

Professors initial interview (transcript)

Austin, 13 October 2011

Used excerpts are in **bold (P8 and P21)**(Any name used was replaced to conceal persons' identity)

I - Your perception of technology

Interviewer – About your perception of technology use in class; there are some teacher that say that too much use of technology may replace teacher in the future. Do you agree with that?

Professor 1 – I think teacher certainly could be replaced by online learning, but having taken online classes, I definitely feel that I have better experiences in a direct interface with the teacher. I can only speak for myself, if people only experience online learning, and they never get to experience a good teacher then they may not miss it. The teacher can use technical tools to enhance students learning. The difference between a good teacher and a bad teacher may be that one teacher can use online tools but not providing integration to learn a particular learning concept. So I am not really afraid that teacher will be replaced. Online learning can be good for people that don't have access or could not afford it.

I – In this context, there are still some teachers in the other side of the line, most of the time, isn't it?

P2 - Yes, for instance *Linda.com* is a great way to learn technical things but the problem is the follow-up. If you have follow-up questions I think you can waste a lot of time trying to search the answer, while the teacher might be able to immediately answer your needs.

I - You feel that even with all the search engines popping around...?

P3 - Yes, they are amazing.

I - You almost can write questions.

P4 - Yes, for technical things, but for more conceptual things I am not sure that the technology alone can provide the perspective that a teacher or a person has.

I - Do you think teachers have to be technology experts to teach technology?

P5 – Here in our Journalism Department, I noticed that the TAs are responsible for teaching the technology, and if you would ask the professors... Take for instance Rosenthal, he is a very respected person in his field, but I'm not sure about the technical side like to put together a multimedia package. As a teacher, I would not feel comfortable if I wasn't knowledgeable of the technology. But that might be me. I like to know what I'm asking people to do, and understand the potential of the technology. That said, I am not a *Flash* expert, and my TA Simon is much better in technology than me. I guess it is on my best interest to get to the point where I can do it, but we can't be experts in everything. In the context of the *convergence culture*, the idea of *collective intelligence*, and what I have been reading about it, made me change a little bit about the way I view the need to know everything. Like this semester using *Korsakow*, when people ask me, I don't know everything. I know it's there...

I – ... and people can look in the tutorials...

P6 – Exactly! Before, I use to feel obliged to know everything and not even touch it until I knew everything. But that is changing.

I - What do you think about students creating their own media for learning activities? Do you think students have enough skills to use digital media by themselves? Like, without tutoring them?

P7 – College level students could definitely search it out and use the tools, but I think that it is important to make them aware of big issues; like copyright issues, for instance. With *Korsakow* for example they could use it, but in terms of comparing it to their knowledge of existing practice in linear narrative. They could learn to use the software but the theory, I am not sure. I am not sure that they would be using it with as much knowledge. But then also maybe the teacher knowledge is actually holding them back from finding new uses in this different paradigm, I mean as they are digital immigrants.

I - And in what concerns technical skills to edit movies or little videos, are students prepared as they arrive to your class?

P8 - I am not sure. They say they can edit already, and then what I find is that they do know the mechanics of it, but the aesthetical and technical skills they learn in my class.

I - Which are the technological tools you teach in your class?

P9 - *Final Cut Pro*, *Photoshop*, *Korsakow*, *Flash*, blogs, rss, delicious, to manage their bookmarks, cameras

I - Which technological skills do you feel more important in your class?

P10 - Being able to edit I feel it is important, audiovisual editing, interface design, typography, colors...

I - You feel that they develop some other skills? Publishing online for instance?

P 11- We talk about media asset management for creating media projects, so you don't get all disorganized.

I - You would say organization skills?

P 12- Yes.

I - Do you feel it is important to support activities that reach out of school? That they do within their communities or family?

P13 - I've often thought that they don't realize the value that they have for their families in terms of being able to tell their family stories. When we were teaching *DVD studio pro*, I encourage them to use home movies to figure out how they could deal with their personal archive. One girl did a project that was like a gift for her future brother in law, where she gathered interviews and footage, like her sister trying her wedding dress. Another girl had her brother who was serving in Iraq. She made a video postcard for him at home. So I believe these technologies can enrich their lives. And also I think they can use this in jobs situations.

I - Today we had that girl presenting her experience (“student at world” initiative). Do you incentive them to do this kind of experiences or work out of school, or helping people? Do you believe that’s important?

P14 - I do believe, but I don’t think I should preach my own point of view to them. It’s important, but I don’t.

I - Some footage are from the streets, you think their projects might have something to do with their neighborhoods or things that happen in their lives?

P15 - The thing with *Korsakow* is that it is so foreign to people, I really thought choosing a project that they could really get dusted in. It was important to pick a topic, like self portrait, that they could grasp the concepts. And that they could experiment the key wording, as well as interested in doing the videos. I thought that they would have a psychological investment in it. For instance if there is anyone who wants to do a more dense *Korsakow* film for the second project, I am still not sure if they should because I feel that they are just beginning to get the idea and then we are going to move on.

I - Do you use problem-based or project-based activities in class? What are the most significant results you get from these approaches?

P16 - Every class is project-based. Hopefully they will be *media thinking people*...with critical thinking skills. I think they really start to think about the form.

I - You believe that they learn other topics their dealing with in the practice.

P17 - Hopefully they do, I can’t say. That’s kind of what I like on graduate students, they are already thinking in things beyond “I want to be next Steven Spielberg”. Or “I could not have any other class so I took this one”, they are trying to get some skill to explore their ideas, like the case of Ana.

I - In your case, do you remember the difference between having a traditional class in an auditory full of people and other project classes?

P18 - Sure, but my undergraduate education was ages ago. And maybe the idea was “I will show a movie” that was as advanced as it got. They did not had *Power Point*, I don’t even used a computer until I got out.

I - So you did not had that much project base work?

P19 - But when I got to graduate school, to Film School, than it was all project-based work, hands on. And it was really hard to mesh the classes that had problem-based work with the traditional “listen to the teacher and then write a paper”. It’s really challenging to blend those two, even our students in the MFA (Master in Fine Art) find really hard to blend their theoretical work with practical work. It is such a different brain function. When you are producing that’s the only thing you want to do, you don’t want to sit in a class and listen to somebody talk, or even if you want you don’t have the time to think about it.

I - In this project, you ask students to think about themselves. And you think that there are necessary critical thinking skills to think about themselves?

P20 - Yes. I think critical thinking is thinking about how what you are putting together is going to be related to the audience. Of what value is that to the person that is viewing it.

I - You believe that while their doing it their also acquiring information or building some knowledge?

P21 - One thing that I am really pleased about this semester, is that I am able to bring some theoretical concepts into my class, like in *the 6 thinking hats*. You know, writing about the *Korsakow* tool itself and understanding what that is and how it is different. Not just making work because it is different from what their experienced before. I hope they are developing another way of thinking about media, and their role... The hole ending thing, like *it is ending when the viewer says it is ending*, so you better make good SNUs (Short Narrative Units) otherwise people will be ending very soon because they won't have time, they will not be interested in making time.

I - You have any main theoretical concepts that you believe students should really acquire? Could you give some examples?

P22 - The notion of beginning middle and end or narrative structures; The position of the maker relative to the person who is viewing; The way digital media opens new possibilities for the way we think of filming video; How this can fundamentally alter what we consider a work product; The length of the video, how long should the video be, how will it keep the people's attention and trying to get them to make their ideas understandable with like 30 seconds. I am pleased that I put a time for the SNUs. So they really have to think about that. To really communicate clearly and in a short form and hopefully then when they go to a long form they keep that sort of discipline. And also that everything does not need to be precious. I think the idea of having to make many things quickly it's a good thing for them to know how to do.

II - Technology use for educational purpose last year

I - How about the way you communicate with students through technology? I've seen that you use blackboard, you change e-mails? You have the blogs?

P23 - I could probably could use the facebook with them and be all hip with them, honestly some of those tools take me more time than what I have.

I - You don't use chat technology?

T24 - I haven't.

I - Or forums?

P25 - I don't know... They would not necessarily be honest in their communication so that they know the teacher is reading it. I just feel that they have enough to do. The blog, I think is a big burden for them.

I - I don't know if you are aware of what Peter does. You know if he has that kind of communication with students?

P26 - I don't know how he communicates with them. Is interesting because, having been a TA, I know that they feel more comfortable just to come over to you. In this case Peter. For whatever reason, maybe because I am the authority figure.

I - So students don't change mails with you?

P 27 - They are welcome to, but only if they have a problem.

I - So you generally only send mails to inform?

P28 – Yes.

I - You don't even promote any online way of discussions between students?

P29 - Maybe that is something that I could do.

I – You find it is important that student show their projects online in their blogs?

P30 – And also to make them do the readings.

I – You believe that is a way to motivate them?

P31 - Only if it is for a grade. Like they are marked on it, I don't think that they would actually want to reflect. And I am trying to make them to develop a reflective practice.

I - Couldn't you just ask them to send you by e-mail?

P32 – I just think it feel more organized, it is more like a journal. I used to always have people do physical journals and they would cut out things and paste them in there and brainstorming. Maybe only 20% took advantage of that. They all had to do it, is just that only 20% of them made useful documents that they could use in the future or come back to it.

I - You think that while *blogging* they are having more success with that?

T33 - I think it is easy for them than writing on a notebook. And they can paste videos that it is great. I think that probably the same percentage what I call a good job. Maybe 30%.

I – Besides editing tools do you promote other tools? Presenting tools?

P34 - I would say *Korsakow* is a presenting tool! For the next project, they will use some concept drawings and mood board; here is the font, the color scheme, the graphic design element. They will use *Photoshop*.

I - They will use layers?

P35 - I'll give them a template.

I - There is no technology associated for doing this?

P36 - Maybe there is, I am just not aware of it. It seems there is a tool for everything.

I - What do you do with this mood boards?

P37 - They can present their concept. Like “My documentary is going to be about this...”. My proposition to them is that the interface is another storytelling element that isn't available to you in traditional media, so why not take advantage of it. It provides the mood, the framework, that is unique to this form that you don't have isn't traditional stuff. Like how the font influence our feeling, this is modern this is clean, this is foxy... that kind of thing.

I - Do you use yourself other presentation tools? Like word or *Power Point*?

P38 - I use *Microsoft*, I just find *Power Point* is..., I probably should develop more digital tools, I am still writing on the board kind of person. I am trying to move more into a more polished presentation material. Just using blackboard has been an adjustment. I just keep my grades in a book, and I tell them how each assignment worth and they can do the math themselves. Now they want to have everything in *Blackboard*.

I - You use *Blackboard* to grade your students?

P39 - In *Final Cut Pro*, in editing, I just mark on the timeline, so I put the marker in the place I have a comment, I use the software itself as feedback mechanism.

I - Even in blogs you also reply to them.

P40 – Yes, but they delete them, I think. Because I put the grades in there. I just send the comments.

I - They don't need to delete them, they can just not show.

P41 - Yes, they moderate them out.

I - Digital devices, do you teach them how to use some cameras?

P42 – Yes, the TA usually he teaches them. We have certain equipment allocated to our class. And Peter will have a lab on that. For this first assignment I just did not wanted to get so technological heavy with them. So I pretty much let them use what they wanted, they could record it on their phones.... I did not spend much time talking about framing, composition... I gave them books to read but I really did not want to focus on that.

I - Ok, so I guess it's it. I just would like to know how many years of teaching do you have?

P43 - 13. And then I worked as a TA before that so maybe 15 or something.

I - Also it is not delicate to ask the age but you would be ...

P44 - How old am I? 49.

I - It is done. Thank you a lot!

P45 - No problem!

Professor final interview (transcript)

Austin, 10 November, 2011

Used excerpts are in **bold (P2, P6, P12, P14, P23 and P36)**(Any name used was replaced to conceal persons' identity)

I - Students attitudes and skills

I - So the idea would be to know how different it was from other experience with other media than you have used. Difference in behavior related to using internet if you feel that they had some progress in using it, not only *Korsakow* but other technologies.

Professor 1 - I am not sure that I am interpreting your question correctly, but in terms of the feedback that I've got from them, when I asked them about their experience, they really liked the simplicity of it, the *Korsakow* tool, that it looked simple in the surface but that it was pretty powerful in what it could do. Several of them told me that they would like to experiment more in the future, they will, but... The one thing, and I've got pervasively, people were frustrated that if they got errors that they could not fix, and they had to start all over; or the software couldn't even be downloaded into their personal computers. I had the same experience it works here in the lab, and at home it doesn't even open. Did you had that?

I - It worked with some versions, it didn't work with others. So for instance I still don't have the latest version that came out last month, so I am still working with the one that I downloaded when you started the course. I was thinking more about the skills, if you feel that they developed some different skills while using the application?

P2 - You know that is really hard to say. They talked about the idea of multi-linearity, that I doubt that it would be a concept that they would be using before. In that sense they can really sense what that means, and they had experiences with it. So that is a new concept for them. The idea of who is the author. The author of the text being a collaboration between the "user" audience and the "creator". That is a thing they started to realize.

I - You think that before they did not thought about that? Even when the viewer has no action, when observing a piece of art or a movie, the brain is interpreting and doing part of the work.

P3 - The idea of intellectual interactivity? We did not talk about it. In terms of the *Radio-Television and Film (RTF)*, the Department spends a lot of time talking about the idea of the author really making your intent clear, using the grammar of film language, to have your intent clear to the audience. How that changes when you do something like *Korsakow* is new to them.

I - You thing most of them don't have a background where they have more liberty to do creative open-ended things, that are not so explicit of what's the message or what's the point?

P4 - No, I don't think so! We train them exactly to be clear about their message. It is part of the canon of what we train people for in RTF. Like the 3 act structure, the narrative is drugged into them.

I - I thought that you would have some more artistic disciplines or seminars. Maybe in production?

P5 - If we do, I don't know about them. It is narrative storytelling, documentary storytelling. Aside from animation and motion graphics. It's not the art school!

I – Do you think they were motivated while using *Korsakow* and until they finished their project?

P6 - Everybody seem pretty motivated and I offered extra credits to them if they revised their projects based on the feedback that they got from people. And probably 5 out of 13 went back and did revisions and some of them did revision after they screen their initial project in class. During the rough cut. They were motivated to try, at first everybody had this concept of randomness, that they could just keyword and it would make sense. And then realizing after looking at their own projects and having other people looking at them, that they needed some sort of ordering structure, some sort of idea of intent, so some of them went back and added text or some added a start SNU... Sandra did something really cool, people responded well to the idea of the chronology of her life, so she created a different interface for each stage of her life. Like the background graphic. First it was a flower blooming, and then it was half way open and then completely open. And so it was a graphic reinforcement of this chronology. So people would know to where each [SNU] belonged. Maybe it was imposing linearity on the non-linear.

I - Could you get to previous phases or stages of the movie?

P7 - Well, in some cases baby videos were available in others they were not.

I - You feel that they profited a lot with collaboration with comments that they did to each other?

P8 - Yes, aside from the interview, I thing about other semesters. I, as a teacher, wanted to keep moving forward and not allowing them enough time to reflect and feedback. For example this time, I had them write a prospectus, a proposal and in the past I take it and grade it myself. Which I did, but I also had them read each others. They went around reading each others.

I - So you liked a lot putting them together commenting each others' projects.

P9 - Yes, the main thing they realized, most of them, is that one or two had really... How strongly does the prospectus allow the person reading it to really understand the project, really see the project, and really know if it is a good concept. And by reading each other's they could help each other feel in the holes. And people who did something lazy... the main thing that made them do was that they had to collaborate. Any way that aside of what you are asking.

I - In the video projects, do you feel that they also helped each other, or was there competition?

P10 - I think that there was any competition at all that I know of. I mean, only against themselves, to make themselves better.

I – So, do you think they put some effort on their projects?

P11 - A couple of them putted less effort.

I - But the majority did?

P12 - Definitely they did. The fact that the video SNUs were short assignments helped a lot. They did not get overwhelmed.

I - And it started from the beginning of the semester?

P13 – Yes. I would do that definitely again.

I - You said before that you would cut one week to this kind of project. What would be the right amount of time for these projects?

P14 - We had the perfect amount of time for the project. It is just that we have not have as much time for the next project. I think 7 weeks is great.

II - Students' outcome

I - In relation to the students' outcomes. I know that you commented a lot in classes and you also wrote some reviews to students on the exercise of *the 6 thinking hats*. But what did you felt? Were there good projects? You find that they did a good work?

P15 - Do I think the projects were good? How do we define good? Do we define good... to me good is "do I want to keep looking at the persons SNU's?", "do I want to go back and get the ones I've missed?" that to me makes it good. And the biggest thing is that if the SNU's had like an obvious coherence, then maybe the projects were less good. Personally, I really enjoyed Martha project. Did you see Martha's project? I found myself wanting to see those videos.

I - Yes, I've saw them again just to make sure I've seen them all.

P16 - In fact I told her "I've been through your project 3 times! I'm missing the one of you in the beach!" I don't know if she took it out... Success would be... "does it paint a good picture of the person?" A lot of times where the projects fell short was: I asked them to use archival footage and incorporate archival footage in to their projects. And a lot of times they just took the archive as it were, and they didn't do anything to it... like mark it with their own stamp, so it seemed in some cases random. It demanded too much of the user. It got to the point that I think that if it wasn't for the class people probably would not get it.

I - These archives they took them from the *YouTube*?

P17 - They could take from wherever they wanted. They could take from movies, from *YouTube*...

I - Do you have an idea of how much was from their own movies or their parents?

P18 - Yes, they used home videos.

I - You think that some of them could capture that objective of the assignment? To provide an understanding of their self?

P19 - Ana did, Martha did, Paul kind of did, Joana was a bit confusing

I - You think they have developed creative solutions? There were things that you were not expecting? In terms of structure? The footage? In terms of interface?

P20 - Yes. Martha came with this interesting thing, that worked great that was, if you want to go to a different mood or place, she had SNU's that were transports, that I thought was a great metaphor. And Ana worked on a chronological thing which I thought it was interesting. And several of them realized the importance of having a start SNU, to like to create a statement or thesis idea.

I - You mentioned that they have more time to reflect think about their peer's project. You think the way you structured this activity fostered critical thinking?

P21 - Critical thinking? I think our students are a little short on critical thinking. Like, I tried to encourage that through the use of the blog. The reflective practice, you know?

I - Do you think it promoted good interactions?

P22 - You mean the *Korsakow* tool?

I - I would say the hole activity.

P23 - Our classes were really good. I am really happy with the class this semester. It's not always that everybody likes each other. They are friendly to each other. There is not a group that is the in group and another the out group. This semester is really enjoyable for me. I have no stress or tension in regard to that.

I – Yes, I also felt that.

III - Korsakow usage

I - So specifically related to the *Korsakow* usage. You found that the application was easy to use for students?

P24 - I think that they could really benefit from spending the whole semester using it and doing other project. So they could really start to think about key wording and story structure and things like that. I am not sure they would have wanted to do another *Korsakow* film. I mean Florian's movies are much better than everybody else, because he has been dedicated to it. He gets how it works.

I - You think it has more to do with the logic of creating the movies, or are there problems in the interface that you think could be better designed?

P25 - I think it is pretty good.

I - So you think the problem is more related to the understanding of the concept behind providing the keywords.

P26 – Yeah, I feel that the people are really secretive about their keywording (not my students). If you ask Florian about his keywording, he does not answer it directly. Why?

IV - Technologic Activity Design

I - I don't know why they do that! You expect to use it again next semester?

P27 - I would love it if I get to get my classes again. I'll definitely use it again. But. It is my colleges that don't get it.

I - You think you might convince them to use it, one of these days?

P28 - I don't know. We will see. I think that a lot of the people in our department think of digital media as more as like motion graphic and animation.

I - So you support the idea of using it in other classes.

P29 - I do, definitely.

I – Do you think it is good a good tool for editing? Like they are also learning important issues even for linear editing?

P30 - I think they are unrelated. I don't know. It's an interest on my part. Well, I think a lot of people get interested in *Korsakow*, because they think they don't have to "edit" but I think that good *Korsakow* films don't shy away from editing.

I - I thought that you told that it was a good exercise for developing editing skills. Like, the ways how pieces of media could be related to others.

P31 - I think it would be cool for editing students to do a *Korsakow* movie just for fun. But I don't know if they would have time to do it.

I - Relatively to the ways the activity was structured... You mentioned it went well; the amount of time was good. Would you change anything in the project assignments? Next semester for instance?

P32 - I think, I pretty much will do the same thing. I mean I was really happy with the way it worked out. I might make them actually... I suggested they go on the gallery of *Korsakow* and look at the projects but, I might make them write about it. Like view a full project and then write about it. To start to think of what are the things that are connecting these SNUs together.

I - You kind of asked that question to them in relation to their peers project. But they did not write anything, did they?

P33- I didn't read their comments to each other. I guess I should have.

I - You still have time.

P34 - But they said the comments were helpful.

I - I still haven't read them all. To wrap up, would you point some virtues that you really enjoyed in using *Korsakow* and after that weaknesses that this activity had?

P35 - It is great. Because it gets them thinking about like: who is the author. What is the audience experiencing. How to get what is in their head. The experience of the user. That's a good thing about it. I guess we had too few SNUs to really get into the multi-linear narrative. I still feel like, the question of whether the *Korsakow* films are narratives, is a question that not even I know the answer to myself. It is still intriguing to me.

I - You think that that can be pointed out like a weakness or ...

P36 - I still wonder if it is any there there? About *Korsakow*! I am still fascinated by it. But I am not sure I would call it a narrative. Can a database be a narrative? I don't know if the answer is yes. Is like the question of "where is the end?". It is like a narrative should have an end. The question is it a narrative or is it not? Is still a valid question for debating. I don't know the answer myself so it is why I am still interested in the software.

I - You think it will lose your interest if you figure it out? Or you think that, as it is, it will continue to be interesting to use.

P37 - For me I am interested in using it for myself for a different reason. Which is not because I want people to experience the totality of my SNUs, but because I am putting it into an environment where people by their nature are going to be exploring.

I - But for instance, for your own projects. You are thinking to further use it?

P38- Yes, I actually am thinking about completely taking all of my *Barton Springs* [her multimedia project] content and make it into a huge *Korsakow* film.

I - Interesting. Ok. It's done!

Teaching Assistant Final Interview (transcript)

Austin, 3 November, 2011

Used excerpts are in **bold** (TA23, 39, 31, 33, 34, 35, 36 and 37) (Any name used was replaced to conceal persons' identity)

I - Perception of technology

I – Do you have much experience as a teacher, one year or two?

TA1 - No, just started this semester.

I - Ok. So as regarding to technology do you think that too much use of technologies may replace teachers in the future? With so much information that is online and so many search engines, that reply to you? Videos and all?

TA2 - It is interesting, I want to tell you yes, on one side, and then no in the other hand. There is so much information online, I've learned a lot of things online. But a lot of that information, you don't necessarily apply it unless you have someone to guide you through. And it is always nice to have one on one contact to guide you through. It works for things that are very specific. Like facts. Like, you read online somewhere the formula for water, is H₂O all right? That's a fact. And you just memorize it. But when it comes to developing and bind those ideas. I don't think technology will replace somebody that will guide you through. How you can develop those ideas. Whereas for knowledge, advancement, for applications...

I - But haven't you use *YouTube* to know how an equipment work, or application? Something you want to do in *Final Cut Pro*?

