

The Web Safari:
Connecting Theory to
Practice Through
Student-Led Discovery of
Contemporary Material

CAPPA e-workshop: Teaching Public Policy and Public Administration in a Time of COVID-19

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Slides at https://bit.ly/LONGO_CAPPA_JUN2 @giustinolongo

Outline

- Overview
- Teaching and Learning Intent
- Mechanics
- Experience to Date
- Online Adaptations

Overview: Principles of the Web Safari

- A **collective effort** to build a repository of web-accessible resources related to the course themes and content.
- Can be used in any class in which contemporary events or commentary can be found that support course theory.
- For course-credit (1% per contribution per session = 10%).
- **Tweeted** from the student's account + **posted** to class notes.
- **Due before each session** to allow for instructor review.
- Students can **present** contributions in a synchronous class.
- Asynchronous classes require other methods (see below).

Teach and Learning Intent

- An alternative to "participation grades".
- **Incentivize** student contributions without penalizing introverts.
- Incentivize student-led **exploration and discovery** of course-related material in the wilds of the Internet.
- Tapping the collective intelligence of the class to source contemporary resources that connect session theory to practical implications.
- Provide a guided pathway into Twitter for new users.

- 1. Web-accessible **course notes page** outlining the theme or topic (example).
- 2. Web-accessible **submission form** for students to post contribution (<u>example</u>).
- 3. Web-accessible display of contributions (example).
- 4. Use #Hashtags to collect contributions in Twitter (example).

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Session 9 - May 14 - In Graphic Detail: Information Visualization & Infographics Visualization is a category of techniques used for data analysis and the communication of quantitative findings using informative graphics. Good visualization should help the viewer understand the underlying data, appreciate the information contained in the analysis, and grasp the complexity of the system. Infographics are visual representations of information and data, combining visual summaries and explanatory text, for presenting information quickly to a generalist audience and in an appealing way.

Class recording

Readings:

- Lindquist, E. (2015). "Visualization Meets Policy Making: Visual Traditions, Policy Complexity, Strategic Investments." In Erik W. Johnston (ed.) Governance in the Information Era: Theory and Practice of Policy Informatics. Chapter 4, pp. 62-82. New York: Routledge. Link.
 - o If interested, a more recent article: Lindquist, E. A. (2018). Visualization Practice and Government: Strategic Investments for More Democratic Governance. In Policy Analytics, Modelling, and Informatics (pp. 225-246). Springer, Cham. Link
- Otten, J. J., Cheng, K., & Drewnowski, A. (2015). Infographics and public policy: using data visualization to convey complex information. Health Affairs, 34(11), 1901-1907. Link
- Data Visualization: A Primer (Government of Canada)
- Is That Chart Saying What You Think It's Saying? Link
- How to make infographics: a beginner's guide to data visualisation. Link
- Briefing Materials Infographic, Canadian Government Executive Magazine, October 2017. Link
- Graphic Detail Series The Economist

Software / Services:

- Flourish
- Tableau (optional)



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Web Safari Session 1

A collection of news stories, articles, videos, blog posts, and other web-accessible resources related to the course themes and content. Contribute a unique tweet related to the session theme. Also post here following the example. Due at 9 am on the day of session 1.

* Required

Given Name *

Your answer

Surname *

Your answer

Link to Article *

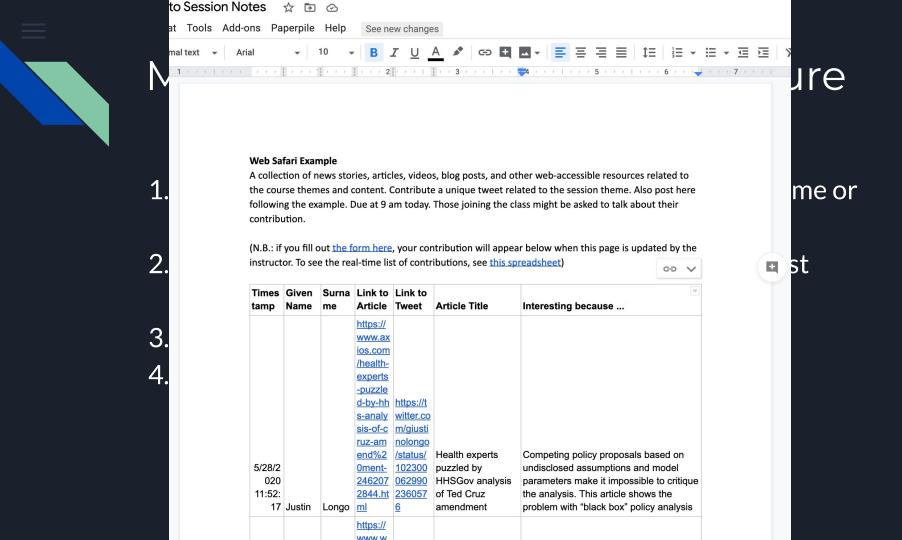
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Top Latest People Photos Videos

