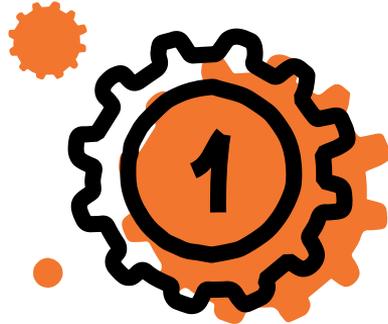




Infographics and Knowledge Translation

Samantha Chan & Tracy Fabri

Outline



About Infographics

A brief introduction & history

Infographics for Knowledge Translation

How they are used for KT

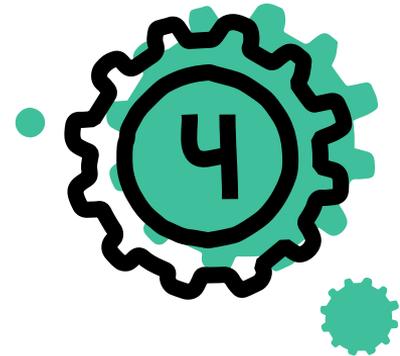


Impact and Useability of Infographics

A proposed study

Resources

Links to useful references and guides





Part I

A brief introduction and history

What's an infographic?

The image shows a YouTube video player interface. At the top, there is a search bar with the YouTube logo and a search input field. The video player itself displays a central graphic with the text "WHAT'S AN INFOGRAPHIC?" in white on a blue background. The graphic is surrounded by various infographic elements like charts, lists, and icons. Below the video player, there are video controls including play, volume, and progress indicators. The video title "What is an Infographic + Downloadable Templates" is displayed, along with the channel name "Easelly: Infographic Design Tips & Tutorials" and a red "SUBSCRIBE" button. The video has 27,282 views and was uploaded on Sep 6, 2020.

YouTube CA Search

WHAT'S AN INFOGRAPHIC?

#infographics #infographictemplates #graphicdesign

What is an Infographic + Downloadable Templates

27,282 views · Sep 6, 2020

266 22 SHARE SAVE ...

Easelly: Infographic Design Tips & Tutorials

SUBSCRIBE

<https://www.youtube.com/watch?v=Yvo-mHq1ojU>

History of infographics

Chauvet-Pont d'Arc Cave in France

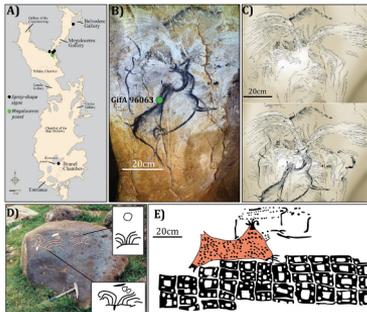
Spray-shaped images found at the Chauvet-Pont d'Arc Cave in France were thought to depict the nearby volcanoes that erupted and expelled lava into the sky.

1764: Joseph Priestly's "Chart of Biography"

Illustrated the lives of ~2,000 historical figures on a timeline.

Two decades later...

37,000 BC

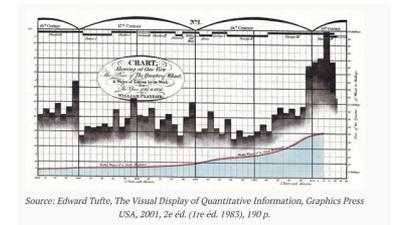


Serra Da Capivara in Brazil

Rock art specialists propose that the rock art of Serra Da Capivara in Brazil, dating as far back as 36,000 years ago, are the origins of infographics.

18th
Century

Playfair; Minard; Beck



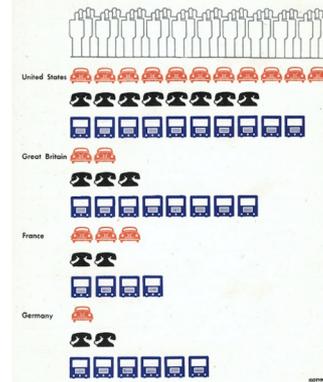
History of infographics continued...

