



Universiteit Utrecht

A Workshop on Contextualization, or: How can AV contextualization practices benefit best from the affordances of online publication?

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EUscreenXL Conference
31 October 2014, Rome

Academic publications:

Research question
Theoretical framework
Methods
Results
Conclusion
Discussion
Bibliography

Academic materials:

Books
Articles
Documents
Interviews
Film, video, photo
Audio
...

Online Publication:

Interface and technology (time, space, content)
Navigation (linear, non-linear)
Materials (av, docs, selection, contextualization)

Prototypes based on best practices

Content of the workshop:

- | | |
|-------------|---|
| 13:45-14:05 | Prototypes for publishing AV research online - <i>Berber Hagedoorn and Willemien Sanders</i> |
| 14:05-14:15 | Six building blocks for creative reuse - <i>Mariana Salgado</i> |
| 14:15-14:20 | Explanation of group exercise |
| 14:20-15:00 | Group exercise |
| 15:00-15:25 | Group presentations and feedback |
| 15:25-15:35 | Reflection on how to translate templates for (meaningful) use to a publication builder - <i>Daniel Ockeloën</i> |
| 15:35-15:45 | Plenary discussion and conclusion |

Prototypes for publishing AV research online

Fundamental prototyping principle:

Prototyping [creates] a manifestation that ... filters the qualities in which designers are interested, without distorting the understanding of the whole.

Economic principle of prototyping:

The best prototype is one that ... makes the possibilities and limitations of a design idea visible and measurable.

Anatomy of prototypes:

Prototypes ... are manifestations of design ideas that concretize and externalize conceptual ideas.

The Anatomy of Prototypes: Prototypes as Filters, Prototypes as Manifestations of Design Ideas, Youn-Kyung Lim, Erik Stolterman, Josh Tenenber, ACM Transactions on Computer-Human Interaction, Vol. 15, No. 2, Article 7, Publication date: July 2008.

