

TEACHING PORTFOLIO + STUDENT WORK

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- Data Visualization
- Environmental Humanities
- Creative Practice

TEACHING PORTFOLIO + STUDENT WORK

The student work presented in this portfolio reflects my approach to teaching data visualization, counter cartography, and digital storytelling as critical and ethical practices. Across collaborative research projects, undergraduate courses, and formal mentorship, I guide students in translating environmental, historical, and social data into visual forms that communicate clearly while remaining attentive to context, care, and responsibility. The examples that follow demonstrate how students learn to move from observation and research through design, critique, and revision, producing work that engages real-world questions rather than abstract exercises. In these projects, students developed skills in spatial thinking, data analysis, ethical representation, collaboration, and public presentation using a range of tools including mapping platforms, data visualization software, web-based publishing, and analog methods.

- [Collaborative Digital Research Projects](#)
- [Course-based Assignments](#)
- [Research and Thesis Mentorship](#)

From Birthplace to Incarceration: Mapping Queer Men Imprisoned by the Third Reich Under Paragraph 175

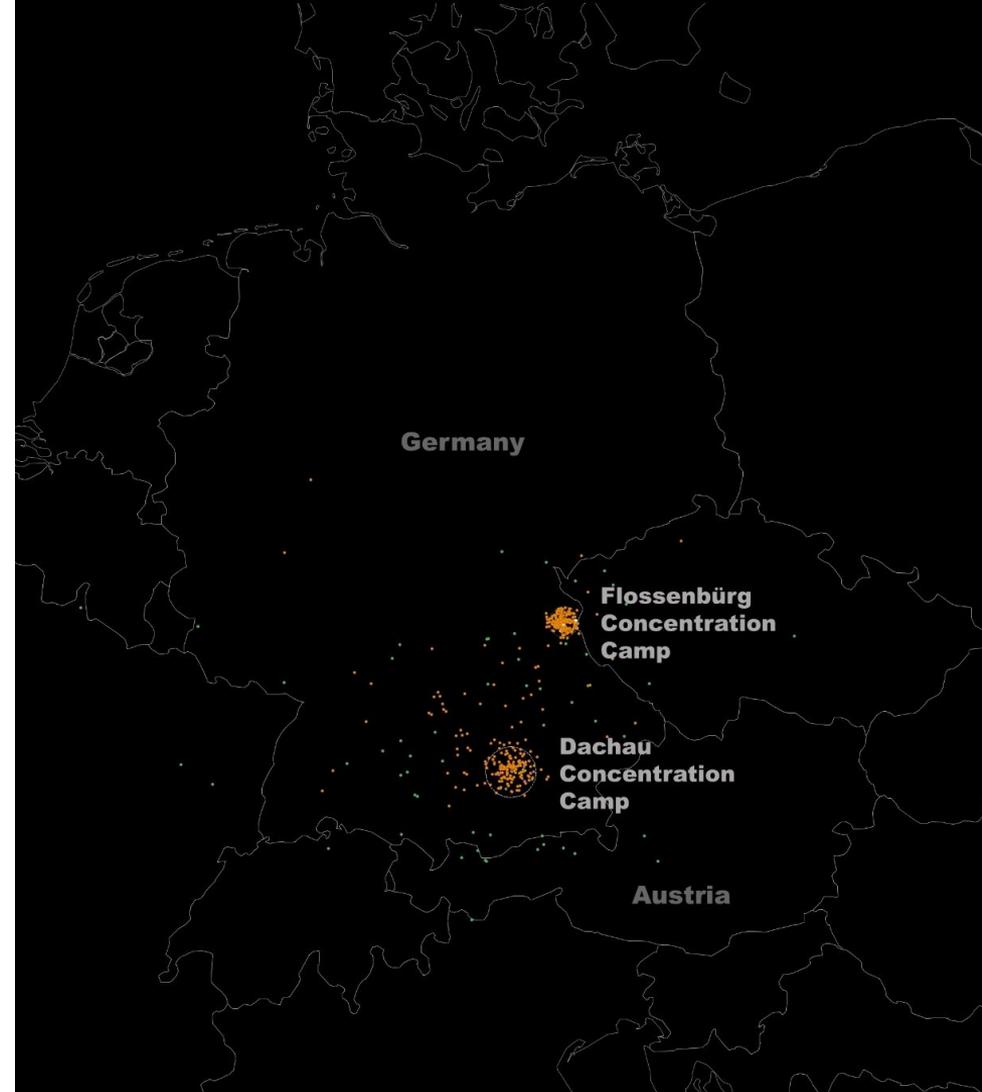
Collaborative Project, University of Texas at Dallas
Digital Studies of the Holocaust Research Group, Spring 2025
Graduate research group, interdisciplinary cohort ~6 Students