1920s

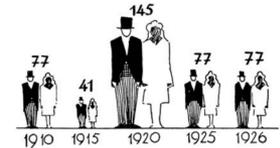


TEAM ISOTYPE : Otto Neurath, Marie Neurath and Gerd Arntz

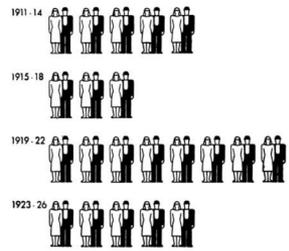
Motor Cars, Telephones, Radio Sets 1937
per 50 population



Britain is close to America in radio sets per head, but in motor cars and telephones European countries lag far behind American standards.



Men Getting Married in Germany in a Year



1 sign for 100,000 a year

Fig. 2. Both of these example visualizations were made by Otto Neurath, a proponent of using arrays of simple pictographs to present quantitative information. The left image – published in 1937 – uses rows of pictographs to visualize the number of cars, phones, and radios in different countries. The right image – published in 1936 – shows two visualizations of the same data. Neurath insisted that stretching one pictograph (top) was inferior to stacking multiple small pictographs (bottom) [21].

History of infographics continued...

Harry Beck

Made the first map of the London Tube

*A milestone in infographic history as it proved that visual diagrams could be used for daily life.

