

## Cody Dunne Northeastern University

- - -

SPATIAL, 3D, AND SCIENTIFIC VISUALIZATION



# READING QUIZ Q3—Arrange spatial data



MAPS



# GOALS FOR TODAY

- Learn what elements visually encode data in maps.
- Learn about different projections, and understand the (dis)advantages of each.
- Learn about different map types, and how they relate to tasks.





### → Tables





→ Multidimensional Table













# **Arrange Spatial Data Use Given** → Geometry → Geographic → Other Derived





# Oldest Maps (i.e., old visualizations!)



## Lascaux cave paintings - over 16,000 years old!



Vega, Deneb, and Altair

Lightmediation, 2008; Whitehouse, 2000 7







## The Lascaux cave : a Prehistoric sky-map...

17,000 years ago, the Lascaux painters offered the world a peerless work of art. However, according to a new theory, some of the paintings could also be the representations of the constellations as seen in the sky by our ancestors from the Magdalenian era. Such a hypothesis, confirmed in many others Paleolithic Caves, radically transforms our conception concerning prehistoric Rock Art...

Photos by Stephane Begoin-Pascal Goetgheluck/LightMediction Text by Pedro Lima



# Oldest Maps (i.e., old visualizations!)

Clay tablet with map of the Babylonian city of Nippur (ca. 1400 BC)



### Hilprecht, 1903 9







### Statistical Map

### Contour Map (Isopleth)



### Statistical Plot Map



# Geographic Map Tasks & Users



Make sure the map representation, data encodings, data plotted, and dimensionality reduction is appropriate for the viewers and their tasks.



Fritz Kessler, 2018 11





## Types of Geographic Maps THREE BROAD CATEGORIES OF MAPS: **SPECIAL-PURPOSE MAPS REFERENCE MAPS** THEMATIC MAPS











# Types of Geographic Maps

THREE BROAD CATEGORIES OF MAPS:

## **REFERENCE MAPS**

A map that plots several types of spatial data without specific emphasis on one type over another.

## THEMATIC MAPS

(e.g., precipitation) or of land cover).

A map with a specific theme or focus. Typically display attributes of features that vary spatially in a qualitative nominal way (e.g., categories

## **SPECIAL-PURPOSE MAPS**

Typically thematic maps but are task/user specific (i.e., used like reference maps but for specific tasks or specific types of data).





# Geographic Map Projections





## **Dimensionality reduction**

2D







## Dimensionality reduction









<u>Unknown author, < 2012</u> 19





# **Projection Transitions**



### Lagrange









## Map Projection Transitions



Jason Davies, 2013





## Maps can deceive...



### HUMANS

## It's Official: Boston's Public Schools Have Ditched This **Distorted And Misleading World Map**

BEC CREW 20 MARCH 2017

Last Thursday, social studies teachers in Boston's public schools ditched the widely used - but horribly distorted - Mercator Projection map in favour of a more accurate depiction of the world's landmasses.

The move puts an end to more than four centuries of misleading representations of the world, because the map you're used to seeing on the news and in atlases makes South America look like it's the same size as Europe - when it's almost twice as large - and Greenland looks equal to Africa, when it's actually 14 times smaller.

The shift towards the more accurate Gall-Peters Projection sees Boston's public schools follow the lead of the United Nations, which has advocated the map as a more 'fair', less Eurocentric representation of the world, as have several aid agencies.





## **Mercator Projection**



Great for ocean navigation, but dramatically exaggerates poles.

## **Gall-Peters Projection**



## More accurate land areas. (Officially endorsed by the UN.)

Bec Crew, 2017 23





# Maps can deceive...

### The True Size of Africa

A small contribution in the fight against rampant Immappancy, by Kai Krause

In addition to the well known social issues of *illiteracy* and *innumeracy*, there also should be such a concept as "immappancy", meaning insufficient geographical knowledge.

A survey with random American schoolkids let them guess the population and land area of their country. Not entirely unexpected, but still rather unsettling, the majority chose "1-2 billion" and "largest in the world", respectively. Even with Asian and European college students, geographical estimates were often off by factors of 2-3. This is partly due to the highly distorted nature of the predominantly used mapping projections (such as Mercator).

A particularly extreme example is the worldwide misjudgement of the true size of Africa. This single image tries to embody the massive scale, which is larger than the USA, China, India, Japan and all of Europe - combined!