TA3 - Yeah I do it all the time. And I learned a lot of things that way. But as I told those are very specific things. Like facts. Is not that we can have a discussion.

I - You think that it is very important that the teacher know how to use the technologies to teach technologies? For instance you are explaining how to use specific technologies, you believe it is quite important that you know everything about the application before starting teaching it? Or students might learn by themselves?

TA4 - I think a lot of the times students learn by themselves! The thing that is good is that you know what you are doing! You know how to use the technology because at least you know what possibilities you do have, and then depart from that. Because if you don't know what it does, and then the students are thinking about applying it, it's like you are limiting them from the bases. They can depart from it, and then I don't think that the teacher necessarily needs to know all the complexity about it. But I do think the solid bases need to be there.

I - Your opinion about: If students learn a lot while creating things? As for instance, you ask them to film about something. You think they learn by themselves while, thinking about the questions, while editing... you think they learn a lot from the process?

TA4 - I think so! At the very least it challenges them. Wheel, it is not just me telling you what to do. I'm giving you bases. And then you come up with whatever thing works for you. And then you start to think and exercising those... What were you calling them?

I - Skills?

TA5 - Yes Skills! It is something I would like my teacher to tell me. Also because it expands the possibilities of what it can bring.

I - For instance now they [the students of the class that left the room] are just shooting, filming. You know that they already have some skills before picking these cameras, as they used cameras before to do some footage. What do you think is going on? They already know enough to do something? They should learn to use this new equipment? You told them everything they needed to know about the equipment? Or you think they are going to learn by themselves? They will learn more than what you taught them?

TA6 - I think they are going to learn more by themselves! There are plenty of things I did not tell them about the equipment! And I started hitting the floor running, on purpose. At least the very basics, you are comfortable with. This, this, and this... and let's go! I am sure they are going to encounter at least one problem. And then those moments of tension are going to exercise all different skills. If you encounter some troubles you have the basis to troubleshoot it and depart from there.

I - What do you think it is most important in this course for them to learn? Which skills are very important? Technical ones?

TA7 – Technological ones. I think it is good to have solid basis of what they can do with the technology. But that does not mean anything if there is no meat! If at the end of the line they cannot create ideas. Or just be honest with themselves.

I – So, not just technological skills.

TA8 - Technological skills are important only if they can apply for something they want to create. Not just technology for the sake of technology.

I - Do you feel that it is important to support activities that reach out of the school environment? As this one for instance, students when to the street to film and to do something. Can you give other examples? Of which things you think could be interesting to have students do outside of their class environment, these four walls.

TA9 - I mean it is really interesting that question because at the end of the line, life is life. And you can institutionalize education but. You are ruled by the walls of the institution. What happen when you get out of those 4 walls? What happen when you don't have an institution to fall back? An institution to dictate how you are going to learn. I think it is very important that the skills that you get you apply outside every moment. Technology does not mean anything if no ideas can be generated. Not for the sake of other but for the person the students themselves.

I - (This is a bit tricky because I kind of know how you do it. But, do you use problem-based activities in class? I know that most of the classes are run by Karen.) How important you feel it is to have problem-based activities? You feel that it is important?

TA10 - I think it is important, and I t is also more fun. Because that engages the student a lot more. Because they have to participate and so it is more interesting for the teachers and for student as well.

I - Anything else? That you find interesting in problem based?

TA11 - I think it also helps to create a sense of community. Especially when this problem-based is not like “you do it, you do it” and “do not collaborate”. So when students have a problem and are encouraged to collaborate. It creates some sense of community and team work. Team work is really important.

I - How come? Why do you think it is important? For instance, now you assigned more or less a role to each student. Why do you feel it is important?

TA12 - Well in this case is more for organization and logistic. For example if “all right you can do whatever you want, then...” You saw it at the beginning when we just brought the equipment and I told “We are going to deal with this equipment” then everybody started doing whatever they wanted. And then when we assign the teams with their roles. They were more looking and not doing anything. Assigning them roles it helps with logistics; it makes the work more efficient. But also team work. And team work has a lot to do with trust. “Do you trust this person will do his job right? And if he does his job right I will do my job right!” And then we will be all creating something that will benefit us all.

I - Ok, this is a question more related to your last year of using technology! Even if you where a student! How do use technology to communicate? Do you use blogs?

TA13 - I have never been a big fan of blogs. I think they are important but I don’t personally use one. I communicate a lot through e-mail. It just makes things efficient. And also you are dealing with lots of thing at once. And when you send a mail there is a record, and so you keep track of things.

I - Have you used chat, *Facebook* or *Skype*?

TA14 - I don’t use *Skype* but I used chat when I was younger. To see how it looks like. I do have a *Facebook* account, but don’t use it very often. It helps me keep in contact with people through my life.

I - Did you encouraged the use of e-mail with your students. And have you exchange some mail with them?

TA15 – Yeah.

I - Do you feel it is important for student to show their works online? For instance they have been publishing some things on their blogs. You thing it is important to encourage that?

TA16 - I just think it is important because it helps them to get feedback from people that might not be immediate. It also helps to be able to history of what they are up to. They can also have an audience that is not immediate also. I think that is really a great advantage.

I - What technologies are you teaching or going to teach? What applications?

TA17 - Software? Wheel... Because we deal a lot with editing, we started with *Final Cut Pro*, but some people don’t like *Final Cut Pro*, so we used premiere, some people don’t like *Premiere*, so they used *Avid*. I like *Avid* for example. A few wanted to experiment *After Effects* so we did that. Obviously *Korsakow*, because that was a helpful tool for the goals of this class. And then are going to deal with *Photoshop* and ultimately with *Flash*. And a little bit of HTML I think.

I - Any application to deal with HTML?

TA18 - They can use *Dreamweaver* but they can know the basics of hand coding.

I - Audio application anything you will use?

TA19 - No, not in this class.

I - Which devices do you teach them to use?

TA20 - They are encouraged to use any camera they want. We do a general run, what cameras do and what don't! And if anyone wants to use a specific they want to use, then they come and we figured out something. For this class they have allocated *Sony VI*, and other sound equipment.

Your age, is between 20 and 30 years?

TA21 - 24.

II - Students' attitudes and skills

I - Regarding the attitudes and skills of students. Have you felt changes in the behavior of students? Before and after they started using *Korsakow*?

TA22 - In what sense!?

I - As using the internet to grab videos, speaking about *keywording*, about editing!

TA23 - I think it is to early right now, to say. Because they just ended their last project this week. They have been thinking about key wording and how they are going to edit with. Not in relation to a single piece but to different pieces of videos. And how to make a story with that, not necessarily a cause and effect. So yes they have been thinking about that, but I cannot tell you if that is something that has influence in some future work. Or if they did it because they had to, at this point. Some students have been really encouraged, and they are really excited to continue with this idea of multilinear story.

I - Some of them you found that they were kind of engaged?

TA24 - Yes. But at the same time I feel that those students were engaged from the beginning! So I don't thing that I can give you an accurate answer for that.

I - But you felt that some students didn't like that much the application? Have they change their behavior while using it? You don't believe that?

TA25 - I think it was more of a response.

I - But if they were using only *Final Cut* for editing for instance. You thing they would be fine with that? You think they found the application a bit clumsy? Not that much interesting to use even for this project?

TA26 - I did not get any reluctance from anybody. Because they have other classes they are sometimes a little bit tired but reluctance like people saying "I don't want any of this, I don't know why we are doing this..." I did not seen any of this.

I - But they have felt a little bit lost? At least at the beginning?

TA27 - Some of them yes, but a think it had more to do with the time. They had a lot of other things. A little bit to the way the software is designed, but not necessarily that. There were no bad feelings from their part.

I - I don't know if you saw their blogs online. You saw any comments between each others?

TA28 - No I haven't.

I - You think they invested a lot to try to do something good.

TA29 - They did, that something I appreciated! A lot were limited with the technology, and problems they found. Also the time that they were given to complete the assignments were... some of them felt a little bit short, to actually give it a little bit of extra thought. But I am sure they put effort and work, I saw some projects that I thought "This is really nice, this is really good".

I - And it is about 10/12 project!?

TA30 - Should be 12.

I - How many projects were interesting and with quality?

TA31 - That's a tough question! Because you can define quality in different ways, but also because for me what it does really makes it interesting is that: 1 - it is engaging somehow (but I think that my response can be really biased. Because I am engaged with students already, and when they come up with something honest something related to themselves for me that is engaging); so I think it comes the problem of execution. How well executed whatever ideas that they had. I have seen some projects ideas that were like really neat, technically might not have been the best projects, but execution of the ideas was really there. Some other projects needed a little bit of help, I sort of get it because I know the person... But for the most part, in terms of quality... as I said I think I am biased, for what they bring to table with honesty that's for me what it is interesting.

I - Do you feel that most of them could overcome and bring some of that things that you appreciate. You think that most of them reached that or most of them did not get there?

TA32 - I think that most part the intention was there. I feel they fell behind in execution. But a big part reached what I consider high standards.

I - You think that while thinking about the way of editing in *Korsakow*. You think that it was a helpful exercise for them to discover something about themselves? Like, the theme was "me" or "myself". You think that that was good for them? I've seen that you had lots of talks with them and also (the professor). You think it was useful the way that the exercise was set?

TA33 - To discover something about themselves, I don't think I can give you an accurate answer for that. One thing I will say, is that... what they started presenting was something that was superficial. And then we encouraged them to dig a bit more into themselves. Like "I can make those judgments just looking at you! I want to see more!" And that's something we encouraged! And after those talks, they did a bit of introspection and came out with something, where I can see more, I can see things that you enjoy, discover little things about them.

I - You think that it would be any different if you were using just *Final Cut*? Just linear narrative?

TA34 - Yes. Not necessarily about the thing they are going to discover about themselves. But in terms of how they put a story together.

I - Because they have to verbalize it in key words? Why do you think that?

TA35 - No, because there are not looking at each scene from the point of view of “this happen, now this has to happen”. And then how do you connect this in a logic line. And in this scenarios, I am thinking about this idea that I have write here and this other idea that is here (holding his arms apart). And there is so many ways in which I can connect these two ideas. And not necessarily because something happened here and something happened here (holding his arms apart). But maybe because of the relationship of this emotion that happened here and this emotion happened (holding his arms up with the hands apart). A little bit like dialectical editing but with more options. Relations here and relations here. It can also be cause and effect but it gives them more things to think about.

I - You think that they came up with creative solutions?

TA36 - I think so. Yes.

I - How about critical thinking? You think that they showed critical thinking while digging into these issues?

TA37 - Yes. I think so, it is not so obvious to see that, but I think it is embedded in the work they produced.

I - And what concerns group interaction have you seen that happen even being individual projects? Do you think that they helped each others?

TA38 - Yeah, I mean it is a small class, so it is also time to get to know each other and collaborate a little bit. And give themselves comments and hear from each other. Which I think that is real good.

I - Now concerning the use of *Korsakow*. You found that the application was easy to use?

TA39 - Pretty strait forward.

I - And why?

TA40 - Because , what it does is very specific. It comes to a point the creation and the creativity comes in how you put it together. And what is the content that you bring into *Korsakow* but not necessarily how you use the software. It is like: you import, create keywords, create an interface for the user to interact with, and you are set. To use the software: I don't think it is complicated.

I - You think they had a hard time adapting to the application?

TA41 - Not necessarily the application itself, more to think about how to put things together. How to make sense when you don't have cause and effect.

I - You think you would like to use *Korsakow* with your students?

TA42 - Yes. Personally I think it is a good tool to think about other ways of storytelling. But I would encourage them, after they get use to that kind of thought, to use other technology. So you can prove on that technology. Where there is more customization.

I - Because *Korsakow* I think is limiting. Not necessarily in content and in what people bring.

TA43 - For instance: the interface - While you can create your interface in *Korsakow*, you are limited by the objects that you can put in the *Korsakow* interface.

Yes, like the widgets.

TA44 - Like the widgets.

I - But you think that it has some advantages in relation to using *Flash*?

TA45 - The advantage will be that it is easier to use. In *Flash* you have to create your own video objects, but because of that you will have more control of who you present it.

I - But for instance, concerning this way of connecting all the segments or videos, doing this in *Flash* would take ages no?

TA46 - Yes, it would take ages, exactly.

I - You would have to program it by yourself...

TA47 - It would be a lot.

I - Would you use it for yourself the application?

TA48- I like the idea, I like the way it presets things, but I think that for me I would like to use something that I can customize more.

I - What would be good improvements to the application for teaching purposes?

TA49 - For teaching purpose... I think it has some areas that are in the air. Like subtitling, the way it is explain online does not really work. But that is more like a technical issue. But when it comes to teaching, I don' t know?

I - Any other thing you would improve in the application?

TA50 - I think resolution plays a big role. It limits you to the standard definition. And also the codecs, it does several codecs but we got some problems for some that diverge a lot from H.264.

I - Concerning the design that was proposed for the activity. You think it was well set? Would you change things in the future or advise teacher to change something?

TA51 - No, at this point no, especially because we are dealing with *Korsakow* introductory level, and they will be jumping from there to create more personalized multimedia. So like I said *Korsakow* is a good jump start. For start thinking of ways you can connect media. That is not necessarily from media 1 to media 10.

I - There are students from the 1st years, 2nd years, 3rd years?

TA52 - They are mostly sophomores, 2nd years. A few juniors, 3rd years and two graduate students.

I - You think that it should be earlier? That it should be the first application to use to start editing? Or only when they already know editing basis?

TA53 - They have to as prerequisite. I mean, I think it that it is god that they have some previous experience before coming to this class. So you can hit the floor running.

I - You think that it might be a good activity to have in other classes? Would you advise any other teacher to use this application or this activity in their classes?

TA54 - You mean *Korsakow*?

I - Yes *Korsakow* and the whole set, putting students editing movies.

TA55 - Editing, movies and stuff they do in other classes. For their own projects. That is something that they are constantly doing. *Korsakow* is very specific. I think that at some level they deal with interactive technology, interactive media. *YouTube* for example, you have to choose your content. Teachers assign a problem and “You could watch this video on *YouTube*” and you watch it and then you can get something else, you watch it and then you get something else... Teachers are putting into use, at some level, but it comes to an end when you ask “what do you want?”

I - Do you think it might be interesting, for instance even in classes that are not that much oriented to interactive storytelling. It might be good for them to explore some editing skill, team work, key wording if you feel that it is interesting? You think that that’s something that you might tell teacher “this application can do this and that, and it might be interesting for your students to explore this non-linear way of editing” you think it might work in other classes?

TA56 - I think it will work for presentation, for putting ideas together, for brainstorming of ideas, especially because you have multi paths. And when you have these multi paths you come up with different conclusions. And when you have different conclusions, then you can think about more stuff and push the boundaries. In that sense, brainstorming.

I - What weaknesses do you find in these kind activities? What do you think is not that good?

TA57 - Like I said it depends of what you want. For example, I am a big fan of traditional narrative, and the reason for that is because it is entertaining, because we are used to it, and because it puts you in the press mode where you are voyeuristically looking at something, and you just let the suspension of it really flow. For an interactive story, you watch something and then you have to go there and click again, and then that’s a distraction, that’s like: breaks the suspension of disbelief. I enjoy suspension of disbelief. That is why I am a fan of traditional media. Also the other thing which I think to be a disadvantage and I think it is too early to say because there are different kinds of storytelling. It allows a lot of randomness if it is not super built up.

I - Ok it is done

TA58 - Really!?

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Digital Interactive Storytelling

[REDACTED] **Instructor**
[REDACTED] **T.A.**

RTF 344M Interactive Digital Storytelling—Fall 2011

[REDACTED] Instructor [REDACTED] Teaching Ass't

Unique #08285
Class Meetings and Lab CMA 4.206E
MW 10:30-12:00
Lab Wed 5:00-8:00

Instructor: [REDACTED]
E-mail/Phone [REDACTED]
Phone [REDACTED] o later than 9:30 p.m.
Office Hours: 9:30-10:30 and 12:00-12:30 on Monday and Wednesday
During office hours, I will likely be in the lab, not in my office, so it is best to make an appt. by e-mail or text
T.A. e-mail and phone [REDACTED]
Lab Hours: As Posted. These will vary throughout the semester

Course Description:

In this hands-on production course, you will explore platforms for digital, interactive storytelling. By studying existing digital, interactive media productions and by creating your own, you will expand your understanding of the ways in which digital media products are distinct from traditional, linear media productions. You will also begin to understand how this distinction may impact your ideas about storytelling with film and video.

You will plan, design and implement two digital interactive projects, and in the process learn about digital production planning, management and strategies for evaluation, graphic, interface and interaction design, and other technical skills related to digital post-production. The course will also cover theoretical issues related to the creative practices and understanding the qualities that make digital productions distinct from traditional film and video productions even though both may be created using digital technologies.

In this course we use: Adobe Photoshop, Final Cut Pro, Korsakow tool, Wordpress, Flash, Delicious and RSS. Specific training will **not** be provided in Final Cut Pro, but there may be opportunities to learn this through informal training sessions at the Digital Media lab. If you do not know Final Cut Pro or another NLE software, please let me know so that we get you up to speed.

Projects produced in this course may be documentary, fiction or experimental.

Please note that this is not an entry-level production course, but is intended to build on previous experience in narrative, experimental or documentary production. RTF 318 or 319 are required pre-requisites, but an entry-level production course and RTF 346 are **highly recommended** before taking this course.

We will do a lot of hands-on work so comfort with the computer is essential.

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 **Instructor**
 **T.A.**

Required Reading: All required reading is available on-Blackboard or on-line. A week-by-week reading list will be available on Blackboard in the Announcements Section of Blackboard. The actual readings will be in the Course Documents folder.

Recommended Books:

The following books may be helpful to you for reference. You may often find books very inexpensively through Amazon.com.

Digital Storytelling by Carolyn Handler Miller

Designing with the Mind in Mind: Simple Guide to Understanding User Interface Design Rules (available electronically through the UT library catalog.)

Adobe Photoshop CS5 Classroom in a Book

Adobe Flash Professional CS5 Classroom in a Book

Flash Journalism: How to Create Multimedia News Packages by Mindy McAdams.

Required Equipment:

In order to store your work, you will need a Mac formatted Firewire harddrive-7200 RPM. I would recommend no smaller than 500 gigs. Please consult me if you have any questions about what to buy. This should cost no more than \$150.

Grading:

This course will use the plus/minus grading system.

Project One	Multilinear narrative using Korsakow	30%
Project Two	Collage/Journey project using Flash	40%
Lab Assignments		10%
Blog	See Blackboard Announcements each week for blog prompts	20%

Attendance Policies

Full participation and attendance are extremely important for this course. This is not a huge lecture class where your absence may go unnoticed. In fact, in a world of **budget cuts and on-line "learning"** we are so fortunate to have such small classes where **personal attention and human interaction** are possible. Bottom line: If you are absent, you will be missed! Below are the specifics. I encourage you to communicate with me about problems, deadlines and other impediments BEFORE they become a problem.

If you miss more than 3 required labs or classes combined, you may lose half a letter grade for **each** absence over 3. There are 28 class meetings, 12 labs, plus, meetings.

Missing class when in-class presentations or meeting are scheduled will also count 5 points off the final assignment for which they were missed. If others are presenting and you are absent, the points will be deducted from your project grade.

If you are more than 10 minutes late to class, you will be counted absent.

If you miss four consecutive class meetings (including labs), you may be asked to drop the course.

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A note on mobile devices and cellular phones

Please do not use mobile devices or laptops for personal business during class time at any time!!! If I see you using your mobile device in class I will count you absent for that class. I will likely not embarrass you or myself by asking you to stop texting, surfing, etc., I will simply mark you absent for that day.

Assignments

Late assignments, assignment milestones or missed appointments will lose 5 points off of the final grade for each stage deadline or appointment missed.

Please note that the syllabus is subject to changes and additions. Please ask if you have any questions about what to read, study or do.

NOTES:

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WEEK 1 August 24

Wednesday What is interactive digital storytelling?
Some examples
Video Assignment One discussion

Assignments

- Producer video assignment one. Bring the video to lab on August 31. You will learn to use the lab, and the workflow for our projects.
- Weekly Readings - see the Blackboard Announcements for weekly readings.
- Blog Prompt One-Write 500 words about your impressions from the initial class discussions, viewing and reading. The entry should be equally divided between those three things. Put your documents on the classes share by Friday August 29th. This will eventually be transferred to your blog, which will be explained on Wed. the 31st in class.

WEEK 2 August 29-September 2

Monday Project One Discussion
Organizational Strategies and Workflow
Video Assignment Two discussion

Wednesday Tacit vs. Explicit Knowledge
Developing a reflective practice
The Blog

Lab Workflow for Videos
Edit your video
The voice over room.

Assignments

- Produce Video Assignment Two, bring footage to lab on 9/ 7
- Weekly Readings

WEEK 3 September 5-9

Monday LABOR DAY UT HOLIDAY

Wednesday Working with Archive
Rights
Use of Archive in the DB narrative
Technical Issues: Formats and Working in FCP
Introduction to Video Assignment 3

Lab Video Project Two, bring footage to lab—if you can do some work on this before lab, it would be good.

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Week 3, cont'd

Assignments Produce Video Prompt 3, bring footage to lab on 9/14
 •Spend 30 minutes exploring the Korsakow website before class on Wednesday
 September 12th
 <http://korsakow.org/>

WEEK 4 **September 12-16**

Monday Introduction to the Korsakow Tool for creating multilinear narratives
 Video Assignment 4 Discuss
 Video Assignments 1 and 2 DUE, post to classes share and blog

Wednesday Korsakow Tool, further exploration
 Links are Edits

Lab Bring Archive Clips to lab, edit, process, and post

Assignment Week 4 Readings

WEEK 5 **September 19-23**

Monday Readerly/Writerly
 Introduction Video Assignment 5
 Video Assignment 3 Due post to classes share and blog

Wednesday Closure in Korsakow films
 Discussion of Work to Date

Lab Sketching with the Korsakow tool

Assignments •Continue Work on K-Film
 •Week 5 Readings

WEEK 6 **September 26- September 30**

Monday **Video Assignment 4 Due post to classes share and blog**
 Thinking Hats

Wednesday Review and Approaches to keywording
 Customizing the Interface

Lab Project Work

Assignments •Continue Work on K-Film
 •Week 6 Readings

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WEEK 7	October 3-October 7
Monday	Review of Korsakow works-in-progress in groups of 3 Video Assignment 5 Due post to classes share and blog
Wednesday	Review of Korsakow works-in-progress in groups of 3
Lab	Project Work
Assignments	• Revise and Complete your Korsakow film for Monday October 10
WEEK 8	October 10-14
Monday	Review Final Project One Work
Wednesday	Review Final Project One Work
Lab	Equipment Training
Assignments	• View the projects on the classes share and discuss in your blog which ones you find compelling and which ones not. Keep in mind the "Thinking Hats" reading.
WEEK 9	October 17-21
Monday	Introduction to Project 2 interactive collage or journey Examples of Interactive Projects Conceptual Framework Granularity/Relateness
Wednesday	Stages of the Project
Lab	Photoshop Intro
Assignments	• Work with your group to come up with an initial project proposal to present on Monday • Week 9 Readings
WEEK 10	October 24-28
Monday	Presentation of Initial Ideas to Group for Feedback
Wednesday	Interface Design Typography Color
Lab	Flash
Assignments	• Week 10 Readings

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WEEK 11 October 31-November 4

Monday	Interface Design Typography Color, cont'd
Wednesday	Mood Boards
Lab	Flash
Assignments	•Week 11 readings

WEEK 12 November 7-11

Monday	Creating a Mock Interface/Photoshop
Wednesday	Creating a Mock Interface/Photoshop
Lab	Flash
Assignments	Project Work

Meetings **Group Review of Project Assets with Instructor**

WEEK 13 November 14-November 18

Monday	Presentation of Working Prototype and Sample Content including Mood Boards
Wednesday	Presentation of Working Prototype and Sample Content including Mood Board
Lab:	User Testing/Project Work
Assignments	Project Work

WEEK 14 November 21-November 25

Monday	Group download session. Semester review
Wednesday	No class or lab
Assignments	Project Work

WEEK 15 November 28-December 2

Monday	Viewing of Final Work
Wednesday	Viewing of Final Work
NOTES:	

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The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Scholastic Dishonesty

The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor. By accepting this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonesty damages both the student's learning experience and readiness for the future demands of a work-career. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. For more information on scholastic dishonesty, please visit the Student Judicial services Web site at <http://deanofstudents.utexas.edu/sjs>

Undergraduate Writing Center

The Undergraduate Writing Center, located in the FAC 211, phone 471-6222, <http://www.utexas.edu/cola/centers/uwc/> offers individualized assistance to students who want to improve their writing skills. There is no charge, and students may come in on a drop-in or appointment basis.