Challenges

Interface and technology

- Visualizing research
- Integrating source materials

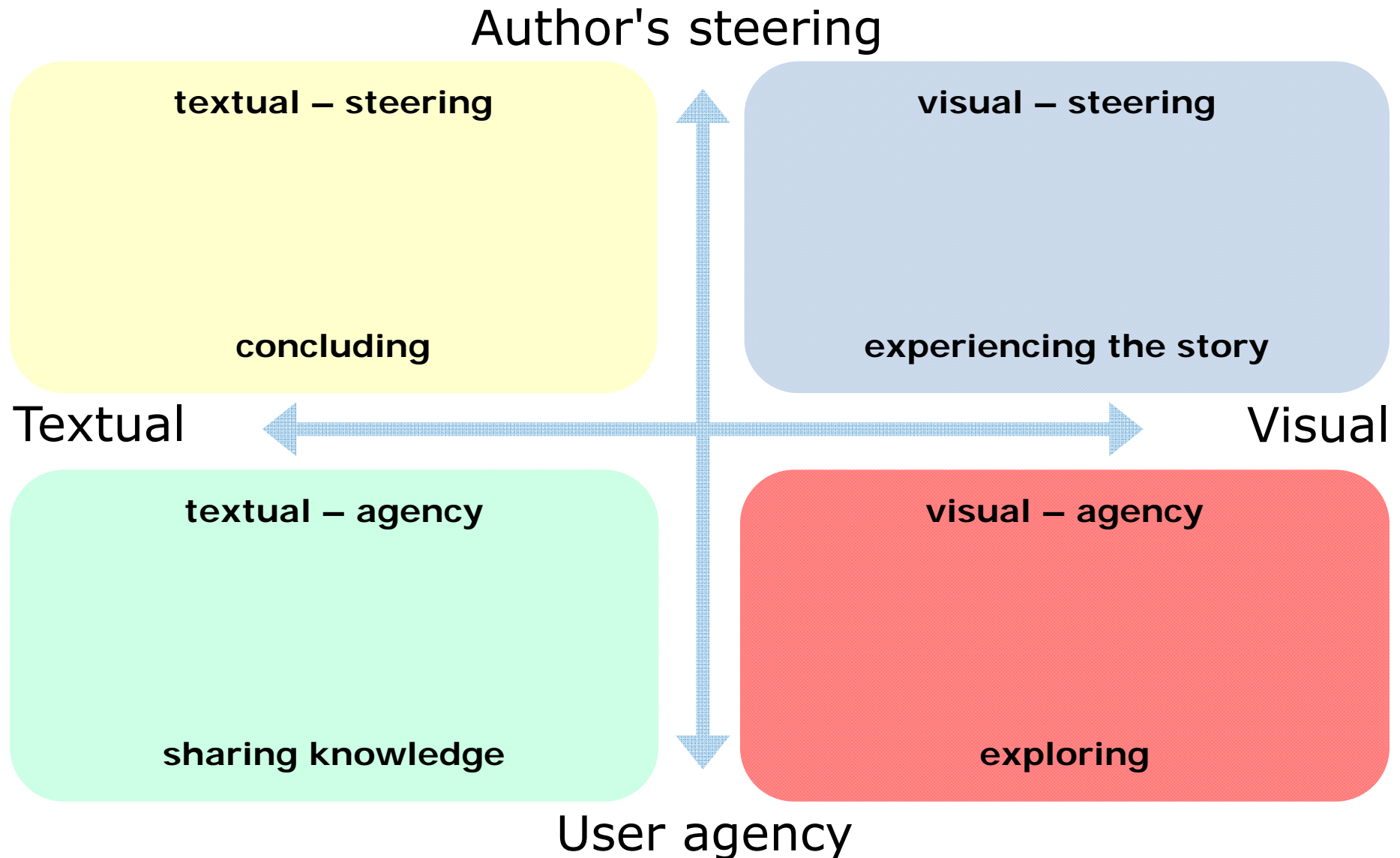
Navigation

- Layered vs. simple/uncomplicated
- Linear vs. non-linear
- Self-explanatory vs. with tutorial
- Inside (contained) vs. outside of platform

Materials

- Availability
- Contextualization: From general to specific
- Presentation of materials: selection / categorization
- Demands for source annotation

Prototypes: axes of online publication with AV



1

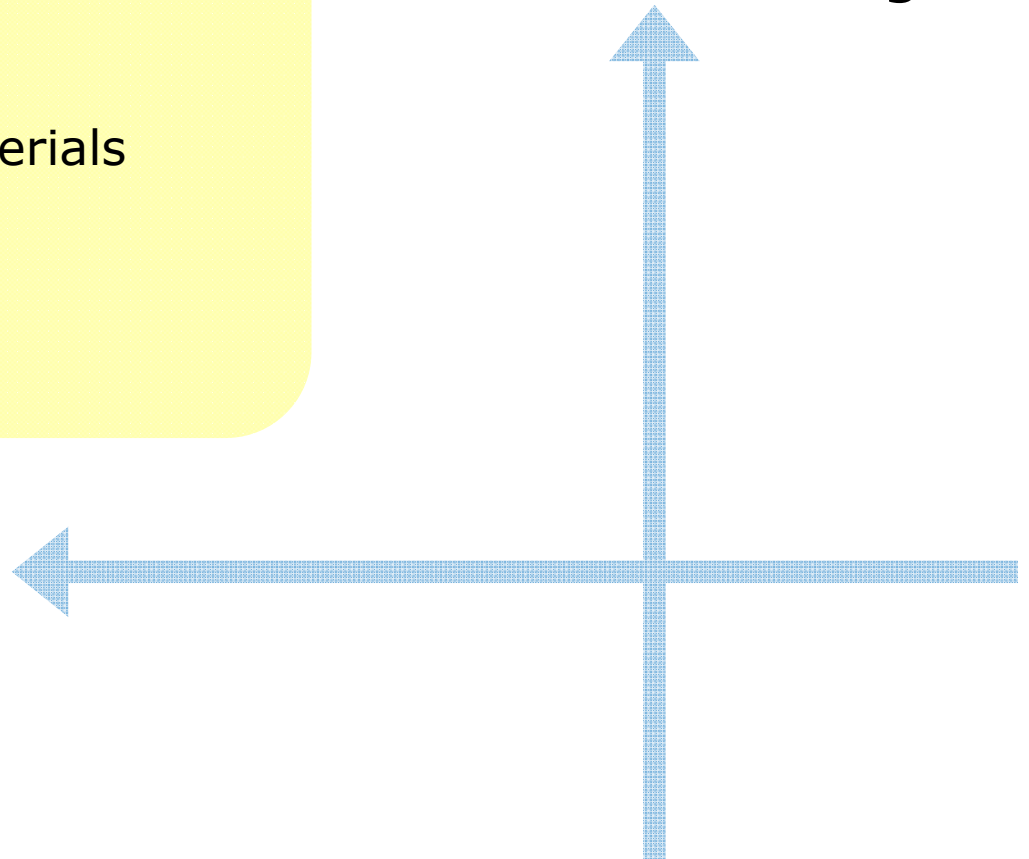
textual – steering

- Text leading
- Formatted design
- Detailed categorization of materials
- Specific selection
- Embedded AV

concluding

Author's steering

Textual



Example:

VIEW: Journal of European Television History and Culture

<http://journal.euscreen.eu/index.php/view/article/view/jethc027/50>



- DOWNLOAD PDF -

“IT'S JUST SO HARD TO BRING IT TO MIND”

THE SIGNIFICANCE OF ‘WALLPAPER’ IN THE GENDERING OF TELEVISION MEMORY WORK

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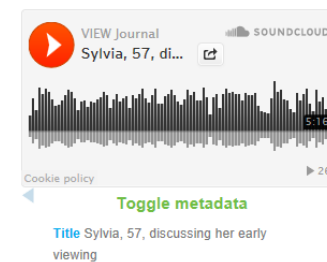
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Abstract: Memory is theorised as constructive and unreliable, while television has been characterised as forgettable and guilty of undermining memory. In a recent series of oral history interviews, British women of different generations shared their recollections of television in the period between 1947 and 1989. This article presents some of these narratives to demonstrate how, far from undermining memory, television's domestic presence has enabled women to use everyday television in their memory work across the life course. The findings suggest that in the process of memory work itself, at least for these women viewers, the metaphor of television memory as 'wallpaper' needs to be developed since it is *precisely* these narratives located within everyday and the quotidian that are loaded with most emotional significance.

