

欢迎 Welcome! Hoşgeldiniz! Bienvenido! مرحبا

Storytelling with Data:

Visualization in Education

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Welcome!

Mirë se na erdhët

բարի գալուիս

Teretulemast

Bienvenue

அவ்லி யவாசி

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歡迎

خوش آمدید

Willkommen

ברוכים הבאים

Benvenuti

환영합니다

добро дојдовте

Baagaa Nagayan Dhuftan

Witamy

ਜੀ ਵਾਇਆ

Добро Пожаловать

வாடரவெத் பிடிவகலு

Bienvenidos

Mabuhay

Hoş Geldiniz

CHÀO MỪNG

أهلاً وسهلاً

Welkom

Tervetuloa

Καλωσορίσατε

स्वागतम्

歓迎

Bene Ventum

Binbwaachen

بڤه راغلاست

Bem-vindo

Bine Ati Venit

ДОБРОДОШЛИ

Soodhawaada

Karibu

நல்வரவு

Bitaemo

זייט באגריט

Välkommen

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خوش آمدید



The Big Picture: Teaching 21st Century Visualization Skills
 We will examine forms of visual information encountered by P-12 students. Workshop participants will explore the use of graphics in educator preparation curricula and identify ways to integrate visual imagery and data literacy in coursework. We will demonstrate how the use of visualization prepares educators for the new generation of “digital” students.

<https://tinyurl.com/NYITdata>



The great fun of information visualization is that it gives you answers to questions you didn't know you had.

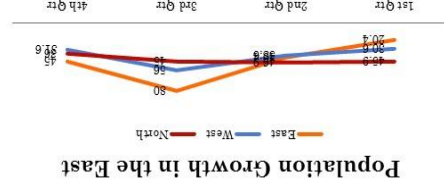
Ben Shneiderman,
 NYT

A PERIODIC TABLE OF VISUALIZATION METHODS

cy	Hy	Li	Be	B	C	N	O	F	Ne	Na	Mg	Al	Si	P	S	Cl	Ar	K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr	Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Pb	Bi	Po	At	Rn	Fr	Ra	Ac	Th	Pa	U	Np	Pu	Am	Cm	Bk	Cf	Es	Fm	Mendelevium	Nobelium	Lanthanum	Cerium	Praseodymium	Neodymium	Europium	Gadolinium	Terbium	Dysprosium	Ytterbium	Lutetium	Hafnium	Tantalum	Tungsten	Rhenium	Osmium	Iridium	Platinum	Gold	Mercury	Thallium	Lead	Bismuth	Polonium	Astatine	Radon
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© 2014 by Ben Shneiderman, MIT Media Lab. Source: <http://ben-shneiderman.net>

Which graphic shows Population Growth in 3rd Qtr on the EAST?



1st qtr 2nd qtr 3rd qtr 4th qtr

Division of Education – Academic Programs –
Instructional Technology
School Leadership and
Technology
Teacher Education

Fast Fact: In 2017, U.S. News & World Report ranked NYIT's online programs in Education among the top 23 in the United States.

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The Big Picture: Teaching 21st Century Visualization Skills





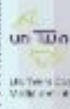
MILID Yearbook 2016

A collaboration between UNESCO, UNITWIN Cooperation Programme on MIL and Intercultural Dialogue, UNAOC and GAPMIL

Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism

Edited by Jagtar Singh, Paulette Kerr and Esther Hamburger

MILID Partner Universities: Ahmadu Bello University, Cairo University, Hasei University, Nnamdi Azikiwe University, Punjabi University, Queensland University of Technology, Sidi Mohamed Ben Abdellah University, Temple University, The Autonomous University of Barcelona, The University of Sao Paulo, Tsinghua University, University of Gothenburg, University of Guadalajara, University of South Africa, University of the South Pacific, University of West Indies, Western University



Media Binds or Blinds? Community Mapping and Digital Stories from P20 Classrooms

Deconstructing Myths and Misconceptions
in Global Media Education

<http://unesdoc.unesco.org/images/0024/002463/246371e.pdf>

Melda N. Yildiz

"A Lie Can Travel Halfway Around the World While the Truth Is Putting On Its Shoes."

- Anonymous

Situated within the context of global media education, this participatory action research (PAR) project aims to advance scientific knowledge of social justice education as a means to promote global media literacy skills in teacher education programs and attempts to address deep-rooted ideologies to social inequities and misconceptions by creating a space to re-examine current curricula as opposed to transformative, collaborative, and inclusive curriculum.

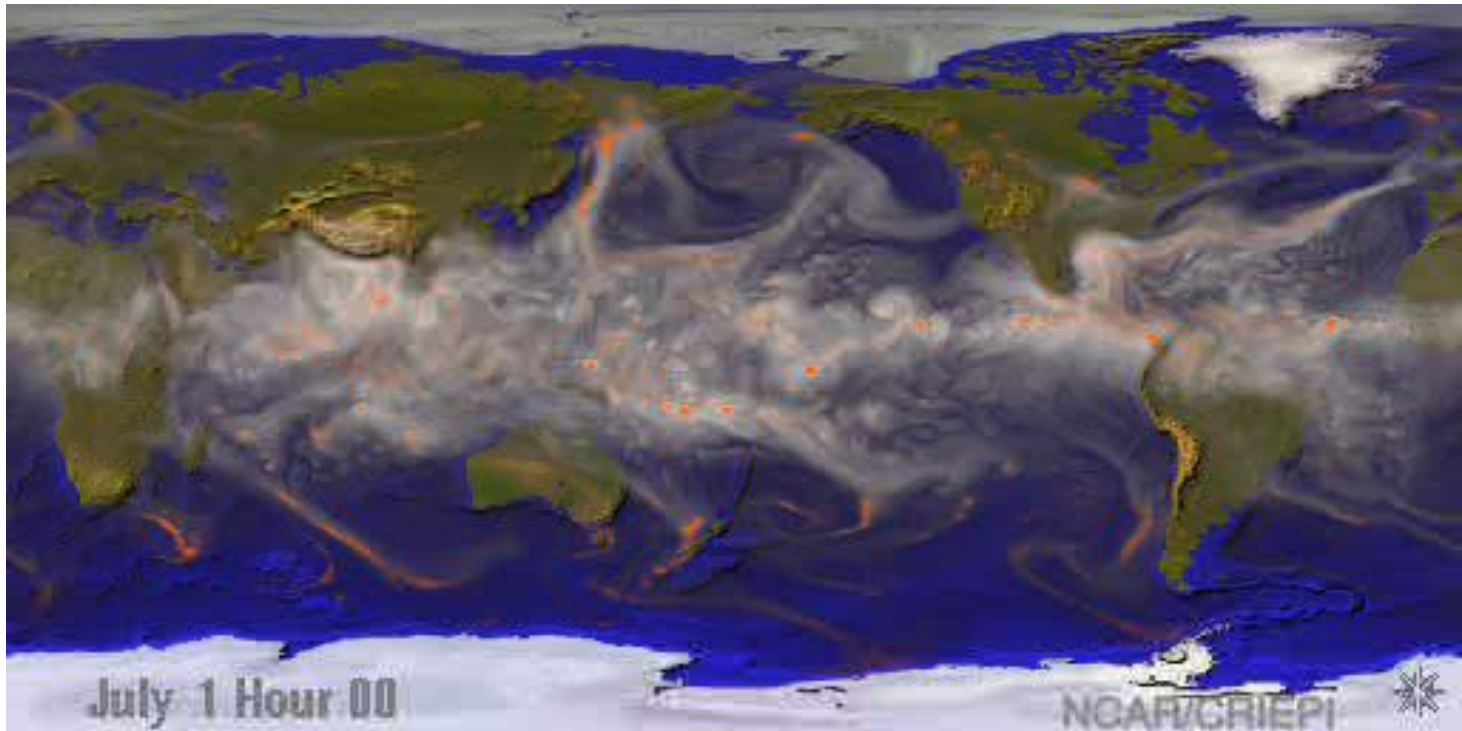
To develop culturally and linguistically responsive pedagogy, teacher candidates investigated the transformative teaching models through the lens of multicultural education, semiotics, and media literacy in the global education context. For their lesson plans, the participants deconstructed and assessed the national curriculum, frameworks, and standards; interviewed students and educators, and documented their stories to articulate the realities of conditions in schools through their research, analysis, and dialogue. Through the rediscovery process, teacher candidates explored and designed strategies, curricula, and programs for improving student outcomes, and integrated multiple literacies as a means of further developing P20 students' global competencies and 21st-century skills while re-thinking and re-designing innovative learning activities.

This PAR promotes media education in deconstructing the myths and misconceptions in P20 classrooms, integrates community mapping and digital storytelling into the curriculum, offers creative suggestions for producing media in the classroom with minimal resources and equipment, and showcases innovative and inclusive projects and best practices for developing critical autonomy, global competency, and 21st century skills in teacher education programs. As the transformative education intersects with human rights, global

Why Visualize?

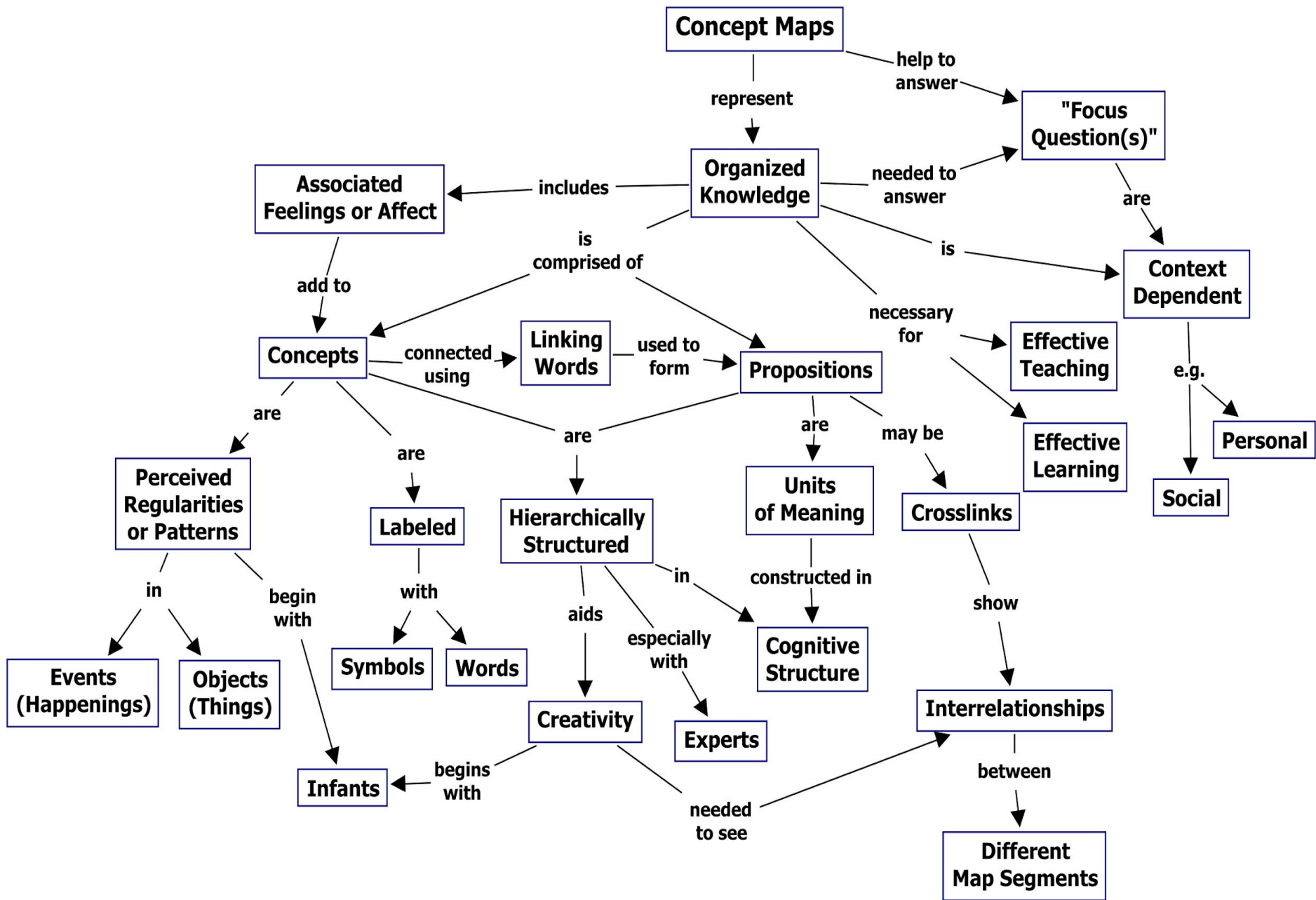
“The great fun of information visualization is that it gives you answers to questions you didn’t know you had.”

Ben Shneiderman, NYT



Pedagogic reasons to use visualizations

- Permits observation of the unobservable
- Renderings showing 3 dimensions or changes over time make complex processes much easier to understand (reduces cognitive load)
- Visualizations allow students to construct their own mental images that stick with them.



Concept Maps

Concept mapping Concept mapping is a technique for visualizing Concept mapping is a technique for visualizing the relationships among different concepts. A concept map is a diagram showing the relationships among concepts.

