**Activity Three**

Visualizing Data and the Database of Religious History

**Target Audience:**
- All students new to the DRH (undergraduate and graduate)
- It is recommended that students complete Activity Two: Browsing the DRH before this activity, or are otherwise familiar with the “Browse” feature

**Activity Type:**
- Individual and Group Short Assignment (in class or short homework activity)
- Digital activity - computer and internet access required
- Step-by-step linear tasks
- Think-Pair-Share reflection questions

**Activity Goals:**
- Introduce students to the “Visualize” feature of the DRH
- Improve students’ digital data literacy skills
- Encourage critical consideration of the subjective nature of knowledge construction

In this activity, students are asked to work with the “Visualize” feature of the Database of Religious History (DRH). As in previous activities, the students are given a set of detailed, step-by-step instructions that will guide them through different options for manipulating and visualizing data in the DRH. Whereas the “Browse” feature encourages users to search for the full set of answers to polls related to a specific religious group, place, object, or text, the “Visualize” feature allows users to compare all the given answers to specific questions. The features available in “Visualize” then allow the user to see the distribution of answers as a graph, their geographical distribution, and the date range in which the related groups were practicing.

In the instructions, students are guided through a basic search and learn how to refine their queries. They are also asked to take note of some basic information to help draw their attention to the different features available.

In the questions for reflection, the students are first encouraged to compare the “Browse” and “Visualize” features. This question is meant to help them think through the different functions of the DRH, so that they will be better prepared to select different tools to answer research questions in the future. Although it is not explicitly asked, it is hoped that the students will acknowledge the benefits of the visuals provided by the “Visualize” feature, and appreciate the information that these tools can rapidly communicate. You may wish to encourage students to share qualitative information, and how these can be used to study and communicate historical and religious data (to explore this question in more detail, see Activity Four).

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