#### **BUCKNELL UNIVERSITY DIGITAL SCHOLARSHIP CONFERENCE 2018**

# Graphicacy

How fluency in reading & making visualizations can yield more inclusive reading experiences

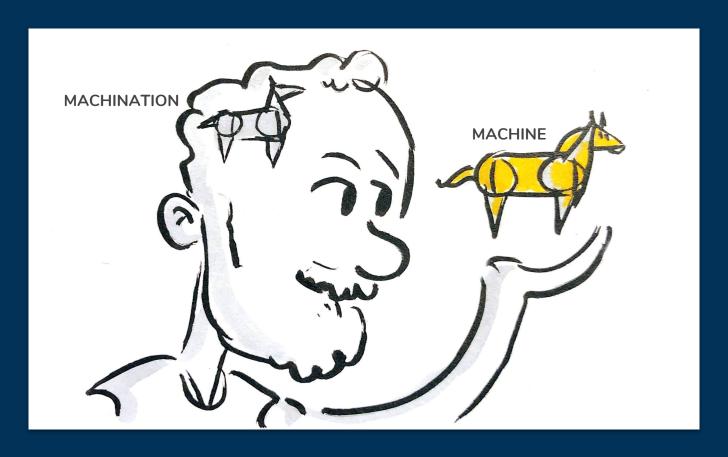
#### Joshua Korenblat

Assistant Professor of Graphic Design

SUNY New Paltz

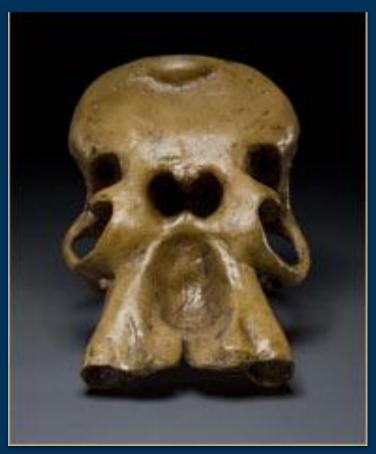
Digital Arts, Sciences & Humanities Board

Scholars and students practice literacy, numeracy, and graphicacy in school. In this educational triumvirate, graphicacy remains the less familiar term. Graphicacy is an ability, a fluency in making and reading visualizations and charts. How might scholars working in digital media practice graphic literacy in the shaping and sharing of their work? By working with more awareness of graphic literacy, scholars can also become more inclusive. In this illustrated essay, I will describe how my work in visualizing survey data provides insight into graphic literacy. Survey data is a primary data source. These observations have the potential for meaning yet need a meaningful structure and shape. While structuring, exploring, and visualizing this survey data, diverse worldviews begin to emerge. Digital scholars can also identify when to draw upon data-driven or conceptual content. By creating interactive survey data visualizations, we can partake in more inclusive humanistic inquiries and reading experiences.

