



**»Untersuchung und Kritik von audiovisuellen Bewegtbildern in Massive Open Online Courses (MOOCs)«** (Arbeitstitel)

Dissertation / Jeanine Reutemann

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- 6.0 Clusteranalyse
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## **1.0 Kontext der Dissertation**

### **Universität Passau**

Lehrstuhl für Neuere Deutsche Literaturwissenschaften & Medienwissenschaften  
(Prof. Dr. Hans Krahl)

### **Hochschule für Gestaltung und Kunst Basel**

Institut Ästhetische Praxis und Theorie  
(Prof. Dr. Nicolaj van der Meulen, Prof. Dr. Jörg Wiesel)

Kooperationspartner:

### **Universität Basel**

Vizektor Lehre & Entwicklung, Bildungstechnologien BBit, New Media Center  
(Prof. Dr. Maarten Hoenen, Dr. Gudrun Bachmann)

### **ETH Lausanne**

Center for Digital Education  
(Prof. Dr. Pierre Dillenbourg, Gwénaél Bocquet, Dr. Patrick Jermann)

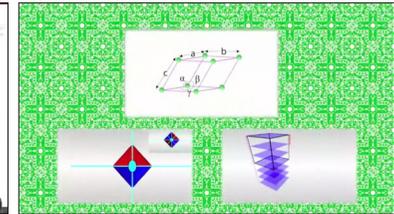
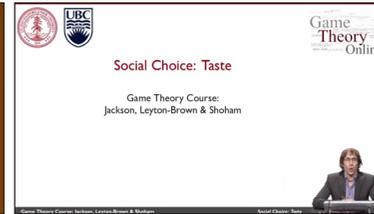
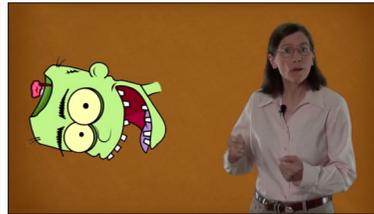
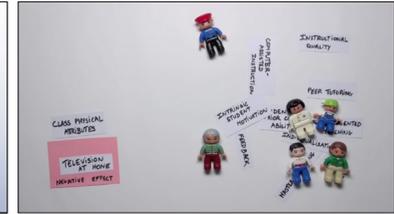
## 2.0 Problemstellung / Motivation

Audiovisuelle Implementierung  
(existierende Videos)

- 1:1 »Übersetzung« der Vorlesung  
(Analogie: nicht editierte Skizzen  
eines Lehrbuch, Vorlesungen)
- Kritik, Analyse und Implementierung  
aus DH, Informatik, Hochschuldidaktik
- High-end Equipment allein ist ungenügend
  
- *Anwendungsorientierte Grundlagen-  
forschung (Use-inspired research)*

## 2.0 Problemstellung / Motivation

„Let’s face it: MOOCs promise disruption, and yet most of them to date deliver an extremely traditional learning experience. Basically, it’s the big-lecture-hall format, with an internet-sized lecture hall.“ (David Cox et al 2014)



### 3.0 Leitfragen

(1) Wie können die ästhetischen und technischen Implementierungen von audiovisuellen Bewegtbildern für MOOCs charakterisiert werden? Welche Rolle spielen dabei die in der Herstellung eingesetzten Techniken aus dem professionellen, audiovisuellen Mediendesign? Inwiefern verändert sich die Sprache des Sprechers, wenn Bewegtbilder des Sprechers aufgezeichnet und wiedergegeben werden? Was für eine Bedeutung hat der Körper des Sprechers in der Vermittlung von Wissensinhalten?

**WP1: Untersuchung existierender Bewegtbilder**

(WP2 und WP3 sind nicht Schwerpunkt dieser Präsentation)

**WP2: Exploration in der tertiären Lehre**

**WP3: Entwurfsdesign / AV-Experimentalsysteme**

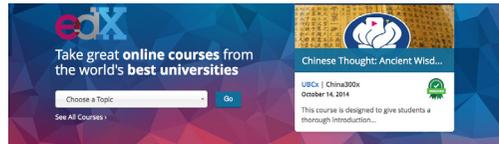
## 4.0 Untersuchungsdesign

### **WP1: Untersuchung existierender Bewegtbilder**

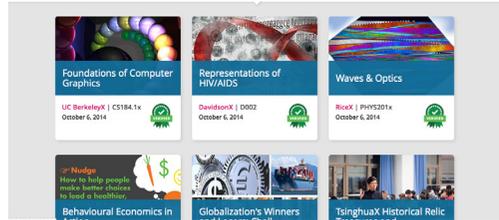
- Clusteranalyse (quantativ)
- qualitative Analyse
- Experteninterviews Filmmacher
- Teilnehmende Beobachtung (UniBas, EPFL)

# 5.0 Daten Sample

## MOOC-Plattformen für die Untersuchung



edX online courses starting soon



edX



Education. Online. Free. — Schreib dich ein!



Stark nachgefragt



Beginnt in Kürze oder gerade begonnen

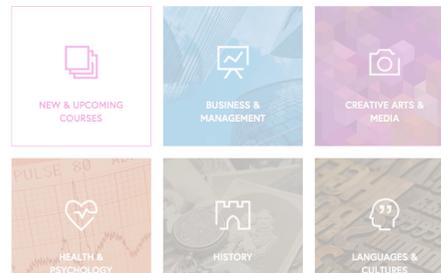


Iversity



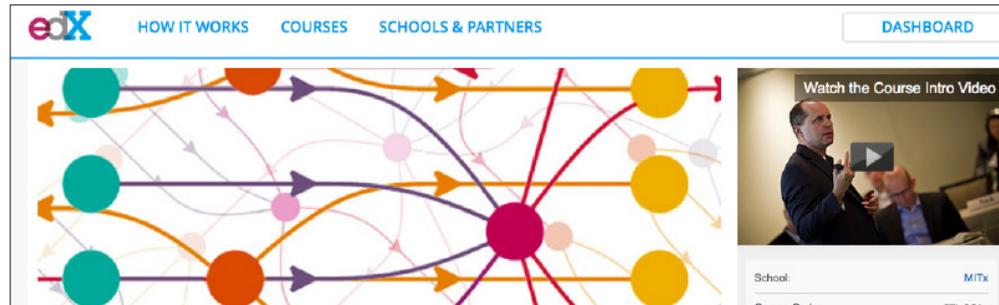
Coursera

Choose a category to explore free online courses from leading universities & cultural institutions. Or view all new & upcoming courses.