COUNTRY	AREA x 1000 km <sup>2</sup>
USA	9.629
China	9.573
India	3.287
Mexico	1.964
Peru	1.285
France	633
Spain	506
Papua New Guinea	462
Sweden	441
Japan	378
Germany	357
Norway	324
Italy	301
New Zealand	270
United Kingdom	243
Nepal	147
Bangladesh	144
Greece	132
TOTAL	30.102
AFRICA	30.221
Just for Reference: The Surface of the MOON	37.930



### Please note:

The graphical layout of this map is meant purely as a visualization to illustrate the fact: Africa is *much* larger than *almost everyone* assumes! Even totally blurred outlines could have been used to make that point,

http://en.wikipedia.org/wiki/List of countries and outlying territories by total area

Note for instance that the figure in the table for the USA does include Alaska and Hawaii, but they are not even used in the map, as are a handful of other entries (such as Norway and Sweden).

The reason for this is that the map purposely uses the familiar shapes, as if you are 'moving pieces in Google Maps'. Because the mathematically exact depiction, using equal area scaling, would be even more drastic, but would appear highly distorted. I chose to retain the commonly known outlines and proportions to tell the story, even if this conservative size has 'left-over parts'

The small maps on the right are again the singular message: see some of the countries in direct relation to Africa, a view that is guite unfamiliar and rarely seen.

It is worth looking at Bucky Fullers maps or the Peters equal area proposals, among many other beautiful attempts to display geographical information. Numerous other side-by-side comparisons have been made, this is by far not the first and hopefully not the last such map: someone should find the best fit of all puzzle pieces in a neutral projection.

Until then, please do not take it all too literal ('where is Ibiza??') and simply take that one impression with you: Africa.... is immense.



No Rights Reserved

### Kai Krause, 2010 24

%

11.50

6,70

6.40

6,40

5.70

5,20

2.30

2.00

1.80

1.70

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89,34





# In-Class Exercise: The True Size









# In-Class Exercise: The True Size

## **INSTRUCTIONS:**

- Go to https://thetruesize.com
- Clear the map.
- Find at least two countries using the search bar. Position them at the equator near each other, e.g., the U.S. and Russia at the right.
- Does this match your perception of the shape and size of that country?
- Try putting your countries at other locations on the map closer to the poles. How does this affect the shape and size? See if you can find the worst possible distortion you can between the original map and a more accurate view at the
- equator. Post those in the chat or speak up and let everyone know!







## Great Circle Routes



Subramanian, 2010; Swartz, 2010, Levy, 2013 28









(joke) World map used in Australian schools

### Prokuror ID, 2013; Stopera, 2013 29









# Tissot's Indicatrix (ish)





## **Comparing Map Projections**



Kai/syntagmatic, 2017





## GIS = geographic information system spatio-temporal geographic information (x, y, z, t) latitude, longitude, elevation, time + other relevant attributes

Lots of toolkits, e.g., <u>ArcGIS</u>



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# GIS

### **GIS Specialist**



### **Questions about GIS, spatial** analysis, or digital mapping?

Please contact Bahare Sanaie-Movahed, the GIS Specialist, for further assistance.



👗 Sign In







### Bari/Worldmap, 2011 33





# Thematic/statistical map: choropleth

### **US Presidential Election 2020**



Bloch et al., 2015 34





# Maps can be deceiving! Failure to normalize





GEOGRAPHIC PROFILE MAPS WHICH ARE BASICALLY JUST POPULATION MAPS





# Thematic/statistical map: choropleth

### **US Presidential Election 2020**



Bloch et al., 2015 36





# Thematic/statistical map: continuous cartogram



Bloch et al., 2015 37



# Thematic/statistical map: grid cartogram

### **US Presidential Election 2020**

Results mapped at county level showing the candidate with the largest vote share in each area







# Thematic/statistical map: cartograms









Note: In addition to awarding electoral votes to the winner statewide, Maine and Nebraska award an elector to the winner in each congressional district.



### Bloomberg, Al Jazeera, CBS, WSJ 39





# Thematic/statistical map: symbol map

### Electoral college votes by state



# Thematic/statistical map: dot density

The New Hork Times Published: July 8, 2015

New government rules will require all cities and towns receiving federal housing funds to assess patterns of segregation.



Correction: In an earlier version of this map, the popup table misstated the share of each census group living in a census tract. For example, Manhattan tract 15200 is 56% white, not 54%.

### Mapping Segregation

By MATTHEW BLOCH, AMANDA COX and TOM GIRATIKANON Sources: 2010 U.S. Census, socialexplorer.com, Google Maps

### Bloch et al., 2015 41

![](_page_37_Picture_9.jpeg)

![](_page_37_Picture_10.jpeg)

# Spatial and Scientific Visualization

![](_page_38_Picture_1.jpeg)

# GOALS FOR TODAY

visually encode.

