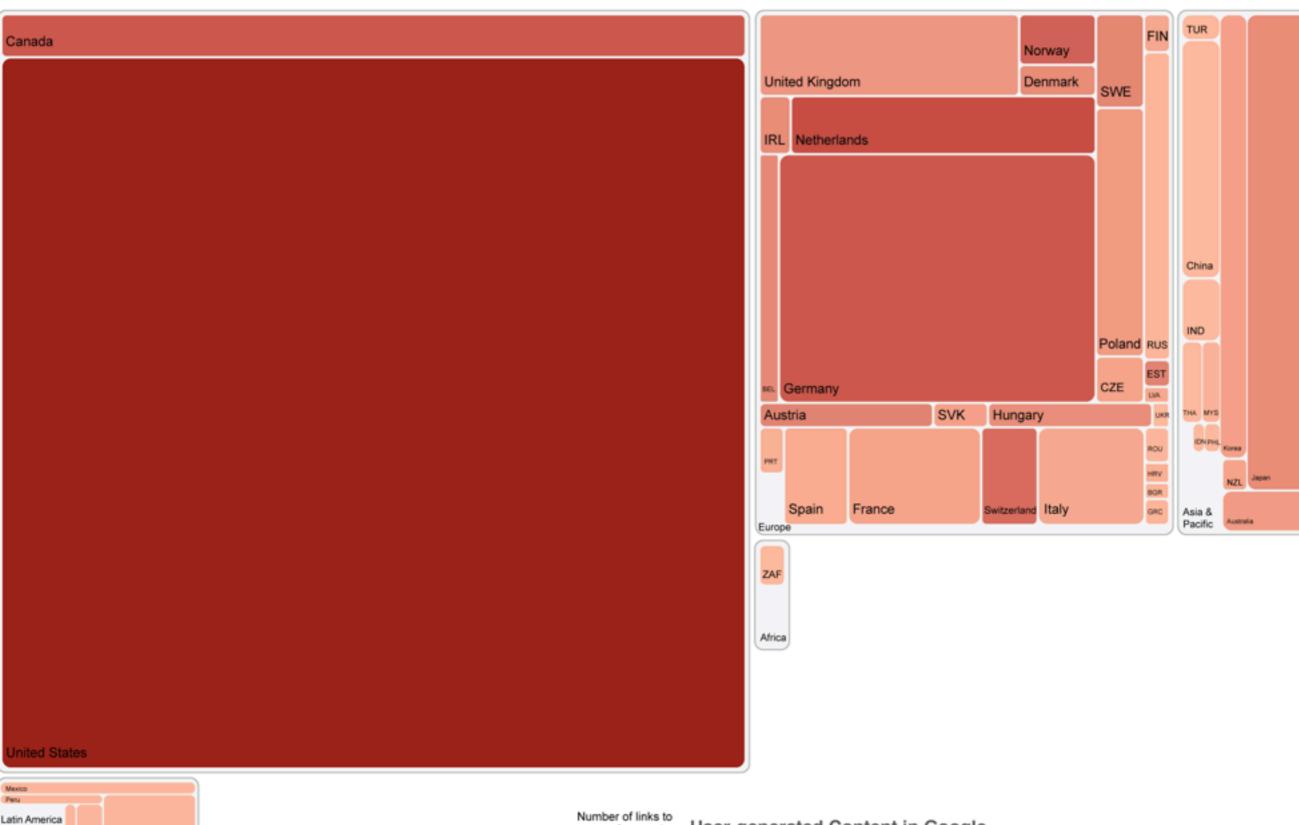
### Representation Technologies



georeferenced content (in millions)\*

2

& Caribbean OH. ARG Brazil

#### User-generated Content in Google

Visualization and analysis by Dr Mark Graham, Scott A. Hale and Monica Stephens in collaboration with Dr Corinne M. Flick and the Convoco Foundation. Data provided by Matthew Zook.

This map and other visualizations can be found on the OII visualization website at http://www.oii.ox.ac.uk/vis/

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#### Representation Technologies

- Technology for representing and communicating knowledge
- All sources of knowledge not equally represented
- We must design for diversity in <u>users</u>, and in <u>forms of knowledge</u>

#### Outline

- Awaaz.De: Re-thinking Uls for content authoring by underrepresented groups
- Local Ground: Re-thinking data processes to support learning and access
- Can new forms and processes of knowledge representation lead to more equitable political representation?



### Orality and Literacy

- Oral communities have distinct ways of representing knowledge
- Aggregative tolerant of repetition, redundancy and inconsistency
- <u>Situational</u> tied to specific situations and people; not abstract concepts
- <u>Dialectic</u> reinforced by dialogue







You have reached Avaaj Otalo:

Press I to ask a question

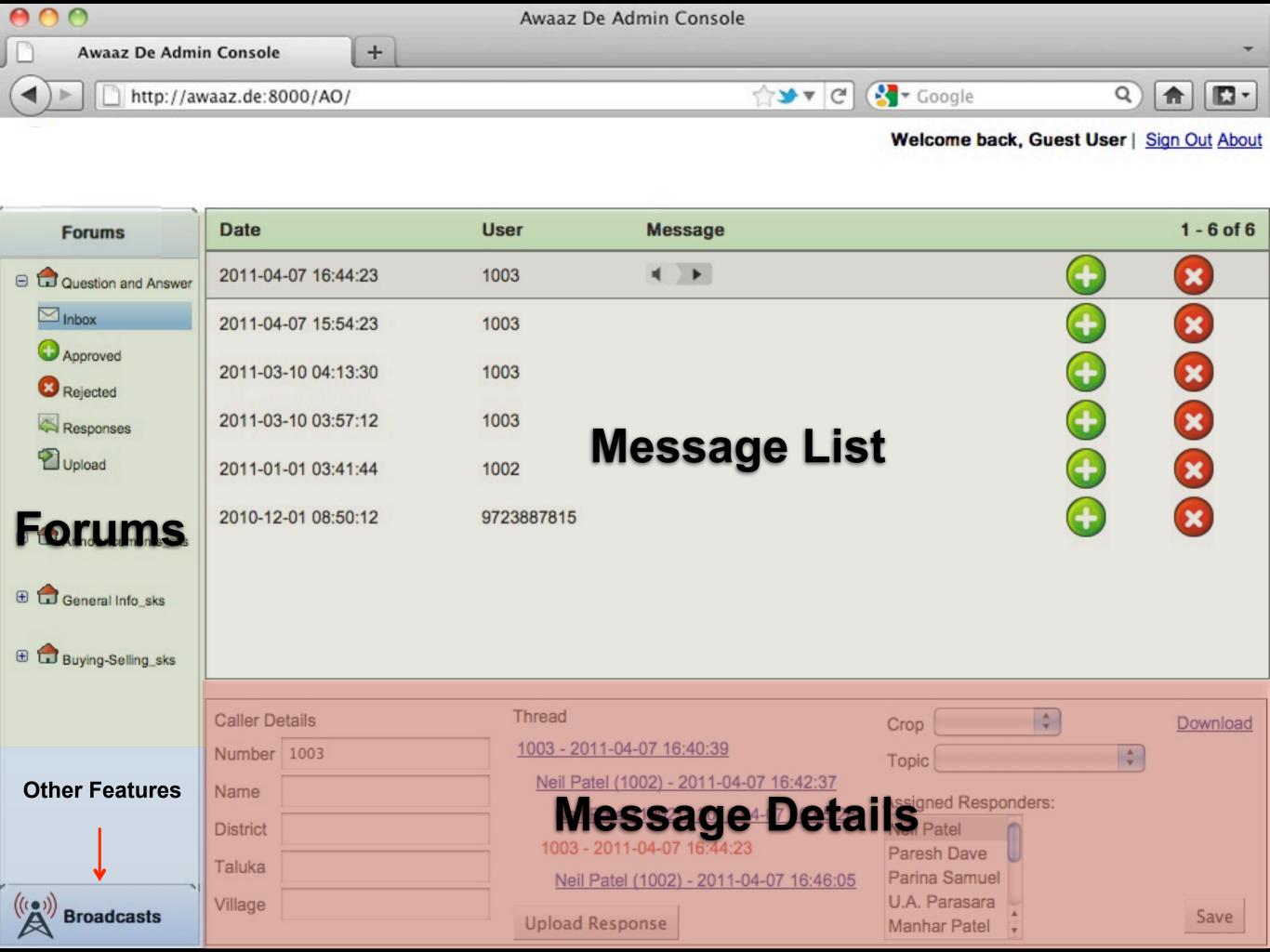
Press 2 to browse questions

Press 3 to hear announcements

# "I want to grow cotton. Which weather environment is best?"

"I am <> speaking from <>.
What is the best seed for summer bajri, and where can I buy it?"









