

Hello everyone and welcome to introduction to data visualization and infographic development. My name is Anna Costalas and I am the resource and dissemination Manager here at AUCD. I'd like to welcome you all for joining us today.

Before we begin, I would like to address a few logistical details.

Because of the number of participants participants, we're going to mute all of your audio lines. We will have time at the end to open up your audio lines to ask questions. But you can also submit questions at any point during the presentation via your chat box on the webinar console. You can send a chat to the whole audience or to the presenters only. This entire webinar is being recorded. And will be available on the event page following this webinar. There will be a short evaluation survey at the close of the webinar. We invite you to provide feedback and also to provide suggestions for future topics.

Now please join me in welcoming Ashley Salmon, who is the research coordinator consultant for the Morehouse School of Medicine National COVID-19 resilience network project. And she also works at The Center for Leadership in Disability And our second presenter is Bridgette Schram who's a doctoral student in Public Health at Georgia State University where she's also a graduate research assistant at The Center for Leadership in Disability at The Center for Leadership in Disability.

Welcome, and thank you for presenting today. I'm going to pass the mic over to you.

>> BRIDGETTE SCHRAM: Great. Thank you, Anna. Yeah, so I guess we wanted to start -- so thank you for having us. We appreciate you guys reaching out and asking for us to present this again. This is kind of a project for us that we're trying to fine-tune this presentation because we think a lot of people could benefit from it so we'd also love feedback as far as things you'd love to see added and there is an archived version of this from the AUCD conference on the website as well so that was a 75 minute so we condensed it for this so again I'm Bridgette. I'm a Ph.D. student and I'm in my research I'm really interested in how do we get that research from clinics to practice.

So really bridging that gap and that's how I've gotten interested in data visualization and infographics.

>> ASHLEY SALMON: I'm Ashley. So, yeah, I'm a Research Associate a the center The Center for Leadership in Disability. I have a background in biostatistics so I work in data, analyze data, I report on data and infographics has just been a really good way to convey the narrative that data doesn't always easily allow for, so I'm excited to accompany Bridgette in this introduction to data visualization using infographics.

>> BRIDGETTE SCHRAM: Next slide, please.

>> ASHLEY SALMON: So in this presentation we'll be answering the question: What is data viz or data visualization? And what role does it play in data dissemination? Or how can we use data viz for data dissemination?

Next slide, please. So here we have a linear process model for the data process. You can start with data procurement. That's just collecting data. You obviously you want to analyze data. And then you have this task to get data out to the rest of the community so data dissemination can take on many different formats, so when you think of data dissemination you might think of an evaluation report, or maybe just quarterly reports, but for the purpose of this presentation, we'll be talking about data visualization as a form of data dissemination. Next slide, please.

>> BRIDGETTE SCHRAM: So when we talk about data dissemination, this is basically the process of moving research from, like, those research settings and publications into actual practice and into the hands of those who can probably use it the most. We were actually doing doing, are doing that work out in the field, and sadly only a fraction of the data that gets collected gets published, and even less of it can get disseminated into those practices.

So that kind of leads us to consider these questions we have listed here, so, like, where does data come from? Where does data go or do data go? How can data actually help the public And how much data doesn't make it to the communities that they implicate? So many of you attending today work as a UCEDD or in an environment that most likely has collected a lot of data. This could be research studies you're been on, surveys of community, like community assessment, program evaluations of different services you've offered or that you've supported being offered, both process and outcome. And a lot of times that data just after it's collected, you put it in a report that goes to funders or whoever needs it and it just sits and doesn't really allow for it to be fully used. So today we want to use infographics and data visualization as one strategy to improve that dissemination process and the accessibility and access to data. So next slide.

So some of the few reasons it can get stuck in these places, the first one boring, I added in parentheses to some because Ashley always corrects me when I cover this. She's like it's not boring to everyone including her. So some people may find it boring so they just, or more overwhelming so it ends up getting stuck there because you don't know where to begin, don't know what to do it with it and usually a lot. Hard to comprehend. And data if you think about journal articles, a lot of people just skip over the results section of those methods because they're not sure what's happening and go to the discussion because it's easier for the applied piece to understand so that's just an example of it being to comprehend. And jargon used. Stagnation. In our center we have a couple people that are the main keepers of that data, and when those main keepers, there's only a limited number sitting on all of it that can also cause it to get stuck, and then we have in inaccessible and then again not designed for the layperson so that could be going into the jargon. Going to the training that sometimes needs to be had in order to completely understand data.