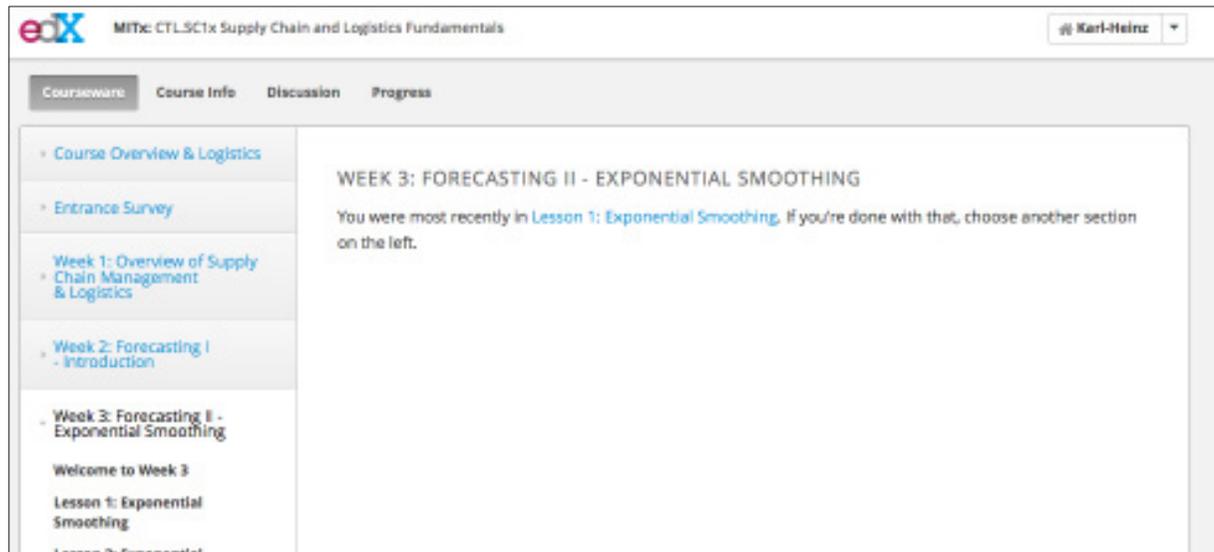


FutureLearn

## Bsp. edX – MITX: SC1x Supply Chain and Logistics Fundamentals



The image shows the top navigation bar of the edX platform. On the left is the edX logo. To its right are four menu items: "HOW IT WORKS", "COURSES", "SCHOOLS & PARTNERS", and "DASHBOARD". Below the navigation bar is a large graphic on the left consisting of a network of colorful nodes (teal, orange, yellow, pink) connected by arrows, representing supply chain or logistics. On the right is a video player with the title "Watch the Course Intro Video" and a play button icon. Below the video player, there are fields for "School:" (with "MITx" selected) and "Course Code:".



The image shows the main content area of the edX course page. At the top left is the edX logo and the course title "MITx: CTL-SC1x Supply Chain and Logistics Fundamentals". On the top right, the user's name "Karl-Heinz" is displayed with a dropdown arrow. Below the header is a navigation bar with four tabs: "Courseware" (selected), "Course Info", "Discussion", and "Progress". The main content area is divided into two columns. The left column is a sidebar with a list of course sections, each with a right-pointing arrow: "Course Overview & Logistics", "Entrance Survey", "Week 1: Overview of Supply Chain Management & Logistics", "Week 2: Forecasting I - Introduction", "Week 3: Forecasting II - Exponential Smoothing", "Welcome to Week 3", "Lesson 1: Exponential Smoothing", and "Lesson 2: Exponential Smoothing". The right column displays the current section: "WEEK 3: FORECASTING II - EXPONENTIAL SMOOTHING". Below this title, a message reads: "You were most recently in [Lesson 1: Exponential Smoothing](#). If you're done with that, choose another section on the left."

<https://www.edx.org/course/supply-chain-logistics-fundamentals-mitx-ctl-sc1x>

## 5.0 Daten Sample

- September 2014 bis Januar 2015
- alle MOOC Course von Coursera, edX & Iversity
- insgesamt 448 MOOC Kurse
  
- Intro Video & Lecture Video (Total 896 Videos)
- Lecture Video: 1. Lecture-Video in der 3. Kurs-woche (ausgenommen Introduction Videos)



## 5. Daten Sample

### Intro & Course Videos - Preliminäre Resultate

- 2014: zahlreiche Veröffentlichungen über „high drop-out rates“
- Click-Analyse: Visual Transitions  
„Visual transitions“ beschreiben den “[...] change between presentation styles shown in a video. Presentation styles in our video set are slide, code, talking head, classroom view, studio view, Khan-style tablet, and demo videos.”  
(Kim et al., 2014:6)
- Video Engineer = Cutter
- Intro - Teaser - Trailer

## 5.0 Daten Sample

- 240 videos (120 intros, 120 lectures) sind im Datenset kodiert.
- Erste Resultate: hoch signifikante Differenzen in der Implementierung von *course intros* und *course lectures*.



Video Stills vom edX Kurs: „Street Fighting Mathematics“ Sanjoy Mahajan. MIT. 2014.

## 5.0 Daten Sample

### Vorläufige Resultate

- 240 videos (120 intros, 120 lectures) sind im Datenset kodiert.
- Erste Resultate: hoch signifikante Differenzen in der ästhetischen Implementierung von *course intros* und *course lectures*.

Table 2: Mittelwerte, Standard Abweichungen and t-test p-Werte für aggregierte Variablen

A) Visualisation and Style	
Intro	Lecture
2.21 (1.37)	1.22 (1.04)
t-test, $p < 10^{-8}$	

Table 3: Disaggregierte Werte für Variabel A)

a1) Still photography		a2) Moving photography		a3) Additional footage		a4) Animation		a5) Infographics / Diagram	
Intro	Lecture	Intro	Lecture	Intro	Lecture	Intro	Lecture	Intro	Lecture
0.31 (0.46)	0.41 (0.49)	0.41 (0.49)	0.12 (0.33)	0.62 (0.49)	0.14 (0.35)	0.40 (0.49)	0.16 (0.37)	0.46 (50)	0.39 (0.49)
t-test, $p < 0.08$		t-test, $< 10^{-6}$		t-test, $p < 10^{-15}$		t-test, $p < 10^{-4}$		t-test, $p < 0.3$	



Video Stills vom edX Kurs: „Street Fighting Mathematics“ Sanjoy Mahajan. MIT. 2014.