**CALLER** 

**EXPERTS** 



Hello! Farmer "Vivek" has asked:

<question>

Press 1 to listen

Press 2 to respond

Press 3 to forward



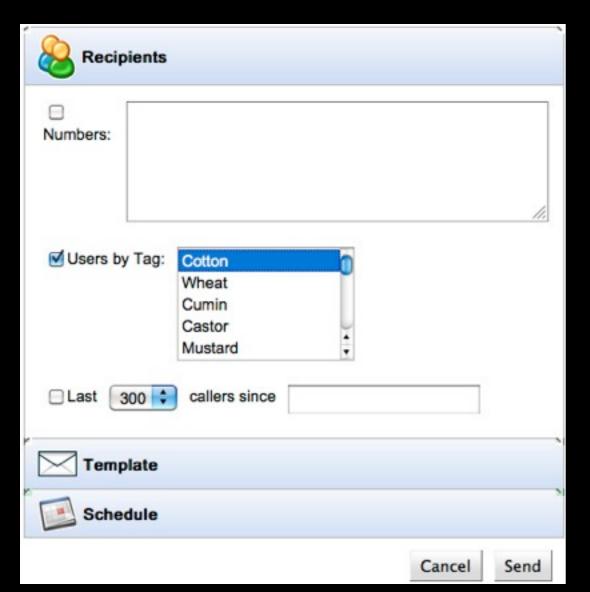
You have an new answer:

<answer>

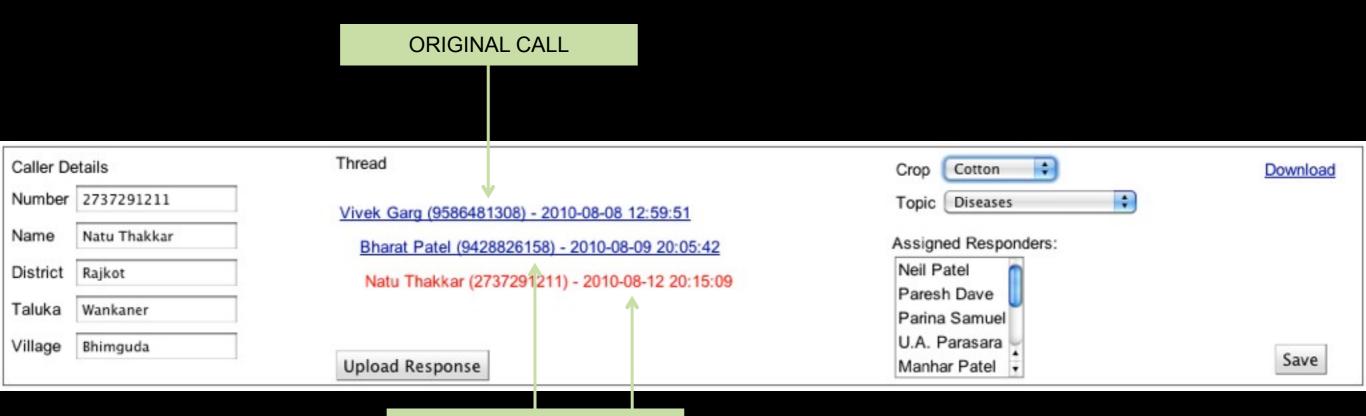
Press I to listen

Press 2 to respond

Press 3 to save







FIRST RESPONSE

**ANOTHER RESPONSE** 

#### Experiments

- Pilot Evaluation (Patel et al., CHI 2010)
- DTMF > ASR (Patel et al., CHI 2009)
- Peers > Experts (Patel et al., ICTD 2012)
- Impact Evaluation (Cole & Fernando, 2012)

# 7 Identical Tips by Scientists and Farmers



Retired agronomy professors

Tip I:Vaccinations

Tip 2: Mealybug

Tip 3: Pest eggs

Tip 4: Root rot

Tip 5: Orchards

Tip 6: Soil testing

Tip 7: Animal feed



Farmers from diff districts

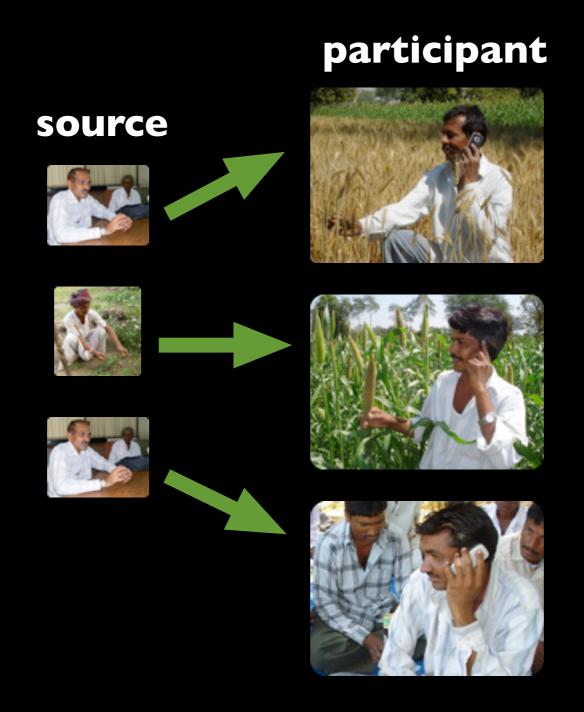
### Tip #4: Root Rot

Hi, I am Dr. X, a retired professor from Y University.

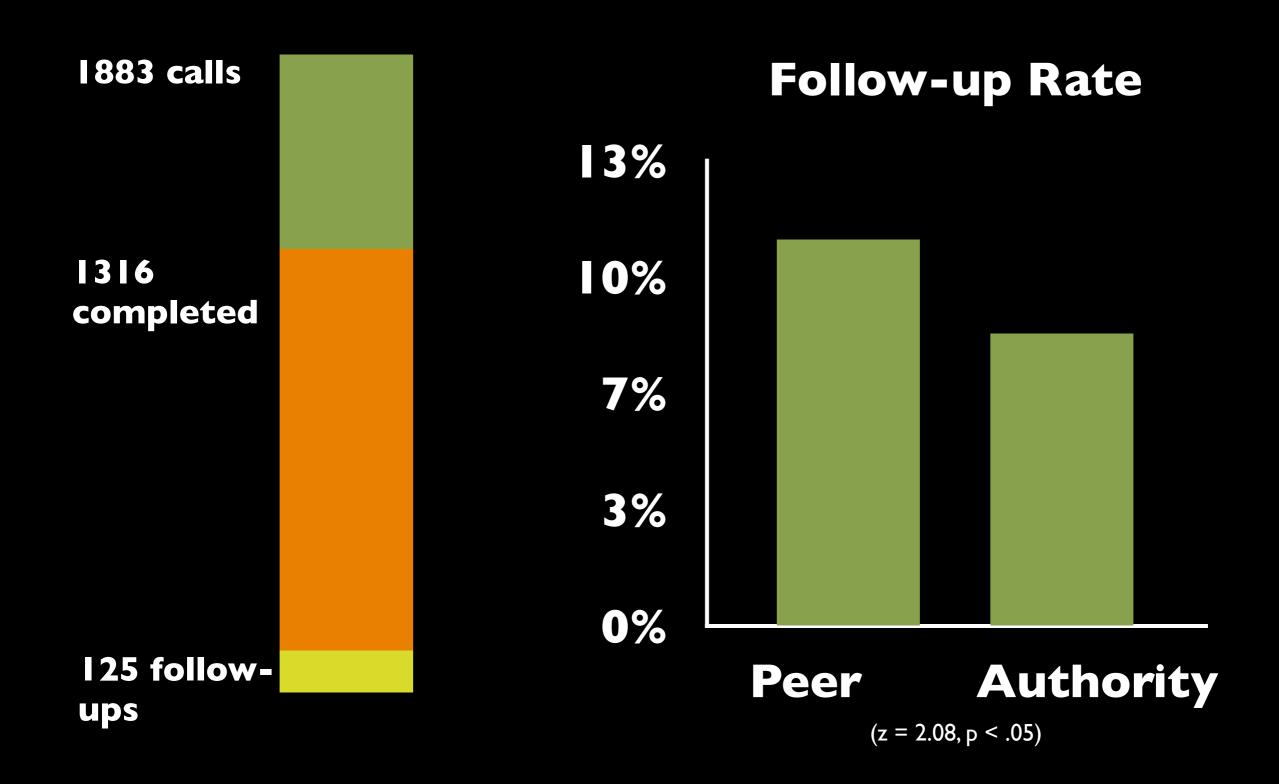
All farmers would wish to have a bumper cotton crop. If we can avoid loss of production due to reduced plant stand, we can harvest more profit. The plant stand can be maintained by avoiding soil borne diseases like wilt and root rot...

To obtain more information about this topic, please call the following number XXX-XXXX.

# Participants Received a Mix of Sources



#### Results



### Possible Explanations

- Biased sample (AO users)
- Solidarity effect
- Social desirability
- Power to the peers!

