

# Data Visualization Principles: Other Perceptual Channels

CSC444

Acknowledgments for today's lecture:

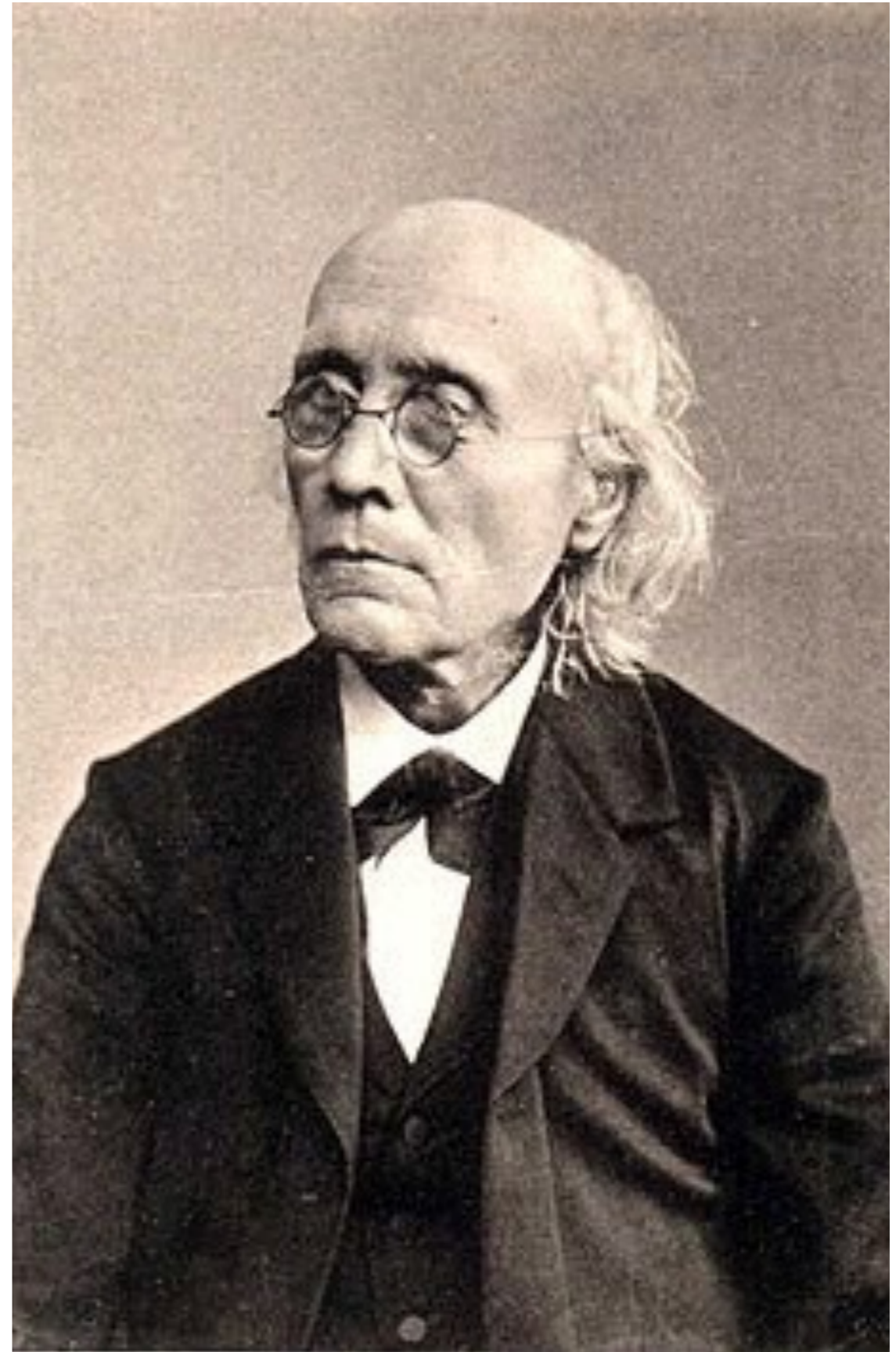
Tamara Munzner, Miriah Meyer, Colin Ware, Penny Rheingans

# History Time!

Gustav Fechner, 1801–1887

Founder of psychophysics

(What?)



# Psychophysics

- Some stuff that happens in the “external world” (outside your own body) causes stuff to happen “in your mind”
- Some of it is simple enough to study: that’s psychophysics
- “the scientific study of the relation between stimulus and sensation”

# Fechner-Weber Law

$$dp = k \frac{dS}{S}$$

tl;dm:

**Just-Noticeable Differences  
depend on intensity of current stimulus**

There exist stimuli  
other than colors

**Table 1.** Representative exponents of the power functions relating subjective magnitude to stimulus magnitude

Continuum	Measured exponent	Stimulus condition
Loudness	0.67	Sound pressure of 3000-hertz tone
Vibration	0.95	Amplitude of 60 hertz on finger
Vibration	0.6	Amplitude of 250 hertz on finger
Brightness	0.33	5° Target in dark
Brightness	0.5	Point source
Brightness	0.5	Brief flash
Brightness	1.0	Point source briefly flashed
Lightness	1.2	Reflectance of gray papers
Visual length	1.0	Projected line
Visual area	0.7	Projected square
Redness (saturation)	1.7	Red-gray mixture
Taste	1.3	Sucrose
Taste	1.4	Salt
Taste	0.8	Saccharine
Smell	0.6	Heptane
Cold	1.0	Metal contact on arm
Warmth	1.6	Metal contact on arm
Warmth	1.3	Irradiation of skin, small area
Warmth	0.7	Irradiation of skin, large area
Discomfort, cold	1.7	Whole body irradiation
Discomfort, warm	0.7	Whole body irradiation
Thermal pain	1.0	Radiant heat on skin
Tactual roughness	1.5	Rubbing emery cloths
Tactual hardness	0.8	Squeezing rubber
Finger span	1.3	Thickness of blocks
Pressure on palm	1.1	Static force on skin
Muscle force	1.7	Static contractions
Heaviness	1.45	Lifted weights
Viscosity	0.42	Stirring silicone fluids
Electric shock	3.5	Current through fingers
Vocal effort	1.1	Vocal sound pressure
Angular acceleration	1.4	5-Second rotation
Duration	1.1	White noise stimuli

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So what is data  
visualization?



The art and science of matching  
the “features” of a data set to the  
“features” of visual perception

# Why visualization?

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# An Introduction to Interactive Sonification

Thomas Hermann  
*Bielefeld University, Germany*

Andy Hunt  
*University of York, UK*

The research field of sonification, a subset of the topic of auditory display, has developed rapidly in recent decades. It brings together interests from the areas of data mining, exploratory data analysis, human-computer interfaces, and computer music. Sonification presents information by using sound (particularly nonspeech), so that the user of an auditory display obtains a deeper understanding of the data or processes under investigation by listening.<sup>1</sup>

We define *interactive sonification* as the use of sound within a tightly closed human-computer interface where the auditory signal provides information about data under analysis, or about the interaction itself, which is useful for refining the activity.

work processes. For the newer applications, the data often have a high dimensionality. This has led to two trends:

- the development of techniques to achieve dimensionality reduction without losing the available information in the data, and
- the search for techniques to represent more dimensions at the same time.

Regarding the latter point, auditory displays offer an interesting complement to visual displays. For example, an acoustic event (the audio counterpart of the graphical symbol) can show variation in a multitude of attributes such as pitch, modulations, amplitude envelope over time, spatial location, timbre, and brightness simultaneously.

Human perception, though, is tuned to process a combined audiovisual (and often also tactile and olfactory) experience that changes instantaneously as we perform actions. Thus we can increase the dimensionality further by using different modalities for data representation. The more we understand the interaction of these different modalities in the context of human activity in the real world, the more we learn what conditions are best for using them to present and interact with high-dimensional data.

## Interacting with musical interfaces

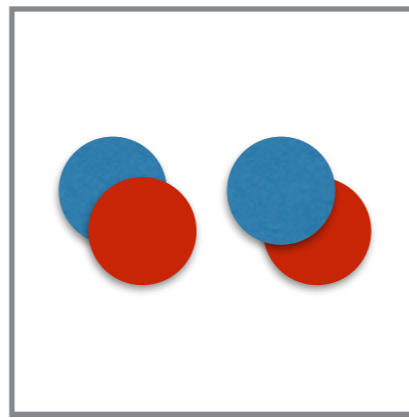
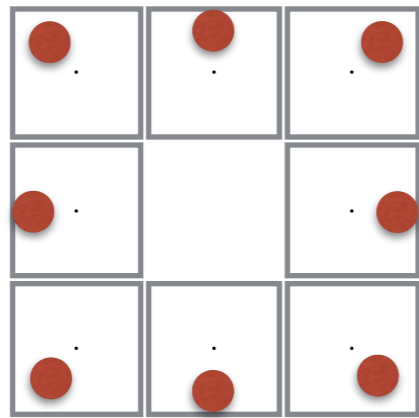
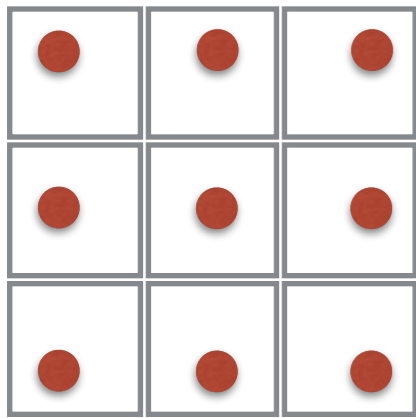
Throughout history humankind has developed tools that help us shape and understand the world. We use these in a close action-perception loop, where physical interaction yields continuous visual, tactile, and sonic feedback. Musical instruments are particularly good examples of systems where the acoustic feedback plays an impor-