Keywords: Television, Memory Work, Oral History, Women, Reception Studies



as childhood, teenage years and adulthood. The questions were broad and gave the women space to explore themes around programming that they had particularly enjoyed during each stage, why they thought they had felt particular resonance with those programmes, who they watched television with, how they watched and who controlled what they watched.



The middle section probed more temporally general questions around the ways they perceived that television had influenced their actions and choices, who their television role models were and what other people thought of their viewing choices. In the final part of the discussion I ran through two separate lists of programmes which had been broadcast during the period 1947-1989. The first of these was generated by archival work carried out by my project

2

Author's steering

visual – steering

- Visuals leading
- Individual design / single entry point
- Automatic navigation
- Specific selection
- Self-explanatory

experiencing the story

Visual

Example:

Audiovisual Thinking: The Journal of Academic Videos

http://www.audiovisualthinking.org/videos/issue04_the_battlefield_of_invisibility



Home > Videos > The Battlefield of (in...

Home > Videos > The Battlefield of (in...

- » About
- » Issues
- » Submit your video here
- » Advisory board
- » Editorial board
- » Partners
- » Contact



The Battlefield of (in)visibility by Rune Saugmann Andersen, University of Copenhagen, Centre for Advanced Security Theory

In this academic video essay Rune Saugmann Andersen argues that there is a close connection between what is visible and what is invisible in media coverage of the violent transformations of the Middle East. As research, it elaborates on the idea of a visual battlefield, that a substantial part of any conflict will be the visualization of that conflict. As an activist document, it asks the viewer to actively question the visibility of international affairs as represented in mainstream media, asking citizens to actively counteract the oligopolies of visibility pertaining to foreign news and to seek out the alternative visibilities available if one only cares to look for them.

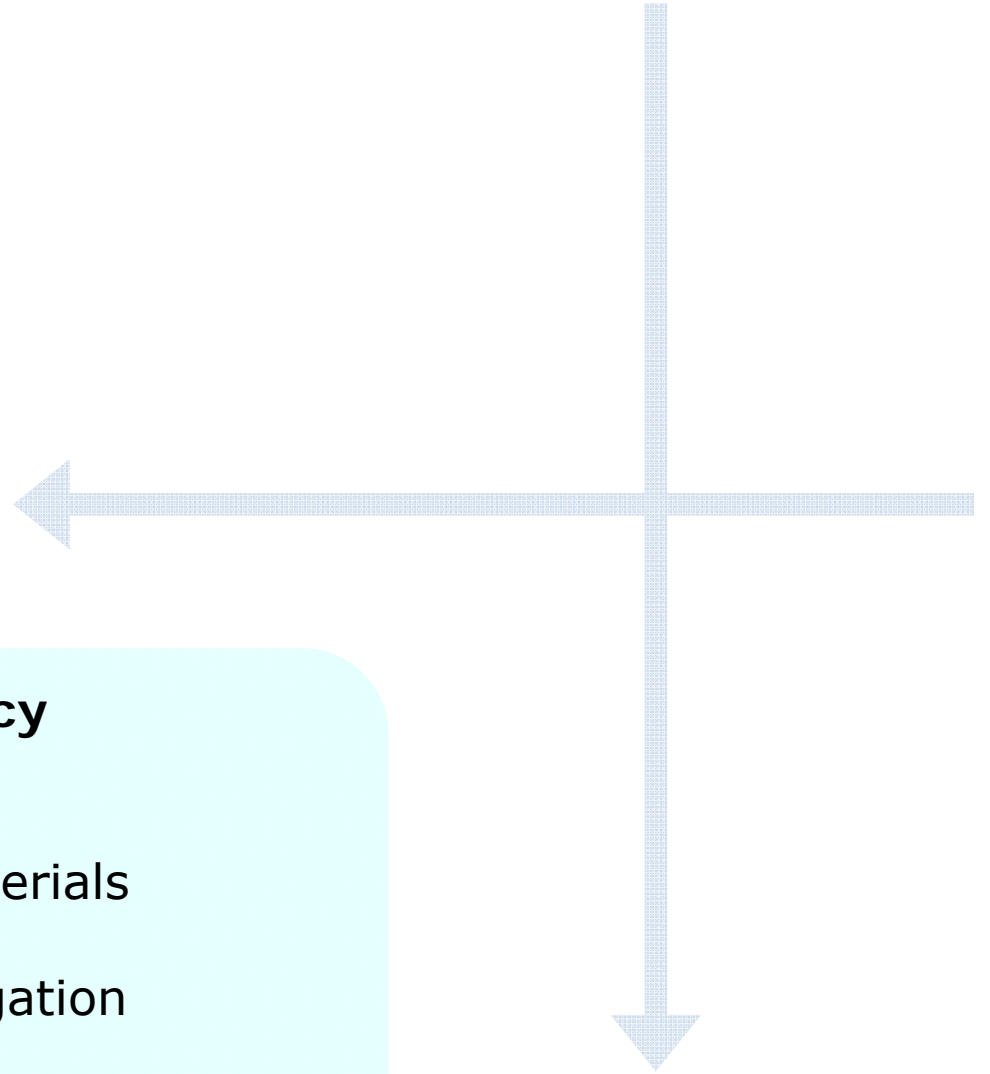
3

Textual

- textual – agency**
- Text leading
 - Formatted design
 - Basic categorization of materials
 - Database
 - Optional new window navigation

