

Visualization of **Cultural Heritage Collection Data**

Florian Windhager

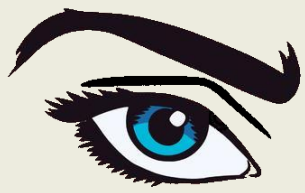
VIS for DH – Lecture No. 2

1. Complex cultural things – what's the issue?
2. Close Reading & Viewing
3. Distant Reading & Viewing
4. Multiple Views & Bridging the Gaps

a) Can we see topic X with our naked eyes? b) Can we see it well enough?

→ If not, we have a case for VIS.

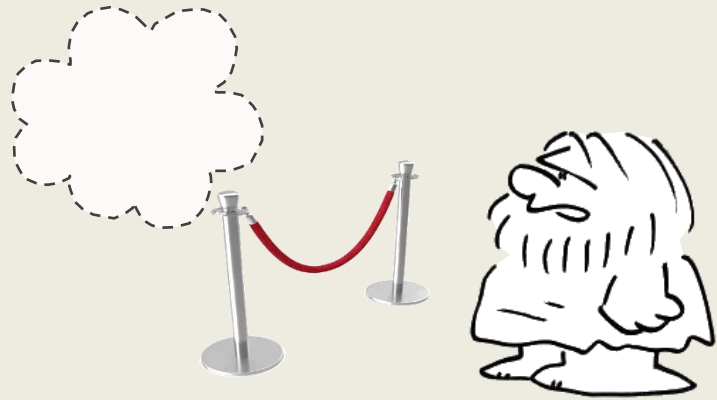




What about
cultural collections?

1. Complex Cultural Things - What's the Issue?

Concepts of "Culture"



a) artful / aesthetic / unique / sacred things



b) useful / practical / daily / mundane things

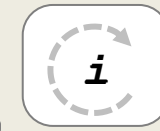
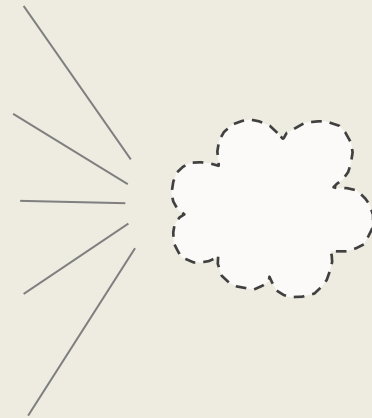
+ c) awful / unintended / discomfoting things

Challenges & Issues with Cultural Things

A quick data(1), user(2) & task(3) analysis

1. different types of „things“

- texts & intertexts
- images
- objects
- music
- movies
- performances
- customs & practices
- etc.



3. different cognitive activities



- to see / observe
- to remember
- to represent
- to mediate
- to *analyze*
- to enjoy / to savour

- to interpret
- to evaluate
- to contextualize
- *to understand*

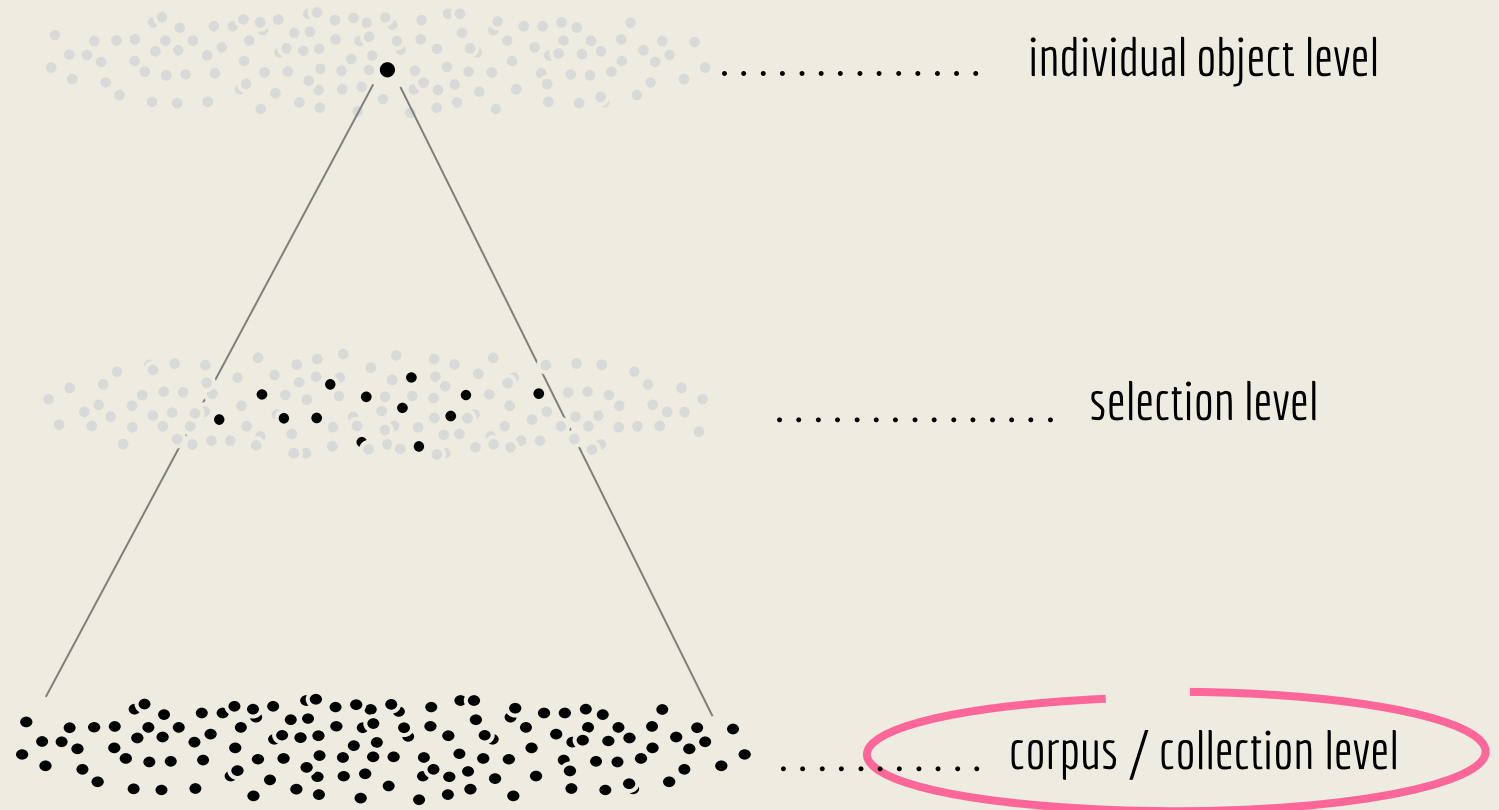
- object **collections**, corpora, editions & aggregated collections

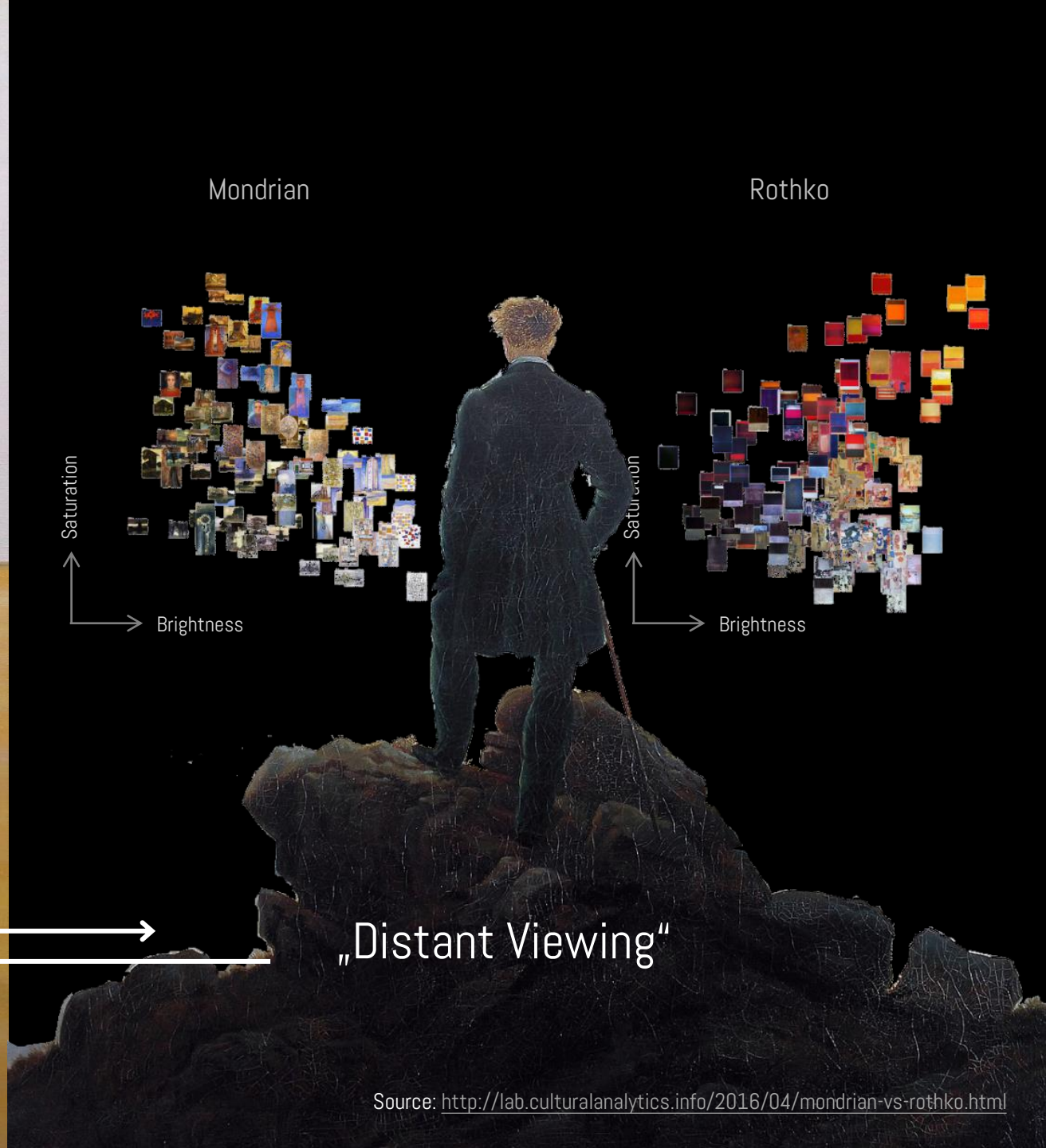
2. different types of users

- experts
- „casual users“ (non-experts)

The Challenge of Scale

- complex **cultural objects**
 - texts & intertexts
 - images
 - objects
 - music
 - movies
 - performances,
 - customs & practices
 - etc.
- object **collections**, corpora,
editions & aggregated collections





▶ individual object level

corpus / collection level

2.1 „Close Reading“

3 Phases of Close Reading

Read for 3 purposes

Phase 1

WHAT the text says



Read for:

- who, what, when, where
- main idea

Phase 2

HOW the text says it



Zoom in for:

- new words
- vocabulary
- point of view
- author's purpose

Phase 3

What the text MEANS



Make connections for:

- text-to-text ideas
- evidence
- showing your thinking

CLOSE READING STEPS



FIRST READING

- Read Silently
- Think
- Question
- Annotate
- Retell
- Summarize
- Discuss with partner



Aligns with Common Core State Standards for Reading 3-4

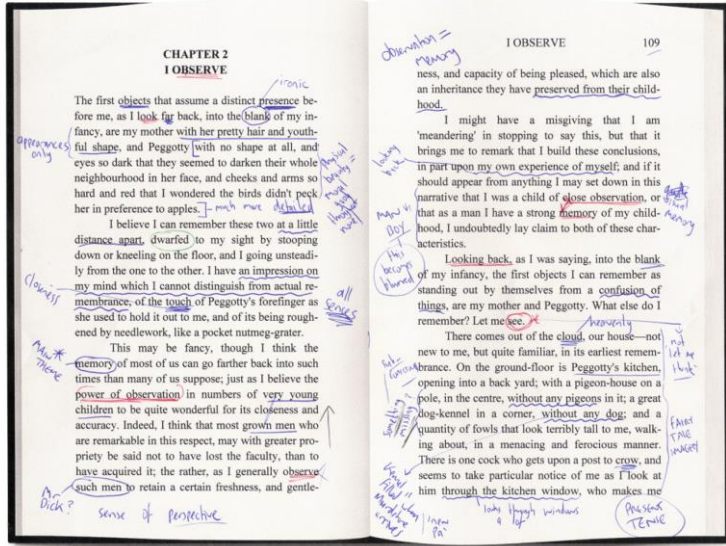
SECOND READING

- Teacher reads aloud
- Student listens, thinks, writes
 - structure
 - text features
 - context clues
 - author's purpose
 - point of view
 - word meaning

THIRD READING

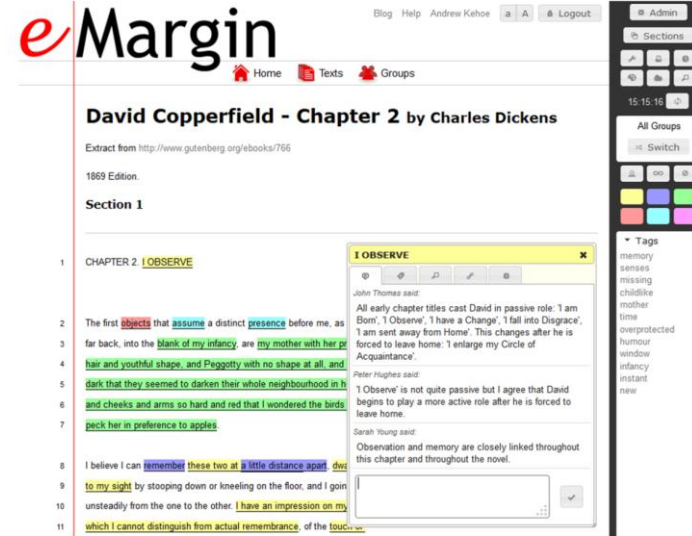
- Re-read
- Make connections
- Compare/contrast
- Analyze
- Evaluate
- Find evidence
- Write/cite evidence

Copyright 2014 sbcteach.com



„Traditional Humanities“ →

TH practice of
annotation + visualization



DH practice of
annotation / NLP + visualization

(Jänicke et al., 2017, [link](#))

Many great tools support close reading, analyzing & annotating, incl.

zotero

<https://www.zotero.org/>
<https://atlasti.com/>
<https://www.maxqda.com/>

My Library Diversification and cu... x 2 of 8

Search Annotations

Page 868

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Annotations (3/17/2022, 11:14:20 AM)

Figure 1. Principal manufacture technique for each pandanus tool design (also see § 2). (a) A crow making a basic cut and rip with the bill on the left edge of a section of pandanus leaf with an action that could be similar to that used in leaf ripping. The ripped strip is held between the bird's mandibles. The bill tip is level with the rip and only the left side of the bill, in this case, makes the short cut in from the leaf edge. The leaf section is ca. 5 cm wide and the leaf-edge barbs face away from the trunk towards the tip of the leaf at right. A wide tool is drawn alongside its counterpart shape on the right edge. Circles below the counterpart indicate when a cut with the bill is made. Numbers inside the circles give the temporal sequence of cuts (see b-d); question marks indicate that the sequence of cuts cannot be inferred. An arrow attached to a circle indicates an associated rip and its direction. (b-d) The same symbols and leaf section as in (a) describe the techniques used to manufacture a narrow tool, a one-step tool and a three-step tool, respectively. An arrow is missing from the second cut to make a narrow tool (b) because birds make a rip towards the trunk then appear to nip the hanging strip off the leaf before the end of the rip. To form a step on stepped tools (c,d), a crow holds the leaf edge between the mandibles and positions its bill tip close to and above the termination of the previous rip (Hunt 2000a). It then makes a step by cutting the leaf across the fibres with only one side of the tip of the bill before ripping the leaf longitudinally. The body of the tool is held further back in the mandibles and is rarely damaged due to the cutting of steps.