# Why visualization?

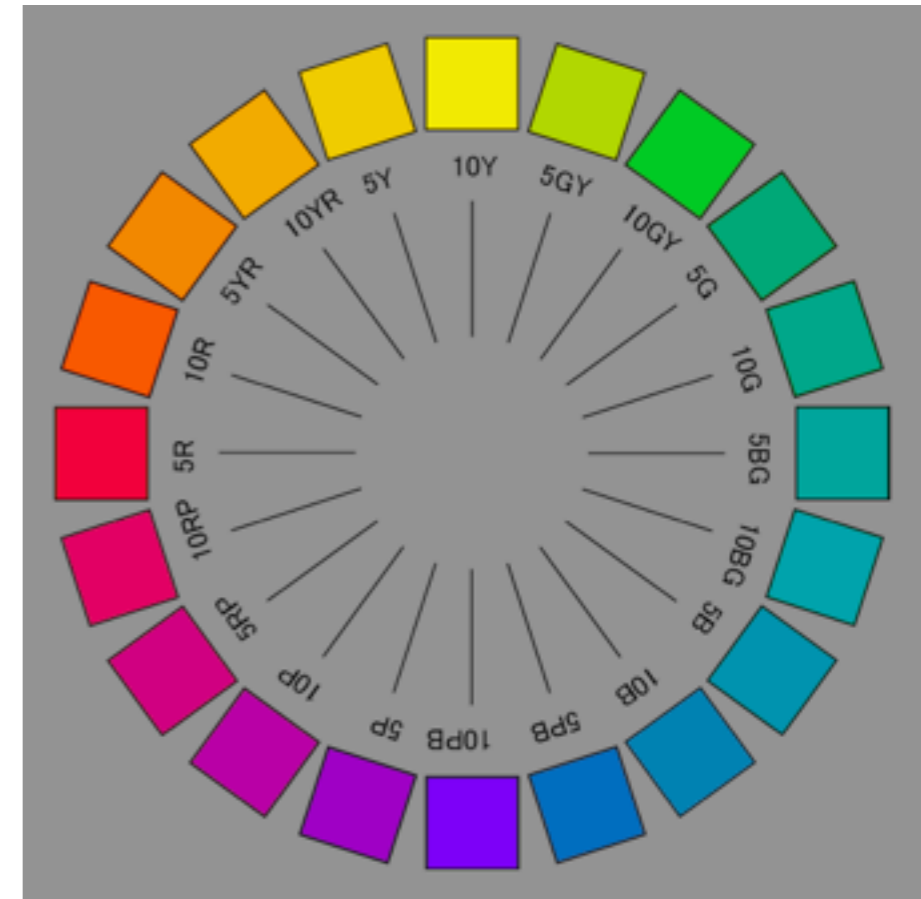
- It has been studied more deeply
- It appears to have more “bandwidth” than alternatives (though not as much as you think it does)

- It is **richer**

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(c) PlusMinus, GFDL

# THE STANDARD VISUAL CHANNELS

➔ **Position**

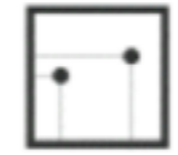
➔ Horizontal



➔ Vertical



➔ Both



➔ **Color**



➔ **Shape**



➔ **Tilt**



➔ **Size**

➔ Length



➔ Area



➔ Volume





# Cleveland/McGill perception papers

- The beginning of visualization as an experimental science
- **Required reading for ALL students!**

## Graphical Perception: Theory, Experimentation, and Application to the Development of Graphical Methods

WILLIAM S. CLEVELAND and ROBERT McGILL\*

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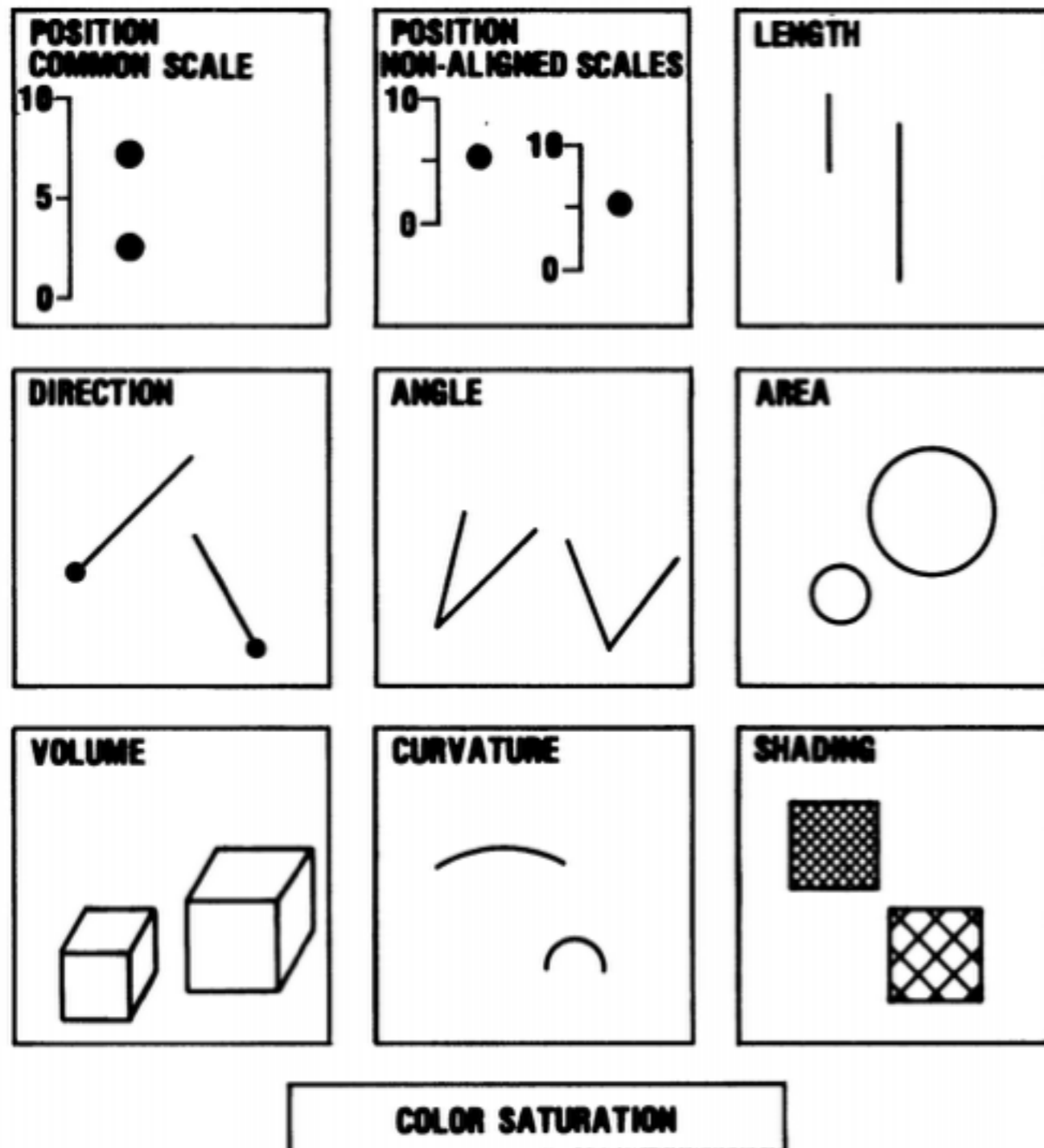
The subject of graphical methods for data analysis and for data presentation needs a scientific foundation. In this article we take a few steps in the direction of establishing such a foundation. Our approach is based on *graphical perception*—the visual decoding of information encoded on graphs—and it includes both theory and experimentation to test the theory. The theory deals with a small but important piece of the whole process of graphical perception. The first part is an identification of a set of