This collaborative digital visualization project engaged students in translating archival records of queer men persecuted under the Nazi anti-homosexuality law known as Paragraph 175 into an animated, spatialized visual narrative. Rather than abstracting lives into summary statistics, the project traced each individual's birthplace, birth year, and coerced movement into concentration camp systems, revealing both geographic and temporal patterns of persecution. The project explored how personal lives become legible (or invisible) in large, fragmented archival datasets. Visualization choices — including particle animation, timeline sequencing, and color coding tied to last known status — were designed to foreground individual agency and systemic violence, and to raise questions about memory, erasure, and narrative form in visualization practice.

Tools & Methods

Students participated in a hackathon focused on the initial coding iteration. With the final project coded by Prajakta Patankar.

- JavaScript and Processing for particle visualization
- GIS mapping frameworks for geocoding birthplaces and spatial layout
- Integrating space, time, and narrative flow while foregrounding ethical design choices.



From Birthplace to Incarceration: Mapping Queer Men Imprisoned by the Third Reich Under Paragraph 175

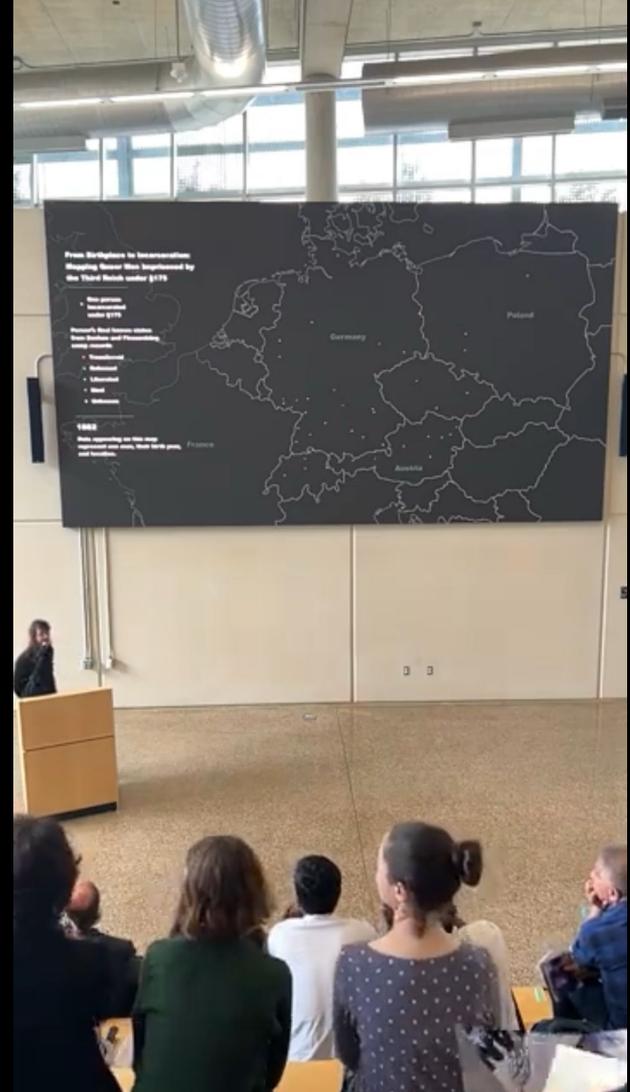
Instructor & Project Lead Role

As project lead, I developed the visualization framework, supplied and curated the cleaned dataset from my own archival research, facilitated the hackathon, and guided students through technical and conceptual problem-solving. I established project milestones, managed student teams, and created structured opportunities for group feedback, presentations, and iterative revision, with a focus on narrative clarity, ethical framing, and visual interaction logic. Through this process, students gained experience carrying a project from ideation to public presentation, learning the value of critique, collaboration, and responsible engagement with sensitive historical data in a professional, interdisciplinary setting.