Use Graphic Organizers/ Concepts Maps For:

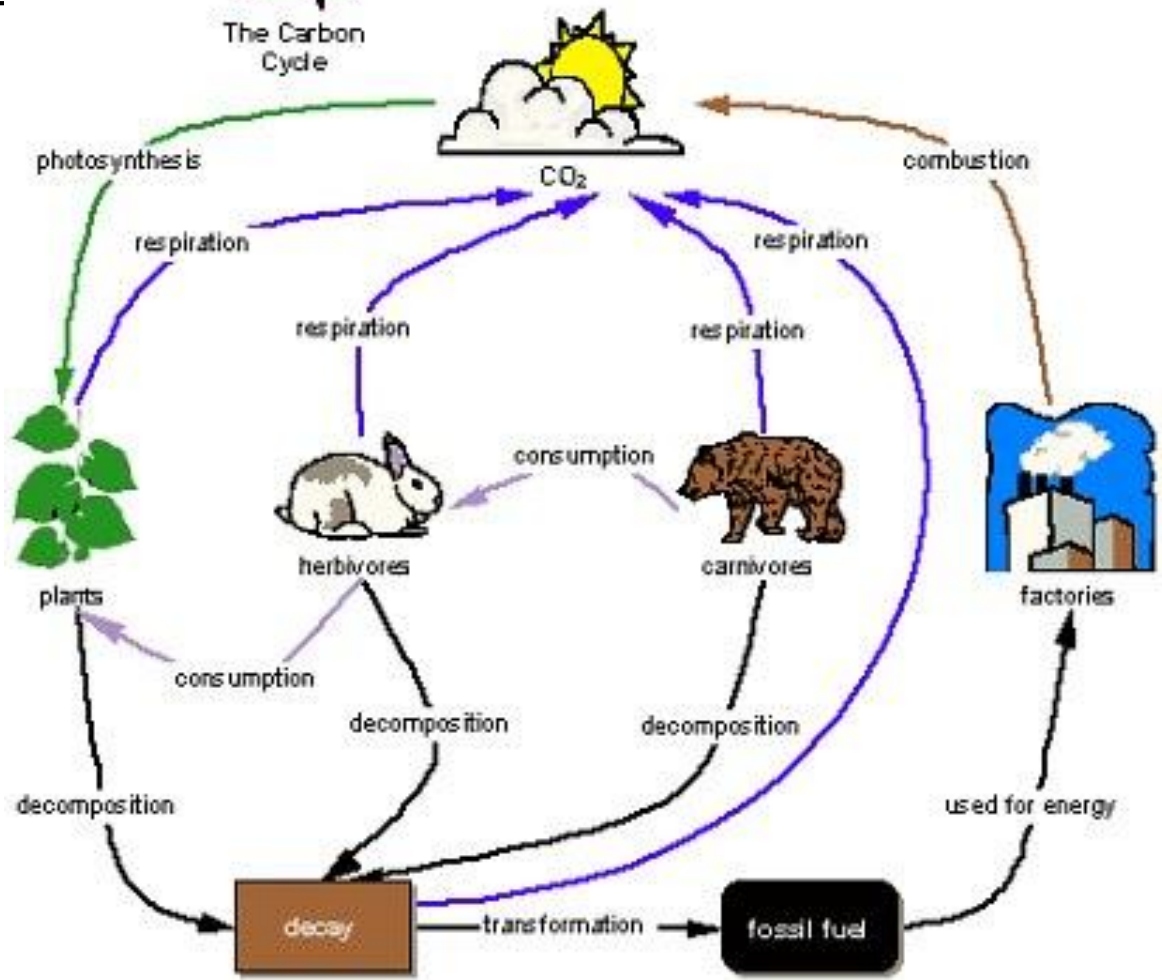
Organizing	Brainstorming
Prewriting	Concept mapping
Planning	Outlining
Diagramming	Webbing
Project development	Administrative tasks
Charting	

E

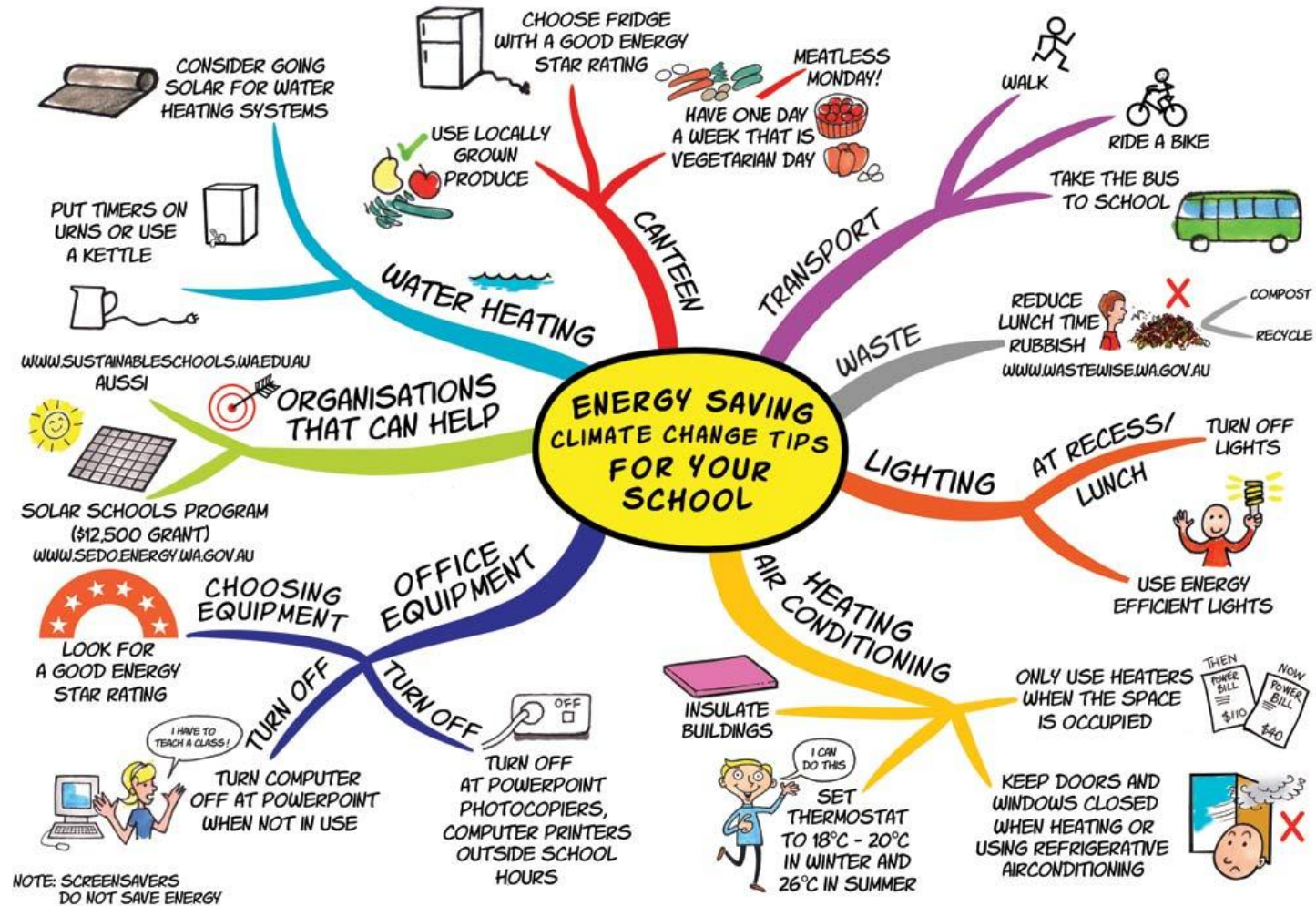


The Carbon Cycle

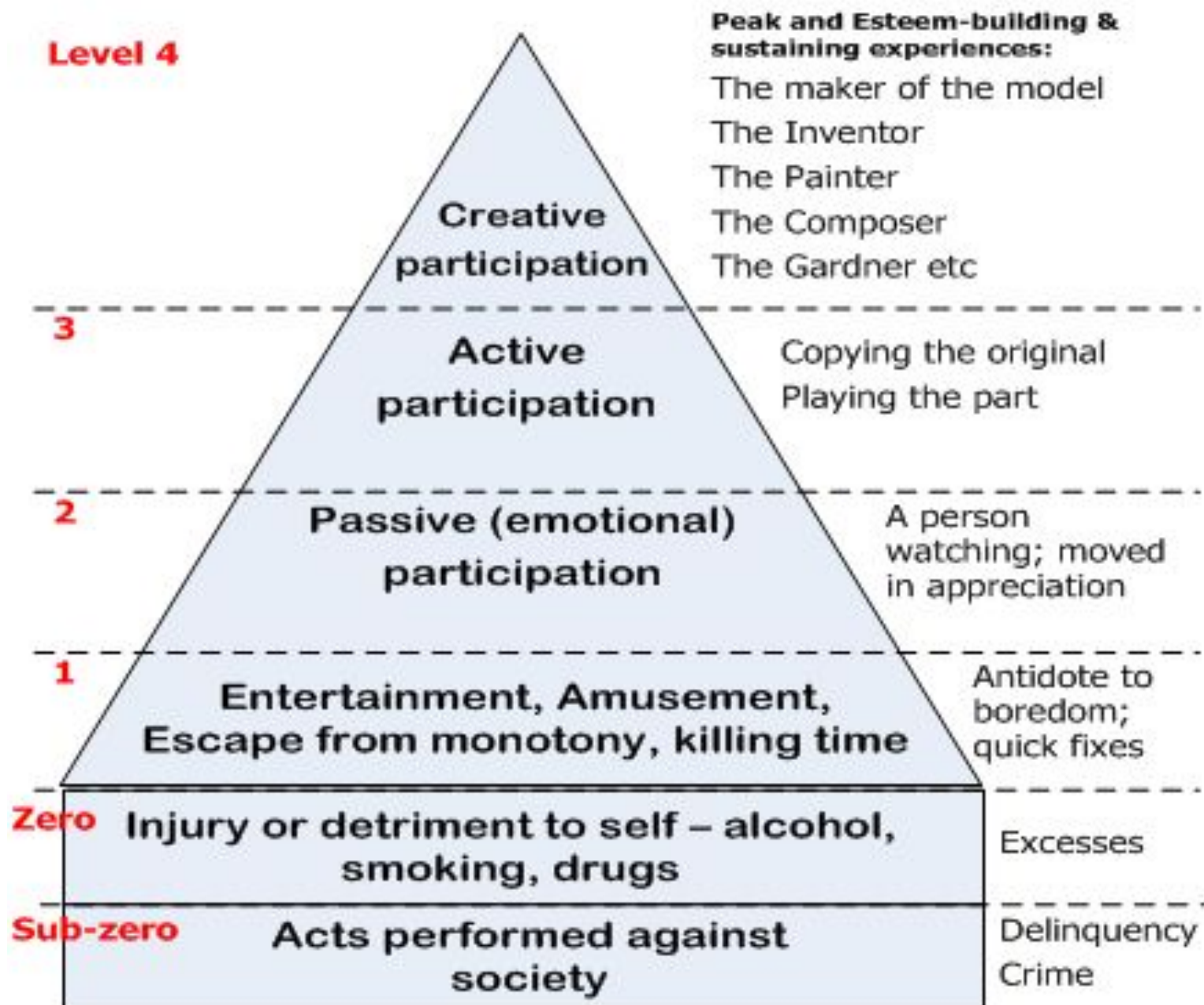
S



Another example. Look familiar?



Nash's Concept of use of Leisure Time (1960)



Examples of Information Visualizations

- Pie chart
- Timeline
- Gantt Chart
- Metaphoric, e.g. iceberg
- Cartoon
- Org chart

A PERIODIC TABLE OF VISUALIZATION METHODS

€ <small>calendar</small>		Ca <small>calendar</small>		Me <small>meeting</small>		Mm <small>matrix map</small>		Tm <small>tree</small>		St <small>story</small>		Tr <small>tree</small>		Ct <small>calendar</small>	
Pi <small>pie chart</small>		L <small>line chart</small>		Co <small>communication diagram</small>		Fp <small>flight plan</small>		Cs <small>concept solution</small>		Br <small>bridge</small>		Fu <small>fuel</small>		Ri <small>rich picture</small>	
B <small>bar chart</small>		Ac <small>area chart</small>		R <small>radar chart</small>		Pa <small>parallel coordinates</small>		Hy <small>hyperlink tree</small>		Cy <small>cycle diagram</small>		T <small>tree</small>		Ve <small>venn diagram</small>	
Hi <small>hierarchy</small>		Sc <small>strategy</small>		Sa <small>safety diagram</small>		In <small>information tree</small>		E <small>entity relationship diagram</small>		Pt <small>point tree</small>		Fl <small>flow chart</small>		Cl <small>cleaning</small>	
Tk <small>task plan</small>		Sp <small>spring</small>		Da <small>data map</small>		Tp <small>tree map</small>		Cn <small>can tree</small>		Sy <small>system diagram</small>		Df <small>data flow diagram</small>		Se <small>semantic network</small>	

- Cy** Process Visualization
- Hy** Structure Visualization
- ☉** Overview
- ⊙** Detail
- ☉⊙** Detail AND Overview
- < >** Divergent thinking
- > <** Convergent thinking

Note: Depending on your location and connection speed it can take some time to load a pop-up picture. © Ralph Lengler & Martin J. Eppler. www.visual-literacy.org version 1.5

Su <small>supply demand curve</small>		Pe <small>performance charting</small>		St <small>strategy map</small>		Oc <small>organization chart</small>		Ho <small>house of quality</small>		Fd <small>feedback diagram</small>		Ft <small>future tree</small>		Mq <small>map quadrant</small>	
Ed <small>edge work</small>		Pf <small>particle diagram</small>		Sg <small>strategic game board</small>		Mz <small>matrix's organization</small>		Z <small>zoo's psychological tree</small>		Ad <small>advertising diagram</small>		Be <small>bucket discovery diagram</small>		Bm <small>big matrix</small>	
Stc <small>strategy canvas</small>		Vc <small>value chain</small>		Hy <small>hyper-link</small>		Sr <small>shareholder strategy map</small>		Ta <small>top</small>		Sd <small>spring diagram</small>					

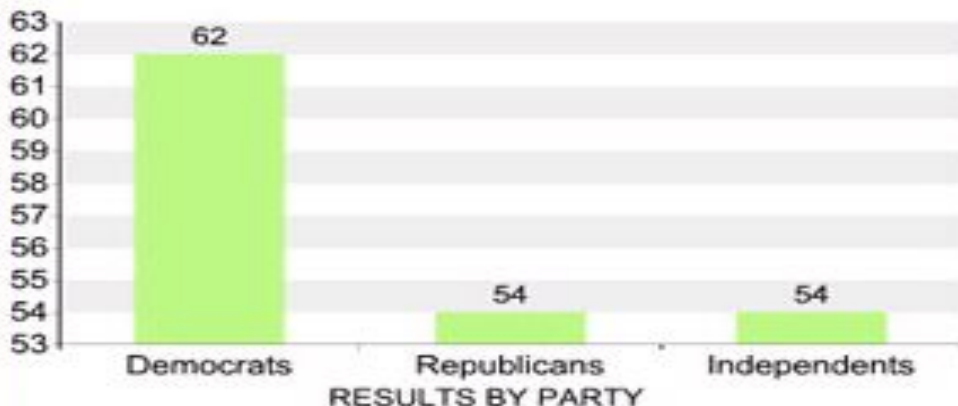
CNN.com

CNN/USA TODAY/GALLUP POLL

Results by party

PREVIOUS NEXT

Agree



Question 2: Based on what you have heard or read about the case, do you agree with the court's decision to have the feeding tube removed?