Ashley, do you want to add anything to that before we move on?

>> ASHLEY SALMON: No, I think you covered it all.

>> BRIDGETTE SCHRAM: Okay. Next slide, please.

>> ASHLEY SALMON: So I like to frame data visualization in this idea of data literacy, so data literacy is the ability to read, understand, create, and communicate data as information. So data literacy I think is a concept that allows me and you eventually, or if you're interested in creating infographics, to turn data into a story, so it's my belief that data can be more accessible through visuals. Next slide, please. So there are many ways to visualize data, and I'll just give you a couple examples in the next couple of slides. Next slide. Here we have a simple bar graph and this goes from 0 to 10. There's a couple shades of colors here. I think we're probably working with maybe two to three main colors. I see blue, purple, maybe a gray here so very simple but it's a great way to visualize data. Next slide, please. Now

we have a simple pie chart. There's three parts to this pie chart.

You can see you have three pieces. One is quite large. The second one, you have another one that's a little bit smaller and then a much smaller one so you can imagine this is breaking down some type of component in some ways so pie charts are great ways to visualize data and we see them all over the place. Sew then we have this complex inter interconnected web, looks like some type of web based interface. We can see three main colors here: Orange, kind of this purple magenta, and then blue so you can imagine, there's a story here and on the left-hand corner there's a legend. And I'm sure with some -- with some other experts who might be familiar with the topic, there's a story To be told and understood here.

But this is a very complex way to visualize data so I just kind of wanted to show you how data visualization can be as complex or simple as you need it to be. Next slide, please. So I use infographics to visualize data, and I'm excited to share some of the infographics that I've developed in my work at The Center for Leadership in Disability. Next slide, please. .

So an infographic aims to highlight the major findings in an engaging and aesthetically pleasing way while being responsive to the goal of the project so I like to emphasize that with infographics, we're highlighting the major findings, right? So we don't want an entire manuscript's results section to be a part of an infographic. You really want to get the take-away messages: What matters to the reader? What matters to the audience?

And then we're being responsive to the goal of the project. When we talk about allot Ural responsiveness we take into account who our audience is and what triggers might be, how we might do our best to make sure everybody feels included as they digest information from an infographic.

So as we go through these, I'll talk a little bit more about what it means to be responsive to the goal of the project project.

Next slide.

>> BRIDGETTE SCHRAM: Ashley, we have a couple comments about that last visual visual. Like, the last visual you shared, so the interweaving web with all the lines and I just want to comment that's something Ashley and I have talked about that graphic a couple times and at first it can be difficult to see what the point is and maybe that is the point, so going back to what she just said about looking at the goal of your infographic, if that looks like a complex relationship, a lot is going on and if that's what you're trying to prove, then that graphic is great. If you're trying to show those individual level it would be too much and it's not really the point. So I just wanted to follow up on some of those comments.

>> ASHLEY SALMON: Yeah, thank you, Bridgette.

Yeah, so I use Venngage when I visual visualize, for my data visualization, particularly with infographic,s, although Canva is popular, PowerPoint as well. I know Venngage has a very user friendly interface that I enjoy. I think Canva does, as well. I think PowerPoint might be a little bit more cumbersome P. but I'm sure there's other options. Bridgette, you're more familiar with Canva if you want to talk about that.

>> BRIDGETTE SCHRAM: I've used Canva for a recent project. It's very straight forward and user friendly and a lot of people are aren't very familiar with PowerPoint so it could be a good place to start. The more complicated thing you're trying to show and the more intricate you want your infographic to be, PowerPoint is not going to be a great option and Canva is not either so Venngage has a few more adaptable options, whereas I think you'd go PowerPoint, van ka Canva and then Venngage in that regard.

>> ASHLEY SALMON: Next slide please.

>> BRIDGETTE SCHRAM: And the accessibility of those, I can't speak much to that, because I've used them minimally. Well, I've used Canva a couple of times. I've used PowerPoint a lot. PowerPoint has accessibility feature built into it that you can check and I am not sure about Venngage. I feel like --

>> ASHLEY SALMON: So Venngage is really more for -- so I like to use it because it speaks to statistics kind of jargon, when you're looking for vector images or even some of the, like, has bar graphs and pie charts and stuff that you can -- fillable MAPS and things like that. But in terms of accessibility, I know there are -- so you can do a HTML version.

