


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 in two modes: individual and/or group assignments (60% of the final grade) and knowledge tests (40% of the final grade). In September, individual custom assignment due on the first day of the session.
Teaching methods	<p>The pedagogical approach is blended teaching, which alternates face-to-face classroom teaching with online distance learning via Microsoft Teams. Teaching methods include flipped classroom and project-based learning:</p> <ul style="list-style-type: none"> <li>• Flipped classroom: students study or complete an assignment at home and then meet with teachers and peers in a classroom to ask questions, get extra help or work in groups;</li> <li>• Project-based learning: students develop a project by combining online learning (e.g. watching tutorials or completing assignments with Tableau) and face-to-face meetings.</li> </ul>
Content	<ul style="list-style-type: none"> <li>• Data acquisition</li> <li>• Encoding, parsing (cleaning) and filtering of data</li> <li>• Data analysis</li> <li>• Data representation</li> <li>• Interaction with data</li> <li>• Evaluation and improvement of visualization</li> </ul>
Inline resources	<p>Moodle (asynchronous): course slides, bibliographic resources, calendar, models and rubrics, H5P exercises, tests, assignments, workshops with peer assessment, Q&amp;A forum</p> <p>Microsoft Teams (live): calendar, meetings, documents, discussion, lecture notes</p> <p>Web links: how-to videos, websites, online software</p> <p>Tableau software (<a href="https://www.tableau.com/">https://www.tableau.com/</a>) : online tutorials, academic license with UCLouvain email address.</p>
Bibliography	<p>Bateman, S., Mandryk, R. L., Gutwin, C., Genest, A., McDine, D., &amp; 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.</p> <p>Bertin, J. (1983). Semiology of graphics; diagrams networks maps (No. 04; QA90, B7.).</p> <p>Cairo, A. (2015). Graphics lies, misleading visuals. In New Challenges for Data Design (pp. 103-116). Springer, London.</p> <p>Heer, J., Bostock, M., &amp; Ogievetsky, V. (2010). A tour through the visualization zoo. Commun. Acm, 53(6), 59-67.</p> <p>Fox, W. Statistiques sociales. (1999). Traduction et adaptation de la troisième édition américaine par Louis Imbeau, De Boeck.</p> <p>Spence, R. (2007). Information Visualization: Design for Interaction.</p> <p>Tufte, E. (2001). The visual display of quantitative information, 2nd edition. Graphics Press.</p> <p>Ware, C. (2012). Information Visualization, 3rd Edition, Perception for Design. Morgan Kaufmann.</p>
Other infos	<p>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.</p> <p>Some resources (e.g. bibliographic resources, slides, explanatory videos) are in English.</p>
Faculty or entity in charge	COMU

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