sharing knowledge

User agency

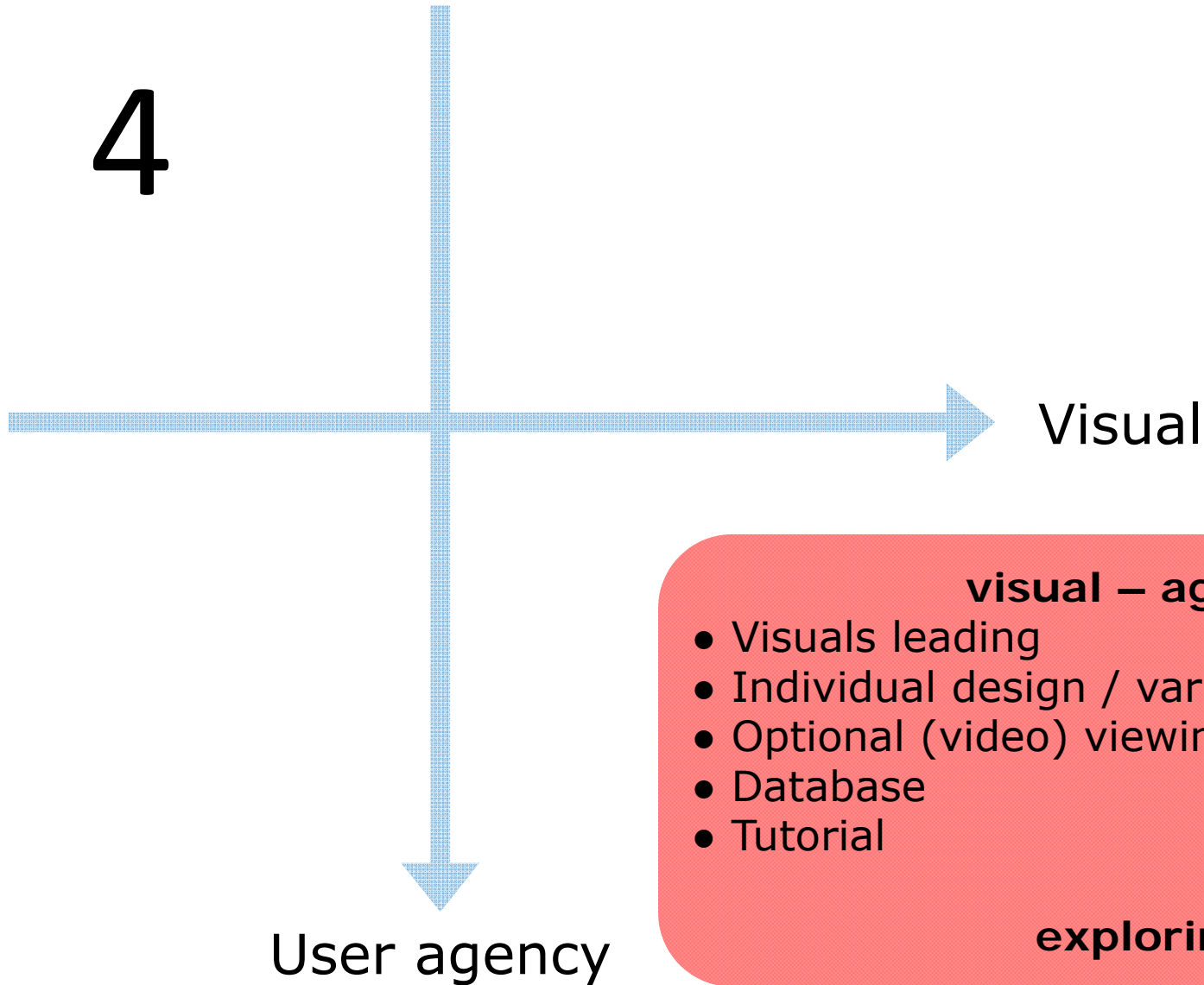


Example:

Student scenario *TV News: from static to dynamic* from UU bachelor course "Dutch Television Culture" (De Leeuw, Müller, Hagedoorn and Sanders, Winter/Spring 2014)



4



visual – agency

- Visuals leading
- Individual design / various entry points
- Optional (video) viewing
- Database
- Tutorial

exploring

Example:

Soul-Patron (Frederik Rieckher, Germany 2010)

<http://www.soul-patron.com>



Prototypes based on axes of online publication help us make a design idea and the choices involved visible and concrete.