>> BRIDGETTE SCHRAM: For the output, but not necessarily for the create or or user. We'll have a slide covering that in a second but I think you know the things to keep in mind for accessibility that serve your -- the purpose of your infographic. I haven't had a lot of problems trying to change those things, but you might have some follow-up questions when we talk about accessibility in a couple of slides. That's a really great question, Kate. Sorry to put you off, Ashley.

>> ASHLEY SALMON: No, it's no problem so I guess we'll touch on that a little later in the presentation.

>> BRIDGETTE SCHRAM: Okay, so just a few things that data visualization allows us to do. It allows us to see what numbers represent. Kind of highlight those numbers that are important, the target key objectives you want people to take away from it instead of getting lost in potential paragraphs or multiple numbers. You can compare and relate different groups, so shows groups side by side. This is one way we're able to see disparityies because we're able to break down by racial or ethnic or gender identity. Things like that, in order to compare those outcomes outcomes. Break down components so this is something, show distributions of populations so instead of just reading it, kind of demonstrate with your pictures what that actually means and looks like.

And then layering information. This is a really, one of I think the best features of an infographic is you're able to layer different information on each other based on importance and to really drive home that output, or your goal, what you're trying to get across. If you don't have anything else to add Ashley we have examples to apply these to in the other slide.

>> ASHLEY SALMON: Yeah, I'll just talk through the examples. So here is a part of a series of infographics I created for action you can see the title on the left: A rural school based mental health program in Georgia, so with these infographics, we can see what the numbers represent. And also compare and relate, but for that first point, seeing what the numbers represent, we do that by utilizing color codes for increases and decreases in student health outcomes that were favorable versus those that are not favorable. So is favorable ones are orange, and not favorable are blue, and we're also able to compare and relate so looking across elementary, middle, and high school, looking at these patterns of increases and decreases of favorable outcomes for students across multiple districts. So these, each of these, represents a different district in Georgia so you can see how this might be a useful graphic for an evaluation report. You can quick quickly pull information, and it's a bit more engaging than reading a couple of dense paragraphs that convey the same information.

Then just to speak a little bit to responsiveness or being responseive, cultural responsiveness, so you typically think that things that are not favorable should be, like, a red color, or something, right? But we try to stay away from, you know, discouraging in a school space. So there's more examples of that as I go on about about -- and it's not necessarily a decision that I made, but was conveyed to me from our PI on the project. So little things like that is how you can be more responsive to the project. Next slide, please. .

So these infographics are part of the same series that were used for the evaluation report. For this

rural school based mental health program. These infographics were able to highlight important numbers and break down these numbers into smaller parts that bring forth more information about the project, so this circular layout in particular really allows you to follow a along the path and pick up information a along the way. .

So here on the right, the frequency and type of school-based therapeutic sessions, we're able to see this acronym called PPRRACTICE. This is related to the projects and what strategy each letter represents as well as the frequency of each session, and then on the left, the child and adolescent needs and strengths infographic, we can see a breakdown of these numbers into percent improved and percent that stayed the same.

If you notice, take a closer look, you can see that they don't equal 100%, so again being responseive to the project project, they were not interested in highlighting the percent worsened, so we can deduce the percent worsened using our math skills although it's not clearly represented in the graphic. So we determined that the omission was responseive to the project's goals. .

Next slide, please.

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>> BRIDGETTE SCHRAM: Is in order to kind of help break down development of an infographic and make it seem feasible and doable for everyone, we have four different elements or components that [ Inaudible ] as you walk through. We'll dive into each of these categories individually here. Next.

A couple things to point out, I guess some of those four components are develop the story and identify the content, decide the design, and then choose the visuals. And in this slide hear you'll see it looks like a very straightforward and linear project, or process. But we will say that it is iterative. So just because you have moved on to the design doesn't mean that you might not, that you still might go back and tweak and develop the content so there might be some loops and some swirls in this process that's not necessarily straightforward and linear.

As we go through these examples today, we're also going to bring in one example of a project that we worked on with a partner at the CLD, and Ashley created an infographic for us so we're going to use that to kind of draw context to these four components. We also when we developed this for the A AUCD conference and consider doing in the future encourage you to think about something in your Dropbox or in your file, some sort of data that you have always thought about how it would be great to disseminate, and maybe think through that, use that as an example and as you go through these steps and create your own little mini infographic today or what that could look like.

So before we move on, Ashley, I'm going to have you introduce our case study, our case example that we'll be using.