Social transmission is the only known transmission mechanism associated with both diversification and cumulative change in tool design. Cumulative tool evolution by social learning requires cognitive and behavioural skills that enable the development and high-fidelity transfer of distinct designs (Heyes 1993; Tomasello *et al.* 1993). Social learning is not required for tool use in woodpecker finches *Cactospiza pallida*, but seems to depend on a special learning disposition that involves trial-and-error experience during a sensitive period in early development (Tebich *et al.* 2001). Acquisition of tool skills by chimpanzees also seems to involve mainly individual trial-and-error, combined with simpler social learning mechanisms such as 'stimulus enhancement' and 'emulation learning' (Paquette 1992; Nagel *et al.* 1993; Tomasello 1996; Tomasello & Call 1997; Celli *et al.* 2001). These methods of obtaining tool knowledge do not allow the finished design of tools to be transferred with high fidelity between individuals, and therefore would prevent any cumulative change from occurring in chimpanzee and finch tools. We investigated New Caledonian crows to see if there trees, or screw pines, that crows use for tool manufacture consist of a leaf crown situated at the top of a narrow trunk. Their long (generally 2–3 m), narrow, leathery leaves have strong parallel fibres, which run longitudinally along their length and barbs along each edge facing away from the trunk. The manufacture of pandanus tools provides a unique opportunity for study because of the artefact record of tool 'counterparts' on leaves. The tool shapes that crows fashion from leaf edges are faithfully recorded in their counterparts, the outlines remaining on the leaf edge (Hunt 1996, 2000a; Hunt *et al.* 2001) (figure 1). This provides a complete artefactual history of the shapes and number of pandanus tools made at a site over the ca. 4 years that leaves stay on trees (Hunt 2000a). We collected counterparts between March and July 2000 to survey the current variation in pandanus tool manufacture throughout New Caledonia. Our specific objectives were: (i) to quantify the physical differences in the shape of pandanus tools; (ii) to describe any local and geographical differences in tool design; and (iii) to determine whether or not these differences might relate to ecological factors.

(Hunt and Gray, 2003, p. 868)

“A crow making a basic cut and rip with the bill on the left edge of a section of pandanus leaf with an action that could be similar to that used in leaf ripping. The ripped strip is held between the bird's mandibles. The bill tip is level with the rip and only the left side of the bill, in this case, makes the short cut in from the leaf edge.” (Hunt and Gray, 2003, p. 868)

“Social transmission is the only known transmission mechanism associated with both diversification and cumulative change in tool design.” (Hunt and Gray, 2003, p. 868) Open-source development process

“Their long (generally 2–3 m), narrow, leathery leaves have strong parallel fibres, which run longitudinally along their length

Related: Imitation, culture and cognition
Tags: Crow Tools

Full text

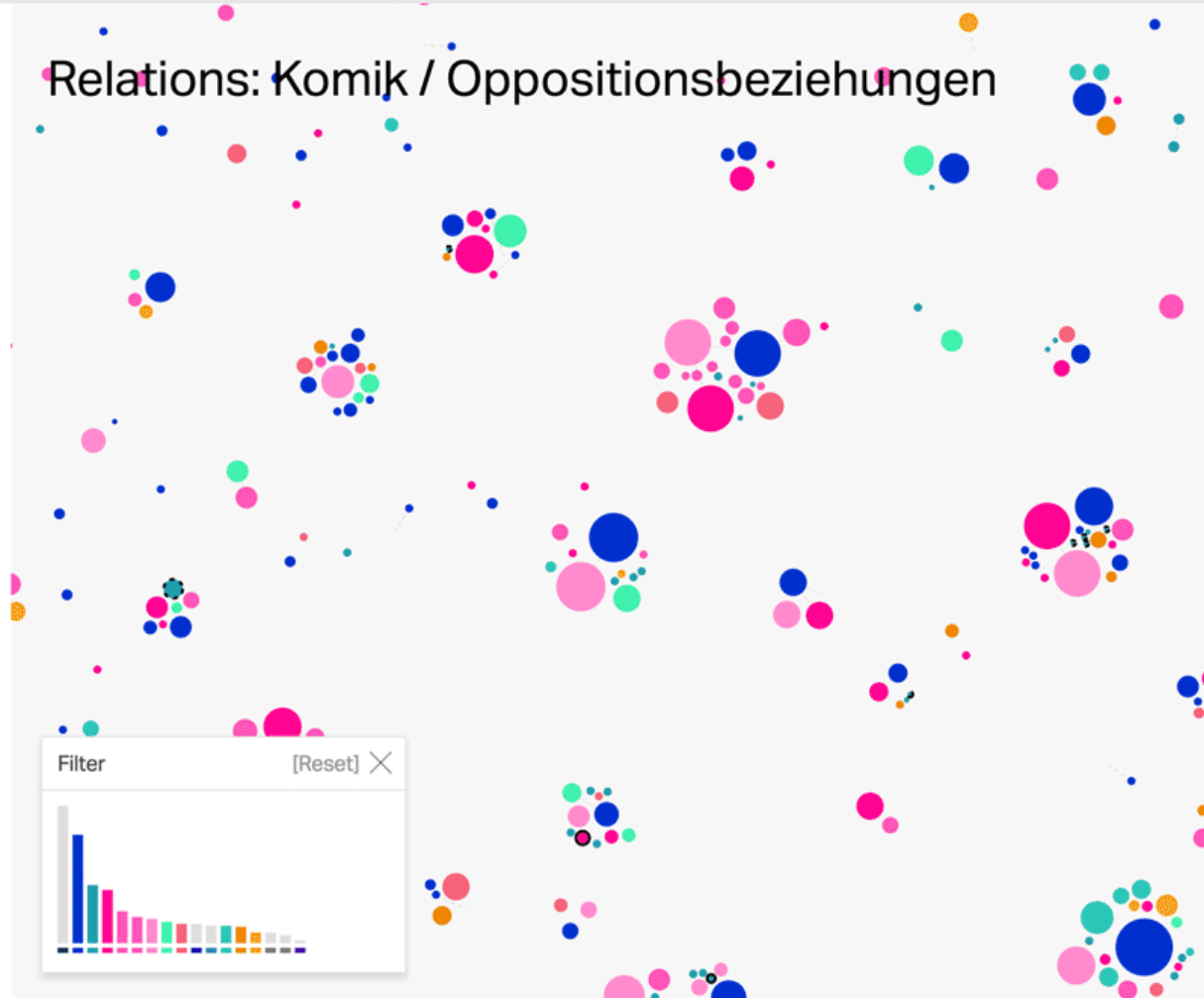
Selected annotations

Overlaps

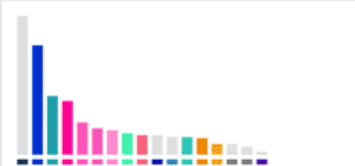


»Es ist ein eigentümlicher Apparat«, sagte der Offizier zu dem Forschungsreisenden und überblickte mit einem gewissermaßen bewundernden Blick den ihm doch wohlbekanntem Apparat. Der Reisende schien nur aus Höflichkeit der Einladung des Kommandanten gefolgt zu sein, der ihn aufgefordert hatte, der Exekution eines Soldaten beizuwohnen, der wegen Ungehorsam und Beleidigung des Vorgesetzten verurteilt worden war. Das Interesse für diese Exekution war wohl auch in der Strafkolonie nicht sehr groß.

Relations: Komik / Oppositionsbeziehungen



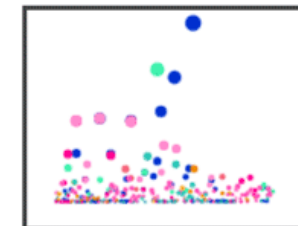
Filter [Reset] X



Views

Search comments

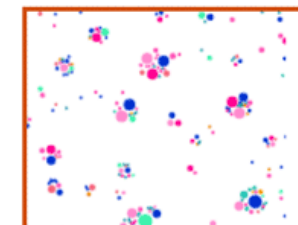
+



Komik /
Oppositionsbeziehungen

Layout: ScatterPlot

Edit Tags



Relations: Komik /
Oppositionsbeziehungen

Layout: Overlaps

Approach No. 1: Manual Annotation & Visualization

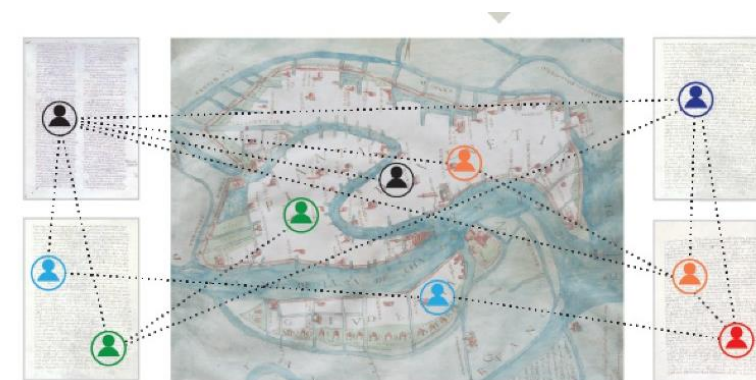
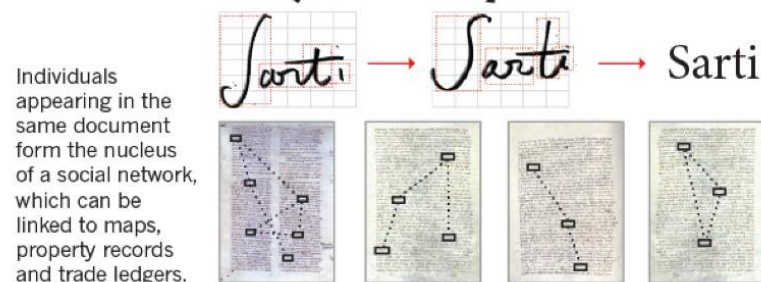
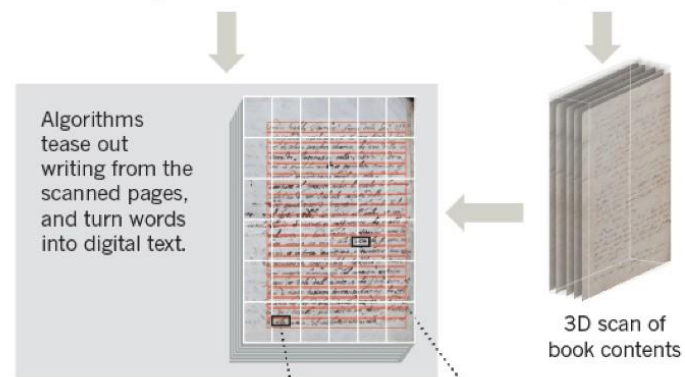
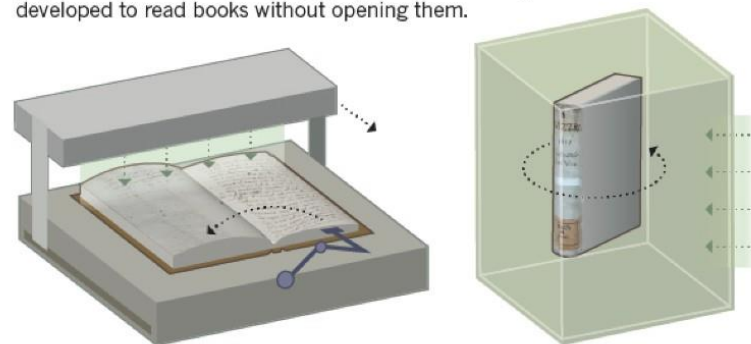
die kleinen Ketten ausliefen, mit denen der Verurteilte an den Fuß- und Handknöcheln sowie am Hals gefesselt war und die auch

Approach No. 2: Computational Text Analysis & Visualization

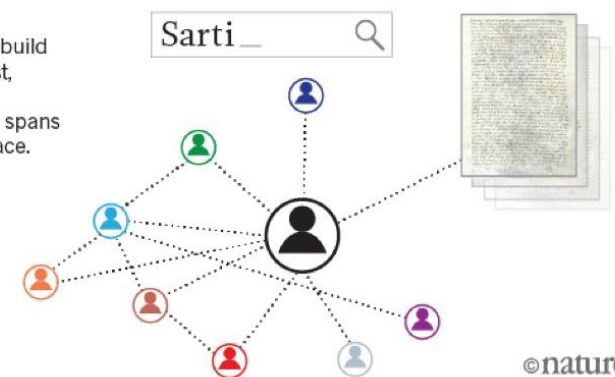
HACKING HISTORY

The Venice Time Machine will scan and digitize millions of documents that record 1,000 years of history, enabling researchers to reconstruct social networks from centuries ago.

Books are automatically scanned, using a robotic arm to turn pages. Also, a computed tomography scanner is being developed to read books without opening them.



These social connections build up into a vast, searchable network that spans time and space.



▶ individual object level

corpus / collection level

2.2 „Close Viewing“





de Witt

Holland

The Threatened Swan

Jan Asselijn, around 1650

A swan fiercely defends its nest against a dog.

In later centuries this scuffle was interpreted as a political allegory: the white swan was thought to symbolize the Dutch statesman Johan de Witt (assassinated in 1672) protecting the country from its enemies. This was the meaning attached to the painting when it became the very first acquisition to enter the Nationale Kunstgalerij (the forerunner of the Rijksmuseum) in 1800.