## 5.0 Daten Sample

### Vorläufige Resultate

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Table 2: Mittelwerte, Standard Abweichungen and t-test p-Werte für aggregierte Variablen

C) Shot Sizes	
Intro	Lecture
2.79 (1.74)	1.50 (1.00)
t-test, $p < 10^{-10}$	

Table 4: Disaggregierte Werte für Variabel C)

c1) Long shot		c2) Medium long shot		c3) Medium close up		c4) Shoulder close up		c5) Close up		c6) Extreme close up	
Intro	Lecture	Intro	Lecture	Intro	Lecture	Intro	Lecture	Intro	Lecture	Intro	Lecture
0.40 (0.49)	0.08 (0.28)	0.51 (0.50)	0.24 (0.43)	0.88 (0.32)	0.70 (0.46)	0.59 (0.49)	0.41 (0.49)	0.26 (0.44)	0.05 (0.22)	0.15 (0.36)	0.01 (0.09)
t-test, $p < 10^{-8}$		t-test, $< 10^{-5}$		t-test, $p < 10^{-3}$		t-test, $p < 0.01$		t-test, $< 10^{-5}$		t-test, $p < 10^{-4}$	

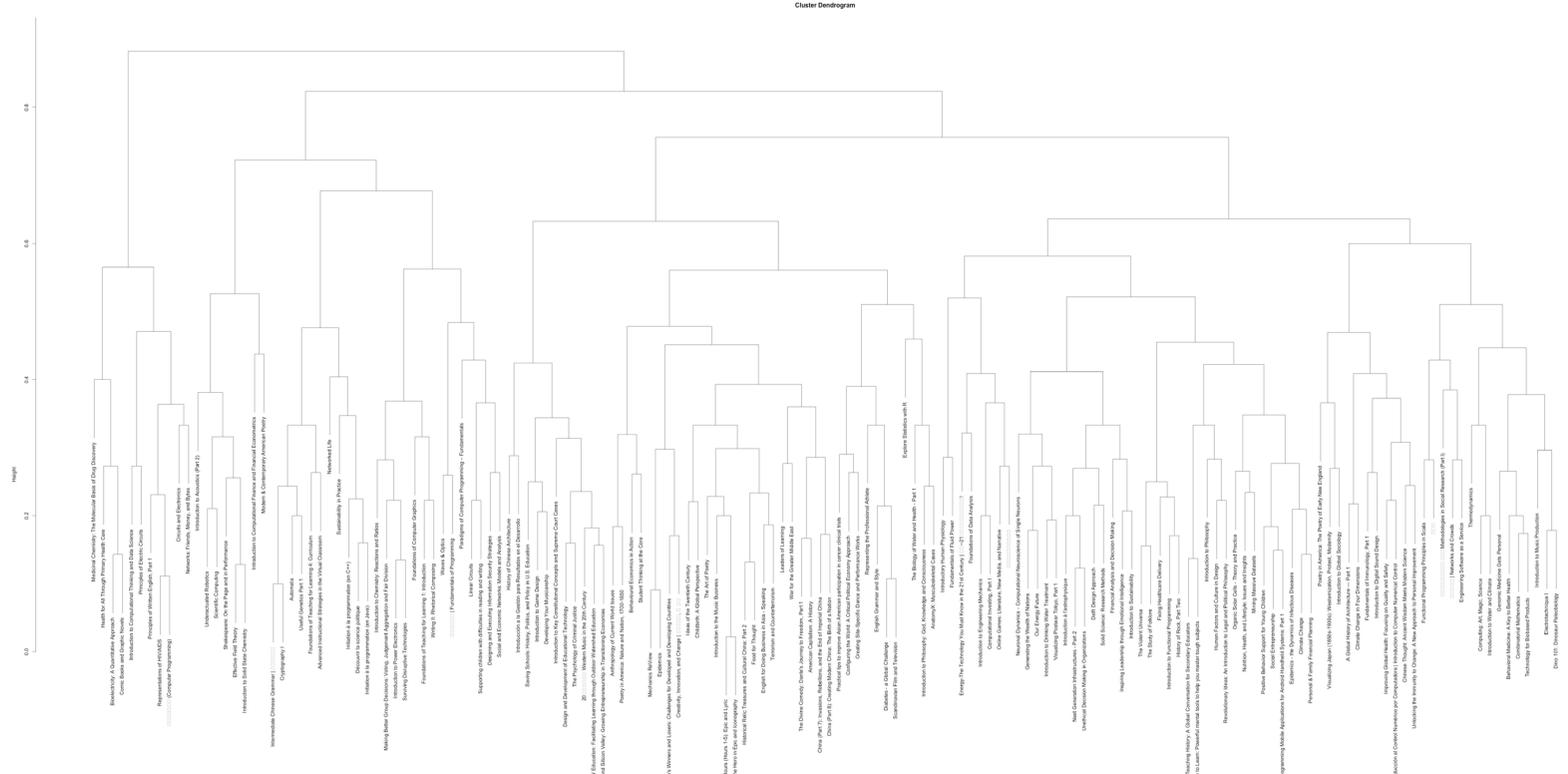


Video Stills vom edX Kurs: „Street Fighting Mathematics“ Sanjoy Mahajan. MIT. 2014.

# 6.0 Clusteranalyse

## Definition

- Ballungsanalyse (Ähnlichkeitsstrukturen in grossen Datenbeständen)
- Clustern von spezifischen Typologien
- Erkennen von wiederkehrenden Elementen
- „Neue“ Gruppen identifizieren



Climate change is a classic problem of the 'global commons'.

The theory:

- Individual polluters have few incentives to protect the global climate
- unilateral action by some polluters is likely to be ineffective, and so 'irrational'
- therefore need a binding agreement among all major polluters to achieve collective action



DIETARY SUPPLEMENTS



Course Statistics

- ~29,000 learners registered for the course
- Of those that registered 83% have college degrees
  - we didn't expect so many graduates
- From 187 different countries
- 41% from emerging economies
- ~700 Signature Track enrollments



Context-Free Grammars

- Formalism
- Derivations
- Backus-Naur Form
- Left- and Rightmost Derivations




Chapter 3. Steady-State Equivalent Circuit Modeling, Losses, and Efficiency





EI, SI, Competencies and Performance

Exercise (analogous to the first one in module 1):

- Think of a subordinate you feel is a superstar and you wish you could clone.
- Think of a subordinate you wish would disappear so you could get rid of them without the HR paperwork.