largely unscientific. This is why Cox (1978) argued, “There is a major need for a theory of graphical methods” (p. 5), and why Kruskal (1975) stated “in choosing, constructing, and comparing graphical methods we have little to go on but intuition, rule of thumb, and a kind of master-to-apprentice passing along of information. . . . there is neither theory nor systematic body of experiment as a guide” (p. 28–29).

There is, of course, much good common sense about



# Cleveland/McGill perception papers



## Better to worse:

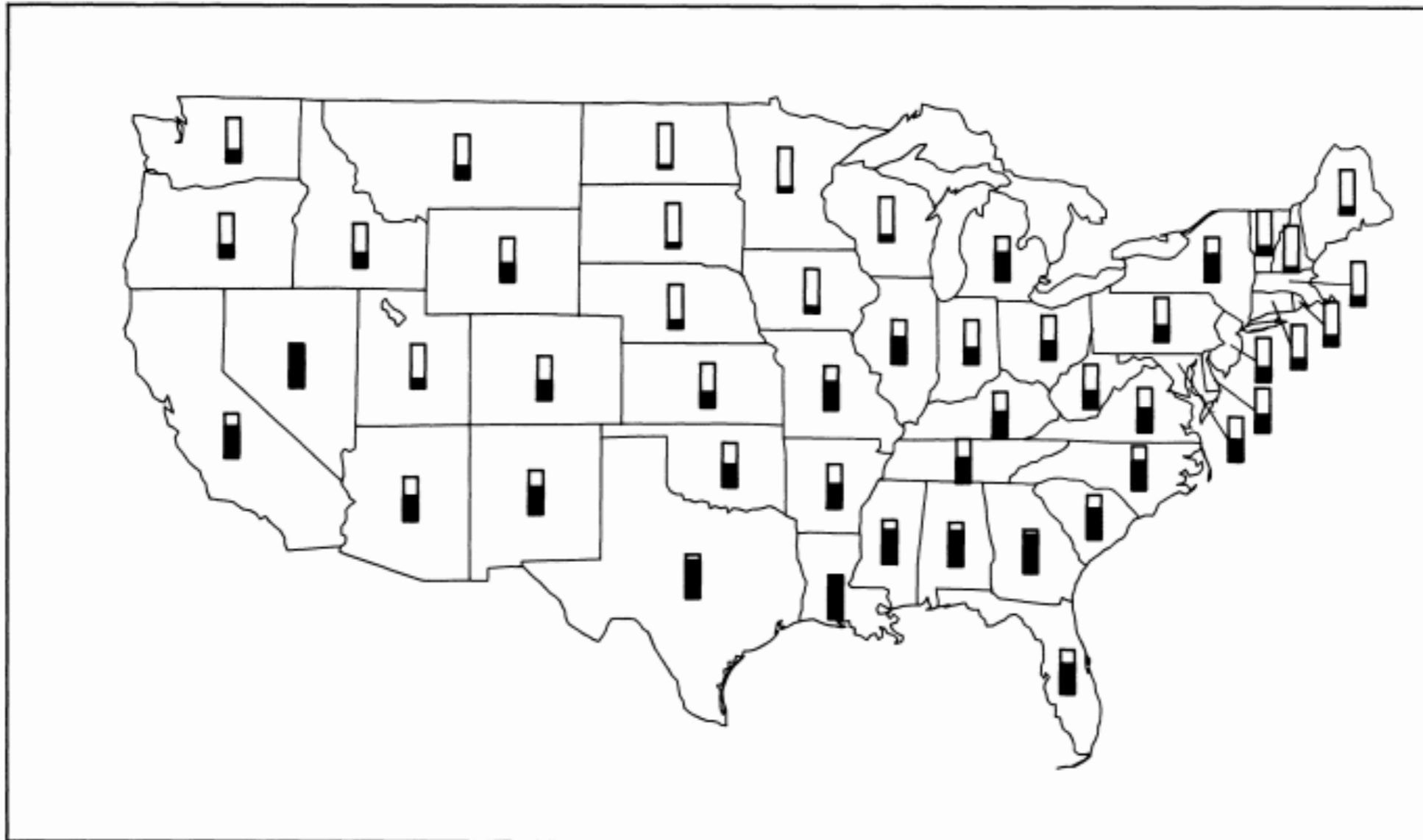
1. Position along a common scale
2. Positions along nonaligned scales
3. Length, direction, angle
4. Area
5. Volume, curvature
6. Shading, color saturation

