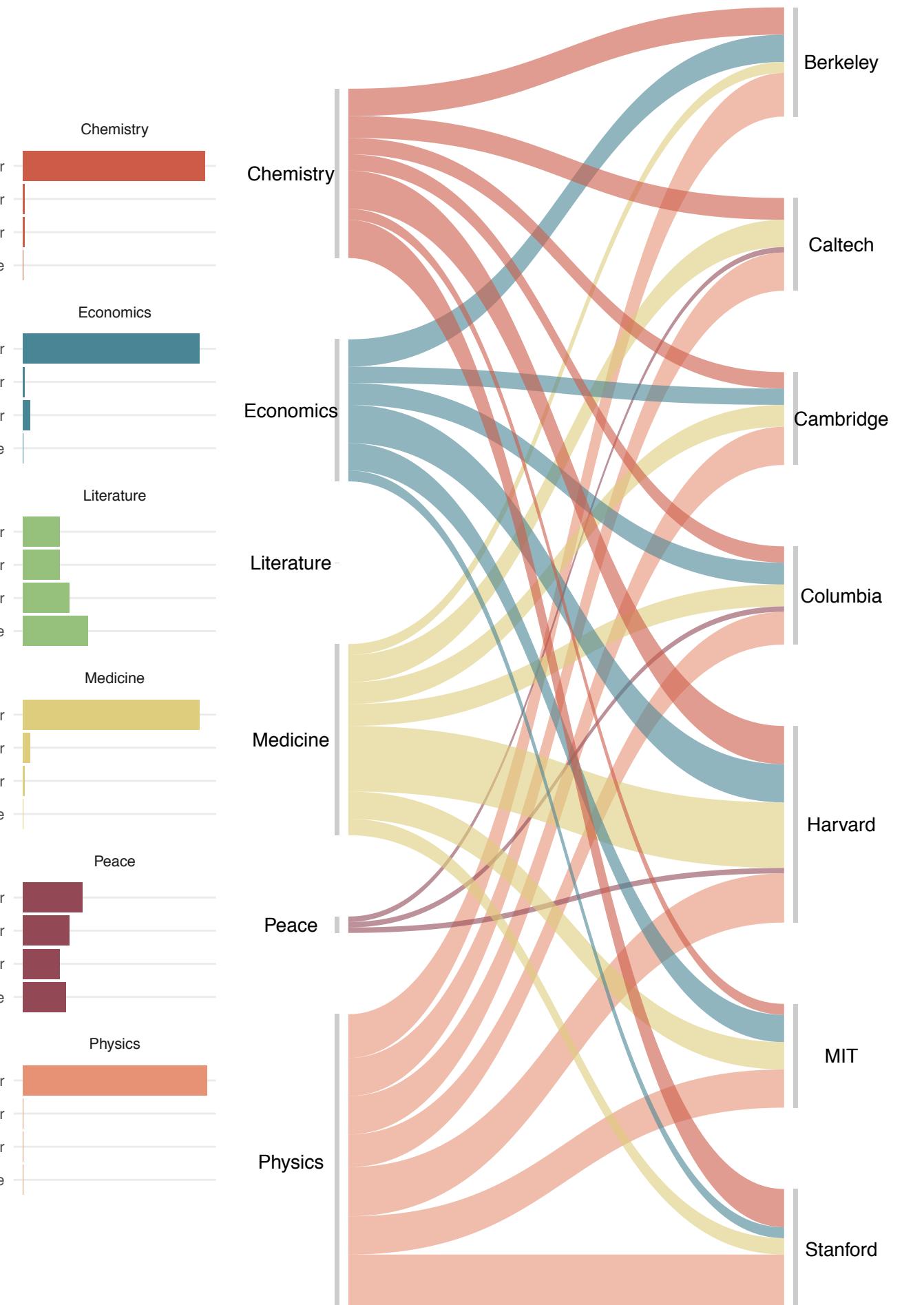
Central display layering points, lines

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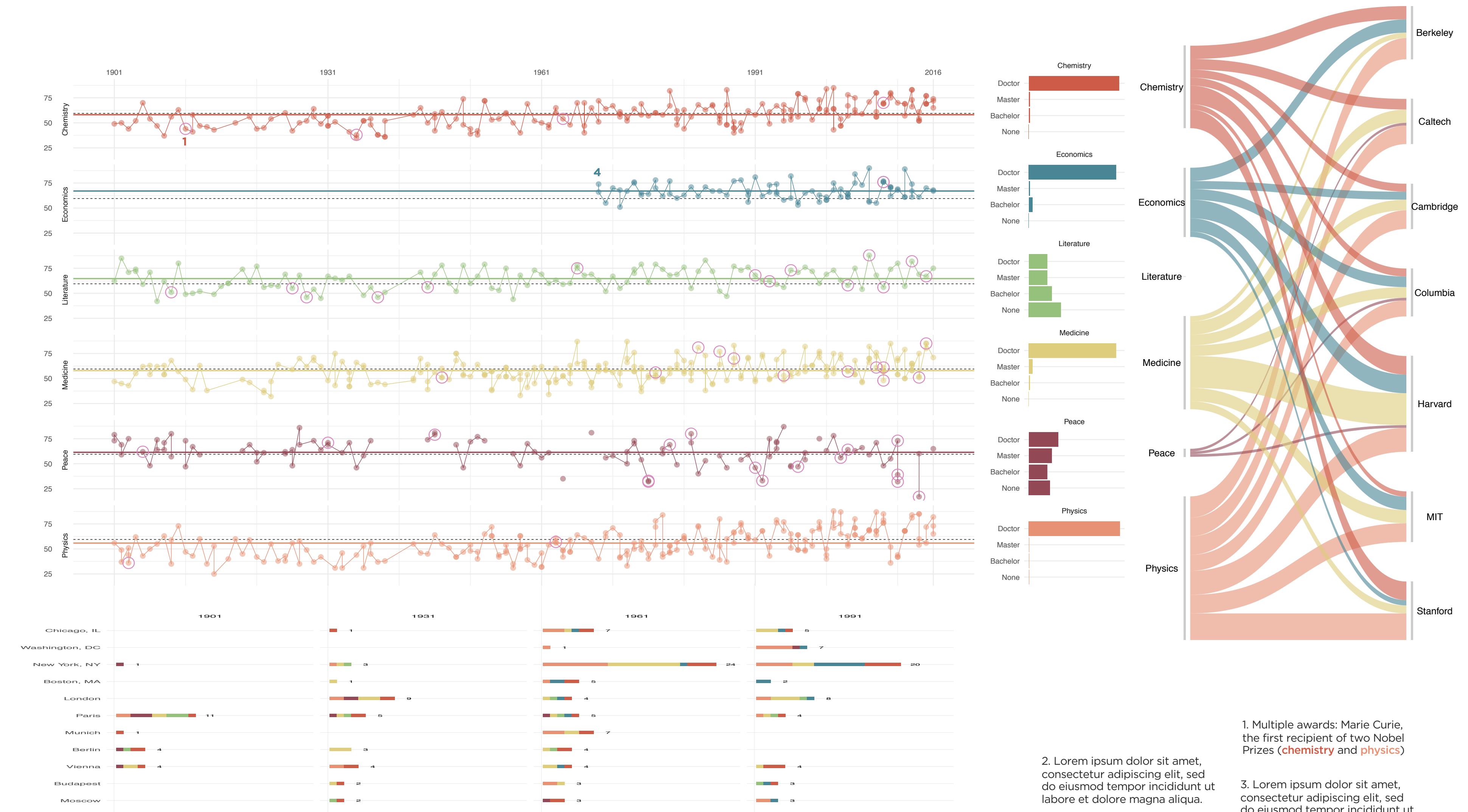


# Nobels, no degrees

This visualization explores Nobel Prizes and graduate qualifications from 1901 to 2012, by analyzing the age of recipients at the time prizes were awarded, average age evolution through time and among categories, graduation grades, main university affiliations and the principal hometowns of the graduates.

## How to read it?

Each dot represents a Nobel laureate, each recipient is positioned according to the year the prize was awarded (x axis) and age of the person at the time of the award (y axis).



1. Multiple awards: Marie Curie, the first recipient of two Nobel Prizes (**chemistry** and **physics**)

2. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

3. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

4. Sibling pride: Jan and Nikoalaas Tinbergen, the only brothers to win a prize each (**economics** and **medicine**)

5. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

6. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

7. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

## Nobel Laureates and Prizes

Chart type: *connected scatter plot, alluvial diagram, small multiples of stacked bar charts*

This example is based on the [award-winning design](#) by [Accurat](#).

[Download Dataset in CSV Format](#)



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# On the horizon

# For Next Week, Module 9:

## Agenda next week

### The minimum

Next deliverable, *draft* information graphic

Perceptions of uncertainty, missing data

Information graphics

**Andrews, R J.** *Info We Trust: How to Inspire the World with Data*. Wiley, 2019. Print. Chp 17-18

While the whole book is an excellent read of plain language descriptions of what we've been covering, focus on chapters 17-18 for class discussion.

**Hullman, Jessica et al.** *Imagining Replications: Graphical Prediction & Discrete Visualizations Improve Recall & Estimation of Effect Uncertainty*. IEEE Transactions on Visualization and Computer Graphics 24.1 (2017): 446–456. Web.

How do audiences perceive uncertainty? Consider approaches to communicating uncertainty important to your messages about your projects.

**Song, Hayeong, and Danielle Albers Szafir.** *Where's My Data? Evaluating Visualizations with Missing Data*. IEEE Transactions on Visualization and Computer Graphics 25.1 (2018): 914–924. Web.

How should we reason, explore, visualize and communicate the implications of missing data?

# Feedback

## Your turn

Ask me a question and I'll try to answer.

## Your project

In creating your project, did you find data missing from the information you gathered? If so, how would you describe or visualize it? How did that affect your analysis?



See you  
next week!