

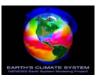
#### Visualization:

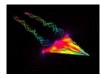
- The use of "the dynamic, interactive, inexpensive medium of graphical computers to devise new external aids enhancing cognitive abilities"
  - Card, S. K., Mackinlay, J. D., & Shneiderman, B. (1999). Information Visualization. In S. K. Card, J. D. Mackinlay & B. Shneiderman (Eds.), Readings in information visualization: using vision to think. San Francisco: Morgan Kaufmann Publishers.

#### 2 Varieties

- Scientific Visualization
  - Literal, observable, experimental data not capable of being understood otherwise.







- Information Visualization
  - Using layout techniques to spatially visualize, non-spatial information.

#### **Purposes**

- (1) Discovery
- (2) Understanding
- (3) Communication
- (4) Education

These may be collapsed into two general purposes:

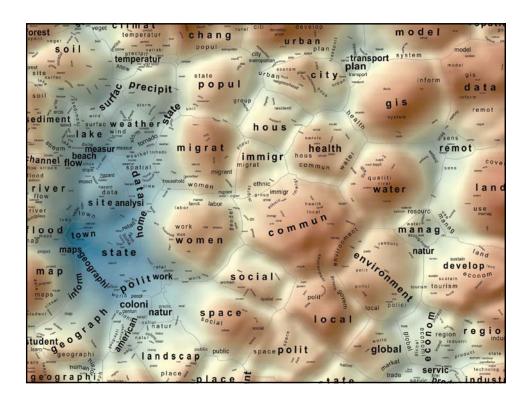
• (1) Discovery and (2) Explanation

#### Knowledge Domain Visualizations

 "Knowledge domain visualizations (KDVs) are the graphic rendering of bibliometric data designed to provide a global view of a particular domain, its structural details, or its salient characteristics (most cited authors or papers, bursting concepts, etc.)."

> Hook, Peter A. and Börner, Katy. (2005) Educational Knowledge Domain Visualizations: Tools to Navigate, Understand, and Internalize the Structure of Scholarly Knowledge and Expertise. In Amanda Spink and Charles Cole (eds.) New Directions in Cognitive Information Retrieval. Springer-Verlag.

- KDVs are also referred to as domain maps and the process of their creation as domain mapping.
- Information Cartography
- Data Landscapes



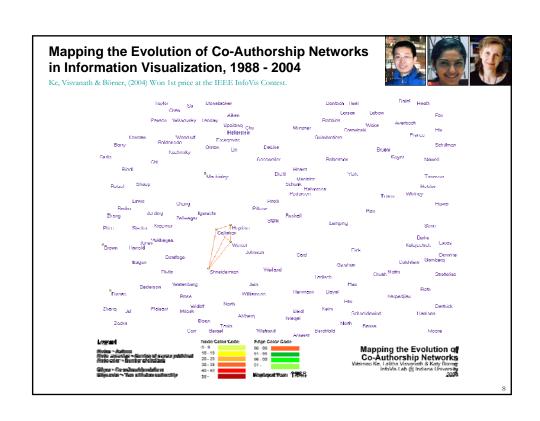


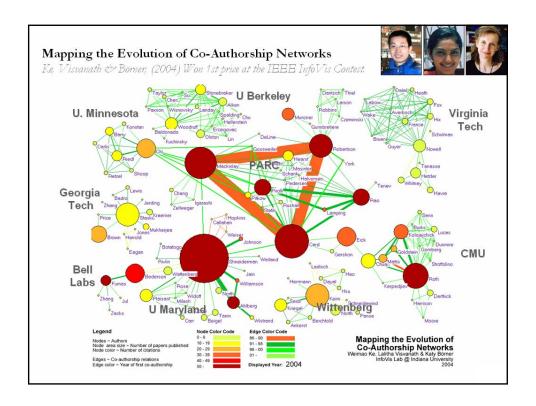
#### 2005

Information space of 22,000 conference abstracts submitted to the American Association of Geographers (AAG) annual meeting from 1993-2002.

Andre Skupin, April 3, 2006, Places and Spaces Exhibit, New York Public Library Science and Business Branch.

 $See: Skupin, A., and Hagelman, R. \ (2005) \ Visualizing \ Demographic Trajectories \ with \ Self-Organizing \ Maps. \ \textit{GeoInformatica}. \ 9(2).$ 





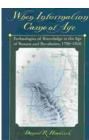
#### **Descriptive** → **Scientific Cartography**

Prior to the 1600's cartography was merely descriptive. Advances in calculating location on the planet made it scientific.

