

MODULE

11

# IMPACT x CORE

*"The goal is to turn data into information, and information into insight."*

- *Carly Fiorina, former president of Hewlett-Packard*

## Agenda

1. Box Simulation
2. IMPACT Intro
3. Spin-off Stories
4. IMPACT x Leadership Connection
5. Apples to Apples With Data Journalism - Optional
6. Data Demonstration

## Student Objectives:

1. Students will be able to learn more about the idea of technology and leadership and its connection to data journalism.
2. Students will be exposed to examples of data journalism and activities relating to data journalism.
3. Students will be introduced to the elective IMPACT.

## Facilitation Notes

- Really get into the box activity, this is the most interesting and fun part of the module.

## Theory

1. Transformational Leadership
  - a. Leadership as a process that transforms and changes people. In this type of leadership, a heavy focus is placed on the connection between the leader and follower. The leader inspires followers to make changes within themselves and reach their highest potential. In the process, the leader themselves is also changed (161-162).
  - b. A data journalist can inspire people to change with a compelling article.

## Concepts

1. Technology and Leadership
  - a. The rise of technology and social media has created an environment where communication across the world is instantaneous. The ability to collect ideas under hashtags and create numerous anonymous profiles has made it easy for

social movements to spread, despite there being no clear leader of the movement. Some examples of movements like this are Black Lives Matter and #metoo. In addition, social media has provided a medium for immense demonstrations of support for people/countries etc. after some kind of injustice or tragedy is experienced. The ability to share a video, change your profile picture, or post information has added a sense of accountability and accessibility to information that has never been possible before.

2. Decentralized vs Centralized Leadership
  - c. Centralized: individual or small group is popular and “in charge” of the movement and its progression
    - i. Think most movements, companies, organizations, etc. This is the more common type.
  - d. Decentralized: no defined leader, they organize based on ideas that arise in online environments. Due to the rise of social media, decentralized movements are very common today
    - i. Decentralized movements are relevant because the internet and social media allow social movements to spread rapidly online without the need of any leadership.
    - ii. Instagram and Twitter are both very common places that decentralized movements are born
    - iii. An important thing to note is that just because a movement is on social media that does not mean it is decentralized; leaders can bring their movement to social media for more exposure but still be “in charge” of the movement
  
3. The power and importance of collaborative information
  - a. The spread of information is extremely important to keeping moral and ethical business practices true.
  - b. For example, many makeup companies were just caught using animal testing
    - i. Without the constant spread and empowerment of information, the public wouldn't have known and stepped in
    - ii. This is important because it shows a scenario where something was changed and the government did not get involved – many makeup companies stopped, or at least slowed animal testing just because information powered makeup-buyers to stop buying from these companies.

## Case Studies

### Vox Darkroom

#### Resources:

1. How journalism ended the airship industry - <https://www.youtube.com/watch?v=g9bkQ7OiEdQ>
2. How journalism ended child labor - <https://www.youtube.com/watch?v=ddiOJLuu2mo>

### **CORE Crash Course (CCC):**

Journalism has always influenced society and created change among the masses. However, when paired with technology, journalism can make a serious impact. After the camera was invented, the ability to take a snapshot of any point in history revolutionized the media's ability to sway the public.

The YouTube series Vox Darkroom does an excellent job recapping the history of picture-driven journalism. There are two examples - one showcases how the picture coverage of one event - the Hindenburg disaster - led to the demise of the entire airship industry. The other showcases how the efforts of just one person brought down the child labor crisis in the United States.

If photojournalism can help bring about this much change, how much can we do with the internet and the unprecedented prevalence of technology?

#### **Discussion Questions:**

1. What other examples of influential journalism can you think of?
2. What makes people become influenced by journalism?

### [Raj Chetty](#)

#### **Resources:**

1. Link to article - <https://www.theatlantic.com/magazine/archive/2019/08/raj-chettys-american-dream/592804/>

### **CORE Crash Course (CCC):**

Having access to the data that the IRS collect year after year, Raj Chetty visualized the economic performance of millions of American citizens, and he dove into various possible reasons for catalyzing or stifling upward social mobility (moving from a lower economic class to a higher one).