1933

1972

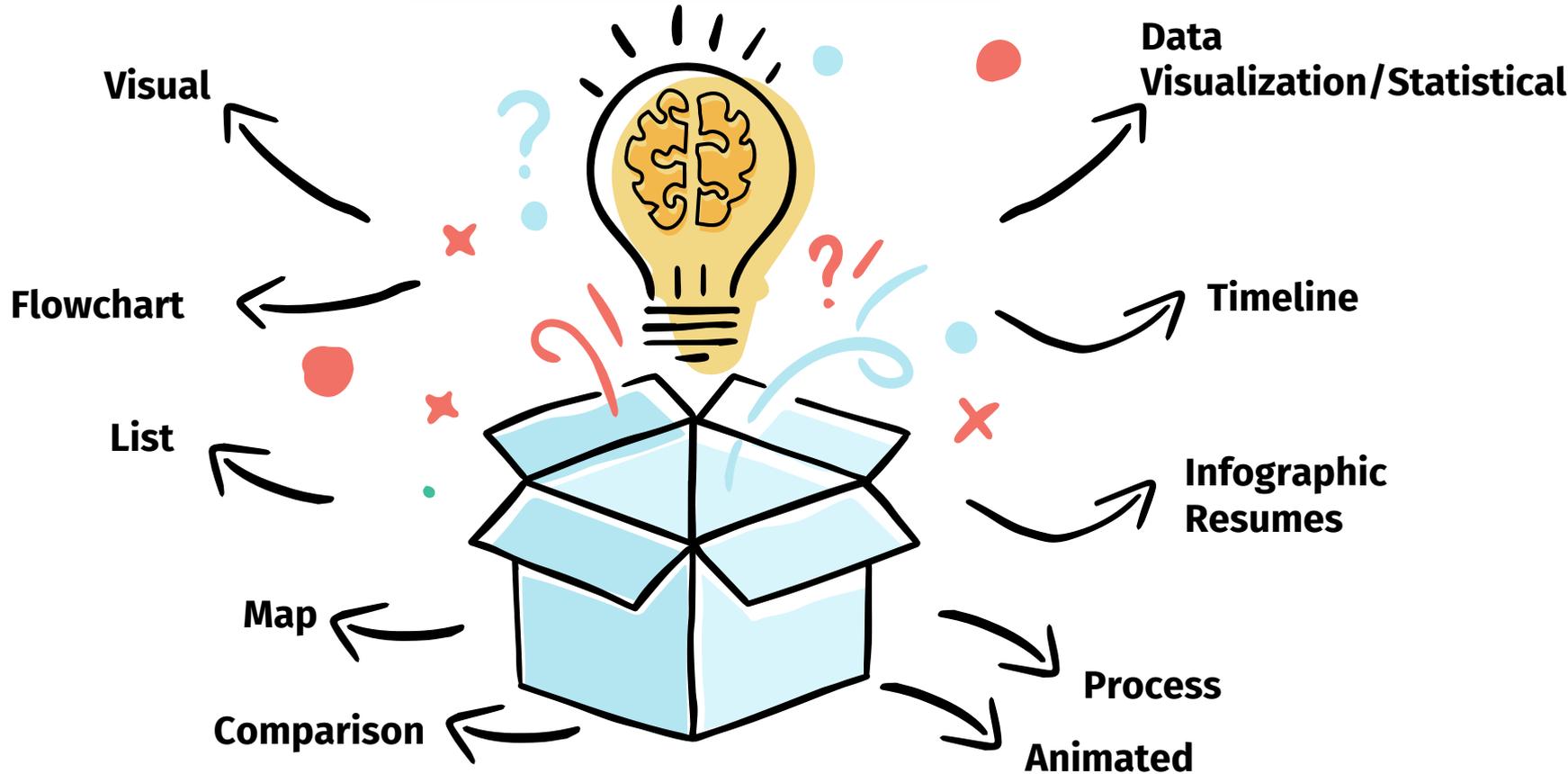
Otl Aicher



Pictograms adopted to those of the Olympic Games 1972 in Munich, Germany symbolizing Curling, Figure Skating and Ice Hockey. Drawn by Otl Aicher, on Display at the Olympic Ice Rink

Types of infographics

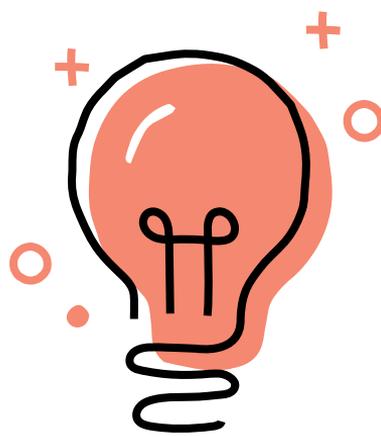
<https://www.youtube.com/watch?v=jGURUQMp3g&t=38s>



What makes an effective infographic?