Katelyn Roberts @Katelyn60074921 · May 13

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Different ways students are putting their talents to good use to assist during Covid 19. One example, artists creating info-graphics for health care providers. #JSGS807s9

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 - Here's how Stanford students are tackling COVID-19 | Stanford News From helping develop medical equipment to creating art, Stanford students from across departments and academic disciplines are ... $\mathscr S$ news.stanford.edu

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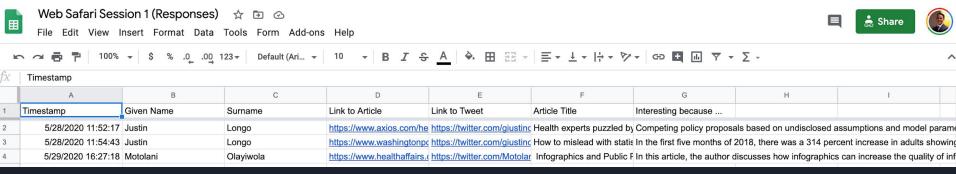
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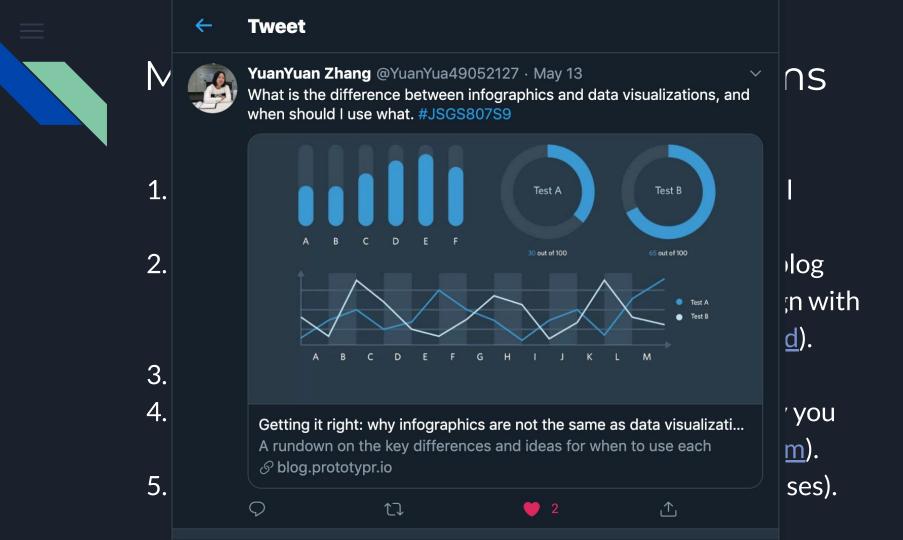


- 1. **Preview** a coming session to understand the general theme or topic.
- 2. **Search** for contemporary web-accessible content (blog posts, tweet-threads, videos, news articles) that align with the theme. (Check that it has not already been <u>added</u>).
- 3. Tweet the link to the resource + add commentary.
- 4. **Add** article title, article URL, <u>link to tweet</u>, and "why you should read this article" to the course notes (see <u>form</u>).
- 5. Brief **verbal recap** of their post (in synchronous classes).



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Experience to Date

- Student response
 - Survey: "The 'web safari is a waste of time".
 - Three year average = 5.75/7 (disagree)
 - Text feedback
 - Too much work for 1%
 - Twitter is an inappropriate platform for a graduate professional school.

Experience to Date (continued)

- Categories of contributions:
 - News articles (Economist, Globe & Mail, Washington Post, Guardian, Forbes, CBC)
 - Pop-academic articles (HBR, MIT Technology Review, Policy Options, The Conversation, phys.org).
 - Blog posts (academics, think tanks, industry associations, vendors)
 - Course-specific posts (e.g., StatsCan for public sector statistics class)
 - YouTube videos (some students post only videos)

Online Adaptations

- F2F or synchronous online: no problem have students briefly speak to their contribution. About two minutes each.
- Adapting to online / asynchronous
 - "Post one, comment on two"
 - Output
- Adding value?
 - Categorizing / link explicitly to course notes
 - Record a web safari video walkthrough.