Services For Students With Disabilities

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

Religious Holidays

Religious holy days sometimes conflict with class and examination schedules. If you miss a work assignment or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of the University of Texas at Austin that you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day.

University Electronic Mail Notification Policy

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>. (Optional: In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements.)

Use of Blackboard

This course uses Blackboard, a Web-based course management system in which a password-protected site is created for each course.

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Copyright and Fair Use:

You may find the need to use copyrighted material this semester: music, photographs, movie clips, or any other expression. For many of your uses, you need to find the copyright holder and negotiate a license. You own the copyright to the work you produce in this class. As a copyright holder yourself, you understand the importance of copyright ownership. It is your responsibility to secure music and archival footage licenses as well as artwork, location and personal releases. You will find release templates on the RTF website.

For some uses, however, neither you nor anyone else needs to license copyrighted material. This is because copyright law exists to encourage and support creativity. Copyright law recognizes that creativity doesn't arise in a vacuum. As creators, we all stand on the shoulders of giants. New works of art (such as films, books, poems, paintings) all make use of what has gone before. Thus, copyright law not only protects authors with a copyright that lets them decide who can use their works, but also offers exemptions from the author's control. For filmmakers, the most important exemption is the doctrine of fair use. You can rely on fair use, where appropriate, in the film and media projects you undertake for this course. If you are making a documentary film, consult the influential Documentary Filmmakers Statement of Best Practices in Fair Use (http://www.centerforsocialmedia.org/files/pdf/fair_use_final.pdf), which was created by a group of national filmmaker organizations, has been endorsed by the University Film and Video Association, and is now relied on by film festivals, insurers, cablecasters, distributors and public broadcasters. Fair use also applies in the fiction film environment, but not necessarily to the same extent or in the same way.

As always, the central question is whether the new use is "transformative" -- i.e., whether it adds significant value by modifying or recontextualizing the original. For more understanding, including information on when you can use works for free (http://www.centerforsocialmedia.org/files/pdf/free_use.pdf) without even using fair use, why you (mostly) don't need to worry about trademarks (http://www.centerforsocialmedia.org/files/pdf/free_use.pdf), what is in the public domain (<http://www.centerforsocialmedia.org/rock/backgrounddocs/copyrightterm.pdf>), how fair use lawsuits (http://www.centerforsocialmedia.org/videos/sets/fair_use_case_studies) have been settled, and on how fair use has been employed successfully (http://www.centerforsocialmedia.org/videos/sets/fair_use_case_studies) in documentary film, visit [centerforsocialmedia.org/fairuse](http://www.centerforsocialmedia.org/fairuse)

2. RTF SAFETY POLICY

Special safety precautions for your crew, actors and others in the area are required if you are undertaking any hazardous activities while filming, including but not limited to ANY driving or horseback/livestock shots, shooting in or around water or heights, or if you are using stunts, flames, pyrotechnics, squibs or simulated weapons (real weapons of any kind are never permitted). In addition, you must follow all federal, state and local laws and the rules of any venue or location at which you are filming regarding hazardous activities, including University of Texas at Austin rules if filming is done on campus.

Student filmmakers must submit a detailed safety plan to their course instructor and the RTF Technical Facilities Manager if a script or project involves driving or horseback/livestock shots, shooting in or around water or heights, stunts, flames, pyrotechnics, squibs, weapons or any other hazardous activities (this requirement applies to all shoots, including documentary projects, but please see the special guidelines for documentary driving shots below). It is the responsibility of the student to hire experts in the field and budget at least \$600/day for expert consultation and on-set supervision if, in the judgment of the class instructor and the Technical Facilities Manager, such expert consultation or supervision is necessary.

Students should understand that driving while filming will be permitted only in strictly limited circumstances, such as on a private road or drive. In most circumstances, students who wish to undertake driving shots will be required to arrange for a police escort and a city permit. Monitors inside the vehicle will NOT be allowed while filming in a vehicle. Filming from the back of trucks is not considered safe and is not permitted under any circumstances.

Documentary filming of an interview while the interview subject is driving is only permitted if the cameraperson is secured in a seat belt and is not directing the driver of the car in any way, besides engaging in a conversation in which the driver/interviewee has been informed not to look at the camera or the interviewer at all during the interview. In addition, any filming from a vehicle, for drive-by B-roll, must be done by a cameraperson secured in a seat belt, where the driver is not being directed in any way by the director, so that they are driving as they normally would. As noted above, any documentary student planning on filming in any vehicle must submit a safety plan to their course instructor and the RTF Technical Facilities Manager.

Students who fail to comply with this policy will receive a failing grade in this class and will be barred from future access to RTF production and post-production equipment and facilities.

RTF 344M Interactive Digital Storytelling

Korsakow Film Project Reviews

Using the 6 Thinking Hats Method

(examples from the original review model were removed to reduce the number of pages- Original review model in Annex 6. Students' writing in ***bold italic***)



White—facts and figures

Audio is a little uneven... particularly the “likes” video could be brought up.



Red—an emotional response – no justification need or desired. No “because” needed.

Delighted. Your sense of humor is at once dry and completely genuine. It makes me safe. Safe to go where you take me.



Black—identifies problems in the work.

I am not sure if the structure is working exactly how you would like it to. I am interested to see the potential of the mind/body structure you have created.



Yellow—is about positives

I love your sense of humor. Also there is a kindness to your voice that allows you to successfully be wry and in a warm way... such a gift!



Green—Creative, open thinking. Not a judgment. Creative suggestions.

I wonder, how you could develop the greater structure of your project. I think however you did... it could be really fun to make it unexpected... for instance I think it could be too easy, too linear almost for “mind” oriented videos to be under mind and “body” oriented videos to be under body. Perhaps there is a clever way of playing with these themes using your sense of humor. Hmm....



Other Comments or Suggestions:

Great work! I had fun!

RTF 344M Interactive Digital Storytelling
Korsakow Film Project Reviews
Using the 6 Thinking Hats Method

#

Project Name or Producer Name:

Your Name:



White—facts and figures

(Example: Is it the proper format? Is it the correct aspect ratio? Is it the correct length? Are the audio levels between the SNUs consistent?)



Red—an emotional response –no justification need or desired. No “because” needed.
How does it make you feel?

(Example: It bored me. I found it very exciting. It made me feel sad.)



Black—identifies problems in the work. You identify one problem and you don’t offer a solution or suggestion.

(Example: I don’t understand what you are trying to say. I don’t see a theme in the work. I am not engaged in the work. The video quality was not great.)



Yellow—is about positives

(Example: The editing really supports the topic. I think that I could use a staccato style like that in my next work. OR the cinematography is beautiful, that would be perfect for my next idea.)



Green—Creative, open thinking. Not a judgment. Creative suggestions.

(Example: What if you added natural sound to the sound track.? OR It might be interesting to show the progression of the day.)



Other Comments or Suggestions:

Excerpts from students' blogs

Collected in September 2012

The layout of paragraphs was condensed to reduce the number of pages most relevant or used excerpts are in **bold**. (Blogs were separated and numbered and names and usernames were removed or replaced to conceal person's identity; remaining data was written by students or blog system)

Blog 1

Final Blog Post

December 9, 2011

The main take away from this course is that for most projects you are not able to do by yourself"(...) [Korsakow application] is easier to use than Flash and making a project in Korsakow would not take a whole lot of time once videos are ready to go. (...) I would recommend this class because it is all new territory and so there is a lot to learn about and discover about it. This class has changed the way I view media in that there is this whole new realm of media which allows for and audience to interact with it.

Week 8

October 16, 2011

Overall I think it is a pretty cool program ([Korsakow]) where some interesting things can be done. I also found it to be fairly easy to use as there were no problems for me in terms of how to do things with the program. (...) Once in Korsakow when I tried to export the project, it said that it could not export successfully. All I did was close the program and try again and it worked. Other than that I did not encounter any problems.

My keywording strategy was somewhat random, but I wanted the videos to appear the same number of times. To achieve this I had to increase the SNU rating for some of the videos which had less keywords and so didn't play as much. I increased the rating for my UT place video, the Kim video, and my dislikes video. (...) I would use [Korsakow] this project again for sure. I think it is really cool to mess around with and you can do so pretty cool things with it.

Week 6

October 2, 2011

I think Korsakow is a pretty easy program

Blog 2

Final Blog Post - DEC 09, 2011

How did the Korsakow project help you to develop your thinking on interactive digital media? (...) **Korsakow taught me that building an interactive project can be both fun and accessible.** It need not be a gigantic pursuit that involves a great deal of technical background or expertise. What I enjoyed most about Korsakow is that it is relatively simple. Make your videos, upload them, and arrange them. Because of that, Korsakow is definitely a tool I will use in the near future (I have a project planned already). (...) **I would keep the general format of the class. I do agree more time could have been allotted to our flash based projects but I really like that we did have the time with Korsakow.** (...) “And one more thing, both yourself and Peter were always very committed to being certain we were on the right path and had what we needed. Both of you made it your business to ensure that a question was truly answered and understood before moving on. That has (in my experience) not been very common and I am very thankful for you both making that a standard.

untitled - OCT 17 2011

Considering I have been wanting to work with Korsakow for quite some time but continually putting it off because I assumed it would be really complicated, my overall reaction to completing the project is both relief and inspiration. Relief that it is not quite so difficult as I surmised and inspired for all the possibilities that are there to create further projects with it. (...) I appreciate that the project was introduced a little bit at a time. It was a great creative challenge to craft short videos that function like small shards, sharing reflections of ourselves. (...) **The process of importing, editing, and exporting the videos posed great challenges for me. Primarily this is because I elected to use Avid, which I am only just beginning to learn. In addition there is so much involving video formats and codecs that I just don't understand. Moving on... for the most part importing and arranging the videos in Korsakow was painless until the very end. Then I received multiple messages concerning errors with my videos.** Both Antonio and Peter (TA) were kind enough to lend hours of their time helping me get to the bottom of the issue. In the end I know the filenames and size differences in my videos were contributing to the complications. **I chose to create a kind of journey in my project, where people could use a “transit” option to leave a place or continue moving. (...) I really look forward to using Korsakow again soon.**

Project 4 - OCT 03 2011

“I was not aware that the software uses keywording as the source of it's mapping, to create relationships between videos. Because I like words (more than numbers) I am actually pretty thrilled about this. Somehow it makes the programs seem more friendly.”

I did not find anything particular really confusing, but I can say when it came to widgets and adding a variety of options to the program, I got pretty confused. (...) I am thrilled Korsakow is open source and FREE!!!

Blog 3

Conclusion

09 Dec

The Korsakow project was a great way to start thinking about interactive digital stories in terms of video content acting together as a whole. I liked exploring the interface and finding out how to set the keywords as a strategie for the user to get a real experience. I do want to use Korsakow for future personal storytelling, similar to Martha's work, as a fun travel journal for other people to explore my personal journeys.

I would definately recommend this course to other students. It has been my favorite class in my whole media education. This is due to a couple of reasons. A teacher who is engaged personally and professionally with interactive projects will always have a better understanding of teaching this complex topic and will be able to make it entertaining and educational. **I really enjoyed learning about interactive and keywording theory, exploring other interactive projects, working on practical projects and critiquing and being critiqued by class members.** I believe, we had a really great class dynamic. We respected eachothers work, helped eachother, complimented eachother and developed constructive criticism that would help another developing one's work. Overall, the class was very well structured, fun, educational, and gave me a competitive edge for my future media career.

Week Eight: End Project

15 OCT

Korsakow gives you the possibility to express a subject through non-linear storytelling. The user is interactive and decides which clip he wants to see next, which gives the storyteller the possibility to direct and lead the user through the keywording strategy he or she decides.

I have had quite some challenges with Korsakow since it will not open on my laptop and so I always had to go to the university to work on my project. It would have been nicer to be able to work on it from home. I believe, the problem is that my Mac has OSX 5.6 instead of OSX 6, so it is an older version which is not compatible with Korsakow. I researched it on their website but couldn't find any other possibility than to upgrade, which my laptop would let me do. I just wish there was a way to use Korsakow on my operating system – even if it is not the newest one.

For the “work in progress” project I showed in class (which started with my dancing video) I had a totally wrong keywording strategy: I named every single SNU differently and gave it its name as the In-keyword. That way, I always had to put in numerous End-keywords, which made the project disorganized and confusing to work with. I then talked to a few people in class and found out that it is much better to have few keywords. I then thought about how to coordinate my videos and thought about past and present (since I have the pictures of me as a baby and as a kid). The two keywords I used for my film are “kid” and “now” – to differentiate between my self portrait from the past and the present. Three videos include my physical self: Me as a baby, me as a young kid and me now. These three are my transition SNUs, starting with me as a baby and transitioning from past to present with the kid SNU ending with me now. As a strategy, the user would have to go through as

many videos from my past as possible (with the lives set to 1) until the kid video comes up and transitions to now. I lowered the SNU rating of the Kid video of me feeding the toy elephant so it would be one of the later videos to show up, so that the user gets as much out of my past as possible. Even if the user does not see all my SNUs from the past, it's OK since more SNUs follow of the present. The End SNU also has a low rating, so it would also not be clickable right away.

I believe Korsakow is unique as it is since it gives the user a very different experience. Since the user is able to decide how he or she wants to navigate through the self-portrait of my life, I am only giving guidelines by setting a path that will go chronologically from past to present, but the user is the one who goes along that pathway, discovering the secrets along the way. I like how interactivity is explained in *Digital Storytelling* as "back-and-forth communication between the audience and the narrative material" (p.4) and how the users become "active players in the narrative" (p.5).

I would definitely use Korsakow again – if I finally get it to work on my laptop. I have a lot of footage of past travels that I would like to show in a way that the user feels like he or she is travelling with me, being part of the experience, deciding which path to take next.

Week Five: Wishes and Someone I Admire

24 SEP

Korsakow

Something I was not aware of in Korsakow is the way you can lay out your videos differently. After playing around and testing the software, I found that I could program some video clips, so that they would show up in a different structure than the rest. For example, while half of the videos played 16×9 with the media above, the other half could have 16×9 with the media below. This is a very interesting feature. I am not sure if it will distract and confuse the user, but it is an interesting way to play with the outline of the set-up.

I explored the "full-screen button", which is one of the widgets on the Korsakow tool. You can put in the tool by dragging it onto the media page. There, you can position it, where you find it should have a relevant spot. I found it very interesting that you can use this button for the user to get the full experience of your short videos. I really thought it was a great button to put in. The only thing that I found a little bit annoying about it was that it has a weird bluish-green color that stands out. If a user does not want to use the "full-screen button", it seems like he is almost forced to do so, because it is so evident in the screen. Also, you can adjust the size of the widget to however big you want it. I will try to figure out how to use it best for my Korsakow project.

Week One: What is Interactive Digital Storytelling?

03 SEP

Determining what Interactive Digital Storytelling is can be quite difficult. The internet has redefined media and media use and so Interactive Digital Storytelling is a multifaceted innovation that originated through the means of digitalisation.

From my point of view, Interactive Digital Storytelling can be considered a hybrid between a film and a computer game: a pre-produced, non-linear narrative is available digitally to a user, who defines the storyline by actively deciding the outcome.

In class, we learnt that when it comes to the text of Interactive Digital Storytelling, an interactive story can be told digitally through the interface of the computer screen, keyboard, joystick etc., which is used by an audience that can manipulate or decide the actions of characters in a digital setting. Five main words describe Interactive Digital Storytelling: variability, hypermediality, multimodality, interactivity and textually softness. Variability means the changeable trait, hypermediality consists of connections, multimodality is the use of different media, interactivity is the physical interaction of a user with a text and textually softness refers to the open and mutable changes that can be made by the users compared to the hard and unchangeableness of a DVD.

An example for Interactive Digital Storytelling is The Wilderness Downtown, a google maps-adventure of Arcade Fire's song incorporated into a digital experience: the user types his home town into a box on the screen and then watches a figure run, followed by a flock of birds and a panoramic view of the city, underlined by Arcade Fire's song and an interactive element of writing a postcard to one's former self. Another great example is The Viral Sockpuppet Press, where users can alter a story by sending in YouTube videos. On this website, users can not only actively decide the way in which actions take place in a pre produced film, they can also contribute with user-generated content.

According to Carolyn Handler Miller, interactive storytelling is an ancient human activity, that was already used in prehistoric times. Even today, narratives are constructed by connecting the past, present and future. Handler Miller states in this context, story does not have to mean a work of fiction, but can be real life stories.

In Softvideography, Adrian Miles states the differences between hard- and softvideography and thus explains that the first step towards softvideo is to no longer to regard digital video as a delivery format, but to view it as a publication environment. Softvideo does not transport data, but is modeled on writing and film making practice. Miles gives insight into QuickTime as an important tool for softvideo. Each track is analog to nodes in a hypertext and so the tracks have a range of properties that can vary in speed, visibility, volume, size, colour, etc.

Overall, I have learnt a new definition of Interactive Digital Storytelling as softvideography, meaning that a user has the drive and possibility to alter a digital film and also has the chance to provide own material.

Blog 4

End of the year responses - December 9, 2011

Creative collaboration is key. Creative collaboration is very important to creating an impressive project. Other individuals can bring skills and thoughts to the table that you never could have before. (...) I wish we could have spent more time with Flash, because Flash is a very complex program and there is a lot of sophistication that goes into creating flash supported animation. (...) I would have like 2/3 of the semester be allotted to the Flash project, and 1/3 of the semester allotted to the Korsakow project. (...) **The collaborative element of the class was incredible, and it helped us come up with good ideas and mesh well as a group.**

Korsakow - October 17, 2011

The korsakow project was very enlightening in that it expanded my appreciation for the effect that the media has on the audience. Telling a story or sharing a character is one thing, but if the audience can actually engage in the media and affect the future of the character then the investment that the audience member puts into the media manifests itself in their overall experience of the media. However, it is very difficult to create a format such as that while maintaining the interest of the audience. If the storyline is predictable or fails to be engaging, then it will be ineffective in grabbing the audience and creating a fanbase. Instead it would be another one of the many videos on the "ghost space" of the Internet. If no one likes it, it won't be watched. The idea of failing to entertain an audience puts a lot of pressure on the creative process.

While working with the Korsakow program one of my videos was "corrupted", or so the program stated and it made it impossible for everything to run properly. **After working it with some help from the lab aids, we decided that re-rendering the failed videos might solve the problem, and it did.** I've often run into problems with different file formats a lot because I bounce between final cut and adobe programs from time to time for film projects. I haven't learned enough to be professionally competent with the programs, but I have learned how frustrating it can be when a single file corrupts the overall project.

My keywords were very simple. One-word descriptions for the video the keyword was assigned too, any longer and they began to become hazardous for the project. Each video had one "IN" SNU and three or four "out" SNU's depending on the video and how many relations I believe it had. I didn't want to overdo it but each video is connected to every other video in some way, a lot like six degrees of separation. The relations between SNU's can be altered in as many different ways as you can imagine. The best way to make sure the relations are effective in spreading the message of the overall project is to experiment with the different combinations until the emotional chord that you were trying to find has been hit. If the SNU relations aren't bringing out what you may have wanted from the project, then the issue is most likely in the production of the media.

Without the time constriction for the videos in this project, I would definitely use this program again. It could create the audience interaction that film and television can't offer. I'd like to make a few short episodes based on the BBC program "misfits" and then create different storylines based on the decisions the characters make in the turmoil that the script provides. The Korsakow program would allow me to present my shorts in a way that allows them to control the

outcome of the characters. The audience could view the video repetitively and they could expect a different outcome each time.

Week 3 – Production - September 12, 2011

I have more experience with Mac's Final Cut Pro, but I also just purchased the Adobe creative suite for my computer, and I wanted to learn more about a program I'd never used. This video project seemed like a good way to learn so I decided to do all my editing in Adobe Premier. Opening the program felt different to me. I set up the scratch disks as well as I could determine and imported my footage. I made my four videos and saved them to my external hard-drive, and at that point I thought that I had done a decent enough job.

Blog Post 1 - September 10, 2011

While I deciphered the first reading the concept of breaking the “third barrier” stuck with me. Had experiences I had taken for granted, such as visiting old civil war battlegrounds and museums, as a kid, which in theory broke the third wall, been more valuable to me than the television programming I was engrossed in? Perhaps. Experiencing a living story such as the one performed by the Dogons would have been a more effective way of breaking the third wall. Television can only do so much in the realm of interactive entertainment, but digital could go that step further, and perhaps more.

Yet, further reading into the second assignment revealed another form of media that could go even greater distances. Hard copy is an un malleable form of media; it can't be interactive with the consumer. Soft copy, on the other hand, can be interactive on almost all planes. The story can change, the characters, the purpose, the original form of media that you push out onto the Internet could return to you as something entirely different. Joseph Gordon Levitt understands this concept and is pursuing a global creative community with his project, HITRECORD.ORG. The website has run for five years and in 2010 they became a professional open collaborative production company. Already he has thousands of different contributors on hundreds of collaborative projects, the majority of them being videos for the Internet which could be described as soft copy media.

The Internet is becoming the norm for social interaction, it has become ingrained in our society. The streets around campus are pretty quiet because most people are listening to music on YouTube or checking Facebook on their phones. My Word program wouldn't even let me spell “Internet” without it being capitalized. Everything seems to be moving towards it and money is poured into large internet companies. However unlike generations before us who built roads, Skyscrapers, produced steel, and Food, what are we producing for all of the money that's being put into digital communications? We're investing emotions into the Internet as well, the film “Catfish” demonstrates how misleading and heart wrenching the digital world can be very effectively.

I'd like to become more computers savvy. More experience in dealing with the internet and different programs could never hurt my chances in this economy. It would also be good to become familiar with something that still mystifies me.

Blog 5

Class Wrap

December 9, 2011

3. Know your audience: As creators, we often get selfish with our projects. We assume that everyone will love it because it's our baby, but the truth is that you need to design and create with audience in mind.