**Informational
honesty**



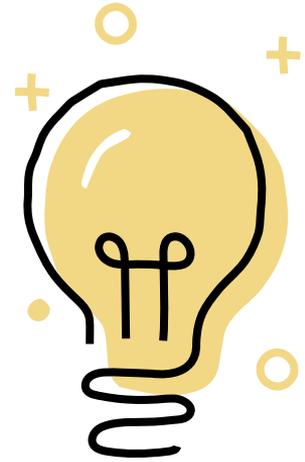
**Complexity of
content**

Easy to read fonts,
Limited colour
palette, simple
illustrations



**Consideration
of illustrations**

Choose simple
illustrations



**What does it
need?**

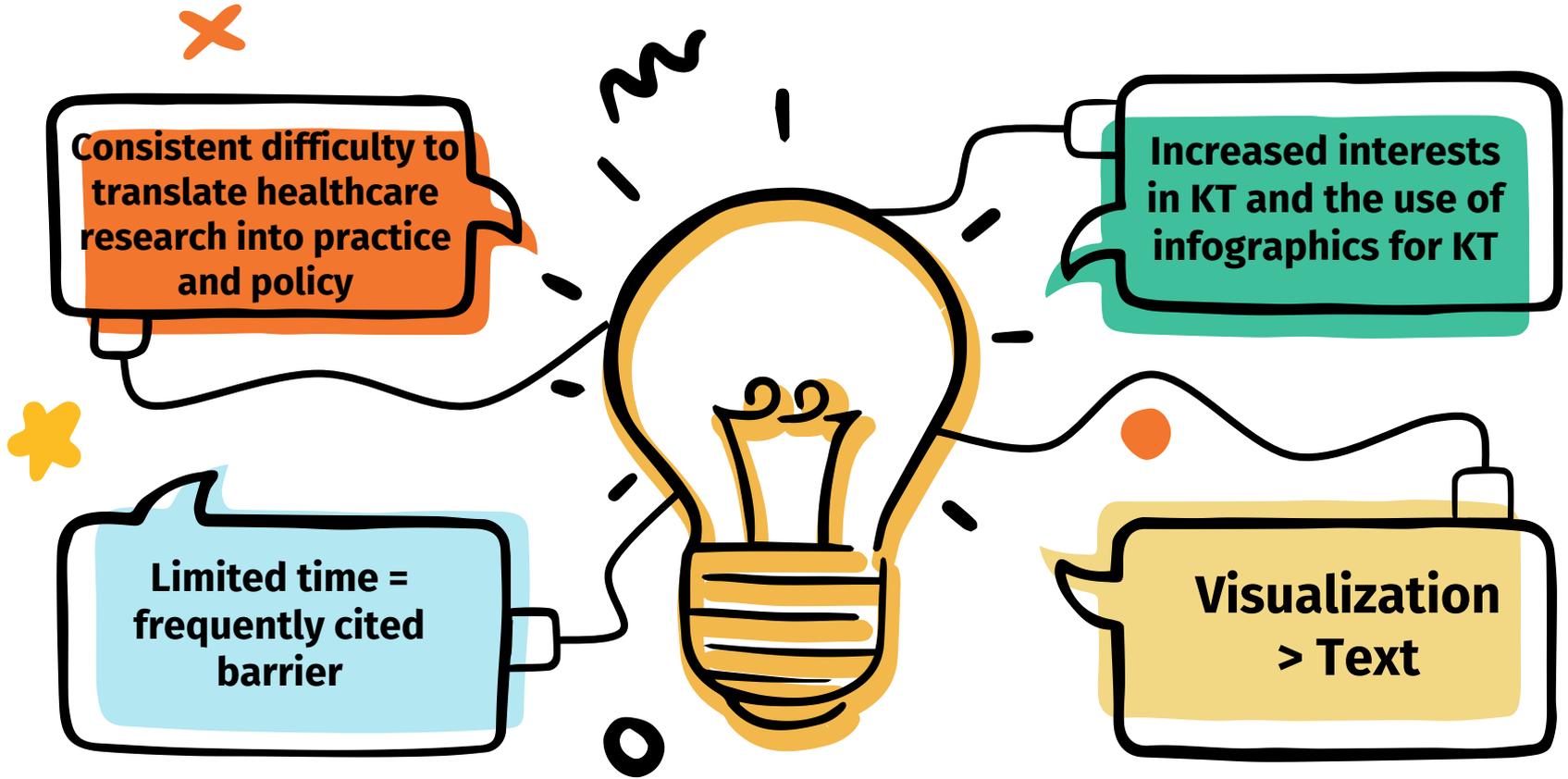
Will interactive
elements be helpful
or distracting?



Part II

Infographics for knowledge translation

Infographics for knowledge translation (KT)



Preferences of knowledge users for two formats of summarizing results from systematic reviews

Preference varied by professional role, with 68% of physicians preferring the critical appraisal and 67% of nurses preferring the infographic.

No difference for comprehensibility

51% preferring the infographic to the critical appraisal

Critical appraisal > infographics on clarity

Critical appraisal > infographics on clarity

Knowledge translation of research findings

1. What should be transferred?



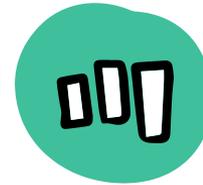
2. To whom should research knowledge be transferred?



3. By whom should research knowledge be transferred?



4. How should research knowledge be transferred?



5. With what effect should research knowledge be transferred?



Infographics and Social Media as a KT Strategy

Social media for rapid knowledge dissemination: early experience from the COVID-19 pandemic

A. K. M. Chan,¹ C. P. Nickson,² J. W. Rudolph,³ A. Lee⁴ and G. M. Joynt⁴

- Infographics disseminated via social media, including Twitter and WeChat and the departmental website
- Infographics were translated into 13 different languages within 10 days
- 63,440 interactions with the infographics on Twitter over a month
- Adopted by numerous reputable organizations

PRINCIPLES* OF AIRWAY MANAGEMENT IN CORONAVIRUS COVID-19
FOR SUSPECTED/REPORTABLE** OR CONFIRMED CASES OF COVID-19

BEFORE

STAFF PROTECTION

- Hand Hygiene
- Full Personal Protective Equipment***
- Minimize Personnel During Aerosol Generating Procedures****
- Airborne Infection Isolation Room (if available)

PREPARATION

- Early Preparation of Drugs and Equipment
- Formulate plan Early
- Metabolic Artery Assessment
- Connect Wires/Bacterial Enter to Circuits and Manual Ventilator
- Use Closed Suctioning System
- Use Video Laryngoscopy (if available)