This design idea is aimed at a tool that facilitates the contextualization of AV materials through online publications.

In practice, the online publication might be a **hybrid** of the outlined prototypes.

Example:

Snow Fall. The Avalanche at Tunnel Creek (John Branch, NYT, USA 2012)

<http://www.nytimes.com/projects/2012/snow-fall/#/?part=tunnel-creek>

Snow Fall

TUNNEL CREEK

TO THE PEAK

DESCENT BEGINS

BLUR OF WHITE

DISCOVERY

WORD SPREADS

MAP THE GROUP

1155



skiers and snowboarders sought the freshest powder.

There are no public accommodations at Stevens Pass, only a parking lot available to a few dozen campers and recreational vehicles. As the evening wound down, several of those with loose plans to ski Tunnel Creek the next morning huddled in the R.V. lot around a fire. Carlsen continued taking photographs. Stifter and others ducked inside one camper to watch homemade videos of others skiing Tunnel Creek over the past couple of decades.

“So it’s something they skied often,” Stifter said. “Not something like, ‘We’re going to go ski Tunnel!’ Not like a once-a-year deal.”

The flames in the fire died to orange embers. The last beers were sipped empty, and people slipped into the night. The campers were blanketed with snow.

Beyond the lights glowing from the ski area, snow still fell over the ridge, too, in the vast darkness of steep meadows and narrow gullies just past the western edge of Stevens Pass.

Each snowflake added to the depth, and each snowflake added to the weight. It might take a million snowflakes for a skier to notice the difference. It might take just one for a mountain to move.



Several of those with plans to ski Tunnel Creek the next day huddled around a fire in front of Tim Wanger's trailer. Among the assembled were Jim Jack, in red pants, and Tiffany Abraham, in red jacket. Keith Carlsen

Feb. 19, 2012 23:45 p.m.



A large storm produced 32 inches of snow at Stevens Pass in the three days before the avalanche.

The new snow put an increasing load on a fragile crust.

Central questions for authors:

When publishing with AV online:

- Is the text leading or are your visuals leading?
- How much freedom will the user get within the narrative?
- Which source materials will / can be shared?
- To publish is to contextualize: which points of entry does the narrative provide? → historical, geographical, material

Central questions for authors:

What is the aim of the narrative?

- Concluding: to provide the user with a strong argument
- Sharing knowledge: to provide the user with access to a broad knowledge base
- Experiencing the story: to immerse the user in your story
- Exploring: to invite the user to find their own way through a range of materials

Which functionalities help to construct the argument?



6 building blocks

Creative re-use of EUscreenXL



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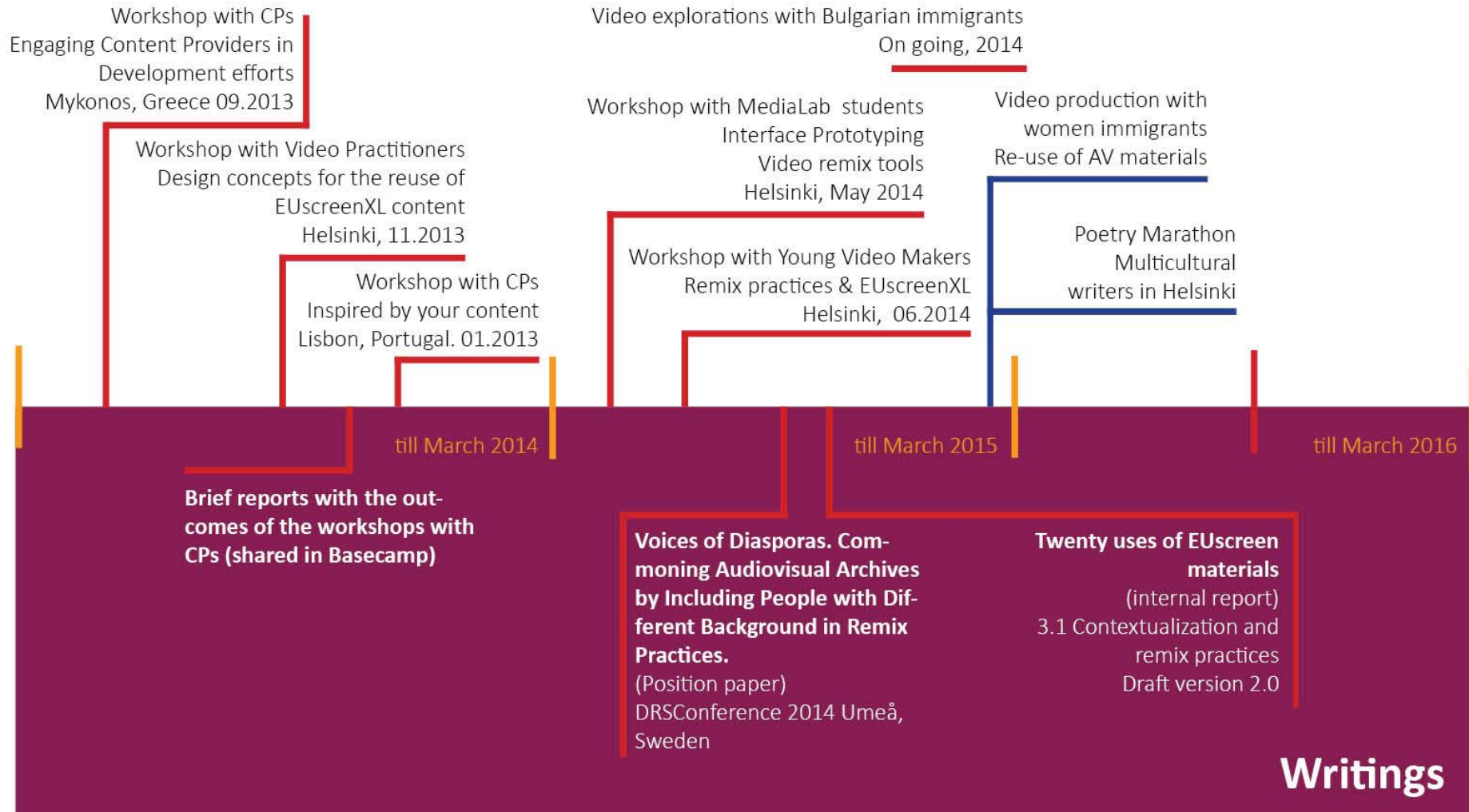
Mariana Salgado
Media Lab