4. When a project starts to overwhelm you – draw a mind map. That was the case with the Korsakow project, which was probably the trickiest project I've ever had to plan out. It really came down to getting a piece of paper and working through the project – planning every little detail.

5. Always look to others for inspiration. This was a lesson I really learned during the last screening. After watching some of the other fabulous projects, I couldn't help but get inspired to do more with my own.

Korsakow

The Korsakow project was a nice, albeit a little rushed, introduction into interactive storytelling. I will say that the software is relatively user-friendly, but putting together the project itself was tough. There were a few other project to get inspiration from, but to me there's no real guide map to making a good interactive project, you really just have to go out, make mistakes and learn from it. That being said, I think **Korsakow really made me realize how utterly complex it can be to craft a good interactive story.** Not only from the production standpoint (you really do have to make a lot of videos) but from the storytelling standpoint. You're trying to predict what paths the viewer will take and at the same time making sure that the story you're trying to tell is legible. So really, I think Korsakow was a great experiment and a good kick into the world of interactive digital storytelling.

First I would change the overall schedule a little bit. I would shorten up the Korsakow project by a week or two and reduce the number of videos you have to produce for it. That would give us more time with the Flash project, which I feel was the more fun but also more demanding project.

Second, I would allow students to come up with their own original Korsakow projects at the onset, instead of making them commit to the personal portrait assignment. A lot of the Korsakow project I watched were incoherent in their storytelling (my own included), and so I think by letting students plan out their own stories from the beginning, you will get better projects in the end.

Summarizing my experience with Korsakow

OCTOBER 16, 2011

Korsakow is a very intriguing software to use and play around with, but after completing my first project with the program, I can see now that it takes a lot of practice and planning to put together a polished project. **While the software itself is relatively easy to understand and use, putting together a multimedia story is extremely challenging,** especially for someone who is relatively new to the medium. Technically, I liked the software's simplicity in both design and user-

friendliness. **Most softwares can be a pain to pick up and learn in such a limited time, but with the help of the Korsakow website, I was able to understand the software relatively quickly. But then again, most of my learning came from simply playing around with the program itself.**

When it came down to putting together the videos for my project, I learned the hard way that you need to do extensive planning before actually jumping into the process of SNUfying the videos and connecting them. **My rough draft was a mess. Videos weren't formatted correctly. SNU's did not connect in a way I wanted them too. And overall, the project was lacking a sense of narrative coherence. So I decided to simply blow it all up and start from scratch. Only this time, I used an exercise we did in class. I pulled out a piece of paper and made a web, splitting all the videos up into their own respective categories and at the same time, brainstorming keywords that could summarize them.** I settled on the overall theme – Me – and worked outwards from there with three branches – stories, places and mind & body. I then grouped my videos based on what branch they could best settle into. Some of the other keywords I used were: physical, 360, birthdays, SOCO, Mom, parasailing, sailing, shower, show, wish and spiritual.

Having seen other projects, I now appreciate the concept of finding a good start and end SNU. I understand that non-linear storytelling puts an emphasis on fluidity and flexibility for the viewer/participant, but it is my opinion that you still need to set rules and create boundaries so that the player isn't wandering around aimlessly. A good digital story must be navigable, as said in "Digital Storytelling," and a good digital storyteller must lay solid groundwork so that the audience can get where they want to go. I understand that nonlinear storytelling is supposed to be in the hands of the player, but as a creator we need to make sure that they aren't getting lost in the woods. Watching other classmates Korsakow projects, I saw that they were all interactive but aimless at the same time. As a viewer, I would go through the projects without seeing any explicit paths or end goals. Now that's fine if that was their intention, but as a viewer I want to find an ending. So I took that mentality and tried to apply it to my own project. My pathways were crude, but at least there was an end to it all.

In the end, **I found my experience with Korsakow to be challenging, occasionally frustrating but ultimately promising.** My project was not a breakthrough in digital storytelling by any means, but it was a learning experience. It opened my eyes to what could be done, and spawned a number of ideas for future multilinear projects. One passion project I have in mind is a fictional story about a crime committed at a mansion party. I've always been a fan of murder mysterys, and think that Korsakow could be a cool tool to use for this, as it will allow players to play as a detective and try to solve the case on their own path. It's an ambitious project, but I can see the final product in my head, and with Korsakow, it's a thing of beauty.

Someone I Admire and My Wish...

OCTOBER 3, 2011

KORSAKOW: THOUGHTS ON KEYWORDING

"Stories without an opinion." That's what Florian is thought are on the Korsakow program. Through use of keywording to connect your media, one can achieve a storyline that is weaved

together by the viewers. I find the process of keywording very intriguing myself, but complicated at the same time. The questions are no longer editing-related, they are more storyline related – i.e. how do I let my viewers unravel these videos and images?

As easy as the Korsakow software is to pick up and use, the art of crafting a multilinear project is extremely complex. For me, the first step is figuring out the themes of the piece and translating them into short keywords that will sum it up. My project is all about me, and I decided to divide the project into three main categories that in turn would branch out to other sections of the project. These initial keywords are “My Self,” “My Places” and “My Story.” From there, viewers will have to decide which parts of me they would like to explore.

In formatting this piece, I’m trying to be cautious of creating too many keywords. As shown in the “Kosakow Field Experience” writing, too many keywords can doom a project. Simplicity is tantamount, especially in a beginner Korsakow project. **I found the exercise in class in which we mapped out our projects (like a web) to be very useful.** In fact, my project has started out on paper, and following it’s instructions has made me more disciplined when putting it all together digitally. Overall, though, I’m still trying to put my head around this idea of laying out multiple stories that can be understood by the viewers. In other words, I’m still trying to become a master of multilinear storytelling.

Florian talks about “masters of the story” and how Koraskow has effectively removed that power (or burden) from the creator and has given it over to the viewers. This is a great feature for the viewers of course, but for the creator it’s difficult to hand over some authorship. The truth is, that while we have grown up in a digital society where the line between creators and users has become increasingly blurred, we creators are still reluctant to hand over any power to the audience. That may sound selfish and or arrogant but it’s true. And while we can try to influence the journey our audience takes by poking and prodding them in a pre-determined path, it’s ultimately their decision. The masters must lay down a network of paths and trust that our audience will choose the right path and reach the finish line, safe and sound. I’m starting to feel like a parent, trying to guide my kids through life...

In fact, this whole process has made me feel like a parent. I’m nurturing this story and watching it grow into something greater than when I started. Hopefully all turns out well!

Blog 6

Week 8

October 16, 2011

The Korsakow project allowed me to think in a non-linear way to create a complete project. It also allowed me to concentrate on interface which was a refreshing creative experience.

Some of the challenges I experienced were with the key wording and making sure that all my videos were going to be viewed. The way I solved this issue was making sure that my keyword structure was set up into 2 phases. The first phase effectively acted as a semaphore. Channeling the viewer into phase 2 which filtered out like roads. I connected this idea to synapses, which became the idea for interface.

The Keywords I used for phase one were Red Green and Yellow. Phase two keywords were – warm cold and hot. I related the temperatures to the way it made me feel. I then gave each SNU one life and I kept them at the same rating.

For me one of the unique aspects with digital story telling and this project relates to the ability for the user to interact directly with the story. In korsokow the user dictates the order of the SNU play.

I have already planned on using Korsakow again for project that I have had on the back burner for awhile concerning computer based training and user interaction.

Blog 7

Class Reflections

December 10, 2011

5) If you could change two things about the course what would they be? Please explain your answers.

1. I would allocate more time for the Flash project and teach coding fundamentals as it would be a valuable skill to have.

2. For the Korsakow project, I like the idea of working with groups to speed the process.

6) If you could keep two things, what would they be? Please explain your answers.

1. I'd keep the thinking hats exercise and the peer critiques we did of the other projects. It was helpful to have feedback from different people and have suggestions of what to change or things to consider when working on the project.

2. The self-portrait was a good idea that I think would be easy to work with. I'd keep that but maybe make the prompts more flexible as to interpretation so that students aren't so limited and their videos can better fit the vision they have for their entire Korsakow project.

Week 8 Reflection

October 17, 2011

The Korsakow software has introduced a new way of thinking...thinking in a non-linear fashion. I like how the non-linear format inspired me to think of a way to tie the videos together somehow. I am sure that with more time to think on the actual connections, I could think of a better way to tie all the SNUs together. I like my current idea, so I plan on finessing it before the end of the week to turn in as my revised version.

Through this Korsakow project, I am more willing to see smaller, routine details and activities in a more interesting ways. What is routine for me can have an interesting video treatment when I take the time to look at it differently and more creatively. There's something interesting in every little action or detail and abundant opportunities to tell stories. That's makes me inspired and excited to make more videos.

I did get an error message at one point. The error was caused by a change in the file names. I had changed the name of my main folder and then my media was unable to be found. I wasn't able to open the project file anymore, so I deleted the old file and started again since I had not done much work yet. There should be a feature that gives authors the option to reset the location of their media, like Final Cut does with the reconnect media option.

I also got errors messages upon open my project file and did not know what the problem was as I was careful not to rename or move any folders. I would close and reopen the file and then it would work fine.

The key words I used for my K-film: band, dog, family, hate, like, me, past, photography, place, present, and rock. I had only a few keywords but added more to connect my start SNU with several videos at once. The start SNU is a video of my “likes” and I used it to introduce the various aspects of myself. It introduces the topics in my self-portrait and gives the user a sense of who I am.

Aspects of digital media in my projects were that the film was interactive, the narrative was non-linear, the user was able to see my past and present, and participatory (the user was able to choose which aspect of me they would see and also choose the order)

Yes, I would use the software again for video projects. I think that it does work well with shorter videos. The format could work for a journalism piece that includes video profiles of certain individual with a shared connection. It would definitely make the viewing process interesting by adding the user element.

Blog 8

Speaking of last blog post, tears and the lack of cookies...

December 9, 2011

Describe five of your “take-aways” from the course. These may be technical, aesthetic, related to project management, or whatever is relevant to your experience in the course.

I think if I had to choose five “take-aways” from this class they would be these:

- 1 . Korsakow. Even though at the beginning I thought it was a weird and ugly-looking tool, looking at all the possibilities it provides I definitely want to go deeper into its usage and exploit it as a filmmaker.
2. Knowing about myself. Even though, this wasn't probably something the assignment was aiming for, getting prompts every week about personal things and making me think of what I like, or don't, what I dream of, etc. Analyzing who I am and putting it into short videos and looking at everyone else's personalities was very interesting.
5. Cookies. Even though this might seem like a joke, the “cookie factor” in this class was undoubtedly one of the reasons the class bonded and when a small class bonds, the creative flow is better. Not to mention that bonding and becoming friends made the participation with each other at the end something of a pleasant experience.

How did the Korsakow project help you to develop your thinking on interactive digital media?

Korsakow was an interesting piece of software because even though it was simple to use it had an ocean of possibilities to be exploited. Ever since I used it I've been thinking differently of my filmmaking. I now like the idea of making things that the audience can interact with instead of just sitting through it.

Week 8 Korsakow reflective essay

November 7, 2011

Opening the Korsakov software I had no idea where to start or what to do with it. We were told, “Play with it, try and figure it out” but its simplistic interface and its grey, old-looking workspace made me feel really uninterested. However, as soon as I watched a few Korsakov films and realized how interactive they could be and how different they all were I realized that even though the software looked like it had been made for Windows 95, the program had a lot of potential.

After using it I realized that it really pushed me into thinking a little bit more about the structure of my films and helped me realize that I need to be more organized and have a better idea of what I want to do before I do it.

When working with the program I encountered the problem that many of us encountered, which was figuring out a structure for our project and finding a way to have logical SNUs. My organizational pattern was flawed and not even I understood what the logic behind it was. It took me a while to decide on how to format it. A big problem I had was a confusing detail that didn't really affect the software itself. When playing my Korsakov film online and then playing it again I

would notice that the film would have an error opening up. It took me some time and several consults to both my T.A. and my professor to realize it was only a matter of having the film finish so that when I reopened the website it wouldn't start where it had stopped.

Week 6 and stuff... Wishes, admirations, keywording?

Keywording Confusions...

Now that I'm working with Korsakow I must admit I feel really confused and a little bit annoyed by its rules. It seems to be pretty easy but making a film happen when the key words need to make sense not only to you but to others is really giving me a hard time. So far the only idea that I've came up with is the idea of diving my SNUs into "old videos" and "new videos" easily splitting my high school Youtube days and my UT film student days. However, the flow there wouldn't be too good and would leave the audience with a really boring set of screens to click without having any real interest in them. I was considering adding the keyword Spanish and English but then I realized that only my archival videos are in Spanish so that division doesn't completely help to do anything more fluent.

Another problem that I have is getting away from my natural idea of telling a story from beginning to end, telling the audience where to begin, how to end, and what to see. As a filmmaker and storyteller I've gotten used to that, but now that I've been introduced to Korsakow I am being forced to change the way I see things and the way a story is told. As Master and Medium says: I need to let go of being a Master and start becoming only a Medium. I guess the idea of letting go of the power of the Master seems a little scary for me because I feel like I need to tell a story or else the audience will not be pleased. The problem with that is, that if I become a Medium, the audience will tell its own story and create its own way of looking at what I'm presenting. I guess to me this feels intimidating and weird because even though I've given it much thought before I have never really forced myself into doing something like this.

Now, if we consider that I've gotten past the point of "struggling" with being the Master and letting go of that power, I find myself having another issue" Start and End SNUs. Why? Because they force me to start and end in a way, and the way a story starts and the way a story ends, are always the most relevant parts of the story in my opinion. You feed them what to think in the beginning and you leave them with that after-taste in the end. Therefore, being forced to find the correct End and Start SNUs seems to me like I am not leaving that Master power and I'm not precisely embracing the ways of becoming the Medium.

What I need to do and what I want to do with this film is still a little unclear to me, because in a sense I need to be telling the story of who I am, but by showing bits and pieces of my personality in a scattered order, I think the story can get lost in the clips themselves. How good a Medium I become can only be seen if at the end, the audience remembers what they saw, more than what they saw last. I'm still very confused.

Blog 9






Final Blog Post

“I think the Korsakow project has been very beneficial to me. While I don’t know how often I will actually use Korsakow in the future, it helped me to look at the over all picture, rather than just at the individual clips. I learned how to piece things together and how to connect things that might not be coherent with each other. The editing of all the clips helped me to get better in Final Cut Pro, which I think is very important to succeeding in film school and in Hollywood.

Sharon, thanks for a great semester and an incredible class! I’ve learned so much and I enjoyed coming to class each day (which is very rare for me). “

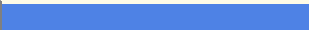

Students' Final Questionnaire

1. Please select the age range relative to your age:

#	Answer		Response	%
1	18 to 20 years		3	25%
2	21 to 23 years		5	42%
3	24 to 26 years		1	8%
4	27 to 29 years		1	8%
5	30 to 32 years		2	17%
6	33 years or more		0	0%
	Total		12	100%

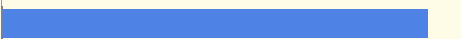

Statistic	Value
Min Value	1
Max Value	5
Mean	2.50
Variance	2.09
Standard Deviation	1.45
Total Responses	12

2. Please select your gender:

#	Answer		Response	%
1	Male		8	67%
2	Female		4	33%
	Total		12	100%

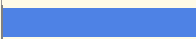

Statistic	Value
Min Value	1
Max Value	2
Mean	1.33
Variance	0.24
Standard Deviation	0.49
Total Responses	12

3. Do you have a personal laptop?

#	Answer		Response	%
1	Yes		11	92%
2	No		1	8%
	Total		12	100%

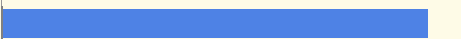

Statistic	Value
Min Value	1
Max Value	2
Mean	1.08
Variance	0.08
Standard Deviation	0.29
Total Responses	12

4. Do you have a personal desktop where you live?

#	Answer		Response	%
1	Yes		5	42%
2	No		7	58%
	Total		12	100%

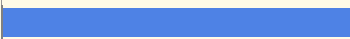

Statistic	Value
Min Value	1
Max Value	2
Mean	1.58
Variance	0.27
Standard Deviation	0.51
Total Responses	12

5. Do you have a mobile phone with camera?

#	Answer		Response	%
1	Yes		11	92%
2	No		1	8%
	Total		12	100%

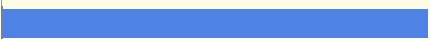

Statistic	Value
Min Value	1
Max Value	2
Mean	1.08
Variance	0.08
Standard Deviation	0.29
Total Responses	12

6. Do you have a digital video camera?

#	Answer		Response	%
1	Yes		9	75%
2	No		3	25%
	Total		12	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.25
Variance	0.20
Standard Deviation	0.45
Total Responses	12

7. Do you have internet connection where you live?

#	Answer		Response	%
1	Yes		11	92%
2	No		1	8%
	Total		12	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.08
Variance	0.08
Standard Deviation	0.29
Total Responses	12

8. On an average day in April 2011

#	Question	Less than 1h	1 - 2 h	2 - 3 h	3 - 4 h	4 - 5 h	5 - 6 h	More than 6h	Responses	Mean
1	Studying books?	4	5	2	0	0	0	0	11	1.82
2	Studying with your friends?	8	2	1	1	0	0	0	12	1.58
3	Studying online?	2	4	5	1	0	0	0	12	2.42
4	Searching in the web?	0	2	2	5	2	0	1	12	3.92
5	Watching videos online?	1	5	3	1	2	0	0	12	2.83
6	Watching TV?	4	4	2	1	1	0	0	12	2.25
7	Listening to music?	2	1	2	2	3	1	1	12	3.83
8	Playing video games?	9	1	0	1	0	0	1	12	1.83

Statistic	Studying books?	Studying with your friends?	Studying online?	Searching in the web?	Watching videos online?	Watching TV?	Listening to music?	Playing video games?
Min Value	1	1	1	2	1	1	1	1
Max Value	3	4	4	7	5	5	7	7
Mean	1.82	1.58	2.42	3.92	2.83	2.25	3.83	1.83
Variance	0.56	0.99	0.81	1.90	1.61	1.66	3.61	3.42
Standard Deviation	0.75	1.00	0.90	1.38	1.27	1.29	1.90	1.85
Total Responses	11	12	12	12	12	12	12	12

9. For each technologies on the left please indicate how skilled you consider yourself using each technology?

#	Question	Beginner	Intermediate	Expert	Never used	Responses	Mean
1	Word Processing (MSWord, etc.)	0	3	8	0	11	11.64
2	Spreadsheets (Excel, etc.)	2	7	2	0	11	21.45
3	Presentation software (PowerPoint, Keynote, etc.)	2	4	5	0	11	13.82
4	Concept Maps (Inspiration, Visio, cmap, etc.)	4	2	2	3	11	7.55
5	Image creating /editing application (Photoshop, Illustrator, iPhoto)	2	4	5	0	11	13.82
6	Audio creating /editing application (Audacity, GarageBand)	4	5	2	0	11	16.00
7	Video creating/editing application (iMovie, MovieMaker, Premiere, Final Cut)	0	5	6	0	11	16.73
8	Web pages creating /editing application (Dreamweaver, iweb, googlepages)	5	2	2	2	11	7.64

10. Your opinion on digital technologies. For each of the statements on the left, please indicate your level of agreement.

#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Responses	Mean
1	I get more actively involved in classes that use technology.	5	4	1	1	0	11	4.18
2	The use of technology in my classes improves my learning.	5	5	1	0	0	11	4.36
3	I become more off-task as more technologies are used in class.	1	4	4	2	0	11	3.36
4	The use of technology in	2	5	4	0	0	11	3.82

	my classes improves my learning.							
5	I read and study better online	1	0	6	4	0	11	2.82
6	I like using computers in class	1	7	2	0	1	11	3.64
7	I believe most of what I watch on TV	0	0	4	4	3	11	2.09
8	I believe most of what I read in books	2	4	3	2	0	11	3.55
9	I believe most of what I read online	0	4	2	5	0	11	2.91
10	I believe most of what I watch online	0	2	6	3	0	11	2.91

11. Your activity last semester (January to July)

#	Question	Never	Monthly or less	Weekly	Daily	Several times a day	n	Mean
1	Use a search engine to find information (Google, Yahoo!)	0	0	0	4	8	12	4.67
2	View or listen to music or videos (YouTube, hulu, Limewire)	0	0	0	7	5	12	4.42
3	Follow podcasts and/or download music or videos	1	4	5	0	2	12	2.83
4	Use the school or local library website	2	5	3	2	0	12	2.42
5	Participate in social networking websites (Facebook, MySpace)	0	2	0	4	6	12	4.17
6	Play video games online connected to other players (World of Warcraft, Poker, Halo, Call of Duty, Runescape etc.)	9	1	0	1	1	12	1.67
7	Participate in online Virtual worlds (Second Life)	12	0	0	0	0	12	1.00
8	Share photos or videos	1	5	3	3	0	12	2.67

	(blogs, flickr, podcasts, vodcasts)							
9	Use internet on your mobile phone	3	1	1	1	6	12	3.50
10	Read / Send email	0	0	0	4	8	12	4.67
11	Read a blog, a wiki, and/or an online discussion forum	1	2	4	1	4	12	3.42
12	Write/Comment on blog(s), a wiki, and/or online discussion forum	2	3	4	1	2	12	2.83
13	Participate in text-based instant messaging (ichat, aim, gmail chat, facebook chat)	0	1	3	3	5	12	4.00
14	Text messaging on phone	0	0	0	2	10	12	4.83
15	Participate in Online Audio/Video interactions (ichat, Skype)	2	3	4	1	2	12	2.83
16	Tweet / Follow on Twitter	4	0	3	1	4	12	3.08

#	Question	Never	Monthly or less	Weekly	Daily	Several times a day	n	Mean
1	Use a search engine to find information (Google, Yahoo!)	0	0	0	4	8	12	4.67
2	View or listen to music or videos (YouTube, hulu, Limewire)	0	0	0	7	5	12	4.42
3	Follow podcasts and/or download music or videos	1	4	5	0	2	12	2.83
4	Use the school or local library website	2	5	3	2	0	12	2.42
5	Participate in social networking websites (Facebook, MySpace)	0	2	0	4	6	12	4.17
6	Play video games online connected to other players (World of Warcraft, Poker, Halo, Call of Duty, etc.)	9	1	0	1	1	12	1.67
7	Participate in online Virtual worlds (Second Life)	12	0	0	0	0	12	1.00
8	Share photos or videos (blogs, flickr, podcasts, vodcasts)	1	5	3	3	0	12	2.67
9	Use internet on your mobile phone	3	1	1	1	6	12	3.50
10	Read / Send email	0	0	0	4	8	12	4.67
11	Read a blog, a wiki, and/or an online discussion forum	1	2	4	1	4	12	3.42
12	Write/Comment on blog(s), a wiki, and/or online discussion forum	2	3	4	1	2	12	2.83
13	Participate in text-based instant messaging (ichat, aim, facebook chat)	0	1	3	3	5	12	4.00
14	Text messaging on phone	0	0	0	2	10	12	4.83
15	Participate in Online Audio/Video interactions (ichat, Skype)	2	3	4	1	2	12	2.83
16	Tweet / Follow on Twitter	4	0	3	1	4	12	3.08