CNN.com posted misleading graph showing poll results on Schiavo case <http://mediamatters.org/items/200503220005>

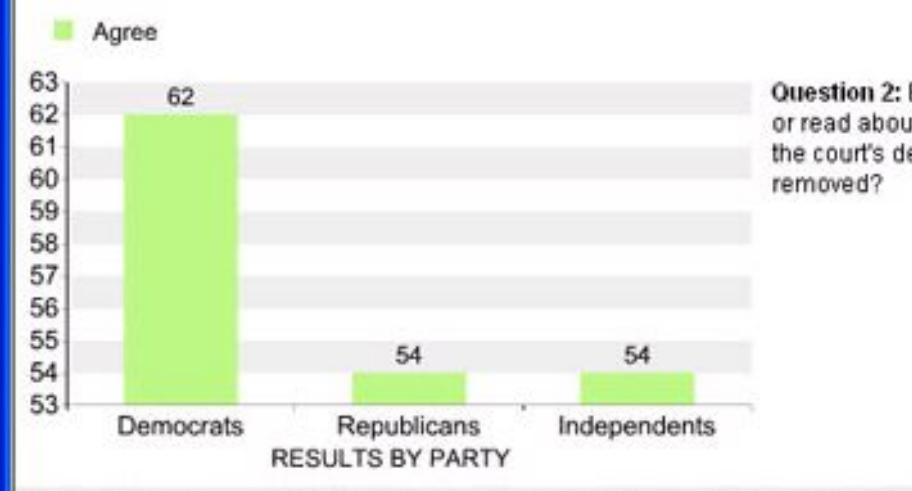
SAMPLE: Interviews conducted by telephone March 18-20, 2005, with 909 adults in the United States.

SAMPLING ERROR: +/- 7% pts

Laid out in this manner, the graph suggests that the gap between the two groups is overwhelming, rather than only 8 percentage points, within the poll's margin of error of +/- 7 percentage points. Also, this presentation obscures the poll's finding that majorities of all the groups sampled approved of the removal of

CNN.com
CNN/USA TODAY/GALLUP POLL

Results by party



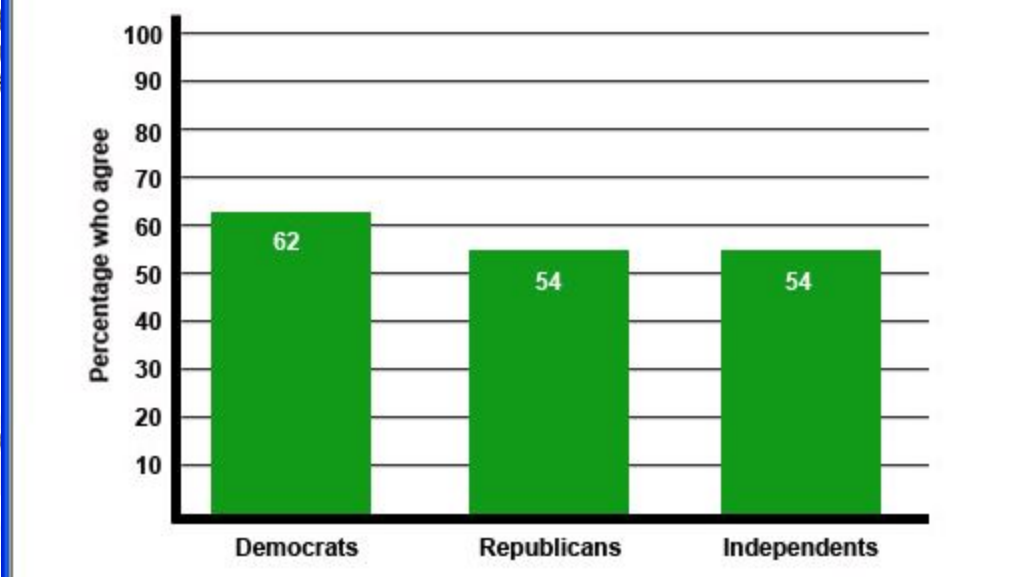
SAMPLE: Interviews conducted by telephone March 18-20, 2005, with 909 adults in the United States. SAMPLING ERROR: +/- 3.5 percentage points.

Laid out in this manner, the graph suggests that the gap between the two groups is overwhelming, rather than only 8 percentage points, within the poll's margin of error of +/- 7 percentage points. Also, this presentation obscures the poll's finding that majorities of all the groups sampled approved of the removal of Schiavo's feeding tube.

majorities of all the groups sampled approved of the removal of Schiavo's feeding tube. A more accurate presentation of the poll's findings would have looked like this:

RESULTS BY PARTY: CNN/USA Today/Gallup Poll
Margin of error: +/- 7%

Question 2: Based on what you have heard or read about the case, do you agree with the court's decision to have the feeding tube removed?



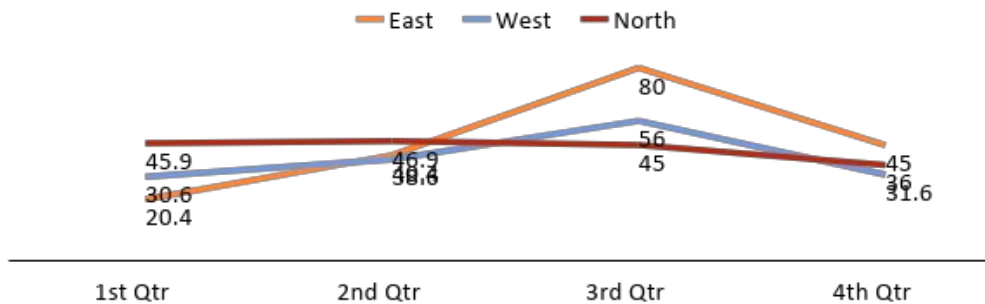
* UPDATE: CNN has updated its graphic after the posting of this item.

—S.S.M.

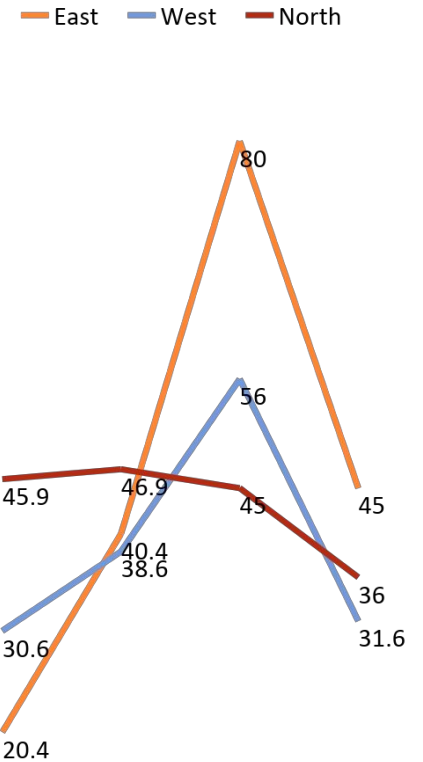
A reader tip from "Scott" contributed to this item. Thanks, and keep them coming mm-tips@mediamatters.org.

Which graphic shows Population Growth in 3rd Qtr on the EAST?

Population Growth in the East



Population Growth in the East



1st Qtr 2nd Qtr 3rd Qtr 4th Qtr

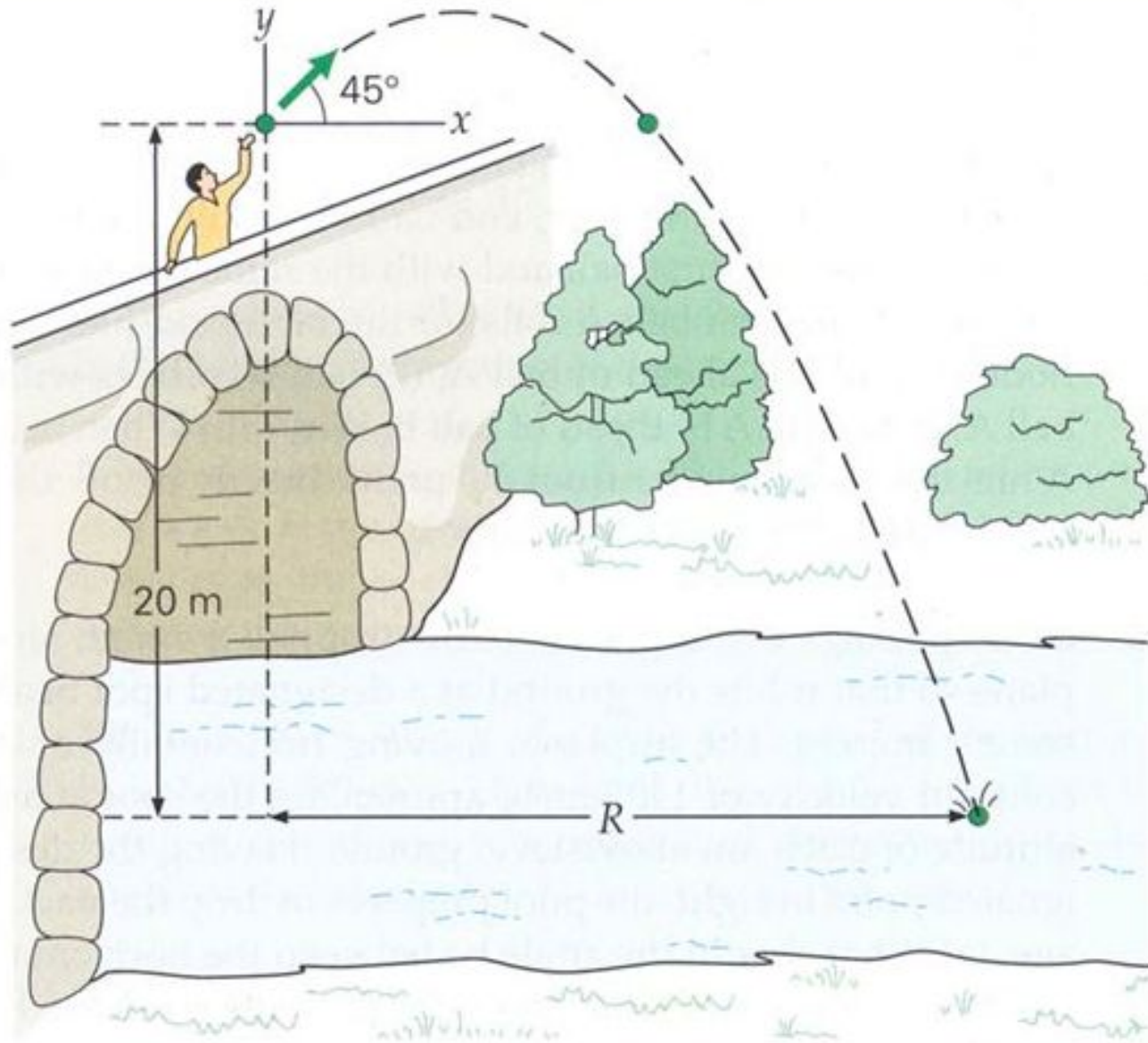
Simple is usually* better.

The power of visualizations comes from their ability to clarify relationships rather than from reproducing exactly the natural world. Thus, a design which emphasizes the desired relationships or information is likely to be more successful than one that makes every effort to be realistic. Students can become confused when elements of a diagram closely resemble the actual entity they represent in the real world

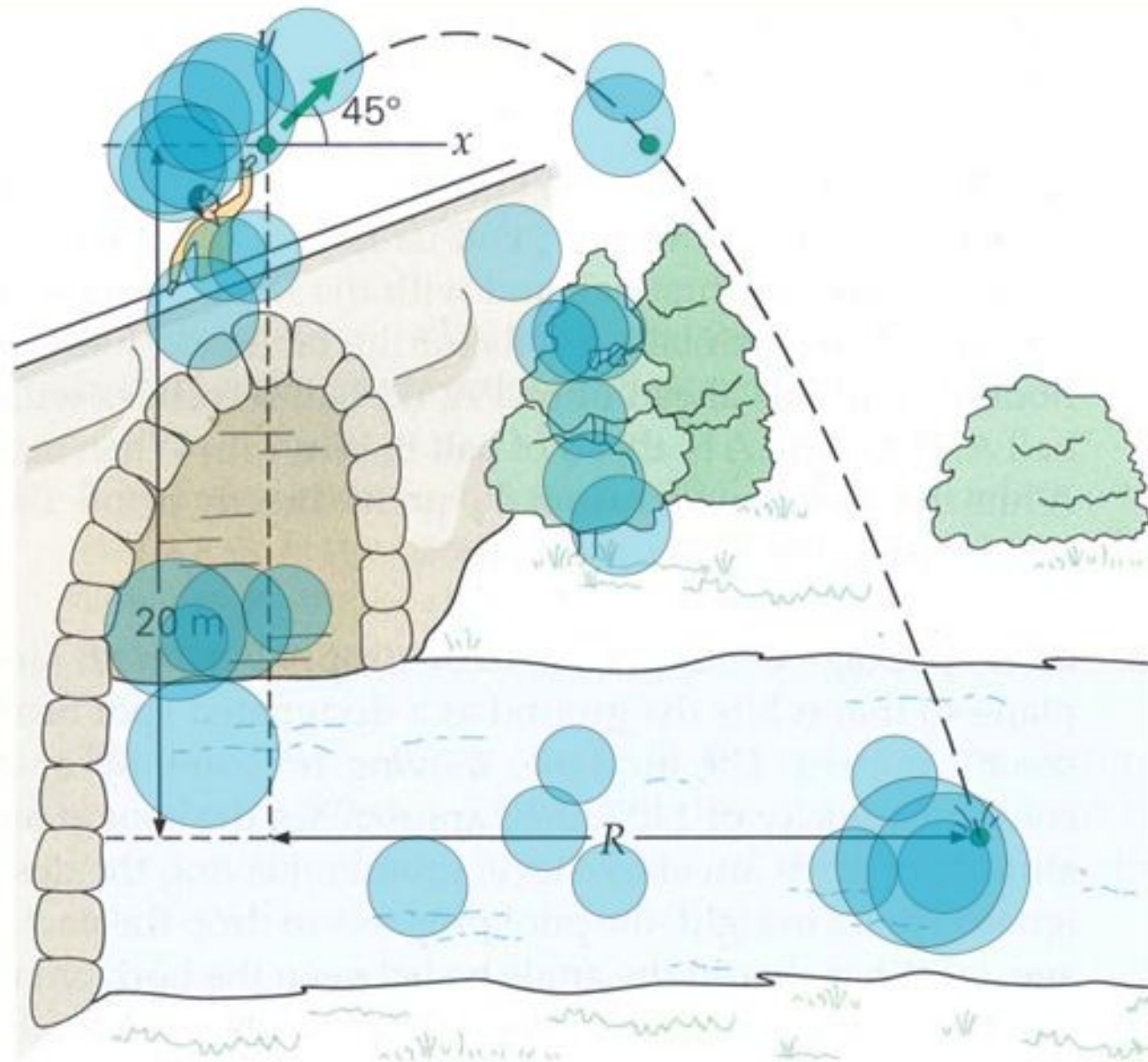
(Uttal et al., 2006).