DURING

TEAM DYNAMICS

- Clear Delineation of Roles
- Clear Communication of Airway Plan
- Closed-Loop Communication Throughout
- Cross-monitoring by All Team Members for Potential Contamination

TECHNICAL ASPECTS

- Airway Management by Most Experienced Practitioner
- Tight Fitting Mask with Two Hand Grip to Minimize Leak
- Ensure Paralysis to Avoid Coughing
- Lowest Gas Flows Possible to Maintain Oxygenation
- Rapid Sequence Intubation and Avoid Bag-Mask Ventilation Unless Possible
- Positive Pressure Ventilation Only After Cuff Inflated

AFTER

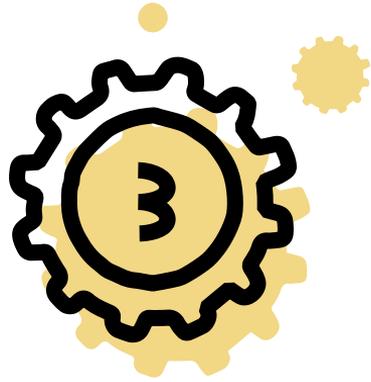
- Avoid Unnecessary Circuit Disconnection
- If Disconnection Needed, Wear PPE and Standby Ventilator +/- Cuff Tube
- Strict Adherence to Proper Segregation Steps
- Hand Hygiene
- Team Debriefing

*Principles of Airway Management of COVID-19 may apply to Operating Theaters, Intensive Care, Emergency Department and Ward Settings. Similar principles apply to evaluation of COVID-19 patients.
**There are regional and institutional variations on definition of a suspected/reportable case. Please refer to your own institutional practice.
***Personal Protective Equipment according to your own institutional recommendations. May include particular Respirator, Cap, Goggles/Protection, Long-sleeved Waterproof Gown, Glove.
****Aerosol Generating Procedures: Tracheal Intubation, Non-Invasive Ventilation, Tracheostomy, Cardiopulmonary Bypass, Manual Ventilation before Intubation, Bronchoscopy, Open Suctioning of Respiratory Tract

References:
1. World Health Organization. Infection prevention and control during health care when novel coronavirus (nCoV) infection is suspected. Interim guidance. January 2020.
2. Center for Disease Control and Prevention. Intensive Infection Prevention and Control Recommendations for Patients with Confirmed 2019 Novel Coronavirus (2019-nCoV) or Person Under Investigation for 2019-nCoV in Healthcare Settings. February 2020.

Disclaimer: This infographic is used for informational purposes only, and is not intended to replace institutional policy. Please refer to your own institutional guidelines for appropriate recommendations. © Department of Anesthesia and Intensive Care, Prince of Wales, Hong Kong. All rights reserved. [igpsaustralia.org.au](https://www.igpsaustralia.org.au)