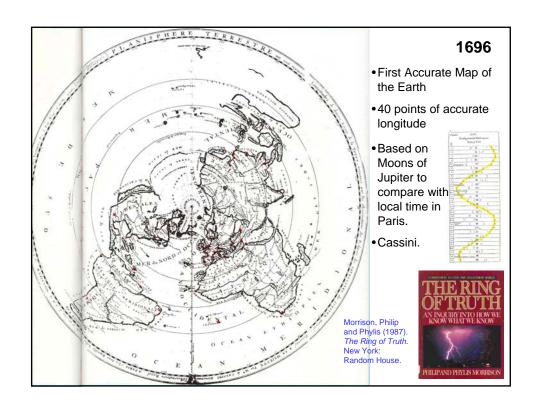
- Triangulation over large distances from a known base measure.
- Using the moons of Jupiter to establish longitude on land.
- Using accurate time pieces to establish longitude at sea.
- Accurately measuring depth and altitude, and representing them on maps.

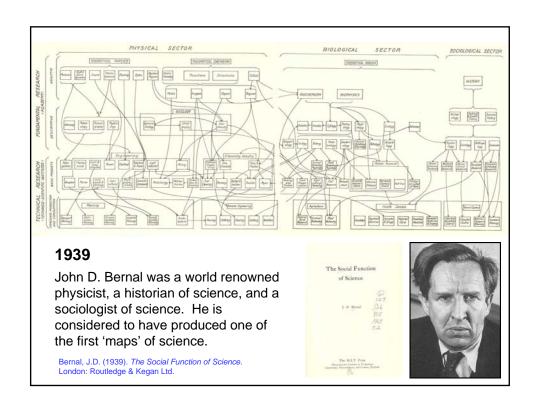
The same has now occurred with domain mapping.

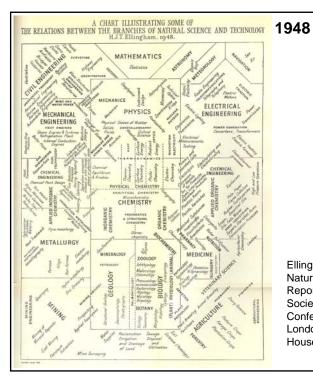
The descriptive has become methodologically rigorous.



Headrick, Daniel R. (2000). When Information Came of Age: Technologies of Knowledge in the Age of Reason and Revolution, 1700-1850. New York: Oxford University Press.







## THE PERATURE RETWERN THE PRANCIES OF AUTHOR SCIENCE AND INCIDENCE. MATCHIA TICS PRINCIPLE ATTENDED TO THE PERANCIES OF AUTHOR SCIENCE AND INCIDENCE. PRINCIPLE ATTENDED TO THE PERANCIES OF AUTHOR SCIENCE AND INCIDENCE. PRINCIPLE ATTENDED TO THE PERANCIES OF AUTHOR SCIENCE AND INCIDENCE. PRINCIPLE ATTENDED TO THE PERANCIES OF AUTHOR SCIENCE AND INCIDENCE. PRINCIPLE ATTENDED TO THE PERANCIES OF AUTHOR SCIENCE. PRIN

Ellingham, H. J. T. (1948), Divisions of Natural Science and Technology, in Reports and Papers of the Royal Society Scientific Information Conference, 21 June – 2 July, 1948. London: The Royal Society, Burlington House.

#### Distance—Similarity Metaphor

#### 1654

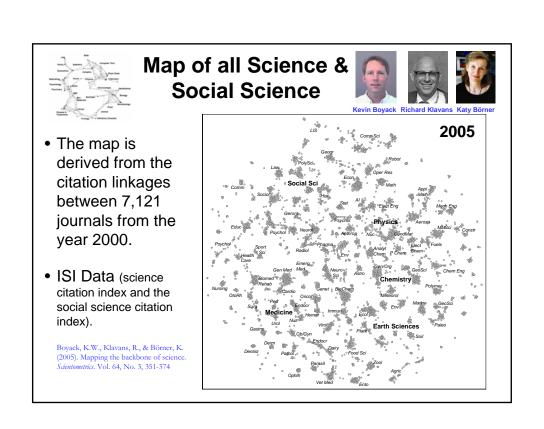


Madeleine de Scudéry (b. 1607-d. 1701), Clélie, histoire romaine, première partie (Clélie: A Roman Story, part I), Paris, 1654, Reserve of Rare and Precious Books, Rés. Yý. 1496

"Carte du tendre (Map of Affection), engraved by François Chauveau and inserted in the first part of the novel. A salon game, the Map sparked a fad for "amorous geography" that took the form of allegorical almanacs and imaginary maps."

From: Creating French Culture: Treasures from the Bibliotheque Nationale de France, Library of Congress, Available at:http://www.loc.gov/exhibits/bnf/bn f0004.html

#### 1973 Co - Discoveries / Implementation Co-citation Network for Frequently Cited Papers in Particle Physics (Data from the 1971 SCI) Using Co-Citation to create domain Lovelace C Phys Letters B 28B 264 '68 maps. • Small, H. (1973). Co-citation in the Weinberg S Phys Rev Lett 17 616 '66 scientific literature: A new measure of the relationship between two documents. JASIS, 24, 265-269. Gell-Mann M Phys Rev 125 1067 '62 Gell-Mann M Physics 1 63 '64 • Marshakova, I.V. (1973). A system of document connections based on references. Scientific and Technical Information Serial of VINITI, 6, 3-8. Gell-Mann M Phys Rev 175 2195 '68 Glashow S Phys Rev Lett 20 224 '68 Gasiorowicz S Rev Mod Phys 41 531 '69 author journal vol pg yr 1-6 7-12 13-24 25-48 49 and up