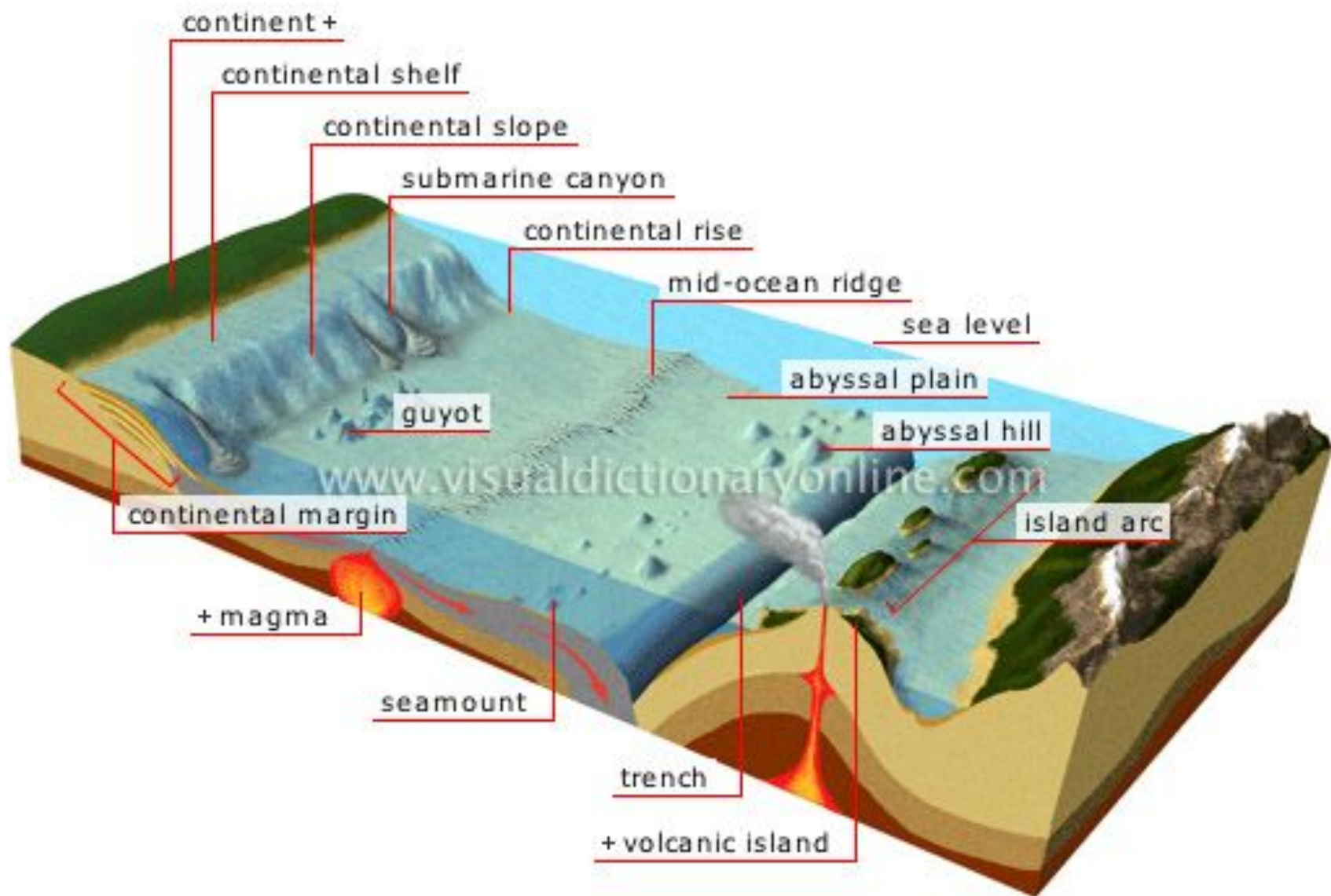
*Over-simplification can create misconceptions
*Realism is helpful in some cases

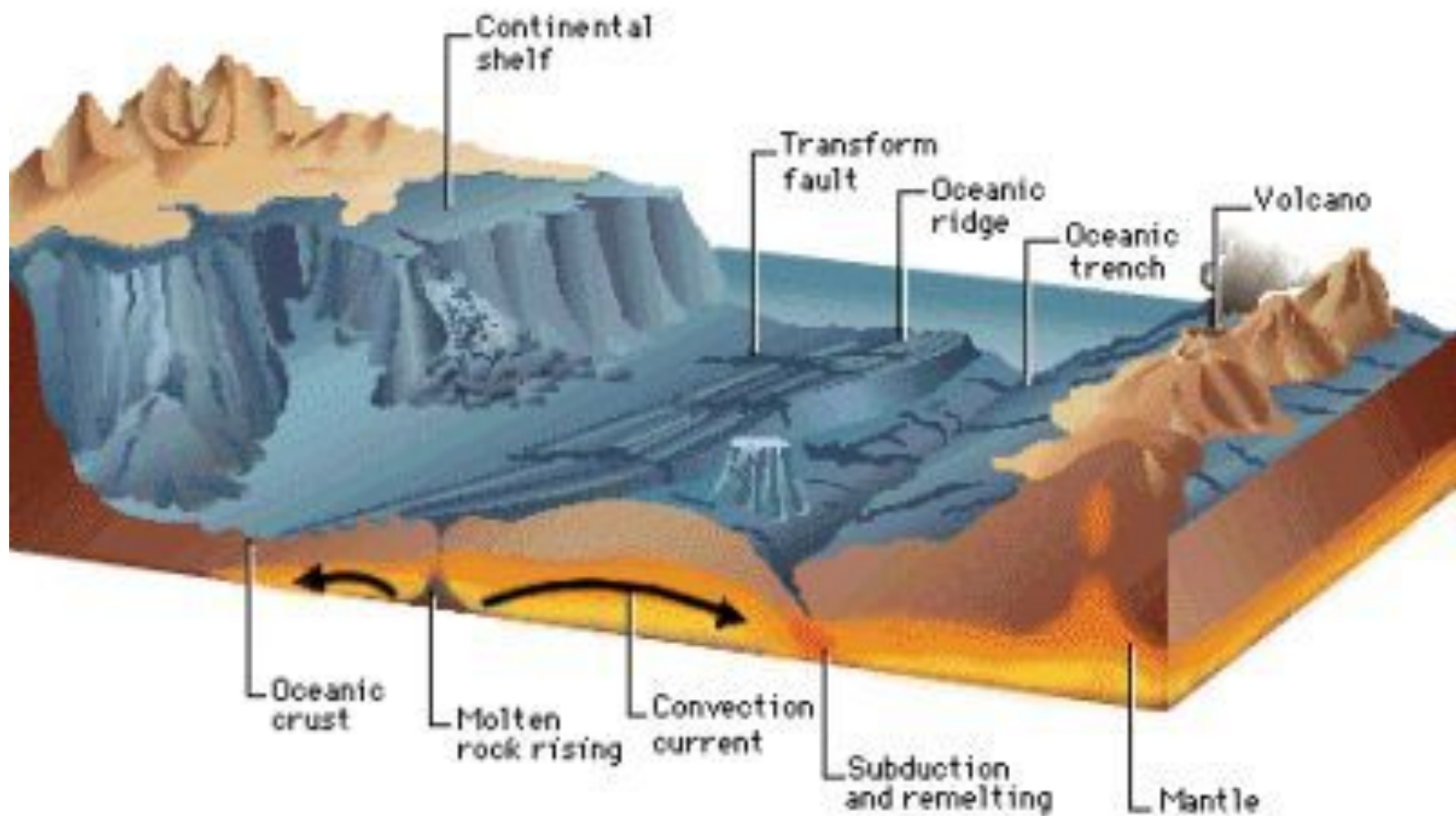


Wilson and Buffa, 5th Ed. (Prentice Hall, 2003)

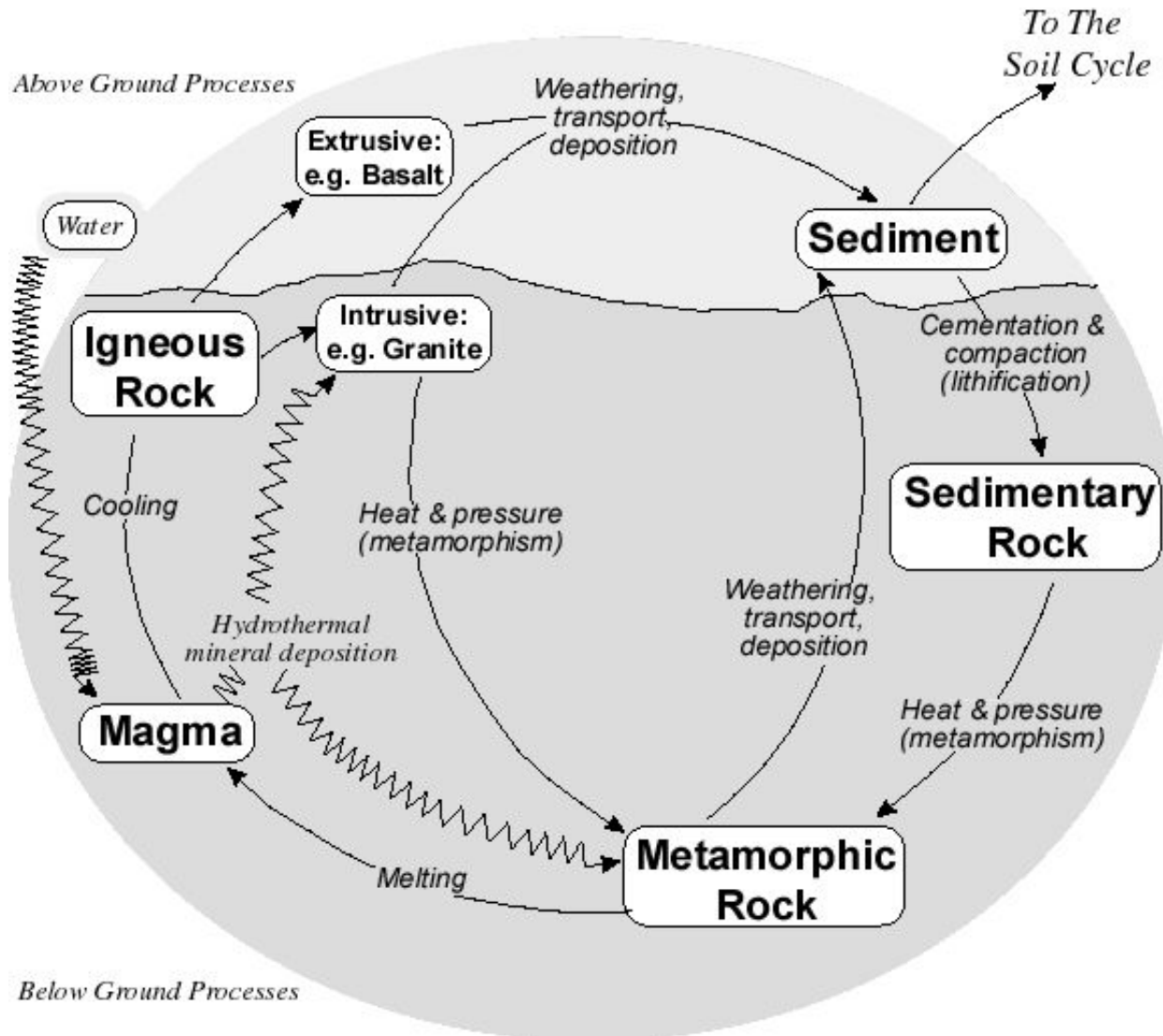


Wilson and Buffa, 5th Ed. (Prentice Hall, 2003)

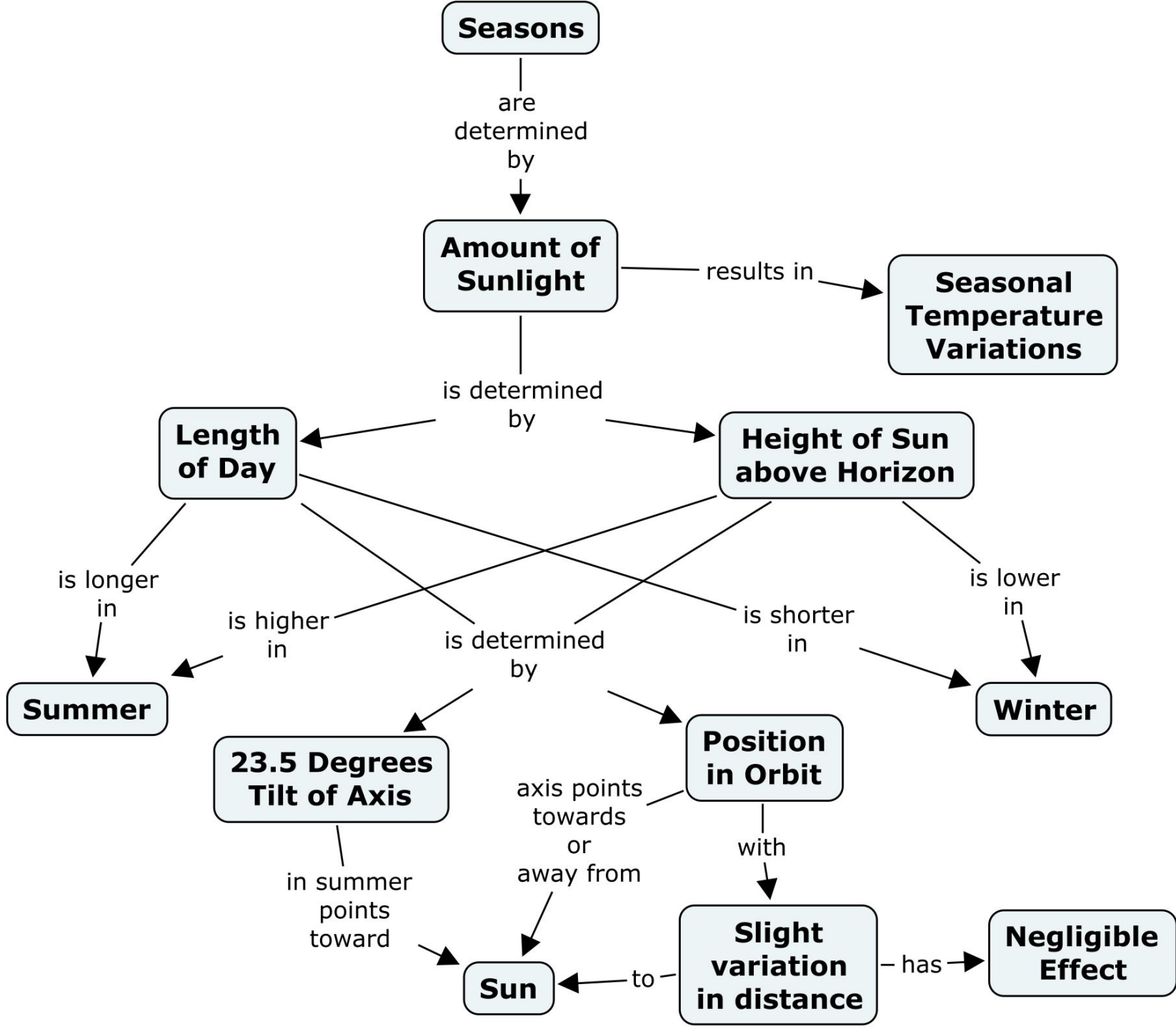




The Rock Cycle



1. What do you see illustrated in this diagram?
2. How much of what you see is a function of geoscience that you have learned?