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>> ASHLEY SALMON: Okay, yeah. So I did some work with someone at the Georgia advocacy office. I was asked to create a series of five infographics over a course of five months, on a number of topics, one being -- I think they all kind of centered around supported decision-making it was during voting season so there was some about voting but the process was a learning experience, because she obviously had a lot of information that she wanted to share and that she wanted to put into an infographic, and again, it kind of goes back to that, one of the earlier slides about highlighting, you know, the important information, so the highlights of whatever you're trying to get across. We have to remember that when we give somebody a piece of information, they're not going to remember everything from it so what do you really want them to take home with them? So it was just a process of trying to figure out what was the most important messages, and how we wanted to

represent those in an infographic.

So we ended up creating this kind of outline to help her create a narrative, help her to tell her story, and it ended up working out very well. In the And the process was very seamless. We were able to easily crank out four drafts every month, so the first draft was the first week. You can imagine the last draft, the final draft, was submitted in the final week of the month. And we got through all five months very seamlessly using this process.

So I hope if it's not a process that you use, you know, from start to finish, maybe you can take away some points that might help you in your data visualization process.

>> BRIDGETTE SCHRAM: Next slide, please.

So there's been a few comments in the chat already about accessibility and commenting in general and then on the infographics we've presented. So for forribility, this is definitely something -- well, by nature, infographics help with accessibility, or can help with accessibility, right? You're putting pictures to data that makes -- that might allow for different learning styles and different abilities to be able to understand and take in the data. And then apply it afterwards.

So in that way you're improving accessibility in some ways. Other considerations, yes, plain language, that was mentioned in the chat. Those infographics were developed specifically for a school district so I think they were using terminology that is used in that environment so we'll talk about that but the population and your target audience is definitely a consideration.

We definitely recommend making sure you keep it in as easy and plain language as possible. Make sure you're using appropriate visuals that actually represent what you're discussing, text size, font and color contrast are all things to consider. We're not going to go into the details of those today. We're going more into the process of creating an infographic.

And there are some online tools and built-in accessibility features in some of those platforms that we mentioned that can help with that. The other side of accessibility is just cultural responsiveness so for this, we encourage being mindful of the visuals and the language that you're using and that they are appropriately representing the population that you're trying to target or that you're including or discussing.

And then have a review process with your target population experts in the area so you're making sure you're representing everything accurately and presenting it accurately. So next slide, please. We also want to highlight the accessibility versus accommodation. So all of those things are items you can kind of implement as you -- as you're developing but acquisitions need to accommodations need to be considered more. For exactly and Ashley you can chime in because you have a specific example of this, but infographics aren't necessarily accessible for everyone. For example visual impairments, an infographic doesn't help them access the data in an improved way.

So So making sure you have a plain text document attached especially if you're infographic is for this population or going to be going out to this population. Anything to add there, Ashley?

>> ASHLEY SALMON: Yeah, using like a QR code on your infographic so kind of just directing you to a plain-text document is helpful and if you want to use infographics to make sure they're still accessible for people with visual impairments, I've been told that chronology is, like, the best, one of the bigger things to take into account. So you just want to make sure everything is going in chronological order. So a circular path thing probably wouldn't be best for somebody with a visual impairment just because if they're using a screen reader, not going to be able to really access the information from that. So maybe creating blocks, you know, clearly numbering which one you're supposed to read first,

second, third, fourth but that again, accommodations, you're going to want to speak with whoever needs the accommodations and understand what's the best with a I to get them that information. Oftentimes it could be scrap the infographic. Just give me the numbers. I don't really care for the visuals, or the color codes and stuff like that. So just be adaptable. That's all I say is be adaptable and open to learning how to improve your own process.

>> BRIDGETTE SCHRAM: Next slide, please.

So the first step of kind of the first-ish step of the process here is just to develop the story. I want to reiterate, like, this -- I think this process can be useful if you yourself are developing it or if you're partner partnering with somebody else to develop your infographic. And just I think a theme that you'll see come out too is we need content experts and then we also need the data experts involved in this process in order to make the best infographic.

So the story is really the foundation and it sets up the rest of the infographic and if it's not properly established, can lead to an infographic that is less organized or focused, and therefore can be less impactful.

So when thinking through your story, you really want to think about the target audience so the who. Who you're creating this infographic for and that can go into, that will help guide the visuals, the wording, the plain language you use, all of that information.

The second thing is the purpose. So why do you want to share these data? Is it to inform? Is it to inform parents on options for their child? Is it to inform a legislator? Are you trying to improve a system? Are you trying to guide? Are you trying to advocate? What is the real purpose of this infographic?