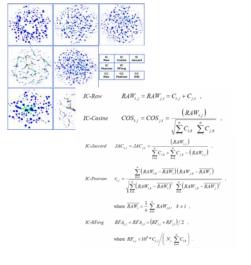
#### **Different Similarity Metrics**

- 10 different similarity metrics
  - 6 Inter-citation (raw counts, cosine, modified cosine, Jaccard, RF, Pearson)
  - 4 Co-citation (raw counts, cosine, modified cosine, Pearson)

Inter-citation 1 cites 2







Boyack, K.W., Klavans, R., & Börner, K. (2005). Mapping the backbone of science. *Scientometrics*. Vol. 64, No. 3, 351-374



#### 1951 Visualizations

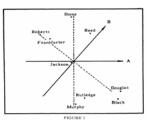
(Thurston & Degan)

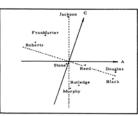
- · Factorial / Vector Analysis of Co-Voting
- 1943 & 1944 Terms
- 9 Vectors (one for each Justice) in 3 dimensions

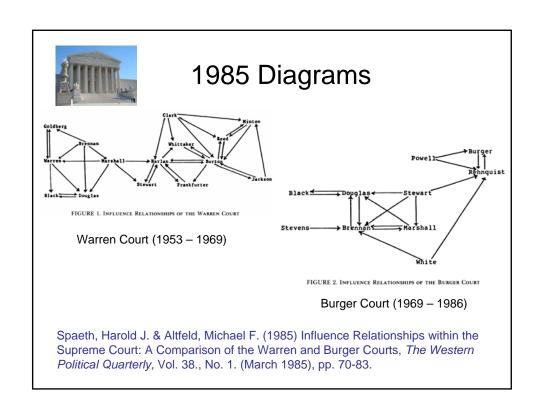
Intraclass φ Coefficients R										
		1	2	3	4	5	6	7	8	9
Black	1		0.59	0.42	0.40	-0.15	-0.25	-0.41	-0.46	-0.66
Douglas	2	0.59		0.30	0.35	-0.10	-0.16	-0.36	-0.45	-0.60
Rutledge	3	0.42	0.30		0.46	-0.19	-0.21	-0.36	-0.38	-0.50
Murphy	4	0.40	0.35	0.46		-0.25	-0.28	-0.42	-0.32	-0.39
Reed	5	-0.15	-0.10	-0.19	-0.25		-0.13	0.29	0.07	-0.07
Jackson	6	-0.25	-0.16	-0.21	-0.28	-0.13		-0.05	0.26	0.03
Stone	7	-0.41	-0.36	-0.36	-0.42	0.29	-0.05		0.19	0.23
Frankfurter	8	-0.46	-0.45	-0.38	-0.32	0.07	0.26	0.19		0.40
Roberts	9	-0.66	-0.60	-0.50	-0.39	-0.07	0.03	0.23	0.40	

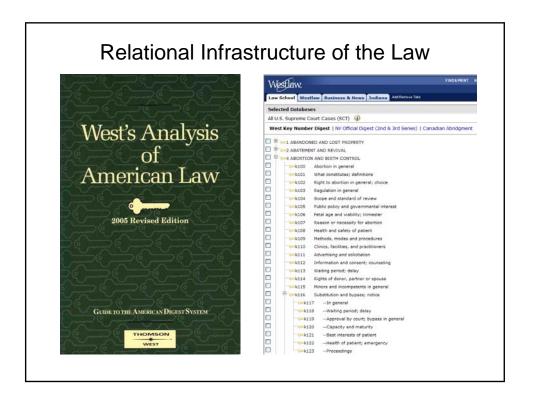
TABLE 1

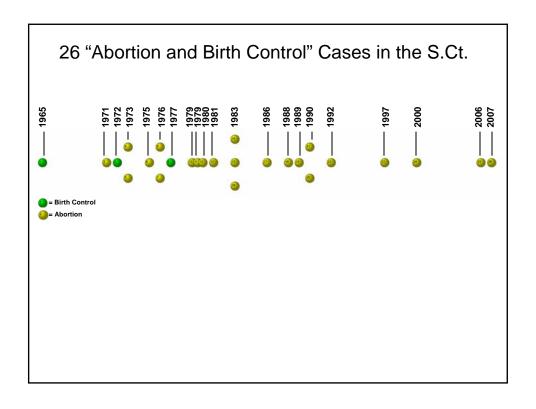
Thurstone, L. L. & Degan, J. W. (1951) A Factorial Study of the Supreme Court, *Proceedings of the National* Academy of Sciences of the United States of America, Vol. 37, No. 9 (Sept. 15, 1951), 628-635.