We presented at the public Holocaust Remembrance Day event (Yom HaShoah) at the University of Texas at Dallas in April 2025. Watch the public presentation [here](#).

Learning Objectives & Skill Development

- Source, clean, and structure archival and historical datasets for use in data visualization projects
- Design and implement animated, time-based visualizations that integrate spatial, temporal, and categorical data
- Critically evaluate ethical considerations involved in representing traumatic histories and marginalized lives
- Communicate complex socio-historical phenomena through visual narratives accessible to both scholarly and public audiences



From Birthplace to Incarceration: Mapping Queer Men Imprisoned by the Third Reich under §175

One person
incarcerated
under §175

Person's final known status
from Dachau and Flossenbürg
camp records

- Transferred
- Released
- Liberated
- Died
- Unknown

1945

Dachau and Flossenbürg
camps liberated
by the Allied Forces

Hitler commits suicide

Germany surrenders



Roma Genocide Map

Collaborative Digital Mapping & Web Platform
 Graduate Student Team Project | Ackerman Center for
 Holocaust Studies, University of Texas at Dallas
 Graduate research group, interdisciplinary cohort ~6 Students

This interactive digital platform developed in collaboration with Yahad In Unum documents and visualizes the historical persecution of Roma people. As a public-facing educational tool, the project promotes historical accountability while addressing the longstanding marginalization of Roma histories. The platform integrates scholarly research, human rights advocacy, and digital storytelling.

Project Lead Role

Over the course of one year, I guided a graduate student team through the full design and development lifecycle of the project, facilitating international collaboration, defining technical and ethical requirements for shared content workflows, and mentoring students in web development, mapping logic, and responsible data stewardship, with an emphasis on flexibility, care, and long-term sustainability.

Learning Objectives & Skills Development

- Design and implement interactive platform integrating spatial, narrative, and historical data
- Communicate with external partners, articulating technical constraints, ethical considerations, and project goals
- Technical troubleshooting and collaborative problem-solving in a team environment

Tools & Methods

- WordPress platform customization and content-management workflows
- Interactive digital mapping and geospatial visualization frameworks


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[Iasi](#)

Deportare rromi Hârlau

Hârlau


[Show All Photos \(7\)](#)

[Overview](#) [Gallery](#) [Video](#) [Location](#)

Numele satului : Orașul Hârlău, județul Iași

Regiune, țara : Regiunea Moldovei (România)

Data deportării : Iunie- august 1942

Digital Studies of the Dachau Concentration Camp

Collaborative Project, University of Texas at Dallas
Digital Studies of the Holocaust Research Group, Spring 2023
Graduate research group, interdisciplinary cohort ~4 Students

Project Overview

This project engaged students in analyzing and visualizing prisoner records from the Dachau Concentration Camp system (1933–1945) to explore demographic trends, patterns of arrest and deportation, and changes in Nazi categorization and camp use over time. Working with the captured Dachau section of the Captured German Records Collection digitized by previous scholars, the team used visual analytics to make sense of massive archival logs — highlighting population shifts, categorization changes, and demographic pull in years such as 1938 and 1944. This digital study aimed to bring new analytical perspectives to Holocaust history through data visualization, creating resources for both research and teaching.

[Case Study](#)
[Power BI Report](#)

Learning Objectives & Skill Development

- Source, clean, and prepare archival Holocaust records for analytical use
- Use Power BI to explore and visualize demographic and categorical data
- Interpret and contextualize historical data, understanding how visual patterns relate to documented events
- Communicate analytical findings to academic and public audiences with clarity and historical sensitivity



Digital Studies of the Dachau Concentration Camp

Collaborative Project, University of Texas at Dallas
Digital Studies of the Holocaust Research Group, Spring 2023
Graduate research group, interdisciplinary cohort ~ 4 Students

Instructor & Project Lead Role

I recruited and assembled an interdisciplinary student team, provided training in Power BI for exploratory data analysis and visualization, and sourced the Dachau prisoner log dataset for project use. I guided students through data cleaning and structuring, taught them to interpret category codes and historical context, and oversaw ethical practices for handling sensitive records. I also helped students prepare public presentations of their findings and supported publication of the final work on the Ackerman Center's Digital Studies platform, reinforcing both technical proficiency and historical literacy.

