VIDEO KILLED THE LECTURE STAR
A (Fast) Journey from Video to Mixed Reality

Researcher; Lecturer; Filmmaker;
Jeanine Reutemann
Research Video (2016):
„Videos in Higher Education – A Journey into the World of Digital Education“
#PERFORMANCE
“How good are they on camera? First of all, there are some people; you just love to watch them perform. And then there are other people, like, not really.”

«So they all try to mimic a presentation in a lecture theater. [...] It's 3D background, that kind of makes it feel like a formal presentation is going on. So the lecture still feels quite strong in all of the styles of them. Because actually I'm not sure the lecture as a teaching and learning model is that good anyway [...] And yet why we are trying to copy it’s conventions and take it through into the online space?»

Interference of the Media Design with the Performance of Talking Heads?
Benjamin Short
Head of Graduate Placement and Recruitment
Tata Steel
Closed Innovation Model

- Recruit top talent for internal R&D
- Innovate only within firm’s boundaries
- Filter internal ideas for defined market
Filmmaker:
“"You can’t move, otherwise you get out of my depth of field."
Filmmaker: “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.”
Filmmaker: “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.”

Filmmaker: “Try to stand upright!”
Filmmaker: “Shoulders back!”
Filmmaker: “Don't wiggle around!”
Educator:
“This is really difficult! My brain has to rethink all the time.”

Filmmaker: “You can’t move, otherwise you get out of my depth of field.”
Filmmaker: “Try to stand upright!”
Filmmaker: “Shoulders back!”
Filmmaker: “Don't wiggle around!”

Educator: “I guess I’m learning to swim.”
Interference of the media design with the performance of Talking Heads?
Interference of the media design with the performance of Talking Heads? Yes!
Interference of the media design with the performance of Talking Heads?

But how?
EMBODIED LANGUAGE

(1) Communicative function of gestures
(2) Self-referential function of gestures
EMBODIED LANGUAGE

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

“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.”

Prof. Sotaro Kita, Gesture & Communication Researcher, 2015.
„It is often the case that the same language is free in one speaker, foolish in another, and arrogant in a third.“

Marcus Fabius Quintilian, 50 B.C.
“It is often the case that the same VIDEO STYLE [language] is free in one speaker, foolish in another, and arrogant in a third.”

> [language]: moving images as language; audiovisual language
CO-DESIGN
Disciplines; Topics; Characters
#AFFORDANCES OF THE MEDIUM
Global Memory (DRAM) Bandwidth

- Ideal
- Reality
- second largest part of the brain
- located at the back of the skull
- coordinates muscle movements
The ETH Zurich Conservation Management field course in Scotland brings students face to face with the realities and complexities of landscape management.
KEY TAKEAWAYS

1. The performance of speakers is essential in educational videos – embodied language!
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2. Media design can support or hinder the performance (no matter if Video, VR or AR)
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1. The performance of speakers is essential in educational videos – embodied language!
2. Media design can support or hinder the performance (no matter if Video, VR or AR)
3. Video ≠ Copy. Media design knowledge meets scientific educational knowledge: Co-Design!
Manifesto Videos in Higher Education

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Presentation available on: audiovisualresearch.org

Manifesto Videos in Higher Education: medium.com

Book «Media Design Expertise for Videos in Higher Education», open access, 2018 on: osf.io; researchgate, audiovisualresearch.org

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