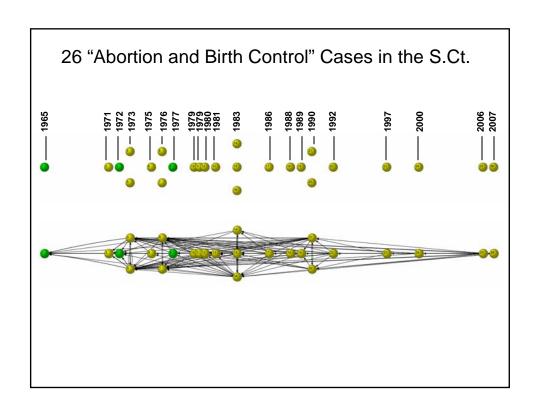


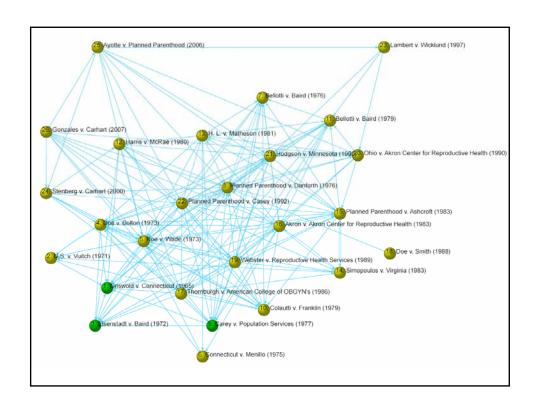


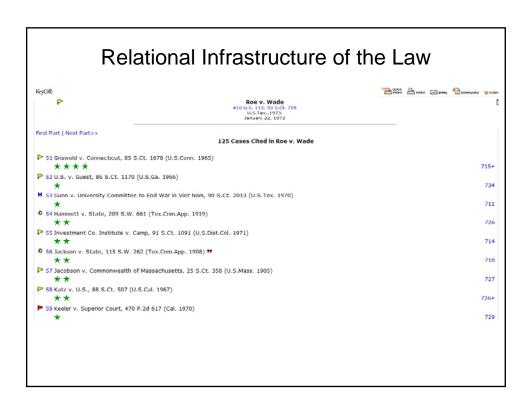


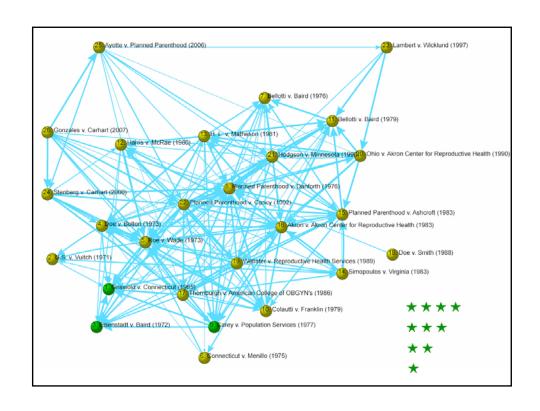


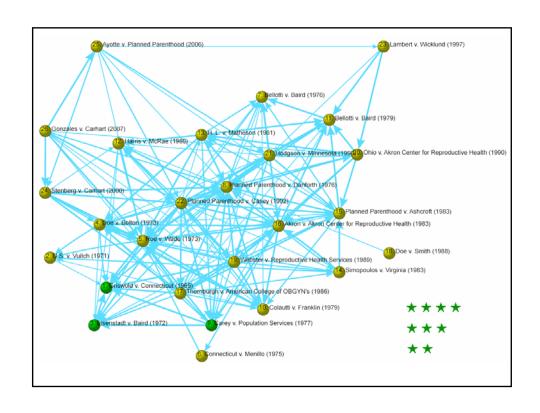


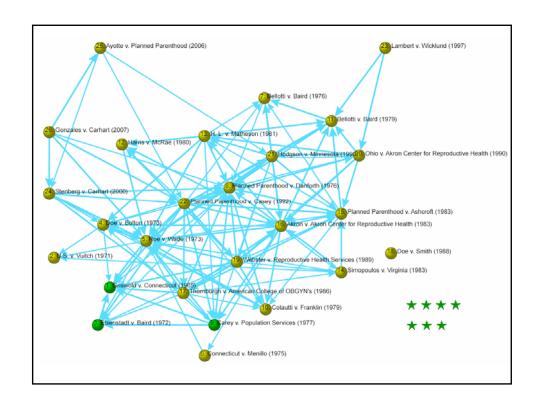


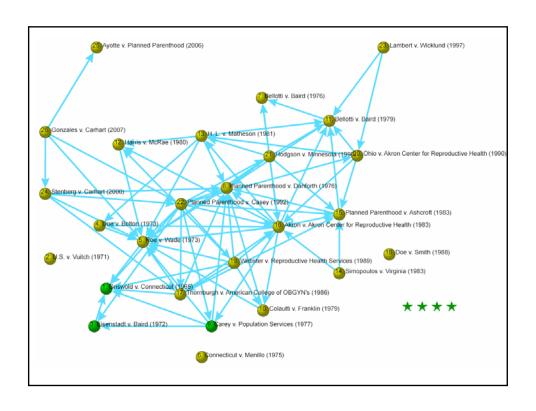


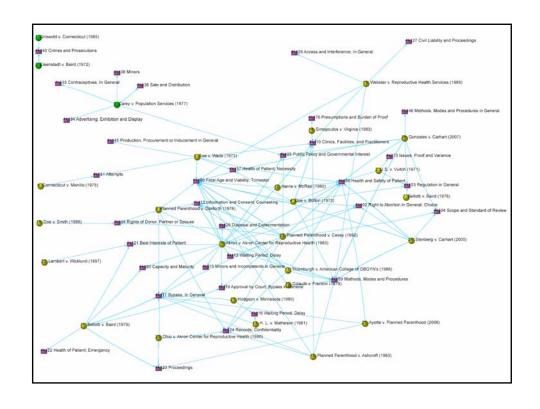


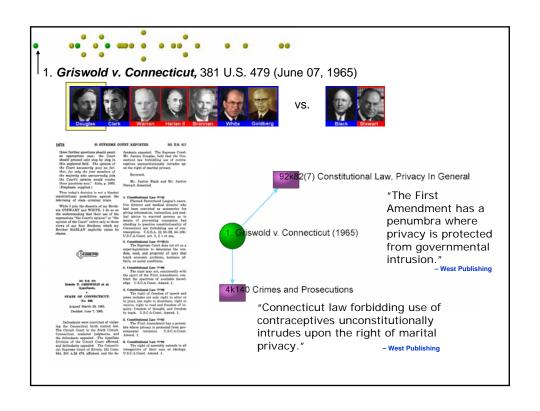


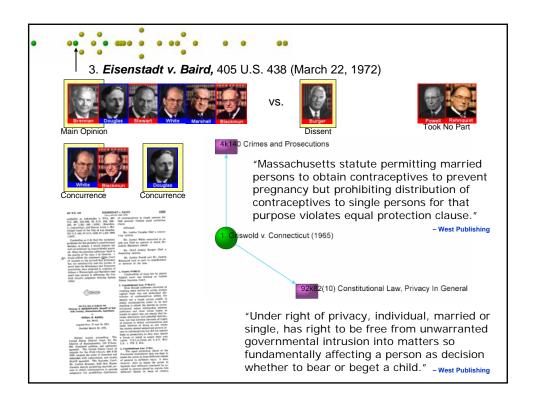


