

Activity: Rhetorical Data Studies Bingo

Overview

This fun, engaging activity has been created to help your students recall and better understand the concepts and ideas introduced in the Gries reading on Rhetorical Data Studies. This activity is particularly useful for helping to establish a shared vocabulary to discuss data advocacy from a rhetorical perspective.

Pre-Requisite Reading

Gries, Laurie. 2024. "A Rhetorical Data Studies Approach to Data Advocacy." (Accessible in the DA4All Toolkit).

Time Needed

30-50 minutes

Activities

Instructor Note

Prior to this activity, students should have read "A Rhetorical Data Studies Approach to Data Storytelling and Advocacy" (Gries) and thought about the guiding questions posed at the beginning of the reading.

Students should also have completed a free-writing activity in response to the following prompt: "A Rhetorical Data Studies Approach to Data Storytelling and Advocacy", Laurie Gries spells out the ethical implications of doing data advocacy work and encourages readers to think rhetorically and ethically throughout all stages of the research and writing process—from data collection to data storytelling. In your own words, freewrite what it means to

think rhetorically and ethically about data. Identify what it looks like to do data advocacy and negotiate the rhetorical politics of accountability from a rhetorical data studies perspective. Feel free to paraphrase from the readings, but if you do try to jot down page numbers so you remember where you got the idea from and can share with the class.

Administering the Game:

To administer the rhetorical theory bingo game, download and print out the [Rhetorical Data Studies Bingo cards](#), made via [BingoBaker.com](#). Also, before class, download and print the key definitions from the Rhetorical Data Studies reading for your call out list. Consider offering a prize for winners (chocolate bar, bonus credit, etc.). If you like, bring in bingo chips or other items that students can use to mark spaces, or students can rip up sheets of paper to use as chips.

In class, pass out Rhetorical Data Studies Bingo Cards and instruct students how to play the game. Tell students that in order to win, they must not only identify the key concepts that you called out, but they must explain how they understand that concept. They ought to take notes, therefore, as you call out concepts, so they are better able to define the concepts when identifying what concepts they marked if they think they won the game.

Special Game Rules: If a student mismarks a concept OR cannot define a concept that they marked, they do not win the game. If a student misidentifies a concept or cannot offer an adequate definition, stop the student callback from proceeding and either resume playing the game or give another student who had Bingo at the same time a chance to identify and define what spaces/concepts they marked.

Note: Use the student callback of marked spaces/concepts as an opportunity to discuss the concept's definition. Feel free to ask other students how they might add onto or complicate a definition of a concept, even if a student has the right concept and can define it somewhat correctly.

Note: Feel free to play two or even three rounds if you have time. Also, you may save your call out list of definitions and post to your class website or distribute in class, so that students have access to key concepts and their definitions for their notes.