Tess Karls on Data: Transcript

Growing up like in high school and stuff and even in the beginning of college, I thought I was going to do something STEM-related because my high school is very math and sciency. And, it was kind of boring, it really was. Um, but this, I'm not humanities anymore, or I mean, I'm not STEM anymore, I'm PoliSci, so, it has graphs, too, and they're pretty boring also. But I've noticed that higher education isn't very creative, it's very systematic, researchy, you just use the same methods that you always use to get different data and you represent it in pretty much the same way because it's just the easiest for everybody. Like people just use graphs, I don't know. But this project made me realize that it doesn't necessarily have to be that way. People just represent data that way because it's easy, it's what people normally do so people just keep doing it. But Dear Data made me realize that that doesn't have to be the case. Like there's no reason that data has to be boring. Like I drew a picture and it was really fun, and I feel like it makes it kind of, it's fun to read it.

It's way more fun to read that than a bar graph or a pie chart or a line graph or anything. And I feel like it could be beneficial because if I saw that graph, like that postcard that I made in like third or fourth or fifth grade, I would have been way more psyched and more inclined to like learn about numbers and data and science and math and stuff than if I see a boring pie chart.