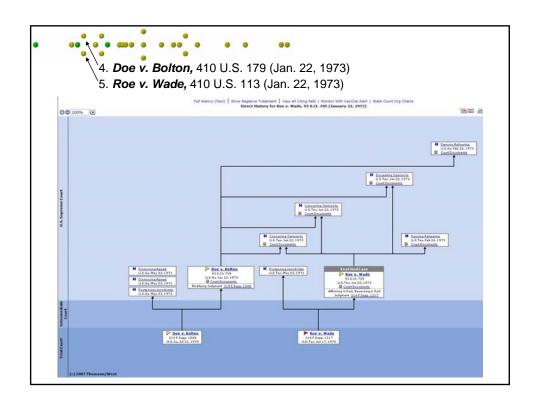


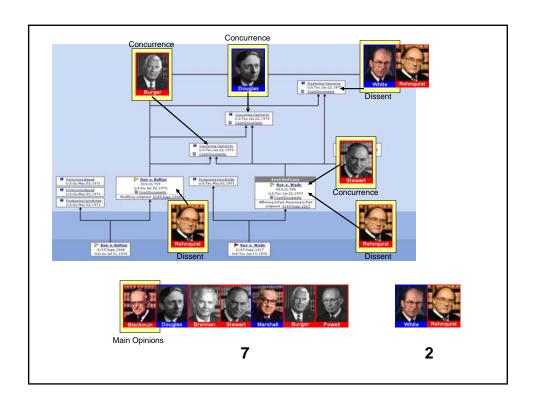


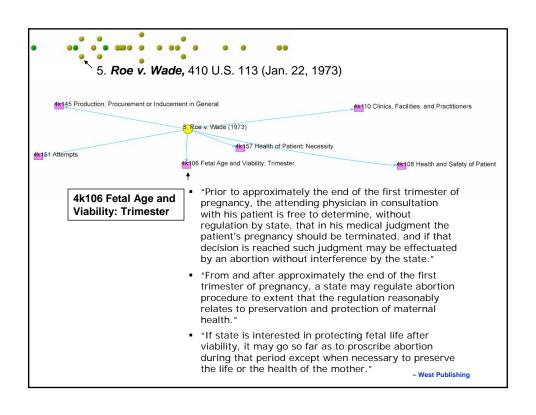
















"State's interest in protecting potential human life does not come into existence only at point of viability and thus, there should not be rigid line allowing state regulation of abortion after viability but prohibiting regulation before viability. (Per Chief Justice with two Justices concurring.)."