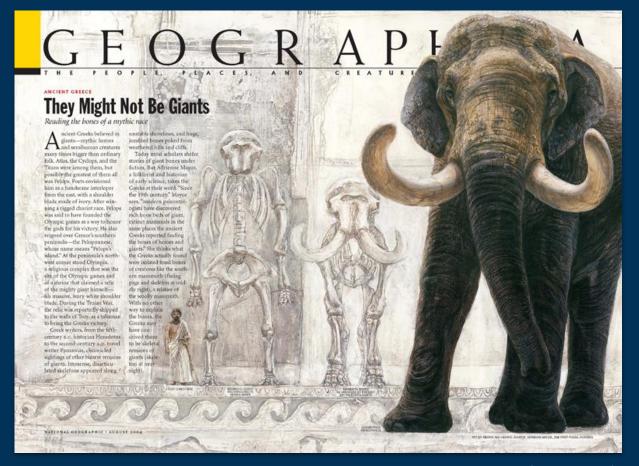


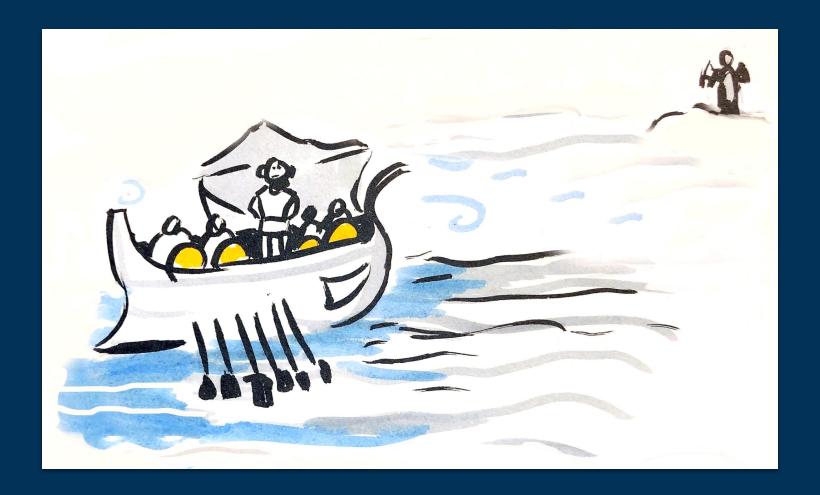
Technology had a twinned meaning in Ancient Greece.





© D. Finnin/AMNH









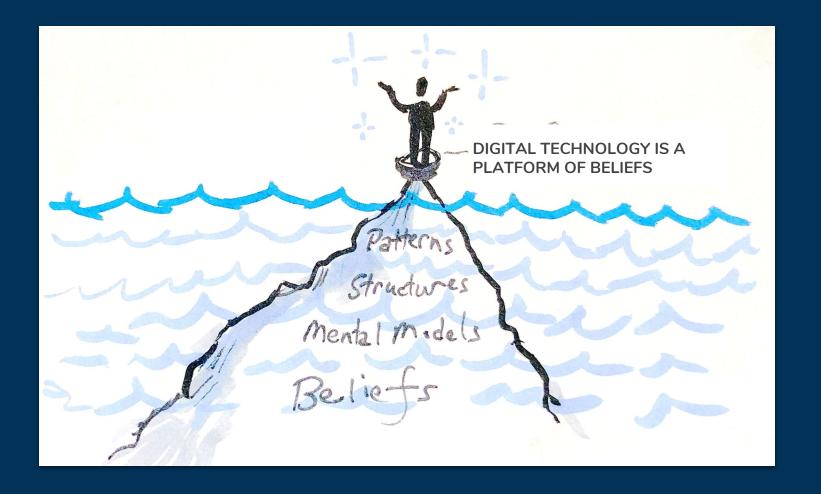


Where for the Greeks **techne** always had two complementary but never completely separable aspects—the increasingly self-aware inner originating and the outer result...We have forgotten the crafty inner origin and essence of the **techne** that once served our ancestors so well.

—Stephen Talbott, In the Belly of the Beast



Bend the beam of attention back onto ourselves, the way we devise our devices....

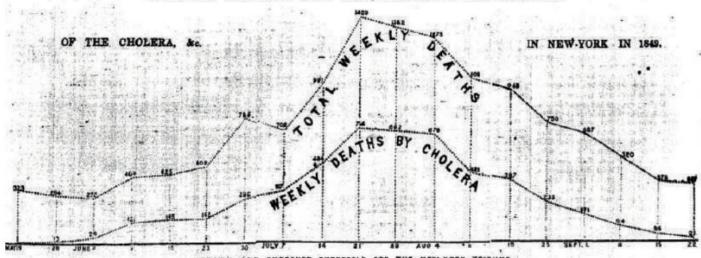






**Graphicacy**, the ability to read and make visualizations, data-driven and conceptual, is one practice digital humanists can use to help create more onramps to ideas.





FILLESPIX of Union College,) represents to the eye, in a very striking manner, the rice, downward. This was probably caused by the great care in diet, &c. then practiced, on progress, and decline of the Cholers, and other diseases in our City, during the last the first alarm. In the week ending July 7, while the Cholers line goes up the "Total our months.

inder each. At the end of each half-inch, or week, are upright dotted lines, whose vaious lengths indicate the number of deaths by Cholera, and other causes, during that ing a sudden fall, from Aug. 4 to 11. This may have arisen from the diminution of reck; each inch on these upright lines corresponding to 500 deaths. The numbers are population, consequent upon the custom of many persons to leave the city at the beginblaced at the top of cach. The zig-zag lines, which join the ends of these lines, show, ming of that month. The descent keeps on, till it brings up to our present normal of their upward of downward slopes, whether the deaths during those weeks have inreased or decreased, rapidly or slowly.

hat during the first two weeks of the Cholera, while it was increasing, as shown by show at a glance whether there has been any connection between them.