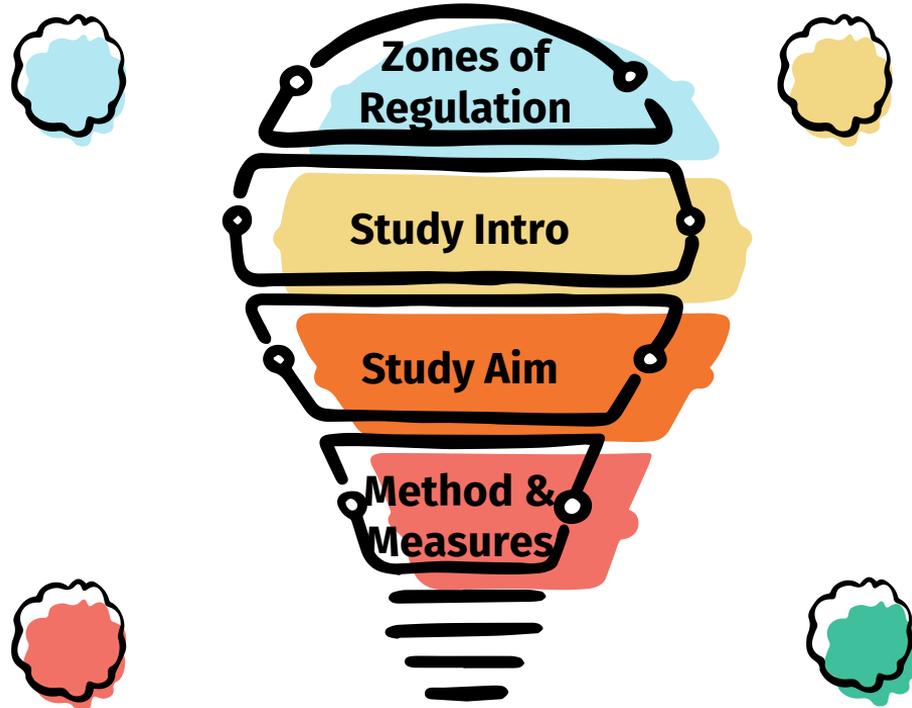
Version 1.0 Feb 2020



Part III

Impact and useability of infographics

Impact and usability of infographics amongst teachers introduced to the *Zones of Regulation* program



The **ZONES** of Regulation[®]

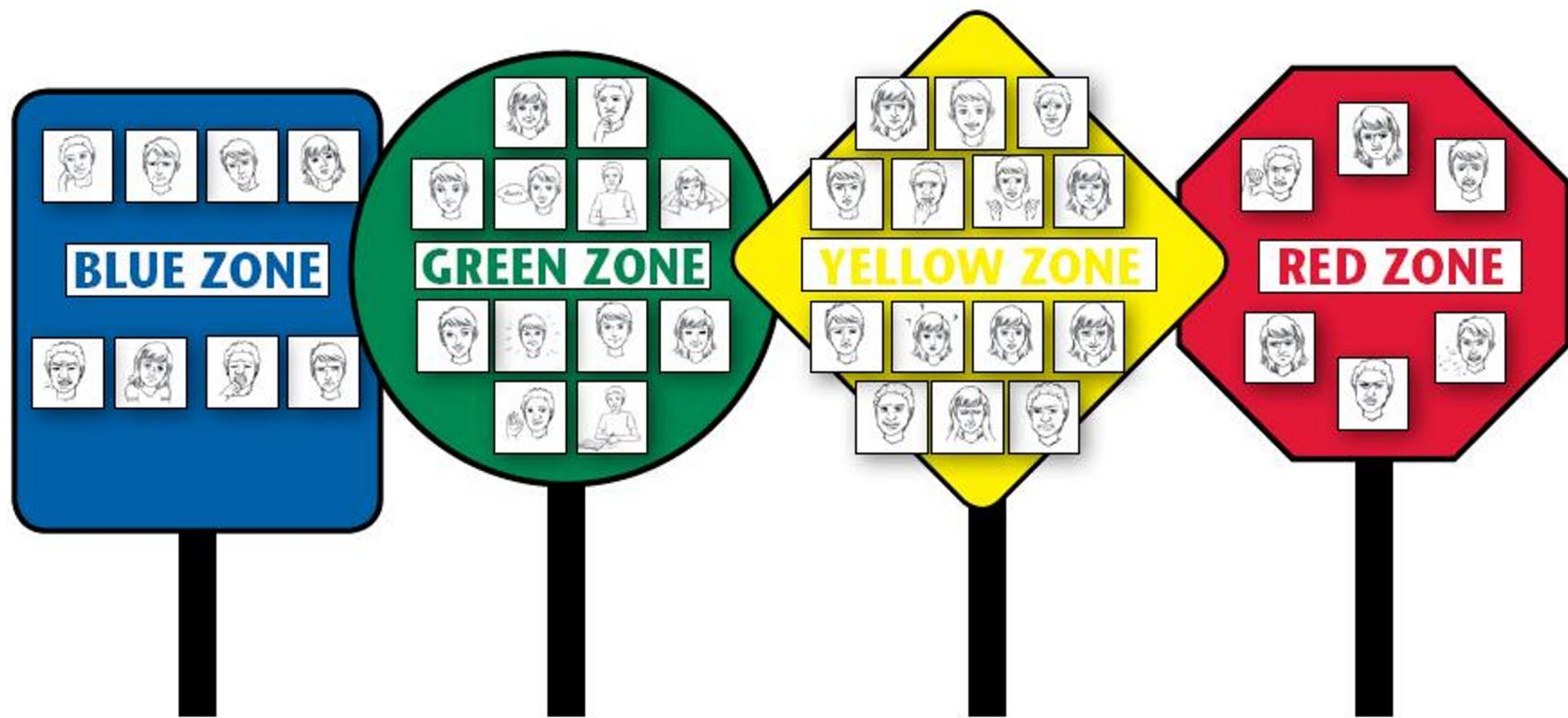
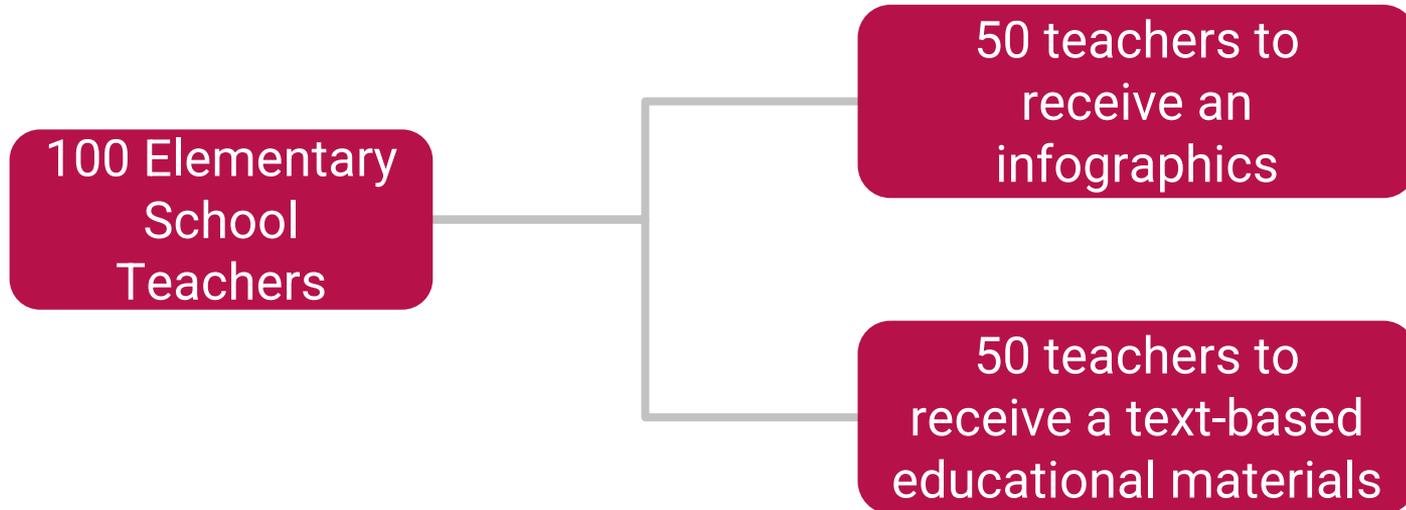