If you recall from week 2

We've been had, and it was all George's fault.




3.1. The dc transformer model

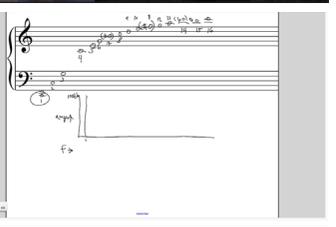
3.2. Inclusion of inductor copper loss

3.3. Construction of equivalent circuit model

3.4. How to obtain the input port of the model

3.5. Example: inclusion of semiconductor conduction losses in the boost converter model

3.6. Summary of key points

DINOSAUR DIET

What kinds of things do you think dinosaurs ate?

A) Plants  B) Fish  C) Insects  D) Other dinosaurs

E) All of the above



wild gorilla



ebola



Somatic Nervous System

Review of general principles

Spinal cord structure

Define motor unit

Neuromuscular junction

Control of Movement

Types of lower motor neurons

Types of muscle sensory receptors

Reflexes

Locomotion



What do schools have in common around the world?

- \* Children
- \* Teachers or adults
- \* A curriculum
- \* Some form of assessment
- \* Rules of behavior, sanctions
- \* Recognition, certification, graduation
- \* Preparation for the social and economic world

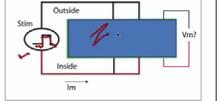


音乐的空间 ON MUSIC SPACE



Why are the passive and active responses to a transmembrane stimulus so different?

Stimulus means a current of a fixed magnitude is forced through the patch.



Andrew Zoll and Ann Marie Healy, Resilience: Why Things Bounce Back

Delran, NJ: Simon and Schuster (2012)

resilience

WHY THINGS BOUNCE BACK

ANDREW ZOLL AND ANN MARIE HEALY



Two perspectives (1)

The inhabitant of London could order by telephone, signing his morning tea in bed, the various products of the whole earth in such quantity as he might see fit, and reasonably expect their early delivery upon his doorstep. He could at the same moment dine by the same means, adventure his wealth in the financial markets, and draw new enterprises of the world, and share, without exertion or even trouble, in their prospective gains and advantages.

John Maynard Keynes (1919) quoted in Paul Ferguson (2003), Empire (Princeton), p. 319.



Mainstream Rock 1975-80 FM Radio Changes



Launching and Coaching Healthcare Teams

Frederick Southwick, M.D.





Background on Taxes

- Financial planning involves decisions that affect your income
  - Whether or not to take a second job
  - Deciding to finance a home
  - Investment decisions
  - Contributing to a retirement account
- These decisions affect the amount of taxes you pay and therefore affect your wealth
  - How so?




유방(BC 247-195)

중국 한나라의 초대 황제. BC 202 항우를 포병하고 전한을 세움




电容和电容器

- 孤立导体的电容
- 孤立导体：空间只有一个导体，在其附近没有其它导体和带电体
- 物理意义：使导体每升高单位电势所需的电量



parameter distmat 目的

- 理解实验方法原理
- 理解社会调查与研究方法与实验方法的关系



parameter distmat 目的

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Growing Random Networks



Facebook Network

Nodes: Facebook Users

Edges: Friendships

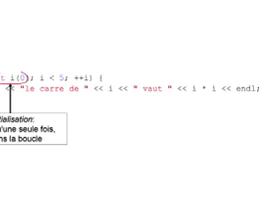


Mod-10x

```
cout << endl;
cout << "le carre de " << i << " vaut " << i * i << endl;

```

Déclaration et initialisation: n'est exécutée qu'une seule fois, avant d'entrer dans la boucle



**Lecture Roadmap**

- Recently: typical large-scale social and other networks exhibit:
  - heavy-tailed degree distribution
  - small diameter
  - high clustering coefficient
  - small number of connected components
- These are **topological** phenomena
- What could **explain** them?
- One form of explanation: **simple models** for network **formation** or **growth** that give rise to these structural properties
- Next several lectures:
  - Epidemics (random graph) model
  - "Small World" models
  - Preferential attachment
- Discussion of structure exhibited (or not) by each



**Message integrity: MACs**



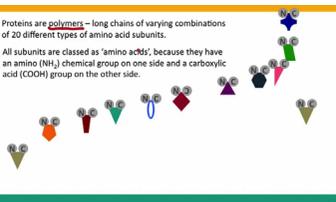
*Linear regression*

Q3: How does Google rank webpages?

Mung Chiang  
Networks: Friends, Money, and Bytes

Proteins are **polymers** - long chains of varying combinations of 20 different types of amino acid subunits.

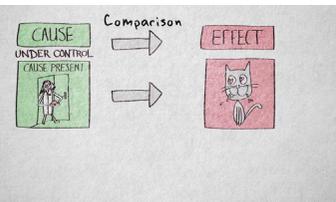
All subunits are classed as "amino acids", because they have an amino (NH<sub>2</sub>) chemical group on one side and a carboxylic acid (COOH) group on the other side.



**Comparison**

CAUSE  
UNDER CONTROL  
CAUSE PRESENT

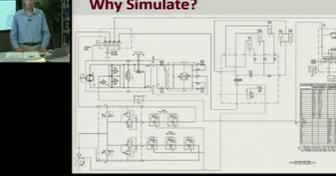
EFFECT




**Polymer design**



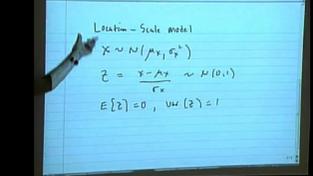

**Why Simulate?**



**Latent - Scale Model**

$$x \sim N(\mu, \sigma^2)$$

$$y = Ax + \epsilon \sim N(0, 1)$$

$$E[y] = 0, \text{Var}[y] = 1$$


**电容和电容器**

- 孤立导体的电容
- 物理意义: 使导体每升高单位电势所需的电量

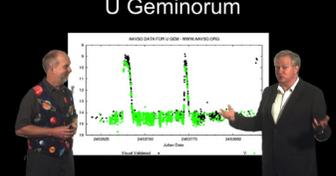
Table with columns: 姓名, 性别, 年龄, 职业, 爱好

张三	男	25	程序员	打篮球
李四	女	30	教师	听音乐
王五	男	40	医生	喝茶
赵六	女	28	设计师	看电影
孙七	男	35	工程师	钓鱼
周八	女	22	学生	打游戏
吴九	男	45	企业家	高尔夫
郑十	女	38	作家	阅读
冯十一	男	50	科学家	研究
陈十二	女	27	艺术家	画画
褚十三	男	33	律师	下棋
褚十四	女	29	记者	写作
褚十五	男	37	金融家	投资
褚十六	女	24	模特	健身
褚十七	男	42	教授	讲课
褚十八	女	31	歌手	唱歌
褚十九	男	48	CEO	管理
褚二十	女	26	舞蹈家	跳舞

4-2 计算全班每人平均成绩 - 多重循环




**U Geminorum**




**Adding an Argument**

In order to create a thesis, you have to add an opinion, or point of view that is arguable or open to interpretation to your topic.

