


3.00 credits

22.5 h

Q1

Teacher(s)	Kieffer Suzanne ;Lits Grégoire ;
Language :	French
Place of the course	Louvain-la-Neuve
Learning outcomes	
Evaluation methods	Continuous assessment without examination in January. The evaluation includes two modes: individual assignments (60% of the final grade) and knowledge tests (40% of the final grade). September session: individual custom assignment due on the first day of the September session.
Teaching methods	The pedagogical approach is blended teaching, which alternates face-to-face classroom teaching with online distance learning via Microsoft Teams. The distribution between face-to-face and distance learning is adapted according to the health situation and mobility conditions. For example, in case of strike (TEC, SNCB), the sessions are held remotely. In addition, some sessions are replaced by independent work activities, carried out individually (e.g. following online tutorials, processing data, using Tableau software). The teaching methods are flipped classroom and project-based teaching: <ul style="list-style-type: none"> • Flipped classroom: students study the material at home and then meet their teacher and peers in a classroom to ask questions and get additional help or to work with their peers; • Project-based teaching: students develop a project by combining online learning and face-to-face meetings.
Content	<ul style="list-style-type: none"> • Data acquisition • Encoding, parsing (cleaning) and filtering of data • Data analysis • Data representation • Interaction with data • Evaluation and improvement of visualization
Inline resources	Moodle (asynchronous): course slides, bibliographic resources, calendar, models and rubrics, H5P exercises, tests, assignments, workshops with peer assessment, Q&A forum Microsoft Teams (live): calendar, meetings, documents, discussion, lecture notes Web links: how-to videos, websites, online software Tableau software (https://www.tableau.com/) : online tutorials, academic license with UCLouvain email address.
Bibliography	Bateman, S., Mandryk, R. L., Gutwin, C., Genest, A., McDine, D., & Brooks, C. (2010, April). Useful junk?: the effects of visual embellishment on comprehension and memorability of charts. In Proceedings of the SIGCHI Conference on Human Factors in Computing Systems (pp. 2573-2582). ACM. Bertin, J. (1983). Semiology of graphics; diagrams networks maps (No. 04; QA90, B7.). Cairo, A. (2015). Graphics lies, misleading visuals. In New Challenges for Data Design (pp. 103-116). Springer, London. Heer, J., Bostock, M., & Ogievetsky, V. (2010). A tour through the visualization zoo. Commun. Acm, 53(6), 59-67. Fox, W. Statistiques sociales. (1999). Traduction et adaptation de la troisième édition américaine par Louis Imbeau, De Boeck. Spence, R. (2007). Information Visualization: Design for Interaction. Tufte, E. (2001). The visual display of quantitative information, 2nd edition. Graphics Press. Ware, C. (2012). Information Visualization, 3rd Edition, Perception for Design. Morgan Kaufmann.
Other infos	All relevant information regarding these modalities and the progress of the activities (calendar, detailed instructions, evaluation criteria, etc.) are presented during the first course and are available on Moodle. Some resources (e.g. bibliographic resources, slides, explanatory videos) are in English.
Faculty or entity in charge	COMU

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] in Journalism	EJL2M	3		
Master [60] in Information and Communication	COMU2M1	3		