Learn about vector (and higher dimensional) representations.

data (isosurfaces and volume rendering).

Understand the concept of spatial fields, and how to

Learn about the two main ways to render 3D spatial

# Spatial Data

![](_page_40_Picture_1.jpeg)

### **Arrange Spatial Data**

### $\rightarrow$ Use Given

- → Geometry
  - → *Geographic*
  - → Other Derived

### → Spatial Fields

- → Scalar Fields (one value per cell)
  - → Isocontours
  - → Direct Volume Rendering
- → Vector and Tensor Fields (many values per cell)
  - $\rightarrow$  Flow Glyphs (local)
  - → Geometric (sparse seeds)
  - Textures (dense seeds)
  - → Features (globally derived)

![](_page_41_Picture_14.jpeg)

![](_page_41_Picture_15.jpeg)

 $\nabla \uparrow \uparrow \uparrow \neg$ トトインン  $\nabla \nabla \nabla \nabla$  $\nabla \nabla \nabla \nabla$ 

![](_page_41_Picture_18.jpeg)

![](_page_42_Picture_1.jpeg)

# Scalar field = one value per cell

Vector or Tensor field = many values per cell

1	3	4	9	4	8	8	1	0
5	6	7	8	8	8	8	8	1
9	7	5	5	5	5	5	5	8
1	3	4	9	4	8	8	1	0
5	6	7	8	8	8	8	8	1
9	7	5	5	5	5	5	5	8
7	7	5	5	6	5	5	5	8
1	1	1	1	5	6	6	6	8
2	2	2	1	5	6	6	6	8

Scalar (magnitude)

![](_page_43_Picture_6.jpeg)

Vector (magnitude and direction)

![](_page_43_Picture_8.jpeg)

# Scalar field = one value per cell

Vector or Tensor field = many values per cell

1	3	4	9	4	8	8	1	0
5	6	7	8	8	8	8	8	1
9	7	5	5	5	5	5	5	8
1	3	4	9	4	8	8	1	0
5	6	7	8	8	8	8	8	1
9	7	5	5	5	5	5	5	8
7	7	5	5	6	5	5	5	8
1	1	1	1	5	6	6	6	8
2	2	2	1	5	6	6	6	8

Scalar (magnitude)

![](_page_44_Picture_6.jpeg)

![](_page_44_Picture_7.jpeg)

Vector (magnitude and direction)

![](_page_44_Picture_9.jpeg)

## Vector or Tensor field = many values per cell

![](_page_45_Picture_2.jpeg)

Vector Tensor (magnitude and direction) (multiple variables with magnitude and direction)

![](_page_45_Picture_4.jpeg)

Kindlmann (2004)

![](_page_45_Picture_6.jpeg)

![](_page_45_Picture_7.jpeg)

![](_page_45_Picture_8.jpeg)

![](_page_46_Figure_0.jpeg)

![](_page_46_Picture_1.jpeg)

![](_page_46_Picture_2.jpeg)

![](_page_46_Figure_3.jpeg)

![](_page_46_Picture_4.jpeg)

![](_page_47_Picture_0.jpeg)

## Results

![](_page_47_Picture_2.jpeg)

![](_page_47_Picture_3.jpeg)

![](_page_47_Picture_4.jpeg)

![](_page_47_Picture_5.jpeg)

![](_page_48_Picture_0.jpeg)

![](_page_48_Picture_1.jpeg)

![](_page_48_Picture_2.jpeg)

<u>Kindlmann (2004)</u> 52

![](_page_48_Picture_4.jpeg)

![](_page_48_Picture_5.jpeg)

![](_page_49_Picture_1.jpeg)

### *Zhang et al. 2016* 53

![](_page_49_Picture_4.jpeg)

![](_page_49_Picture_5.jpeg)

# Scalar field = one value per cell

Vector or Tensor field = many values per cell

1	3	4	9	4	8	8	1	0
5	6	7	8	8	8	8	8	1
9	7	5	5	5	5	5	5	8
1	3	4	9	4	8	8	1	0
5	6	7	8	8	8	8	8	1
9	7	5	5	5	5	5	5	8
7	7	5	5	6	5	5	5	8
1	1	1	1	5	6	6	6	8
2	2	2	1	5	6	6	6	8

Scalar (magnitude)

![](_page_50_Picture_6.jpeg)

![](_page_50_Picture_7.jpeg)

Vector (magnitude and direction)

![](_page_50_Picture_9.jpeg)

## Vector Field Encoding Examples:

Most accurate and efficient for certain spatial tasks

![](_page_51_Picture_2.jpeg)

![](_page_51_Picture_3.jpeg)

![](_page_51_Picture_5.jpeg)