Figure 1. Elementary perceptual tasks.

Pie Chart Bad,  
Scatterplot Good

# Cleveland and McGill recommmend no color!

□ = 0   □ = 4   □ = 8   □ = 12   ■ = 16



MURDER RATES PER 100,000 POPULATION, 1978

# Cleveland/McGill perception papers

judging angle and direction are clearly related. We do not pretend that our list is exhaustive; for example, color hue and texture (Bertin 1973) are two elementary tasks excluded from the list because they do not have an unambiguous single method of ordering from small to large and thus might be regarded as better for encoding categories rather than real variables. Nevertheless the list in Figure

# Mackinlay's APT

- First automatic system to match descriptions of desired behavior with visual depictions
- Eventual basis for Tableau, flagship product of the only billion-dollar vis company
- **Recommended reading for CS544 students**

Automating the Design of Graphical Presentations  
of Relational Information\*

*To appear in the TOG special issue on user interfaces*

Jock Mackinlay<sup>†</sup>  
Logic Group  
Computer Science Department  
Stanford University

**Abstract**

The goal of the research described in this paper is to develop an application-independent tool that automatically designs effective graphical presentations (such as bar charts, scatter plots, and connected graphs) of relational information. Two problems are raised by this goal: the codification of graphic design criteria in a form that can be used by the presentation tool, and the generation of a wide variation of designs so that the presentation tool can accommodate a wide variety of applications. The approach described in this paper is based on the view that graphical presentations are designed using graphical languages. The graphic design issues are codified as expressiveness and effectiveness criteria for graphical languages. Expressiveness criteria determine whether a graphical language can convey the desired information. Effectiveness criteria determine whether a graphical language exploits the capabilities of the output medium and the human visual system. A wide variation of designs are systematically generated by using a "composition algebra" that composes a small set of primitive graphical elements. Artificial intelligence techniques are used to implement a prototype presentation tool called the Presentation Tool, which is based on the composition algebra and the graphic design criteria.

# Integral vs. Separable Channels

- Do humans perceive values “as a whole”, or “as things that can be split”?
- **“Is it a vector, or is it a pair?”**