✓ **Hunters in the Snow**
Macrophotography



Inside
Bruegel



Vienna
paintings



Backstage



Imaging
methods



Info



1 cm

Hunters in the Snow

Macrophotography



Hunters in the Snow

X-radiography



<https://www.insidebruegel.net/>

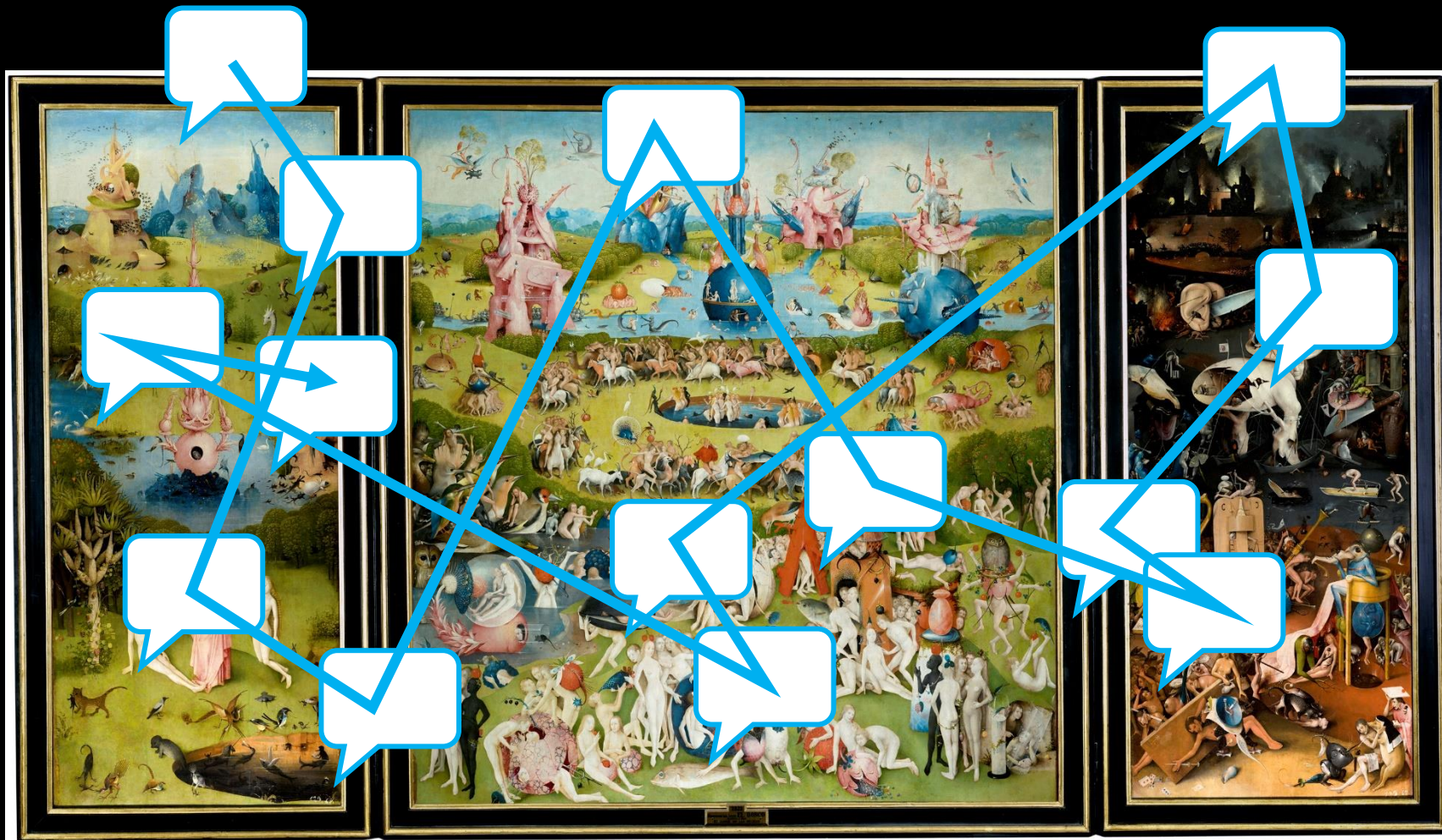
Inside Bruegel

Vienna paintings

Backstage

Imaging methods

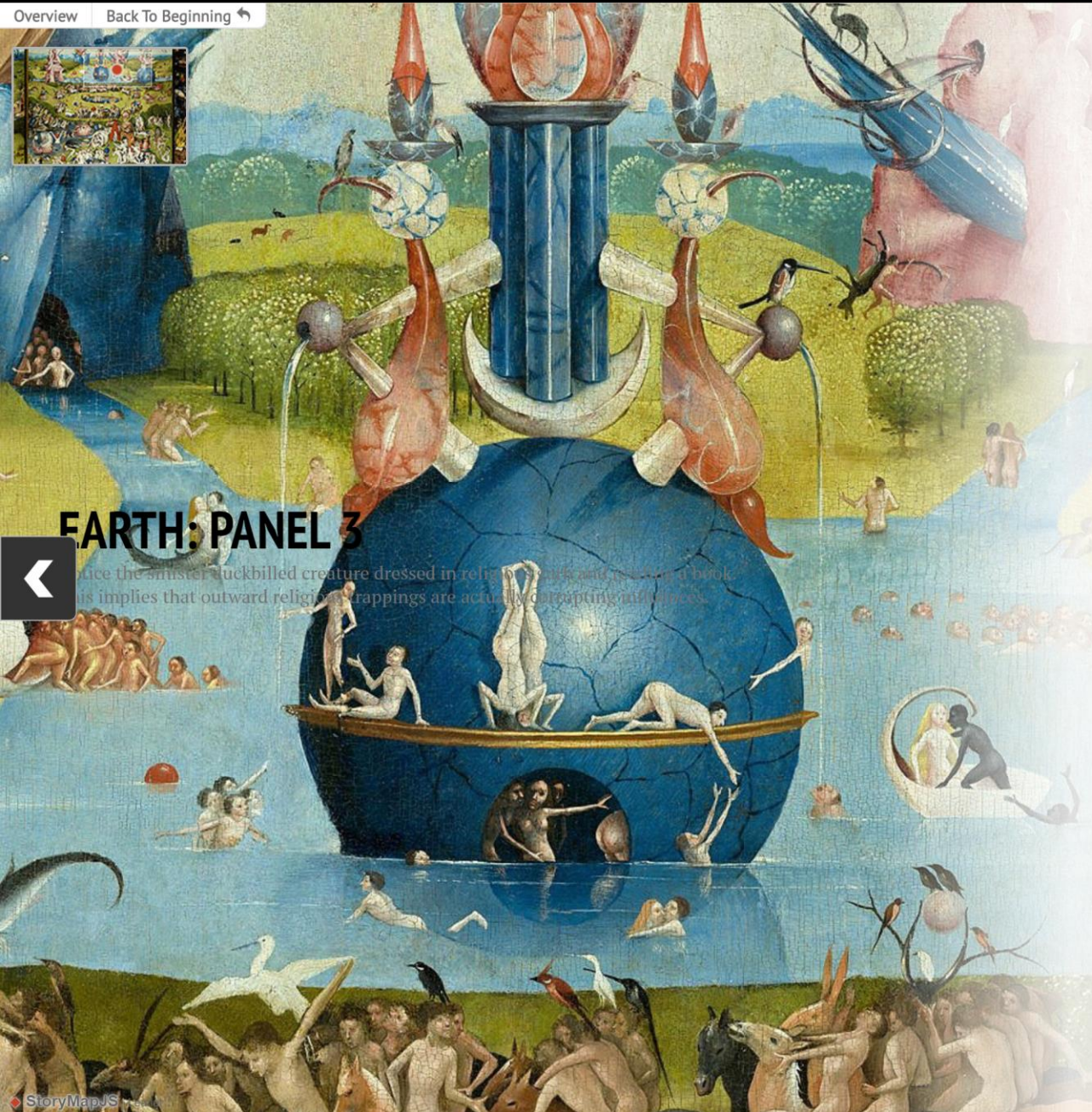
Info





EARTH: PANEL 3

Notice the sinister duckbilled creature dressed in religious garb and reading a book. This implies that outward religious trappings are actually corrupting influences.



HEAVEN AND BIRTH INTO THE EARTHLY SPHERE: PANEL 4

The lake represents birth, life, death, and influences that affect man.
The central tower represents the human condition, it is made in the divine image and resembles the tower from the first panel.

- The rivers from left to right:
- Divine influences - birds rest upon this tower and the army of God underneath bears fruit
- Birth - coming from the mountain rooted in earth (blue) but with divine influence (pink and birds)
- Death - a divine and earthly mountain representing the soul's return to heaven (birds fly out of the top and upwards)
- Material influences - blue, veiny, phallic crystals are piercing through the pink of the divine leaf

individual object level



corpus / collection level

3. Distant Reading & Viewing

“Distant reading” (Moretti, 2000)

galleries, libraries, archives, museums

“Ars longa,
vita brevis.”