We presented at the Annual Conference for the Holocaust and the Churches at the University of Texas at Dallas in March 2023. Watch the presentation [here](#).

Tools & Methods

- Archival data analysis and cleaning: Transforming raw, log-based Dachau prisoner records into a structured dataset suitable for visualization
- Exploratory and comparative visual analysis: Using Power BI dashboards to examine demographic, temporal, and categorical patterns across key years
- Ethical visualization practice: Interpreting and presenting sensitive Holocaust data through historically grounded, context-aware design decisions

First Name	Last Name	Birth Year	Birth Place	Year	Month	Day	Category	Prisoner Number	Arrest	Region	Race	Disposition
Mustafa	Adamo		Kaukas	1945	April	7	Sch. R.	149456	Prisoner	USSR		befreit Da.
Stanislaus	Adamowski						Po.	9567				befr. in Dachau
Felix	Adamski		Markowitz	1940	December	14	Sch. P. (Pf.)	22563	Prisoner	Poland		befr. Dachau
Stephan	Adamski						P.	29319		Poland		befreit Da.
Aristide	Adani						F.	92650				befreit Da.
Alexander	Afanasiew			1944	December	11	Sch. R.	101711	Prisoner	USSR		befreit Da.
Gregor	Afanasow						Sch. R.	35654	Prisoner	USSR		befreit Da.
Iwan	Afonitschen						Sch.Jugo.		Prisoner	Yugoslavia	Jew	gest. 17 May 1945
	Ahmet											gest. 12 May 1945
Slato	Akanackowic						J.				Jew	befr. in Dachau
Pawel	Aksenow											gest.12 May 1945
Nikolai	Alchenow						R.	83064		USSR		befr. Dachau
Antoni	Alejowski						P.	49401		Poland		befr. Da.
Tadeusz	Aleksandrowicz		Tomaszow Mazow.	1945	April	19	Sch. P.	150907	Prisoner	Poland		befr. i. Da.
Asim	Alemow						R.	156838		USSR		befreit Da.
Boris	Alexandrow		Kurzy	1945	January	11	Sch. R.	138005	Prisoner	USSR		21 Jan 1945 n. Natz.
Wladimir	Alexandrow		-				Rus.	132894		USSR		befreit Buchenwald
	Aljohin			1945	April	9	Sch.	152045	Prisoner			befr. in Dachau
Urto	Alvarez			1945	April	9	Span.	159476				befr. Da.
Josef	Ambroczynski						Sch. P.	80549	Prisoner	Poland		befreit Da.
Peter	Amelin						Sch. R.	102062	Prisoner	USSR		befr. Dachau
Tjmswar	Andrejew						R.	131961		USSR		befr. v. Buch.
Felix	Andresovic						Sch.	29983	Prisoner			gest. 06 May 1945
Stefan	Andrew		Stalingrad	1944	November	26	Sch.R.NaL.	133616	Prisoner	USSR		befr.Da.
Ivan	Andrvchow							33381				befr.Dachau
Stefan	Andrvniak							140322				befr.Dachau
Boris	Andzyew						Sch.R.	136353	Prisoner	USSR		befr.Da.

Coursework: Individual Student Map Projects

HUMA 1301: Exploration of the Humanities –
Mapping Environmental Understandings
Intro-level humanities course ~30 students

Students created original maps of their own lived environments to explore how everyday spaces are shaped by historical, ecological, social, and political forces. Students selected a site meaningful to them such as a neighborhood, campus space, hometown, or route of routine movement. Instead of conventional cartography, students experimented with counter-mapping approaches that highlighted power, memory, infrastructure, extraction, pollution, access, or care.