# Integral vs. Separable Channels

Separable

Integral



color x location

color x motion

color x shape

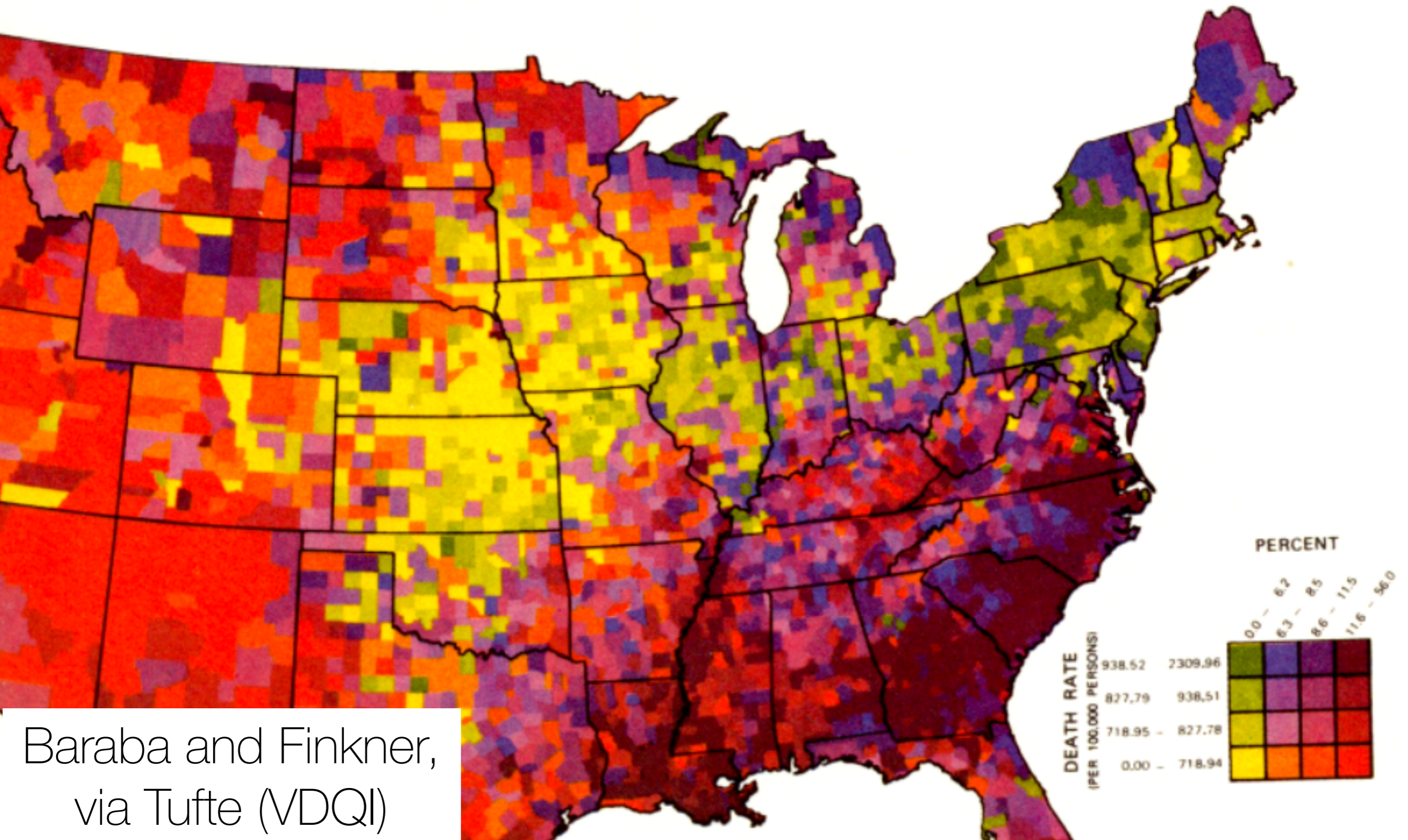
size x orientation

x-size x y-size

r-g x y-b



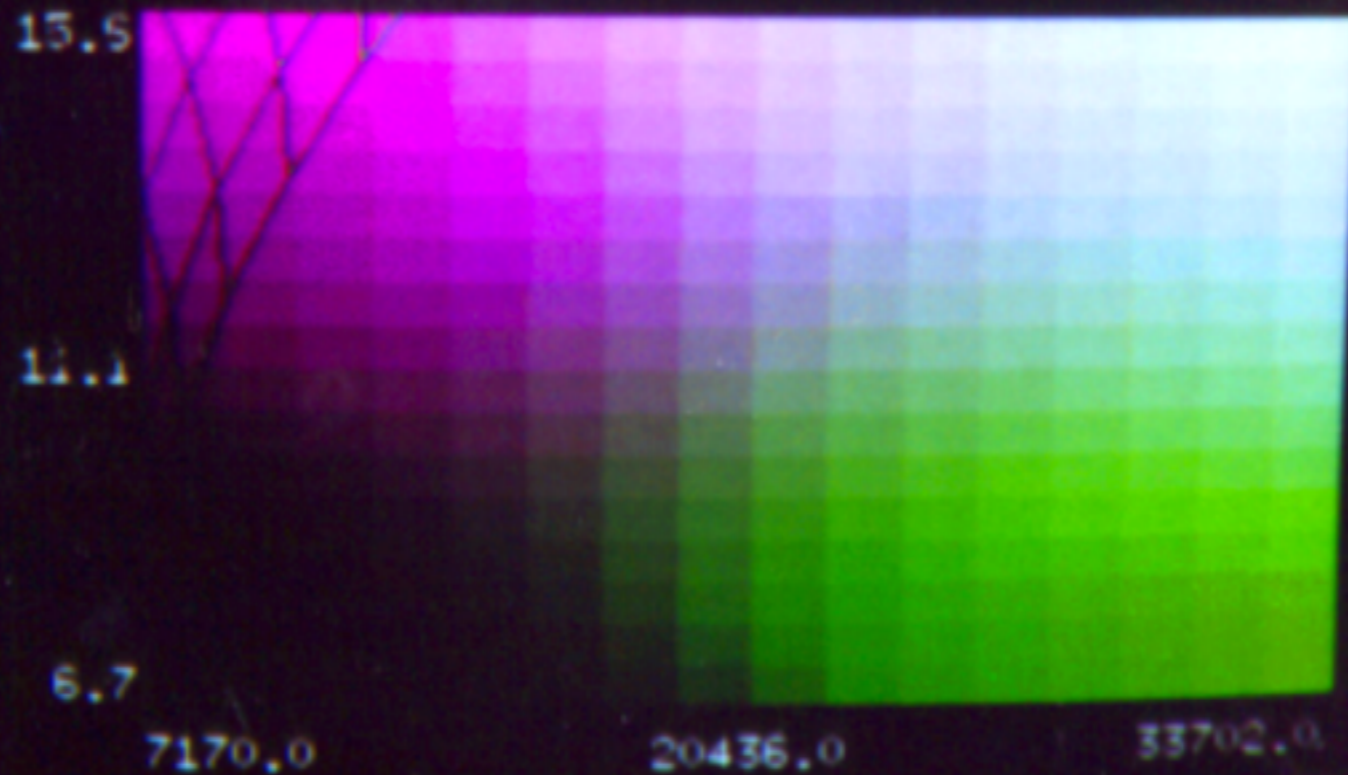
# Bivariate Color Map (Bad)



Baraba and Finkner,  
via Tufte (VDQI)



# Bivariate Color Map (less bad)





# READING, WRITING, AND EARNING MONEY

The latest data from the U.S. Census's American Community Survey paints a fascinating picture of the United States at the county level. We've looked at the educational achievement and the median income of the entire nation, to see where people are going to school, where they're earning money, and if there is any correlation.