"Today, Roe v. Wade, and the fundamental constitutional right of women to decide whether to terminate a pregnancy, survive but are not secure."

"I fear for the future. I fear for the liberty and equality of the millions of women who have lived and come of age in the 16 years since Roe was decided. I fear for the integrity of, and public esteem for, this Court."

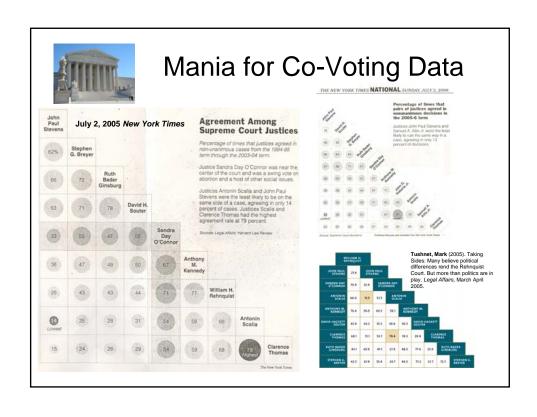


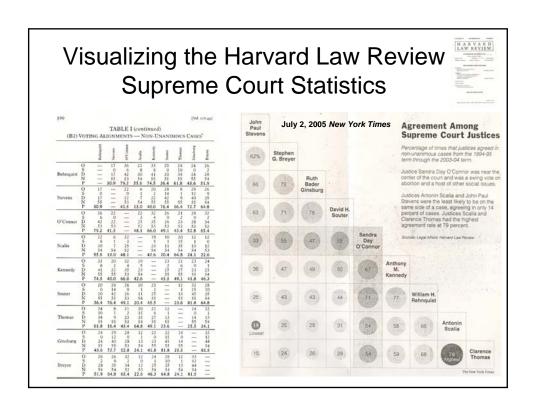
22. Planned Parenthood of SE Penn. v. Casey, 492 U.S. 490 (June 29, 1992)

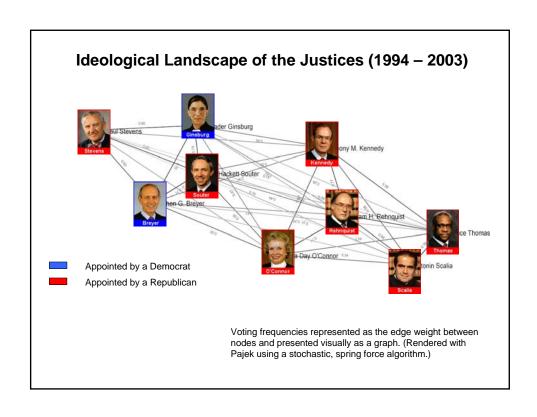


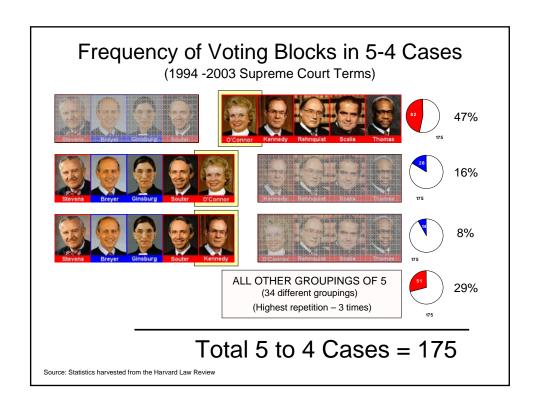


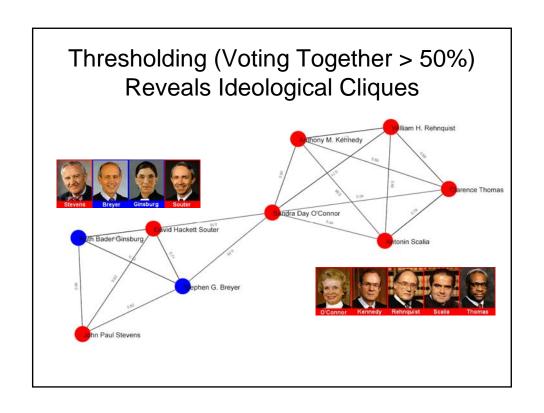
"Reliance on Roe v. Wade rule's limitation on state power required reaffirmance of Roe's essential holding under doctrine of stare decisis; for two decades of economic and social developments, people organized intimate relationships and made choices that defined their views of themselves and their places in society in reliance on availability of abortion in event of contraceptive failure."