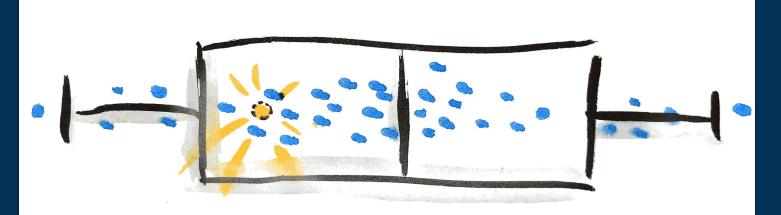
The above Diagram, or Graphic Table, [for which we are indebted to Professor] the line sloping upward, the total deaths were decreasing, as shown by the line sloping deaths'" line unaccountably goes down. Thence both lines go on ascending, and the Each half-inch along the bottom line represents a week. The dates are placed corresponding number of deaths increasing, till in the week ending July 21, they reach their culminating point. Thence there is a constant and quite regular descent, except-

If the average temperature, moisture, electrical state, &c. during these weeks were Some curious circumstances are apparent, on an inspection of this figure. We see represented in the same manner, and added to this diagram, their comparison would

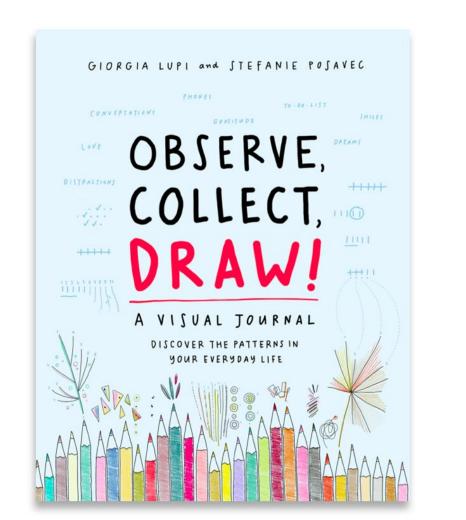


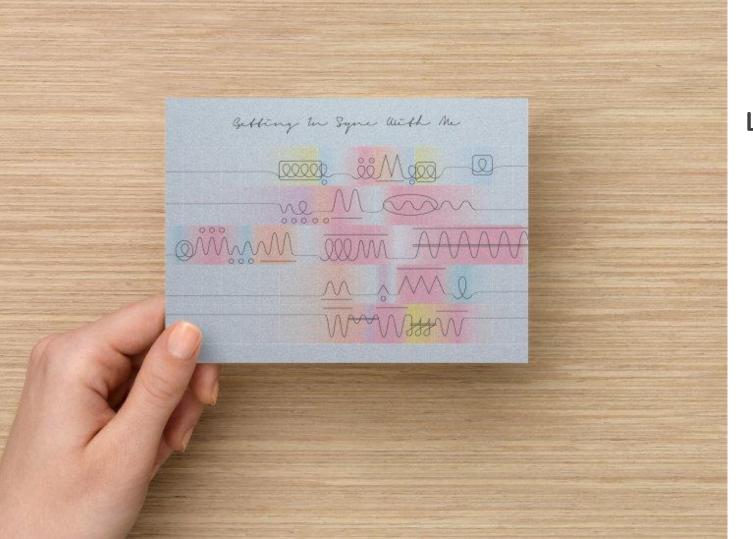
BIRD	Dr	4	7	<b>₽</b> ₹¶
FISH	⇒°	s	A	₩∢
DONKEY	K	23	全世	
ox	A	$\Rightarrow$	1	译
SUN	<b>\Q</b>	<b>&gt;</b>	<b>♦</b>	科
GRAIN	<b>*************************************</b>	<b>&gt;&gt;&gt;-</b>		*
ORCHARD	****	<b>***</b> ((		
PLOUGH	<b>■</b>		1	THE THE PERSON NAMED IN COLUMN TWO IN COLUMN
BOOMERANG	<b>&gt;</b>	>	<u>&gt;</u>	ᆀ
FOOT	<u>_</u>		M	T T

Figure 4.2 Pictorial origins of ten cuneiform signs. Note the rotation the forms underwent to accommodate production. From Gelb (1963, 70).



