

Using Infographics in the Classroom

Topic Analysis

TOPIC ANALYSIS: USING INFOGRAPHICS IN THE CLASSROOM

- I. What is an infographic?
 - i. According to Wikipedia, an infographic is a graphical representation of information, data and knowledge intended to present complex information quickly and clearly.
 - ii. When researching infographics, four key themes will keep appearing: Information, Knowledge, Visualization and Communication
 - iii. Information and knowledge refers to the data that is found in an infographic.
 - iv. Visualization and communication refers to how that data is presented to you. This is done through charts, graphs and pictures. You will usually find a variety of these in every infographic you view.

- II. What is the purpose of infographics?
 - i. To communicate a message or tell a story
 - ii. To present large amounts of information in a compact and easy to understand way (to make complex info easier to understand)
 - iii. To engage viewers
 - iv. To show relationships and trends

- III. Why should you use infographics in the classroom?
 - i. "It's the Age of Infographics" Video
 1. <https://www.youtube.com/watch?v=VQbFX2QzbOI>
 - ii. They will be encountered in the real world, so we need to teach students how to read and analyze them.
 - iii. The skills needed to read and analyze infographics are required by the Common Core Standards and they are 21st Century Skills.
 1. Information Literacy: the ability to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information.
 2. Visual Literacy: the ability to transform and communication thoughts, ideas and information into all types of pictures and graphics.
 3. Digital Literacy: the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments.

- IV. Where do you find infographics?
 - i. <http://www.coolinfographics.com>
 - ii. <http://dailyinfographic.com/>
 - iii. <http://www.visualizing.org/>
 - iv. <http://submitinfographics.com/>
 - v. <http://www.infographicsshowcase.com/>
 - vi. <http://flowingdata.com/>
 - vii. <http://www.pdviz.com/>
 - viii. <http://www.infographicsarchive.com/>
 - ix. <http://infographiclabs.com/portfolio/>
 - x. <http://www.loveinfographics.com/>
 - xi. <http://www.amazinginfographics.com/>
 - xii. <http://infographicjournal.com/>
 - xiii. <http://vizualarchive.com/>
 - xiv. 100+ Infographic Sites: <http://infographicsonline.com/submit-infographics-100-infographic-submission-sites/>

V. What makes a good infographic?

- i. Story
 1. Conveys a main idea or concept
 2. Connect the dots to share your story
 3. Educate or inspire your audience
 4. Provide support and structure to your story
- ii. Style
 1. Visually appealing
 2. Balanced and consistent
 3. Digestible: bite size chunks of info
 4. Hierarchical: use size, color and images to make important info pop
- iii. Simplicity
 1. Stick to one style for images/graphics/photos
 2. Be consistent and limit your fonts
 3. Restrict your color palette
 4. White space is powerful
 5. Establish flow and connection from section to section
- iv. Size
 1. The size should fit the medium
 2. Ideal horizontal size = 735 pixels
 3. Ideal vertical size = 5000 pixels, but experiment with shorter lengths
 4. Use a compressed jpeg image to reduce load time
- v. Stats
 1. Stats should be current, topical, factual, helpful and reliable
- vi. Shareability
 1. Include source info and URL
 2. Drive traffic back to your website
 3. Include embed code for others to embed on their websites
 4. Places
 - a. Embed in your website or blog
 - b. Facebook
 - c. LinkedIn
 - d. Twitter
 - e. Slideshare
- vii. Source
 1. Use reputable sources
 2. Confirm your facts
- viii. <http://www.entrepreneur.com/article/229818>

VI. Using infographics in the classroom

- I. Activating tool
 - a. Introduce a new unit with an infographic.
 - b. <http://visual.ly/china-numbers>
- II. Explaining a concept
 - a. Use an infographic to help explain or discuss a concept.
 - b. <http://dailyinfographic.com/rock-me-like-a-hurricane-infographic>

- III. Analyzing and interpreting data
 - a. Have students analyze and interpret the data found in an infographic.
 - b. <http://familyconsumersciences.com/2014/06/analyzing-facs-related-infographics/>

- IV. Creating infographics
 - a. Have students create their own infographic
 - b. <http://learning.blogs.nytimes.com/2010/08/27/teaching-with-infographics-a-student-project-model/>

- V. Writing a lesson plan