Why Do We Have Seasons?

The four seasons are spring, winter, summer, and fall. Why do we have four seasons?

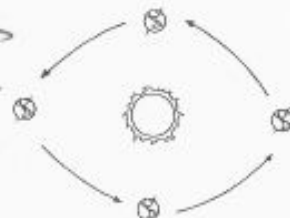
The earth moves around the sun. It takes one year for the earth to move all the way around the sun. The earth is slightly tilted. As it goes around the sun, sometimes it is close to the sun. Sometimes it is far away from the sun. This is what causes the seasons. When the earth is close to the sun, the sun shines longer and brighter. This is why the summer is hot. When the earth is far away from

~~the sun, the sun shines for less time.~~

~~This is why the winter is cold. During the spring and fall, the~~

~~earth is farther away from the sun than in the summertime but closer than in the wintertime. This is why the weather is mild.~~

We have four seasons because of the sun.



1. Write the four seasons.

a. Summer

b. Fall

c. Winter

d. Spring

2. Why is the summer hot?

- a. because the earth is close to the sun
- b. because the sun shines longer
- c. because the sun shines brighter
- d. All of these answers are correct.

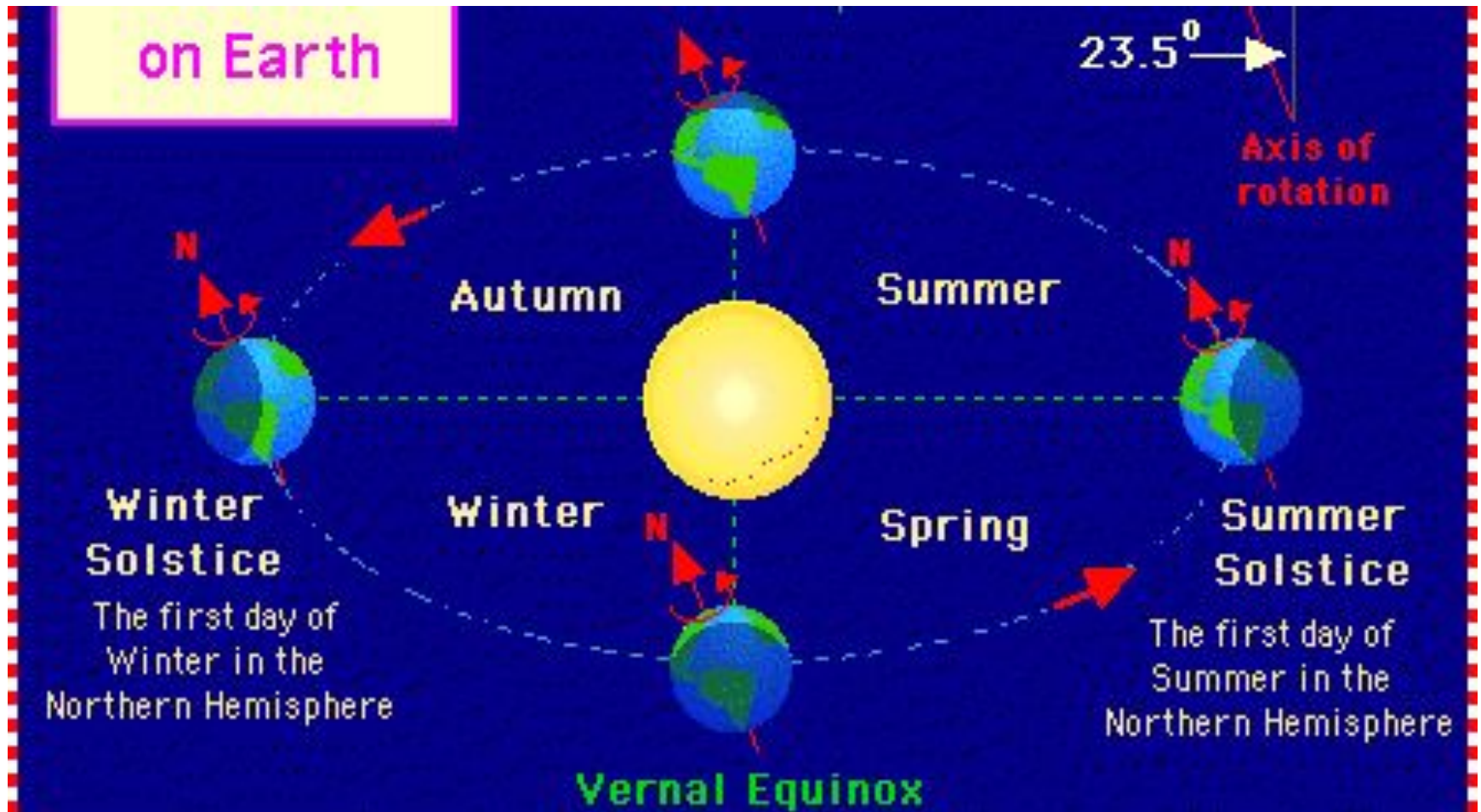
3. Why is the winter cold?

- a. because there is snow
- b. because the earth is far away from the sun
- c. because the air is cold

4. Why do we have four seasons?

Since the earth is tilted when the northern hemisphere faces the sun, it receives more sunlight. Therefore it is summer in north and winter in south. Opposite is true when south faces the sun.

How do seasons occur?



Database

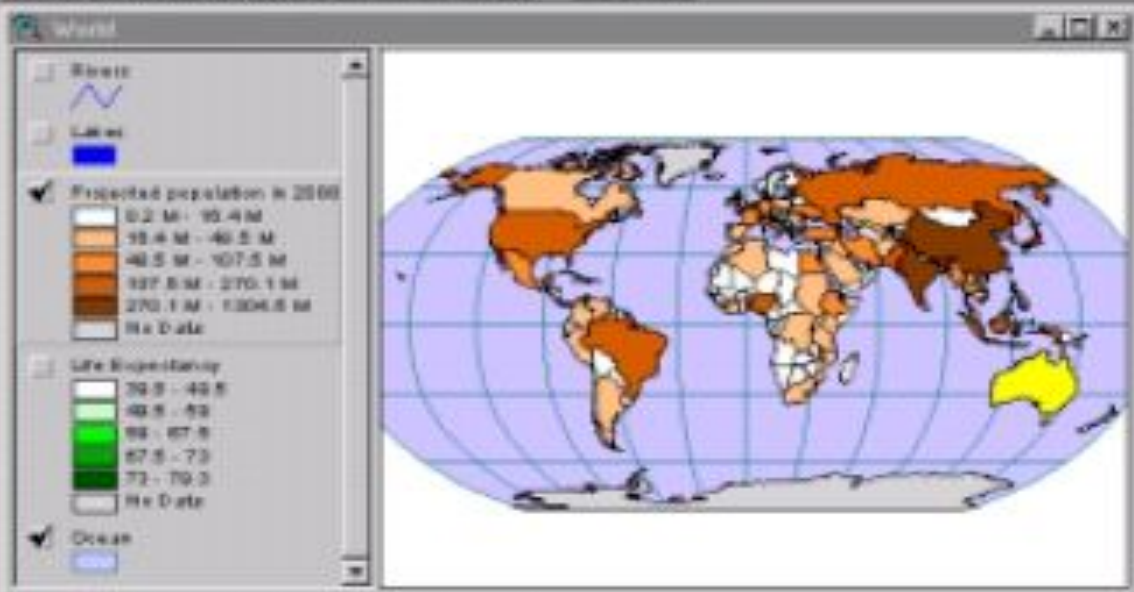
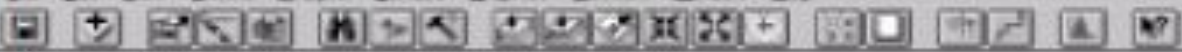
“Not Easy to Interpret”

File Edit Table Field Window Help

0 of 51 selected

Attributes of States.shp

Shape	Area	State_name	State_ab	Sub_region	State_ab2	Pop1990	Pop1997	Pop97_age	Household	Male	Female	White	Black	Asian
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Polygon	147236.028	Montana	30	Mtn	MT	793065	883723	5	306163	393769	403296	741111	2381	47679
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Polygon	70810.153	North Dakota	38	W N Cen	ND	636800	644782	9	240878	316201	320589	604142	3524	26917
Polygon	77193.624	South Dakota	46	W N Cen	SD	695004	735549	9	259034	342496	353506	637515	3258	50575
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Polygon	56080.066	Wisconsin	55	E N Cen	WI	4891769	5189399	97	1822118	2382935	2498934	4512523	249539	28387
Polygon	69340.595	Idaho	16	Mtn	ID	1062749	1210819	12	360723	500956	505793	950451	3370	13780
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Polygon	9070.748	Oregon	41	Pacific	OR	2842321	3245429	29	1103313	1397073	1445248	2636787	46178	38495
Polygon	9259.514	New Hampshire	33	N Eng	NH	1105052	1171443	120	411186	540544	565708	1087433	7198	2134
Polygon	56257.220	Iowa	19	W N Cen	IA	2776755	2853053	49	1064325	1344802	1431563	2650990	48080	7345
Polygon	8172.482	Massachusetts	25	N Eng	MA	6016425	6105884	736	2247110	2885945	3127680	5405374	300130	12241
Polygon	77326.337	Nebraska	31	W N Cen	NE	1576395	1660613	20	602163	769439	808936	1406588	57404	12410
Polygon	49580.579	New York	36	Mid Atl	NY	17990455	19177296	370	6639322	9625679	9964782	13966255	2959065	62651
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Polygon	40918.777	Kentucky	21	E S Cen	KY	3885296	3906865	91	1379782	1785235	1900061	3991932	262907	6789
Polygon	92195.436	Kansas	20	W N Cen	KS	2477574	2582939	30	944726	1214645	1262929	2231886	143076	21965
Polygon	38919.194	Virginia	51	S Atl	VA	6187358	6728895	155	2291830	3033974	3153384	4791739	1162994	15282
Polygon	68831.624	Missouri	29	W N Cen	MO	5117073	5387753	73	1961206	2464315	2652798	4486228	548208	19835
Polygon	113711.522	Arizona	04	Mtn	AZ	3865228	4528866	32	1388436	1810691	1854637	2963186	110524	203527
Polygon	70002.352	Oklahoma	40	W S Cen	OK	3145565	3316622	45	1206135	1500619	1614766	2586512	239801	252420
Polygon	49046.813	North Carolina	37	S Atl	NC	8626637	7411239	136	2517036	3214290	3414347	5008491	1456323	80195



Legend

Rivers

Labels

Projected population in 2000

- 0.2 M - 95.4 M
- 95.4 M - 46.5 M
- 46.5 M - 107.5 M
- 107.5 M - 270.1 M
- 270.1 M - 1,004.6 M
- No Data

Life Expectancy

- 30.0 - 40.0
- 40.0 - 49
- 49 - 67.0
- 67.0 - 73
- 73 - 79.0
- No Data

Ocean

- Blue

Identify Results

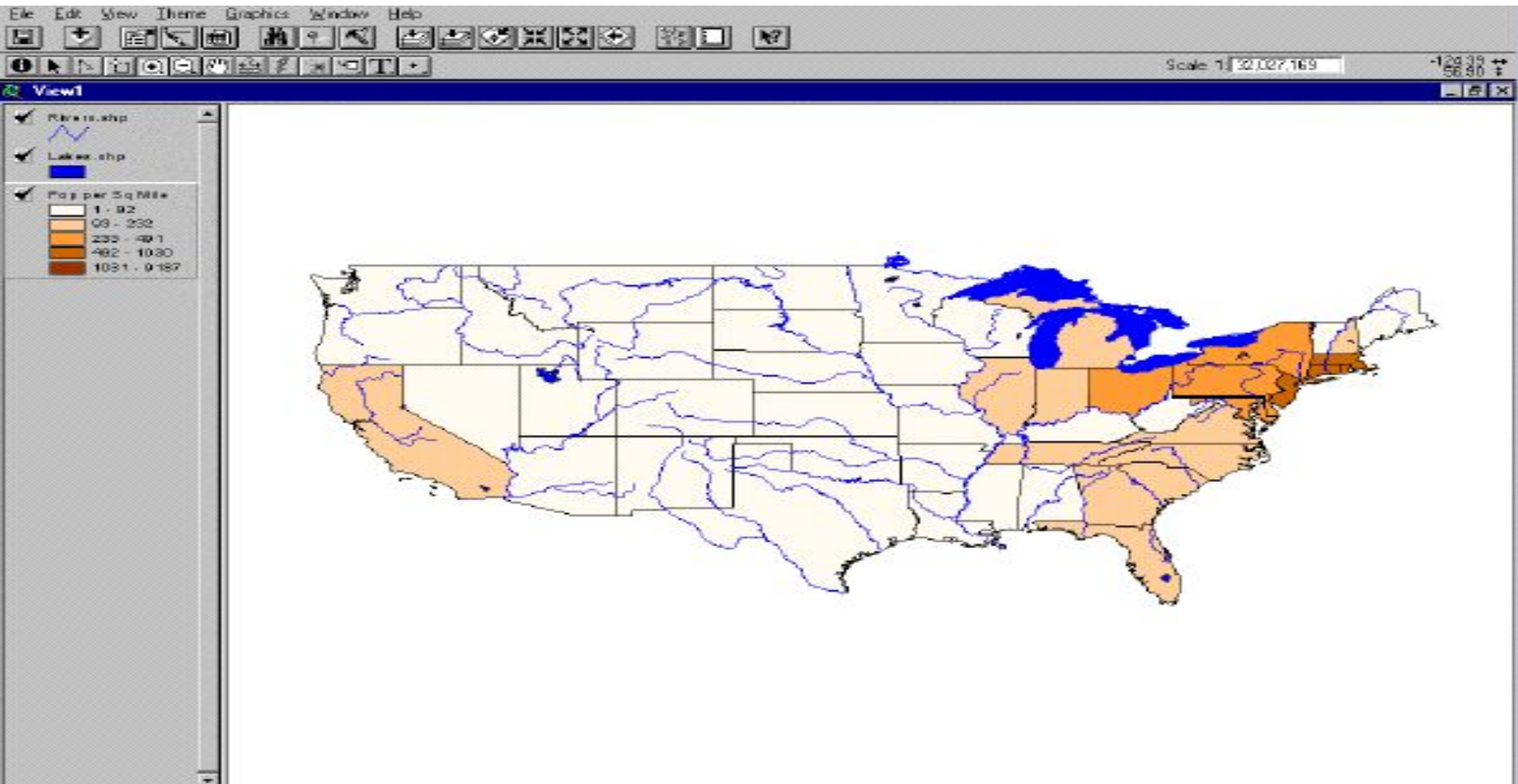
1. Projected population in 2000	Shape	Polygon
	Area	682,605
	Perimeter	172,749
	V104	124
	V104_xf	125
	Abbrev_name	Australia
	Fips_code	AS
	Pl_pop2000	195,35343
	P_0_14_00	22.38
	P_15_64_00	66.50
	Life_exp	76.45
	Life_exp_f	79.02