Examples:

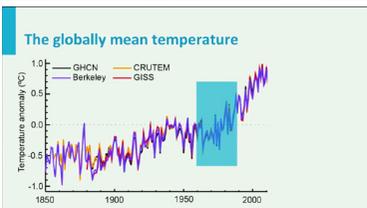
- The hunting of wolves in the Arctic should be stopped because of the danger of the wolf's extinction.
- College entrance exams are not the best way to test a student's readiness for university study.
- Hybrid automobiles, while more environmentally friendly than traditional cars, still have serious environmental impacts because of manufacturing techniques.

The parts in red show the writer's opinion about the underlined topic.



**Object creation: basics**

Bertrand Meyer

**CDC MMWR**

Weekly  
June 5, 1981 / 30(21):1-3  
Weekly  
June 5, 1981 / 30(21):1-3

Epidemiologic Notes and Reports

**Pneumocystis Pneumonia --- Los Angeles**

In the period October 1980-May 1981, 5 young men, all active homosexuals, were treated for biopurified *Pneumocystis carinii* pneumonia at 3 different hospitals in Los Angeles, California. Two of the patients died. All 5 patients had laboratory-confirmed previous or current cytomegalovirus (CMV) infection and candidal mucosal infection. Case reports of these patients follow.



**Building Construction Introduction**



**FP101x - Functional Programming**

Programming in Haskell - Defining functions



**PRENATAL SCREENING VS. PRENATAL DIAGNOSIS**

**PRENATAL SCREENING**

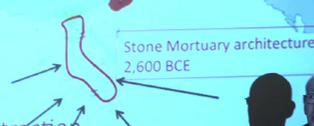
- Low risk population to detect a subgroup that is at an increased risk for a given disease
- Non-invasive and inexpensive

**PRENATAL DIAGNOSIS**

- Can make a diagnosis
- Invasive and expensive



**Stone Mortuary architecture 2,600 BCE**



**Unit Time - Angular Velocities and Moving P**



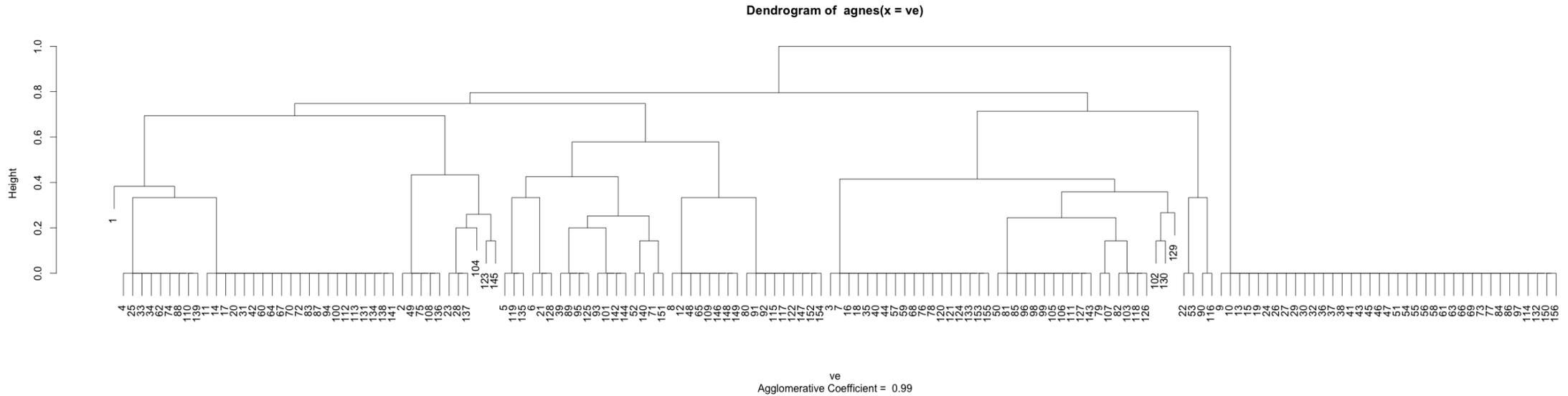

**Late sections of the Analects**

- strange passages
- stylistically distinctive (long narratives)
- Confucius confronting philosophical critics

# 6.0 Clusteranalyse

## Problematik

- Distanzmetrik?
- Cluster Methode?  
Medoid (k-means, pam) oder Hierachical (agnes, hclust)?



General Information / MOOC Plattform (Non binary informations)							
MOOC-Plattform	Titel	Subtitle	University	Country	Discipline	Professor/ Lecturer	Amount of People mentioned
Course start (Date)	Duration (Weeks)	Esti. effort (Weeks)	Teaser Lenght	Lecture Lenght	ChapterTitle	LectureTitle	Prerequi. if 1 (detail)
Certificate	Prerequisites	Download button	Different sizes	Speed Control	Bitrate		

## Binary Coding Data Variables

Intro uni	Intro course	Jingle	Logo	Lower thirds	Credits	Synchronizity	Size (min. 720p/i)
-----------	--------------	--------	------	--------------	---------	---------------	--------------------

Image							
Still	Moving photos	Add. Footage	Animation	Visualization/ Info-graphics	Invisibility	Visible words	Time laps
Slow motion	White balance	Add. lightsources	Sharpness	Depth of focus	Multiple camera positions	Digital zoom	Tracking shot
Handheld camera	Ratio	Long shot	Medium long shot	Shoulder close-up	Close-up	Extrem Close-up	Detail
High-angle shot	Low-angle shot	Several places	Background isochromatic	Background thematic	Classroom with students	Classroom without students	Speaking head
PP without visible speaker	PP with visible speaker	Integrated computer cam	Computer image	Khan styl	Greenscreen	<i>Greenscreen error</i>	Other form
Montage	<i>Zoom-in montage</i>	<i>Axis jump</i>	Color-balance	<i>Image interference</i>	Place of work, office, labor	Outdoor	Indoor
Splitscreen	On-screen speaker	On-screen speaker continues as off	Off-screen speaker	Gaze into camera	Gaze next to camera	Visible gestures	Speaker always visible
Several speakers							