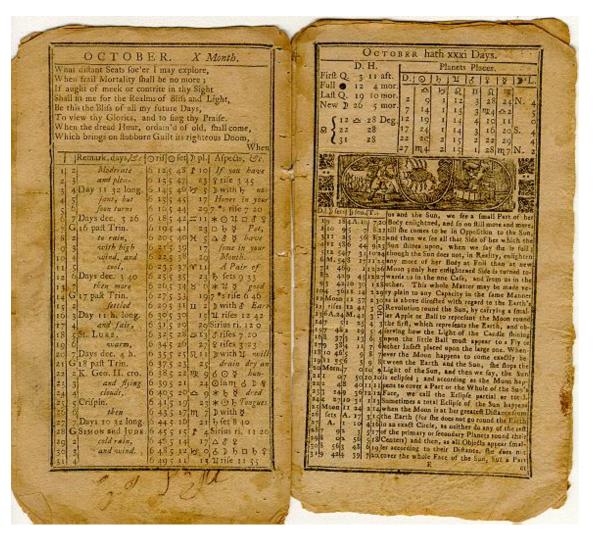
**Numeracy** began by studying patterns in nature. Over time, those observations became mathematical abstractions. Today, humanists can allow an individual data point to shine through the summarized data.





#### Livi Carlen

Digital technology doesn't just expand our ability to access audiences because of an enhanced ease of distribution. It also allows us to imagine novel ways to engage readers. Some of the paradigms of print might carry over. Yet just as oracy, literacy, and numeracy offer diverse communicative possibilities, graphicacy affords new opportunities to create non-linear, layered reading experiences with many entry points into a story.

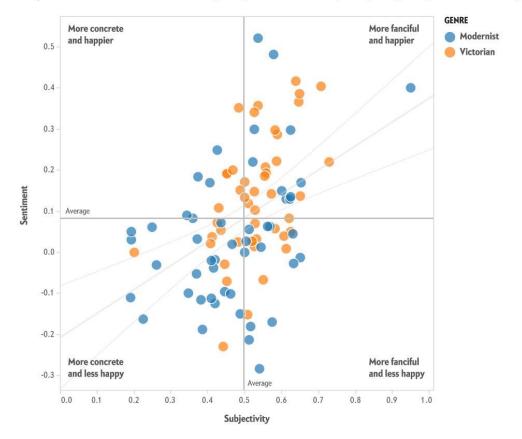


Ben Franklin's printing press exemplifies technology as a platform for the author's beliefs. Franklin experiments with novel ways of communicating.

—Scan of Poor Richard's Almanac from Gettysburg College.

#### How happy or sad, and how fanciful or concrete, are Victorian and Modernist poems?

This graphic shows two text files from Project Gutenberg, the **Oxford Book of English Verse** (published in 1914; using only the Victorian poets in the anthology), and **Some Imagist Poets** (1916; the Amy Lowell imagist anthology). **50 poems** from each collection were analyzed by sentiment and subjectivity using the **Python NLTK** Library.



**Graphicacy** makes traditional scholarship more vivid & shareable. Data visualizations are more like guided conversations than stories told from the "top down."

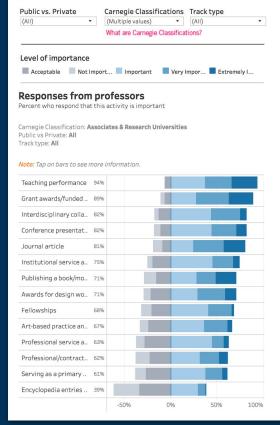
#### Growing generation gap in how we participate Informal political According to the data, adults younger than 40 are 14% percent Traditional political activities activities more likely to prefer informal political activity than those older than 40 — a significant increase from the early 2000s, when under-40s 30% were only three percent more likely to protest. 25% Current vs. past gap 14% GAP 3% 11% SOURCE: ORB MEDIA DATA ANALYSIS, 2018