And then message, what do you want people to learn or take away. So this is looking at those objectives. What kind of piece of knowledge do you want them to go or do you want them to go do something afterwards, there is an action item? These kind of blend together but they're helpful to outline this before you move forward.

So Ashley, we'll go to the next slide and Ashley will apply this to our first example. To our case example.

>> ASHLEY SALMON: Yeah, so here we have an example outline, so here are the titles, this outline is: Supported decisions decision-making: A path to dignity and autonomy. So we have summary or goal, which is guardianship can be harmful. Supported decision-making offers a better way to support people with disabilities, and then we have two main objectives in the conclusion, so here on this narrative, on this outline here, these two main objectives are not accompanied with supporting details just to kind of show you how much information a little bit of information can be.

So imagine putting these words in an infographic, and the amount of space you might have left, right? So just, when you think about infographics, I avoid too many, like, full sentences. Like, I'm not really trying to put paragraphs in an infographic. I might have one paragraph or two, maybe the summary and the conclusion.

And when I say paragraph, probably two or three sentences, so small paragraph.

But it's important to note that like Bridgette said, we formal formalize this process but your process may not be this clean in practice, so just keep that in mind. Next slide, please.

>> BRIDGETTE SCHRAM: I'll also add to that, meeting with that stakeholder for the first time, she came in and was a great story teller so she knew her content in and out. I was in on that first meeting

and learned a lot about the supported decision-making process, and she just wasn't sure how to kind of zone in her story, and what she wanted on the infographic.

So she kind of delivered everything at us, and then we're like, I think at the end we're like, all right, go fill this out with everything you just said and it was good to have that background information I think for you, Ashley, hearing it but then needed it to be pair paired down in order to focus in on what should be included on in infographic or what was the most important in order to include and deliver the purpose. Yes, so anything else on that, Ashley, before I move on to content? Okay, so next would be, is the content.

So after the story is established, you need to identify the content and the data to support your story so now that you kind of have that outline you can plug in the main data points and those other things you're trying to convey.

And so ways to do this is coming up with a really relevant and engaging title. Have a little -- have an introduction so have a few sentences of just like, why is this important? Any background information that might be needed in order to understand this infographic and this would be longer or shorter depending on your topic. Some may not need much of an introduction but some may and if you're using terms that you want to define, this is the good spot for that. We'll have an example of that. Two or three main data points or main facts or something that you think really drive home your message, a conclusion, so that's like your call to action at the end and then of course any credible sources that you have cited throughout any of this. Go ahead, Ashley, to apply that to the -- yeah, so to apply this to case study. Again for her the data was really overwhelming. And she was initially kind of hoping you'd be able to find that data if I remember correctly in the content, so if you want to discuss that process, we have more of that outline in the next slide. .

>> ASHLEY SALMON: Yeah, so she came with a lot of information. She was very passionate about the topic and really excited about creating an infographic to put on a website and promote on social media, and she even -- she came to me with I think an infographic that maybe a student intern had worked on. It was a very dense infographic.

You know, nothing was moving but it felt like a lot of moving parts, and I was like, I can see this particular infographic being broken down into three infographics because I do think too much information can be over overstimulating and less engaging especially when we think about people with disabilities or developmental disabilities who just might benefit from less is more sometimes.

So we were able to just a couple of conversations really, and maybe even like her like cutting up my digital graphic, like, taking clips of them and throwing them into a PowerPoint to try to rearrange things to help me understand what her vision was, and what information that she really needed to be in the infographic, but once we were able to create this outline here with these main objectives, I added -- I also asked for sources, so where can you go for more information? Website, email address, and logos, right?

So to give credit where credit is due. Then also any suggestions for images or a theme, just to make sure that this was a collaborative effort.

And you know, with really an attempt to align our visions as much as possible possible. .

So this is just another shell of the outline. Again without the supporting details to show you what amount of information. So this could be maybe half a page on a Word document that would go into an infographic.

Next slide, please.

>> BRIDGETTE SCHRAM: I just want to recognize too that there is a lot of information on these slides

especially with infographics so they will be available for you to review. The main point in the last slide is just so you could steal those kind of bullet, those headers of that, and use that to help you navigate and create your own so that was why we included it on the slide with lots of text which is clearly not ideal. Carry on, Ashley.

>> ASHLEY SALMON: Now I'd like to show you the progression from the first draft to the final draft. So here on this slide, we have the first draft, and this is my first attempt at finding relevant vector images so these vector images are these, the little car and the house and all these kind of light blue images. And even these color images, these are also called vector images.