Sound							
Music	Add. sounds, foley	Sound mix	External Microphon	<i>Microphone problems</i>	Speech fluency	Native speaker	

row.names	introuni	introcourse	jingle	logo	name	credits	still	movingpic	addfootage	animation	visuals	invisibles	words	timelaps
introuni	0.00													
introcourse	0.59	0.00												
jingle	0.41	0.38	0.00											
logo	0.69	0.56	0.70	0.00										
name	0.61	0.43	0.57	0.57	0.00									
credits	0.59	0.57	0.45	0.69	0.65	0.00								
still	0.67	0.49	0.57	0.67	0.59	0.67	0.00							
movingpic	0.74	0.72	0.64	0.94	0.84	0.68	0.80	0.00						
addfootage	0.60	0.71	0.57	0.88	0.76	0.60	0.85	0.68	0.00					
animation	0.68	0.67	0.54	0.81	0.69	0.68	0.78	0.70	0.73	0.00				
visuals	0.63	0.45	0.59	0.59	0.46	0.63	0.50	0.78	0.82	0.56	0.00			
invisibles	0.88	0.87	0.86	0.89	0.97	0.83	0.85	0.75	0.80	0.85	0.85	0.00		
words	0.63	0.27	0.54	0.53	0.48	0.61	0.47	0.73	0.81	0.61	0.35	0.88	0.00	
timelaps	0.90	0.94	0.88	1.00	0.96	1.00	1.00	0.85	0.83	0.82	0.92	0.83	0.95	0.00
slowmo	1.00	0.98	0.96	0.96	1.00	0.95	0.97	1.00	1.00	1.00	0.97	1.00	0.98	1.00
whiteb	0.56	0.34	0.45	0.62	0.47	0.57	0.55	0.66	0.70	0.61	0.46	0.89	0.40	0.95
light	0.56	0.34	0.53	0.59	0.49	0.65	0.55	0.67	0.74	0.62	0.47	0.90	0.36	0.96
sharpness	0.57	0.28	0.54	0.57	0.48	0.60	0.50	0.70	0.73	0.69	0.42	0.88	0.20	0.95
depthoffield	0.69	0.59	0.56	0.88	0.71	0.64	0.79	0.64	0.59	0.76	0.76	0.83	0.74	0.85
varposition	0.60	0.40	0.50	0.82	0.58	0.62	0.57	0.62	0.68	0.63	0.59	0.84	0.48	0.91
zoom	0.91	0.94	0.93	1.00	0.93	0.95	1.00	1.00	0.92	1.00	1.00	1.00	0.97	1.00
tracking	1.00	0.98	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.98	1.00
handheld	0.86	0.86	0.91	0.94	0.86	0.90	0.82	0.90	0.85	0.92	0.86	0.93	0.82	1.00
long	0.74	0.66	0.68	0.81	0.71	0.80	0.69	0.67	0.73	0.61	0.58	0.90	0.63	0.82
mediumlong	0.71	0.67	0.65	0.72	0.75	0.66	0.69	0.67	0.59	0.64	0.64	0.88	0.62	0.91
mediumclose	0.51	0.27	0.46	0.59	0.47	0.55	0.50	0.68	0.71	0.63	0.44	0.86	0.26	0.95
shoulder	0.67	0.47	0.56	0.81	0.69	0.65	0.67	0.72	0.72	0.72	0.62	0.81	0.51	0.91
close	0.76	0.89	0.83	0.93	0.94	0.76	0.94	0.76	0.69	0.71	0.88	0.70	0.85	0.71
extreme	0.90	0.98	0.96	1.00	1.00	0.95	0.97	0.92	0.91	0.88	0.94	0.82	0.97	0.60
indoor	0.60	0.21	0.51	0.54	0.49	0.61	0.48	0.74	0.76	0.66	0.37	0.88	0.13	0.96
outdoor	0.77	0.84	0.74	0.89	0.85	0.77	0.83	0.61	0.53	0.77	0.83	0.82	0.88	0.75
severalplaces	0.64	0.73	0.66	0.88	0.73	0.64	0.78	0.60	0.35	0.58	0.71	0.74	0.78	0.84
isochromback	0.85	0.60	0.75	0.66	0.65	0.74	0.78	0.81	0.90	0.80	0.59	0.96	0.60	0.95
thematicback	0.63	0.51	0.68	0.61	0.54	0.63	0.56	0.76	0.80	0.68	0.43	0.85	0.40	0.94
classwith	0.96	0.89	0.94	0.93	0.94	0.96	0.86	0.89	0.89	0.91	0.83	1.00	0.83	0.89
classwithout	0.91	0.92	0.93	0.88	0.90	0.96	0.97	1.00	1.00	0.95	0.92	0.88	0.92	1.00
office	0.68	0.64	0.70	0.82	0.81	0.73	0.69	0.79	0.72	0.78	0.75	0.81	0.63	0.91
ppwithout	0.86	0.56	0.78	0.61	0.59	0.70	0.63	0.83	0.91	0.85	0.58	0.79	0.47	1.00
splitscreen	0.72	0.66	0.60	0.71	0.62	0.75	0.58	0.75	0.85	0.61	0.66	0.95	0.61	0.94
ppwith	0.78	0.57	0.72	0.50	0.68	0.71	0.60	0.89	0.89	0.90	0.60	0.93	0.46	1.00
webcam	0.96	0.79	0.88	0.87	0.86	0.93	0.79	0.95	1.00	0.96	0.84	1.00	0.76	1.00
khan	0.82	0.70	0.93	0.73	0.69	0.87	0.75	0.93	0.93	0.82	0.58	0.87	0.54	1.00
greenscreen	0.68	0.56	0.63	0.57	0.54	0.72	0.57	0.86	0.86	0.64	0.50	0.93	0.49	1.00
greenscreenerror	0.84	0.78	0.81	0.88	0.79	0.81	0.73	0.87	0.86	0.70	0.74	0.94	0.73	1.00
montage	0.50	0.33	0.43	0.68	0.55	0.56	0.50	0.63	0.62	0.60	0.50	0.84	0.42	0.93
zoominmontage	0.85	0.82	0.81	0.93	0.88	0.85	0.78	0.79	0.83	0.82	0.88	0.92	0.84	1.00
montageerror	0.70	0.75	0.69	0.75	0.81	0.70	0.73	0.86	0.81	0.76	0.76	0.87	0.79	1.00
colorcorr	0.67	0.75	0.71	0.91	0.68	0.87	0.85	0.73	0.71	0.65	0.80	0.93	0.77	0.83
imageinterference	0.69	0.59	0.72	0.68	0.59	0.75	0.60	0.89	0.86	0.70	0.56	0.93	0.47	1.00
onscreenspeaker	0.58	0.23	0.50	0.54	0.50	0.58	0.48	0.75	0.75	0.67	0.40	0.88	0.16	0.97
onscreencontinues	0.64	0.36	0.54	0.60	0.54	0.62	0.53	0.66	0.78	0.72	0.42	0.86	0.39	0.95

