STATE OF THE ARTS:
VIDEOS IN HIGHER EDUCATION

LERU Video Task Group Workshop Chiemsee
LMU München, 07.06.- 10.6.2017

JEANINE REUTEMANN

RESEARCH
Institute Aesthetic Practice & Theory
University of Applied Sciences And Arts Basel

From August 2017:
Centre for Innovation
Leiden University, Netherlands

SCIENCE EDUCATIONAL VIDEOS
Several Departments
ETH Zurich & EPFL Lausanne
Switzerland
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>Title</th>
<th>University</th>
<th>Country</th>
<th>Discipline</th>
<th>Professor/Lecture</th>
<th>City</th>
<th>Conference Date</th>
<th>Location</th>
<th>Notes</th>
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<td>2</td>
<td>afil</td>
<td>Ideas of the Twentieth Century</td>
<td>University of Texas at Austin</td>
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<td>Chinese Thought: Ancient Wisdom</td>
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<td>CH</td>
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<td>ETH Zurich</td>
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<td>MIT</td>
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<td>Siobhan McWilliam</td>
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<td>Brian Belding</td>
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<td>Brian Schmidt</td>
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<td>Principles of Written English</td>
<td>Pennsylvania State University</td>
<td>US</td>
<td>English Language</td>
<td>Lisa Smith</td>
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<td>17 Sep '14</td>
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<td>Poets in America: The Poetics of Poetics</td>
<td>Princeton University</td>
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<td>American Literature</td>
<td>Lisa Paris</td>
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<td>Kaiser Permanente Institute</td>
<td>US</td>
<td>Behavioral Medicine</td>
<td>Andrew Miller</td>
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<td>University of Arizona</td>
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<td>Evolution</td>
<td>John Moore</td>
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<td>Seeing Science, Politics</td>
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<td>Neil Gershenfeld</td>
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<td>US</td>
<td>Ancient History</td>
<td>David Delany</td>
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<td>Anthropology of Curated World</td>
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<td>Introduction to Water and Climate</td>
<td>Harvard University</td>
<td>US</td>
<td>Environmental Science</td>
<td>Matthew Nussini</td>
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<td>Fundamentals of Immunology, Med Reschool</td>
<td>University of Michigan</td>
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<td>John Smith</td>
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<td>Thermodynamics</td>
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<td>Peter N. Sekinda</td>
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<td>Leaders of Learning</td>
<td>Harvard University</td>
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<td>Richard Kimura</td>
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<td>Introduction to Biology - The MIT</td>
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<td>Eric S. Laskov</td>
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<td>Positive: Self-Support for the University of Washington</td>
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<td>Educational Psychology</td>
<td>Joseph D. Smith</td>
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<td>Genetic Medicine Gets Personal</td>
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<td>The Dying Century: “A” Journey to Switzerland</td>
<td>Georgianna University</td>
<td>GE</td>
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<td>Joseph D. Smith</td>
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<td>Condensed Mathematics</td>
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<td>Leonard Challenges for Developing and Decolonizing Education Technology</td>
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<td>US</td>
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<td>Woven &amp; Twined</td>
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<thead>
<tr>
<th>High Content Quality</th>
<th>Low Video Quality</th>
<th>1) University Internal Production without Videographers</th>
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<tr>
<td></td>
<td>High Video Quality</td>
<td>3) Co-Design of Video and Science</td>
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<tr>
<td></td>
<td></td>
<td>2) Media Marketing Company with limited understanding of Science</td>
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</table>
Challenge: University Broadcast Studios
ICT – a critical infrastructure

- ICT is an infrastructure itself
- Failure: Huge financial implications!
- Failing internet will have a big impact on society because of interdependencies
Chair of Digital Humanities, EPFL
Prof. Dr. Frédéric Kaplan
Dr. Isabella di Lenardo

MOOC: Venice Time Machine
ICT – a critical infrastructure

- ICT is an infrastructure itself
- Failure: Huge financial implications!
- Failing internet will have a big impact on society because of interdependencies
LET’S TALK TECH
TECHNOAESTHETICS
VIDEO-ABSTRACTS ÜBER VIDEO-ABSTRACTS

SCOTT SPICER: EXPLORING VIDEO ABSTRACTS IN SCIENCE JOURNALS. 2014.
before transition

after transition

peak

visual transition

KIM ET AL. 2014
„Open questions include when and how often to switch between talking head shots and textual content. Perhaps video editing software could detect transition points and automatically splice in head shots.”