"[E]ach of [Chetty's] studies has become a front-page media event ("Chetty bombs," one collaborator calls them) that combines awe—millions of data points, vivid infographics, a countrywide lens—with shock.

Raj Chetty is a good example of how data journalism can be leveraged as a tool for good. He uses his data journalism skills for leadership in his specific field of economics. The point of data journalism is to disseminate information compiled from data sources in a manner that the general public can understand.

#### **Discussion Questions:**

1. Raj Chetty's work made many great strides on the way to social/economic wellness for everyone in America, not just the wealthy. What other important social issues can be

greatly influenced using data journalism?

## Technology and Leadership

### Example: Massacre in Sudan (2019)

**CORE Crash Course (CCC):** In essence, the crisis is a conflict between pro-democracy civilians and the country's security forces. Following months of pro-democracy protests against President Omar al-Bashir, in April he was ousted by the military and arrested after 30 years in power. In 2010, he was charged by the international criminal court of having led a genocide in Darfur in western Sudan. That genocide resulted in deaths numbering in the hundreds of thousands, so al-Bashir has a track record of brutally suppressing dissent. Late last year, Sudanese civilians started protesting food shortages and rising prices, which turned into anti-government protests.

Civilian protesters have been attacked by the country's military, with reports of more than 100 killings and 70 rapes during a single attack in the country's capital, Khartoum, last week, and dozens of "bloated bodies" reportedly being dragged from the river Nile.

After Mohammed Matar was killed in the attacks, his profile picture (a simple blue color) was shared by a social media influencer to tens of thousands of people, who then continued to share and change their profile pictures to the color. This eventually even reached the western world, with thousands of people changing their profile pictures to raise awareness of the injustices being committed. This was especially important because the Sudanese government perpetrated an internet shutdown to prevent media coverage of the event.

### Connection to Data Journalism

The number of deaths in the massacres in Sudan can provide data for potential data journalism articles that can raise more awareness for these events.

In a similar way, a data journalism article provides meaningful insights about the Yemen Crisis ([Link to Sharanya's article](#)).

#### Discussion Questions:

1. Do you think so much support would have been garnered without the use of social media?
2. Why do you think the government felt it necessary to shut down the internet?

### Example: Police Body Cameras

**CORE Crash Course (CCC):** Police body cameras have become more popular as police brutality has become more of a common topic. These videos have resulted in multiple instances of police officers being suspended from their jobs due to infringements of the "use of force" policy. One such example is a Federal Heights police officer who was

fired after slamming a suspect into a refrigerator and then later engaging in a full on fist fight with him and then stating “I don’t care [if he gets medical].

<https://www.youtube.com/watch?v=-by4xjcp5IA> here is a video of this interaction.

Many such body cam videos have been shared on social media, sparking protests and movements fighting for accountability for the police force. Stephan Clark was a 22 year old man in Sacramento who fled from police after breaking some windows. The video shows footage of the police officers firing 20 shots at him, with 8 hitting him and at least 2 being delivered once he was already on the ground.

<https://www.youtube.com/watch?v=xjR5X0i4wVY> They did not approach him for over 5 minutes afterwards, and once more officers arrived they went to him and handcuffed him before noting that he was completely unarmed, with only a phone in his hand. The officers were not indicted on any charges, which deeply angered many. Protestors who saw the video blocked a freeway and entrance to a basketball game, causing a delay in the game and statewide coverage of the issue. By increasing accountability for injustices committed by police, body cams have been able to spark movements against police brutality. Without this technology, some of these movements would not gain traction due to the lack of coverage.

**Discussion Questions:**

1. Does a movement have to succeed to have impact?
2. Would this kind of accountability be possible without technology?
3. How did the social movement over Stephan Clark form? Who was the leader? Was there any 1 defined leader?