EUscreenXL Conference
Rome- October 2014



Design Explorations



1 AUDIOVISUAL POSTERS

to create an argument as a collage; academic AV posters online.

*Helmi wants to convince Helena that she watches one of her favourite TV series. These series are all in EUscreenXL, so she goes to the page and found the creators corner. She starts by selecting the **Poster Unlimited**, as she thinks this might be easy and she has little time. EUscreen advertise in the site that to make a poster could take less than 5min. She chooses a layout and a background. Then, she looks for some of her favorite clips in the series. When is ready she sends it to her sister.*



Picture in Flickr- Some rights reserved
CC by Yaya Tamai



Pictures from Pretty, Little, Liars

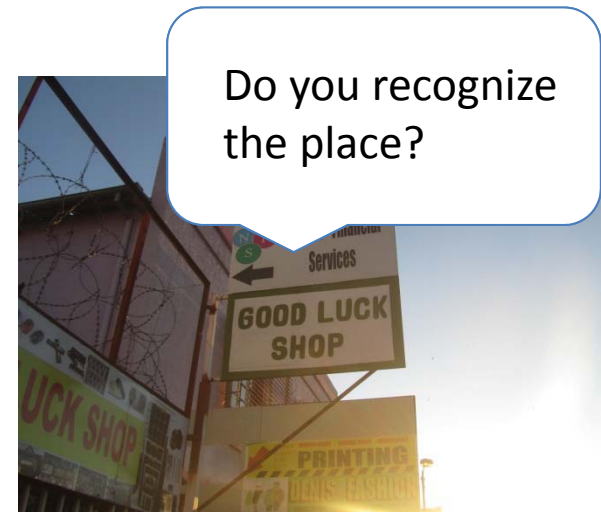
mariana.salgado@aalto.fi

2

VIDEO ANNOTATIONS

to add contextual information to the videos via tags, links, pictures, maps, sounds or music.

Piotr is a historian researcher working with TV archives from Poland. He has selected some material on EUscreen and starts to add annotations, links, and texts. He notices that if he adds the same link to a certain video, then the application prompt a message asking to add also the link to the other video. In this way he gets to know the work of Rune a media researcher from Denmark. He starts to watch at the videos that he has been collecting and annotating. He could send him a message. After exchanging some messages, they decide to make a collection together. This is the start of a long-term collaboration in which both researchers compare their material and link them through the annotations in their videos.



3 SEMI-AUTOMATIC REMIX

to select a number of
videos to illustrate an
argument;
Pecha Video.

*Susanne is a researcher in the digital humanities. She has prepared the text for a talk for a presentation but has not time to make slides. One colleague tells her about **ResearchTV**. It selects randomly videos from within european television archives. This is just what she needs now. She decides to try out. She types some keywords and she gets half an hour video TV show of programs related to her research topic. She decides to take out a couple that does not fit, and she extends the time of some of the video that she likes. Susanne decides that the video is ready and sends the link to her own mail, so she can play it during her presentation.*