Figure 2: Wall Posters of the Zones

Introduction & Study Aim

- Aim: to examine the *impact* and *usability* of infographics relative to text-based educational materials in promoting teachers' knowledge and confidence in the *Zones of Regulation* program.



Method & Measures



Impact

Survey: Understanding of emotion regulation difficulties among children and the Zones of Regulation program, confidence in using the program in the classroom

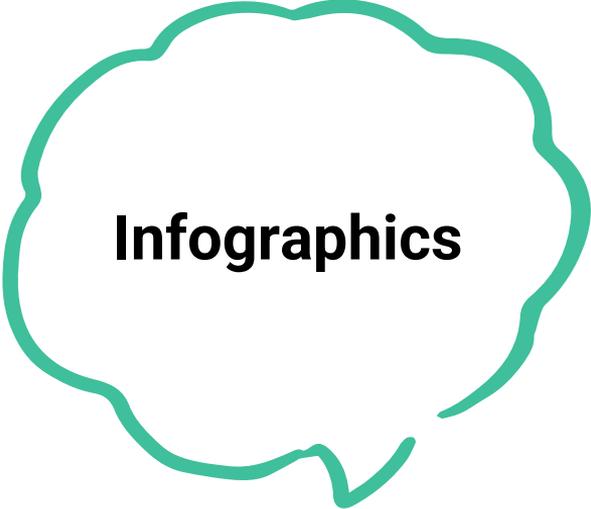
ANOVA

Useability

Qualitative interviews: How easy the information is to understand, time it took to understand the material, content and format of the materials