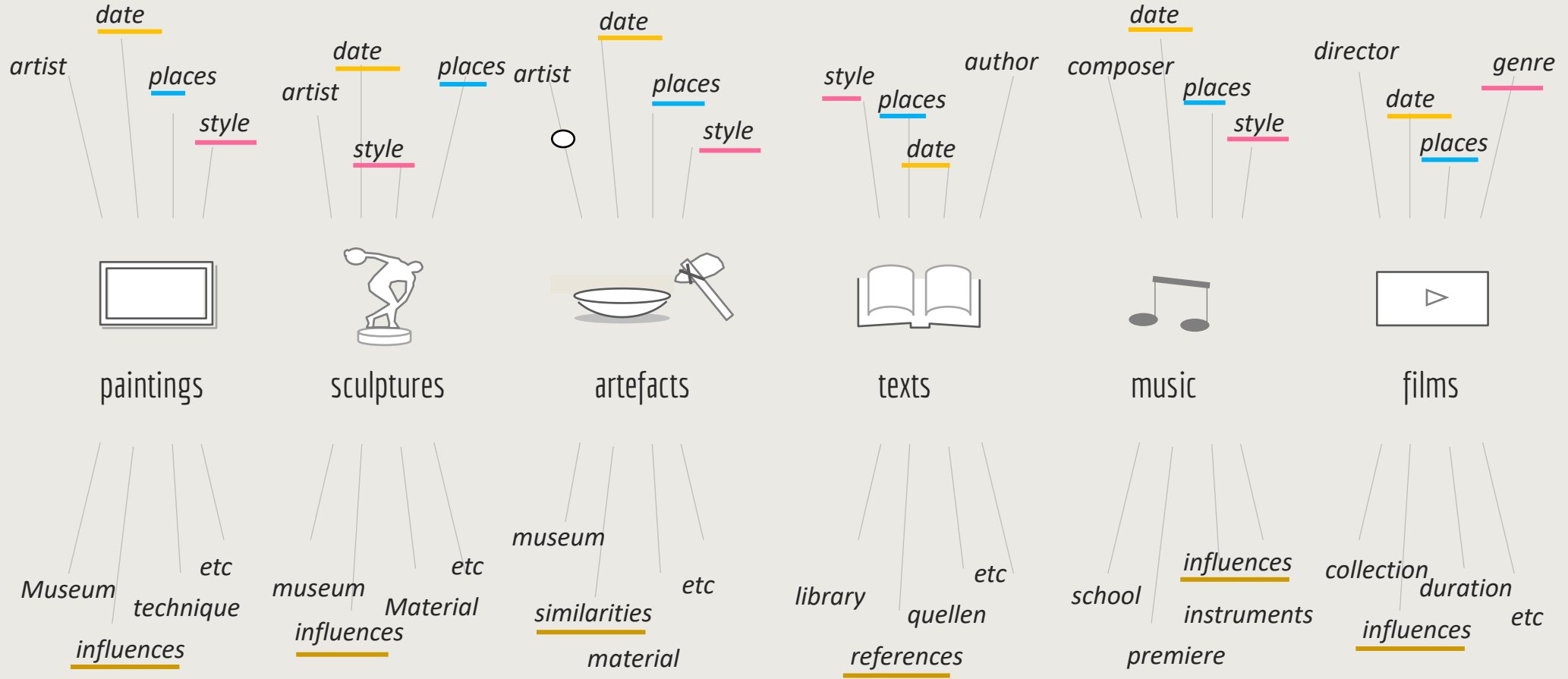
1) Art is long

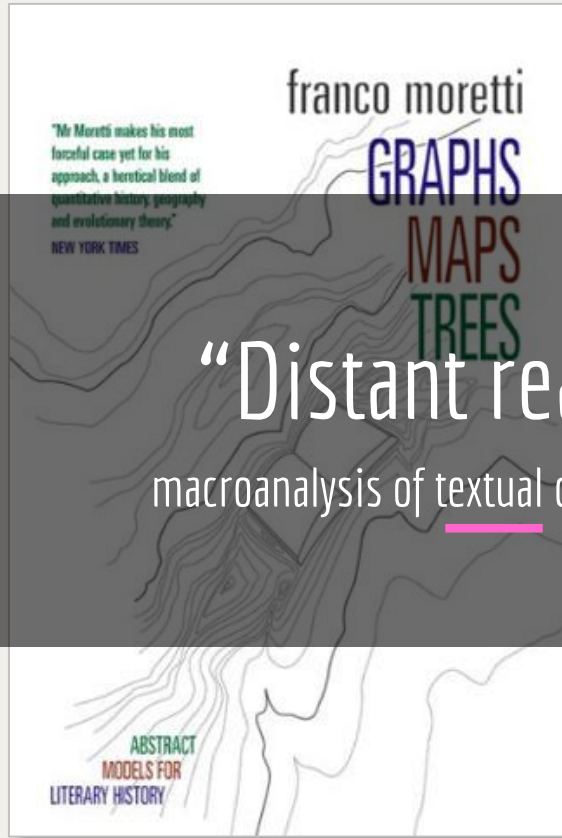
2) life is short

3) comp. is fast

4) visualizations make big data structures & dynamics visible

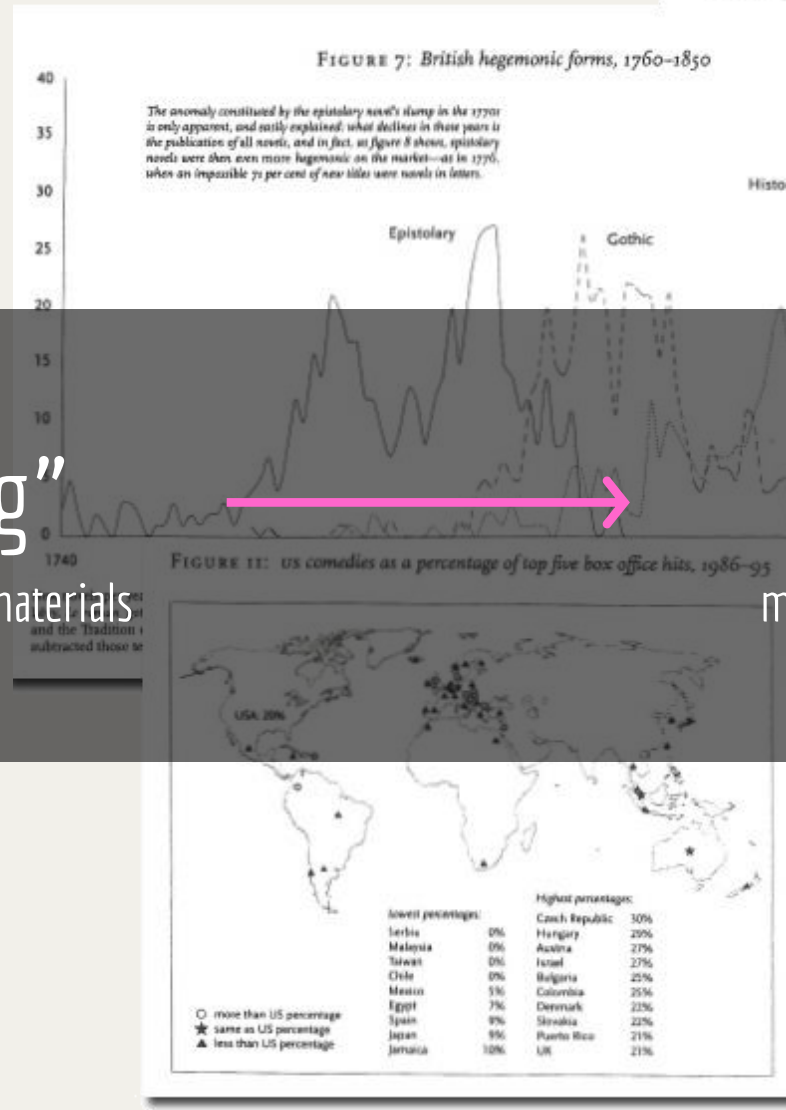
Different Types of Metadata





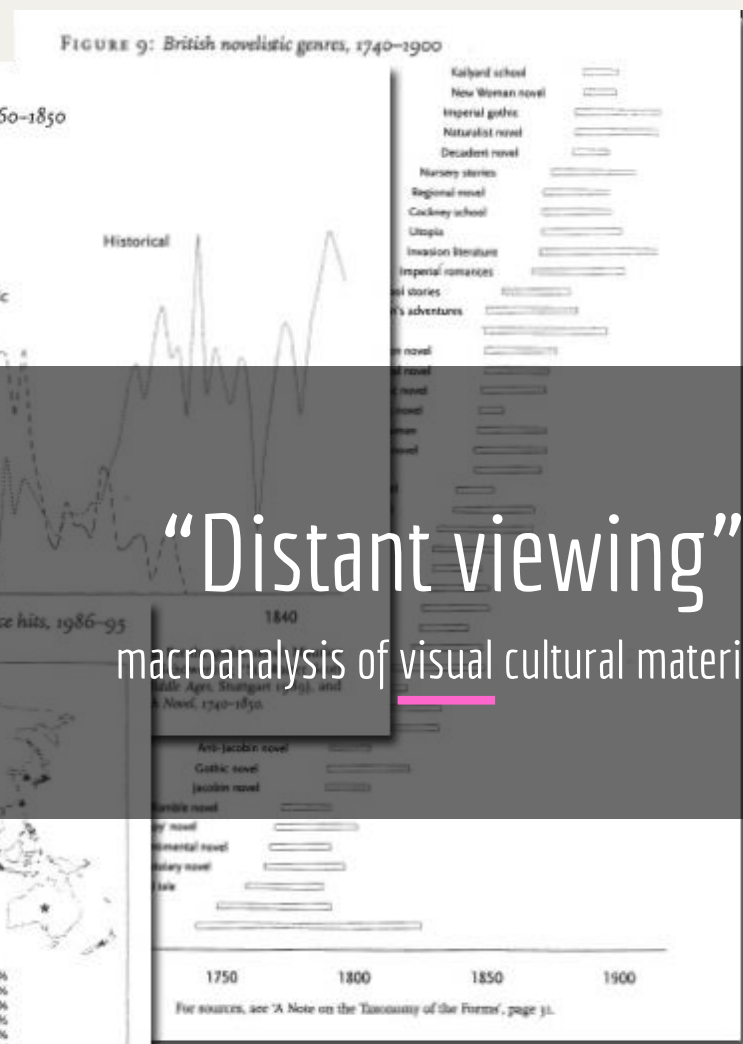
“Distant reading”

macroanalysis of textual cultural materials



“Distant viewing”

macroanalysis of visual cultural materials



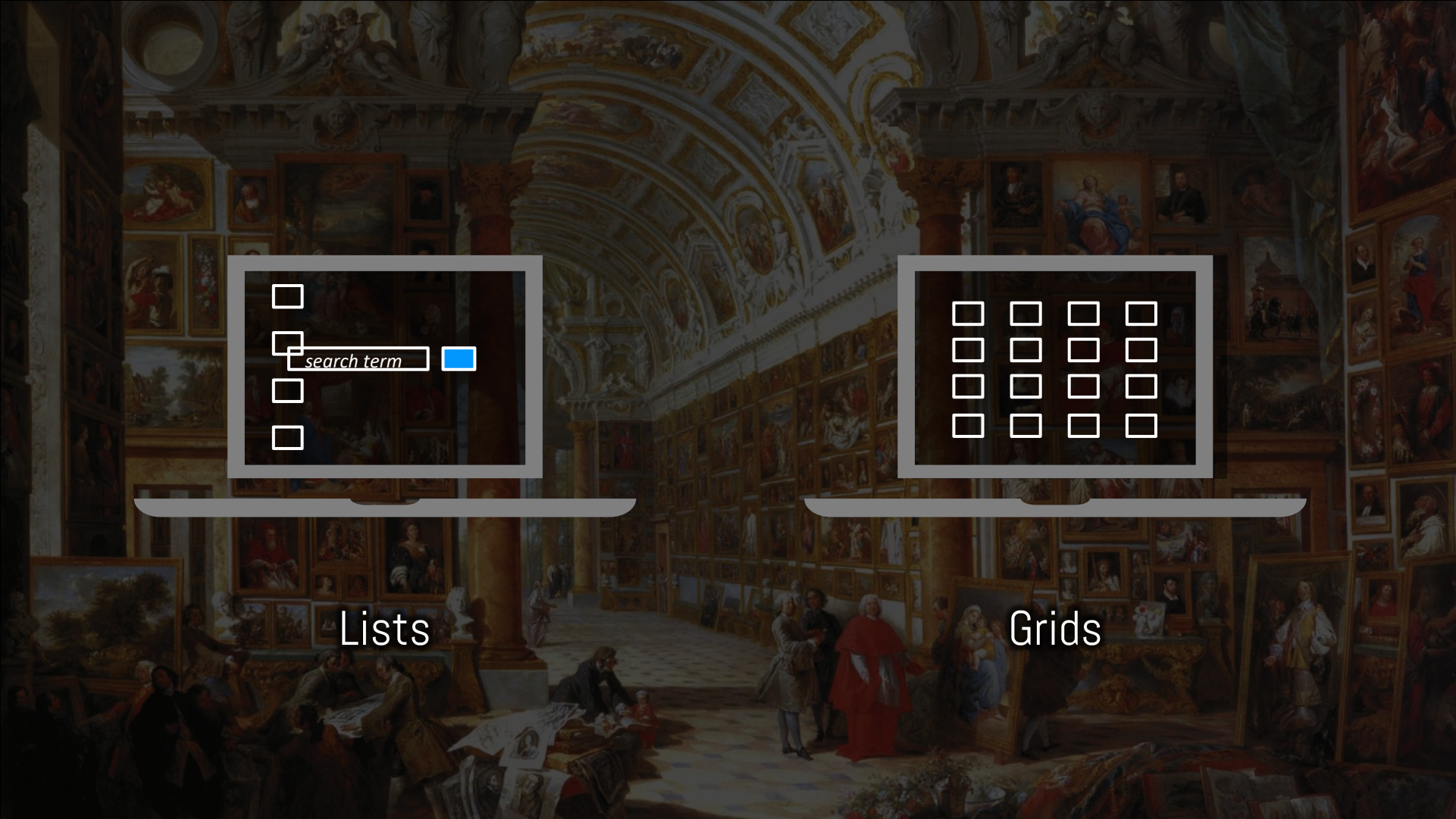
(Moretti, 2005; Jänicke et al., 2015, Arnold & Tilton, 2019)

Galleries, libraries, archives, and museums -



How can we re-arrange these rich cultural collections on small screens?

Pannini, 1740



-
-
- search term
-
-

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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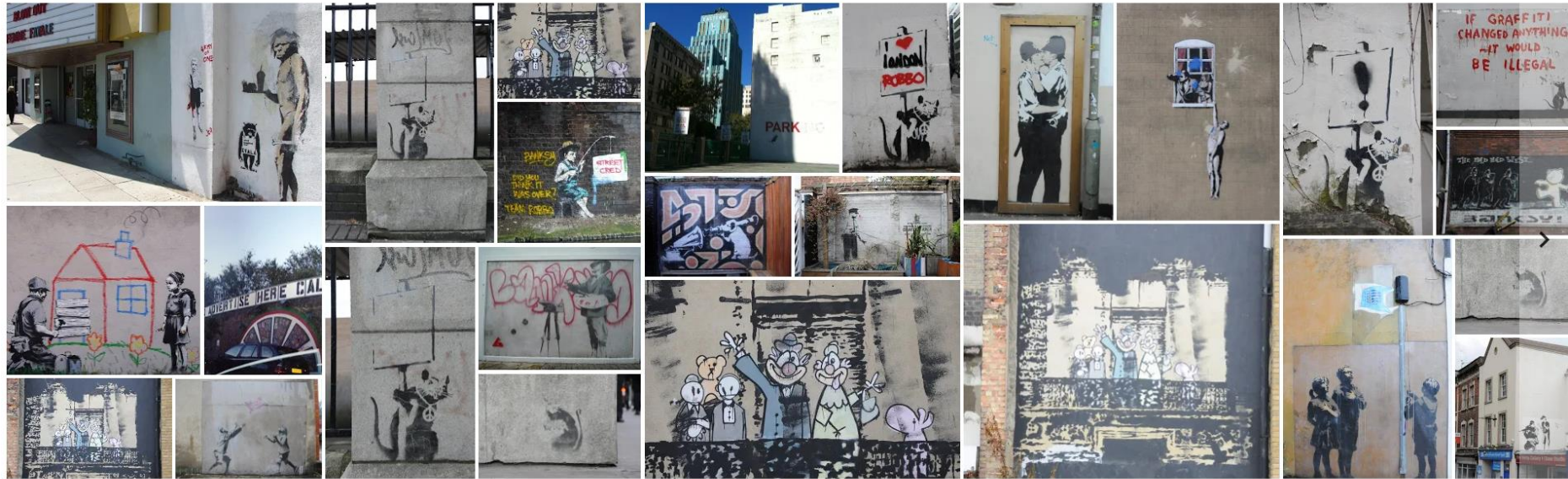
Lists

Grids

Discover this artist

44 items

Organize by



"Art should comfort the disturbed and disturb the comfortable."

Banksy

<https://artsandculture.google.com/>

BELOW THE SURFACE



NZD1.00027KST002 H:4 Ø:45



NZD1.00620MTL039 Ø:39



NZD1.00444KST001 Ø:25



NZD1.00042MTL035 Ø:21



NZD1.00042MTL014 Ø:25

2005



NZD1.00007KST003 LxW:85x54



NZD1.00023KST001
LxW:44x54x32



NZD1.00087KST002 LxW:85x54



NZD1.00542KST007
LxWxH:46x41x6



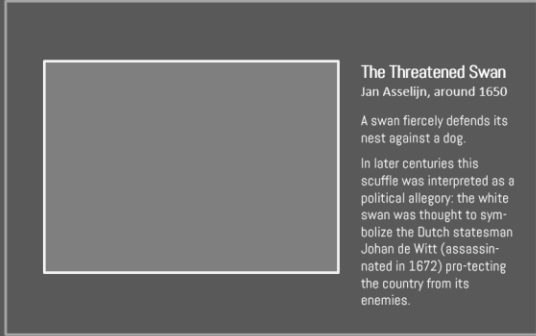
NZD1.00068KST001 L:78 Ø:44



NZD1.00042MTL016 Ø:23



NZD1.00042MTL028 Ø:19



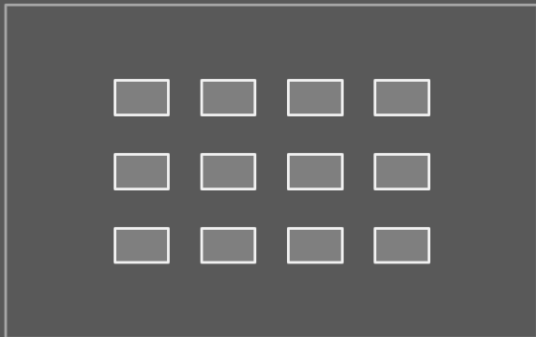
Close-up View



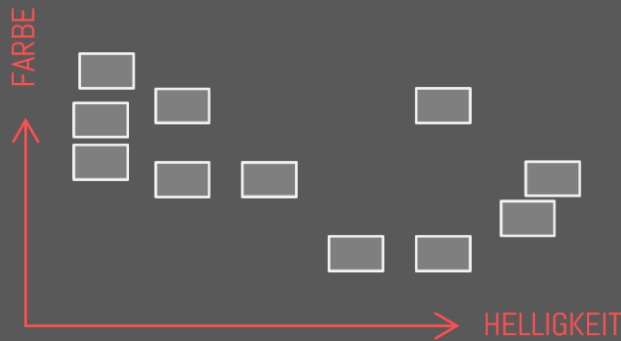
Timelines



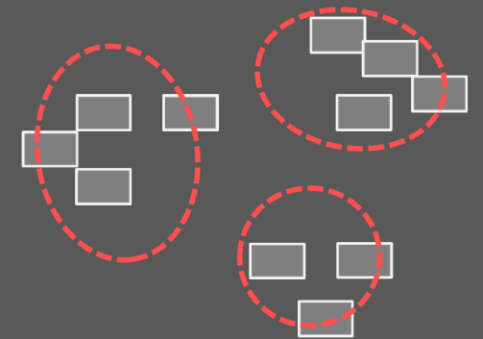
Maps



Grids / Lists



Plots



Sets

Visualization of Cultural Heritage Collection Data: State of the Art and Future Challenges

Florian Windhager¹, Paolo Federico², Günther Schreder³, Katrin Glinka¹,
Marian Dörk¹, Silvia Miksch¹, *Member, IEEE*, and Eva Mayr¹

Abstract—After decades of digitization, large cultural heritage collections have emerged on the web, which contain massive stocks of content from galleries, libraries, archives, and museums. This increase in digital cultural heritage data promises new modes of analysis and increased levels of access for academic scholars and casual users alike. Going beyond the standard representations of search-centric and grid-based interfaces, a multitude of approaches has recently started to enable visual access to cultural collections, and to explore them as complex and comprehensive information spaces by the means of interactive visualizations. In contrast to conventional web interfaces, we witness a widening spectrum of innovative visualization types specially designed for rich collections from the cultural heritage sector. This new class of information visualizations gives rise to a notable diversity of interaction and representation techniques while lending currency and urgency to a discussion about principles such as serendipity, generosity, and criticality in connection with visualization design. With this survey, we review information visualization approaches to digital cultural heritage collections and reflect on the state of the art in techniques and design choices. We contextualize our survey with humanist perspectives on the field and point out opportunities for future research.