1 HIGH SCHOOL GRADUATES 65% 75% 82% 88%



2 COLLEGE GRADUATES 15% 22% 30% 40%

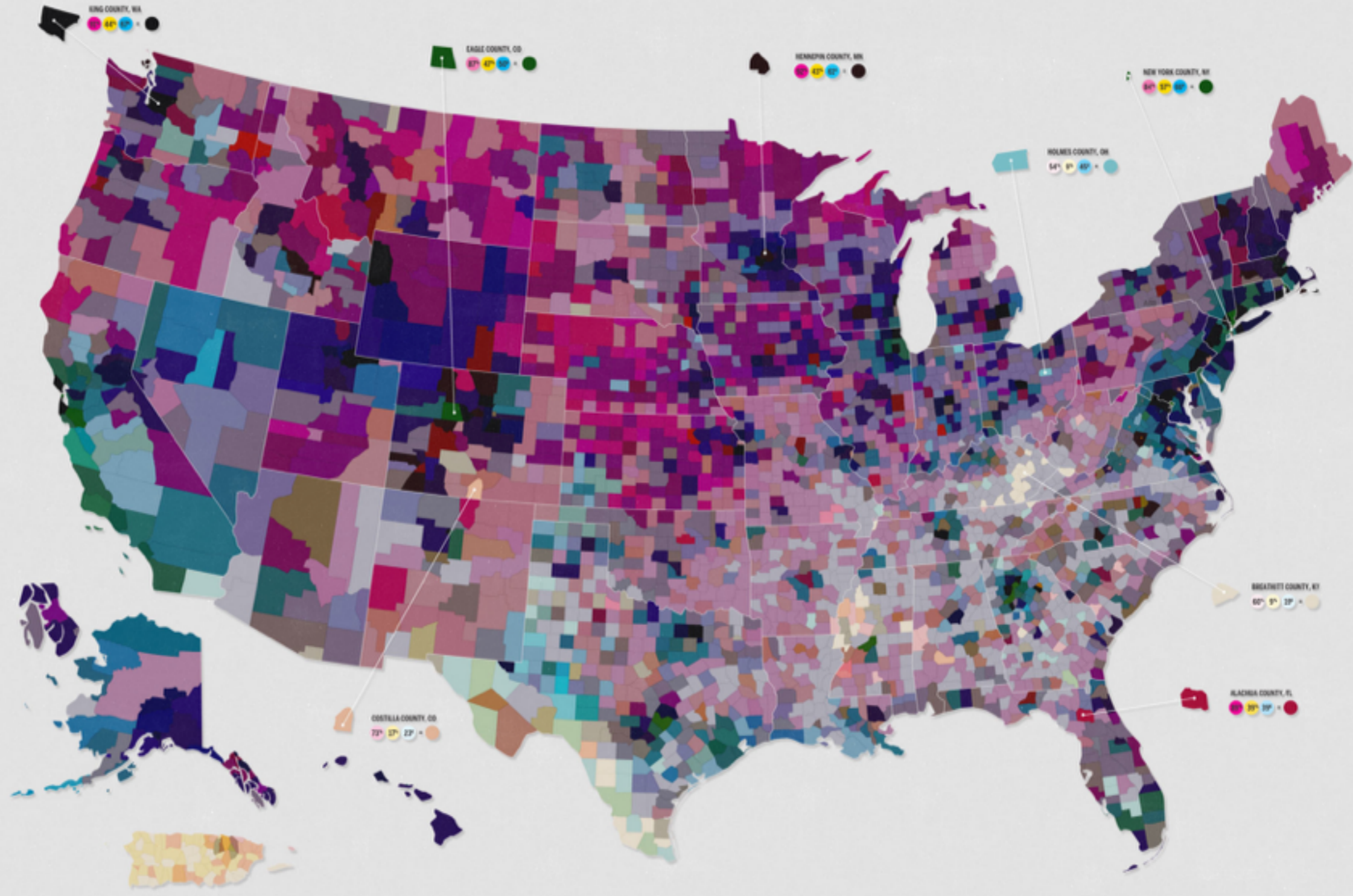


3 MEDIAN HOUSEHOLD INCOME 25k 40k 50k 60k

The map at right is a product of overlaying the three sets of data. The variation in hue and value has been produced from the data shown above. In general, darker counties represent a more educated, better paid population while lighter areas represent communities with fewer graduates and lower incomes.



