The **Digital Scholars' Lab** (DSL) is pleased to invite you to a series of upcoming workshops exploring digital visualization tools that can be incorporated into new and existing courses as well as your own research. Led by Meghan Cope (Geography), Melanie Gustafson (History), and Abby McGowan (History, CAS Dean's office), the DSL is a new project bringing together faculty from the humanities and social sciences to build skills and create teaching assignments based on new visualization tools. (Participating faculty this year come from Geography, History, Religion, and Political Science.)

The public workshops for 2017 are open to all faculty (but space is limited – see registration info below!) and will introduce a range of relatively easy-to-teach visualization software. The series is as follows:

Visualizing Time: Timelines as Digital Storytelling

Tuesday February 28, 4:15-5:45, CTL Commons, 303 Bailey-Howe Library

In this workshop Daisy Benson (Bailey-Howe Library) and Hope Greenberg (CTL) will explore various timeline programs that visualize changes over time and trace historical chronology. Intended for faculty and grad students interested in integrating digital timeline projects into their teaching, the workshop will discuss the features of different programs, offer a brief overview of how to use the tools, and provide examples of some assignments that could be built around digital timelines.

Visualizing, Analyzing, and Presenting Tabular Data

Tuesday March 28th, 4-5:30, CTL Commons, 303 Bailey-Howe Library

Have you been browsing the internet, looking at wonderful interactive dashboards that make large amounts of tabular data accessible and interactive and wondered, "how can I do that?" This workshop will introduce you to *Tableau*, an easy to use data visualization software package that you can incorporate into your teaching and research. We will also introduce *JMP*, a family of statistical discovery tools that are visual, interactive, comprehensive, and extensible. You learn the process of building data visualization dashboards and sharing these dashboards on the web.

Mapping Stories: Enriching Maps and Creating Spatial Narratives

Tuesday April 11th, 4-5:30, CTL Commons, 303 Bailey-Howe Library

Maps have always been a powerful way of communicating geographic information. This workshop introduces you to several creative cartographic tools for blending standard quantitative spatial data with images, sound, text, and other media. We will explore several strategies for generating spatial narratives, from basic annotations in *Google's MyMaps* and easy census mapping in *Social Explorer*, to creating more sophisticated *Story Maps* using ArcGIS Online, which integrate geographic data with text, pictures, and videos in an online portal for interaction with the information in new and exciting ways.

Basic Video Techniques for Digital Scholarship

Tuesday, May 2, 2017 4:00-5:30pm, Multi-Media Lab 048 Bailey-Howe Library

Have you thought about creating a project like a filmed interview, video mash-up, or mini documentary for your class but don't know where to start? Come explore the video recording and editing equipment and software available at the Multimedia Resources and Services Department at the Bailey/Howe Library. This workshop will introduce participants to digital cameras and video recorders and ancillary equipment. Participants will be taught basic video importing and editing techniques on Final Cut Pro. The workshop will give participants an opportunity to work hands-on with the equipment and editing software.

Introduction to Adobe Illustrator (2-part workshop – you must register for both)

Mon., Nov. 6 and Mon. Nov. 13, 2017 4:00-5:30pm – Media Lab, Main Floor Bailey-Howe Library

Adobe Illustrator is a powerful (and complex!) design and illustration software that is used across academic disciplines and in every corner of the private sector. These linked workshops will provide an introduction to Illustrator to demonstrate basic techniques for design, visualizations, and even cartography. The workshop will also serve as an introduction to the new facilities and expertise in the recently opened Media Lab, which is also available for classes and small-group instruction. (Limit 15)

To register for the free workshops, please visit the CTL's events page
https://www.uvm.edu/ctl/apps/ctlcal/

Workshops are made possible by the Provost's EPI Grant Program, funding from the Humanities Center, and support from the Center for Teaching and Learning and the College of Arts and Sciences. For further information about the Digital Scholars' Lab or about individual workshops, please contact Meghan.Cope@uvm.edu, Melanie.Gustafson@uvm.edu, or Abigail.McGowan@uvm.edu.