## 7. Experteninterviews

### Umsetzung

- Halbstrukturiertes Leitfadeninterview  
(Kaiser 2014; Gläser & Laudel 2010)
- Fragestellungen über Produktionsprozesse, Inszenierung, Sprecher & sein Körper...
- Dokumentarfilmische Aufnahmen

### Auswertung

- Teil-Transkript > Zusammenfassung, Zitate
- Montage der Experteninterviews
- Potenzielle Integration in AV-Implementierung



Peter Hertling, Dokumentarfilmer

## **8. Teilnehmende Beobachtung**

- Produktion von MOOC-Kurs der Universität Basel
- Produktion von MOOC-Kurs der EPFL / Begleitung eines Professors
  
- Rollenproblematik

## 9. Qualitative Analyse



## Verkörperter Rhythmus

»[...] denn auch die Bewegung des ganzen Körpers macht etwas aus, sogar so viel, dass Cicero meint, sie spiele eine grössere Rolle als selbst die Hände. Er sagt nämlich im Orator: `Kein Geplapper der Finger, keine Fingerspitzen, die den Rhythmus schlagen, eher soll der Redner mit dem ganzen Rumpf sich seinen Rhythmus geben` [...]«

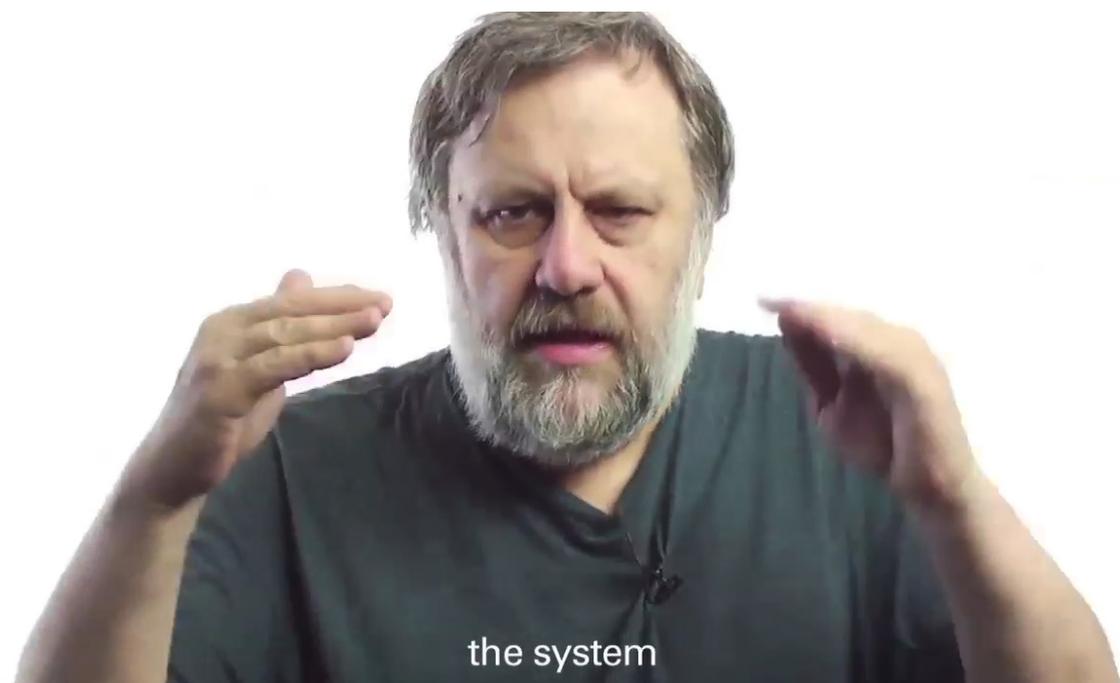
Quintillianus, Marcus Fabius: „Ausbildung des Redners“.  
In: Marcus Fabius Quintillianus - Ausbildung Des Redners - [ca. 35 v.Chr.] 2006, S. 654.

## 2 Sekunden Zeitversatz





the system



the system

Gestenforscher  
Michael Tomasello / Interview des  
Senders 3Sat von 2008

Veröffentlicht 2013 auf  
youtube.com von einem  
privaten User



„[...] if I point outside of any context what so ever, it means nothing. If I just point for no reason, it's absolutely meaningless. There is no information in the finger. You look over there and you see something but you don't know exactly where I am pointing to and you don't know exactly why I'm pointing to it.“