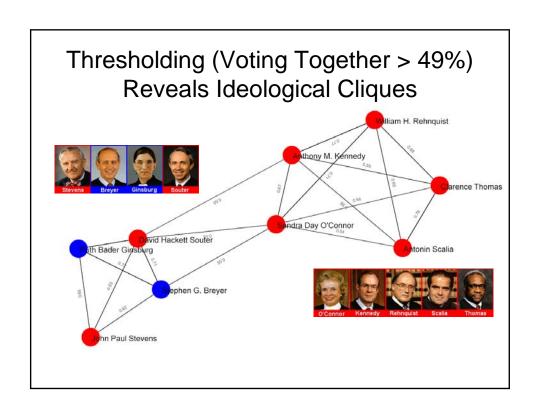


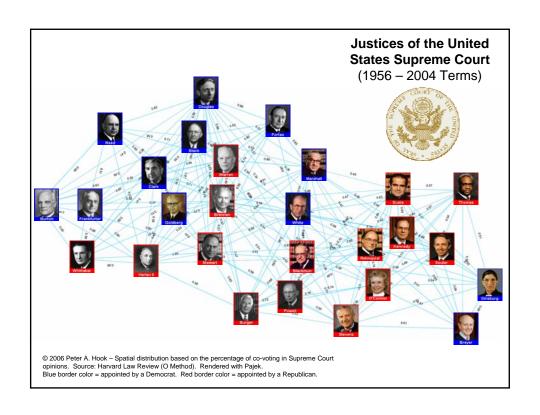


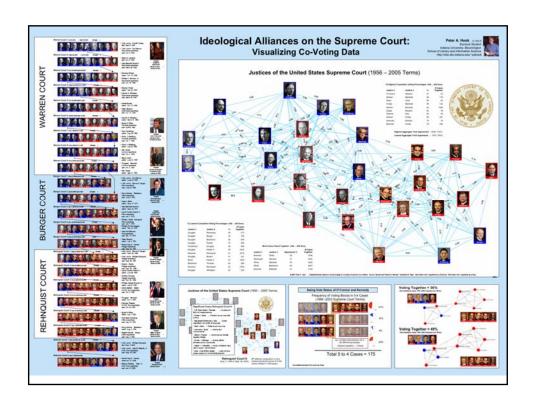






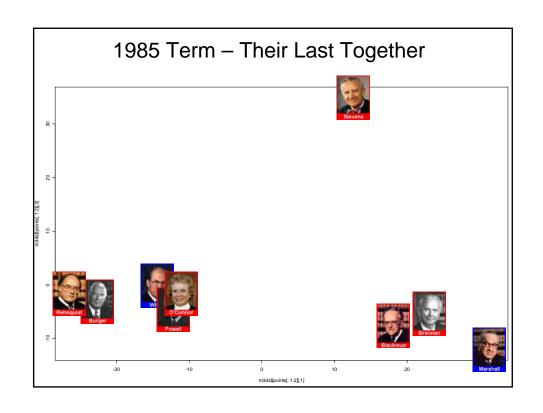


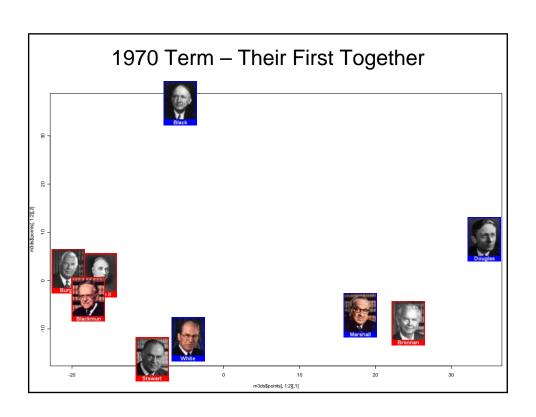




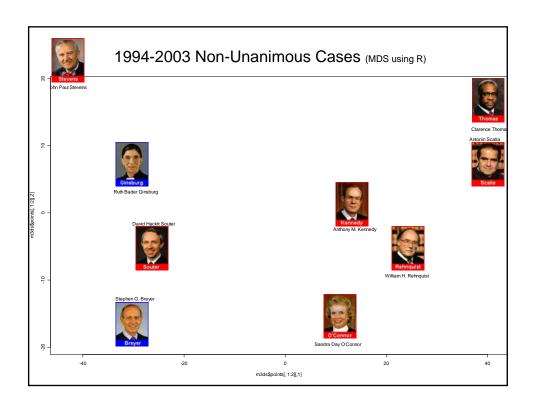
#### The Minnesota Twins Story

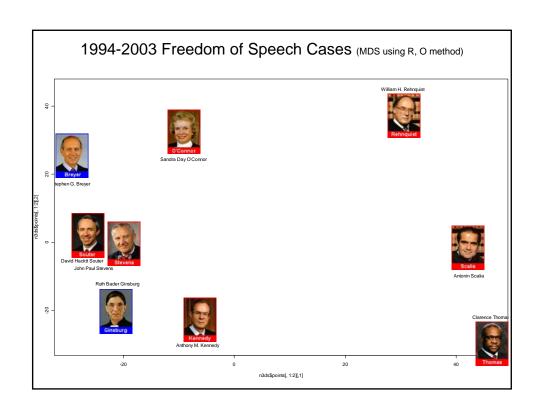
# The wedding of Warren Burger and Elvera Stromberg, November 8, 1933. Blackmun, far left, was the best man. The bridesmaid is unidentified.