#### Impact Evaluation

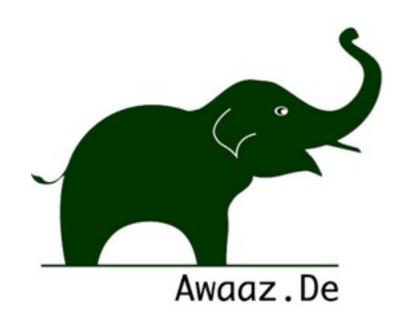
- Halfway through RCT w/ 1200 farmers
- 58% have called, 32% asked a question, and 16% have answered
- Treated farmers more likely to use more effective (and less harmful) pesticide
- Less likely to obtain information from input suppliers and other local sources

#### Limitations

- Not everyone has used the service
- More educated farmers used the service more, and learned more from it
- Decision-making not affected by education
- No evidence of impact on knowledge, especially for less educated

"Congratulations to Avaaj Otalo. I will be forever in your debt for the knowledgeable response you gave to my question, and Shankarbhai, the service you are providing here I pray to God that you keep offering just like it is. Farmers learn so much if an ordinary person is able to ask a question and you remember it and send me a message sitting at my house. In the seven years I have been farming this is the first and only time that I have received satisfactory information. Big up to you, and... I want to sow something now, so if Ive got a little extra water, what should I sow?"

#### Awaaz.De: From Research to Practice



Number of employees: 4+

Number of calls: 600,000+



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#### Meta-Representation

- Unstructured knowledge must be processed for aggregation, comparison, filtering
- Requires translation to structured, quantifiable, categorical forms
- Ability to create and choose between representations is meta-representational competence (diSessa et al., 1991)