Students: Please return in the envelope provided.
Office: please return to Meghan Cope, 201 Old Mill

Data Visualization Lab Evaluation - AY 2017-2018

This course is part of a pilot program that attaches a 1-credit 'data visualization lab' to regularly taught courses in the social sciences and humanities. We would appreciate your thoughtful answers to the questions below as we assess the effectiveness and impact of the labs and the pilot program. We do not need your name, just your opinions.

1. What is the course name or number you're filling this out for? UE06273

APPENDIX 2
Sample Student Evals for LABS

2. Which 'data visualization' tools did you study and/or use in this class?
Check all that apply and add the names of any that aren't covered here:

	Check here if this is the first time you've used this tool
○ JMP statistical software	○
○ Omeka	○
○ StoryMapJS	☒
○ TimelineJS	☒
○ Wordpress blog	○
○ ArcGIS	○
○ Adobe Illustrator	○
○ Tableau	○
○ Social Explorer	○
○ Other _'body mapping'____	☒
○ Other _'dioramas'____	☒
○ Other abstract/concrete artistic w/ illustrations	☒
○ Other _____	○

3. In addition to technical (software) skills, we're interested in what analytical or critical thinking skills this class has helped you build or refine.
Please check all of the following you feel you've made progress in:

- ☒ Analyzing real-world data/evidence
- ☒ Making connections between real-world data and conceptual (theoretical) frameworks
- ☒ Visually representing data/evidence to tell a compelling story or back up a convincing argument
- ☒ Synthesizing information from diverse sources or multiple types of data
- ☒ Critical evaluation of media/public representations of data
- ○ Other: Developing artistic skills

4. How do you think knowing how to use this tool(s) and the analytical skills (above) will help you in future classes, internships, and/or work environments?

I think the tools that we learned will definitely help me for future classes, internships, and/or work environments. Although the classes that I will take will most likely only require papers with no visualization components, the visualization methods I learned in this class can be applied to those papers to add to the analysis. Moreover, if allowed the creative visualization freedom in other classes as I was in this class, I think that using these visualization methods in future classes will allow me to better understand a cultural/political issue than If I were to solely write a paper. This class has really cemented the idea to me that creating a visualization, along with written text, helps me better understand whatever I am analyzing/explaining.

For internships/work environments, I think some of the skills are learned will be very helpful in potential research and writing/policy jobs I want to apply to...I think it all really depends on the what the job is and the creative freedom they'd allow me. Overall, I do think that these skills will help me sell myself to future employers, more particularly the digital skills. I feel like the non-digital skills I learned wouldn't be as valuable to future employers as story map or GIS would...but I don't really care because for me, I appreciated the non-digital skills I learned the most.

On a more personal note, I liked the body maps combined with concrete/abstract artistic illustrations the most as a visualization method. Not only did I find this to be the best way to visualize a complex violent psychosocial cultural issue, but I've discovered that, although not the intention of the class or the answer to this question, that art can be incredibly therapeutic for me as a way to creatively represent psychological and social conditions.

5. What would you recommend for future data visualization labs, either for this course or other skills you'd like to learn?

I think that there should be a little more time allotted to some of the digital skills since they're the hardest to grasp. I enjoyed the non-digital skills far more, but I found GIS pretty hard to grasp in a week.

I also think that future classes should continue to emphasize the non-digital skills such as body maps and creative abstract/concrete illustrations. I think that in our class, most students preferred the non-digital visualization skills, such as these, because we got to exercise a more fun and creative approach to visualizing complex political and cultural issues. I think there should be more of a focus on this in this class and future classes. As somebody with limited art/drawing experience, I think that this is a total possibility.