Attributes of Projected population in 2000

Shape	Area	Perimeter	V104	V104_xf	Abbrev_name	Fips_code	Pl_pop2000	P_0_14_00
Polygon	62,924	45,894	93	94	Algeria	AL	2563752	45
Polygon	2,937	9,249	94	95	Albania	AL	3649735	33
Polygon	262,411	67,668	97	96	Algeria	AL	33489543	43
Polygon	162,414	54,772	40	41	Angola	AO	9834001	44
Polygon	6089,045	1116,977	165	166	Antarctica	AY	99	99
Polygon	277,755	119,671	55	56	Argentina	AR	3631,3088	29
Polygon	3,290	11,126	90	91	Armenia	AM	3729451	49
Polygon	682,605	172,749	124	125	Australia	AS	195,35343	22
Polygon	93,194	21,544	131	132	Austria	AU	7631499	17
Polygon	9,316	24,962	88	89	Azerbaijan	AJ	8872252	49
Polygon	12,016	24,171	103	104	Bangladesh	BQ	146101,798	44
Polygon	1,000	11,000	97	97	Bahrain	BR	672,000	10

Visualization

“Worth a Thousand Words”



Search

Fly To Find Businesses Directions

Fly to e.g., New York, NY

Search input field with magnifying glass icon

Places Add Content

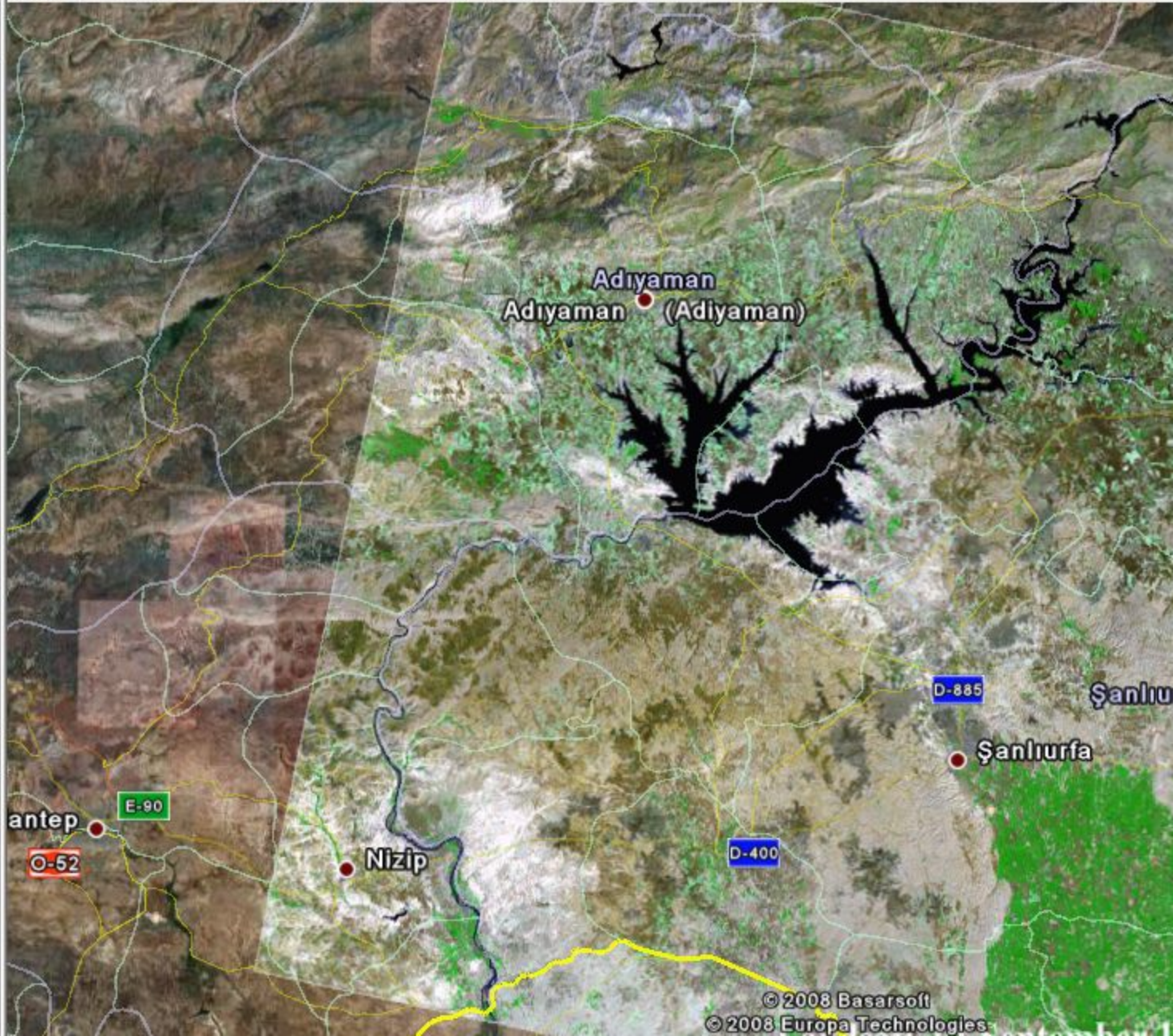
- My Places
 - Ataturk Dam, Turkey
 - 01 September 1999
 - 02 September 1976
 - Sightseeing

Select this folder and click on the 'Play' button below, to start th
 - Temporary Places

Layers

View: Core

- Primary Database
- Geographic Web
- Roads
- 3D Buildings
- Borders and Labels
- Traffic



Search

Fly To Find Businesses Directions

Fly to e.g., New York, NY

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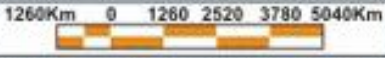


WORLD

Political Map

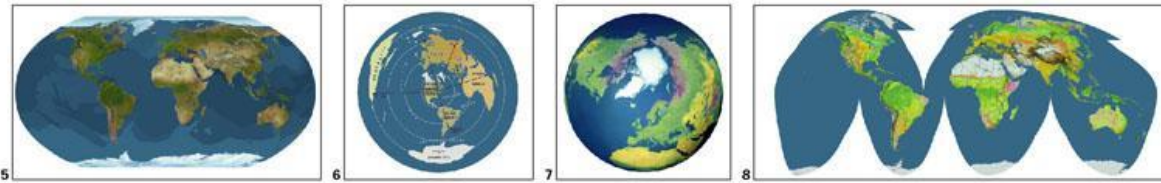


Greenland
0.8 vs.
Africa 11.2

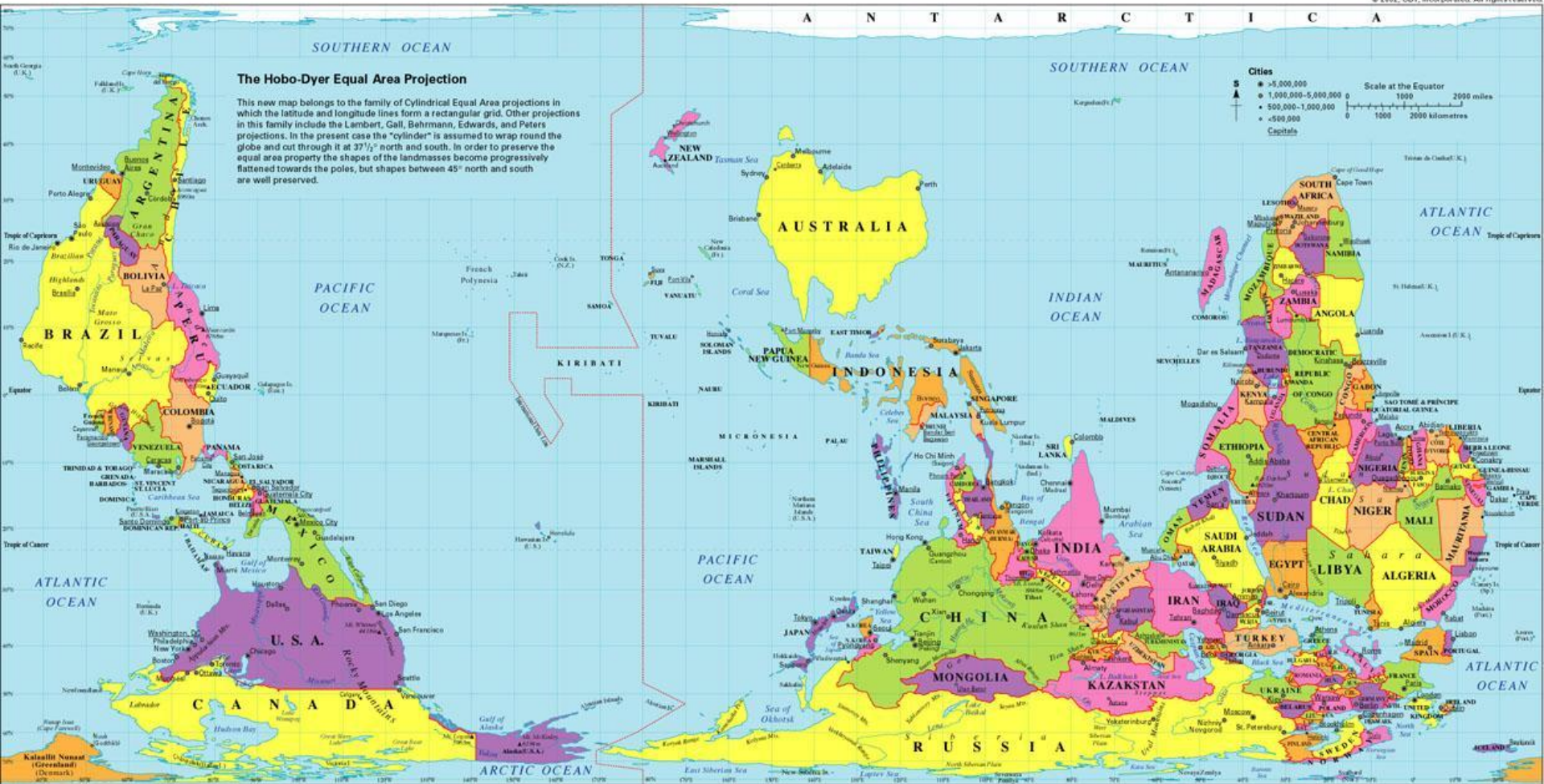


Copyright © 2007 Compare Infobase Limited

Take the quiz! Compare country size.
 Which of the images on both sides of this placemat are "area accurate?" How is the Hobo-Dyer projection below different from the one on the reverse side? Answers and details about all the images are at www.odt.org/hdp. To the right:
 (5) Van Sant's Geosphere,
 (6) Guellet's Toronto-centered projection,
 (7) the Oxford Globe, and
 (8) Goode's Homolosine.



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THE PETERS WORLD MAP

Five thousand years of human history have brought us to the threshold of a new age. It is an age of science and technology, and an age of growing interdependence of all nations and peoples.

Such a moment in history demands that we look critically at our understanding of the world. This understanding is based, to a significant degree, on the work of map-makers of the age when Europe dominated and exploited the world. Surprisingly, some maps still reflect that bygone era.

This new map, the work of the German historian Arno Peters, provides a helpful corrective to the size distortions of these maps. While the Peters Map is superior in its portrayal of proportions and sizes, its importance goes far beyond questions of cartographic accuracy. Nothing less than our world view is at stake.

MAP PROJECTION: Showing the round earth as a flat map.

Cartographers can "project" the round globe of the earth onto a flat surface in many ways. The Peters Projection belongs to the category of maps that retains true proportions (equal area). Each country's area (as well as the areas covered by water) can be directly compared.

All north-south and east-west lines on the Peters Map run at right angles thus preserving a characteristic that is present on the globe itself.

Other map projections emphasize different qualities. For example, Mercator's projection features lines of constant compass bearing for navigation.

The Peters sees both all countries in their true size. Dr. Peters asserted that his projection thus treated all people fairly.

In this complex and interdependent world in which the nations now live, the peoples of the world deserve the most accurate possible portrayal of the actual sizes of their countries. The Peters map achieves that goal.

