## **User Tasks & Analysis**



CS 4460 – Intro. to Information Visualization September 29, 2017 John Stasko

# **Learning Objectives**



- Understand the importance of tasks, goals, and objectives for visualization
- Identify the common "low-level" tasks for visualizations
- Identify important "high-level" tasks for visualizations

## What for?



- In order to build better visualizations, we need to understand what people might use them for
  - What tasks do they want to accomplish?

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## **An Example**



- search vs. browsing
- Value of Vis day (coming up):
  - Exploratory data analysis
  - Identifying better questions
  - · Understanding, awareness, context, trust

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## **Browsing vs. Search**



- Important difference in activities
- Appears that information visualization may have more to offer to browsing
- But...browsing is a softer, fuzzier activity
- So, how do we articulate utility?
  - Maybe describe when it's useful
  - When is browsing useful?

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## **Browsing**



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- Useful when
  - Good underlying structure so that items close to one another can be inferred to be similar
  - Users are unfamiliar with collection contents
  - Users have limited understanding of how system is organized and prefer less cognitively loaded method of exploration
  - Users have difficulty verbalizing underlying information need
  - Information is easier to recognize than describe

Lin '97

## **Thought**



- Maybe infovis isn't about answering questions or solving problems... hmmm
- Maybe it's about asking better questions

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## **Tasks**



- OK, but browsing and search are very high level
- Let's be more specific...

# Challenge





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## Follow-on



- What are the (types of) tasks being done here?
  - Abstract away the domain
- Can you think of others?

### **Task Taxonomies**



- Number of different ones exist, important to understand what process they focus on
  - Creating an artifact
  - Human tasks
  - Tasks using visualization system

\_ ...

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### **One (Famous) Perspective**



- Shneiderman proposed task × data type taxonomy to understand what people do with visualization
- Mantra: "Overview first, zoom and filter, then details on demand"
  - Design paradigm for infovis systems

Shneiderman VL '96

## **Taxonomy**



- Data Types
  - 1. 1D
  - 2. 2D
  - 3. 3D
  - 4. Temporal
  - 5. ND
  - 6. Tree
  - 7. Network

- Tasks
  - 1. Overview
  - 2. Zoom
  - 3. Filter
  - 4. Details-on-demand
  - 5. Relate
  - 6. History
  - 7. Extract

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# **Another Task Taxonomy**



Amar, Eagan, & Stasko – InfoVis '05

## **Background**

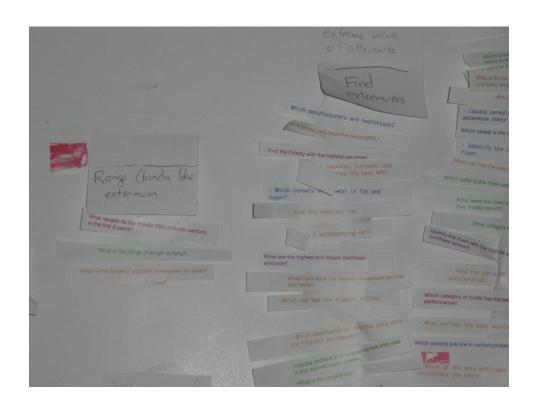


- Use "commercial tools" class assignment from this class
- Students generate questions to be answered using commercial infovis systems
- Data sets:

Domain	Data cases	Attributes	Questions Generated
Cereals	78	15	107
Mutual funds	987	14	41
Cars	407	10	153
Films	1742	10	169
Grocery surveys	5164	8	126

Generated 596 total analysis tasks







## **Terminology**



- Data case An entity in the data set
- Attribute A value measured for all data cases
- Aggregation function A function that creates a numeric representation for a set of data cases (eg, average, count, sum)

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## 1. Retrieve Value



#### **General Description:**

Given a set of specific cases, find attributes of those cases.

#### **Examples:**

- What is the mileage per gallon of the Audi TT?
- How long is the movie Gone with the Wind?

## 2. Filter



#### **General Description:**

Given some concrete conditions on attribute values, find data cases satisfying those conditions.

#### **Examples:**

- What Kellogg's cereals have high fiber?
- What comedies have won awards?
- Which funds underperformed the SP-500?

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## 3. Compute Derived Value



#### **General Description:**

Given a set of data cases, compute an aggregate numeric representation of those data cases.

#### **Examples:**

- What is the gross income of all stores combined?
- How many manufacturers of cars are there?
- What is the average calorie content of Post cereals?

#### 4. Find Extremum



#### **General Description:**

Find data cases possessing an extreme value of an attribute over its range within the data set.

#### **Examples:**

- What is the car with the highest MPG?
- What director/film has won the most awards?
- What Robin Williams film has the most recent release date?

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### 5. Sort



#### **General Description:**

Given a set of data cases, rank them according to some ordinal metric.

#### **Examples:**

- Order the cars by weight.
- Rank the cereals by calories.

### 6. Determine Range



#### **General Description:**

Given a set of data cases and an attribute of interest, find the span of values within the set.

#### **Examples:**

- What is the range of film lengths?
- What is the range of car horsepowers?
- What actresses are in the data set?

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### 7. Characterize Distribution



#### **General Description:**

Given a set of data cases and a quantitative attribute of interest, characterize the distribution of that attribute's values over the set.