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Data Visualization Lab Evaluation - AY 2017-2018

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1. What is the course name or number you're filling this out for? GEOG 273 / 295 Making Southern Africa

2. Which 'data visualization' tools did you study and/or use in this class?
Check all that apply and add the names of any that aren't covered here:

	Check here if this is the first time you've used this tool
○ JMP statistical software	○
○ Omeka	○
○ StoryMapJS	☒
○ TimelineJS	☒
○ Wordpress blog	○
○ ArcGIS	☒
○ Adobe Illustrator	○
○ Tableau	○
○ Social Explorer	○
○ Other _'body mapping'____	☒
○ Other _'dioramas'____	☒
○ Other Kuduro Dance	☒
○ Other _____	○

3. In addition to technical (software) skills, we're interested in what analytical or critical thinking skills this class has helped you build or refine.
Please check all of the following you feel you've made progress in:

- ☒ Analyzing real-world data/evidence
- ☒ Making connections between real-world data and conceptual (theoretical) frameworks
- ☒ Visually representing data/evidence to tell a compelling story or back up a convincing argument
- ☒ Synthesizing information from diverse sources or multiple types of data
- ○ Critical evaluation of media/public representations of data
- ○ Other: _____

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4. How do you think knowing how to use this tool(s) and the analytical skills (above) will help you in future classes, internships, and/or work environments?

This class made me feel more comfortable to explore + discuss + create knowledge in non-traditional ways. I feel like I can use creative techniques and try to think about alternative ways to present information that might work best and connect the presentation to the information

5. What would you recommend for future data visualization labs, either for this course or other skills you'd like to learn?

Doing so many different visualization labs felt a bit forced and rushed so maybe picking fewer types of visualizations to do.

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Data Visualization Lab Evaluation - AY 2017-2018

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1. What is the course name or number you're filling this out for? Geog 170 Data Visualization Lab

2. Which data exploration and 'visualization' tools and methods did you use in this class?

Check all that apply and add the names of any that aren't covered here	*Check here if this is the first time you've used this tool*
○ JMP statistical software	○
☑ Object-based learning (e.g. artifacts)	○
○ Omeka	○
☑ StoryMapJS	☑
☑ TimelineJS	☑
☑ Ancestry.com	○
☑ Wordpress blog	☑
○ ArcGIS	○
○ Adobe Illustrator	○
○ PowerPoint (for *posters*)	○
○ Excel (for charts and graphs)	○
○ Tableau	○
☑ Other Historical statistics, LoC	○

3. In addition to technical (software) skills, we're interested in what analytical or critical thinking skills this class has helped you build or refine.

Please check all of the following you feel you've made progress in:

- ☑ Locating diverse types of relevant evidence including numerical data, images, primary sources
- ☑ Analyzing evidence in the form of real-world data and primary source material
- ☑ Making connections between evidence and conceptual (theoretical) frameworks
- ☑ Visually representing evidence to tell a compelling story or back up a convincing argument
- ☑ Synthesizing information from diverse sources and/or multiple types of data
- ☑ Critical evaluation of media/public representations of evidence
- ○ Other: _____

Comments on above:

Greatly improved my ability to find primary sources!! And use a wider variety of methods / resources to find scholarly articles

Turn over →

4. In what ways will knowing how to use the tools, methods, and analytical skills listed above help you in future classes, internships, and/or work environments?

help me greatly finding primary sources for future projects/ papers
website creation is applicable in future jobs

5. In future classes would you prefer to do a digital project or a 7-10 page final paper? Why?

Digital project, it's fun to use different formats and get a break from just papers

6. Please comment on the lab instruction, how it was organized, strengths and weaknesses:

it was well-organized + helped us build a knowledge base for our projects

7. What would you recommend for future data visualization labs, either for this class, other courses, or other skills you'd like to learn?

I know there are other visualization labs where you can learn illustration, which seems really cool! But for this class I think what we learned was perfect

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Data Visualization Lab Evaluation - AY 2017-2018

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1. What is the course name or number you're filling this out for? Geo 170/195

2. Which data exploration and 'visualization' tools and methods did you use in this class?

Check all that apply and add the names of any that aren't covered here	*Check here if this is the first time you've used this tool*
○ JMP statistical software	○
☒ Object-based learning (e.g. artifacts)	○
○ Omeka	○
☒ StoryMapJS	○
☒ TimelineJS	○
☒ Ancestry.com	○
☒ Wordpress blog	☒
☒ ArcGIS	○
○ Adobe Illustrator	○
☒ PowerPoint (for *posters*)	○
☒ Excel (for charts and graphs)	○
○ Tableau	○
○ Other _____	○

3. In addition to technical (software) skills, we're interested in what analytical or critical thinking skills this class has helped you build or refine.