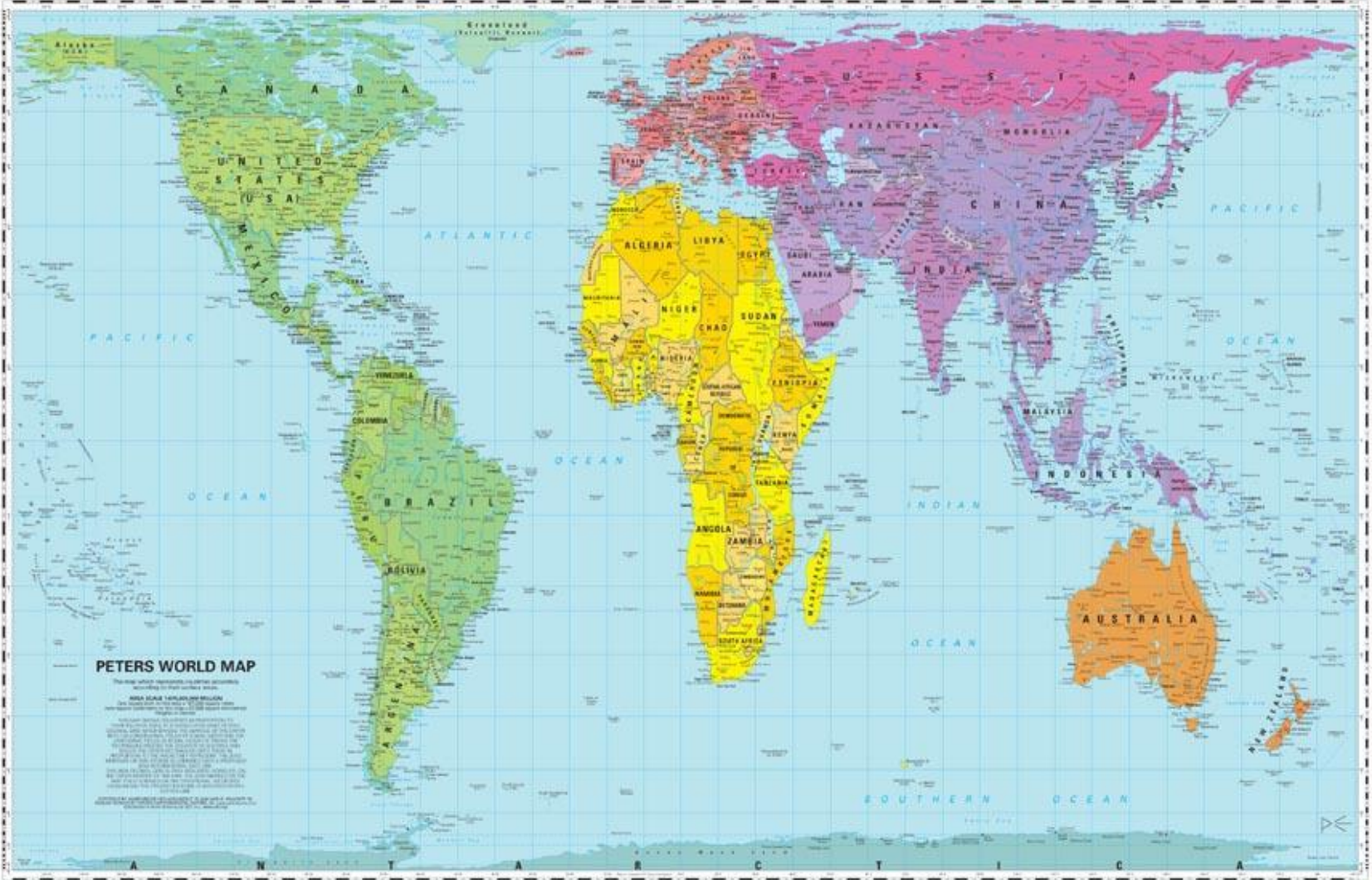
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PETERS WORLD MAP

This map which represents the entire globe according to equal surface areas.

AREA SCALE TABLE BY REGION

Region	Area (sq. miles)
North America	17,000,000
South America	12,000,000
Europe	4,000,000
Asia	29,000,000
Africa	11,000,000
Australia	9,000,000
Antarctica	14,000,000



The Peters projection of the world, on the Mercator projection (1569) the area of the world is distorted. In the Peters projection the area of the world is not distorted. The Peters projection is the only map that shows the world as it really is.



Mercaator's map is, however, only useful for navigation because of its "rhumb lines" or lines of constant compass bearing. The Peters projection of the world is the only map that shows the world as it really is.



The Mercator projection, which was used by Christopher Columbus in 1492, is an "equal area" map. It is the only map that shows the world as it really is.



By highlighting continents, which are in Europe when the Southern Hemisphere was first discovered, it is clear that the Peters projection is the only map that shows the world as it really is.



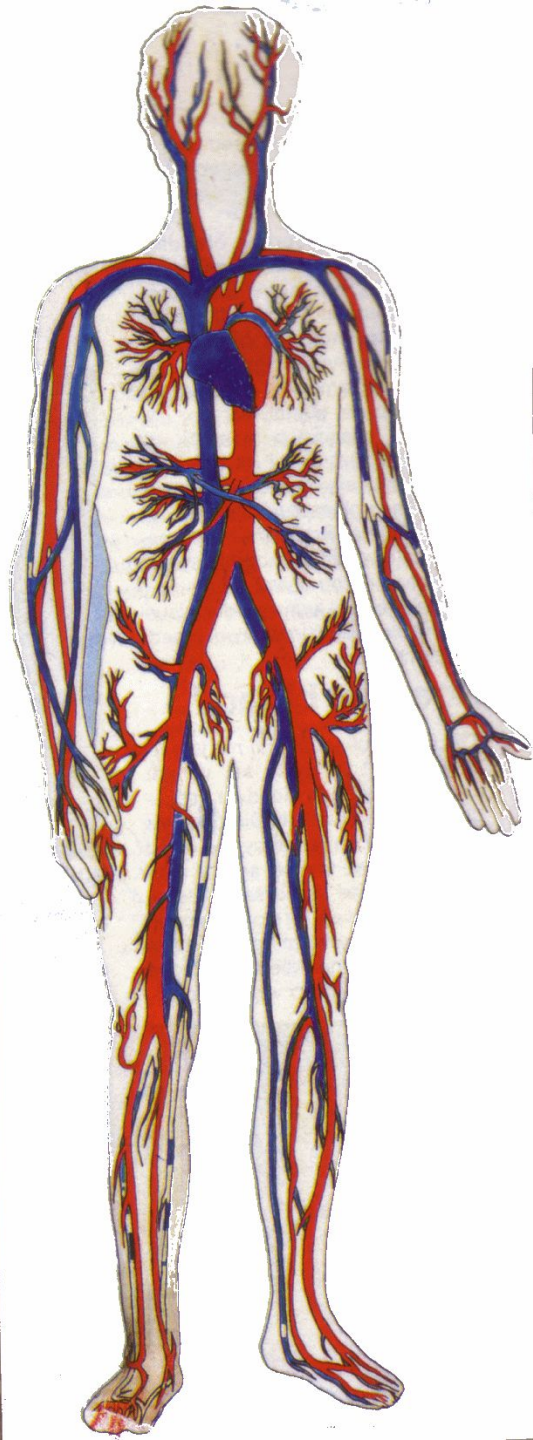
Each approach to projecting the round globe surface onto a flat map has serious distortions and/or consequences. The Peters projection is the only map that shows the world as it really is.



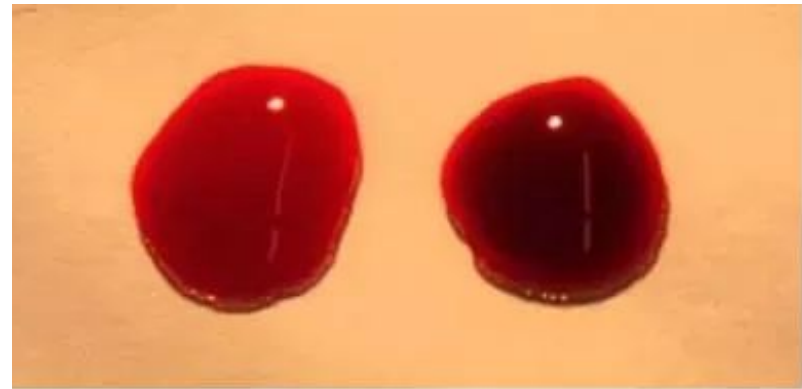
Most are only as good as the system for which they are intended. The Peters projection is the only map that shows the world as it really is.



Some projections avoid extreme distortions of both size and shape by using a "pseudo-cylindrical" projection. The Peters projection is the only map that shows the world as it really is.



What color is blood without oxygen- (deoxygenated)?



Oxygenated
blood: **Bright red**

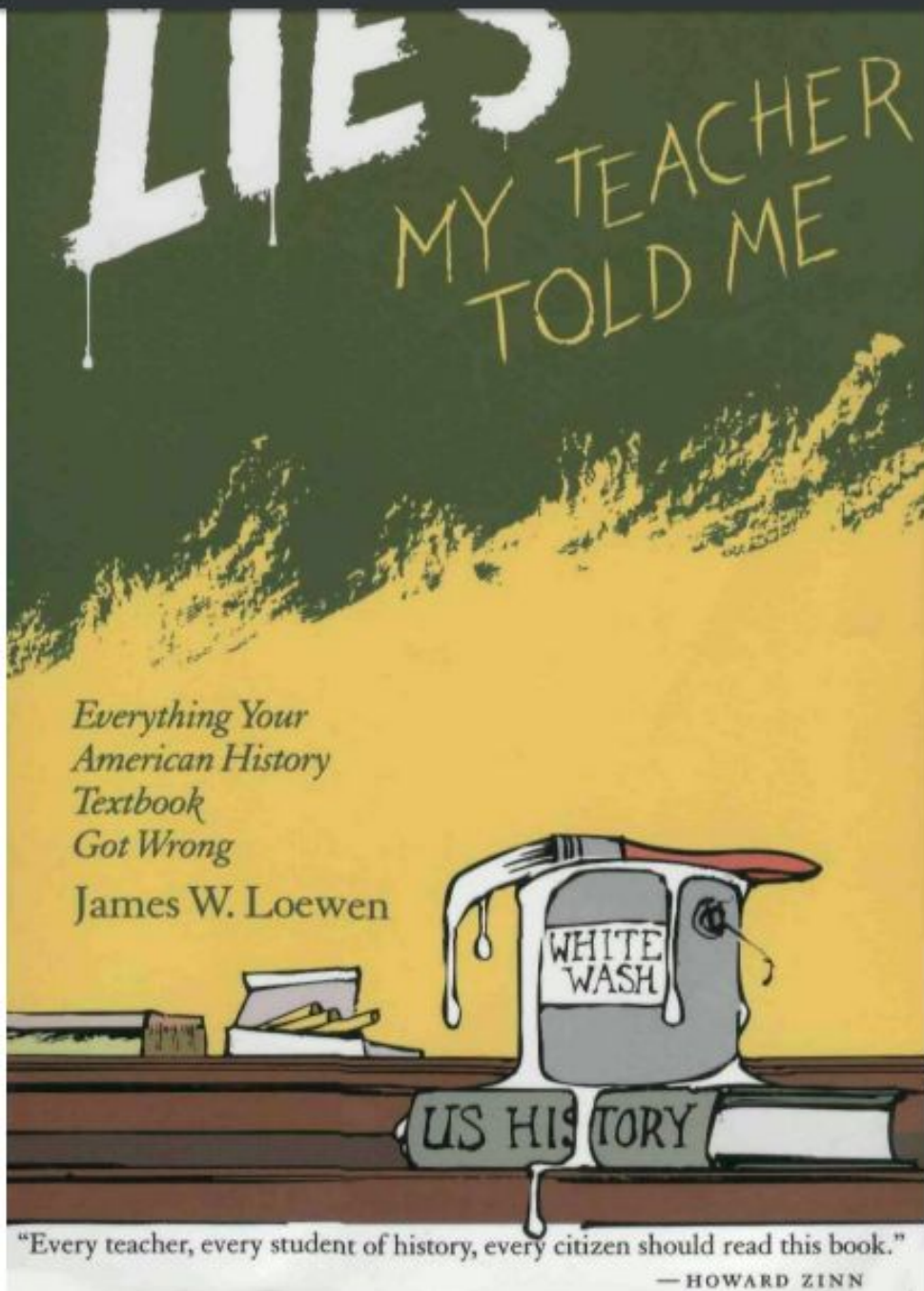
Deoxygenated
blood:
Deep red-purple



One student drew a picture of a slice of pizza explaining grains, vegetables and dairy, all one slice. The others questioned, “how about a bowl?” “why only fork?”, and “where is chopstick?”

Why does US Department of Agriculture (USDA) introduce the models for healthy eating habits?

Vegetables	Fruits	Grains	Protein	Dairy
<p>Fill half your plate with vegetables.</p> <p>Buy vegetables in 100% vegetable juice cans or a mixture of the vegetable forms.</p> <p>Fill half your plate with fruits and vegetables.</p>	<p>Choose an apple, orange, banana, kiwi or pineapple to enjoy but use fruit syrups, honey, glucose, sucrose, fructose, 100% juice or dried.</p> <p>Put half your plate with fruits and vegetables.</p>	<p>Make at least half your protein intake.</p> <p>Look for labels that show whole grains.</p> <p>Whole wheat, oatmeal and brown rice are all good.</p>	<p>Go lean with proteins.</p> <p>Keep portion to 1/4 of the plate.</p> <p>Meat, seafood, poultry, fish, beans, lentils, soybeans, egg and eggs are in the group.</p>	<p>Get your calcium from foods.</p> <p>Remember to get calcium or 1% milk.</p> <p>Go easy on cheese.</p> <p>Some yogurt is a good choice, too.</p>



Lies my teacher told me

JAMES W LOEWEN

- <http://www.ier.edu.vn/upload/product/tai-lieu-tham-khao-dao-tao-giao-vien-lich-su-va-day-hoc-lich-su-tai-hoa-ky-149754535413.pdf>

Every teacher, every student
of history, every citizen
should read this book.
Howard Zinn



Read these paragraphs. A word is missing in some sentences. To the right of each blank, there are four words. Circle the best word for the blank.

⊕

In 1955, a state law in Alabama said that black Americans could not sit in front of a bus. A black woman sat in the 2 of a bus in Alabama. The police took her to jail. King told black Americans that they should not ride on the buses. Many people listened to him. At last, the bus companies did not make black Americans sit in the back of the buses.

2.

a. front

b. back

c. side

d. window

King helped to change the lives of black Americans in the United States. In 1968, someone killed Martin Luther King, Jr. Today, his wife and **other black Americans are trying to finish his work.**



In 1955, a state law in Alabama said that black Americans could not sit in front of a bus. A black woman sat in the 2 of a bus in Alabama. The police took her to jail. King told black Americans that they should not ride on the buses. Many people listened to him. At last, the bus companies did not make black Americans sit in the back of the buses.