#### **Examples:**

- What is the distribution of carbohydrates in cereals?
- What is the age distribution of shoppers?

#### 8. Find Anomalies



#### **General Description:**

Identify any anomalies within a given set of data cases with respect to a given relationship or expectation, e.g. statistical outliers.

#### **Examples:**

- Are there any outliers in protein?
- Are there exceptions to the relationship between horsepower and acceleration?

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### 9. Cluster



#### **General Description:**

Given a set of data cases, find clusters of similar attribute values.

#### **Examples:**

- Are there groups of cereals w/ similar fat/calories/sugar?
- Is there a cluster of typical film lengths?

#### 10. Correlate



#### **General Description:**

Given a set of data cases and two attributes, determine useful relationships between the values of those attributes.

#### **Examples:**

- Is there a correlation between carbohydrates and fat?
- Is there a correlation between country of origin and MPG?
- Do different genders have a preferred payment method?
- Is there a trend of increasing film length over the years?

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### **Discussion/Reflection**



- Compound tasks
  - "Sort the cereal manufacturers by average fat content"

Compute derived value; Sort

- "Which actors have co-starred with Julia Roberts?"

Filter; Retrieve value

#### **Discussion/Reflection**



- What questions were left out?
  - Basic math

"Which cereal has more sugar, Cheerios or Special K?"
"Compare the average MPG of American and Japanese cars."

Uncertain criteria

"Does cereal (X, Y, Z...) sound tasty?"
"What are the characteristics of the most valued customers?"

Higher-level tasks

"How do mutual funds get rated?"

"Are there car aspects that Toyota has concentrated on?"

More qualitative comparison

"How does the Toyota RAV4 compare to the Honda CRV?" "What other cereals are most similar to Trix?"

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### **Concerns/Limitations**



- InfoVis tools may have influenced students' questions
- Graduate students as group being studied
  - How about professional analysts?
- Subjective Not an exact science
- Data was really quantitative so may get a different set of tasks for relational/graph data
  - See Lee et al, BELIV '06

#### **Contributions**



- Set of <u>grounded</u> low-level analysis tasks
- Potential use of tasks as a language/vocabulary for comparing and evaluating infovis systems

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## **Another Perspective**



- Taxonomy proposed
- "...used specifically for multidimensional visualizations, taking into account the generic objectives that a user has when using such techniques to perform exploratory analyses as a previous step of statistical analysis."

Valiati et al BELIV '06

## **Task Taxonomy**



- 7 tasks in 2 categories
  - User goals

Identify – Find, discover new information

Determine – Calculate, define a precise value

Compare – Compare data & values

Infer – Infer knowledge, generate hypotheses

Locate – Search and identify information

Intermediate level tasks to support analysis
 Visualize – Represent the data a certain way
 Configure – Normalize, filter, reorder, etc.

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### **More Details**



- Each task has "parameters"
  - Identify

clusters

correlations

categories

properties

patterns

characteristics

thresholds

similarities

differences

dependencies

uncertainties

variations

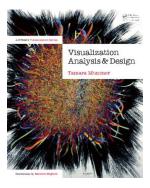
## **Abstract Tasks**



#### Framework/Typology of abstract visualization tasks



Brehmer & Munzner *TVCG* (InfoVis) '13



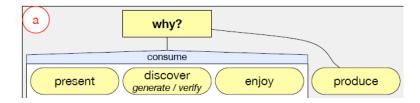
Chapter 3

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# Why?

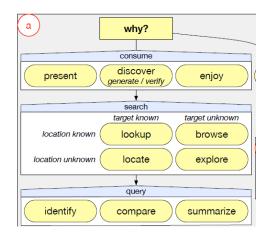


What are the top-level categories (answers) to the "Why?" question?



# **Discover**



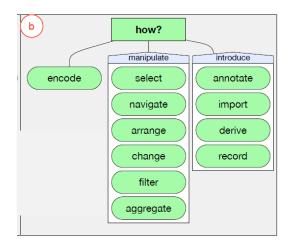


High to low level

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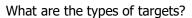
## How?

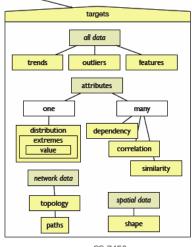




# **Targets**



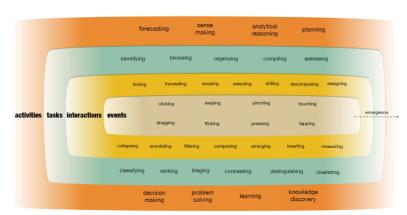




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# **Visual Analytic Activity**





Sedig, Parsons, Babanski JMPT'12

# **Learning Objectives**



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- · Identify important "high-level" tasks for visualizations

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#### **HW 4**



- Questions?
  - Get Tableau
  - Pick data set
- Due next Friday, 6<sup>th</sup> at 1pm (T-Square)

### **Midterm Exam**



- About 15 short answer questions
- Closed book/notes
- Examples
  - Concepts (majority)
  - Analyze a vis
  - Design a vis
  - Analyze some code

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## **Upcoming**



- Midterm Exam
- No (Scheller 300) class next Wed & Fri
  - John T. and I are away all next week
- Value of Vis
  - Prep: Norman & Chang articles
  - Watch My EuroVis '14 Capstone talk

## **References**



- Spence & CMS texts
- All referred to papers