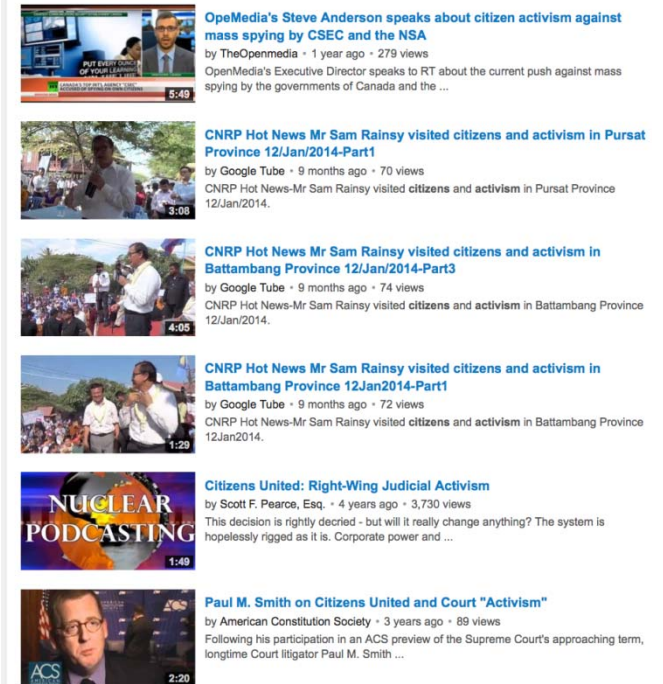
Pictures from a video production with young immigrant video maker. 10.06.2014

4

VIDEO COLLECTIONS

to combine video and/or sound.

*Greta is a teacher in secondary school. She teaches citizenship. She gets to know about EUscreenXL in a course for teachers about online resources. She goes to the page and checks the **DIY exhibition** in the creators' section. She does a collection of videos on seniors' citizens and well-being. She selects some videos. Then, she is asked to add a small text to the whole exhibition. She writes it. She also makes one line text to present each of the videos. The collection is done. She thinks this could be a good way to present a certain topic. She decides to use it in her class, and make the students do collections. All these collections could be grouped and seen by others in the class. It is possible to edit a certain collection in small groups.*



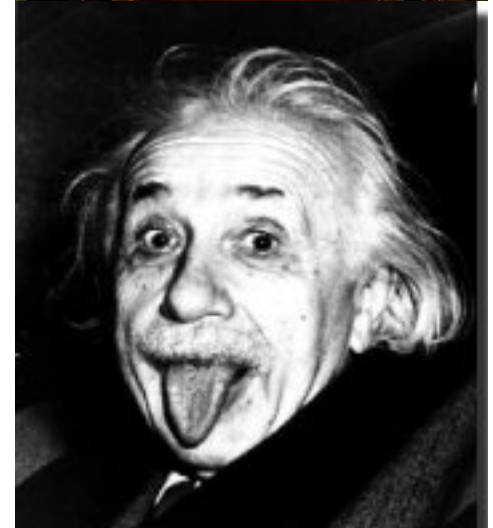
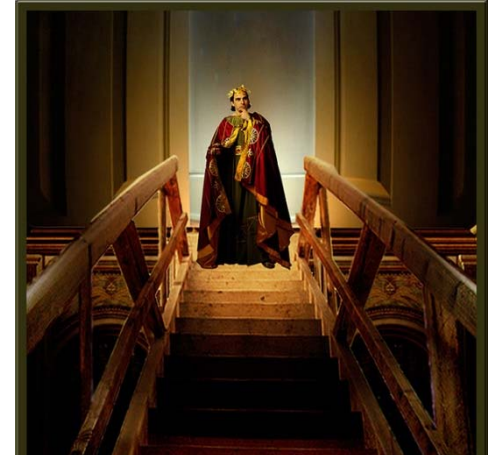
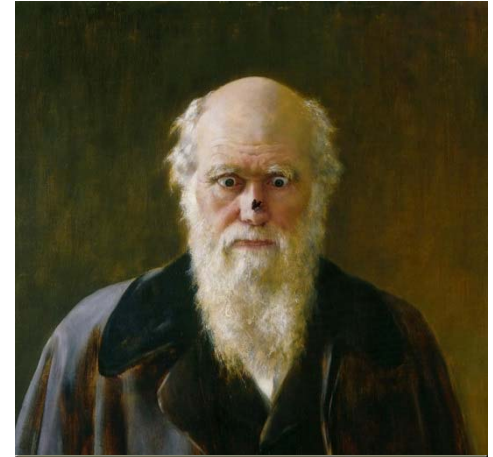
Screenshot from YouTube

5

EXTRA SHORT VIDEOS

extremely short videos
(max 15 sec) to illustrate
a specific point.

Villi wants to make a video in which he could be seen within a lot of important characters such as Charles Darwin, Julius Caesar, Albert Einstein and others. He looks for videos of important people and adds a picture of himself. Then, he posts it the link to his friends.