So, yeah, finding relevant vector images. Utilizing minimal information, and this kind of monocolour, so it's one color, a couple different shades, mostly. But it's an incomplete layout.

But this is just me trying to get my ideas on paper in order to get an approval to move the forward, and as you can see, there's a title. Then you have your little blurb and then I have the main details, and the conclusion with no supporting details.

So next slide, please.

>> BRIDGETTE SCHRAM: Just to add as she switches, again basically what Ashley did there was plug in everything from that first outline that was provided on to a piece of paper and started organizing it to get an idea of what the direction it should be taking and so you'll see that evolution more. But literally once that was filled out it made it so much easier to plug in and fine tune and keep reworking it until it fit everything and was appropriate.

>> ASHLEY SALMON: So here we have the second draft, and you can see how things change over time. And the way a narrative begins to take shape.

So here in this second draft, I replaced some vector images. I added a little bit more information, so some supporting details mainly around that first managed objective and then I have three colors or shades. This kind of really helped me to compartmentalize the data. Or the information, and then it's still an incomplete layout but it's a little bit more complete.

So you can see how we're moving towards a final product.

>> BRIDGETTE SCHRAM: And colors again, we'll talk more about this colors can help put into categories. It also helps with directions and those lines as well, help your eyes, like, your eyes will follow it for flow. Go ahead.

>> ASHLEY SALMON: So here we have a third draft so in my opinion this is a bit overstimulating and less engaging like I mentioned earlier. And this is with all of the information and supporting details that she wanted in the infographic. So here this third draft, there's a lot more information. I think it's a little busy so there's more vector images, more lines.

I will say this is a complete layout but it's quite busy. And I wanted to show this to the user, to the end user, just because I wanted her to see how even if we change the shape of the graphic, so we went from more standard size paper to this more square-looking, just to create more space, and even doing that, it's still a little bit busy and I think finally putting it all on paper she was like: Okay, I think we can take some information away because I don't think it's adding to the goal of the project here.

Next slide.

So here's the narrative, or the outline, the complete outline, like I've mentioned. So that last infographic had all of this information in it but here, I am playing with removing some of the supporting details to see if we can create, see it creates any holes in the narrative.

So by removing these, I just wanted her to make sure that this information, oh omitting this information didn't leave, didn't create an incomplete story, or put holes in the story.

Or if the omissions in contrast created more clarity. So you can take a look and you can see how, you can get most of the goal is conveyed, even with omitting these three supporting details, which created a lot more space in the infographic.

I also decided to define supported decision-making early on, because with all this information, the definition was at the end, and you kind of -- I think it just served the graphic more to define what supported decision-making is in the beginning, and then reiterated it in the end so we can see that in the next slide with the final draft.

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>> BRIDGETTE SCHRAM: And as she flips over, in the outline again, the stakeholder filled it in, put everything she thought was important but Ashley asked her to also rank it, so put the most important couple things at the top so it's easy to be able to start picking out and figuring out what should go first. All right, go ahead.

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>> ASHLEY SALMON: Yeah, so that's a good point so when you think about layer layering data, what you see first is typically what you, you know, want to highlight.

So I wanted to make sure that she wanted to highlight what was most important to her so that's why put main objective one because that's the first thing you read, that guardianship is not a better alternative. She wanted that to be the first thing that everybody read.

So that's important. So with this final draft, so you can see that there's a color adjustment. I reduced the amount of vector images and information to achieve balance and clarity. So I welcome comments, questions. Do you think we achieved balance and clarity in this final draft?

Do you think it, you know, improved from the first draft? So feel free to comment, or if you have questions on the process at all, think we can go to the next slide so you can see the -- oh, no, that's not it.

>> BRIDGETTE SCHRAM: After this one. Yeah. I'll go over the visuals really quick. Go back one slide and we'll move through this section quickly. We want to make sure we answer all the questions. So the third step to think through after you've done the story and the content is really, now what visuals are you going to use? So the main key points to think through here, the relevance so making sure like we stated earlier that it's relevant to the message you're trying to convey so don't just put something on there to have something that looks nice make sure it represents something and that it improves the understanding, the reader reader's understanding of the infographic. So again it's purposeful. Interpretability, which is clearly not a plain-language word. So make sure they're clear and simple so as simple of an image as possible that would recommend using. And representativeness, that it's relevant to the population that it will be distributed to or that you're focusing on. So making sure it's culturally responsive.