GUO ET AL. 2014
AFFORDANCES OF THE MEDIA
> one cluster of knowledge assimilates with another
IMAGE-SOUND RELATION

Synchrese: «forging of an immediate and necessary relationship between something one sees and something one hears at the same time.»

MY AMBITION AND FUTURE PLAN

Build a strong inter (multi-)disciplinary research and practice-based team to continue to disrupt the way we see and use moving images in Higher Education
FROM APRIL 2017!

Edorable, Learning Environment VR
RESPONSIBILITY OF CO-DESIGN

It's all about the performance.

Be the master of the topic

“What is your unique selling point?”
«It is often the case that the same language is free in one speaker, foolish in another, and arrogant in a third.»

MARCUS FABIUS QUINTILIANS (c. 35 – c. 100 CE)
«It is often the case that the same [VIDEO STYLE] is free in one speaker, foolish in another, and arrogant in a third.»

There is no ‘one-style-fits-all’ approach to video design.

General rule to frame speaker types: The perfect setting for one expert might be miserable for another.
THE FUTURE OF HISTORY
World-Wide-Publication; Shoulder of Giants; Infinite Archive
«The development of audio-visual techniques in all fields, the need to promote interdisciplinary cooperation demand the creation of a specialized training so as to permit close collaboration between scientists and audio-visual technologists in the field of scientific research.»

WORKSHOP
Expert ThinkTank: Videos, Media Design and Knowledge Communication at Universities
WHY & WHEN VIDEO

Youtube videos shouldn't be a reference. Look at your subject. Let it talk by itself and you will find authencity. Your subject is unique.

Video is not always the right medium.

MANIFESTO: VIDEOS IN HIGHER EDUCATION

Video is not always the right medium. Consider its length and style, and make use of the inherent richness of the medium.
VIDEO AS A MEDIUM IS IMMEDIATE AND IMMERSIVE

MANIFESTO: VIDEOS IN HIGHER EDUCATION
IT’S ALL ABOUT THE PERFORMANCE

Be the master of the topic.
What is your unique selling point?

MANIFESTO: VIDEOS IN HIGHER EDUCATION
MEDIA DESIGN IS A PRACTICE NOT A THEORY

MANIFESTO: VIDEOS IN HIGHER EDUCATION
NOT LAST FOREVER

Videos don't last forever but can live forever.

MANIFESTO: VIDEOS IN HIGHER EDUCATION
COLLABORATIVE PROCESS DESIGN & CO-AUTHORSHIP

Be generous. Kill your darlings. A film contains images, movement, cuts, sound, storyboard and emotions. If you do not like any of those elements, don't make a film. Film making is a collaborative process. If you do not want to collaborate write a book.

MANIFESTO: VIDEOS IN HIGHER EDUCATION
NOT LAST FOREVER

Videos don't last forever but can live forever.

MANIFESTO: VIDEOS IN HIGHER EDUCATION
WORLDS COLLIDE!

Embrace the clash of cultures; filmmakers, teachers, learning technologists, scientists, policy makers all bring in an unique perspective. Don't be afraid to be inspired by them - they might even shape your own thought processes.

MANIFESTO: VIDEOS IN HIGHER EDUCATION
Key rule in filmmaking: The better the Preproduction, the less work follows in the production and postproduction. „We’ll fix it in post“ is a no-go.
WORLD'S COLLIDE!

Embrace the unique perspectives of those involved in the production processes. They might even shape your own though processes.

MANIFESTO: VIDEOS IN HIGHER EDUCATION
LEARNERS AND GOALS ARE SITUATED

Receptivity of videos is dependent on the individual socio-cultural background, which unfolds differently in different contexts.

MANIFESTO: VIDEOS IN HIGHER EDUCATION
LEARNING EXPERIENCES AS STORYTELLING

Stories create a different learning experience. The storyboard is a key. Don't count on the editing to fill the gaps in preparation. Spend more time on creating a narrative based on the subject or the researcher rather than on editing.

MANIFESTO: VIDEOS IN HIGHER EDUCATION

There are hardly any good videos without a (at least decent) storyboard. Stories create a different learning experience. Spend more time on creating a narrative storyboard based on the content, examples or argumentations.
CLASSROOM VS. VIDEO

The learning experience of a lecture in a classroom and a learning video are fundamentally different – for the lecturerer as well as the audience.