12. On an average day during this project (Aug 24 to Sept 13)

#	Question	Less than 1hour	1 - 2 h	2 - 3 h	3 - 4 h	4 - 5 h	5 - 6 h	More than 6hours	n	Mean
1	Studying books?	7	1	2	2	0	0	0	12	1.92
2	Studying with your friends?	10	1	0	1	0	0	0	12	1.33
3	Studying online?	2	3	5	2	0	0	0	12	2.58
4	Searching in the web?	0	3	2	5	0	1	1	12	3.75
5	Watching videos online?	2	5	5	0	0	0	0	12	2.25
6	Watching TV?	5	5	1	1	0	0	0	12	1.83
7	Listening to music?	2	3	2	2	1	1	1	12	3.33
8	Playing video games?	9	1	0	0	0	0	1	11	1.64

Statistic	Studying books?	Studying with your friends?	Studying online?	Searching in the web?	Watching videos online?	Watching TV?	Listening to music?	Playing video games?
Min Value	1	1	1	2	1	1	1	1
Max Value	4	4	4	7	3	4	7	7
Mean	1.92	1.33	2.58	3.75	2.25	1.83	3.33	1.64
Variance	1.54	0.79	0.99	2.39	0.57	0.88	3.70	3.25
Standard Deviation	1.24	0.89	1.00	1.54	0.75	0.94	1.92	1.80
Total Responses	12	12	12	12	12	12	12	11

13. Regarding your overall activity. For each of the statements on the left, please indicate your level of agreement.

#	Question	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	n	Mean
1	I enjoyed the overall learning activity where we developed interactive movies.	5	6	0	0	0	11	4.45
2	The technical support was adjusted to my needs.	3	5	2	1	0	11	3.91
3	I was satisfied with the movie we developed.	4	3	3	1	0	11	3.91
4	The activity increased my motivation to study online.	3	4	3	1	0	11	3.82
5	The tasks were challenging.	3	6	1	1	0	11	4.00
6	I enjoyed doing the activity.	5	6	0	0	0	11	4.45
7	The activity was very demanding.	3	3	1	4	0	11	3.45
8	I considered the activity was a waste of time.	0	1	0	7	3	11	1.91
9	I enjoyed most of other students' projects.	2	8	1	0	0	11	4.09
10	I could understand other students' project keywording strategies.	3	5	1	2	0	11	3.82
11	I believe I learned something with other students' work.	2	7	1	1	0	11	3.91

14. Your activity during this project (Aug 24 to Sept 13)

#	Question	Never	Monthly or less	Weekly	Daily	Several times a day	n	Mean
1	Use a search engine to find information (Google, Yahoo!)	0	0	0	4	8	12	4.67
2	View or listen to music or videos (YouTube, hulu, Limewire)	0	0	0	7	5	12	4.42
3	Follow podcasts and/or download music or videos	1	4	5	0	2	12	2.83
4	Use the school or local library website	3	6	0	3	0	12	2.25
5	Participate in social networking websites (Facebook, MySpace)	0	1	0	5	6	12	4.33
6	Play video games online connected to other players (World of Warcraft, Poker, Halo, Call of Duty, Runescape etc.)	9	1	0	1	1	12	1.67
7	Participate in online Virtual worlds (Second Life)	12	0	0	0	0	12	1.00
8	Share photos or videos (blogs, flickr, podcasts, vodcasts)	1	4	4	3	0	12	2.75
9	Use internet on your mobile phone	4	0	0	1	7	12	3.58
10	Read / Send email	0	0	1	3	8	12	4.58
11	Read a blog, a wiki, and/or an online discussion forum	1	1	4	1	4	11	3.55
12	Write/Comment on blog(s), a wiki, and/or online discussion forum	1	3	4	2	2	12	3.08
13	Participate in text-based instant messaging (ichat, aim, gmail chat, facebook chat)	0	2	2	2	6	12	4.00
14	Text messaging on phone	0	0	1	1	10	12	4.75
15	Participate in Online Audio/Video interactions (ichat, Skype)	2	5	3	0	2	12	2.58
16	Tweet / Follow on Twitter	4	0	4	0	4	12	3.00

15. Regarding your internet and social networking experience, please indicate your level of agreement for each of the statements on the left.

#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	n	Mean
1	It was difficult for me to find media online.	1	0	0	6	4	11	1.91
2	The Internet was useful to exchange information with others.	6	5	0	0	0	11	4.55
3	I could find ways to check the quality and accuracy of the media I chose for my project.	2	6	2	1	0	11	3.82
4	The teacher helped to develop my project.	1	8	2	0	0	11	3.91
5	Online communication with the teacher was appropriate.	2	7	2	0	0	11	4.00
6	It was easy to share media and information.	2	9	0	0	0	11	4.18
7	Team work was good.	1	4	6	0	0	11	3.55
8	I used online forums to change information out of the class.	0	4	4	3	0	11	3.09
9	I feel more aware of potential risks when using the internet.	0	4	6	1	0	11	3.27

16. Regarding your editing and media management experience, please indicate your level of agreement with each of the statements on the left.

#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	n	Mean
1	I had no trouble editing the media I wanted to use.	7	1	0	3	0	11	4.09
2	It was hard to develop concept maps or keyword strategies.	1	6	3	1	0	11	3.64
3	I learned a lot watching lots of videos online.	3	4	3	1	0	11	3.82
4	I easily developed concept maps of the topics I wanted to address.	1	6	1	3	0	11	3.45
5	It was hard to choose keywords for tagging the media I wanted to use.	2	5	1	3	0	11	3.55

Statistic	I had no trouble editing the media I wanted to use.	It was hard to develop concept maps or keyword strategies.	I learned a lot watching lots of videos online.	I easily developed concept maps of the topics I wanted to address.	It was hard to choose keywords for tagging the media I wanted to use.
Min Value	2	2	2	2	2
Max Value	5	5	5	5	5
Mean	4.09	3.64	3.82	3.45	3.55
Variance	1.89	0.65	0.96	1.07	1.27
Standard Deviation	1.38	0.81	0.98	1.04	1.13
Total Responses	11	11	11	11	11

17. Regarding your experience using the Korsakow application, please indicate your level of agreement with each of the statements on the left.

#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	n	Mean
1	I easily adapted to Korsakow's interface.	5	2	1	2	1	11	3.73
2	Linking all the videos together helped to have a broader perspective on difficult concepts.	4	5	2	0	0	11	4.18
3	I feel that I learned very little in this activity.	0	1	2	8	0	11	2.36
4	I feel that I am now able to build interactive movies by myself.	5	5	0	1	0	11	4.27
5	I had no trouble editing the several different media I wanted to use.	6	3	0	2	0	11	4.18
6	I had no trouble editing the interface for the my project.	4	3	0	3	1	11	3.55
7	I hope to use Korsakow application for other school projects.	4	6	1	0	0	11	4.27
8	I hope to use Korsakow application out of school.	6	4	1	0	0	11	4.45

18. What did you find that worked well in this activity?

Text Response
The overall interface itself was easy to understand and use.
Good questions
The keywording was powerful and easy to use to me. It was a concept I grasped easily enough, so I enjoyed playing with them.
The fact that we spent time Crating the content before starting with Korsakow
I think structuring the project from small videos we had made over the semester gave each piece great structure to evolve from. I particularly liked the practice of making small videos.
It was ideal to have videos of a short length...it helped with focus and production-wise, was easier to handle on the tight deadlines we had. And the video critiques by classmates were also very helpful. Also, the self-portrait aspect of the project allowed us to be very creative with our videos.
The layout and instructions. The interface was semi user friendly.
The interface

Statistic	Value
Total Responses	8

19. What did you find that did not work well in this activity?

Text Response
Trying to piece together videos into a coherent narrative was difficult.
Nothing
Exporting was a huge hassle, and free software does not pay for a great response time from "customer service". I ended up having to rebuild my entire project from scratch to satisfy the codec gods.
No Comments
Keywording strategy and structure of the korsakow was not emphasized until the very end. I think this came as some surprise to students who did not really understand the concept of interactive, nonlinear video.
It was difficult to have all the videos tie together in a story format or since Korsakow is nonlinear.
My organization.
the 4 archive videos did not fit well into my project

Statistic	Value
Total Responses	8

20. What would you suggest to make this activity better?

Text Response

Instead of assigning random topics to make videos about, let the student format their own videos and projects based on a singular theme at the very beginning.

Nothing

Really, the only problem was the lack of support. Collecting the issues people encountered and the solutions used to overcome them into a wiki would not be a bad resource.

Review really quick Korsakow at the beginning so we can have a better understanding of the big picture

I think it would have been better to analyze, and really discuss what makes a successful korsakow... and perhaps the various uses for korsakow. I think it is such an open... variable platform that is so useful for many kinds of projects. Emphasizing and exploring that would be useful.

Sometimes I did not care for the video prompt, but if there were alternative prompts, it may have been easier to get started with the work.

more one on one with students struggling

more freedom

Statistic	Value
Total Responses	8

Participative observation protocol

(Requirements tasks: download application, open application, a select 5 video segments, convert them to .mov or Mpeg4 filetype, selection of some keywords related to the segments)

Objective of the observation is to evaluate the usability of the application Korsakow. User will be asked to perform some actions to develop a personalized K-Film (Users will be asked to think aloud as they perform the asked tasks. The idea is to verbalize all the action the user does with the mouse or key board. As *clicking, dragging, writing* in order to *open menus* or *open, copy, delete files* or *change names*)

1. Drag and drop movies to the application
2. Give titles to each segment
3. Set In-Keywords and out-Keywords for each segment
4. Save and publish the movie
5. Start the K-Film and go through the options
6. Set time for some out-Keywords
7. Change the interface layout adding one new thumbnail
8. Save and publish the movie
9. Start the K-Film and go through the options

Focus group script

(Previous action: choosing a topic for the project)(Required material: paper and pen)

Discussion

Multimedia

1. Have you used YouTube to learn anything? What?
2. Have you played any game where you have learned important things about “real” life? Which game? Did you enjoy it? (History, politics, geography)
3. Are you familiar with the interactive movies? Do you remember any that you liked/not liked? Why did you like it/not like it?

Web design

1. What would be your criteria to evaluate a web site?
2. Are you familiar with web structures?
3. Have you ever built a web structure? Have you used any applications to do it?

Semantic Web

1. Have you ever used concept maps applications? (CMaps, Veu or Personal Brain)
2. Are you familiar with the term semantic web? (tagging, categories)

Web awareness

1. What web sites would you use to search for video about interactive storytelling issues?
2. How would you be sure that what you are being told in a website is true and accurate?

Activity

1. In the middle of a paper sheet write the name of the project
2. Write 3 keywords for the project that you find may be common to all of your colleagues
3. Pass it to the buddy to your right
4. Write 3 other keywords related to each of the 3 keywords already written
5. Return the sheet
6. Draw connections between all the keywords
7. Give numbers (1 to 3) to each keyword accordingly to the level of difficulty you believe others may have to understand the concepts related to them.

Professor Initial Interview of 2011 (transcript)

Lisbon, October 29th and December 6th of 2011

The interview was made in Portuguese. Used answer was translated by the author along the text and is presented in **bold (P10)**.

Uso de tecnologias

Investigador - O que achas em relação ao excesso de uso de tecnologias? Achas que muito uso de tecnologia um dia poderá substituir o papel dos professores? Demasiada informação a circular pelo mundo fora? Se achas que isso poderá alguma vez substituir os professores?

Professora 1 - Acho que uma tecnologia não substitui os professores. Os professores não são as Pessoas que vão pura e simplesmente trazer as tecnologias para as aulas, mostrar aquilo que eles já sabem ou o que vem nos tutoriais. Mas antes os professores passam por fazer o papel dos coordenadores ou orientadores da investigação.

I - Portanto achas que o professor tem sempre essa componente de orientador e encaminhador mesmo dentro de um mundo tecnológico, faz sentido sempre haver professores?

P2 - Sim, Nós estamos a falar das tecnologias como as ferramentas que usamos para realizar as nossas propostas. E as propostas são aquilo que é debatido entre os alunos e os professores.

I - Em relação ainda ao uso das tecnologias. Acha que os professores têm de ser especialistas, um tecnólogo tendo que perceber tudo sobre uma tecnologia para a poder ensinar?

P3 - Acho que não tem de perceber tudo sobre uma tecnologia - tem de perceber bastante de algumas, ou várias; ter prática naquelas que vais explorar com os alunos, mas não tem de ser o maior especialista de uma tecnologia.

I - Achas que os alunos podem criar os seus próprios recursos de aprendizagem usando media já disponíveis? Informação disponível, filmes na internet, para explicar matérias sobre as mais diversas coisas? (Se eles próprios podem construir a sua própria aprendizagem usando esses materiais)

P4 - Sim, há alunos que têm um perfil mais vocacionado para serem autodidatas do que outros. Podem ser autodidatas do seu percurso, mas é sempre bom e mais estruturante coordenar com outros colegas e ter o acompanhamento dos professores nessa exploração, haver uma motivação, uma aplicação dessas investigações.

I - Em relação a capacidades tecnológicas, qual consideras mais importante para dar nas suas aulas? A capacidade de execução, capacidades em geral...

P5 - A capacidade de estruturação de conteúdos, de definir um projeto não-linear e definir as componentes que integram nesse projeto. No fundo, é tudo o que está integrado na metodologia projetual multimédia, ao definir um conceito conseguir perceber que existe uma estrutura não linear

por trás, conseguir desenhá-la, investigar as referências relacionadas, e colocar as tecnologias que mais se adaptem à concretização dessas referências.

I - Achas que é importante que eles tenham também alguns conhecimentos do ponto de vista da utilização da aplicação que vão utilizar?

P6 - Sim, mas isso eles têm bastante curiosidade e facilmente aprendem novas tecnologias.

I - Em relação a promover atividades que vão para além do ambiente da Universidade, achas que é importante fomentar atividades que vão para fora da Universidade?

P6 - Temos feito isso até na turma, já fizemos uma visita de estudo, no *Creative Showcase and Interactive Arts*, numa conferência que estava a haver que era o ACE (Advances in Computer and Entertainment). Essa era uma conferência fechada (apenas acessível) para as pessoas registadas, mas foi possível levar a turma a uma sessão de demonstração. Outro exemplo foi uma aula que eu não dei presencialmente, mas a distância a partir de Montemor-o-Novo, onde estávamos a preparar uma exposição de projetos relacionados com tecnologias, Algoritmos Criativos (A dois dias da inauguração da exposição dei a aula a partir de lá).

I - Mas do ponto de vista dos próprios projetos que eles desenvolvem? Sei que já fazes bastante isso de por os alunos a fazer projetos. Esses projetos têm intenções de ter alguma visibilidade para o exterior?

P7 – Sim, na terceira parte nós vamos fazer a apresentação online e a exposição dos projetos online. Não fazemos uma exposição presencial ainda porque não existe tempo físico para isso no espaço de um semestre mas havemos de divulgá-los na fase final, aqueles que concluímos. Mas também estamos a divulgar o processo, qualquer pessoa que queira aceder ao blog tem acesso ao processo.

I - Há muito que utilizas as atividades com base em projetos (é uma disciplina de projeto), já deste várias vezes este tipo de disciplina?

P8 – Sim.

I - Associas muito a ideia de resolução de prolemas quando defines um briefing ou exercício. Não é só um projeto para desenvolver qualquer coisa independentemente de um problema associado?

P9 - Normalmente lanço um tema de base para haver uma certa sintonia e para circunscrever a relação entre os projectos.

I - Se há um problema associado?

P10 - Eu no fundo lanço desafios. Lanço um tema controverso ou que pode ter alguma controvérsia. Um dos temas que lancei foi a partir do filme “Uma Verdade Inconveniente”, então nós criámos proposta relacionadas com as alterações climáticas. Obviamente que um terço das propostas teve a ver com a parte subversiva desse projeto e era isso que também se motivava, que os alunos pesquisassem e se questionassem. As propostas são lançadas mais como desafios do que “Bom temos aqui um problema e temos que encontrar ‘a’ solução.” Tento não ter uma perspectiva mais concentrada nos problemas do que no design, mas sim em termos capacidade de olhar para os temas e de os tratar sobre determinados pontos de vista e de criar impacto.

“P10 - Mainly I propose challenges. Challenges are like hot topics or topics that might be explored in a controversial way. One of the last proposed topics was set following the movie ‘An Inconvenient truth’. Students created proposals related to climate change. Obviously about one third of the proposals were related to the subversive part of that project. That was to a certain extent supported as students were provoked to question themselves and to research.”

I - Portanto o facto de adotares essa postura e com esse à vontade também tem a ver com os resultados que tens tido. Portanto tens tido resultados positivos com essa postura?

P11 - Sim, estou muito satisfeita com os resultados. São pouquíssimos os alunos que não realizam a cadeira, são exceções. Tenho tido projeto que acabam por ser interessantes, sobretudo porque os percursos acabam por ser mais interessantes, porque não existe o compromisso de chegar a uma solução, existe sim fomentar a exploração de um percurso.

I - Achas que eles desenvolvem uma série de aptidões e capacidades? (por exemplo espírito crítico)

P12 - Sim, porque realmente durante o percurso há muito mais essa abertura para se experimentar do que a vontade de ter um projeto concluído e perfeito.

I - Por isso há espaço para a criatividade...

P13 - Sim, e temos momentos não só de brainstorming e os mapas conceptuais a iniciar as nossas abordagens, como também temos momentos de debate e de apresentação dos trabalhos, não só a mim mas também aos colegas e a ideia é que eles comecem a desenvolver o tal espírito crítico e a intervir mais no sentido de colaborar ou poder contribuir para dar opiniões em relação aos colegas. Até agora ainda só tivemos um primeiro mas vai haver mais duas ou três situações onde eles vão ser muito mais participativos.

Uso de tecnologias em contexto educativo (relativo a anos anteriores)

I - Em relação a anos anteriores em que já usaste tecnologias. Como é que tu costumavas utilizar as tecnologias para comunicar com os alunos, em termos de utilização de ferramentas?

P14 - ... dos conteúdos que eu crio ou dos projetos ou desafios que eu coloco?

I - Quando é que vês que, para interagir com os teus alunos usaste o computador ou teu telemóvel? O computador, sei que utilizas e-mails, sei que utilizas o blog, já usaste antes o blog?

P15 - Sim, é a primeira vez que estou a usar o blog. Normalmente criava o site da disciplina, criava um *template* e os alunos integravam os seus conteúdos cada um na sua área. Agora a utilização do blog permite integrar mais diálogo e comentários ou participação dos alunos nas intervenções dos colegas também. Utilizo o blog como plataforma de partilha do processo em curso. Também como comunicação dos conteúdos, para lecionar, do calendário, também para orientação de todos, minha e deles, senão estaríamos constantemente em revisão dos objetivos, das datas e em redefinições. O blog como partilha de processos e dos vários conteúdos. O e-mail em situações de inevitabilidade: uma alteração de horário, há uma alteração em termos de espaço, que não tem uma aula pelo meio, e aí envio um e-mail para chegar a todos eles. Porque nem todos consultam o blog regularmente e

nem todos sobresscreveram as novidades do blog. Então é uma forma de salvaguardar que vai para todos. Vai com os e-mails explícitos e é uma forma também de confirmar que os alunos para quem seguiu. Inicialmente eu punha BCC, por uma questão de privacidade, mas partilhar os e-mails uns com os outros é perfeitamente natural e saudável. Antes não se percebia porque [razão] um aluno ou outro não tinha recebido. (Mas tecnologias como ferramentas para concretizar os projetos?) Usar as tecnologias consoante a componente do projetos e consoante os objetivos. E a ideia de apresentar várias tecnologias para uma mesma tarefa é para nós, isto é os alunos, nos concentrarmos nas tarefas e nos conteúdos e termos mesmo a prática de que as ferramentas são formas de concretizarmos as nossas intenções. E daí apresentar normalmente mais do que uma tecnologia para o mesmo objetivo e experimentarmos várias tecnologias para um mesmo projeto.

I - Era mesmo isto que estava a querer saber. Esta ideia de eles poderem comentar os trabalhos uns dos outros se tens visto isto também a acontecer no blog.

P16 - No blog eles ainda não estão a comentar os trabalhos uns dos outros.

I - Incentivaste mas mesmo assim eles ainda estão um bocado tímidos...

P17 - Incentivei, mas eles ainda não estão a fazer. Ou seja nas primeiras apresentações eles não comentaram os trabalhos uns dos outros. Havia as apresentações de um minuto e meio e eles tinham tempo para fazer perguntas e não houve praticamente perguntas dos colegas, fui eu que fiz alguns comentários. Nesta primeira apresentação eu deixei acontecer assim porque o desafio já era eles apresentarem e exporem-se. Nesta segunda já vai haver tanto tempo de discussão como de apresentação e vão ser nomeados. Ou surgem realmente 5 minutos de discussão sem qualquer nomeação ou então os alunos são convidados a fazer esses comentários. Isso é o tal segundo momento de apresentação e no terceiro já não vai haver a tal obrigatoriedade, já os alunos vão poder livremente fazer perguntas e fazer comentários. E nessa altura já espero os resultados muito mais fluídos e naturais, já os espero mais desejosos de participar voluntariamente.

I - De qualquer maneira isso vai ser na aula não vais recorrer a nenhuma tecnologia?

P18 – Eu já tinha pensado nisso [comentários]. [Seria no sentido de] eles no blog, não só terem os *blogposts* que são propostos (que é o da sua apresentação e da apresentação de cada uma das fases dos projetos, mas também terem que fazer dois comentários à apresentações dos colegas. E eu aí sim, vou retomar essa ideia. Tínhamos falado sobre isso. Eu também fiz um workshop de empreendedorismo, e nós também tínhamos que fazer comentários. Para já eles estão numa fase seguinte em que alguns já desbloquearam e já apresentam vários artigos e vários *blogposts* do mesmo projeto, ou seja já estão um bocadinho mais expansivos. Ou então exemplos relacionados. Houve alguns exemplos dos filmes interativos, tomaram a iniciativa mas não fizeram como eu pedi.

I - Achas que é importante eles mostrarem os seus trabalhos online?

P19 - Sim. É essencial mostrarem os seus trabalhos online, a terceira e última fase do projeto é a apresentação dos projetos online. E as fases precedentes são a apresentação do processo em curso.

I - Em relação à utilização do computador nas aulas. Utilizas com regularidade o computador? Normalmente fazes alguma apresentação com base em *PowerPoint*? Ou tens alguma tecnologia de

eleição que utilizes. Já vi que utilizas os *browsers* para mostrar coisas a acontecer online. Mas tens mais alguma aplicação que utilizes?

P20 - Eu utilizava mais os *PowerPoint* mas atualmente coloco as informações das várias áreas e várias secções no blog. Utilizo mais o blog como ponto de referência, como mapa conceptual geral. Noutras aulas usava o site da disciplina para relacionar com outros. Mas era mais apresentações de *PowerPoint*. Tenho imensas matérias para dar em apresentações de *PowerPoint* que [já] tenho reunidas, mas não tenho tido tempo para fazer essas apresentações completas, e então vou dando referências e colocando essas referências no blog. Com menos tempo funciona mais como orientação do que como conteúdos completos.

I - Este mapa conceptual (mapa conceptual elaborado pela professora) apresentas o mapa já feito em PDF? Ou mostras mesmo a aplicação?