Index Terms—Information visualization, introductory and survey, digital libraries, arts and humanities

1 INTRODUCTION

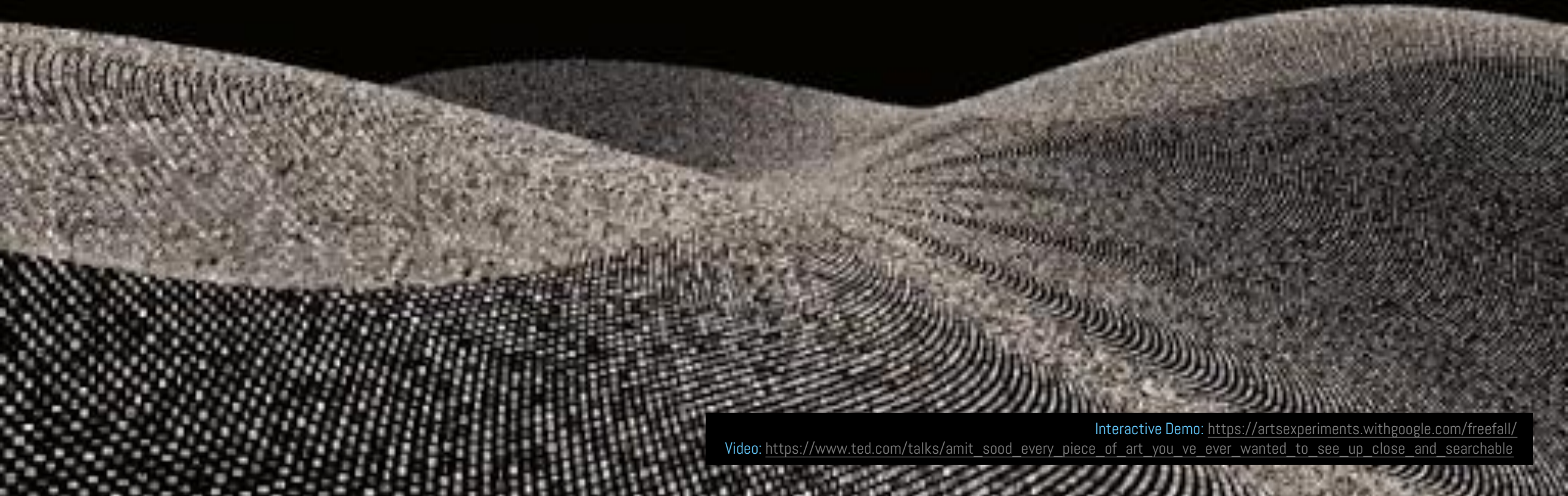
ARGUABLY, it is cultural expression and exchange that distinguish humans from other animals. Devising and sharing objects, ideas, and practices enrich behavioral options, facilitates problem-solving, and thus drives the evolution of human collectives [1], [2]. From physical tools and information artifacts to arts and entertainment—cultures create and collect things and pass them on across space and time. While doing so, cultures are changing, and so are the means of transmitting their assets [3]. Digitization has expanded the means for representing and transmitting cultural collections, which makes large stocks of cultural content available, in principle for everyone and everywhere. Against the background of these large data collections, new types of typically web-based interfaces are assuming a role similar to galleries, libraries, archives, and museums on the Internet: they are cultural heri-

In this report, we collect recent developments of interfaces, which leverage methods of information visualization (InfoVis) to enhance access to cultural collections in order to support their scholarly analysis and casual appreciation. The survey sheds light on this emerging field, and aims to assess the state of the art for a diverse group of readers and audiences. We assume the findings and discussions to be of relevance for InfoVis researchers and practitioners, cultural scientists and digital humanities scholars, as well as owners, curators and custodians of CH collections. The general purpose of this paper is to explore and consolidate this new field by summarizing recent achievements and by reflecting on future challenges. To do so, we will discuss the background of CH data (Section 1) and describe our survey methodology (Section 2). On this basis, we introduce the extension of the

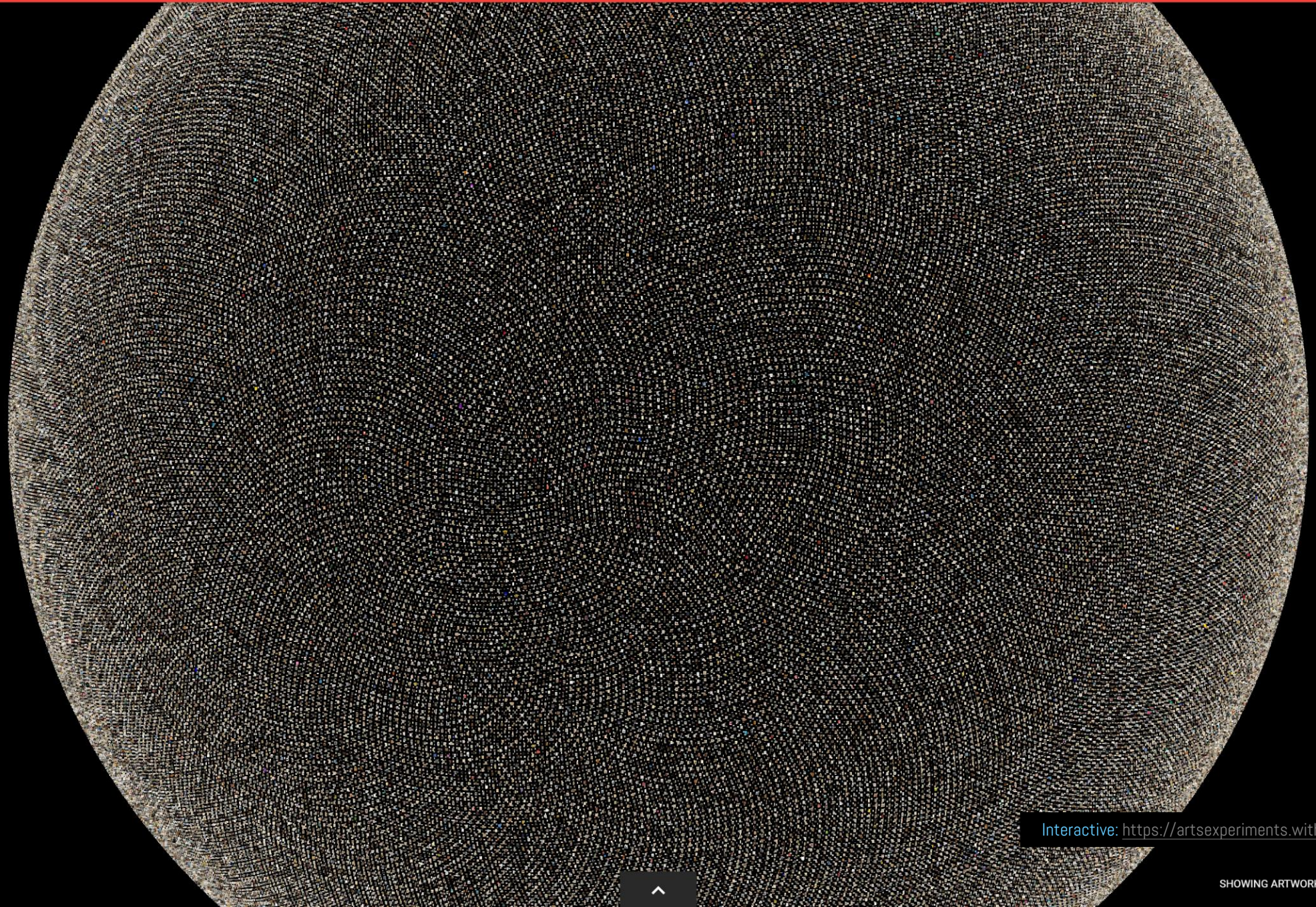
(Survey Study, 2018, [link](#))

Freefall

Google Arts & Culture Experiment

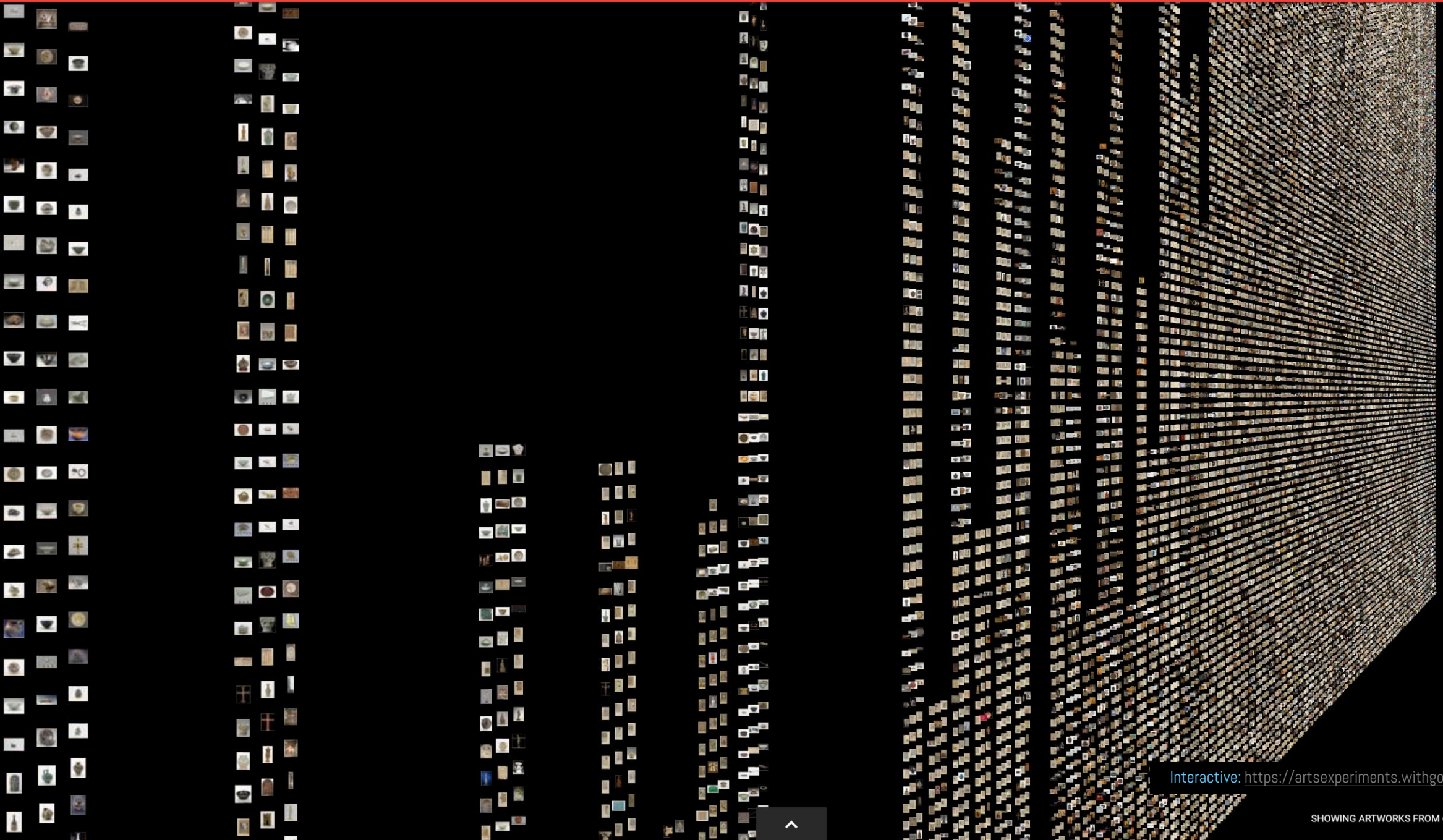


Interactive Demo: <https://artsexperiments.withgoogle.com/freefall/>
Video: https://www.ted.com/talks/amit_sood_every_piece_of_art_you_ve_ever_wanted_to_see_up_close_and_searchable