The quality, so high-resolution, and again it adds to the story, that it doesn't -- it's not distracting from the main story. And Ashley uses the term vector image a lot. It's basically these little photos. Go to the next slide. Vector images is kind of the fancy way of calling all these little graphics and clip art so in the infographic on the right, the person wearing a hat, or the graduation hat, that is one vector image. So

go ahead and explain what's going on here, Ashley Ashley. .

>> ASHLEY SALMON: So here we have the first and the final draft so look how far we've come. So yeah, I'd like to welcome comments and questions. Do we think we achieved, do you think we achieved balance and clarity from this first draft so this last draft?

What changes did you notice from the first draft to the last draft?

I'll just quickly mention some things things, so the gear and the head got changed to a thumb on the head.

The end user just didn't think that was responseive, cul culturally response responsive so I came up with a different vector image she approved. The first color scheme she characterized it as a bit juvenile so I guess I have this a little bit more professional looking color scheme. It was really the logo that drove the color scheme so this is G GAO's colors.

And then I went from this more straight path to this circular path and it seemed a little bit easier to follow that way. And it allowed me to put more information into the infographic, as well as changing the shape of the page.

Do you notice anything else? Again, do you think I achieved balance here and clarity?

Welcome your questions, comments in the chat box.

>> BRIDGETTE SCHRAM: There's comments on the color and using that to categorize, saying maybe it would be good to have a "start sign because there's a stop sign. And I was going to point out the lines and the arrows and the stop sign and the finish arrow are very intentional again like Victor images that were used to help with the flow. Yes having a start sign would also be a good add to help people know where to start.

All right, ready to go to the next slide, Ashley?

>> ASHLEY SALMON: Yeah, next slide.

>> BRIDGETTE SCHRAM: The last step here is just the design. Once you have an idea of your story and content visuals that you want to use, you can start plugging them in and oftentimes it this starts earlier on and then you finalize it and tweak it so thinking through your layout. What's an appropriate layout for the information you have? Is it a time line? Is it a process?

So like Ashley's was a flow, it was a process model that she was kind of showing so having the circle and the arrows and things like that would be needed.

Colors, simple and consistent. Ashley, I think you usually say two or three colors is usually a good way. You can use hours of that color, different hues? So it's like what the word?

Being consistent with your font, kind of same thing only Ashley is it two or three fonts that you recommend on there?

>> ASHLEY SALMON: Well, it's two or three fonts, font sizes. Don't want to have too many different font sizes as well.

>> BRIDGETTE SCHRAM: So using different, having two different ones is good because it can help set apart information but too much is too busy.

Balance, which Ashley kind of talked about earlier as well as the size of the infographic, and so for the size, it kind of depends on how you want to distribute it, right? Is it via flyer? Is it a one pager document you'll be handing out? Is it something on social media? So maybe it needs to be a little bit smaller. So kind of thinking about how it will be distributed and used moving forward might inform the size.

We can go to the next slide.

>> ASHLEY SALMON: So I'm just going to finish this off with a couple of examples, well, from the -- to complete the series that I started the presentation off with.

So these were the summary cards so to speak for that evaluation project. And they frame the evaluation report with descriptive data so you can see these kind of summations and high-level counts and frequencies, as well as proportions and percentages.

So these initial graphics helped to establish I used Canva, Venn gauge they called it a bracket. I used the same colors throughout the series and try to stick with these same fonts, as well. So the use of different fonts, shades and sizes I think feeds into this concept of layering so what you see first is the big take-away so they're servicing large numbers of students and that's what they really wanted to see here and then these students are also improving so they wanted to show the percent improved based on these measures of child, adolescent needs and strengths and then lastly very important but less important are the numbers of trainings and trainees that accompanied this program.

>> BRIDGETTE SCHRAM: If we want to wrap up some of the examples in the next couple minutes so maybe skip past this one.

>> ASHLEY SALMON: This is another one in the series. So here we have more simple graphics so I think this is sometimes simple is better.

It was again being responsive to the project. We have smiley faces and happy, happy faces versus having frown faces at all on that infographic on the right. Then we have grad caps and stars. It's about achievement so you kind of want to keep this very positive.

And then I like to point out lines for dividing sections. So you can even use words as lines for dividing sections sections, or like I have this block here that really separates the top from the bottom on the left infographic.

And then all the colors should have meaning so you can see that you have orange, but then you have this kind of, this pale reddish pink to represent, you know, outcomes that were less favorable.

So I think these infographics are simple and they achieve balance and I think it's a good use of what you call white space, because obviously it's on a white background but if you don't have a white background, you can use that color as a reference but just call it white space in this particular example.

Next slide, please.