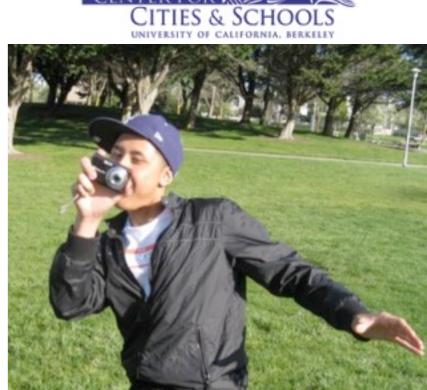
## Local Ground.org



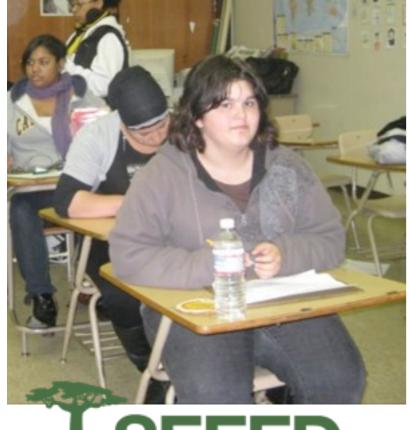




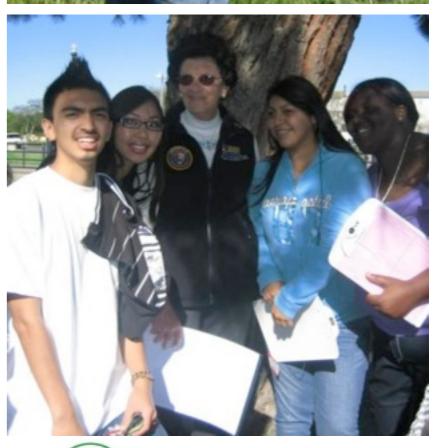






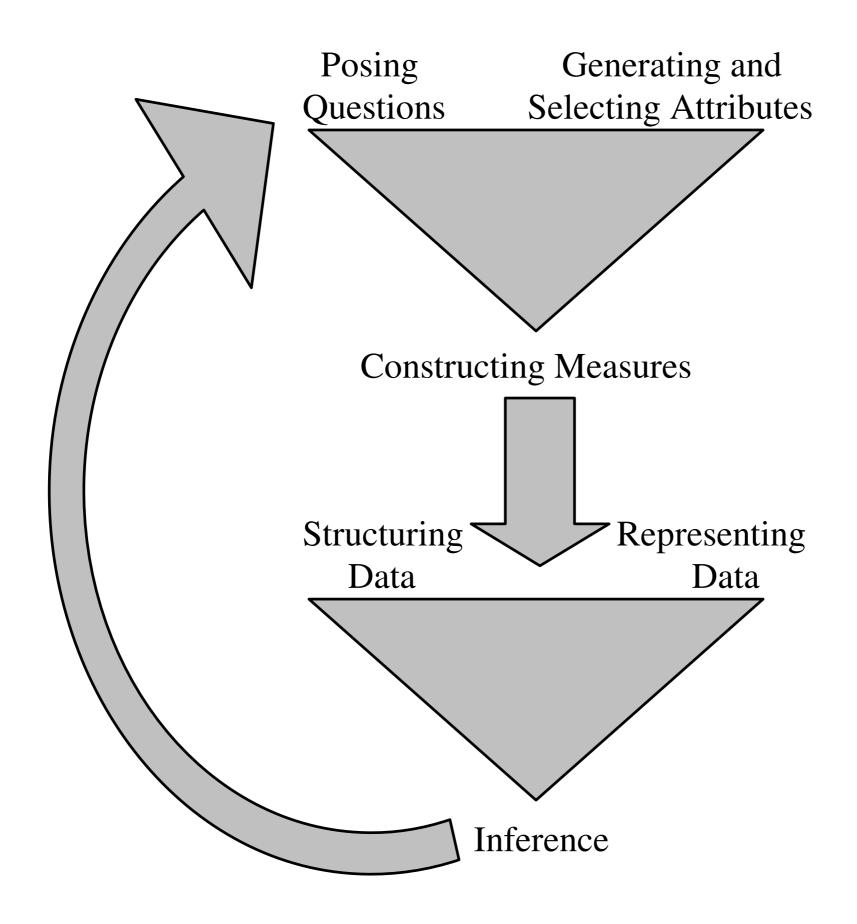










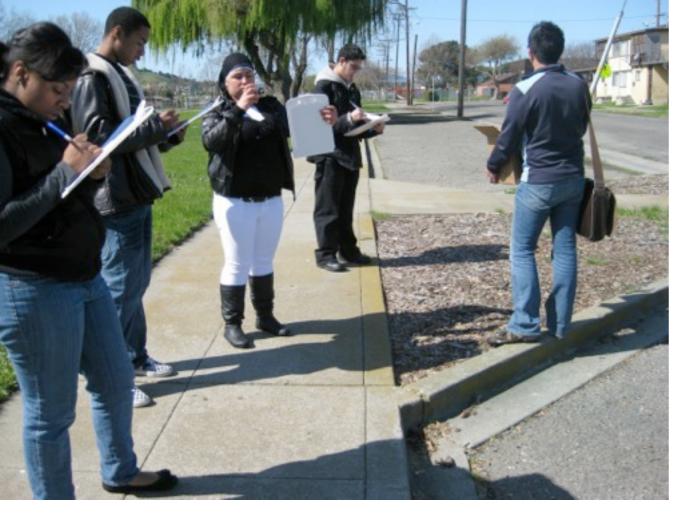


Source: Introducing Students to Data Representation and Statistics, Lehrer, 2007

# Step I: Observe Planning a Park



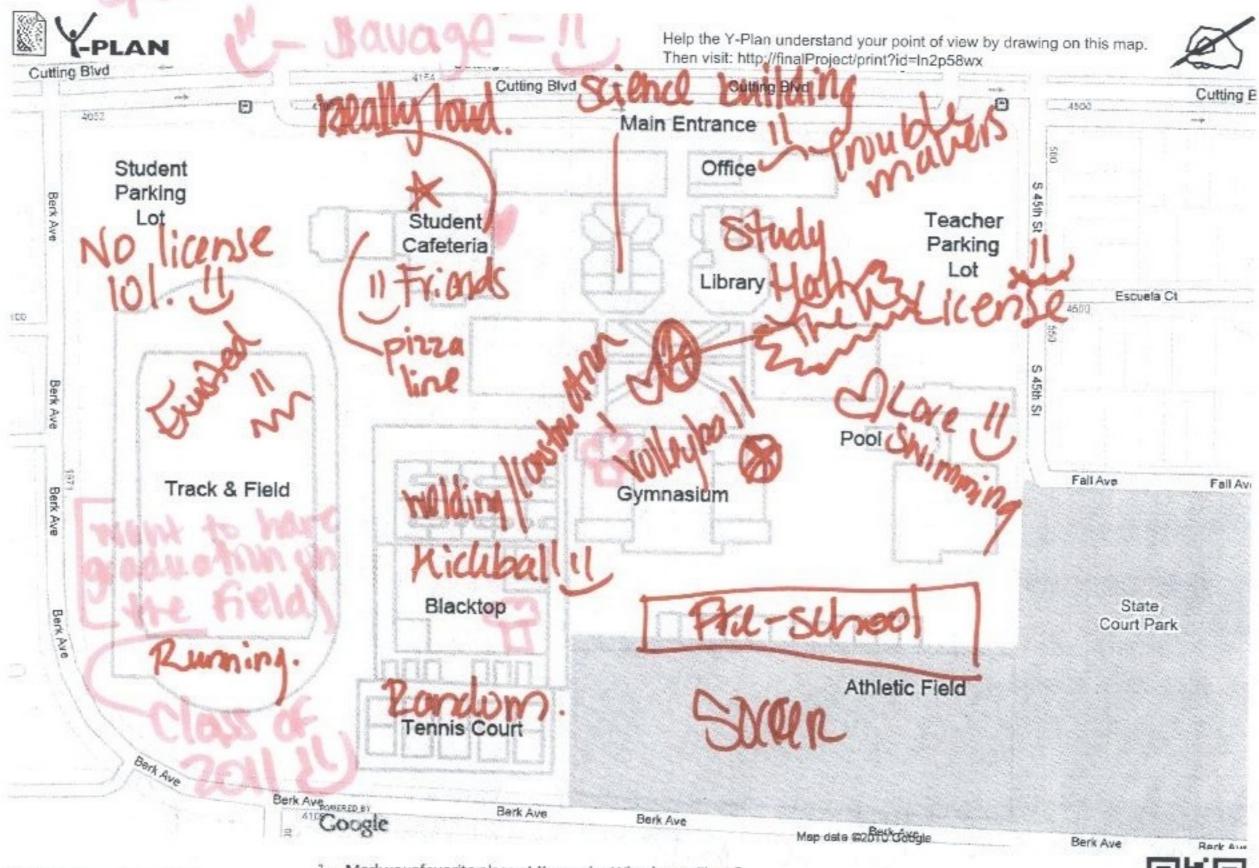














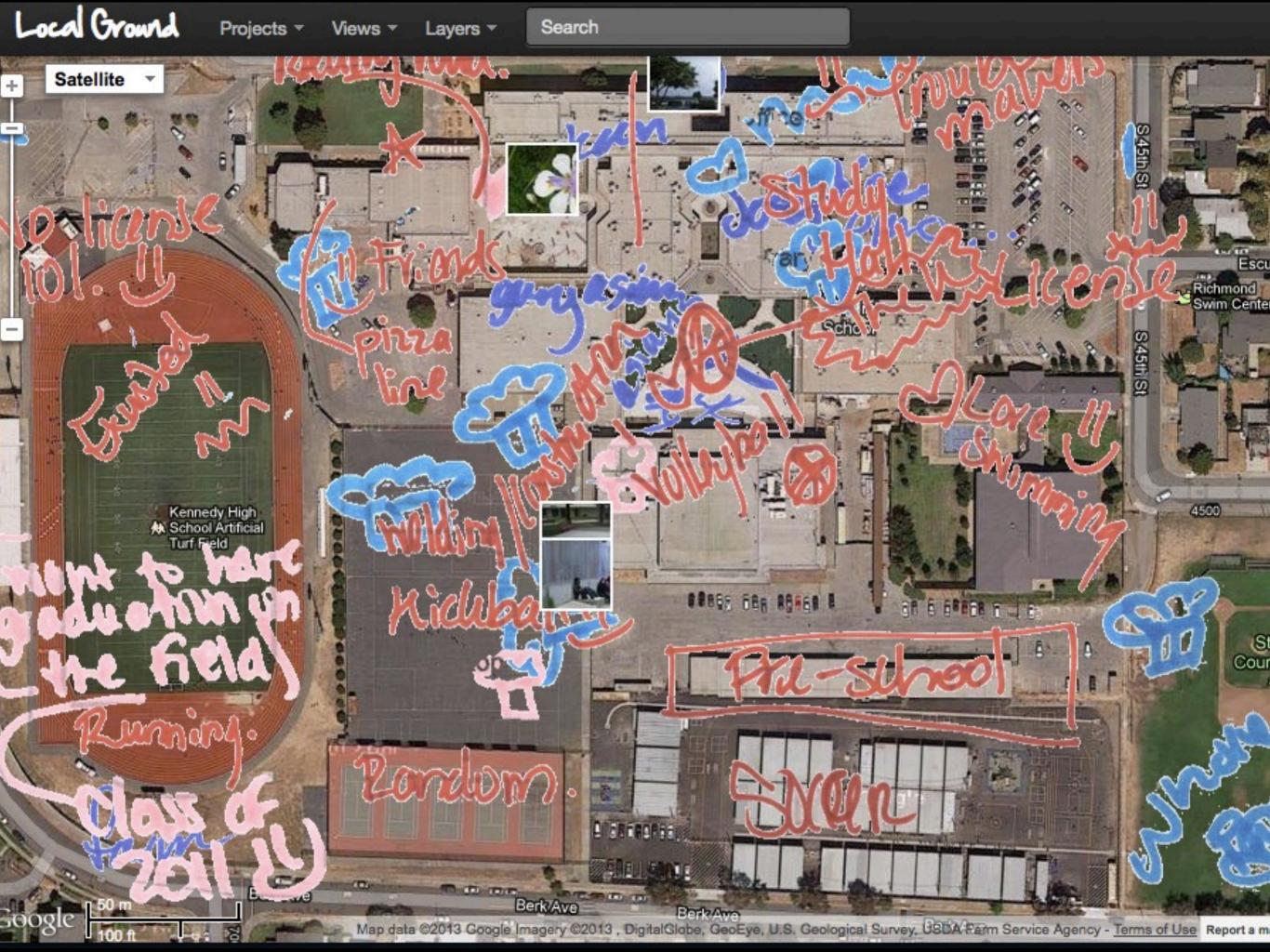
- 1. Mark your favorite place at Kennedy. Why do you like it?
- 2. Mark a place that isn't being used well. How you might improve it?
- 3. Mark a place that you've never noticed before today. Why do you think you haven't noticed it before?