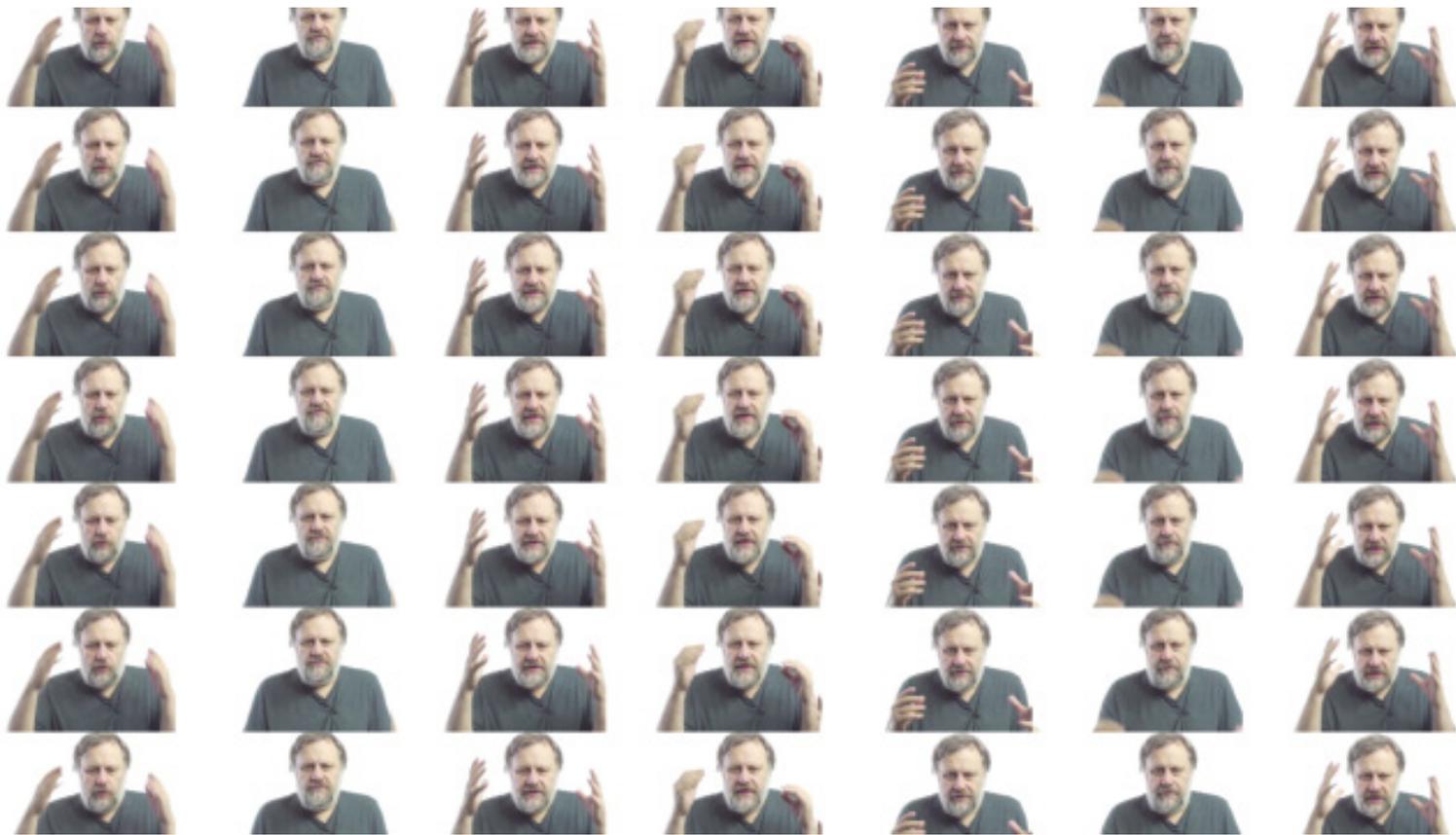
## Chion's Synchrese

„The forging of an immediate and necessary relationship between something one sees and something one hears at the same time (from synchronism and synthesis). The psychological phenomenon of synchresis is what makes dubbing and much other postproduction sound mixing possible.“

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Chion, Michel: *Audiovision. Sound on Screen.*

1994, S.: 224





Projektverlauf		2015				2016				2017							
		06.-08.		09.-11.		12.-02.		03.-05.		06.-08.		09.-11.		12.-02.		03.-05.	
WP1 – Untersuchung bestehender Formate, Experteninterviews	Task 1.0 - Projektkoordination	[HGK Basel]															
	Task 1.1 - MOOC-Video-Analyse von edX, Coursera, Iversity & FutureLearn	[HGK Basel]				[HGK Basel]				[HGK Basel]				[HGK Basel]			
	<b>Milestone 1.1 - Auswertung MOOC-Videos</b>					[ETH Lausanne]											
	Task 1.2 - Literaturrecherche	[HGK Basel]				[HGK Basel]											
	Task 1.3 - Experteninterviews					[HGK Basel]				[HGK Basel]							
	Task 1.4 - EPFL Produktionsbegleitung			[ETH Lausanne]		[Universität Basel]											
	Task 1.5 - UniBasel Produktionsbegleitung			[Universität Basel]													
	Task 1.6 - Forschungsreisen San Francisco & Boston USA, Berlin & Milton Keynes UK					[HGK Basel]											
	Task 1.7 - Montage Experteninterviews					[HGK Basel]				[HGK Basel]							
	Task 1.8 - Organisation Symposium					[HGK Basel]				[HGK Basel]							
WP2 – Exploration in der tertiären Lehre	Task 2.1 - Exploration Lehre HGK Basel					[HGK Basel]				[HGK Basel]							
	Task 2.2 - Exploration Lehre Uni Passau					[Universität Passau]				[Universität Passau]							
	Task 2.3 - Austausch Lehr- Exploration UniBas					[Universität Basel]				[Universität Basel]				[Universität Basel]			
	Task 2.4 - Workshop 1 - Kreativität in Videoproduktionen					[ETH Lausanne]				[ETH Lausanne]				[ETH Lausanne]			
	Task 2.5 - Workshop 3 - MOOC Dozierende					[ETH Lausanne]				[ETH Lausanne]				[ETH Lausanne]			
	Task 2.6 - Auswertung Erarbeitung Lehre-Exploration									[HGK Basel]							

Projektverlauf		2015				2016				2017							
		06.-08.		09.-11.		12.-02.		03.-05.		06.-08.		09.-11.		12.-02.		03.-05.	
WP3 – Entwurfsdesign, Experimentalsysteme und Methodenentwicklung Mediendesign	Task 3.1 - Planung Mediendesign					[HGK Basel]											
	Task 3.2 - Entwurfsdesign & Methodenentwicklung					[HGK Basel]											
	Task 3.3 - Experimentalsysteme: Mediendesigns Implementierung					[HGK Basel]				[ETH Lausanne]				[HGK Basel]			
	Task 3.4 - Experiment Kurs Mediendesign Impact > MOOC Studenten EPFL									[ETH Lausanne]				[HGK Basel]			
	Task 3.5 - Evaluation Mediendesigns MOOC Experiment									[ETH Lausanne]				[HGK Basel]			
	Task 3.6 - Workshop 2 - AV-Mediendesigner Formatentwicklung					[Universität Basel]				[Universität Basel]							
	Task 3.7 - Dokumentation Designprozesses, Methodenentwicklung													[HGK Basel]			
	Task 3.8 - Projektabschluss / Reflexion / Outlook													[HGK Basel]			
	Task 3.9 - „Advisory Board“					[HGK Basel]				[HGK Basel]				[HGK Basel]			

- HGK Basel
- Universität Basel
- ETH Lausanne
- Universität Passau

**Vielen Dank für  
Ihre Aufmerksamkeit!**



*MOOC Vorläufer: Sunrise Semester / New York University / 1957 -1982*