interactive historical resource for information design

This panel presents ongoing research that is being developed with the Institutional Development Fund, Proveit Grant Program, Northeastern University. The project aims at developing an interactive historical resource for the discipline of Information Design. The proposed final product will be a prototype of a learning tool targeted at undergraduate students of different fields of knowledge involved in the visualization of information.

The project has two major goals:

- to help students solidly the historical background of the discipline of Information Design by means of an interface which organizes and optimizes the vast body of knowledge, nowadays spread among various books.
- to design an interface that encourages students to think creatively and critically by allowing them to create new relationships and connections among the collected data.

Information Design is by nature cross-disciplinary. Visual systems, informational structures and visualization of information are part of the curriculum of different disciplines outside the design area, where they are used not only as a research method and practice but also as a means to communicate results. Biology, geology, astronomy, computer sciences, physics and mathematics are examples.

There are several definitions of the term “information design.” The one quoted here is from Information Design: A New School for the 21st Century by Dona M.wedel (2000): Design is by nature cross-disciplinary. Visual systems, informational structures and visualization of information are part of the curriculum of different disciplines outside the design area, where they are used not only as a research method and practice but also as a means to communicate results. Biology, geology, astronomy, computer sciences, physics and mathematics are examples.

learning from visual perception and cognition

Visual perception refers to the way we see things, which is a fundamental discipline of information design and visualization. It is the study of visual perception and cognition: how we increase memory, reasoning are all constrained. How we increase memory, reasoning are all constrained. How we increase memory, reasoning are all constrained. How we increase memory, reasoning are all constrained.

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historical examples of graphical representations of information from different disciplines

physical data

abstract data (nonphysical)

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