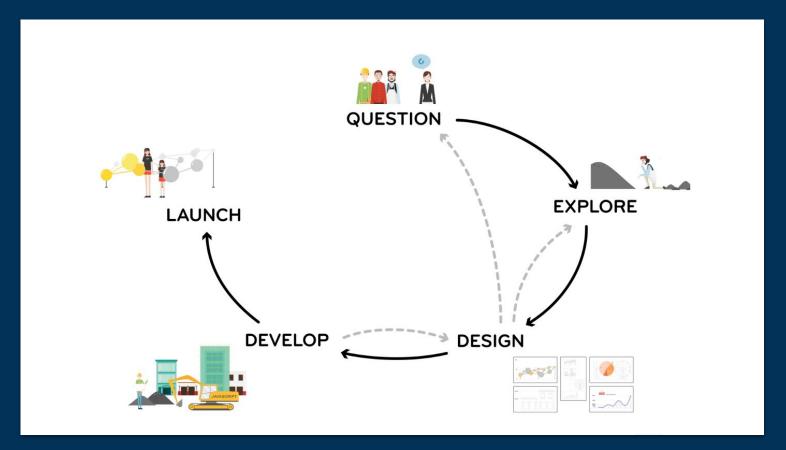
Graphicacy enhances long form reading experiences...

#### **Design Incubation Census**

	_														
A	BP	BQ	BR	BS	BT	BU	BV	BW	BX	BY	BZ	CA	CB	OC	CD
How old are you?	Publishing a book/monogr aph.	Journal article.	entries and	Conference presentations or papers.	Fellowships.	Grant awards/funde d activities.		Serving as a primary editor or as management of a scholarly publication.		Interdisciplina ry collaborative projects/resea rch.	Art-based	Awards for design work.	Teaching performance.	Institutional service appointments.	Professional service appointments.
25-34	0			1		1 1	1 (	) (	) :	2 :		2	1 3		3
55-64	1	. 1	1	. 2		1 3	3 2			4 3	3	3	2 4	ı	
55-64	1						2 3		)	1 1			1 4	. 3	2
35-44	2	2	1	. 2		3 3	3 1	. 3	3	1 7	2	3	3 3		
35-44	0			0		2 2	2 2	2 3	2	2 2	2	2	2 3	. 3	
35-44	0		0	0		0 (	) (	) (	)	0 (	)	0	0 ;		
45-54	1	. 3		) 3		3 3	3 1	. (		0 2	2	2	3 3	. 1	. 1
25-34	2	. 3		4		3 4	4 3	3 4	1	2 3	3	2	3 3	. 3	3
45-54	4	. 4	1	4		3 4	4 2		2	1 2	2	3	4 3		1
35-44	0	2	. 2	. 2		2 2	2 2		2	3 3	3	3	2 2		
45-54	0			0		1 (	) 1		)	4 2	2	3	2 4		2
25-34	2	2		2		1 2	2 2		2 :	2 2	2	3	3 3	. 2	2
45-54	2	2		3		2 5	3 3		2	2 4	1	1	2 4	. 4	. 2
35-44	3	3	. 2	. 3		3 4	1		3	1 3	3	3	2 2	. 2	
55-64	1	. 1		1		1 2	2 1		3	1 1		4	1 4	. 4	4
35-44	1	. 1	. 1	1		1 2	2 2	2 1		1 2	2	2	2 4	3	3
35-44	4	. 4		4		0 2	2 2	2 3	2	4 :	L	2	1 4	. 3	3
45-54	3	3	. 2	2 3		2 3	3 3	3	3	3 3	3	2	2 3	3	3
25-34	1	. 1		3		3 2	2 :	3 1		3 3	3	2	1 3	3	2
	4	3	1	1		2 3	3 1		2	2 2	2	4	1 4	3	
55-64	3	3	1	. 2		2 2	2 2	2	2	3 :	L	3	3 4	. 2	. 2
35-44	4	3	1	1		1 1	1 1		)	2 2	2	1	2 4	2	2
55-64	1	. 1	1	. 2		1 2	2 1	. 1		2 2	2	2	1 3	. 2	1
35-44	1	. 3		3		1 3	3 1	. 1		4 2			2 4	3	
55-64	4	. 3	1	. 2		3 4	4 1	1 1		1 7	2	1	2 :		. 0
45-54	2						3 2			2 2			3 4	_	
25-34	0						3 1			4 4			3 3		
35-44	2						2 2			2 2			3 2		
45-54	2						3 3			3 2			3 4		
25-34	2	. 2	. 2	2		1 1	1 7	2 (	) ;	2 2	2	3	3 4	4	3

### What types of work does your institution value?





**Graphicacy** as a process resembles a loop...

**BUCKNELL UNIVERSITY DIGITAL SCHOLARSHIP CONFERENCE 2018** 

## Thank you!

**Questions?** 

@JoshuaKorenblat

korenblj@newpaltz.edu