Please check all of the following you feel you've made progress in:

- ☒ Locating diverse types of relevant evidence including numerical data, images, primary sources
- ☒ Analyzing evidence in the form of real-world data and primary source material
- ☒ Making connections between evidence and conceptual (theoretical) frameworks
- ☒ Visually representing evidence to tell a compelling story or back up a convincing argument
- ☒ Synthesizing information from diverse sources and/or multiple types of data
- ☒ Critical evaluation of media/public representations of evidence
- ○ Other: _____

Comments on above:

Turn over →

4. In what ways will knowing how to use the tools, methods, and analytical skills listed above help you in future classes, internships, and/or work environments?

Many of the tools we used in this class are great resume builders. I will be taking advantage of them myself.

5. In future classes would you prefer to do a digital project or a 7-10 page final paper? Why?

I would prefer to produce a digital project. I believe I believe visual products can better portray information. It is important to have these skills within the job market

6. Please comment on the lab instruction, how it was organized, strengths and weaknesses:

The lab instruction was spectacular. Daisy was phenomenal. Therapo

7. What would you recommend for future data visualization labs, either for this class, other courses, or other skills you'd like to learn?

I believe that our portfolio could have been a smaller ~~appar~~ assignment. Overall.

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1. What is the course name or number you're filling this out for? GEOG170

2. Which data exploration and 'visualization' tools and methods did you use in this class?

Check all that apply and add the names of any that aren't covered here	*Check here if this is the first time you've used this tool*
○ JMP statistical software	○
● Object-based learning (e.g. artifacts)	○
○ Omeka	○
● StoryMapJS	●
● TimelineJS	●
● Ancestry.com	○
● Wordpress blog	○
○ ArcGIS	○
○ Adobe Illustrator	○
● PowerPoint (for *posters*)	○
● Excel (for charts and graphs)	○
○ Tableau	○
○ Other _____	○

3. In addition to technical (software) skills, we're interested in what analytical or critical thinking skills this class has helped you build or refine.

Please check all of the following you feel you've made progress in:

- ● Locating diverse types of relevant evidence including numerical data, images, primary sources
- ● Analyzing evidence in the form of real-world data and primary source material
- ● Making connections between evidence and conceptual (theoretical) frameworks
- ● Visually representing evidence to tell a compelling story or back up a convincing argument
- ● Synthesizing information from diverse sources and/or multiple types of data
- ● Critical evaluation of media/public representations of evidence
- ○ Other: _____

Comments on above:
I loved everything we used, I wish we had more graphic-making experience

Turn over →

4. In what ways will knowing how to use the tools, methods, and analytical skills listed above help you in future classes, internships, and/or work environments?

It will make presenting data more interesting. I'm actually using StoryMap JS for a story I'm writing for the VT Cynic.

5. In future classes would you prefer to do a digital project or a 7-10 page final paper? Why?

I would prefer to do a digital project because it allows me to be more creative.

6. Please comment on the lab instruction, how it was organized, strengths and weaknesses:

I think everything about the lab instruction was great.

7. What would you recommend for future data visualization labs, either for this class, other courses, or other skills you'd like to learn?

I'd like more opertunities to use adobe creative suite.

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Geography of Vermont GEOG 61, Data Visualization Lab 97 Spring 2018

1. You learned how to use Adobe Illustrator in this lab. Was this the first time you used this tool?

Yes (No)

2. In addition to technical (software) skills, we're interested in what analytical or critical thinking skills this class has helped you build or refine.
Please check all of the following you feel you've made progress in:

- ✓ Analyzing real-world data/evidence
- ✓ Making connections between real-world data and conceptual (theoretical) frameworks
- ✓ Critically analyzing visual representations
- ✓ Visually representing data/evidence to tell a compelling story or back up a convincing argument
- ✓ Synthesizing information from diverse sources or multiple types of data
- ✓ Critical evaluation of media/public representations of data or ideas
- ○ Other: _____

3. Were there benefits to taking this lab, instead of the Geography of Vermont course alone? (Yes) No

If yes, please list the benefits:

Learning marketable skills for the future!