![](_page_51_Picture_6.jpeg)

![](_page_52_Picture_1.jpeg)

![](_page_52_Picture_4.jpeg)

*Leonardo DaVinci* 56

![](_page_52_Picture_6.jpeg)

![](_page_52_Picture_7.jpeg)

![](_page_53_Picture_1.jpeg)

![](_page_53_Figure_3.jpeg)

![](_page_53_Picture_4.jpeg)

## http://gfm.aps.org/meetings/dfd-2016

### 2016 APS/DFD Milton van Dyke Award Winners (Video)

![](_page_54_Picture_3.jpeg)

### V0076: Sweeping Jet from a Fluidic Oscillator in Crossflow

![](_page_54_Picture_5.jpeg)

How does artist Holton Rower create such beautifully complex patterns with paint?

paint dry

V0095: The shear joy of watching

![](_page_54_Picture_9.jpeg)

V0055: Eat, Prey, Swim: Dynamic vortex arrays created by starfish larvae

![](_page_54_Picture_11.jpeg)

![](_page_55_Picture_0.jpeg)

## Simulated Blood Flow through a Patient's Coronary Arteries

Michelle Borkin, Amanda Peters, Dimitrios Mitsouras, Hanspeter Pfister, and Efthimios Kaxiras (Harvard University)

> The Multiscale Hemodynamics project is a collaboration of doctors, physicists, and computational scientists working together with the goals of gaining a better understanding of heart disease through fundamental fluid mechanics, and developing a method to non-invasively detect regions of atherosclerotic lesion formation and areas of rapid disease progression. By identifying high risk areas in the coronary arteries, a doctor is able to facilitate targeted interventions (e.g., stent placement) to prevent further disease progression possibly leading to a heart attack.

> To this end, the project has collected computed tomography angiography (CTA) data from patients in order to obtain coronary geometries and then accurately model human blood flow through the coronary arteries. The CTA data is gathered using a 320 detector row Toshiba AquilionONE scanner and then the data is registered and segmented. The end result is a series of 3D surfaces representing the heart and coronary arteries. These geometries are then loaded into MUPHY, a multi-physics and multi-scale code combining microscopic Molecular Dynamics (MD) with a hydro-kinetic Lattice Boltzmann (LB) method, to model the blood flow through the static geometries. The result is a full 3D representation over time of the simulated blood flow and associated properties indicative of disease progression including endothelial shear stress (ESS), which cannot be measured in a living patient, for an entire arterial tree.

To learn more about the project, go to: http://hemo.seas.harvard.edu

The streamlines follow the velocity vector field of the blood flow, and the color represents the magnitude of the vorticity.

The surface representation shows the lumen of the artery, and the color represents the magnitude of the endothelial (i.e., inner wall) shear stress.

The 3D arrows show the velocity vector field with the arrow oriented along the vector field and scaled in size by the magnitude of the velocity.

![](_page_55_Figure_9.jpeg)

Special thanks to the entire Multiscale Hemodynamics team including Frank Rybicki, Charles Feldman, and Simone Melchionna. This research was supported by the Initiative in Innovative Computing at Harvard and by the CyberInfrastructure (CI) Lab at the Harvard School of Engineering and Applied Sciences. M. Borkin is supported by the Department of Defense (DoD) through the National Defense Science & Engineering Graduate Fellowship (NDSEG) Program, and A. Peters is supported by the Department of Energy through the Computational Science Graduate Fellowship (DOE CSGF) Program.

![](_page_55_Picture_11.jpeg)

![](_page_55_Picture_12.jpeg)

![](_page_55_Picture_13.jpeg)

![](_page_56_Picture_1.jpeg)

Figure 1: Typical visualization methods for 2D flow past a cylinder at Reynolds number 100. On the left, we show only the velocity field. On the right, we simultaneously show velocity and vorticity. Vorticity represents the rotational component of the flow. Clockwise vorticity is blue, counterclockwise yellow.

![](_page_56_Picture_3.jpeg)

**Wikimedia** 

*Kirby, et al. 1999* 

![](_page_56_Figure_6.jpeg)

![](_page_56_Picture_7.jpeg)

![](_page_56_Picture_8.jpeg)

![](_page_57_Picture_0.jpeg)

Reynolds number 100

Figure 4: Close up visualization of the turbulent charge and the turbulent current at Reynolds number 100 and 500 (left and right). We are able to see the high concentrations of negative charge at the places where vorticity is being generated.