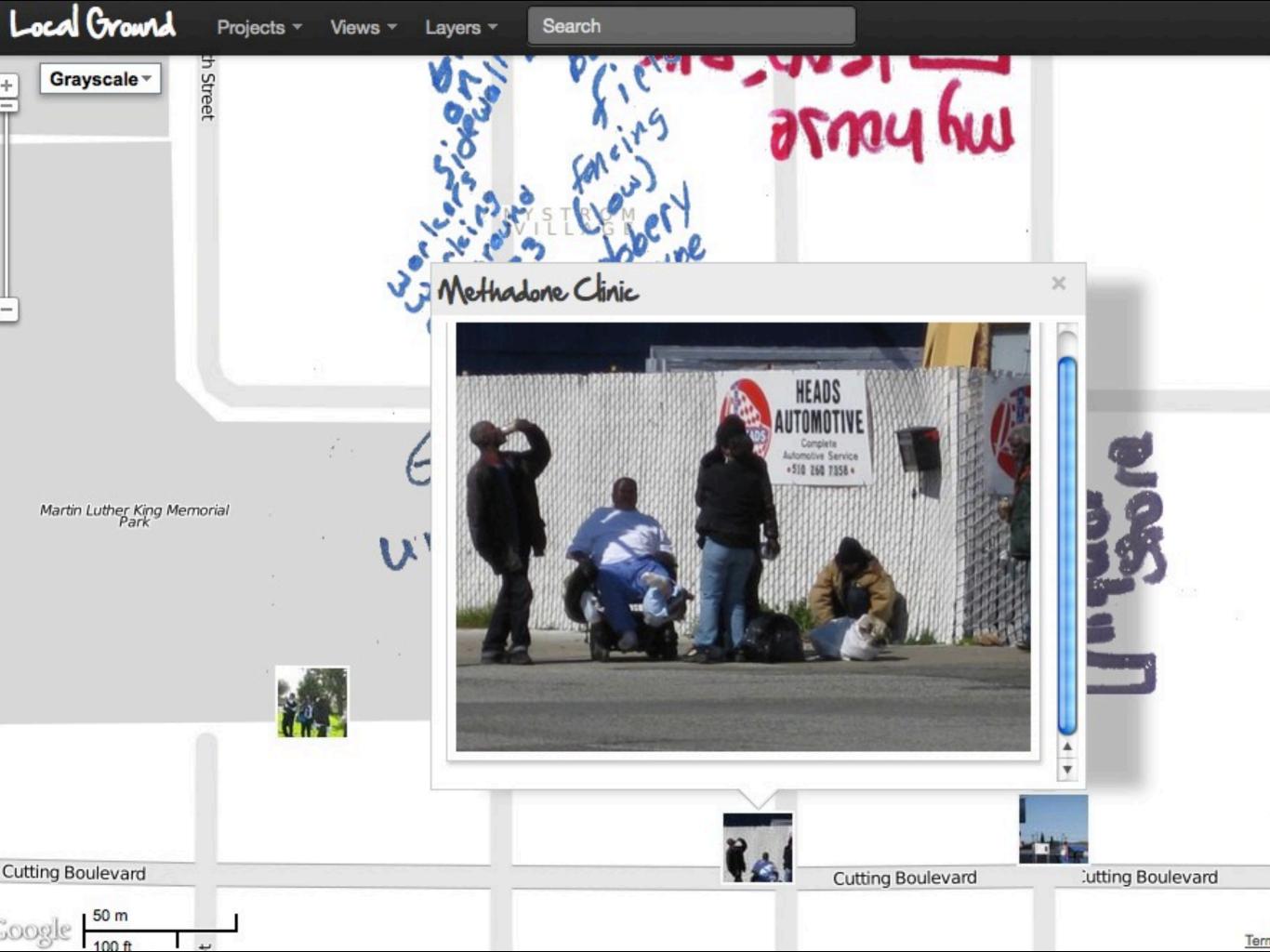


## Observation vs. Measurement



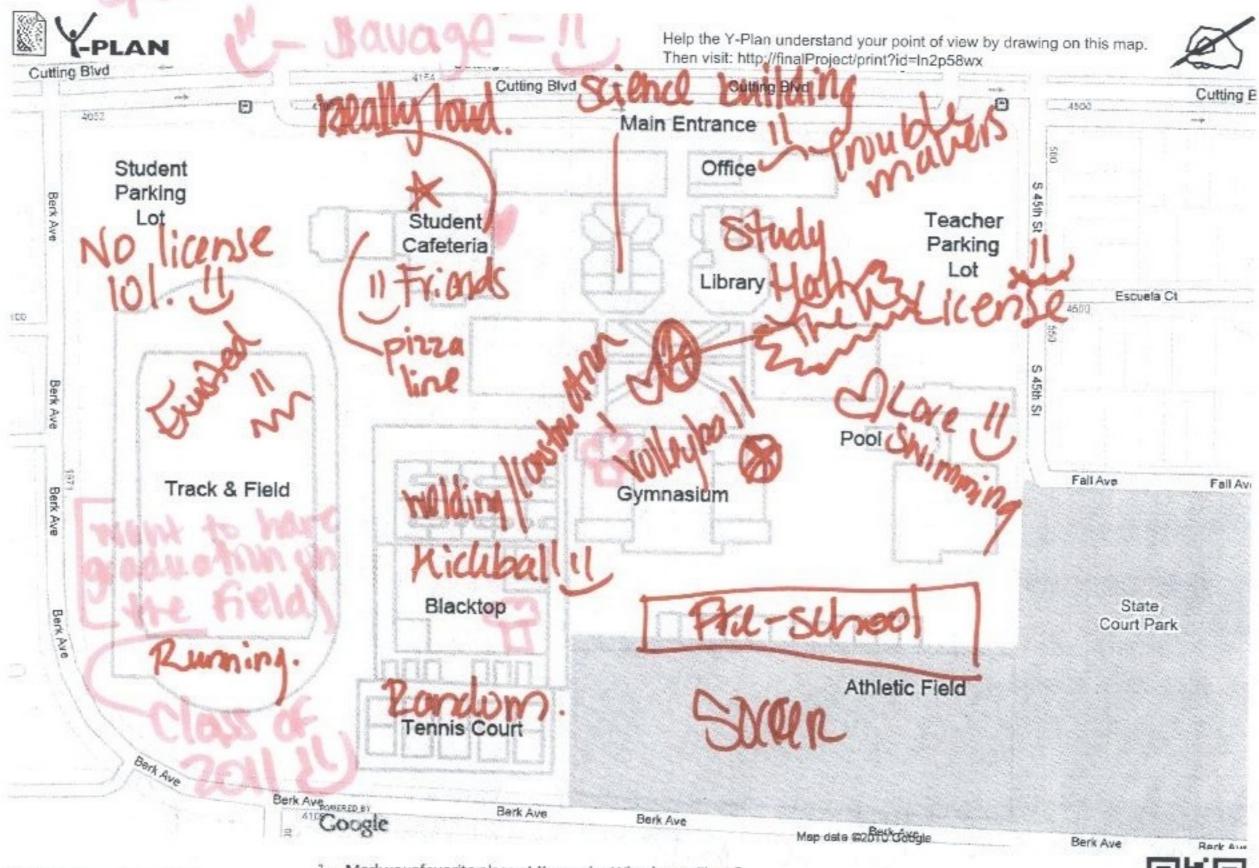








## Ambiguity vs. Precision

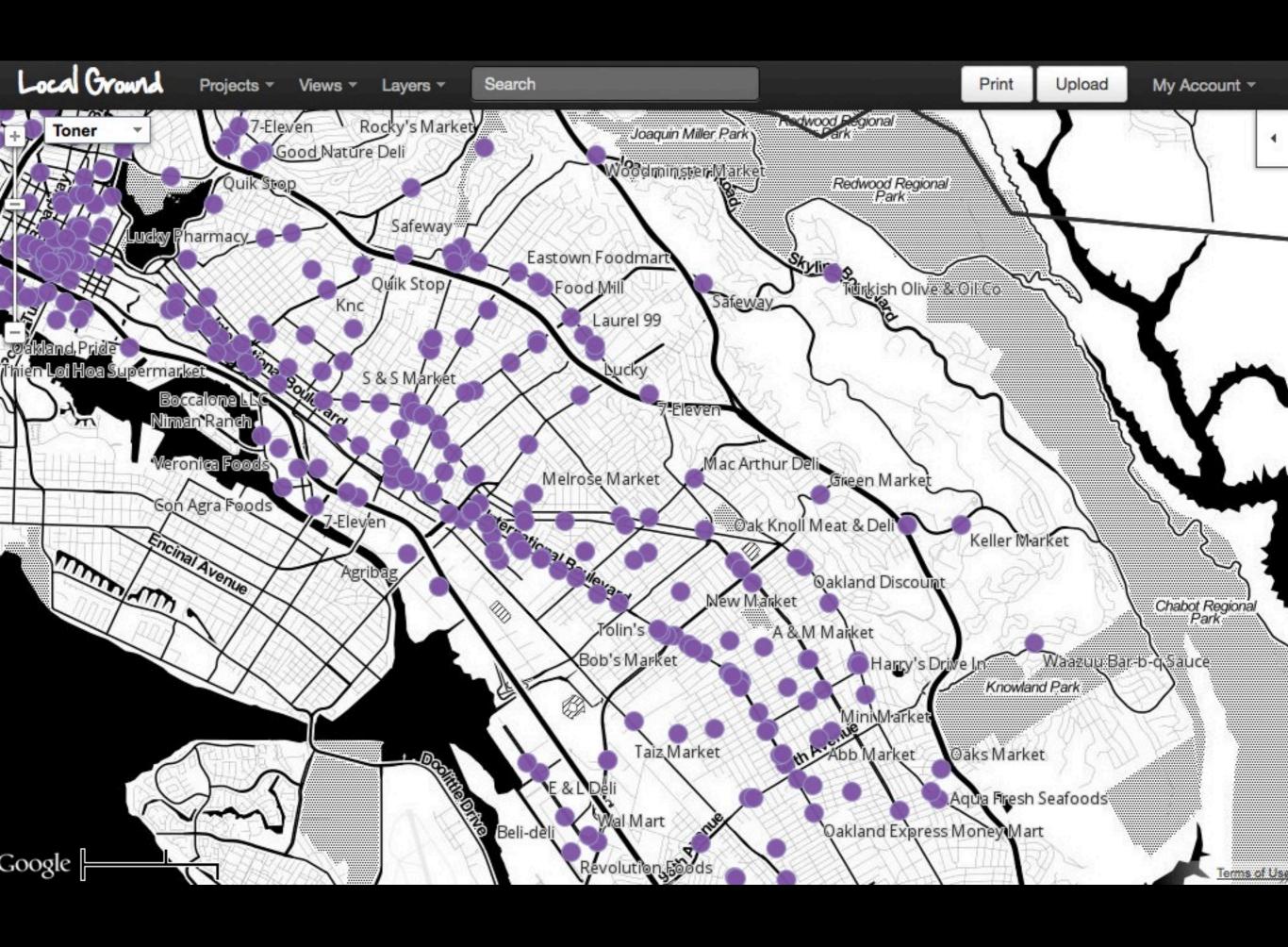




- 1. Mark your favorite place at Kennedy. Why do you like it?
- 2. Mark a place that isn't being used well. How you might improve it?
- 3. Mark a place that you've never noticed before today. Why do you think you haven't noticed it before?