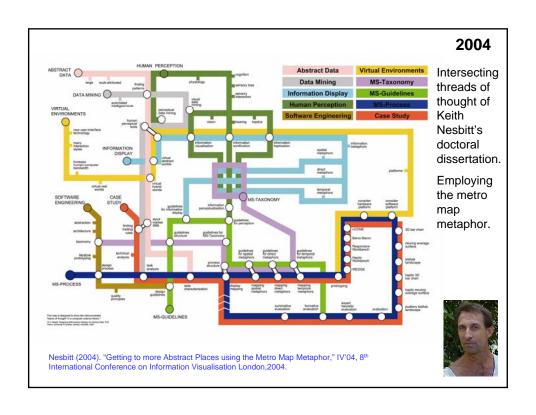


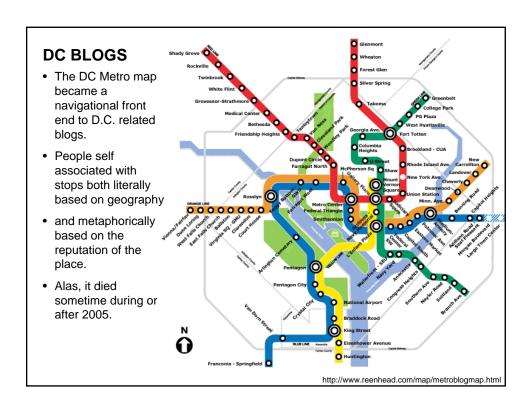


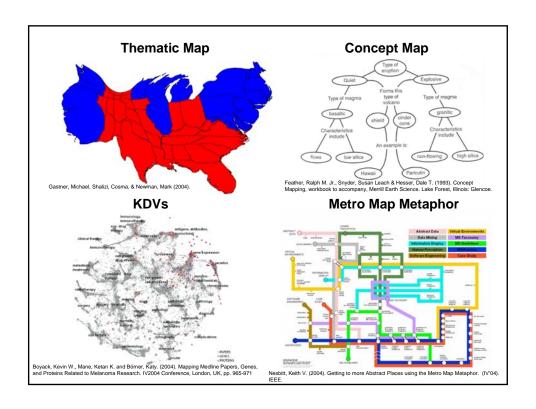
### Aggregate vs. Specific Topics (Potential for different spatial distributions)

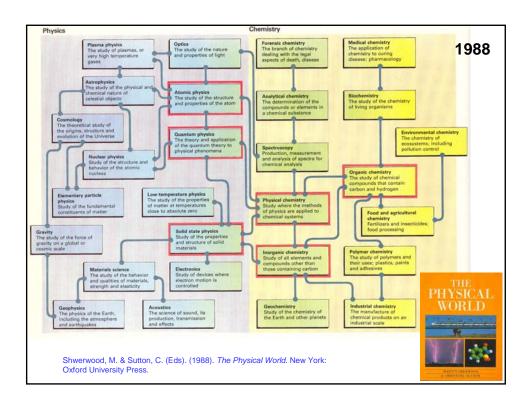












#### **Benefits of Domain Maps**

- Provides a structure or scaffolding that students may use to organize the details of a particular subject.
- Information is better assimilated with the student's existing knowledge.
- Visualization enhances recall.
- Makes explicit the connections between conceptual subparts and how they are related to the whole.
- Helps to signal to the student which concepts are most important to learn.

Hook, Peter A. and Börner, Katy. (2005) Educational Knowledge Domain Visualizations: Tools to Navigate, Understand, and Internalize the Structure of Scholarly Knowledge and Expertise. In Amanda Spink and Charles Cole (eds.) New Directions in Cognitive Information Retrieval. Springer-Verlag.

#### **Dual Coding Theory of Memory**

- Humans store textual and visual information in different areas of the brain. (Paivio, 1987; Kulhavey & Stock, 1994).
- Visual/spatial images trigger memory of textual elements, and text triggers memory of images and locations.

#### **Semantic Network Theory of Learning**

- Human memory is organized into networks consisting of interlinked nodes.
- Nodes are concepts or individual words.
- The interlinking of nodes forms knowledge structures or schemas.
- Learning is the process of building new knowledge structures by acquiring new nodes.
- When learners form links between new and existing knowledge, the new knowledge is integrated and comprehended.

Jonassen, D. H., Beissner, K., & Yacci, M. (1993). Structural Knowledge: Techniques for Representing, Conveying, and Acquiring Structural Knowledge. Hillsdale, New Jersey: Lawrence Erlbaum Associates.

#### Neural Theory of Knowledge

- Associations between different sensory experiences result from consistent co-activation of different clusters of neurons.
- Eventually, these associations become fixed via the "recruitment of neural circuitry linking them." In a similar process, abstract concepts also become linked.
- This gives rise to metaphors in which "highly structured neural ensembles in different regions of the brain" are associated together through repeated co-activation.
- All knowledge is built upon a series of ever more complex neural associations.

Lakoff, G., & Johnson, M. (2003 (1980)). Metaphors We Live By. Chicago: University of Chicago Press.