The Reynolds number is the ratio of inertial forces to viscous forces within a fluid which is subjected to relative internal movement due to different fluid velocities

*Kirby, et al. 1999* 61

turbulent current

![](_page_57_Picture_5.jpeg)

![](_page_57_Picture_6.jpeg)

![](_page_57_Figure_7.jpeg)

![](_page_58_Picture_1.jpeg)

https://www.youtube.com/watch?v=KUz0G09TGrl

## **Example: Fluid Flow Visualization**

![](_page_58_Picture_4.jpeg)

![](_page_59_Picture_0.jpeg)

## Scalar field = one value per cell Encoding options:

1	3	4	9	4	8	8	1	0
5	6	7	8	8	8	8	8	1
9	7	5	5	5	5	5	5	8
1	3	4	9	4	8	8	1	0
5	6	7	8	8	8	8	8	1
9	7	5	5	5	5	5	5	8
7	7	5	5	6	5	5	5	8
1	1	1	1	5	6	6	6	8
2	2	2	1	5	6	6	6	8

Scalar (magnitude)

## Image

![](_page_60_Figure_5.jpeg)

![](_page_60_Picture_6.jpeg)

## Scalar field = one value per cell Encoding options:

![](_page_61_Figure_2.jpeg)

![](_page_61_Figure_4.jpeg)

(Contour line as single scalar threshold value)

![](_page_61_Picture_6.jpeg)

## Scalar field = one value per cell

## Encoding options:

![](_page_62_Figure_3.jpeg)

![](_page_62_Figure_5.jpeg)

(Contour line as single scalar threshold value)

![](_page_62_Picture_7.jpeg)

## Scalar field = one value per cell

## Encoding options:

## Isosurface

![](_page_63_Figure_4.jpeg)

## Surface that represents points of a constant value

## Volume Rendering

![](_page_63_Picture_7.jpeg)

Every value is mapped to an opacity and a color via a "transfer function"

![](_page_63_Figure_9.jpeg)

## Isosurfaces & Volume Rendering

## Visible Human Project

![](_page_64_Picture_2.jpeg)

## https://www.youtube.com/watch?v=7GPB1sjEhIQ

![](_page_65_Picture_0.jpeg)

![](_page_66_Picture_1.jpeg)

## distinct objects distinct thresholds (surfaces)

## **ISOSURFACES VS. VOLUME RENDERING**

![](_page_66_Picture_4.jpeg)

*indistinct objects* blending or transparency important

## Isosurfaces vs. Abstracted

![](_page_67_Figure_1.jpeg)

Borkin et al., 2011

![](_page_67_Picture_3.jpeg)

![](_page_67_Picture_4.jpeg)

![](_page_67_Picture_5.jpeg)

## For Next Time

### neu-ds-4200-s22.github.io/schedule

Look at the upcoming assignments and deadlines

- Textbook, Readings, & Reading Quizzes—Variable days
- In-Class Activities—If due, they are due 11:59pm the same day as class

**Everyday Required Supplies:** 

- 5+ colors of pen/pencil
- White paper
- Laptop and charger

Use Canvas Discussions for general questions, email <u>codydunne-and-tas@ccs.neu.edu</u> for questions specific to you.

Week	Topics	Assignments
#1: Jan 17–21	What is visualization Design rules of thumb	A1—Setting up
#2: Jan 24–28	JS development, projects Marks & channels	A2—Encodings & xenographi
#3: Jan 31–Feb 04	Data types and tasks, Tableau D3 tutorial 1/2	P1—Pitches★
#4: Feb 07–11	In-class group formation D3 tutorial 2/2	A3—Tableau analysis P2—Proposal★
#5: Feb 14–18	Altair and JupyterLab Practice Design Study	A4—D3 basic charts
#6: Feb 21-25	Arrange Tables Color, pop-out, illusions	A5—Altair basic charts P3—Interview & tasks
#7: Feb 28–Mar 04	Interaction & animation In-class project meetings 1/2	A6—D3 event handling P4—Data and sketches
#8: Mar 07–11	In-class project meetings 2/2 Trees & networks	P5—Final sketches & plan★
Mar 14–18	Spring Break	
#9: Mar 21–25	Spatial, 3D, and scientific vis. TBD	A7—D3 Brushing <b>≭</b> P6—Implementation 1
#10: Mar 28–Apr 01	Validation & evaluation Flex day	A8—Brushing & linking <b>≭</b> 2 P7—Implementation 2
#11: Apr 04–08	Project usability testing, how to give a talk Storytelling	
#12: Apr 11–15	Project presentations 1/2 Project presentations 2/2	P8—Presentations★ <b>≭</b>
#13: Apr 18–22	Flex day	P9—Presentation peer review
#14: Apr 25–29	Reflecting & project work	
May 02–06		P10—Video & Final Deliverab

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