P21 - Mostro exemplos de mapas conceptuais. E depois por exemplo quando mostrei o exemplo da entrevista tem sempre um mapa conceptual com um exemplo maior. Era para fazer o mapa conceptual da cadeira, mas acabei por não fazer o mapa conceptual da cadeira. E o índice do blog acaba por ser a nossa orientação. Eles é que fazem muitos mapas conceptuais, em todas as fases.

I - Em termos de regularidade, é todos os dias que utilizas o computador ligado ao projetor?

P22 - É. Utilizo o computador em todas as aulas.

I - Que outras aplicações é que costumas utilizar nas disciplinas, ou seja que aplicações já ensinaste a usar?

P23 - Nas várias disciplinas... Na introdução à computação física, utilizando o *Arduino* e o *Processing*. Também já dei em introdução ao multimédia com *Deamweaver*; mas aí tínhamos o problema de ter de comprar a aplicação e utilizar a versão demo durante um mês e depois (sujeitarmo-nos a) haver situações menos confortáveis. Então agora estou a usar aplicações *free libre open-source* (FLOSS) como as aplicações base. Desde para edição de texto o *Libre Office* (instalámos para todos os computadores) e é então a facilidade e a abertura das tais aplicações em desenvolvimento, também para eles perceberem que podem estar do lado, não só de quem utiliza mas também de quem cria. Ou seja, se há algo que não está disponível, porque não pagaram por isso, tem esta alternativa em que podem contribuir pedindo essa funcionalidade ou até investigando eles próprios como é que poderiam um dia mais tarde contribuir.

I - E utilizar algum equipamento? Se alguma vez deste indicações de utilização de equipamentos?

P24 - (Em relação a) tipo de câmaras. As minhas indicações vão mais no sentido de desbloquear e agilizar o processo, dando indicações em relação a equipamentos que já tenham. Mais do que adquirirem novos equipamentos. Mais para o início do processo. E a partir daí a partir do momento em que eles se entusiasmam, já podemos ter e dar mais especificações. Mas sim... em relação a câmaras dependendo do objetivo. Ainda hoje um aluno estava a falar de *slow motion* e dentro de água, e então estava a sugerir um modelo mais recente de uma câmara... da *GoPro*, as versões mais recentes permitem a captura com mais *frames* por segundo. Permitem fazer *slow motions* mais suaves e mais profissionais. Sobretudo para desportos radicais.

Experiência de ensino

I - Restam duas perguntas. Quantos anos de ensino é que tu já tens.

P25 - 12.

I - Agora a pergunta a seguir é em que faixa etária é que tu te encontras?

P26 - Eu posso dizer exatamente. Eu tenho 39. Aqui comecei no dia em que fiz 30 anos. Nas belas Artes. Eu comecei a dar aulas logo quando concluí o mestrado. Comunicação educacional multimédia. Foi sempre com o objetivo de ter a prática e a teoria. Ter investigação para poder ensinar.

I - Então estiveste noutra escola antes...

P27 - Sim. Na ArCo (Centro de Arte e Comunicação) Dei *Design de Projeto*, e dei da teoria e Prática do Design. Tenho dado sempre aulas práticas ou aulas relacionadas com a concretização de projeto, mas *Teoria e Prática do Design* era uma aula teórica de 1h e meia e a primeira era de história de arte. E a primeira aula que preparei, tive imenso trabalho com conteúdos (entre outras coisas) e dei os conteúdos todos num quarto de hora.

I - Queimaste os “fusíveis” a toda a gente.

P28 - Sim, apresentei os conteúdos todos. Porque naquela aula não ia apresentar slides. Depois nas aulas seguintes já ia apresentar slides e comentar sobre os slides e fazer um panorama e dar uma ideia panorâmica sobre o que ia falar e as relações entre as várias épocas e as várias áreas. Então foi assim revelador.

I - Então tiveste estes dois anos no ArCo?

P29 – Sim.

I - Mas neste últimos 12 anos tiveste uma ou duas interrupções de 1 ano?

P30 - Tive só uma interrupção mas foi de 3 anos. Já valeu pelas sabáticas todas. Foi para deixar o papel de professora e assumir o papel de aluna outra vez. Embora tenha também participado sempre em workshops, conferências. Nos workshops faço outra vez o papel de aluno porque normalmente inscrevo-me em workshops em áreas que não domino.

I - Estes anos foram então os últimos 3 anos, é isso? Pensava que também tinhas estado sem dar aulas no início do teu Mestrado?

P31 - Não, durante o Mestrado estava a trabalhar num atelier e como freelancer. Depois no final do mestrado já não dava para estar a trabalhar no atelier mais freelancer mais mestrado. A uma certa altura comecei a trabalhar em *partime* no atelier, e na parte final saí do atelier e comecei a trabalhar só como freelancer e depois comecei a dar aulas.

I - Ok, (está feito). Obrigado.

P32 - Boa







I - Não sei se queres acrescentar mais alguma coisa por exemplo em relação ao blog?

P33 - Há uma parte das tecnologias e de eles fazerem os comentários é que desde o início que eu apresentei três ferramentas essenciais para a comunicação e a divulgação. E não está a acontecer exatamente assim. Estamos a utilizar o blog para praticamente tudo. Estou a achar preferível não dispersar. Inicialmente eu apresentei o blog como plataforma de apresentação do processo em curso, o *moodle* para colocar os elementos académicos e como plataforma de discussão, onde se discutisse só os alunos da turma e onde se colocasse as questões um bocado de acordo com esta investigação. E o *Cargo Colective* para portfólios e apresentação. Mas eles para a parte académica podem consultar a sua ficha de alunos e têm acesso aos sumários todos naquela versão mais formal. No blog eu coloquei o calendário com as aulas todas e o programa... e gostava de dinamizar mais isso dos comentários, o que ainda há-de acontecer.



Initial Questionnaire in Lisbon (2011)

Most relevant questions and answers are translated from Portuguese to English by the author and presented in ***bold italic***.

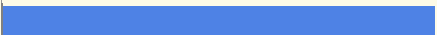

1. Escolhe a faixa etária a que pertences:

#	Answer		Response	%
1	18 aos 20 anos		16	53%
2	21 aos 23 anos		7	23%
3	24 aos 26 anos		1	3%
4	27 aos 29 anos		2	7%
5	30 aos 32 anos		1	3%
6	mais de 33 anos		3	10%
	Total		30	100%



2. Escolhe o teu género:

#	Answer		Response	%
1	Masculino		10	33%
2	Feminino		20	67%
	Total		30	100%

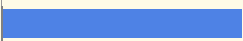
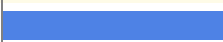
3. Tens computador portátil?

#	Answer		Response	%
1	Sim		28	93%
2	Não		2	7%
	Total		30	100%

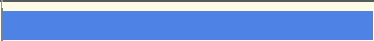

4. Tens computador pessoal de secretária onde vives?

#	Answer		Response	%
1	Sim		21	70%
2	Não		9	30%
	Total		30	100%

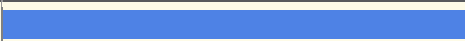
5. Tens câmara de filmar digital?

#	Answer		Response	%
1	Sim		15	52%
2	Não		14	48%
	Total		29	100%

6. Tens telemóvel com câmara de filmar?

#	Answer		Response	%
1	Sim		24	80%
2	Não		6	20%
	Total		30	100%

7. Tens ligação à Internet onde vives?

#	Answer		Response	%
1	Sim		30	100%
2	Não		0	0%
	Total		30	100%

8. Média diária

#	Question	Menos de 1 hora	1 - 2 horas	2 - 3 horas	3 - 4 horas	4 - 5 horas	5 - 6 horas	6+ horas	Total Resp.	Mean
1	Estudar por livros?	17	6	3	3	1	0	0	30	1.83
2	Estudar com amigos?	23	5	1	0	0	0	0	29	1.24
3	Estudar online?	10	12	3	3	1	1	0	30	2.20
4	Fazer pesquisas na internet?	0	11	9	4	4	2	0	30	3.23
5	Ver vídeos online?	10	12	3	4	1	0	0	30	2.13
6	Ver televisão?	9	8	6	5	0	1	0	29	2.38
7	Ouvir música?	1	9	3	7	3	3	4	30	3.90
8	Jogar vídeo jogos?	19	6	1	1	0	0	0	27	1.41

9. Para cada tipo de aplicação apresentada à esquerda indica quanto te consideras habilitado a usar.

#	Question	Iniciado	Inter-médio	Expe- cialista	Nunca usei	n	Mean
1	Processamento de texto (MicrosoftWord, OpenOffice)	2	15	12	0	29	18.34
2	Folha de cálculo (Excel, etc.)	11	13	1	3	28	15.89
3	Aplicações para apresentações (PowerPoint, Keynote)	2	19	8	0	29	22.21
4	Mapas de conceito (Veu, Visio, Cmaps)	15	7	1	6	29	9.10
5	Edição de imagem (Photoshop, Illustrator, iPhoto)	2	20	6	1	29	23.07
6	Edição de som (Audacity, GarageBand)	11	6	0	12	29	7.79
7	Edição de vídeo (iMovie, MovieMaker, Premiere, Final Cut)	10	14	0	5	29	16.31
8	Edição de páginas Web (Dreamweaver, iWeb, googlepages)	10	0	0	19	29	1.34

10. A tua opinião em relação ao uso de tecnologias na aprendizagem Para cada afirmação à esquerda, indica quanto concordas com ela.

#	Question	Concordo Completa- mente	Con- cordo	Não Concordo nem Discordo	Discord o	Discordo Completa- mente	n	Mean
1	Eu interesso-me mais ativamente em aulas onde se usa tecnologias digitais	11	12	7	0	0	30	4.13
2	A utilização de tecnologias nas aulas melhoram a minha aprendizagem	10	15	4	1	0	30	4.13
3	Eu desconcentro-me mais em aulas que utilizam mais tecnologias	0	2	4	15	8	29	2.00
4	Eu leio e estudo melhor online	0	5	12	11	2	30	2.67
5	Eu gosto de usar computadores nas	6	13	8	3	0	30	3.73

	aulas							
6	Acredito na maioria das coisas que vejo na televisão	0	2	11	12	5	30	2.33
7	Acredito na maioria das coisas que leio em livros	0	13	12	5	0	30	3.27
8	Acredito na maioria das coisas que leio online	0	0	11	17	2	30	2.30
9	Acredito na maioria das coisas que vejo online	0	0	14	15	1	30	2.43

11. Por favor indica quantas vezes efectuas as actividades apresentadas na coluna da esquerda?

#	Question	Nunca	Mensal mente	Semanal mente	Diaria mente	Várias vezes por dia	n	Mean
1	Usar um motor de pesquisa (Google, Yahoo!)	0	0	0	4	26	30	4.87
2	Ver ou ouvir música ou vídeo online (YouTube, Vimeo)	0	1	6	13	10	30	4.07
3	Seguir podcasts ou realizar download de músicas ou vídeos	1	10	8	8	3	30	3.07
4	Usar o site da faculdade ou a página da biblioteca	0	10	16	4	0	30	2.80
5	Participar em sites de social networking (Facebook, MySpace)	3	0	1	16	10	30	4.00
6	Jogar vídeo jogos online com outros jogadores (World of Warcraft, Poker, Halo, Call of Duty, Runescape)	23	4	1	1	0	29	1.31
7	Participar em plataformas de mundos	29	1	0	0	0	30	1.03

	virtuais (Second Life)							
8	Partilhar fotografias ou vídeos (blogs, flickr, podcasts, vodcasts) <i>Share photos or videos</i>	8	11	7	0	3	29	2.28
9	Usar internet no telemóvel	18	4	1	3	4	30	2.03
10	Ler/Enviar e-mails	0	1	6	11	11	29	4.10
11	Ler blogs, wikis ou fóruns de discussão online	1	7	12	4	6	30	3.23
12	Escrever/Comentar em blogs, wiki ou fóruns de discussão online <i>Read a blog, a wiki, and/or an online discussion forum</i>	9	11	4	2	4	30	2.37
13	Participar em chats de mensagens de texto (iChat, aim, GoogleTalk, facebook chat)	6	3	11	9	1	30	2.87
14	Enviar mensagens SMS por telemóvel <i>Text messaging on phone</i>	0	1	4	5	20	30	4.47
15	Participar em conversas (audio/vídeo) online (iChat, Skype)	8	10	8	4	0	30	2.27
16	Usar o Twitter	23	2	2	2	0	29	1.41





#	Question	Nunca	Mensalmente	Semanalmente	Diariamente	Várias vezes por dia	n	Mean
1	Usar um motor de pesquisa (Google, Yahoo!)	0	0	0	4	26	30	4.87
2	Ver ou ouvir música ou vídeo online (YouTube, Vimeo)	0	1	6	13	10	30	4.07
3	Seguir podcasts ou realizar download de	1	10	8	8	3	30	3.07

	músicas ou vídeos							
4	Usar o site da faculdade ou a página da biblioteca	0	10	16	4	0	30	2.80
5	Participar em sites de social networking (Facebook, MySpace)	3	0	1	16	10	30	4.00
6	Jogar vídeo jogos online com outros jogadores (World of Warcraft, Poker, Halo, Call of Duty, Runescape)	23	4	1	1	0	29	1.31
7	Participar em plataformas de mundos virtuais (Second Life)	29	1	0	0	0	30	1.03
8	Partilhar fotografias ou vídeos (blogs, flickr, podcasts, vodcasts)	8	11	7	0	3	29	2.28
9	Usar internet no telemóvel	18	4	1	3	4	30	2.03
10	Ler/Enviar e-mails	0	1	6	11	11	29	4.10
11	Ler blogs, wikis ou fóruns de discussão online	1	7	12	4	6	30	3.23
12	Escrever/Comentar em blogs, wiki ou fóruns de discussão online	9	11	4	2	4	30	2.37
13	Participar em chats de mensagens de texto (iChat, aim, GoogleTalk, facebook chat)	6	3	11	9	1	30	2.87
14	Enviar mensagens SMS por telemóvel	0	1	4	5	20	30	4.47
15	Participar em conversas (audio/vídeo) online (iChat, Skype)	8	10	8	4	0	30	2.27
16	Usar o Twitter	23	2	2	2	0	29	1.41

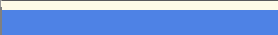
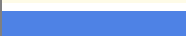
Initial Questionnaire in Lisbon (2012)

Used or considered most relevant questions and answers are translated from Portuguese to English by the author and presented in ***bold italic***.

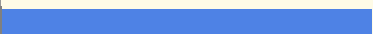

1. Escolhe a faixa etária a que pertences:

#	Answer		Response	%
1	18 aos 20 anos		3	30%
2	21 aos 23 anos		5	50%
3	24 aos 26 anos		1	10%
4	27 aos 29 anos		0	0%
5	30 aos 32 anos		1	10%
6	mais de 33 anos		0	0%
	Total		10	100%

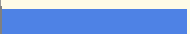

2. Escolhe o teu género:

#	Answer		Response	%
1	Masculino		6	60%
2	Feminino		4	40%
	Total		10	100%



3. Tens computador portátil?

#	Answer		Response	%
1	Sim		8	80%
2	Não		2	20%
	Total		10	100%



4. Tens computador pessoal de secretária onde vives?

#	Answer		Response	%
1	Sim		4	40%
2	Não		6	60%
	Total		10	100%


5. Tens telemóvel com câmara de filmar?

#	Answer		Response	%
1	Sim		9	90%
2	Não		1	10%
	Total		10	100%

6. Tens câmara de filmar digital?

#	Answer		Response	%
1	Sim		4	40%
2	Não		6	60%
	Total		10	100%

7. Tens ligação à Internet onde vives?

#	Answer		Response	%
1	Sim		10	100%
2	Não		0	0%
	Total		10	100%

8. Média diária

#	Question	Menos de 1 h	1 - 2 h	2 - 3 h	3 - 4 h	4 - 5 h	5 - 6 h	Mais de 6 h	n	Mean
1	Estudar por livros?	5	4	0	1	0	0	0	10	1.70
2	Estudar com amigos?	8	1	0	0	1	0	0	10	1.50
3	Estudar online?	4	2	0	3	1	0	0	10	2.50
4	Fazer pesquisas na internet?	0	4	1	2	2	0	1	10	3.60
5	Ver vídeos online?	3	6	1	0	0	0	0	10	1.80
6	Ver televisão?	4	2	4	0	0	0	0	10	2.00
7	Ouvir música?	1	2	1	0	3	0	2	9	4.11
8	Jogar vídeo jogos?	8	2	0	0	0	0	0	10	1.20

9. Para cada tipo de aplicação apresentada à esquerda indica quanto te consideras habilitado a usar.

#	Question	Iniciado	Intermédio	Especialista	Nunca usei	n	Mean
1	Processamento de texto (MicrosoftWord, OpenOffice)	1	5	4	0	10	17.80
2	Folha de cálculo (Excel, etc.)	3	4	1	2	10	14.00
3	Aplicações para apresentações (PowerPoint, Keynote)	2	3	4	1	10	11.70
4	Mapas de conceito (Veu, Visio, Cmaps)	4	4	0	2	10	13.80
5	Edição de imagem (Photoshop, Illustrator, iPhoto)	0	6	4	0	10	20.80
6	Edição de som (Audacity, GarageBand)	5	2	0	3	10	7.70
7	Edição de vídeo (iMovie, MovieMaker, Premiere, Final Cut)	4	5	1	0	10	17.20
8	Edição de páginas Web (Dreamweaver, iWeb, googlepages)	3	4	1	2	10	14.00

10. Frequência

#	Question	Nunca	Mensal mente	Semanal mente	Diaria mente	Várias vezes por dia	n	Mean
1	Usar um motor de pesquisa (Google, Yahoo!)	0	0	0	2	8	10	4.80
2	Ver ou ouvir música ou vídeo online (YouTube, Vimeo)	0	0	2	3	5	10	4.30
3	Seguir podcasts ou realizar download de músicas ou vídeos	0	3	5	0	2	10	3.10
4	Usar o site da faculdade ou a página da biblioteca	0	4	6	0	0	10	2.60
5	Participar em sites de social networking (Facebook, MySpace)	0	0	0	5	5	10	4.50
6	Jogar vídeo jogos online com outros jogadores (World of Warcraft, Poker, Halo, Call of Duty, Runescape)	7	2	0	1	0	10	1.50
7	Participar em plataformas de mundos virtuais (Second Life)	10	0	0	0	0	10	1.00
8	Partilhar fotografias ou vídeos (blogs, flickr, podcasts, vodcasts)	1	3	3	3	0	10	2.80
9	Usar internet no telemóvel	3	1	3	3	0	10	2.60
10	Ler/Enviar e-mails	0	0	1	7	2	10	4.10
11	Ler blogs, wikis ou fóruns de discussão online	2	1	4	2	1	10	2.90
12	Escrever/Comentar em blogs, wiki ou fóruns de discussão	2	3	3	0	1	9	2.44

	online							
13	Participar em chats de mensagens de texto (iChat, aim, GoogleTalk, facebook chat)	0	0	4	2	4	10	4.00
14	Enviar mensagens SMS por telemóvel	0	1	0	2	7	10	4.50
15	Participar em conversas (audio/vídeo) online (iChat, Skype)	1	1	3	4	1	10	3.30
16	Usar o Twitter	4	4	2	0	0	10	1.80

11. A tua opinião em relação ao uso de tecnologias na aprendizagem **Para cada afirmação à esquerda, indica quanto concordas com ela.**

#	Question	Concordo Completamente	Concordo	Não Concordo nem Discordo	Disconcordo	Discordo Completamente	n	Mean
1	Eu interessamo-me mais activamente em aulas onde se usa tecnologias digitais <i>I get more actively involved in classes that use technology.</i>	5	3	1	1	0	10	4.20
2	A utilização de tecnologias nas aulas melhoram a minha aprendizagem <i>The use of technology in my classes improves my learning.</i>	1	7	1	1	0	10	3.80
3	Eu desconcentro-me mais em aulas que utilizam mais tecnologias	0	0	5	4	1	10	2.40
4	Eu leio e estudo melhor online	1	2	3	3	1	10	2.90
5	Eu gosto de usar computadores nas aulas <i>I like using computers in class</i>	3	6	0	1	0	10	4.10
6	Acredito na maioria das coisas que vejo na televisão <i>I believe most things I read/watch online</i>	0	0	4	3	3	10	2.10
7	Acredito na maioria das coisas que leio em livros	0	5	3	1	1	10	3.20
8	Acredito na maioria das coisas que leio online	0	0	4	4	2	10	2.20

9	Acredito na maioria das coisas que vejo online	0	0	4	5	1	10	2.30
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Final Questionnaire in Lisbon (2011)

Most relevant questions and answers are translated from Portuguese to English by the author and presented in ***bold italic***.

1. Média diária

#	Question	Menos de 1 h	1 - 2 h	2 - 3 h	3 - 4 h	4 - 5 h	5 - 6 h	Mais de 6 h	n	Mean
1	Estudar por livros?	11	7	4	0	0	0	0	22	1.68
2	Estudar com amigos?	15	5	2	0	0	0	0	22	1.41
3	Estudar online? <i>Studying online?</i>	8	8	6	0	0	0	0	22	1.91
4	Fazer pesquisas na internet?	0	11	6	4	1	0	0	22	2.77
5	Ver vídeos online?	10	6	2	2	2	0	0	22	2.09
6	Ver televisão?	10	6	3	1	1	1	0	22	2.09
7	Ouvir música?	2	4	4	3	3	2	4	22	4.05
8	Jogar vídeo jogos?	18	2	1	0	0	0	0	21	1.19

Statistic	Estudar por livros?	Estudar com amigos?	Estudar online?	Fazer pesquisas na internet?	Ver vídeos online?	Ver televisão?	Ouvir música?	Jogar vídeo jogos?
Min Value	1	1	1	2	1	1	1	1
Max Value	3	3	3	5	5	6	7	3
Mean	1.68	1.41	1.91	2.77	2.09	2.09	4.05	1.19
Variance	0.61	0.44	0.66	0.85	1.80	1.99	4.05	0.26
Standard Deviation	0.78	0.67	0.81	0.92	1.34	1.41	2.01	0.51
Total Responses	22	22	22	22	22	22	22	21

2.

#	Question	Nunca	Mensal mente	Semanal mente	Diária mente	Várias vezes por dia	n	Mean
1	Usar um motor de pesquisa (Google, Yahoo!).	0	0	0	5	17	22	4.77
2	Ver ou ouvir música ou vídeo online (YouTube, Vimeo).	0	1	3	11	7	22	4.09
3	Seguir podcasts ou realizar download de músicas ou vídeos.	2	7	6	5	2	22	2.91
4	Usar o site da faculdade ou a página da biblioteca.	3	7	10	1	0	21	2.43
5	Participar em sites de redes sociais (Facebook, MySpace).	3	0	2	8	9	22	3.91
6	Jogar vídeo jogos online com outros jogadores (World of Warcraft, Poker, Halo, Call of Duty, Runescape).	19	2	0	1	0	22	1.23
7	Participar em plataformas de mundos virtuais (Second Life).	22	0	0	0	0	22	1.00
8	Partilhar fotografias ou vídeos (blogs, flickr, podcasts, vodcasts).	5	10	5	1	1	22	2.23
9	Usar internet no telemóvel.	15	1	3	2	1	22	1.77
10	Ler/Enviar e-mails.	0	0	5	10	7	22	4.09
11	Ler blogs, wikis ou fóruns de discussão online.	3	3	7	5	3	21	3.10
12	Escrever/Comentar em blogs, wiki ou fóruns de discussão online.	14	5	0	1	2	22	1.73
13	Participar em chats de mensagens de texto (iChat, aim, GoogleTalk,	4	4	4	7	3	22	3.05

	facebook chat).							
14	Enviar mensagens SMS por telemóvel.	0	0	3	3	16	22	4.59
15	Participar em conversas (áudio/vídeo) online (iChat, Skype).	5	6	8	2	1	22	2.45
16	Usar o Twitter.	18	3	1	0	0	22	1.23

3. Relativamente às actividades associadas ao uso do Korsakow. Para cada afirmação à esquerda, por favor indica o teu nível de concordância.