# Step 2: Measure Verifying Groceries



#### Stores Near International

Name: \_\_\_\_\_\_\_



ID	Name	Rating	Category	Notes
1	Church St. Manket	neg.	liquer	Soda, juice, empty space,
2.	Corner Gros.	OK	Corner	Sells mostly soda and cigs.

When you're done drawing on the map, scan or photograph it and submit it to our website: http://docalground.org/upload, or email it to localground.uploads@gmail.com.



rint ID: niavun5n

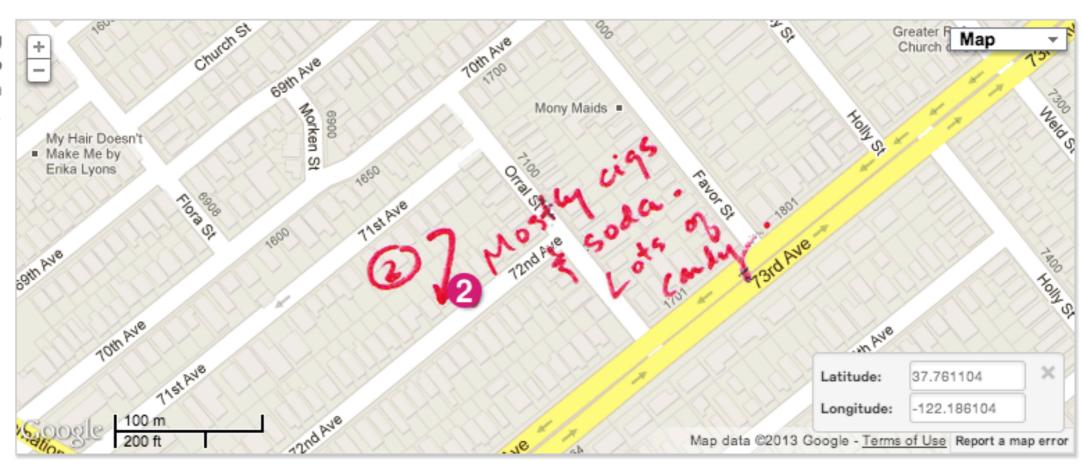
#### e Data Record

Row Number	2
Name	Corner Grotery  Corner Grote
Rating	neutral
Category	corner store  Corner
Notes	sells mostly soda & cigs, Sunny D, no fruits  Sells mostly soda and cigs.  Sunny D. No fruit?

# Automation vs. Participation

#### Update Data Record

Oreate a marker by clicking on the map closest to where this observation took place.