MANIFESTO: VIDEOS IN HIGHER EDUCATION
VIDEO PRODUCTION VALUES SHAPE THE QUALITY OF LEARNING EXPERIENCE

The quality of a video artefact is determined and constrained by storytelling, editing, performance, sound, cinematography, props/scenery, and technical equipment.

MANIFESTO: VIDEOS IN HIGHER EDUCATION
THE PRODUCTION PROCESS

A lack of organisation does not make your video more creative. And with less budget the video does not get more creative either. But with a better organisation the video might be realized with a smaller budget.

MANIFESTO: VIDEOS IN HIGHER EDUCATION
FILMED LECTURES ARE A SECOND DERIVATIVE OF KNOWLEDGE

Each adaptation alters the content; additions and subtractions are inevitable in media change. In video, adding the visual creates or removes a subtext.

MANIFESTO: VIDEOS IN HIGHER EDUCATION
FUTURE
KNOWLEDGE
LEGACY

Videos - including yours - are historical artefacts of and for the university - can you live with that?

MANIFESTO: VIDEOS IN HIGHER EDUCATION
HAVE FUN; VIDEOS CAN BE SEXY
VIDEOS:
NEED CONTEXT

MANIFESTO: VIDEOS
IN HIGHER EDUCATION
audiovisualresearch.org

Jeanine Reutemann
07.06.2017
Hitchcock: “[...], Aber die Zeit zusammenziehen oder dehnen, ist das nicht die Aufgabe jedes Regisseurs? Sind Sie nicht auch der Meinung, dass die Zeit im Film nie etwas zu tun haben sollte mit der realen Zeit?”

Truffaut: “Ganz bestimmt, das ist etwas ganz Entscheidendes. Das entdeckt man erst, wenn man seinen ersten Film dreht. Schnelle Handlungen zum Beispiel müssen gedrosselt, gedehnt werden, sonst begreift sie der Zuschauer nicht [...].”


COMPUTERKNACKER
DATEN
OHNE
SCHUTZ ??
PROOF OF EXPERTISE
Authorship; Affiliation; Team; Discipline
PROOF OF EXPERTISE
Authorship; Affiliation; Team; Discipline
WHY IS IT IMPORTANT?

Context; peer-to-peer impact factors

Chair of Digital Humanities, EPFL
Prof. Dr. Frédéric Kaplan
Dr. Isabella di Lenardo

MOOC: Venice Time Machine
METHODS

Instruments; Tools; Data; Computer Models; Plots, Graphs
METHODS

Instruments; Tools; Data; Computer Models; Plots, Graphs
DATA COLLECTION

Expert Interviews; Field Work, Laboratory Shots, Experiment Documentation
DATA COLLECTION

Expert Interviews; Field Work, Laboratory Shots, Experiment Documentation
DATA COLLECTION
Expert Interviews; Field Work, Laboratory Shots, Experiment Documentation
DATA COLLECTION
Expert Interviews; Field Work, Laboratory Shots, Experiment Documentation
KNOWLEDGE GENERATION PROCESS

Raw Observations; Prototypes; Notations; Sketches, Drafts; Thought Experiments
KNOWLEDGE GENERATION PROCESS
Raw Observations; Prototypes; Notations; Sketches, Drafts; Thought Experiments
KNOWLEDGE GENERATION PROCESS
Raw Observations; Prototypes; Notations; Sketches, Drafts; Thought Experiments
KNOWLEDGE GENERATION PROCESS

Raw Observations; Prototypes; Notations; Sketches, Drafts; Thought Experiments
IMAGE/SOUND REDUNDANCY

Human perception is multimodal!
Week 3

- This is the last week of module 1—which has focused on the nonprofit sector, nonprofit organizations and organizational governance.
- The focus this week is on the role and responsibilities of boards of directors in organizational governance.
- As in other weeks, the course wiki page contains the content, resources, and homework to complete by the end of the week.
- We will be drawing primarily from our SUNY Open Textbook, *Guidelines for Improving the Effectiveness of Boards of Directors of Nonprofit Organizations*. By now, you should have downloaded it for free from SUNY Open and iTunes.

**February 16-22**
THE SCREEN AND ME

TECHNOLOGY

Vigilant Decision-Making Process

- Appraising the challenge
- Assessing yourself
- Surveying alternatives
- Evaluating alternatives
- Achieving commitment
THE SCREEN AND ME

TECHNOLOGY