4. Will knowing how to use Adobe Illustrator and/or having the analytical skills (above) will help you in future classes, internships, work environments, and/or everyday life?

(Yes) No Unsure

Please explain:

Analytical / Adobe skills teach us how to interpret and represent the information we gain and produce!

5. What would you recommend for future data visualization labs, either for this course or other courses?

Spend more time in the lab learning adobe.

6. Are there other data visualizations you would like to learn? (like making blogs, visual timelines, statistical analysis, GIS maps, podcasts, film, etc.)

I'm a senior! You have taught me well!

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Data Visualization Lab Evaluation - AY 2017-2018

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Geography of Vermont GEOG 61, Data Visualization Lab 97 Spring 2018

1. You learned how to use Adobe Illustrator in this lab. Was this the first time you used this tool?

Yes No

2. In addition to technical (software) skills, we're interested in what analytical or critical thinking skills this class has helped you build or refine.
Please check all of the following you feel you've made progress in:

- ● Analyzing real-world data/evidence
- ○ Making connections between real-world data and conceptual (theoretical) frameworks
- ● Critically analyzing visual representations
- ● Visually representing data/evidence to tell a compelling story or back up a convincing argument
- ● Synthesizing information from diverse sources or multiple types of data
- ● Critical evaluation of media/public representations of data or ideas
- ○ Other: _____

3. Were there benefits to taking this lab, instead of the Geography of Vermont course alone? Yes No

If yes, please list the benefits:

Learning how to use Adobe was a benefit, and will help me in the future

4. Will knowing how to use Adobe Illustrator and/or having the analytical skills (above) will help you in future classes, internships, work environments, and/or everyday life?

Yes No Unsure

Please explain:

I think I will definitely do more creative projects now that I know how to use ~~cloud~~ adobe.

5. What would you recommend for future data visualization labs, either for this course or other courses?

Yes, absolutely

6. Are there other data visualizations you would like to learn? (like making blogs, visual timelines, statistical analysis, GIS maps, podcasts, film, etc.)

I would love to learn how to make and use a blog

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Geography of Vermont GEOG 61, Data Visualization Lab 97 Spring 2018

1. You learned how to use Adobe Illustrator in this lab. Was this the first time you used this tool?

Yes (No)

2. In addition to technical (software) skills, we're interested in what analytical or critical thinking skills this class has helped you build or refine.
Please check all of the following you feel you've made progress in:

- ✓ Analyzing real-world data/evidence
- ✓ Making connections between real-world data and conceptual (theoretical) frameworks
- ✓ Critically analyzing visual representations
- ✓ Visually representing data/evidence to tell a compelling story or back up a convincing argument
- ✓ Synthesizing information from diverse sources or multiple types of data
- ✓ Critical evaluation of media/public representations of data or ideas
- ○ Other: _____

3. Were there benefits to taking this lab, instead of the Geography of Vermont course alone? (Yes) No

If yes, please list the benefits:

engaged students with a new and interesting way to look at a topic you wouldn't necessarily expect to connect to visualization labs

4. Will knowing how to use Adobe Illustrator and/or having the analytical skills (above) will help you in future classes, internships, work environments, and/or everyday life?

(Yes) No Unsure

Please explain:

I enjoy graphic design a lot and this has inspired me to continue to do graphic design work in classes and for fun.

5. What would you recommend for future data visualization labs, either for this course or other courses?

Yes!

6. Are there other data visualizations you would like to learn? (like making blogs, visual timelines, statistical analysis, GIS maps, podcasts, film, etc.)

maps, film, blogs, timelines, graphs could all be cool.

