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I am the SERC visiting fellow working to develop the on-line resource collection for the *Teaching with Visualizations* website project. As we move into the workshop days and the following weeks, one means of pursuing that goal will be to help you in contributing your visualizations or visualization research for inclusion in the workshop website. I'm here at SERC for a three month period this winter with additional visits planned for this spring. In my 'other life,' I am a postdoctoral research associate at the University of Wyoming investigating the interplay between changes in sedimentation, climate, and tectonism. My teaching takes place in both the classroom and the field. As both a researcher and a teacher, I jumped at the opportunity to involve myself in this project and immerse myself in the world of visualizations and visualization research for several months. It has been, and continues to be, an eye-opening experience. The number of impressive, stimulating visualizations available in digital form is increasing at a rapid rate. This new generation of visualizations excite me with their visual richness, but my personal impression is that there is huge variability among visualizations and their ability to clearly communicate central ideas. What are the elements common to all truly useful visualizations? How do we actually understand what we are seeing? As teachers, what do we need to know about the differences in how an introductory geology student sees an image and the way we as experienced geoscientists see an image? Seeking answers to these questions is the major motivating factor for my involvement in this project. And to give a nod to the obvious, this is an incredible amount of fun!

Another development that excites me about the world of visualizations and their potential in teaching is the increase in their availability and the breadth in types of visualizations made available through the internet. For years I've thought, "Wouldn't it be great if the geoscience classes I taught could be like an interactive version of an episode of some David Attenborough nature documentary or *This Old House*?" The thought was intoxicating. I imagined a lecture peppered with simple animated visuals, but specifically animations that I or the students could manipulate to discuss key points or address questions. In my mind's eye I could see a class that moved seamlessly back-and-forth between live lecture and video clips of small parts of lecture in the field or teacher and students working through key parts of experiments or field observations. I imagined lecturing with an almost limitless number of high quality photos from around the world. I saw the classroom as an exciting springboard into lab where interactive video of physical experiments were integrated with hands-on physical experiments; where interactive animation and computer mapping and modeling packages allowed students to work with models, changing parameters, and then seeing the results. I used to dream about those things. But now all this is possible. At this point it seems to me that the limiting factors are: (1) finding the time to track down all the material, (2) learning how to use them, and (3) finding or creating materials that are actually well-suited to the task and that communicate clearly. My hope is that the *Teaching with Visualizations* workshop and website will serve as a large step forward toward addressing these limiting factors and become a major resource for all of us.