Then here's another simple infographic that was part of the series. Again, a good use of lines to connect the information and divide. The information as well, here again we have layering, with the biggest numbers you see first are most important. I remember in this particular infographic, I was asked to, so at first I had the trains at the top and the student information at the bottom but we wanted to highlight student impact first before community impact so I put it at the top and I made those numbers big enough to stick out. And then here at the bottom, you can see utilizing different sizes of those circular shapes to help represent the numbers inside.

So I think, I thought this was a fun one to make, as well. And again a little bit more simple than the other infographics I've made.

Next slide And again, we've seen these already but just wanted to show them within the series.

So what all did you notice from all these infographics? Stood out to you, that spoke to what the concept said that Bridgette mentioned visuals, story, all those things. What have you noticed? And what questions do you have?

I see a consistent theme theme.

>> BRIDGETTE SCHRAM: As people are commenting on what they noticed, Ashley, we did have one

question earlier that I was going to pause and go back to at the end to fit it in a little bit more. I'm trying to find it now.

One person noticed how important discovery and planning is before beginning. Yeah, that was one of our main goals of this presentation is just to show how important, like, I think developing an infographic can be overwhelming, and -- but you really do need the content expert so even if you're not an expert or comfortable or love to work with data, content experts are needed in order for the development, for it to actually be as impactful as possible and so even if you're having someone create it, developing all that stuff ahead of time will really help ensure you're getting the product and outcome you want. Those are things you can do and then deliver it to the developer and they'll probably be super- super-excited that it's all laid out for them.

Where did that question go? We have a question from Dina. Go ahead, Dina.

>> Hi there. So the question that our group really wanted to know is: How do you decide if you're going to use an infographic, or if your information should go into a different type of product?

>> ASHLEY SALMON: So I think some information lends itself to an infographic so if you can clearly put it in these kind of buckets, so if you can put it in a narrative, I think it could lend itself easily to an infographic. I think that's why it's important to map that out early on, because that will kind of give you an idea if it's good enough for an infographic or not.

So if you recognize that you have a lot of information that needs to be conveyed, and there might be a hard way to visualize some of these concepts, you might want to stay away from an infographic.

But once you start laying out, like, okay, is there a main objective? Are there supporting details details? Are there vector images that can go along with some of these concepts concepts? Then I think it can lend itself easily to an infographic but also thinking about your audience.

So if you're deal with a population who, you know, might prefer information in like a plain-language, plain-text document, reach out to the audience and see what they prefer. Because at the end of the day, you real really want to accommodate whoever is going to be utilizing the infographic.

So Bridgette, you have anything to add?

>> BRIDGETTE SCHRAM: I kind of take a little bit, a pretty broad approach where I think infographics are a really great tool for almost anything if it's stuck. If you're wanting to get that data out to somebody, I think an infographic is -- might be some information that it doesn't work on. For example if you just think of COVID and think about the Bell curve, everyone pictures that. That's just one visualization so that's not a whole infographic but I think data visualization could help to get information out beyond the people who create it. .

And as far as an infographic, if you're able to tell a story with it, I think it could go on an infographic and I think that's the beauty of an infographic is because it turns data into a story so more people can relate to it and so if you have kind of a dialogue and yeah, that story to it, I think one could be main and everyone's just going to look different which I think is also interesting. If you look at some of the more simple ones Ashley had and you think the supported decision-making is a complex one. It had a lot on it but I think it was --

It presented it in a simple manner as possible but that's my approach. If you can create a story out of it I think infographic is a great way way. Any studies I do now I'm trying to figure out a way to do an infographic to help with dissemination. I think that's important in where we need to be going with research.

Was there another -- I thought I saw another question.

Any other questions? You can come off mute. Or put it in the chat.

And thank you. There is an archived version with a little bit longer again on the AUCD conference website. We went into a little bit more detail on some of this stuff and a few more stories attached in there, as well.

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>> ANNA COSTALAS: Thank you so much for this wonderful presentation. It was awesome. The recording and the webinar slides will be available probably by Friday, so just check the event page. If you don't see it, shoot me an email but I will also send an email to all the registrants with the recording and slides.

Again, thank you so much for the presentation. Thanks everyone for attending. I just put the survey in the chat box. Please take a moment to fill that out.

And have a great rest of your day. Be safe. Take care.

[ End of session ]

[ Captioner disconnecting ]

>> BRIDGETTE SCHRAM: There was a question Ashley about an animation that came in at the very end. I don't know if you want to --

As Zach is