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Data Visualization Lab Evaluation - AY 2017-2018

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1. What is the course name or number you're filling this out for? POLS 095

2. Which 'data visualization' tools did you use in this class?
Check all that apply and add the names of any that aren't covered here:

	Check here if this is the first time you've used this tool
○ JMP statistical software	○
○ Omeka	○
○ StoryMapJS	○
○ TimelineJS	○
○ Wordpress blog	○
○ ArcGIS	○
○ Adobe Illustrator	○
○ Tableau	○
✓ Other excel	○

3. In addition to technical (software) skills, we're interested in what analytical or critical thinking skills this class has helped you build or refine.
Please check all of the following you feel you've made progress in:

- ✓ Analyzing real-world data/evidence
- ✓ Making connections between real-world data and conceptual (theoretical) frameworks
- ✓ Visually representing data/evidence to tell a compelling story or back up a convincing argument
- ✓ Synthesizing information from diverse sources or multiple types of data
- ○ Critical evaluation of media/public representations of data
- ○ Other: _____

4. How do you think knowing how to use this tool(s) and the analytical skills (above) will help you in future classes, internships, and/or work environments?
I think it's very helpful for Social Science courses & writing assignments, using data to back up the argument.

5. What would you recommend for future data visualization labs, either for this course or other skills you'd like to learn?
Having additional optional labs in case you need help with a specific project.

Students: Please return in the envelope provided.
Office: please return to Meghan Cope, 201 Old Mill

Data Visualization Lab Evaluation - AY 2017-2018

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1. What is the course name or number you're filling this out for? Global Gender Inequality

2. Which 'data visualization' tools did you use in this class?
Check all that apply and add the names of any that aren't covered here:

	Check here if this is the first time you've used this tool
○ JMP statistical software	○
○ Omeka	○
○ StoryMapJS	○
○ TimelineJS	○
○ Wordpress blog	○
○ ArcGIS	○
○ Adobe Illustrator	○
○ Tableau	○
● Other Excel	○

3. In addition to technical (software) skills, we're interested in what analytical or critical thinking skills this class has helped you build or refine.
Please check all of the following you feel you've made progress in:

- ● Analyzing real-world data/evidence
- ○ Making connections between real-world data and conceptual (theoretical) frameworks
- ● Visually representing data/evidence to tell a compelling story or back up a convincing argument
- ● Synthesizing information from diverse sources or multiple types of data
- ○ Critical evaluation of media/public representations of data
- ○ Other: _____

4. How do you think knowing how to use this tool(s) and the analytical skills (above) will help you in future classes, internships, and/or work environments?

Knowing Excel is a good skill that I'm sure I could use again.

5. What would you recommend for future data visualization labs, either for this course or other skills you'd like to learn?

Maybe assistance from an Excel specialist.

Students: Please return in the envelope provided.
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Data Visualization Lab Evaluation - AY 2017-2018

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1. What is the course name or number you're filling this out for? Pols 095

2. Which 'data visualization' tools did you use in this class?
Check all that apply and add the names of any that aren't covered here:

	Check here if this is the first time you've used this tool
○ JMP statistical software	○
○ Omeka	○
○ StoryMapJS	○
○ TimelineJS	○
○ Wordpress blog	○
○ ArcGIS	○
○ Adobe Illustrator	○
○ Tableau	○
● Other Excel	○

3. In addition to technical (software) skills, we're interested in what analytical or critical thinking skills this class has helped you build or refine.
Please check all of the following you feel you've made progress in:

- ○ Analyzing real-world data/evidence
- ● Making connections between real-world data and conceptual (theoretical) frameworks
- ○ Visually representing data/evidence to tell a compelling story or back up a convincing argument
- ○ Synthesizing information from diverse sources or multiple types of data
- ○ Critical evaluation of media/public representations of data
- ○ Other: _____

4. How do you think knowing how to use this tool(s) and the analytical skills (above) will help you in future classes, internships, and/or work environments?

It'll help me with integrating data into future projects

5. What would you recommend for future data visualization labs, either for this course or other skills you'd like to learn?