A collaboration between GOOD and Gregory Hebert  
SOURCE: US Census



# Trivariate (!) Color Map (terrible, terrible idea)

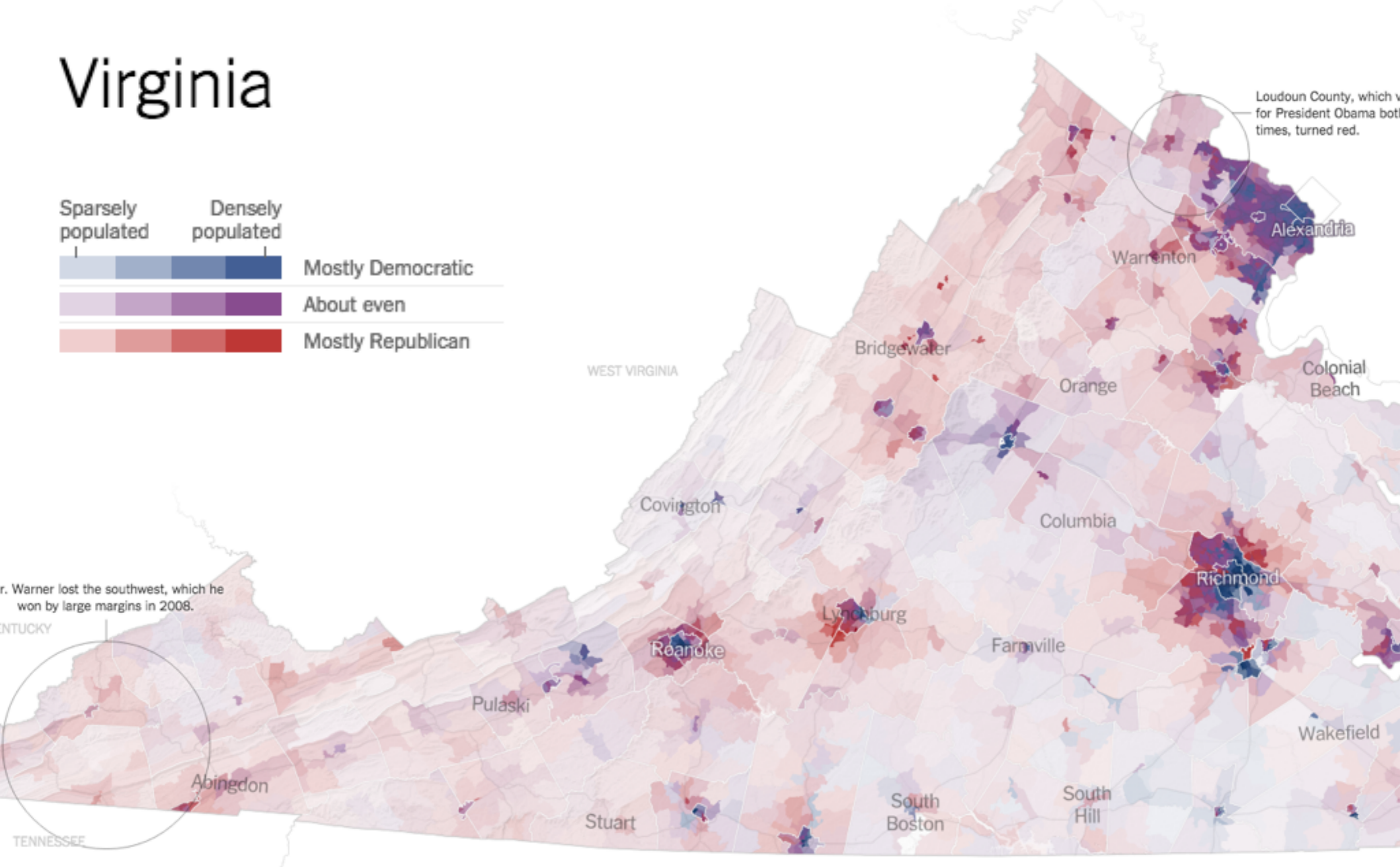
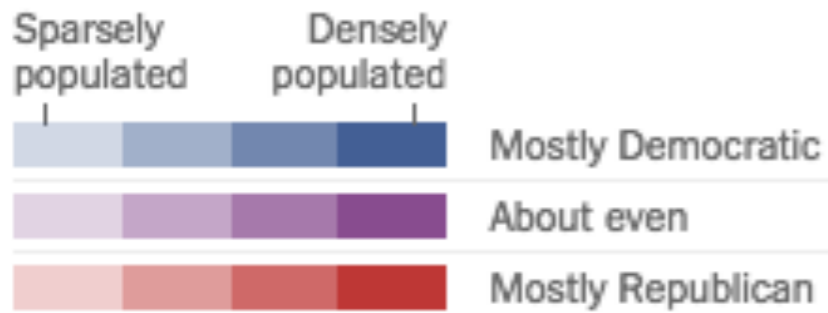
<http://magazine.good.is/infographics/america-s-richest-counties-and-best-educated-counties#open>



# The best bivariate colormap I know

<http://www.nytimes.com/interactive/2014/11/04/upshot/senate-maps.html>

## Virginia



# Bivariate Color Maps are Possible, but Hard

pay attention to the **behavior of the variables** you're mapping from, and the **behavior of the channels** you're mapping to.