## Module Outline

### Box Simulation (5 min)

**Purpose:** Hype up IMPACT.

**Resources:** Music ready on laptop, folded paper with data, box, visualization ready

**Instructions:** Have a big ASMR voice on hand. This should almost interrupt the connection, or at least be very sudden. Turn off the lights and play sad violin music. \*ASMR VOICE\* “Close your eyes. Listen to my voice. Listen only to my voice. Let my voice crash over you like waves on a shoreline. Let my voice fill your lungs in every inhale and exit your body in every exhale. Let yourself rise up and down as my voice flows through you. . . . Calm. . . . Focus on what you see, right now all you see is nothing. This is what the world looks like without data journalism.” Quietly place a box in the middle of the room. Within the box should be a folded up sheet of paper with a table of data without labels. Have the class open their eyes. Have one volunteer come uncover the box and unfold the paper. Have them show everyone. Project the same data brilliantly visualized “WOW!!!!”, and unzip jacket to reveal IMPACT shirt somehow. Say “This is IMPACT.”

### IMPACT Intro (5 min)

**Purpose:** Introduce and promote IMPACT and give an overview of what we focus on during the semester.

**Resources:** Project Examples, Canva, Google Sheets, Plotly

**Instructions:** Introduce IMPACT generally and make sure to include what IMPACT stands for

(Information Motivating Public Activism) and explain how data and visuals are used in journalism. Explain how and why data journalism is relevant to society today. Lead into how in IMPACT we are able to do this during the project by data journalism through websites and articles. Show examples of the very cool websites. Introduce how we can make these websites through Canva, Google Sheets, and Plotly.

### Data Journalism Intro (5 min)

**Purpose:** Introduce the students to data journalism and make sure understand the concept

**Resources:**

- <https://www.import.io/post/8-fantastic-examples-of-data-journalism/>
- <https://www.opportunityatlas.org/>

**Instructions:**

Journalism, by itself, is information that is conveyed through any media (newspaper, TV, radio, internet). CNN, Fox, MSNBC, Vox, The New York Times, those are all examples of journalism.

Data journalism is journalism that incorporates graphs, charts, tables, or any visualization that showcases data collected for the sole purpose of enhancing the message that the article has.

Examples:

<https://www.import.io/post/8-fantastic-examples-of-data-journalism/> - this site shows compact versions of data journalism articles right on that one page

<https://www.opportunityatlas.org/> - this is a map that is color coded based on how well off the population will be in the future, based on data gathered from the IRS

### Spin-Off Stories(15 min)

**Purpose:** Give students a taste of data journalism and how to manipulate the story to get their audience to react how the

**Resources:** Questions to ask the different groups, typical data questions(i.e correlation, do carrots correlate with apples? )

**Instructions:** Split class by tables, give them data questions and some negative data, ask the groups to create a spin of story to appeal to the audience. We also tell the rest of the class what they should act like depending on the group that's presenting. The groups will get 2 minutes to tell their story.

Question possibilities:

Do carrots correlate with apples?

Did the fire effect the movie industry?

### IMPACT x Leadership Connection (10 min)

**Purpose:** Facilitate the connection between CORE and IMPACT

**Resources:** This module sheet

**Instructions:** Facilitate the concepts technology in leadership, decentralized versus centralized leadership, and the power of collaborative information in the context of IMPACT using as many or as few examples as you want.

## Apples to Apples With Data Journalism (20 min) --- Optional

**Purpose:** The purpose of this activity is to introduce students to the vocabulary and the uses of data journalism using the game of Apples to Apples.

**Resources:** The game of Apples to Apples, along with green cards that have IMPACT vocabulary terms and red cards with possible scenarios where these terms can be applied.

**Instructions:** Divide the class into groups, and then inform the class that the game of Apples to Apples will be played in class. If some students do not know how to play the game, ask a student who knows the game to explain the rules of the game. After the explanation of how to play the game, facilitate multiple games of Apples to Apples among the different groups, and ask some students to define how some matches worked and even related to decentralized leadership.

## Data Demonstration (10 min)

**Purpose:** Give students a taste of data journalism.

**Resources:** Computers, HDMI/VGA, projector, <https://app.rawgraphs.io/>

**Instructions:** Go through a sample dataset on RAWGraphs on the projector with the class to give them a sense of data visualization.

## Supplemental Content References

1. "13 Really Cool Quotes About Data." *The TIBCO Blog*, 24 June 2019, [www.tibco.com/blog/2013/06/28/13-cool-data-quotes/](http://www.tibco.com/blog/2013/06/28/13-cool-data-quotes/).