2.

a. front

b. back

c. side

d. window



71%

Front

18%

Back

0%

Side

12%

Window

0%

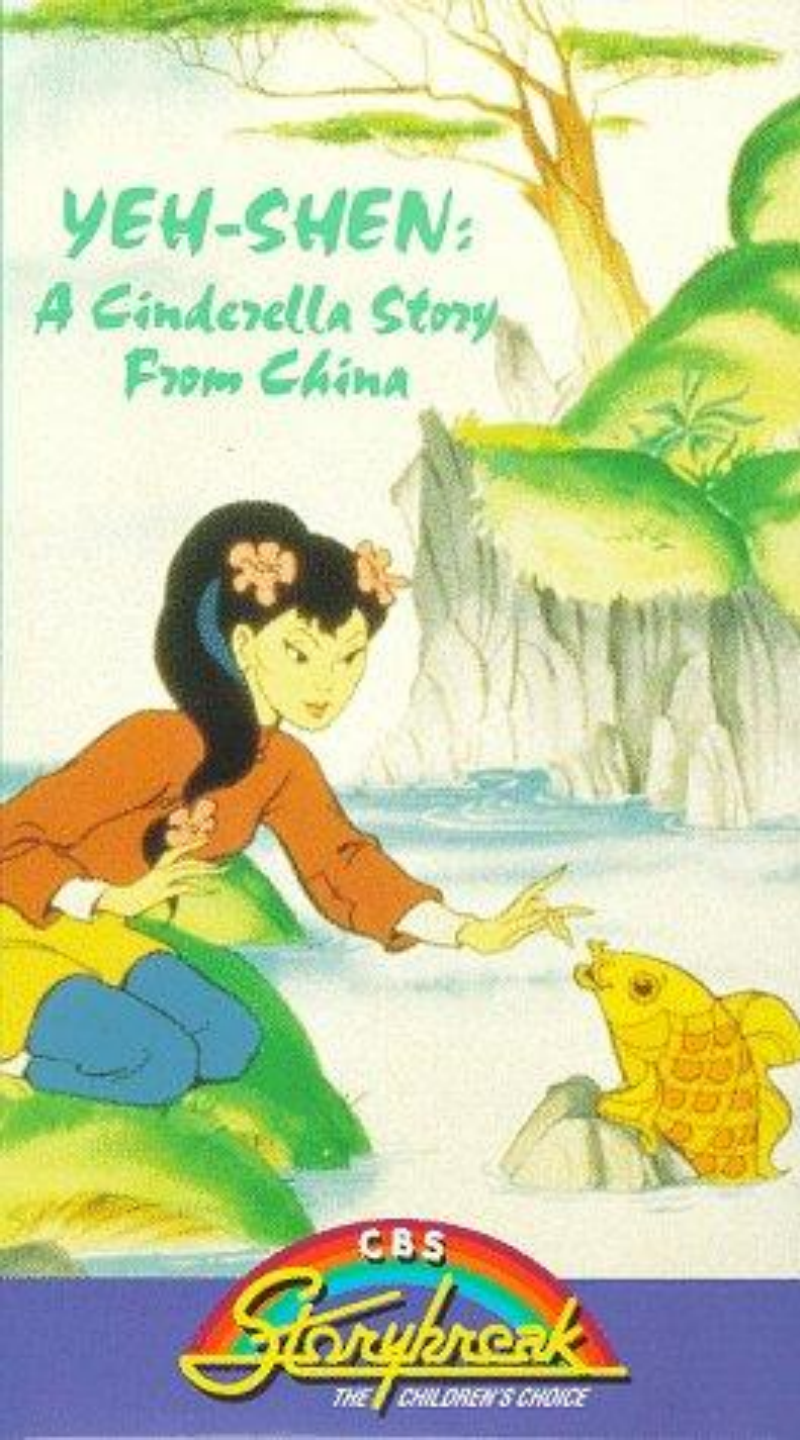
Middle



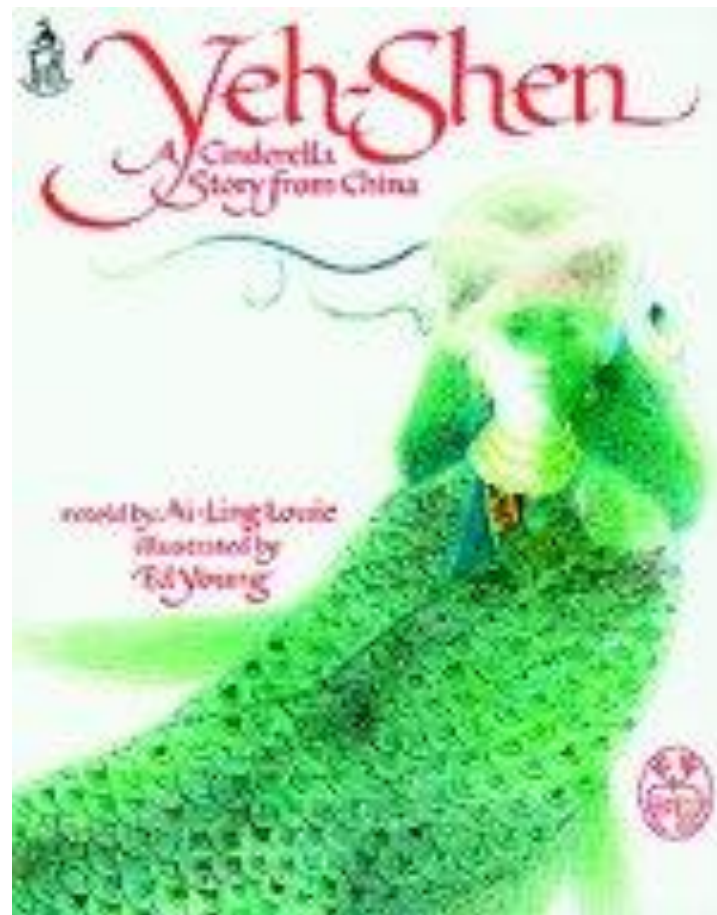
Rosa Parks Interview

<http://teacher.scholastic.com/ROSA/interview.htm>





Yeh- Shen: A Cinderella Story
From China



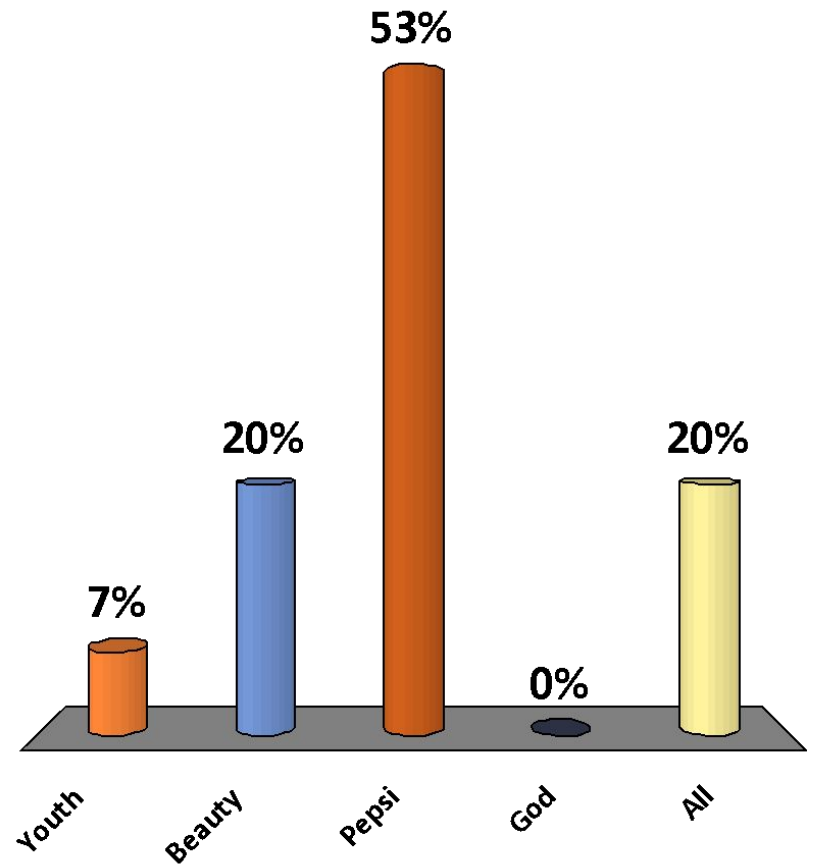
- See the link

<http://www.youtube.com/watch?v=HqK7fOA56bc&search=pepsi%20shakira>

- watch and identify and respond
- what they sell?
- a) Pepsi b) God c) Beauty d) Youth e) all
- who is their target audience?
- a) you b) hispanic c) global d) young people

What are they selling

1. Youth
2. Beauty
3. Pepsi
4. God
5. All







Shakira Pepsi Advertisement 2



**"Of course
it's true —
I saw it on TV."**

**"Advertising
doesn't make
me buy
anything!"**

**"I can find
all the answers
on the web."**

**"I want to be
just like her —
the girl in the
magazine."**



OK (okay) vs. 0K (zero kilobyte)

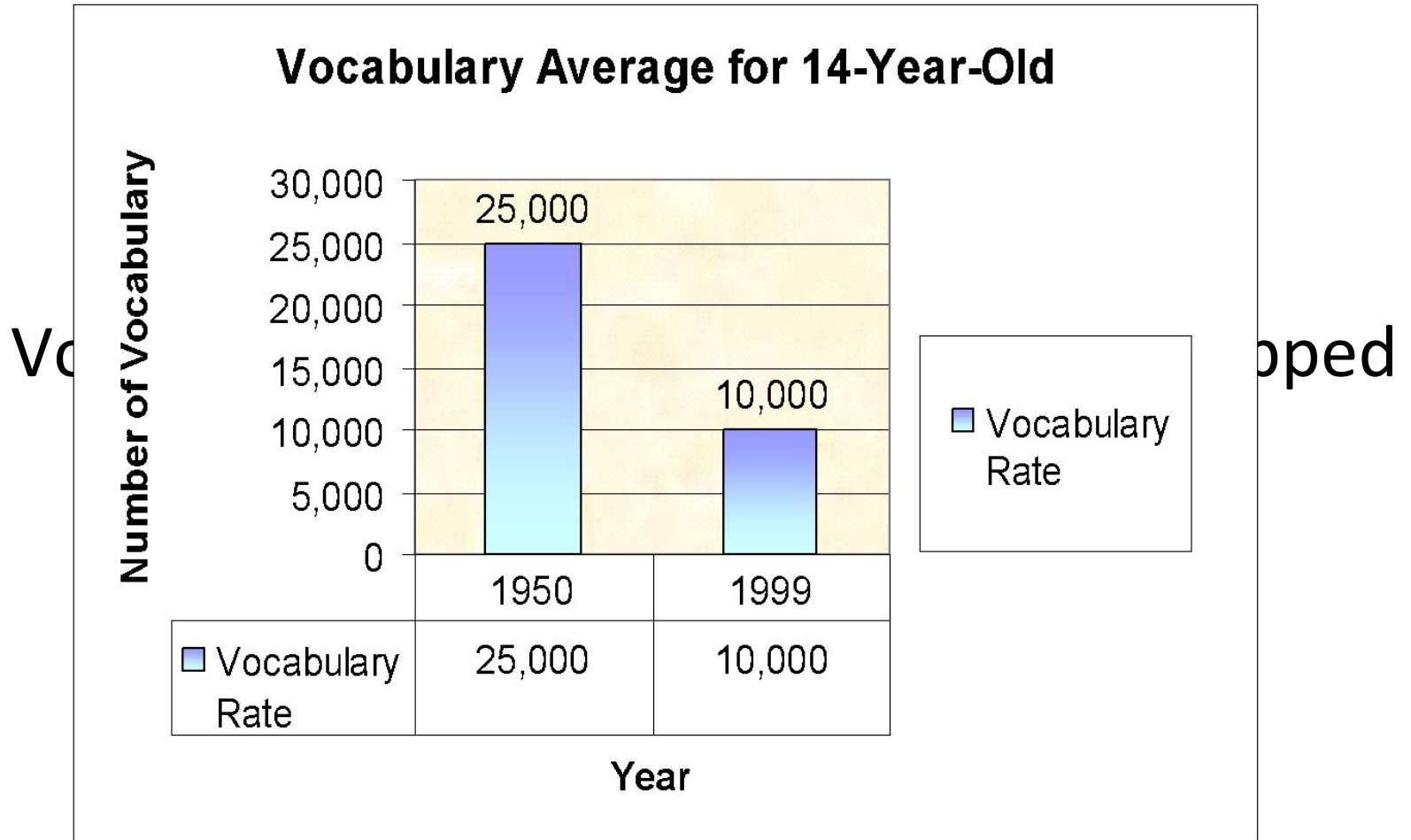


**This is not
only**

o.k.

This sign might mean

- "OK" in the United States
- "money" in Japan
- "sex" in Mexico
- "homosexual" in Ethiopia
- an obscenity in Brazil
- “Zero” in Southern France



“Numbers.” Time Magazine 155, no 6 (Feb 14, 2000); 25

What this results tell us?

BLAME somebody or something

- No parent involvement?
- Too much TV/ New media
- No enough reading

Or question the data?

- Who did the research?
- Who sponsored it?
- Who were the participants?





Activity!

Draw a picture of a scientist and describe the image.

- Is your scientist wearing a white coat? Yes No. Describe.
- Is your scientist inside or outside? Describe the location and background.
- Is your scientist wearing an eye glass? Yes No
- What is the gender?
- What ethnicity, background, country your scientist is from?
- What kind of research does this scientists do?
- Describe hair style, outfit, etc. the scientist is wearing.
- Give a voice, name and adjective to your scientist picture.

What am I?



1



2



3



4



5



6



7



8



9



10



11



12



13



14



15

I am a Scientist



I am a scientist.

I can ask questions.

I can explore.

I can measure.

I can learn.

BEFORE



AFTER



I think of a scientist as very dedicated to his work. He is kind of crazy, talking always quickly. He constantly is getting new ideas. He is always asking questions and can be annoying. He listens to others' ideas and questions them.

I know scientists are just normal people with a not so normal job. . . . Scientists lead a normal life outside of being a scientist. They are interested in dancing, pottery, jogging and even racquetball. Being a scientist is just another job which

It is no longer enough to simply read and write. Students must also become literate in the understanding of visual images. Our children must learn how to **spot a stereotype**, isolate a social cliché and **distinguish facts from propaganda**, analysis from banter, important news from coverage.

Ernest Boyer

A democratic civilization will save itself only if it makes the **language of the image** into a stimulus for **critical reflection**, not an invitation to hypnosis.

Umberto Eco (1979)

Melda N. Yildiz Melda.Yildiz@Fulbrightmail.org

תודה
Dankie Gracias
Спасибо شكراً
Merci Takk
Köszönjük Terima kasih
Grazie Dziękujemy Děkojame
Ďakujeme Vielen Dank Paldies
Kiitos Täname teid 谢谢
Thank You Tak
感謝您 Obrigado Teşekkür Ederiz
Σας Ευχαριστούμ 감사합니다
ඔබටතෙත
Bedankt Děkujeme vám
ありがとうございます
Tack

