Telling your program story

Session #2: Infographics and the Visual Display of Information
Overview of the series

# 1: Storytelling strategies for improved reporting
- Report structure
- What questions are useful? What questions are missing?
- Different sources for reporting

# 2: Infographics and the visual display of information
- How does data and information connect to tell a story?
- Using color coding.
- Use of infographics.
- Find the media to showcase your program.

# 3: Frame your measures to tell the story you want
- How to talk about advocacy in the report.
- Why does *this* partnership matter?
- The report as a learning tool. How to articulate it with annual plan and evaluation plan.
Why use visualization?

Information can be very dense and complex.

Visualization may help your audience to process this information in an easier way, increasing their ability to understand and convey your story to others.
Why use visualization?

- Reduce miscommunication
- Is an educational resource in itself
Why use visualization?

Stories + Graphics

- language barriers
- lack of background knowledge

Feedback
Know your audience

Stories + Graphics

Who is your audience?
What matters to them?
How much do they know about your organization and mission?

Feedback

Good communication design starts with knowing your audience
Infographics = Visual Explanations

Good infographics should **focus on the story**.

They are for **show not tell** a good infographic should:
- Integrate words and pictures in a fluid and dynamic way
- Reveal information otherwise hidden or submerged

Keep it **simple and clear**, a good infographic should:
- Help to understand, find or do something more easily
- Work as stand alone, self-explanatory communication
Data and infographic types

- **Data Visualization (DataViz)** illustrates trends and patterns
- **Narrative** presents a descriptive story, *usually chronologically*
- **Information design** communicates a quick and clear message

What kind of data do you have?

What is the story you wish to tell?
Three steps to visualization prep

Before you start drawing, there are a few steps that will help you see where your graphic is going.

1. Key information
2. Relationships
3. Supporting media
Step 1: Identify key information

Is the project a proposal or a completed project?

Proposed Project

Completed Project

Focus on goals and process
- Goals
- Activities

Focus on results and learning
- Outputs
- Outcomes
- Adjustments to the process
Step 2: Determine relationship among pieces of information.

- Your organization / personal goals
- The movement’s goals
- Program, Project, Event
- Other program (s), project(s), or event(s)
Step 3: Find supporting media and project documentation.
There are many types of commonly used charts and graphs that are often found in infographics.
Diagrams and Flowcharts

To explain relationships and processes.

When should I use it?

- To explain the progress of a project
- To describe your organization
- To frame your goals
- To outline a plan

Grantmaking Universe: interlocutors and impact.

* Directly supported through grants and programs
** Indirectly supported through events by grantee Wikimedia organizations
Bar Charts

To show quantities and trends over time. Data is represented spatially, to scale.

When should I use a bar chart?
- With quantitative data.
- To compare data between different programs and activities or over time.

Note: Line graphs are good for time series data too. Instead of bars, you chart each datapoint and then connect each data point over time with a line to illustrate the trend (Sometimes you can also add a trend line to a bar graph to have both).
Pie Charts

To show data splits and small breakout groups within a data point as slices of a round. Data is represented spatially, to scale.

When should I use a pie chart?

- With quantitative data.
- To compare **small** sets of different groups or categories within your data.

Note: Pie charts are very useful for 2-3 category distinctions, less useful for 4-7, and hardly functional beyond that.
Maps

To illustrate data related to spatial issues.

When to use a map?

- To locate your data
- To see the relation between different countries/cities doing a similar project

Color Shading and Callouts

To highlight measures, targets, and outcomes OR distinguish between projects and participants

When to use a color shading and callouts?

- To point out a message buried in a passage of text.
- To point out a result buried in a data table or chart.

See this example of stoplight coding for specific targets also.
Case study: WMEE Proposal

The goal of the education program is:

- to increase the awareness of the younger generation about free culture and free knowledge and
- to provide them with skills for contributing to Wikimedia projects.

**Means**

In order to achieve the goal, Wikimedia Eesti will implement the following means:

1. Introducing Wikipedia on a wider scale in universities, i.e., introducing Wikimedia-related activities to curricula,
2. Organizing training events and workshops as a part of a project on a specific field of study (in year 2015, it is environmental awareness),
3. Creation of a nationwide network of teachers using Wikimedia as a study tool in secondary schools,
4. Increasing the involvement of active Wikipedians in order to ensure the quality and suitability of editing related to the education program.

**Objectives**

Objectives for the program for the year 2015 are:

1. Having at least 2 courses in different university departments where contribution to Wikimedia projects forms an essential part of the curriculum.
2. Have at least 15 teachers from secondary schools integrated to a nationwide network of teachers using Wikimedia as a study tool.
3. Have at least 35 training events and workshops related to the environmental awareness education project.
4. At least 5 active members of the Estonian Wikipedia community actively involved in the education program.

2. How do your program objectives focus on the Wikimedia strategic priorities?

The strategic goal of the education program is:

an increase of number and competence of people contributing to Wikimedia projects, as well as an increase of Wikimedia content quality through involving educated specialists to Wikimedia activities who otherwise would not be aware of or competent enough for Wikimedia.
Case study: WM UK proposal

- 50 scholarships awarded to volunteers attending events
- 1,157 new articles in Welsh
- 11,856 images uploaded to Wikimedia Commons during Wiki Loves Monuments
- 517 people attended editing training

Presented as overview and then with prompts throughout

Consistency with reporting!
A similar version of this graphic is used in their Annual and Wikimedians in Residence reporting.
### 4. How will your organization measure and report the results of this program?

<table>
<thead>
<tr>
<th>Item</th>
<th>Efficacy Goals</th>
<th>Efficacy Results</th>
<th>Efficiency Means planned</th>
<th>Means used</th>
<th>Indicators</th>
<th>Methodology</th>
<th>Tracking tools</th>
<th>Data gathered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in project volume</td>
<td>50,000</td>
<td>New actions developed. Partnership building. Continuation of existing projects.</td>
<td>-</td>
<td>-</td>
<td>Number of contributions in the namespace</td>
<td>Template on user pages/listing on project page + Wikiscan&lt;br&gt;Listing of pages created during the event</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Increase in project volume</td>
<td>750</td>
<td>Partnerships, public meetings, implementation of new projects</td>
<td>-</td>
<td>-</td>
<td>Number of \textit{New editors}(1,1)</td>
<td>Template on user pages/Listing of participants on project page</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Growth in quality</td>
<td>5 good articles or featured articles</td>
<td>Support for partner organizations. Thorough groundwork in this area</td>
<td>-</td>
<td>-</td>
<td>Quality of content</td>
<td>Growth according to (potential) quality criteria of the Wikimedia project</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Growth in growth</td>
<td></td>
<td>Increasing the skills/knowledge of the community</td>
<td>Survey at the end of the year</td>
<td>Punctual: at the end of the year</td>
<td></td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>
Other Resources

- **Example A**: Differentiate Key information from background knowledge.
- **Infographics: The Power of Visual Storytelling**.
- **User-centered design**: Presentation by Jonathan Morgan, Jessie Wild-Sneller and Yana Welinder for Wikimania 2014.
- **Infographic icon set** on Wikimedia Commons. (Make your own infographics!)
- **Infographics** from Learning and Evaluation team on Wikimedia Commons.
- **Inkscape**: Open source software to create and edit vector graphics.
- **Wordle.net**: Create your own word clouds!
- **Online guide to making an infographic**.
Image credits

- Cover: Bundesarchiv, CC-BY-SA. Available on Commons.
- Slide 14 & 17: Grantmaking Universe and Map of Grants Awarded, as seen on Grantmaking Quarterly Review, September 2014.