Select the map image that matches this record



Attachment Name None - Attachment dbpwzauw

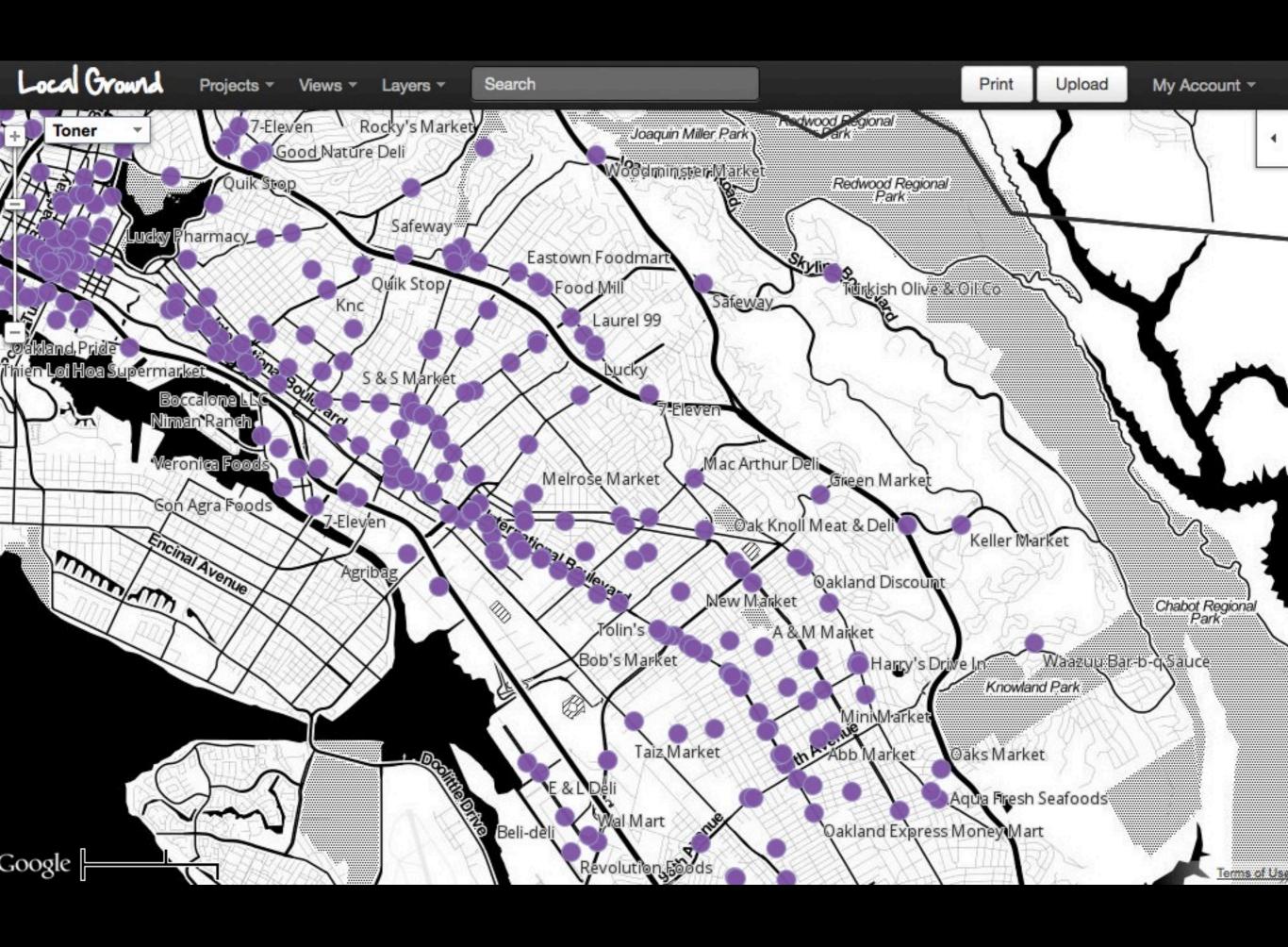
Row Number 2

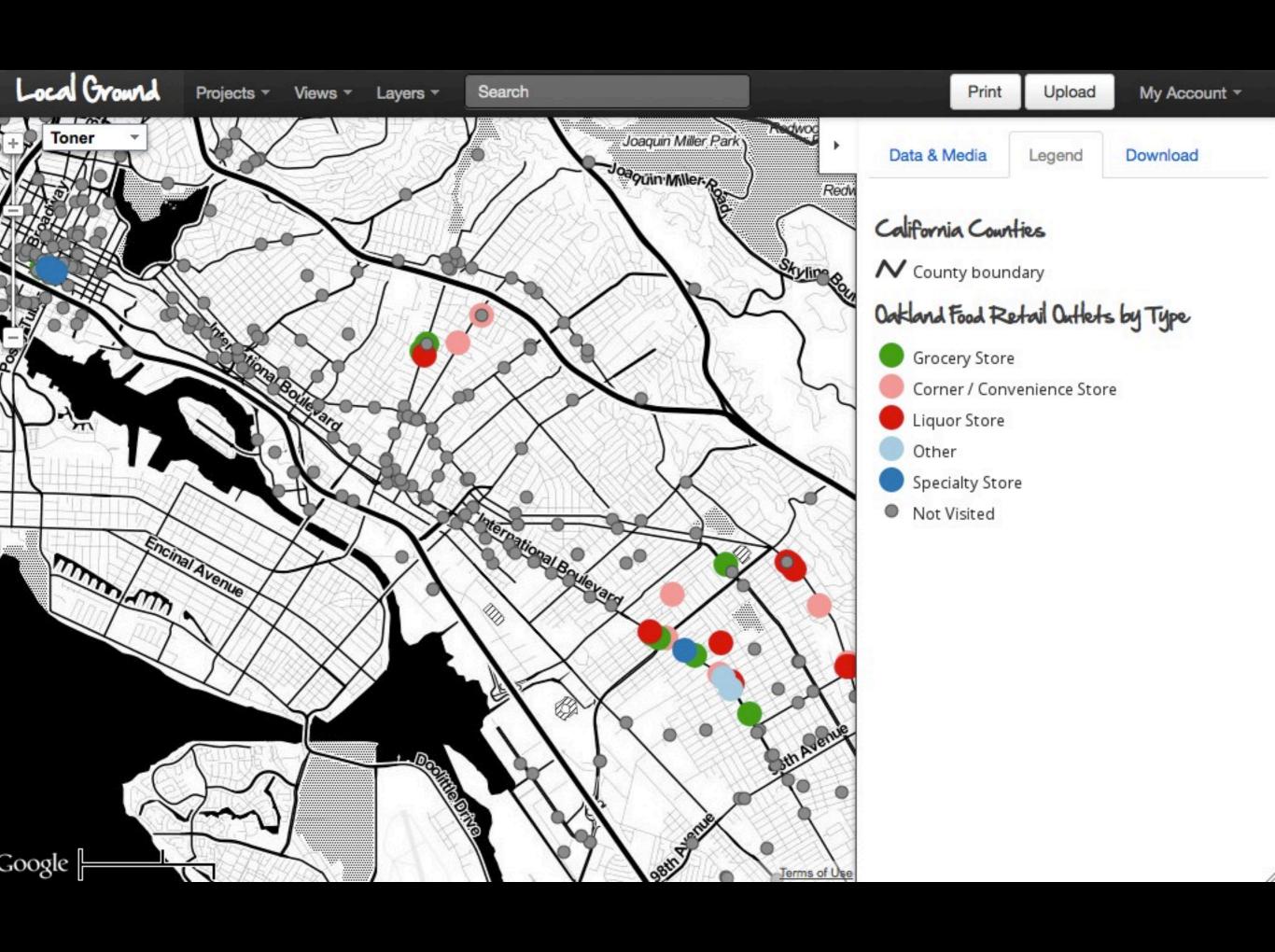
2

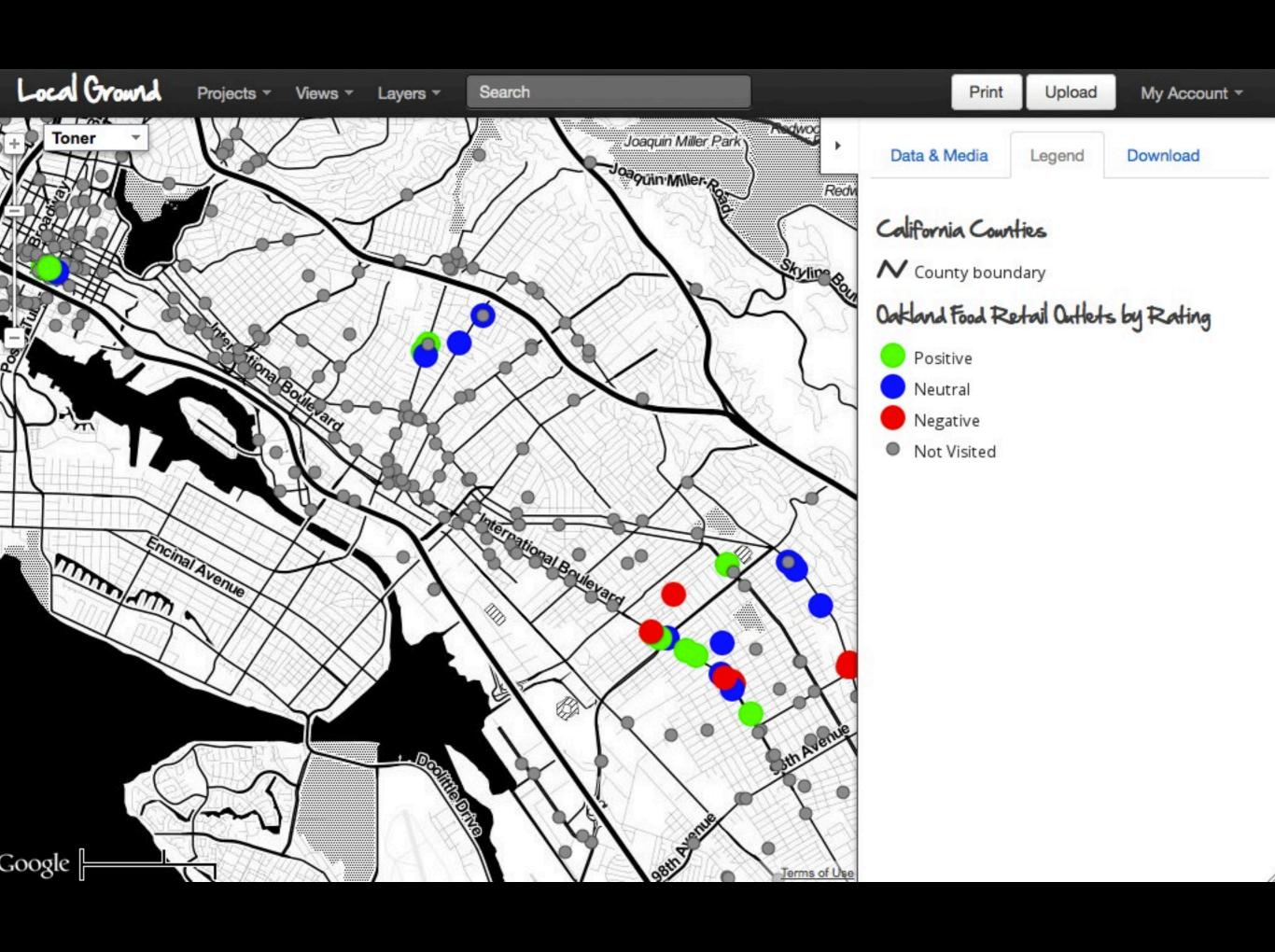
Save & Continue

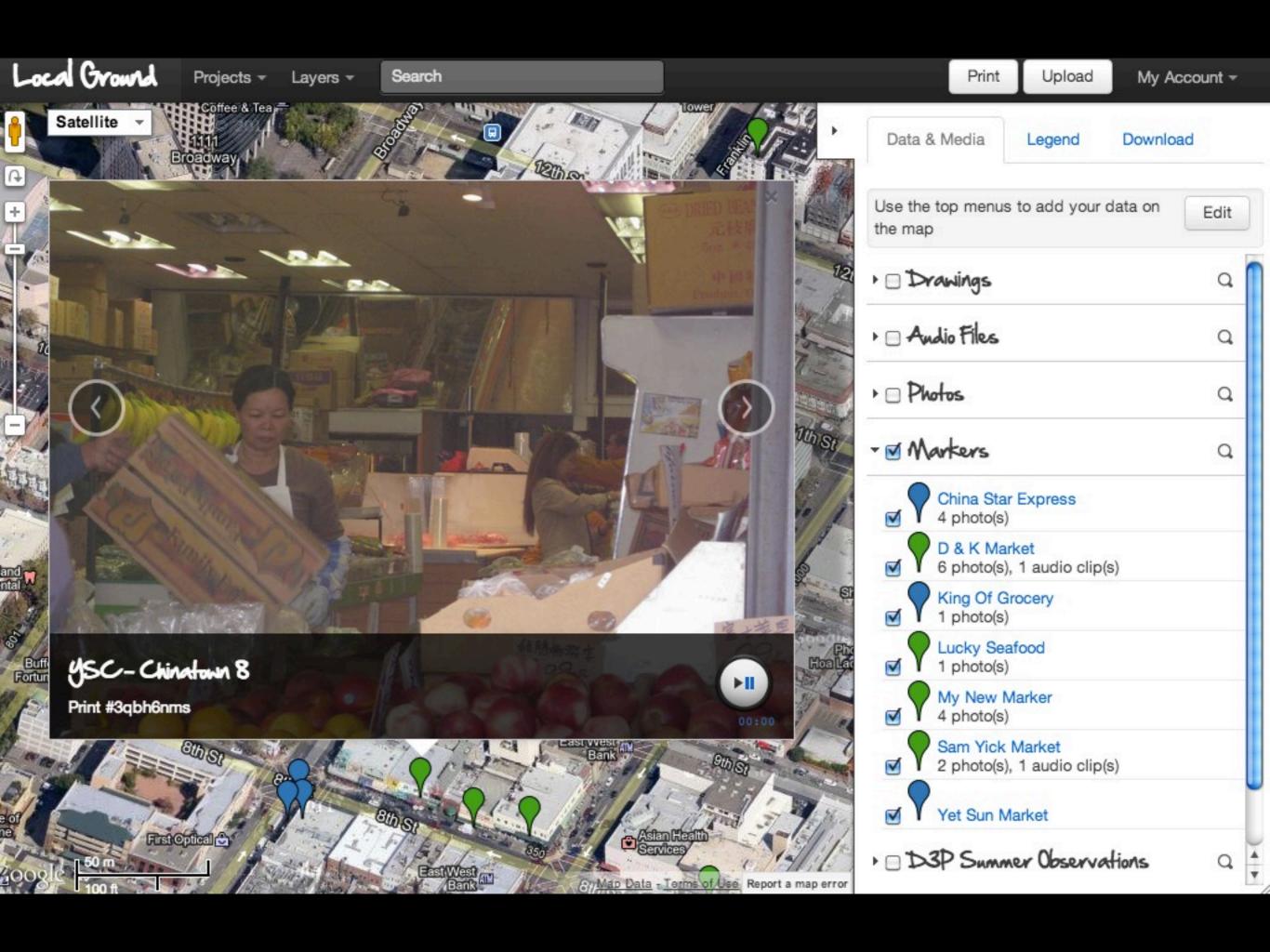
Save

Done



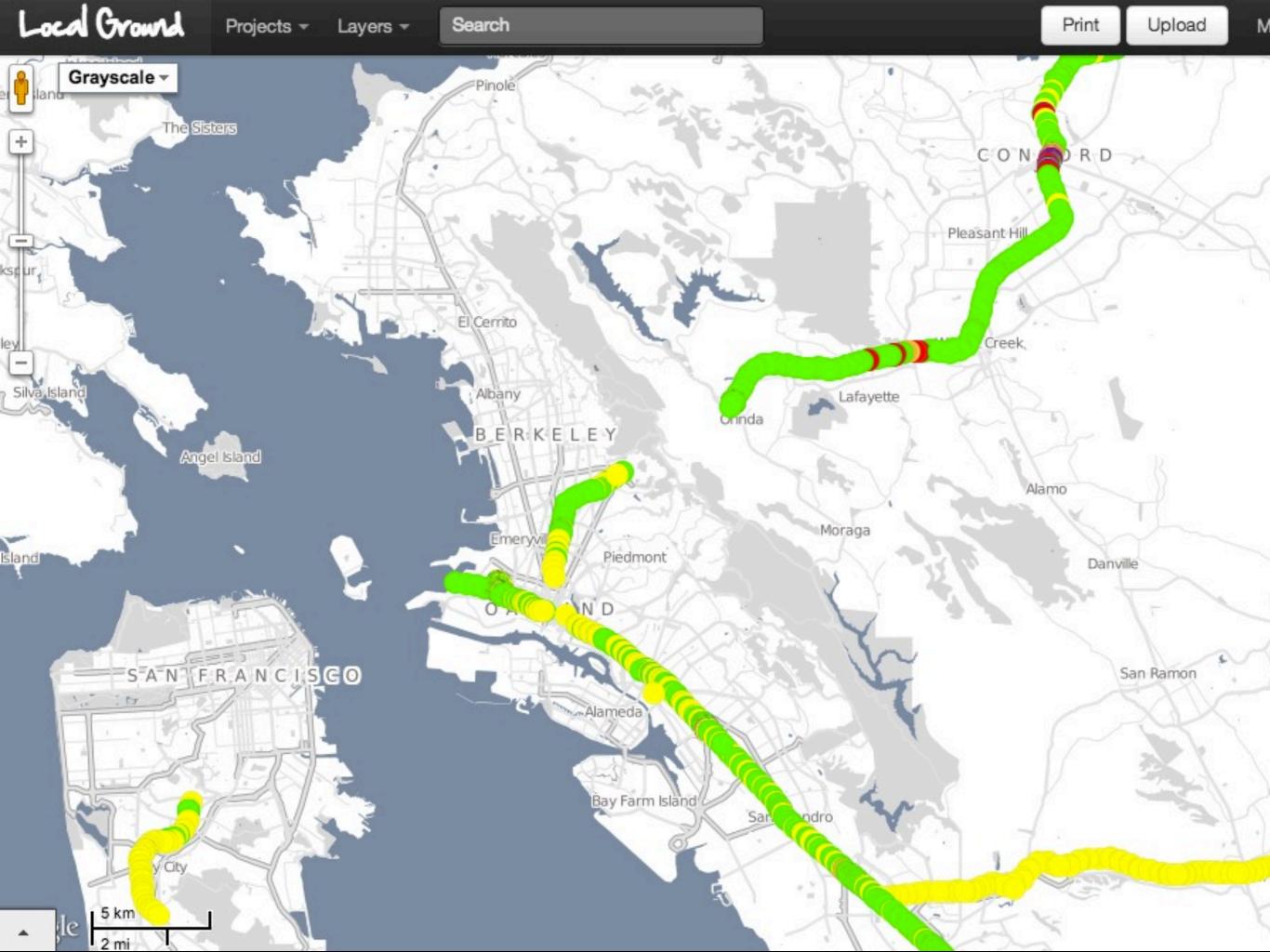






## Quantitative + Qualitative Qualitative

# Step 3:Visualize Air Quality in BART





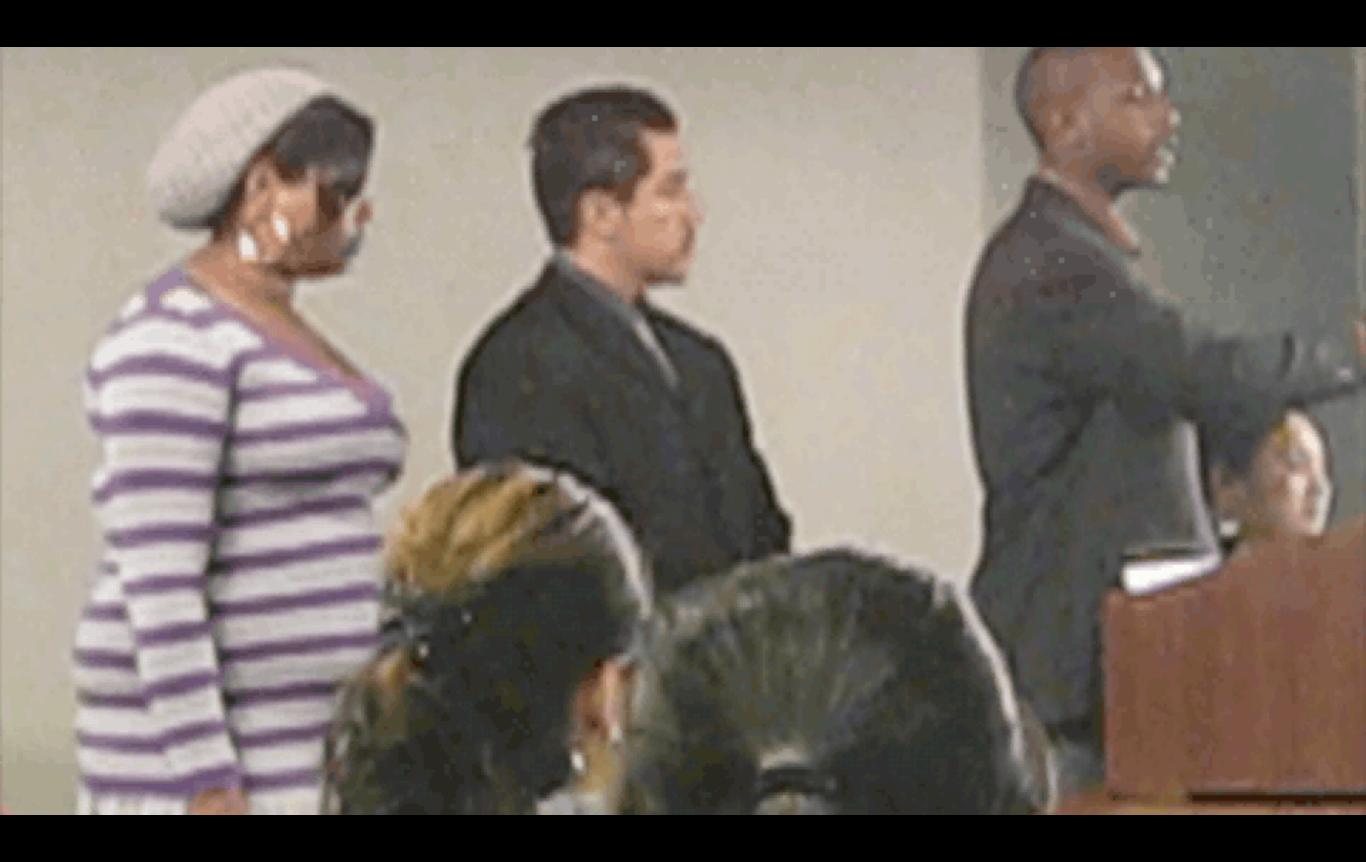
### Data + Context

# Step 4: Interpret Embarcadero vs. Pittsburg



### Step 5: Present Richmond Town Hall





### Data vs. Politics



### What is Data?

- Observation vs. Measurement
- Ambiguity vs. Precision
- Automation vs. Participation
- Qualitative + Quantitative
- Data + Context
- Data vs. Politics

### Future Work

- Data literacy in K-12
- Impact on learning, agency
- Authoring data narratives
- More applications
- Public beta this summer!

### Summary

- Paper kept things loose
- Accessibility + Expressivity
- Science + Advocacy
- Our data is "on Google"
- Data is a political process

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DSC, Center for Cities & Schools, I-SEEED, OUSD, Lawrence Hall of Science

Neil Patel, Sarah van Wart, Christy McCain

Farmers of Gujarat and Youth of Richmond & Oakland!