Adobe Illustrator

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Data Visualization Lab Evaluation - AY 2017-2018

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1. What is the course name or number you're filling this out for? REL 196 B

2. Which 'data visualization' tools did you use in this class?
Check all that apply and add the names of any that aren't covered here:

	Check here if this is the first time you've used this tool
○ JMP statistical software	○
○ Omeka	○
○ StoryMapJS	○
○ TimelineJS	○
☒ Wordpress blog	☒
○ ArcGIS	○
○ Adobe Illustrator	○
○ Tableau	○
☒ Google MyMaps	☒
○ Other Adobe Premiere	☒
Audacity	×

3. In addition to technical (software) skills, we're interested in what analytical or critical thinking skills this class has helped you build or refine.
Please check all of the following you feel you've made progress in:

- ○ Analyzing real-world data/evidence
- ☒ Making connections between real-world data and conceptual (theoretical) frameworks
- ☒ Visually representing data/evidence to tell a compelling story or back up a convincing argument
- ○ Synthesizing information from diverse sources or multiple types of data
- ○ Critical evaluation of media/public representations of data
- ○ Other: _____

4. How do you think knowing how to use this tool(s) and the analytical skills (above) will help you in future classes, internships, and/or work environments?

I'm a lingoistics major so learning how to use recording and sound editing technology as well as the visualization tools was invaluable to me. I can definitely see myself utilizing these tools in the future.

5. What would you recommend for future data visualization labs, either for this course or other skills you'd like to learn?

I don't know, nothing I guess

APPENDIX 3
Course Flyers

REL 196B & B1

RELIGION, SOUND, SPACE

How are religious communities formed through their practices of listening and sounding? How does sound and hearing shape religious experiences? How does urban space both limit and enable religious experiences via sound? We will engage these questions through a variety of theoretical texts and case studies of religious sounds in places such as Cairo, Jakarta, and Rio de Janeiro, as well as in US locations including Philadelphia, PA; Lockport, NY; and Hamtramck, MI. We will then use the concepts and issues explored in class to investigate the way sound shapes religious communities and experiences in Burlington, VT.

This course also includes a one-credit technical skills lab in which students will learn how to create and edit soundscape recordings and short documentary videos, and to analyze and present their research findings in a variety of digital media formats. The lab will also cover basic ethnographic research methods and mapping techniques.

CONTACT

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HISTORICAL GEOGRAPHY: MAPPING AMERICAN CHILDHOODS

GEOG170/HST170

INTERDISCIPLINARY, PROJECT-BASED COURSE
WITH 1-CREDIT VISUALIZATION LAB (MAPPING & DATA VISUALIZATION TOOLS)
FALL 2017
PROF. MEGHAN COPE

The intersection of Geography and History is explored here through a critical examination of American childhoods of the late 19th and 20th centuries. We use diverse readings and resources to uncover the conditions of childhood, including everything from child labor to conditions of housing, from childhood diseases to immigrant experiences, and from schooling to the material culture of books, toys, and games. We ask questions such as: How is 'childhood' constructed socially and culturally over time and through different places? How are diverse experiences of 'childhood' related to broader social, economic, and political contexts? We will take five key dimensions of social life as central to understanding past childhoods, and in turn, this allows us to build a better understanding of American culture, places, and histories (see Themes, right). Pre-req: GEOG50 or GEOG70 or HST12 or instructor permission.

Note: Students must also register for a 1-credit Visualization Lab GEOG195/HST195 -- this lab will teach students data visualization tools such as how to create annotated timelines, short documentary videos, and simple maps for analytical and presentation purposes. No prior mapping experience required.

CLASS:
TUES & THURS
1:15–2:30PM

VISUALIZATION LAB:
THURSDAYS

THEMES:

MOBILITY AND MIGRATION

BUILDING THE NATION: IDENTITY AND PLACE

SOCIAL INEQUALITIES: RACE, CLASS, AND GENDER

HEALTH & MORTALITY OF 19TH & 20TH C. CHILDREN

MATERIAL CULTURES OF CHILDHOOD AND YOUTH

MORE INFO:
MCOPE@UVM.EDU