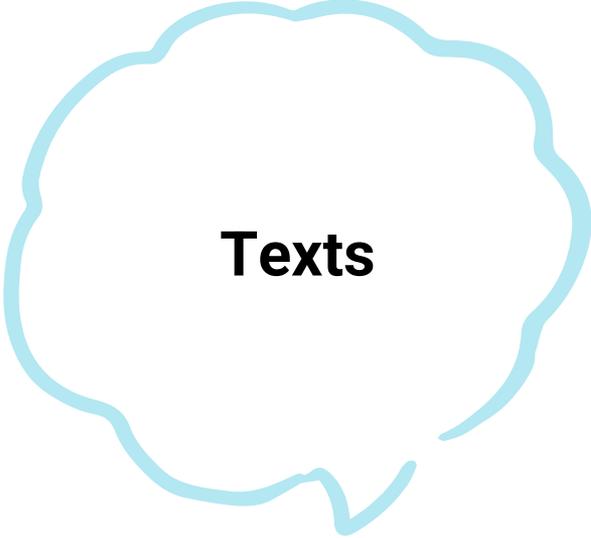
NVivo thematic analysis

Expected Outcomes and Impact

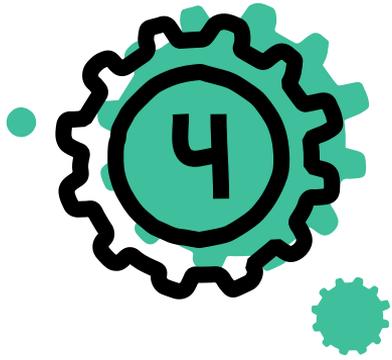


Infographics

>



Texts



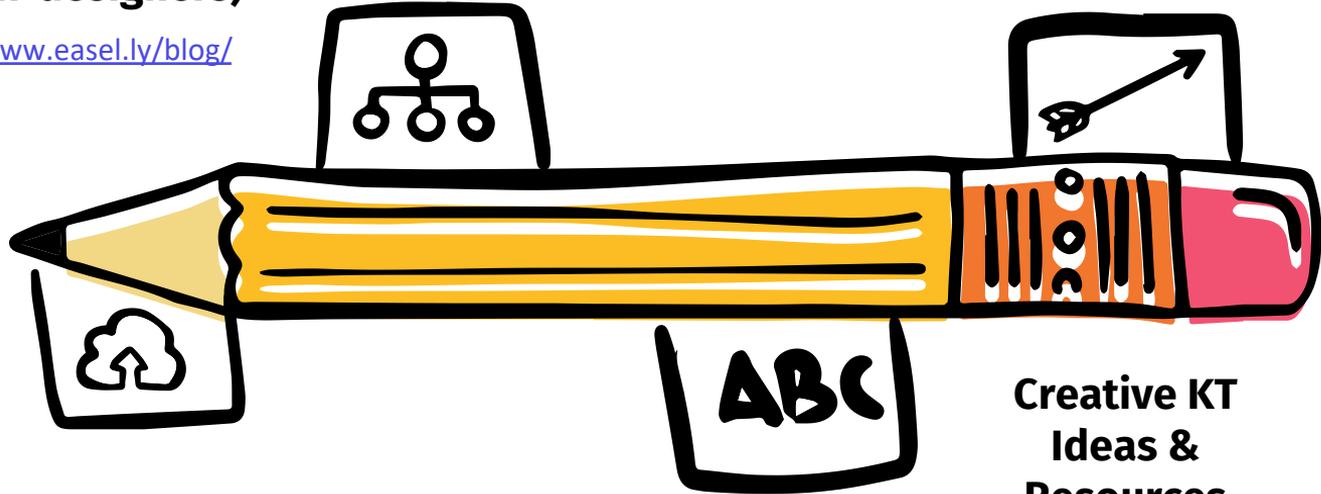
Part IV

Resources

Helpful links and resources

Making infographics (for non-designers)

<https://www.easel.ly/blog/>



Creative KT Ideas & Resources

<https://ktpathways.ca/system/files/resources/2019-02/if-res-mhr-creative-kt.pdf>

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Thank you!