Interactive: <https://artsexperiments.withgoogle.com/freefall/>

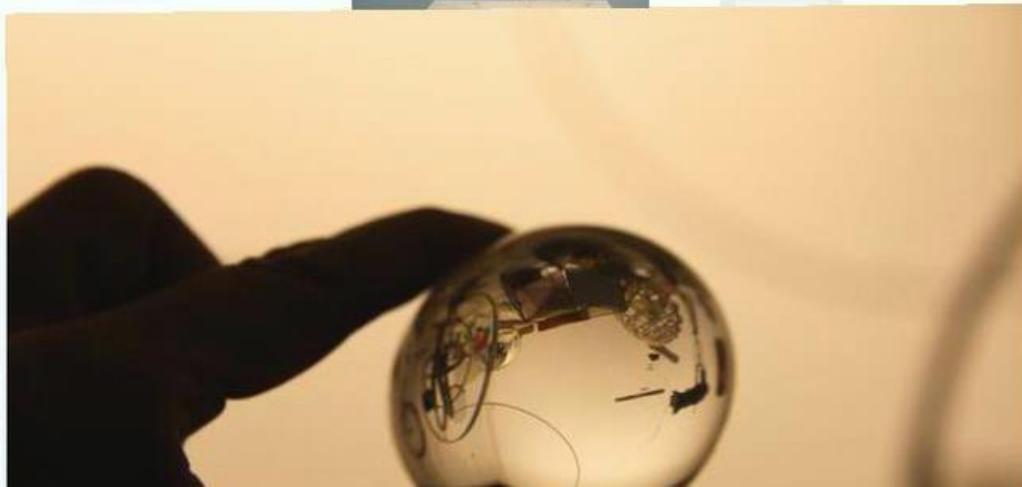




Interactive: <https://artsexperiments.withgoogle.com/freefall/>

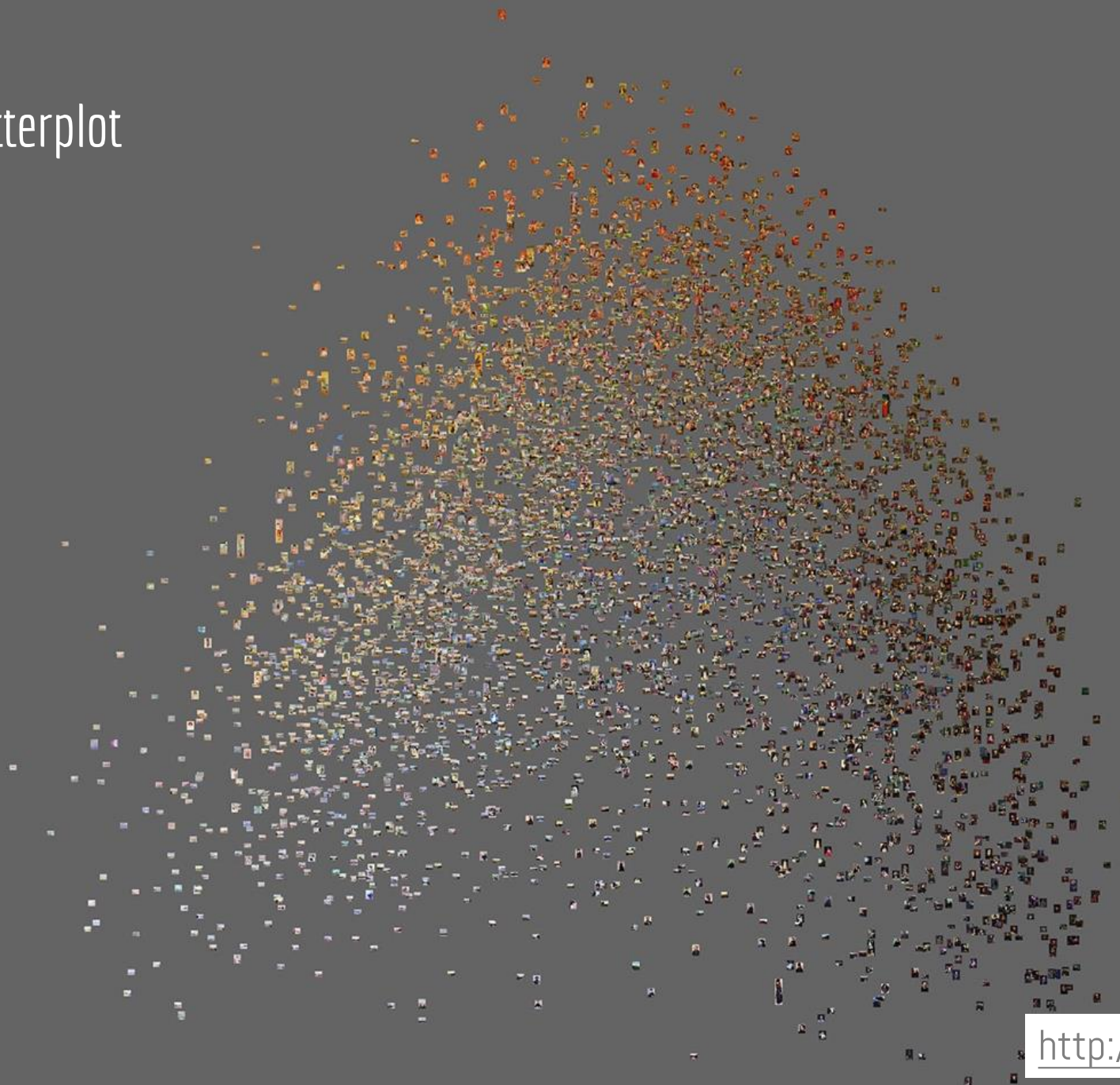


VIS method: Set-based Clustering



<https://olafureliasson.net/uncertain>

VIS method: scatterplot



Visualization of 5000 paintings
of French Impressionist
artists

x and y - first two dimensions
of PCA using 200 features

The familiar paintings of French
impressionists (see closeup on
next slide) turn to be only %20-
%30 of their whole creative
output

<http://www.culturalanalytics.info>

VIS method: Geo Map & Timeline

Load Data

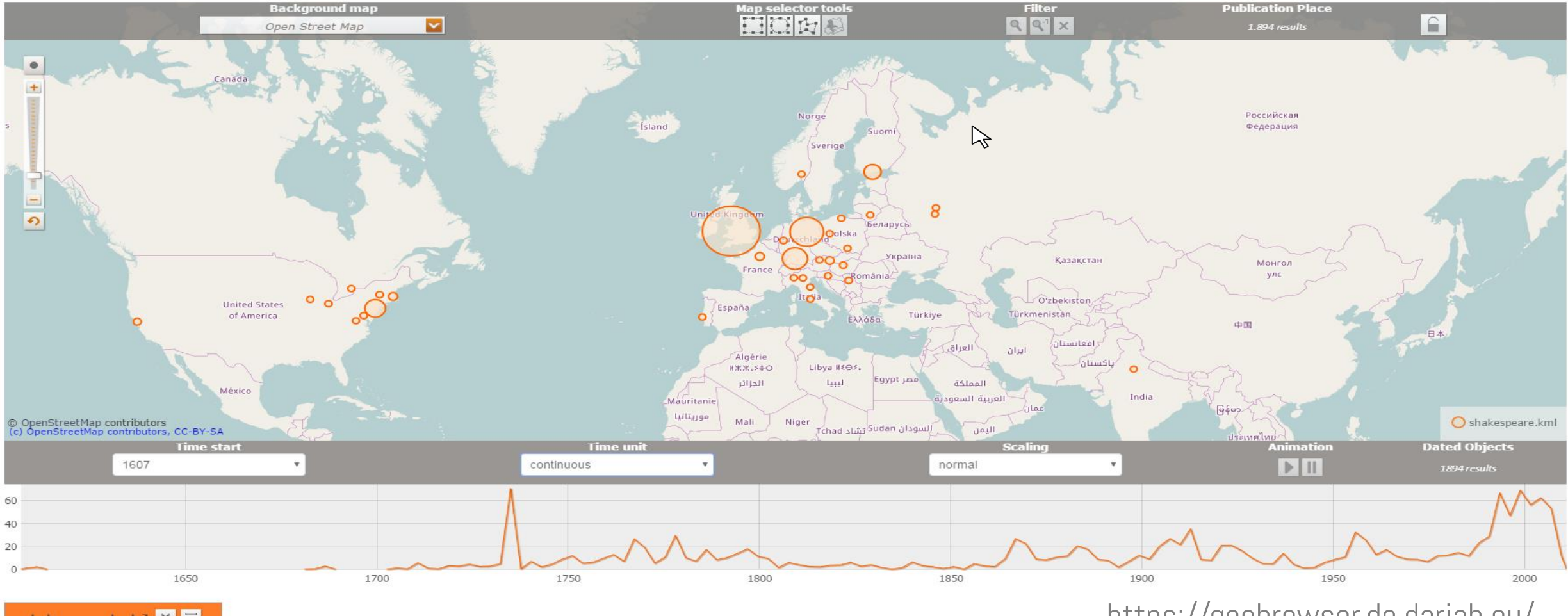
Static Data
 William Shakespeare load

Load Overlay

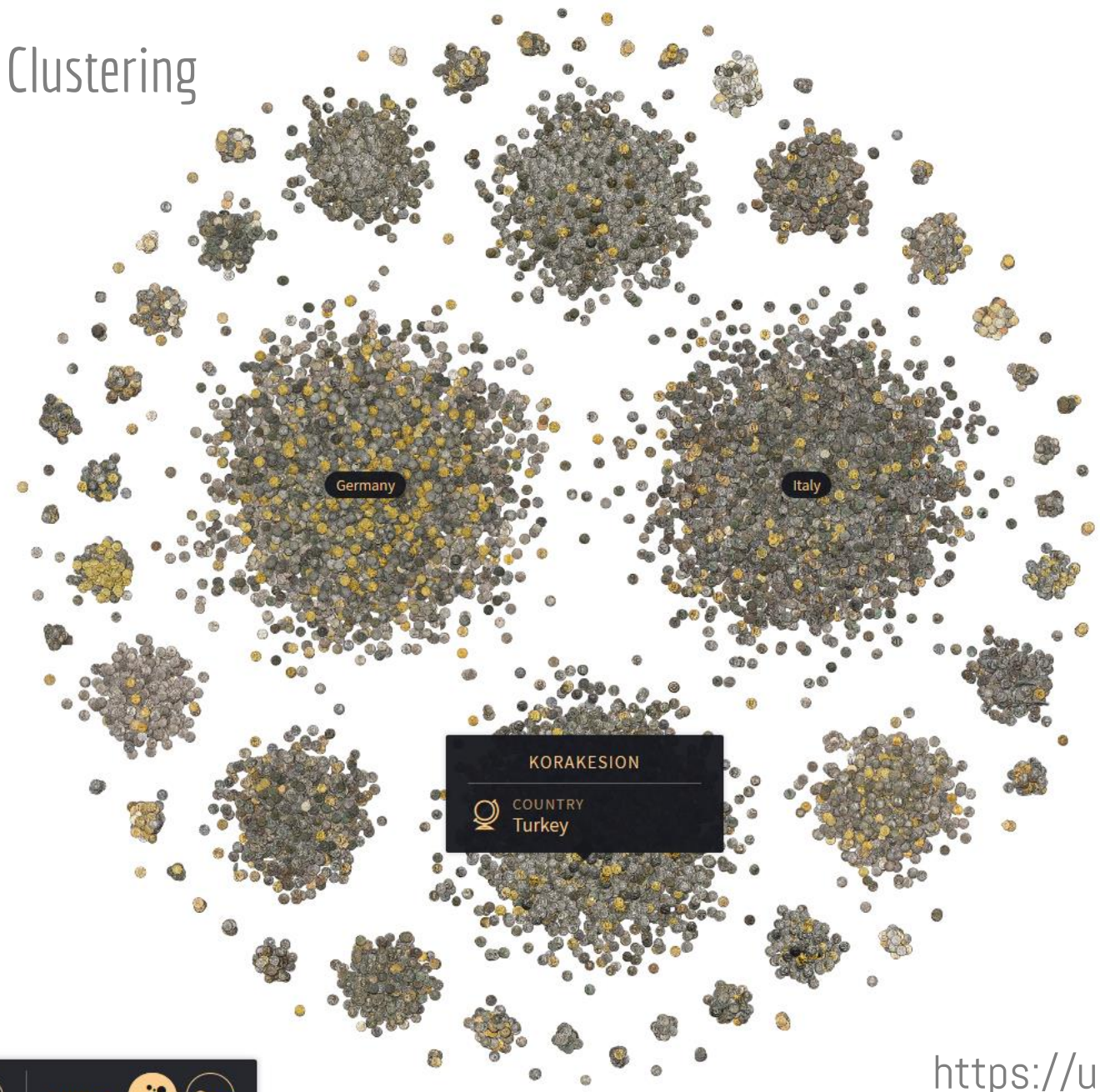
KML File URL
 load KML

Dataset Information

Magnetic Link
 shakespeare.kml



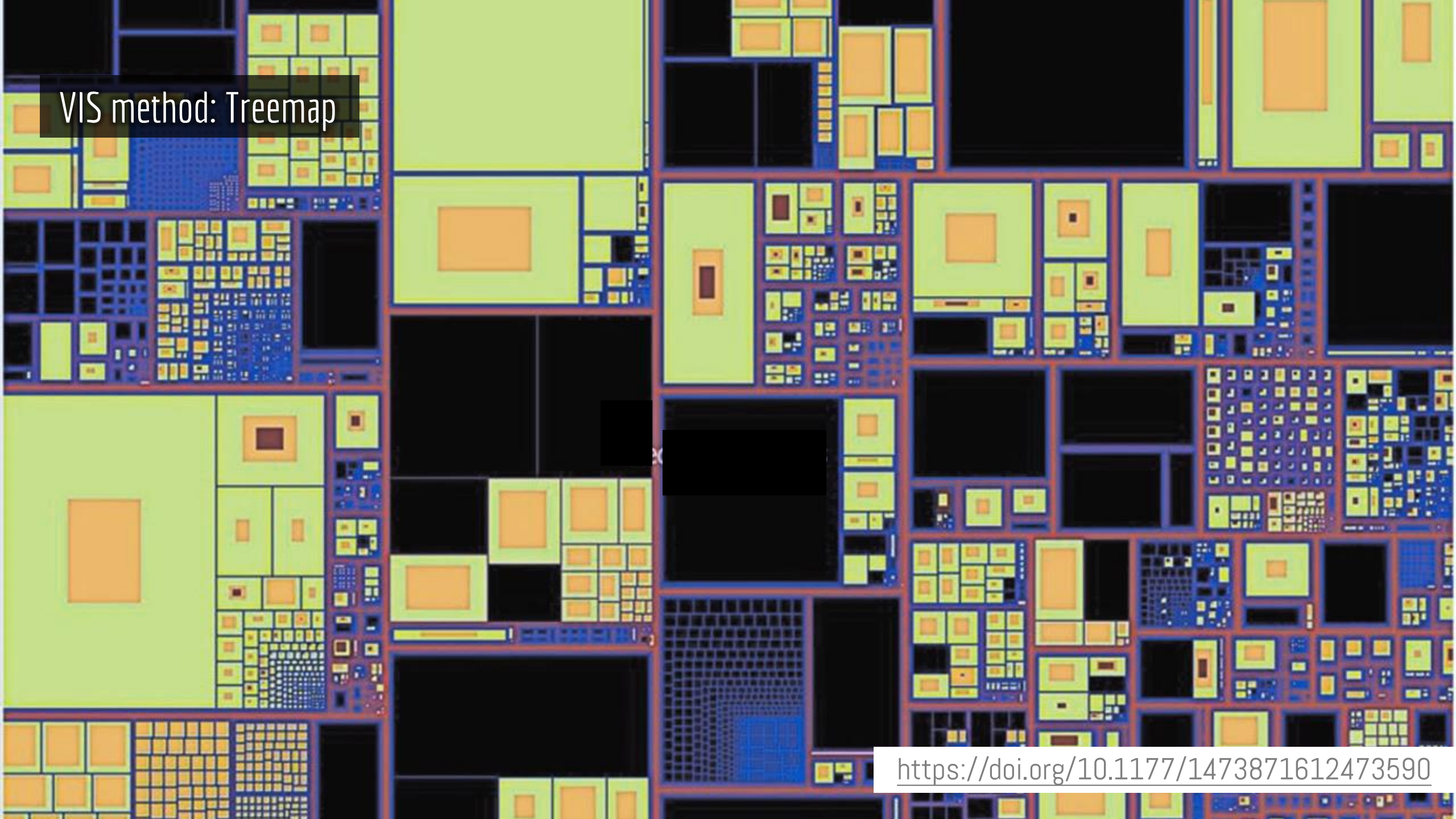
VIS method: Set-based Clustering



ORDER BY Country x AND Select a property LAYOUT [Cluster Icon] [List Icon]