Picture in Flickr- Some rights reserved CC by David Baclwell/Jaci XIII/ Luis Lobo Borobia

6 QUICK SUBTITLING

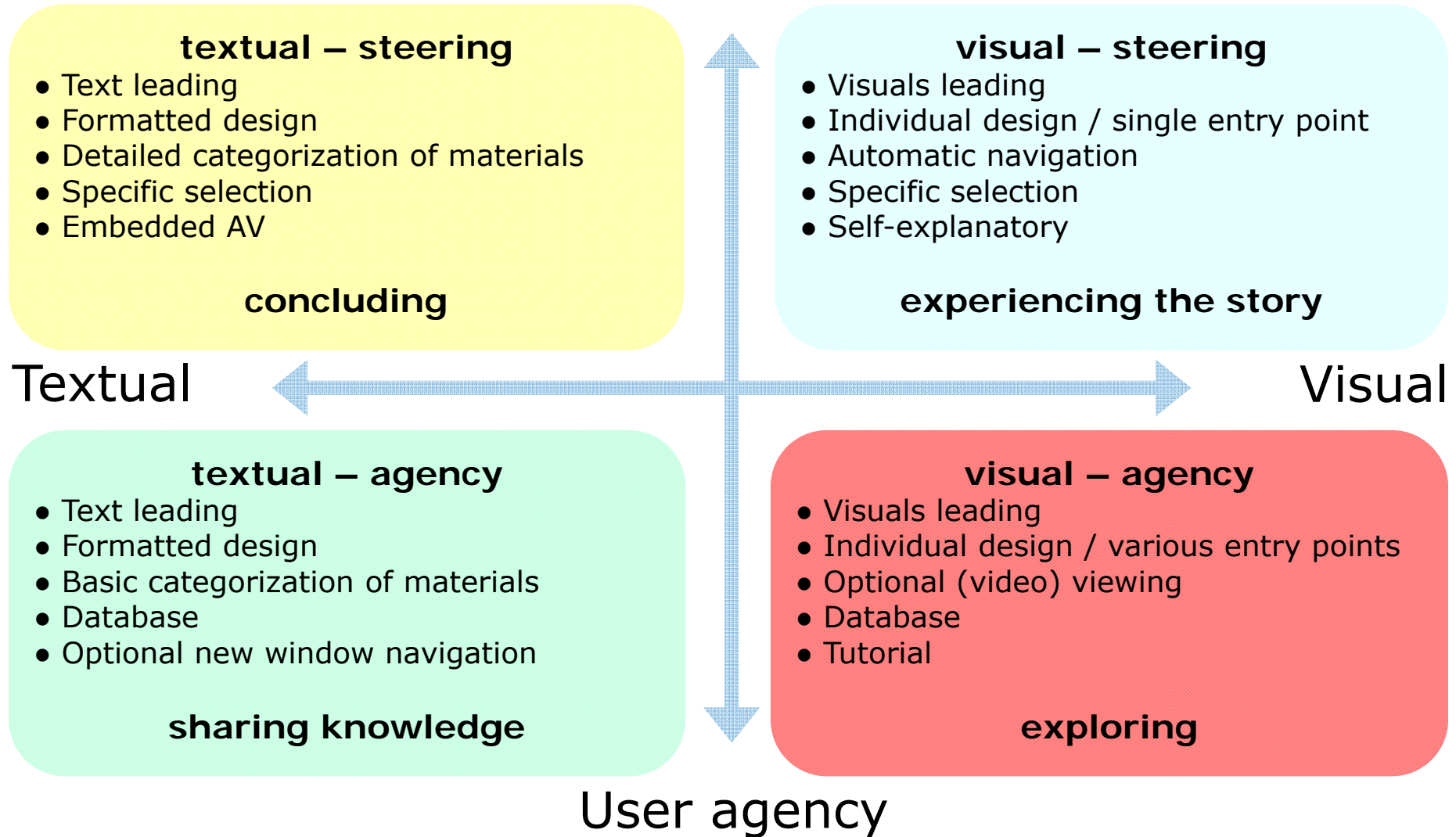
to translate and subtitle
the content of a video.

After seeing some funny videos of animals talking, Johanna decides to do her own version. Then she sends to her friends, just to laugh. She picks one video that she finds intriguing and decides to make the subtitles for it. It is a video of a mother complaining or screaming to her child. Johanna makes a hilarious text in which the mother is complaining about the way the son tidy up her room. When the video is ready she posts the url in Facebook to share with her friends. The friends visit EUscreenXL page and leave comments.



Screenshot from YouTube

Author's steering



Functionalities: Video annotation
Video collections
Audiovisual poster

Quick subtitling
Semi-automatic remix
Extra short videos

Group exercise: Create an online publication with AV (circa 40 min)

Reflect on a suitable publication form for your research, using the prototypes and functionalities as a starting point (in groups of 3-4).

1. Each group member briefly proposes one example from their own practice. From this, the group selects one to develop for this exercise. (10 min)
2. Discuss the aim of the narrative and a suitable online publication form for this example. Think out of the box! (10 min)
3. Identify the author's position (is the author of this online publication, e.g., a researcher, content provider, archivist, media professional...) and identify the target audience (e.g., general audience, students, academics..). (5 min)
4. Reflect on the axes of online publication. Which format characteristics are indispensable for your publication? (10 min)
5. Which functionalities help to construct your publication's argument and narrative? (5 min)

How might the prototypes and building blocks be applied to your research example to constitute meaningful use?

Daniel Ockeloen

Reflection:

How to translate templates for (meaningful) use
to a **publication builder**?

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Thank you for your attention!

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An earlier version of this workshop was conducted at the [AV in DH 2014 workshop](#) at [Digital Humanities 2014](#) (Lausanne, 08-07-14)