THE SPEAKER'S BODY IMAGE AND SCHEMA IN EDUCATIONAL VIDEOS

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Interference of the production set-up with the performance (embodied language) of Talking Heads?
Film maker: “You can’t move, otherwise you get out of my depth of field.”
Educator: “This is really difficult! My brain has to rethink all the time.”
Film maker: “Try to stand upright!”
Film maker: “Shoulders back!”
Film maker: “Don't wiggle around!”
Educator: “I guess I’m learning to swim”
Interference of the production set-up with the performance (embodied language) of Talking Heads? YES!
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But how?
THERE IS NO EMPTY ROOM NEVER

- no measurement of size
- lack of 3D room effect
- 100% focus on the speaker
- no place to hide
- meaning making out of facial expressions, gestures, body tonus, clothing, eye bags...

# nakedness. Create security with (power pose) mobiliar, thematic objects, different light settings
„Whether or not somebody is reading from a prompter you can tell from the eyes and face but also if somebody is not really thinking and saying, I think it also shows up in gestural communication as well. If you are just reading, you’re not going to gesture.“ Sotaro Kita 2015
SPEECH-RELATED GESTURES
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(1) Communicative function
SPEECH-RELATED GESTURES

(1) Communicative function
(2) Self-referential function

“But gestures also have functions for the gesturers him or herself. [...] When you make gestures, your communicative processes change the way you actually think about. The topic you are talking about, changes when you try to express something in the hand.”

„I defined body image as a (sometimes conscious) system of perception, attitudes, beliefs, and dispositions pertaining to one’s own body. It can be characterized as involving at least three aspects: body percept, body concept, body affect.”

Shaun Gallagher, 38.
“Body schema, in contrast, is a system of sensory-motor processes that constantly regulate posture and movement processes that function without reflective awareness or the necessity of perceptual monitoring.”

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TAKE-AWAY

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- Media design can support or hinder the performance
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- Media design can support or hinder the performance
- Video $\neq$ Copy. Media design knowledge meets scientific educational knowledge
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