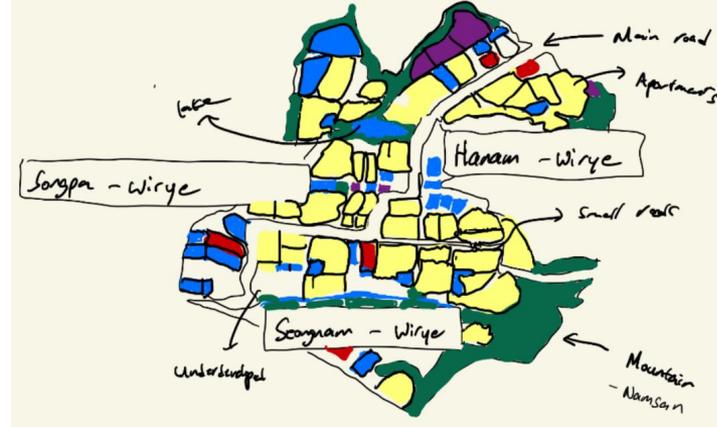
Completing two rounds of mapping, students first completed exercises of observation, documentation, and translating experience into visual form. Then students revisited a similar prompt refining their approach based on reflection, peer feedback, and course readings and discussions. This cycle emphasized that mapping is both an interpretive and ethical practice, and that iterative processes deepen analytical, observational, and design skills.

Learning Outcomes Demonstrated

Through this project, students learned to:

- Analyze how environmental knowledge is produced through spatial representation
- Translate lived experience into visual and spatial arguments
- Apply critical cartographic concepts to personal and local environments
- Reflect on the ethical implications of representing place, community, and nonhuman actors
- Communicate complex environmental relationships through visual form

Wirye City in Seoul



Yejun Kim,
2025



Mina Basharkhah,
2025

Coursework: Collaborative Map Projects

HUMA 1301: Exploration of the Humanities –
Mapping Environmental Understandings
Intro-level humanities course ~30 students

The Collaborative Group Mapping Project served as the capstone assignment, requiring students to work in small teams to design and produce an original counter-mapping project focused on an environmental issue, landscape, or spatial narrative. Building on earlier individual mapping exercises and critical readings, students collaboratively selected a topic and mapping approach.

Students moved through a scaffolded, collaborative workflow combining observation, research, and reflection. Teams documented their chosen environments through field notes, sketches, photographs, and secondary research, translating these materials into shared visual maps using analog, digital, or hybrid techniques. Through iterative work sessions and critique workshops, students refined visual design and conceptual framing while negotiating collective authorship and articulating how mapping choices shape environmental narratives.

Learning Outcomes Demonstrated

Through this collaborative project, students learned to:

- Design and execute a shared mapping project that integrates environmental research and spatial storytelling
- Collaborate effectively in interdisciplinary teams, managing roles, timelines, and collective authorship
- Reflect on the ethical and political dimensions of representing environments, communities, and nonhuman actors
- Present and defend mapping projects through in-class presentations, incorporating peer and instructor feedback into subsequent revisions



Unnoticed NATURE



LEGEND:

-  ROADS
-  OUTLINE OF MAP
-  SIDEWALKS
-  STUDY SPOT
-  SEATING
-  RUNNERS

Nature on Foot

Legend

-  Bike Trail
-  Walking Path
-  Apiary
-  Fountain
-  Farm/Garden
-  Monarch Waystation
-  Minimal Tree Cover
-  Moderate Tree Cover
-  Dense Tree Cover
-  No Tree Cover
-  Wildflower Areas



Graduate Thesis Mentorship: Multimedia Journalism (MS)

Thesis Defense Committee Member | School of Journalism and Communication | University of Oregon (Portland)
Student: Katherine Gunning

As a committee member, I provided mentorship in creative and research practices focused on climate justice and slow violence. Gunning's thesis consisted of two documentary films examining long-term ecological harm and community resilience in Appalachia: one centered on catastrophic flooding in North Carolina within a century of deforestation and land-use practices, and the other focused on a community farm fostering collective care, ecological restoration, and reconnection with the land.

I supported Gunning throughout the conceptual development and production of both films, providing iterative feedback on story structure, interviewing, ethical representation, and visual storytelling to strengthen clarity, rigor, and care in translating environmental research into accessible narratives.

Learning Outcomes Demonstrated

Through this project, the student demonstrated the ability to:

- Develop climate justice-focused narratives grounded in historical and environmental context
- Translate concepts of slow violence into compelling documentary storytelling
- Integrate ethical interviewing and representation practices into multimedia journalism
- Revise and refine film projects through iterative feedback and editorial critique



Still Frame from *Appalachian Understory*, 2025



Still Frame from *In Kind*, 2025

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