#	Question	Con- cordo total- mente	Con- cordo	Não concordo nem discordo	Dis- cordo	Dis- cordo total- mente	n	Mean
1	Na generalidade eu gostei da actividade em que desenvolvemos vídeos interactivos.	2	16	4	0	0	22	2.09
2	O suporte técnico foi ajustado às minhas necessidades.	1	14	7	0	0	22	2.27
3	Fiquei satisfeito com o filme que desenvolvemos.	2	14	5	1	0	22	2.23
4	As actividades aumentaram a minha motivação para estudar on-line.	1	3	14	4	0	22	2.95
5	As tarefas eram desafiadoras.	2	10	9	1	0	22	2.41
6	As actividades eram muito exigentes.	0	2	9	11	0	22	3.41
7	Considero a actividade uma perda de tempo.	0	1	4	12	5	22	3.95
8	Gostei da maioria dos projetos dos meus colegas.	0	16	5	1	0	22	2.32
9	Percebi a lógica de atribuição de palavras-chave dos trabalhos dos meus colegas.	2	14	6	0	0	22	2.18
10	Acredito ter aprendido alguma coisa a partir do trabalho dos meus colegas. <i>I believe I learned something with other students' work.</i>	3	13	6	0	0	22	2.14

4. Em relação à tua experiência de utilização da internet e redes sociais, por favor indica o teu nível de concordância.

#	Question	Con- cordo total- mente	Con- cordo	Não concordo nem discordo	Dis- cordo	Dis- cordo total- mente	n	Mean
1	Foi difícil para mim encontrar recursos vídeo e imagens online.	0	2	2	14	4	22	3.91
2	A internet foi útil para trocar informação com outros colegas.	8	12	1	1	0	22	1.77
3	Consegui encontrar formas de verificar a qualidade e validade dos recursos (vídeo e imagem) que escolhi para o meu projeto. <i>I could find ways to check the quality and accuracy of the media I chose for my project.</i>	3	13	6	0	0	22	2.14
4	O professor ajudou a desenvolver o meu projeto.	3	13	6	0	0	22	2.14
5	A comunicação com o professor foi apropriada.	4	10	7	1	0	22	2.23
6	Foi fácil partilhar informação e recursos (vídeo e imagem).	5	13	3	1	0	22	2.00
7	O trabalho de equipa foi bom.	10	11	1	0	0	22	1.59
8	Utilizei fóruns online para trocar informação fora das aulas.	1	5	5	5	6	22	3.45
9	Sinto-me mais informado sobre potenciais riscos associados à utilização da internet.	0	7	11	3	1	22	2.91

5. Em relação à tua experiência na edição e gestão de recursos multimédia, por favor indica o teu nível de concordância.

#	Question	Con- cordo total- mente	Con- cordo	Não concordo nem discordo	Dis- cordo	Dis- cordo total- mente	n	Mean
1	Não tive problema em editar os recursos que queria utilizar.	3	13	5	1	0	22	2.18
2	Tive dificuldade em desenvolver redes ou estratégias de atribuição de palavras-chave para o meu projeto.	0	3	8	10	1	22	3.41
3	Aprendi bastante vendo vídeos online. <i>I learned a lot watching lots of videos online.</i>	2	12	8	0	0	22	2.27
4	Facilmente desenvolvi mapas de conceitos sobre os temas que quis abordar.	4	12	6	0	0	22	2.09
5	Foi difícil escolher as palavras-chave para classificar os recursos que queria utilizar.	0	1	8	11	2	22	3.64

Statistic	Não tive problema em editar os recursos que queria utilizar	Tive dificuldade em desenvolver redes ou estratégias de atribuição de palavras-chave para o meu projeto.	Aprendi bastante vendo vídeos online. <i>I learned a lot watching lots of videos online.</i>	Facilmente desenvolvi mapas de conceitos sobre os temas que quis abordar	Foi difícil escolher as palavras-chave para classificar os recursos que queria utilizar.
Min Value	1	2	1	1	2
Max Value	4	5	3	3	5
Mean	2.18	3.41	2.27	2.09	3.64
Variance	0.54	0.63	0.40	0.47	0.53
Standard Deviation	0.73	0.80	0.63	0.68	0.73
Total Responses	22	22	22	22	22

6. Em relação à tua experiência na utilização da aplicação Korsakow, por favor indica o teu nível de concordância.

#	Question	Con- cordo total- mente	Con- cordo	Não concordo nem discordo	Dis- cordo	Dis- cordo total- mente	n	Mean
1	Adaptei-me facilmente à interface do Korsakow. <i>I easily adapted to Korsakow's interface.</i>	3	11	3	5	0	22	2.45
2	Considero que aprendi muito pouco nesta atividade. <i>I consider that I have learned very little in this activity</i>	0	5	8	7	2	22	3.27
3	Considero ser capaz de criar sozinho vídeos interativos. <i>I feel that I am now able to build interactive movies by myself</i>	4	15	2	1	0	22	2.00
4	Não tive problema em editar e gerir os diferentes recursos que queria usar.	0	13	8	1	0	22	2.45
5	Não tive problemas em editar a interface de apresentação do	2	8	7	5	0	22	2.68

	meu vídeo interativo.							
6	Espero usar o Korsakow noutros projetos de outras disciplinas.	3	8	9	1	1	22	2.50
7	Espero usar o Korsakow em projetos fora do âmbito da faculdade.	3	7	10	1	1	22	2.55

Statistic	Adapteime facilmente à interface do Korsakow <i>I easily adapted to Korsakow's interface.</i>	Considero que aprendi muito pouco nesta atividade. <i>I consider that I have learned very little in this activity</i>	Considero ser capaz de criar sozinho vídeos interativos <i>I feel that I am now able to build interactive movies by myself</i>	Não tive problema em editar e gerir os diferentes recursos que queria usar	Não tive problemas em editar a interface de apresentação do meu vídeo interativo	Espero usar o Korsakow noutros projetos de outras disciplinas	Espero usar o Korsakow em projetos fora do âmbito da faculdade
Min Value	1	2	1	2	1	1	1
Max Value	4	5	4	4	4	5	5
Mean	2.45	3.27	2.00	2.45	2.68	2.50	2.55
Variance	1.02	0.87	0.48	0.35	0.89	0.93	0.93
Standard Deviation	1.01	0.94	0.69	0.60	0.95	0.96	0.96
n	22	22	22	22	22	22	22

7. O que consideras que correu bem nesta atividade?

Text Response
A adaptação de um projeto de tema livre a um objectivo multimédia -imaginação sem perder objectividade.
Aprendi a usar o korsakow, desenvolvi o meu pensamento não linear, e estou a par de alguns locais da internet com utilidades interessantes para o processo criativo <i>"I have learned to use Korsakow, developed non-linear thinking, and I am aware of some sites with interesting utilities for the creative process"</i>
A aprendizagem foi adequada ao nível de conhecimento que tinha até ao momento.
Interactividade e correlação do grupo, a nível de divisão de tarefas e de nos ensinarmos e aprendermos uns com os outros. <i>The group interactivity and relationships at the level of task distribution, teaching and learning with each other.</i>
Ter conhecimento do programa.
aprendizagem de ferramentas de edição video e nova forma de divulgar video na internet
O trabalho de grupo foi fundamental. <i>Group work was fundamental.</i>
o resultado do projecto
Os conhecimentos adquiridos e a sua aplicação. <i>"The acquired knowledge and its application."</i>
A aprendizagem do programa foi muito fácil e os exemplos que mostraram no início da actividade esclareceram todas as dúvidas que tinha a certa do programa.
A qualidade dos filmes inseridos pelo meu grupo no korsakow
Trabalho em equipa <i>Team work</i>
A aprendizagem do modo de funcionamento de um interface interactivo.

Statistic	Value
Total Responses	13

8. O que consideras que não correu bem nesta actividade?**Text Response**

É um defeito e uma oportunidade de melhoria: o korsakow podia funcionar melhor, na medida em que não se precisaria de fazer tentativa-erro para colocar os títulos no sítio certo. Era fabuloso se o korsakow funcionasse para videos lifestream. Fazia-se o aspecto da template e o usufruidor escolheria qual dos videos decorrentes poderia escolher.

Creio que houve pouca prática nas aulas, gostava de ter aprendido algumas bases de outros softwares , mesmo que tivesse de ser eu a ver na web a maior parte dos tutoriais.

A distribuição de tarefas pelo grupo foi mal gerida.

The group tasks distribution was ill managed

Deparei-me com vários conflitos no que diz respeito a compor o vídeo interactivo no Korsakow.

Falta de apoio em alternativas de construção da interface. Falta de apoio em pequenos pormenores de montagem do projeto. Falta de apoio total na edição, imagem, som, montagem dos videos e transformação de imagens para colocação no projeto.

o objectivo da plataforma aplicada não está bem definido quanto ao seu potencial perante as expectativas do curso específico

Gostaria de ter tido mais aulas para esta actividade. O tempo foi suficiente para aprender a mexer com o programa mas acho que com mais tempo poderia ter obtido resultados muito melhores.

A qualidade da imagem que o korsakow retira aos filmes importados. O korsakow ser compatível com muito poucos formatos

Nada a comentar

Nem todos os elementos do grupo contribuíram para a dinâmica de trabalho.

Not all elements of the group contributed for the work dynamic.

Statistic	Value
Total Responses	10

9. Que sugestões propões para melhorar esta actividade?**Text Response**

Para o programa em si já referi.

Acho que seria melhor alargar o tempo que se usa na aula para realizar trabalhos práticos e ensinar algumas bases de software mesmo que a maior parte das vezes tenham que ser os alunos a pesquisar tutoriais na net. creio ser mais proveitoso para os alunos passarem mais tempo a realizar vários trabalhos curtos (cada trabalho conforme o interesse dos alunos, tendo que adquirir habilidades técnicas para cada trabalho) e não tanto tempo a planear os trabalhos e a apresentar os planos.

I believe there should be more time for developing hands-on work in class, and teach the software basis, even if most of the times students have to search for tutorials online.

Um melhor aproveitamento do tempo de aulas para expor melhor os conteúdos do programa korsakow

Mais apoio na edição, captação, som, imagem, do material para ser colocado na interface. Especial atenção aos alunos que não são da área de multimédia e não têm conhecimento das linguagens próprias da área, nem das bases para edição e produção de imagem e vídeo, e ainda, som. Maior rigor e organização na exposição das aulas, bem como maior interactividade para chamar o entusiasmo dos alunos.

More support in editing, recording, sound, image for the materials used in the interface. With special attention to students that are not from multimedia and are not aware of the field vocabulary, nor have basic skills in editing or production of image, video or sound.

no caso da licenciatura de ciencias da arte os potenciais desta aplicação deveriam ser mais bem definidos e sugestivos. Se para as licenciaturas de criatividade e produtividade a ferramenta é aliciante para projectos multimédia, no caso do CAP, deveria haver uma abordagem mais flexivel e direccionada para a divulgação de conteudos, correndo o risco de os alunos não entenderem a utilidade da aplicação.

Explorar uma maior aplicação do programa korsakow no âmbito profissional.

A divulgação dos objectivos a concretizar neste semestre, consequentemente no projecto, tem que ser mais explícita.

Uma melhor explicação da forma como se programam os SNU's.

Se houver hipótese de começar mais cedo a actividade acho que serão obtidos resultados mais interessantes por parte dos alunos

A unica coisa que poderia mudar seria, a qualidade do programa a utilizar para criar o video interactivo. Isto porque, tirou bastante qualidade dos videos do meu grupo, entre outros problemas que tivemos com o programa em si.

Nada a comentar

Statistic	Value
Total Responses	11

Professor Final Interview of 2011 (*transcript*)

Lisbon, January 17th, 2012

The interview was made in Portuguese some framing questions and answers were translated to English by the author along the text and are presented in **bold (P10, 14, 17, 18, 30, 32, 33, 34 and 40)**.

Atitudes e competências dos alunos

Investigador - Sentiste uma mudança nos comportamentos dos alunos em relação ao uso da internet e das tecnologia em geral. Não sei se consegues separar entre aquilo que foi até começarmos a falar do *Korsakow* e antes.

Professora 1 - Uma coisa que estava antes e que continuou ao longo deste trabalho, foi a publicação online através do blog. O blog funcionou como se fosse aquela plataforma, ou um fórum de discussão no *moodle*. Não houve tanta discussão mas houve a apresentação de todos os elementos e acabou por haver a exposição de material. Embora não houvesse tanto diálogo.

I - Por exemplo, esta questão da exposição no blog, achaste que foi importante para se sentirem mais à vontade com a publicação, e que isso é positivo e é bom para eles.

P2 - Sim, foi a nossa intenção. Propusemos a utilização destas plataformas, (para que eles possam) estar à vontade a comentar nas redes sociais, mas a publicar conteúdos deles e a comentar dentro das suas áreas de estudo.

I - Ao início referiste que eles não estavam a colocar categorias nos *blog-posts* deles, isso melhorou ao longo do tempo.

P3 - Sim. Neste momento no blog já só temos menções sem categoria daqueles alunos que não vieram às sessões.

I - Eles então corrigiram para trás?

P4 - Sim, por recomendação, quer seja pela indicação na aula que ainda podiam melhorar quer seja nos comentários individuais. E aperceberam-se. Nos trabalhos de grupo já não foi necessário. Havia sempre um elemento do grupo que já tinha participado e que já estava consciente disso.

I - Uma das coisas que eu pelo menos vi, mas não sei se tiveste também essa noção, de eles terem procurado bastante informação online. Sentiste isso, que eles andaram a ver vídeos a ver material.

P5 - Sim, quer seja na fase inicial em que podiam fazer pesquisa sobre as ideias que pudessem vir a propor - e aí também eles tinham que encontrar referências e selecionar as referências que iam apresentar - mas também nesta fase de produção de conteúdos em que eles procuraram vídeos relacionados com o tema que estava a resolver e mesmo alguns procuraram e vieram a utilizar vídeos que encontraram online e que servem de referência e enquadraram devidamente, mesmo não sendo da sua autoria.

I - Achas que eles estiveram motivados a utilizar a aplicação *Korsakow* em específico?

P6 - Sim, até havia alguns que se inscreveram na optativa porque sabiam que ia ser uma disciplina em que iam trabalhar com vídeo interativo.

I - Portanto o chavão para eles foi ser vídeo interativo?

P7 - Não, eles já falavam da aplicação Korsakow. Alguns já sabiam, outros não.

I - Lembro-me que não era obrigatório eles utilizarem o *Korsakow*, mas a maioria acabou de uma forma ou de outra por utilizar no projeto final o *Korsakow*?

P8 - Sim, todos os grupos utilizaram. Era uma das componentes do projeto, ou seja deveriam experimentar todos. Todas as características das propostas dos projetos, eles poderiam fazer uma proposta alternativa, mas não fazendo proposta alternativa essa era uma das componentes que deveria estar integrada, não era obrigatório que o projeto feito em Korsakow fosse o produto final da ideia deles mas que tivesse de ser uma das componentes. Por exemplo alunos que propõem uma instalação interativa, utilizaram o Korsakow como ferramenta para a documentação do processo. Uma espécie de “making off”. Outros [ainda] para prototipagem de uma instalação que ainda não está pronta, mas que estão lá os elementos.

I - E um dos projetos também é a prototipagem de um jogo.

P9 - Sim.

I - E achas que houve uma melhoria nas atitudes e competências que eles demonstraram em termos de utilização das tecnologias? (Se houve uma evolução nestes dois meses de utilização do computador)

P10 - Sim. Havia alunos de *Ciências da Arte e Património* (CAP) que começaram por salvaguardar que nunca tinham trabalhado com vídeo. Estavam muito receosos com esse meio, mas muito facilmente utilizaram. Criaram e utilizaram vídeos, por exemplo. Sim.

I - And do you think there was an improvement in the attitudes and skills they have demonstrated in the use of technology. (Was there an evolution in computer use in these two months)

P10 - Yes. There were CAP students that began by clarifying that they never worked with video. They were afraid of this medium, but were able to easily use it. For example. They did use videos and created videos by themselves. Yes.

Resultados dos alunos

I - Achas que (por exemplo do ponto de vista de pensamento crítico) eles também exploraram essa componente de abordar os temas de uma forma diferente por estarem a utilizar a internet e por estarem expostos a muita informação? Ou achas que foram um bocado acríticos na utilização do material?

P11 - Acho que eles inicialmente estava um bocadinho acríticos quando lhe foi proposto o projeto e concretização com a ferramenta. Preocupados com a dimensão técnica, mas quando começaram a trabalhar com a ferramenta aí é que começaram a ser mais críticos e a criar com intenção, e aí foram ver mais exemplos e repensaram os projetos. Porque inicialmente testaram a ferramenta e depois tiveram necessidade de que a fundamentação da sua utilização da ferramenta fosse mais relacionada com o tema.

I - Ok. Achas que houve algum projeto que desse para perceber que eles estavam a querer contar uma história? Algum projeto que tivesse essa componente mais narrativa.

P12 – Mais narrativa... Os alunos que fizeram um “making-of”, acabaram por contar a história do conceito e da forma como tiveram a ideia através do Korsakow. A maioria são fragmentos. Muitos são documentais. Alguns propunham mais experiências... O diálogo do 2050, com perguntas e respostas, mas aí a ordem pode variar. Mas continua a ser os tais fragmentos. Pois, acho nesse projeto eles tiveram de facto um bocado dessa dificuldade de conseguir transformar aquilo numa história. Ao chegar ao fim podes voltar a repetir. Parece que não houve tempo para eles contarem uma história com princípio meio e fim. (Isto talvez devido à) urgência da criação dos projetos na fase final. (Não conseguiram) pensar os projetos no sentido de os tornar mais apelativos e mais apreensíveis através do “storytelling”.

I - Em relação à colaboração entre alunos, achaste que houve um bom ambiente de colaboração de grupos?

P14 - Eu acho que foi muito eficaz. Em muitos casos houve bom ambiente e complementaridade e noutros casos em que terá havido assim mais conflito, houve muita negociação e funciona como uma ótima experiência para futuras abordagens que eles tenham. **Acho que foi um caso de sucesso em termos de colaboração.** Houve um quarto dos grupos que teve algumas dessintonias mas nenhum dos grupos desistiu de ser grupo. Independentemente de inicialmente haver algumas ameaças disso.

I - In what concerns collaboration between students, was there a good collaboration environment?

P14 - Yes I believe it was much effective. In many cases there was a good environment and complementarity, in others where some conflict may exist, there was much negotiation and it was a good experience for future approaches they will have. I believe that in what concerns collaboration it was a success.” ...

I – Ok. Isto portanto foram eles próprios que escolheram a forma como se iam juntar em grupo? (Pelo menos a maioria)

P15 - Sim. Dois ou três, ou três ou quatro no final, (os) que não tinham vindo às sessões anteriores e não tinham tido grupo. Em vez de estarem a criar um grupo novo ou de estarem a trabalhar sozinhos, juntaram-se a grupos existentes. Portanto não foi a primeira opção, mas também não tinham alternativa.

I - E em relação às tuas interações com os grupos. O que é que achaste? Foram boas? Eles tiveram dificuldade em falar contigo?

P16 - Foram boas. Eu senti alguma falta de tempo, mas eles também não me exigiam mais do que isso, e essa falta de tempo foi compensada pelos prolongamentos de umas últimas aulas, com tranquilidade sim.

Utilização do Korsakow

I - Em relação ao empenho que os alunos mostraram. Achas que eles tiveram mais empenho ou menos empenho por estarem a usar o Korsakow?

P17 - Acho que eles se sentiram muito motivados a partir do momento em que começaram a usar a ferramenta, e a verificar que funcionava e que resultava. O empenho inicial não era tanto quanto era

desejado ou esperado. Tanto que queríamos coisas a funcionar antes, em Dezembro. Portanto demorou um pouquinho a começar.

I - Mas esse empenho veio mais da necessidade de finalizar o projeto do que propriamente devido às características da aplicação?

P18 – Sim. Eles gostaram dos exemplos e das demonstrações e da aplicação em si. Mas estavam com falta de coragem e de coordenação nos grupos. E acabaram para deixar para depois.

I - In what concerns students' commitment. You think their commitment was higher because they were using Korsakow?

P17 - I believe they felt very motivated since the moment in which they started using the tool, and they verified that it worked. The initial commitment was not as much as desired or expected. We wanted things working before December. So it took a bit while longer to start.

I - But that commitment came from the need of coming to an end with the project rather than the characteristics of the application?

P18 - Yes. They liked the examples, the demonstrations and the application in itself. But they lacked the courage and group management. And postponed (much of the work).

I - Em relação mesmo aos resultados dos alunos? Achas que os projetos tiveram na generalidade qualidade final?

P 19 – Isso. De fato chegámos àquele ponto em que eles se empenharam, no final empenharam-se bastante. Tanto que há alguns que estão a propor ainda depois da avaliação, desenvolver mais ainda e vir a atualizar e isso é bom sinal. Mas os trabalhos ficaram bastante bons para o tempo em que foram concretizados, mas cada grupo e cada um dos alunos há de ter aquela sensação de que poderia ser um pouco melhor se já tivesse chegado a este ponto numa fase anterior. Estão satisfatórios, estão bons (Alguns). A maioria realmente tinha grandes hipóteses de ser otimizado.

I - Interessa-me a tua opinião. De facto a própria pessoa tem sempre a noção de que pode fazer sempre um bocadinho melhor, mas pronto era mais o que é que tu achavas em relação a outros projetos que já fizeste com outros alunos. Achas que (seria diferente caso) se tivesse usado outra aplicação que não fosse se calhar tão complicada? O que é que achas que condicionou esse atraso?

P20 - Acho que foi mesmo tempo para coordenação e produção dos conteúdos. A utilização da aplicação acho que eles até devem ter ficado surpreendidos. Acabou por ser muito mais rápida do que eles estariam a pensar. Todos os conflitos todas as situações, todos os problemas que apareceram, ficaram resolvidos, as questões que eles foram colocando. Alguns com alternativas, que tu foste sugerindo também.

I - Uma pergunta sobre a utilização de conceitos. Achas que o facto de utilizar este mapas conceptuais e a ideia de criar estes links ou estas redes semânticas, facilitou eles perceberem melhor ou terem um entendimento um bocadinho mais alargado dos temas ou conceitos?

P21 – Sim. A não-linearidade, a hipertextualidade... Um dos registos que eu acho interessante confrontar é os mapas conceptuais iniciais, com as suas expectativas, e os mapas feitos nos *focus group* com os que fizeram na aplicação que criaram no Korsakow. E esses mapas eles já fizeram, a maioria, já desenhou depois de já ter feito a aplicação. Uma das componentes que era exigida nas imagens. E aí eles já estão muito mais à vontade e percebe-se muito melhor essas ligações. Aqueles

que fizeram estruturas hierárquicas em pirâmide percebem que, ou chegaram à conclusão, ainda ontem na avaliação, que poderiam ter feito muito mais ligações nos elementos na base e definir ali uma diversidade de percursos [cruzando as mãos] com alguma variedade e que podiam ter trocado mais... interligado por exemplo.