<https://uclab.fh-potsdam.de/coins/>

VIS method: Treemap

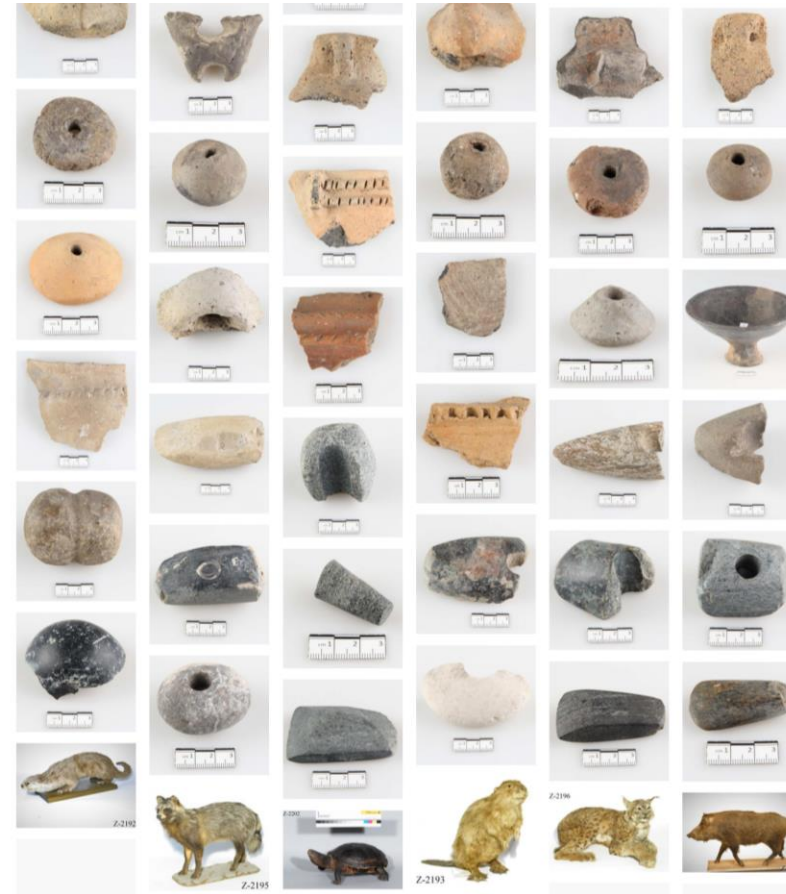


<https://doi.org/10.1177/1473871612473590>

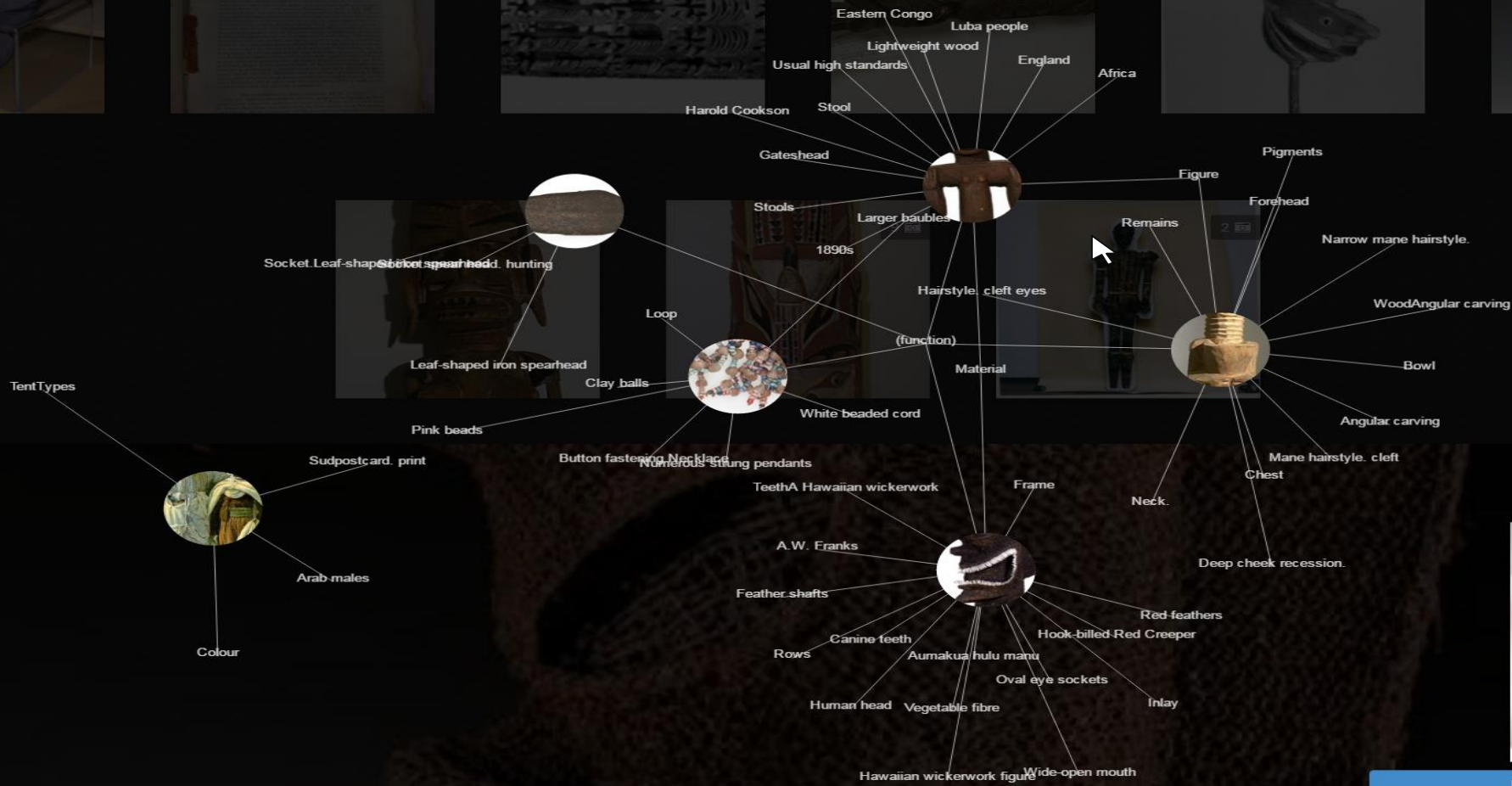
VIS method: Grid & Sunburst Diagram



Gesamtsammlung [-5.911.928]



VIS methods: Grid & Node-Link Diagram



Explore from here

4. Multiple Views and Beyond

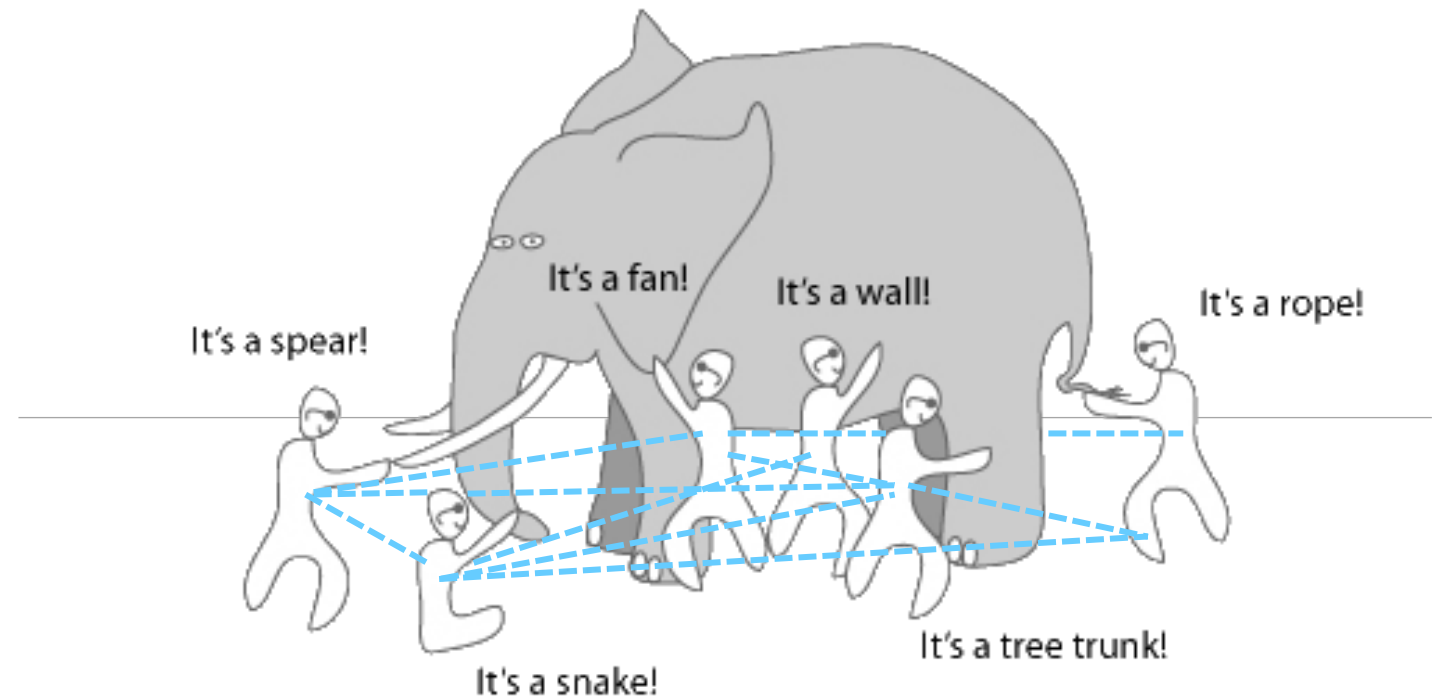
▶▶ One View is not Enough !

(Dörk, Pietsch & Credico, 2017)

Can we foster the **synoptic** understanding of cultural collections? → PolyCube project

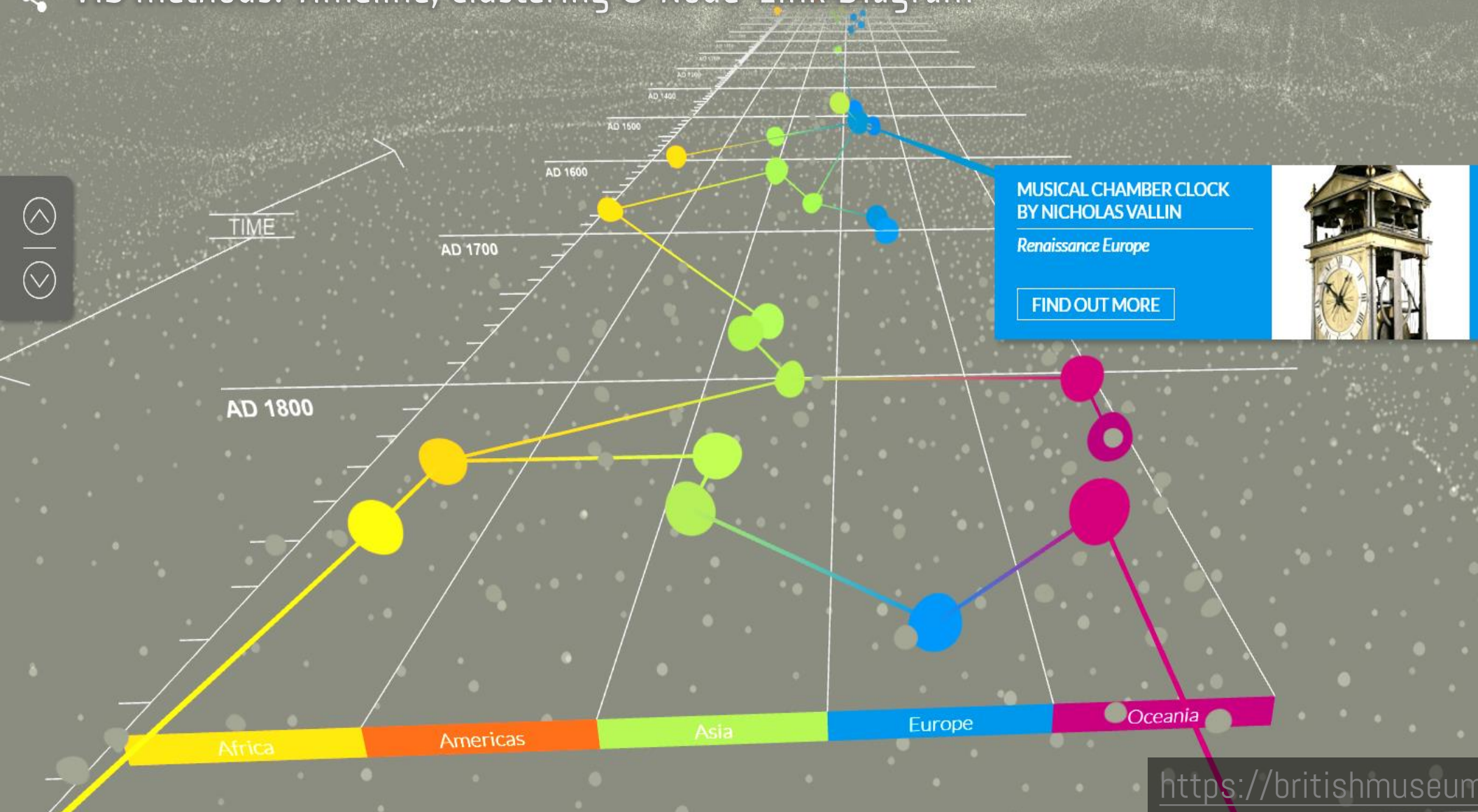
utilization of “multiple views”

- 2,63 non-temporal views (from 1 to 6)
- 1,16 temporal views (from 0 to 3)





VIS methods: Timeline, Clustering & Node-Link Diagram



- 
- Art and design
- Living and dying
- Power and identity
- Religion and belief
- Trade and conflict

<https://britishmuseum.withgoogle.com/>

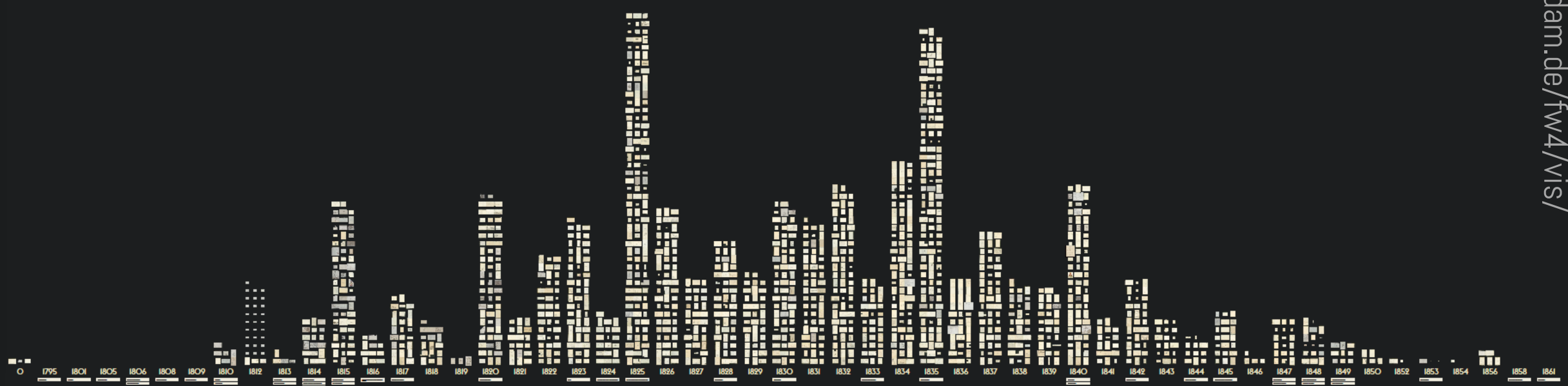
VIS method: Timeline / Histogram

ARCHITEKTUR ALLGEMEIN
ANTIKES LANDHAUS
ANSICHT
BERLIN
BASILIKALER STIL
BAUTEIL
BIBLIOTHEK
BELVEDERE AUF DEM PRINZESSBERG
BAUSTIL
CHARLOTTENHOF
DEUTSCH
DOY AM LUSTGAPFEN
DENKMAL UND EHRENMONUMENT
ERLASH-MUSIKAPFEL
EDELMANN
FIGURENDARSTELLUNG
FIGURENDARSTELLUNG
GRUNDRISS
GOTIK
GRUNDRISS
GARTENKUNDE
HOFKUNDE
HEILIGENSTÄTTE
INNEINRAUM
KIRCHE
KOPF
KUNSTHAUS
KUNSTWERK
KLOSTER
KLOSTER AUF DEM BRAUNHAUSBERG
LANDSCHAFT
LUSTGARTEN
LITERATURADAPTION
LUSTGARTENPORÄUM
MÄNNLICH
MONUMENT FÜR FRIEDRICH II. AUF DEM MÜHLENBERG
MOBEL
NIKOLAIKIRCHE
NEUES TESTAMENT
OFFIZIER
ORNAMENT
POTSDAM
PROFANBAUTEN
PROFANBAU
PARKSANSOUCI
PALAST
PALLAS WILHELMS I.
RITTER
RELIGIÖS
RADCLIFFE
SAKRALBAUTEN
SAKRALBAU
STADT
SCHNORKEL
SCHLOSS
SCHLOSS BELRIQUARDO
SITUATIONSPLAN
SOLDAT
SCHLOSS LINDSTEDT
SCHLOSS UND UMGEBUNG
TEXT
TÜR
UDOLPHO
UMBERLANT
VORTRAGSZEICHNIS
WIBLICH
WOHNUNG FRIEDRICH WILHELMS IV.
ZEICHNUNG FREYDER HAND
ZÄHLEN
ZENTRALBAU

<https://uclab.fh-potsdam.de/fw4/vis/>

- TIME
- TSNE
- GRID

i



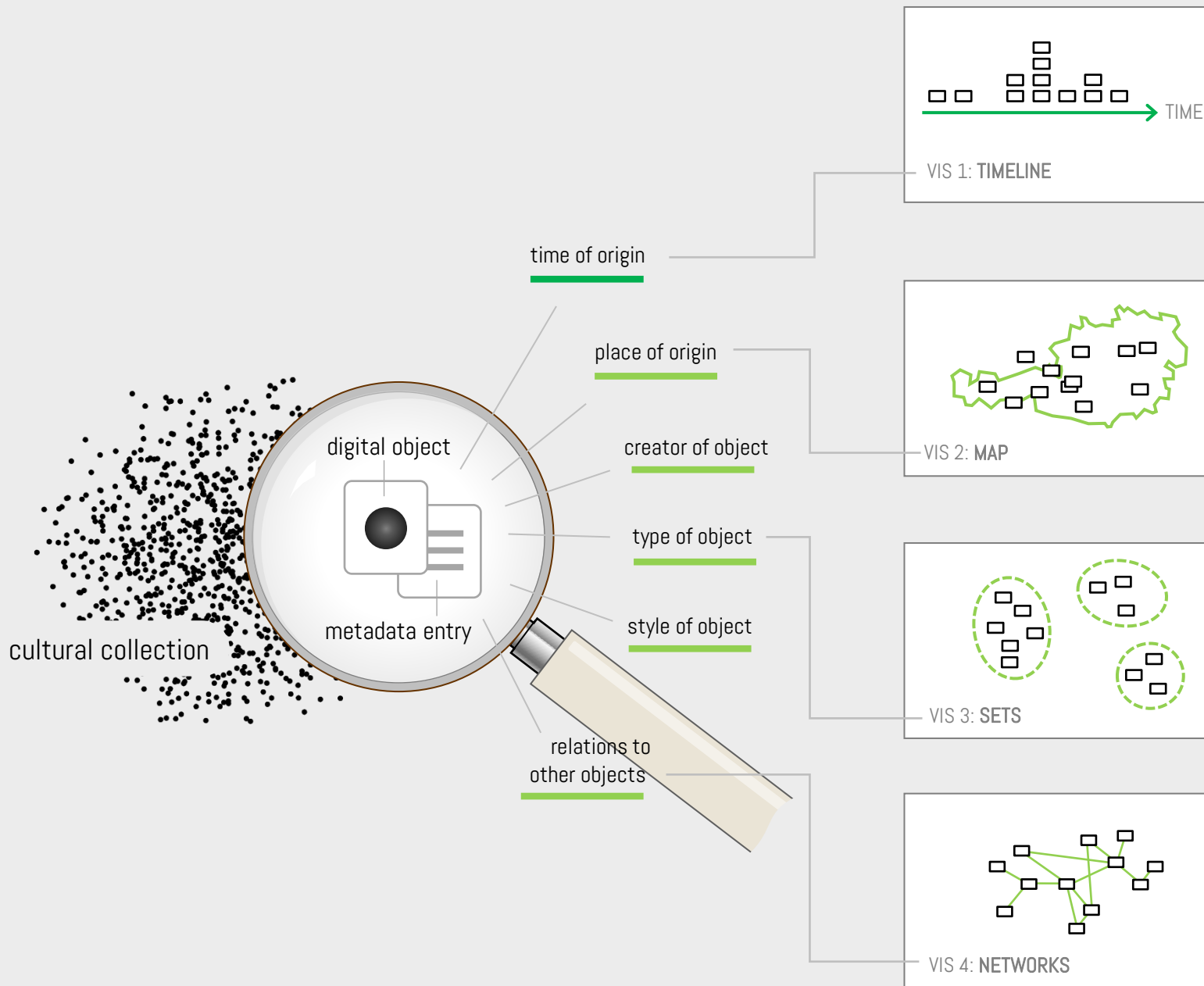


1977
1976

1975

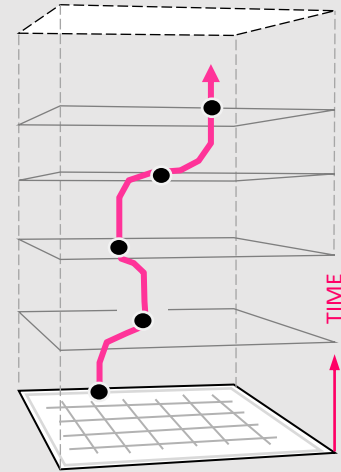
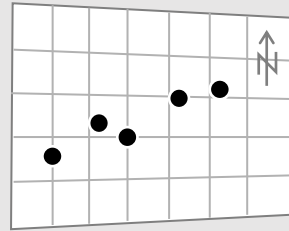
1974

<https://amnh-sciviz.github.io/collectionscope/apps/amnh/>



visual integration of
“multiple views”

TIME



Chronography

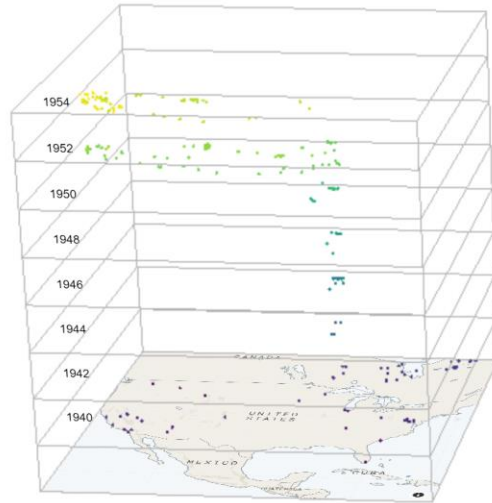
Geography

"Chronogeography / Time Geography"

The PolyCube visualization framework

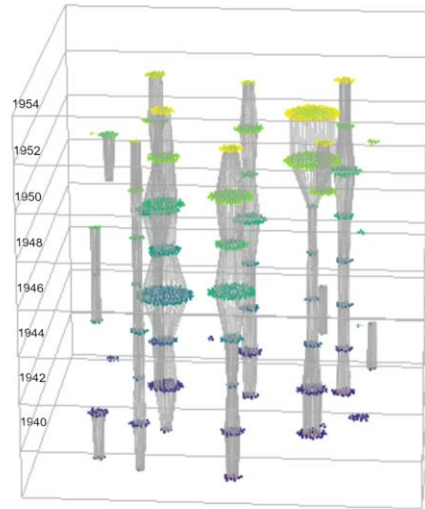
case study: The Charles W. Cushman Photography Collection ([link](#))

time axis

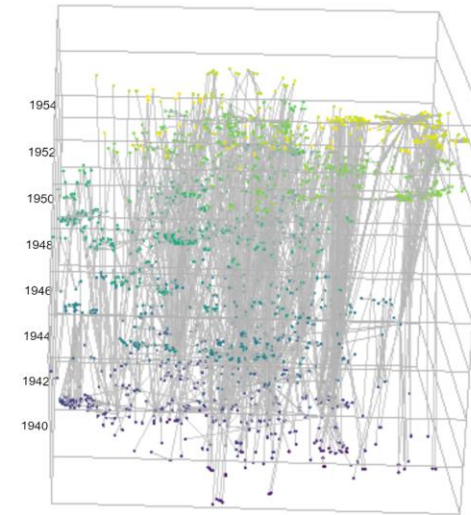


geo-temporal perspective

categorical-temporal perspective



relational-temporal perspective



The POLYCUBE visualization framework

Case Study: Highly Cited Movies / IMDB ([link](#))

Selected: Comedy 



Comedy
Drama
Thriller

21-08-1991, USA, UK

A renowned New York playwright is enticed to California to write for the movies and discovers the hellish truth of Hollywood.

Related objects:



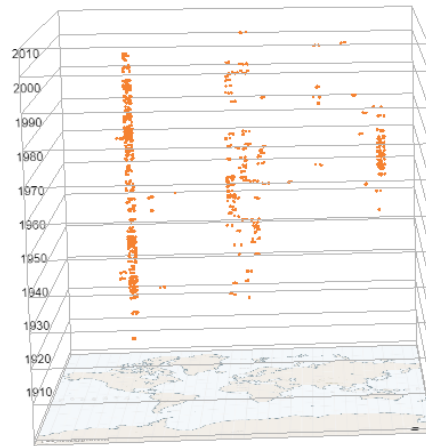
Network degree in: 4

Network degree out: 14

Network degree overall: 18

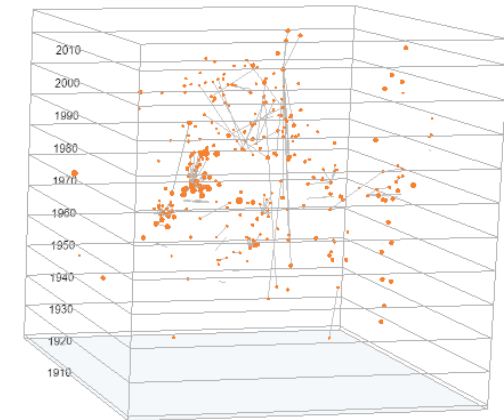
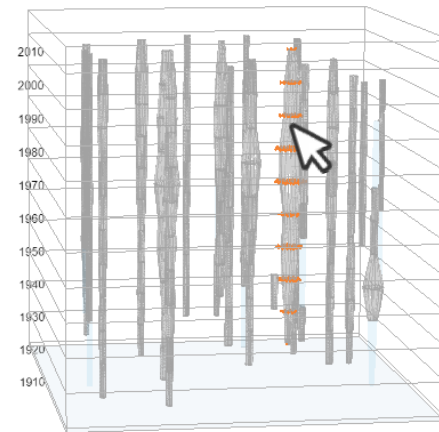
categorical-temporal perspective

showing movie genres over time



geo-temporal perspective

showing geo-temporal origin of movies



relational-temporal perspective

showing references between movies

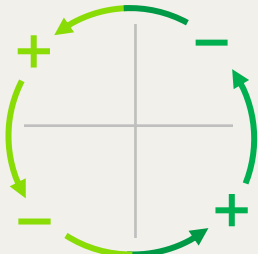
time



Wrapping up & Bridging the Gap

Towards scalable & co-supportive DH-TH Cycles

DH practices	TH practices
strengths: large scale capture and analysis of cultural object data and features (practices of "distant reading & viewing")	limitations: focus on relatively few objects only, due to constraints of scholarly time and attention
limitations: possible only for low-level features of cultural objects	strengths: historical-critical interpretation, evaluation and contextualization of cultural materials (practices of "close reading & viewing")



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