I - Portanto alguns só mais mesmo no fim é que começaram a ter essa noção?

P22 - Sim. Sim. Vamos ver ainda mais alguns mapas conceptuais daquilo que foi feito.

I - Achas que as soluções a que eles chegaram foram criativas? Não só para eles (para eles deve ter sido porque é uma aplicação completamente nova).

P23 - Sim. Acho que foi muito baseada nas pesquisas que fizeram. Também propor-se um tema comum como a água... muito baseadas naquela pesquisa inicial. Sim foram mais exploratórias. Não foi assim procurar ser completamente original em todas as ideias que se pudesse ter.

I - Achaste que houve coisas originais? Ou achas que foram coisas aproveitadas.

P24 - Sim. Nenhuma das ideias foram uma transposição de algo que tivessem visto (exatamente). Sim, foram originais nas suas abordagens.

I - Houve algum trabalho, que tu digas que mostrasse pensamento crítico em relação ao tema escolhido? (O tema da água presta-se a muitas formas de abordagem, umas mais lúdicas outras mais contestatárias, [referindo] a influência do comportamento humano)

P25 - Pensamento crítico em relação à natureza e ao ambiente - sim, existe bastante. E em relação ao tema - sim, em praticamente todos, em muitos. Em relação ao pensamento crítico em relação à forma como se conjuga o tema com a forma como se apresenta, sim também, mas mais com o objetivo de demonstração, de ilustrar um conceito, do que de criticar ou comentar a forma como as coisas são.

I - Portanto em relação a algumas críticas que eram feitas em relação ao comportamento humano, há algum trabalho que tu te lembres que tenha essa componente bem expressa? (Que tenha mostrado que fez uma reflexão sobre problemas que existem em relação à água?)

P26 - Sim, a tal "Conversa de 2050", por exemplo. Havia um em relação ao lixo, o "H₂O", com lixo da praia, e o tal jogo interativo, com a questão da dessalinização da água, por exemplo.

I - Em relação a estratégias de estudo, achas que por estarem em grupo, promoveram-se boas atividades para estudarem os temas? (Se houve novas formas, por estarem online, a publicar a procurar online?)

P27 - Sim, eles sentiram mais necessidade de coordenação. Não usaram o blog como forma de troca de ideias ou de comunicação entre os elementos do grupo, mas [antes] usaram-na como forma de consulta e de contextualização.

Design da atividade

I - Achas que podia ter havido mais espaços para eles discutirem? Inicialmente tínhamos a tal ideia de fórum que não se chegou a avançar. Não sei se tens ideia se eles trocaram e-mails se geriam o grupo de alguma forma.

P28 - Alguns foram comunicando por e-mail, para entregarem elementos uns aos outros. Outros para se encontrarem pessoalmente (para as filmagens).

I - Achas que podia ser feito mais alguma coisa? Por exemplo, se... a questão [que queria colocar] era mais relacionada com a competição. Se achas que ter-se criado este grupos, se facilitou, se gerou competição entre grupos, se estiveram mais separados, se houve entreajuda entre grupos. Fazes ideia?

P29 - Acho que não houve assim tanta entreajuda entre grupos. Porque realmente cada um estava muito ocupado com aquilo que se estava a desenvolver. Não foi intencional, mas está implícita na partilha dos conteúdos desde o início.

I - Em relação à utilização do Korsakow, disseste que não era muito difícil, mas achaste que foi fácil de usar para a aprendizagem?

P30 - Acho que sim, que é muito fácil de usar inicialmente. Mas de usar com intenção já é preciso mais algum tempo para experimentar.

I – In what concerns Korsakow, you said that it was not hard to use, but would you consider it easy to apply for learning purposes?

P30 - I guess so, it is very easy to start using. However to use intentionally it requires some extra play time.

I - Aspetos bons que realçasses na interface?

P31 - Trazer a necessidade de organização das bases de dados; possibilitar a demonstração imediata do que se está a testar; ser interessante mesmo com uma exploração básica; e ser muito interessante com todo o potencial que tem (com outras abordagens em termos de interface, apresentações alternativas).

I - Aspetos maus?

P32 - Alguns bugs, e a FAQ online não ser assim tão desenvolvida quanto isso, os erros não estarem documentados e descritos. Aqui a comunidade não me pareceu partilhar muito pormenores, como acontece noutras comunidades de *open-source*.

I - Em relação a adaptarem-se à ideia ou às lógicas não lineares e às estruturas semânticas, achas que essa componente foi mais difícil eles chegarem lá?

P33 - Foi facilitada por terem trabalhado muito com os mapas conceptuais antes. Foi difícil para eles (pelo menos para mim) não estavam muito familiarizados com a organização dos dados no computador a criação dos ficheiros e instalação das aplicações e ficheiros fonte e apresentações finais.

I - Achas que usavas outra vez o Korsakow nas aulas?

P34 - Sim, Não como aqui em que foi uma das aplicações principal. Daria outras aplicações alternativas.

I – Bad issues (concerning the interface)?

P32 - Some bugs and the fact that online FAQ is not that much developed, errors are not documented or described. In this case the community does not seem to share many details, as it happens in other open-source communities.

I - In what concerns their adaptation to non-linear and semantic structures, do you consider that it was difficult for them to get there?

P33 – ... “Working with conceptual maps contributed much. It was hard for them (in my view) they were not familiarized with managing data in computers, creating files, installing applications and font files or (creating) final presentations.”

I – Would you use Korsakow again in class?

P34 – Yes. Not like this as the main application. I would also propose alternatives.

I - E para projetos teus? Projetos pessoais?

P35 – Sim, eu tenho vontade de utilizar. Mas entre fazer com o Korsakow e utilizar aplicações próprias, tenho preferido usar as [minhas] aplicações próprias. Mais pelas limitações em termos de publicação. Se eu vou publicar os meus projetos no Korsakow, (o vídeo) começa logo com aquela introdução do Korsakow e (não me convém) se vou utilizar numa exposição... é bom como ferramenta e como demonstração. Para ter a aplicação já a correr tudo bem, mas estar a reiniciá-la por exemplo...

I - Achas que podia ser melhorada a aplicação para uso nas aulas? Algum aspeto que achas que pudesse ser melhorados?

P36 - Sim. Os tutoriais que não tivessem só aquele exemplo, com os homens todos iguais e com as mulheres todas iguais. Que eu acho que não facilita nada estarmos a mostrar que estamos a fazer ligações com nomes diferentes com bonecos iguais. Haver alguns exemplos reais estarem documentados, como acontece nas tais comunidades de *open-source*, em que os autores mostram ficheiros com exemplos comentados. Isso era bom. Exemplos mais complexos.

I - E mesmo em relação à aplicação em si? Achas que pode haver alguma coisa que podia facilitar a vida ao professor ou ao aluno?

P37 - Permitir uma melhor otimização dos pesos [tamanho dos ficheiros] e da qualidade [do vídeo] quando [publicamos] online. Parece que depois não fica com tanta qualidade como nós desejaríamos. Essa era uma questão mais técnica. Conseguirmos ter mais controlo sobre a ordem como aparecem os clips em baixo. Independentemente daquele rating ou força que cada clip tinha. Poder ter uma interface com vários projetos. Por exemplo gostava de fazer um projeto comum juntando vários projetos com um menu comum.

I - Em relação a estratégias para atingir os objetivos. Achas que eles conseguiram desenvolver essas estratégias?

P38 - Sim, acabaram por concretizar isso. Não houve assim grupos que mostrassem frustração...

I - Em relação à atividade em si. Aquilo que conseguimos montar nestes dias. Usarias [outra vez] esta atividade desta forma? (Em próximos semestres)

P39 - A galeria online?

I – Tudo. Eles usarem o Korsakow nesta lógica com algum tempo para pensarem nos temas.

P40 – Sim, acho que no essencial sim.

I – Concerning the activity. What we managed to do these days. Would you use the activity [again] the same way? (In following semesters) (...) Students using Korsakow in this manner with much time to think in subjects.

P40 – Yes, I guess the essential yes.

I - Mas alterarias algumas coisas? (Tinhas falado que se calhar oferecias ou proporias que escolhessem outras aplicações)

P41 – (Um aspeto que talvez mudasse) era mostrar aspetos da organização dos ficheiros dentro da aplicação. E antes disso mostrar (reforçar a localização dos) ficheiros fora.

I - Recomendarias a outro professor esta atividade ou este tipo de atividades?

P42 - Com as devidas salvaguardas. Como ferramenta para exploração e para experimentar e para utilização mais ou menos descomprometida e com imenso potencial. Não é assim usar acriticamente.

I - E achas que se aplicaria a algumas disciplinas e a outras não? Ou vias que isto de certeza que não ia fazer sentido em disciplinas mais teóricas?

P43 - É. Aplica-se só a algumas disciplinas. O ter que lidar com estes media, com o vídeo e com imagem, ilustração, talvez não seja... Depende. Para aprender a lidar com a ferramenta e a utilizar sim faz sentido nestas disciplinas de metodologia projetual e introdução ao projeto multimédia. Para utilizar em disciplinas teóricas já é bom que eles estejam super à vontade com a ferramenta. A partir de agora já será interessante utilizarem noutras disciplinas. Sim.

I - Numa fase exploratória só fará sentido numa disciplina mais prática?

P44 – Sim, com uma prática mais acompanhada, se um professor de teoria disser “ Está aqui a aplicação e estão aqui os tutoriais, e agora quero que um dos três trabalhos do semestre seja um vídeo interativo sobre este tema” Eles (desta forma) vão sentir logo alguma dificuldade em começar.

I - Em relação à maneira como isto foi aplicado, achas que valeria a pena ter tido mais formação inicial de como utilizar a própria aplicação. Uma das questões que tu levantaste foi o antes, como se estrutura uma pasta dentro do computador. Mas mesmo sobre a utilização da aplicação. Achas que valeria a pena ter tido mais informação sobre a exportação...

P45 - Sim, componentes do projeto que não houve muito tempo para explorar posteriormente. Os títulos, a exportação, como são publicados, a inserção de texto conteúdos em português que não estão bem traduzidos, a questão da legendagem.

I - Ok, acho que estão respondidas as 24 questões.

P46 - Também não foi muito estimulada a utilização de interfaces alternativas. Há parte do projeto de *Barcarena* em que os *thumbnails* estavam distribuídos ao longo do mapa. E eles resolveram essa situação e está muito bem.

I – Ok. Obrigado.

Metodologia Projectual Multimédia

FASE 2 - KORSAKOW

António Maneira – 08/11/12 – Faculdade de Belas-Artes da UL

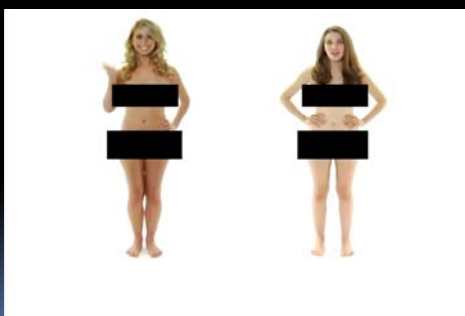
Actividades de aprendizagem com edição multimédia semântica

- Dois inquéritos (um no início e outro no final);
- Uma sessão de brainstorming/focus group;
- 3 a 4 observações de utilização da aplicação;
- Entrevista.

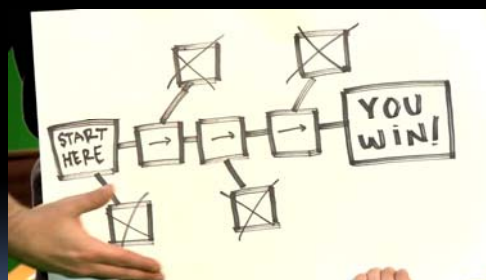
E-mail: antonio.maneira@ulb.pt

Telemóvel: 962 66 45 47

Dress Us! (Interactive Video)



How To Make An Interactive Adventure!

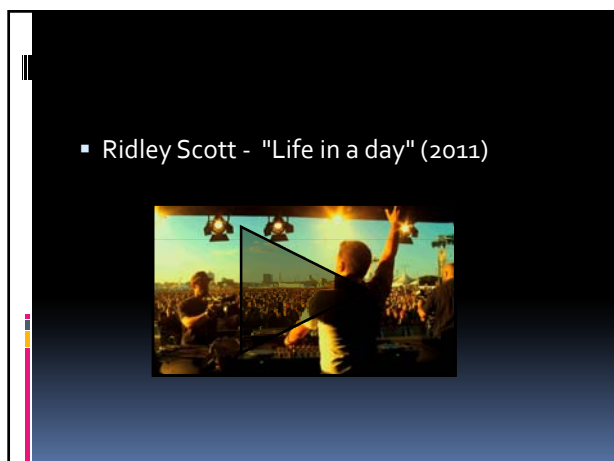
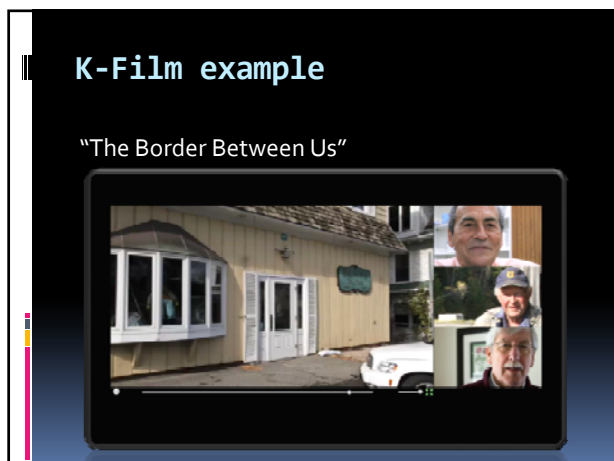
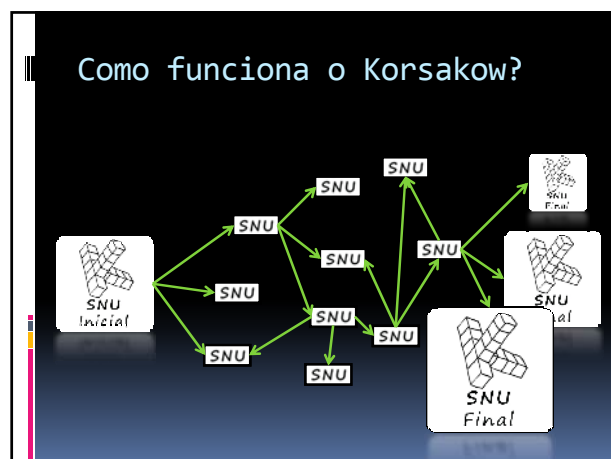
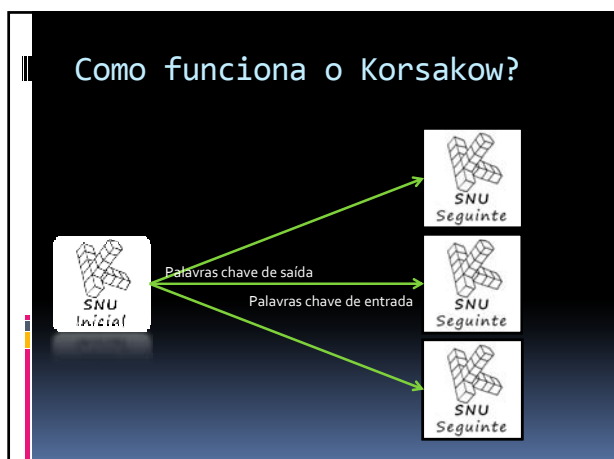


The Birthday Party: An Interactive Adventure!



Aplicação para criação multimédia com lógicas semânticas





Aplicação para criação
multimédia com lógicas
semânticas



Para a semana:

- Tutorial Korsakow
<http://korsakow.org/learn/tutorials>
- Vídeos e excertos para o SNU Inicial
- Conjunto de palavras chaves para o projecto

Professor's Final Interview of 2012

Lisbon, January 17th, 2013

Some framing questions were translated from Portuguese to English by the author along the text and are presented in **bold** (P 11, 12, 17, 21, 24, 25, 26, 29, 30, 34, 50, 51, 56, 58 and 59).

Atitudes e competências dos alunos

Investigador - Como entrevista final o objetivo é também perceber a evolução dos alunos e da própria utilização da aplicação. Já tiveste a experiência do ano passado, e claro também podes comparar com o ano passado. Uma das coisas que queria também confirmar [é se] o ano passado foi a primeira vez que usaste o Korsakow nas aulas?

Professora 1 - Sim, para ensino sim. No entanto um colega [meu] já usava com os alunos dele. Foi a primeira vez que eu lecionei aquela disciplina. O ele já desde há dois anos. Eu antes de começar a dar aulas, comecei por fazer as avaliações com ele, e a aperceber-me dos trabalhos que eles faziam.

I - Só uma questão em relação aos alunos. A maior parte dos alunos são do segundo ano?

P2 - A maior parte dos alunos são do segundo ano de *Ambientes Interativos*. Alguns escolheram esta cadeira como opcional.

I - Nenhum do terceiro ano?

P3 - Do terceiro ano não. Tenho dois de Erasmus.

I - A primeira questão (da praxe) é: se sentiste alterações na evolução utilização da internet e das tecnologias em geral?

P4 - Sim, de uma maneira geral senti uma evolução. Um ou outro aluno mais familiarizado, investiu mais na parte do tema e do conteúdo do projeto. Outros evoluíram bastante e ficaram mais à vontade com as estruturas não-lineares. Perceberam a ideia de tirar partido das estruturas não-lineares e contar as histórias de maneira diferente.

I - Em relação à internet achas que alguns alunos ficaram mais à vontade? (Usar o blog, fazer pesquisas online,...).

P5 - Sim, bastante mais à vontade. Eles já estavam mais familiarizados depois de terem tido a disciplina de “Meios Digitais” comigo no ano passado, onde houve uma familiarização com a publicação no blog, e este ano parti do princípio que eles já estavam à vontade com a publicação.

I - Portanto a maioria dos alunos já tinha tido a disciplina de “Meios Digitais”?

P6 - Sim, os de *Ambientes Interativos*, dois terços.

I - Que é um semestre também?

P7 - Tinham que publicar os trabalhos finais e também tinham que fazer mapas conceptuais. Já estavam mais ou menos familiarizados.

I - És a professora dos mapas conceptuais?

P8 – É, mais ou menos.

I - Portanto só os de Erasmus...

P9 - Desde que comecei a dar aulas os alunos sempre fazem mapas conceptuais na primeira aula, sobre as expectativas da disciplina e na última aula, sobre comentários, sugestões e palavras-chave.

I - Em relação à motivação? Achas que eles se motivaram ao usar o Korsakow?

P10 - Sim. Gostaram de usar como ferramenta.

I - Eles já vinham com ideias de usar a ferramenta, desde a primeira aula?

P11 - Não, alguns estavam na expectativa de que iam fazer web design e ou similar.

I - Em termos de atitudes com essas aplicações, e com a edição de vídeo por exemplo: achas que eles se sentiram mais à vontade?

P12 - Sim. Acho que eles até se podem ter surpreendido a eles próprios com os resultados. Foram conseguindo gradualmente. Assim não se assustaram com o compromisso de fazer um vídeo interativo. Foram fazendo por etapas. [Para] alguns foi difícil começar a usar a aplicação, mas depois quando começaram já conseguiram dominar melhor em relação aos objetivos.

I – Did they [students] come with the idea they would use the tool [Korsakow] since the first class?

P11 - No, some were expecting to do mostly web design.

I – In what concerns attitudes toward those applications and video editing, do you think they were more at ease?

P12 - Yes. I believe they might have surprised themselves with their own achievements. Progress was gradual. In this way they were not scared with the commitment of making an interactive video. They made it stage by stage. At start it was difficult for some to use the application, but then they could master it better regarding the objectives.

I - E em termos de narrativa achas que melhoraram as noções de como contar uma história? Dentro destas lógicas não lineares?

P13 - Sim, acho que a maioria evoluiu nos projetos no sentido de contar uma história, de uma experiência do utilizador, de proporcionar uma experiência aos utilizadores que fosse gratificante. Uns [alunos] que por exemplo tinham os SNUs a passar infinitas vezes, e [questionavam-se] o que é que o utilizador vai ganhar com isso (ver várias vezes o mesmo vídeo), então repensavam a estrutura. Outro caso por exemplo, o João, queria fazer tudo aleatório, usufruir do aleatório da aplicação, mas depois ele próprio descreveu que se tinha inspirado, e tinha criado três grupos de referências, e reformulou a interface dele de acordo com esses três grupos, por exemplo. Mesmo mantendo uma abordagem abstrata com o aspeto aleatório, orientou melhor a sua história. O das marés também, dentro da sua subjectividade (das emoções com a água), procurou contar uma história. Alguns procuraram criar uma situação de jogo.

I - Portanto achas que a maior parte teve um mais ou menos a noção de como é que funciona o Korsakow e conseguiram dar alguma estrutura?

P14 - Sim.

I - Acabei por ainda não ver todos. Julgo que o do João ainda não cheguei a ver.

P15 - Agora está mais simples na galeria final.

Resultados dos alunos

I - Os projetos ficaram todos publicados?

P16 - Sim, sim. Hoje houve uma aluna que publicou o seu trabalho (bastante atrasada). E os dois últimos são bastante mais fracos. Não foram sequer acompanhados nas aulas, poderás ver as diferenças em dois projetos entregues por alunas que não vieram a metade as aulas. E que fizeram o projeto de uma forma independente. Falamos nisso, se põem os vídeos a passar infinitas vezes não melhora a experiência do utilizador.

I - Quando avalias os projetos observas as palavras-chaves que eles usaram?

P17 - Em muitos casos eu não tive acesso aos ficheiros de criação. Por isso as palavras-chave dos SNUs foram acompanhadas durante o processo de desenvolvimento. E aí, sugeri que eles as conseguissem orientar de forma menos abstrata. Mas essas palavras-chave estão de alguma forma explícitas nos mapas que eles criaram, e aí então, se formos ver uma primeira versão de mapas, as ligações estão muito mais difíceis de perceber ou estão muito mais abstratas, e noutra versão estão muito mais controladas e mais intencionais, e identificadas. Um dos problemas desta aluna (que entregou agora) por exemplo é o facto de [a] cada SNU [atribuir] uma letra do alfabeto (ABCDE...) e depois [ela fez] uma palavra a ligar com todas as outras. E então não criou história nenhuma.

I - When evaluating projects you look at the used keywords?

P17 - In several cases I did not have access to the authoring files. Therefore SNU keywords were discussed in the development process. There I suggested them to create keywords in a less abstract way. These keywords were somehow expressed in the maps they created. Then, if we look to a first map version, connections are hard to understand and much abstract, while in later versions they are a lot more controlled, intentional and identified. One of the problems of this student (that only now delivered [her work]) is, for example, attributing alphabet letters to each SNU (ABCDE...) and then (what she did was) one letter linking to all other. As a result she did not developed any story.

I - Tu soubeste disso porque ela te disse?

P18 - Não, no próprio mapa conceptual há uma correspondência nos nomes que eles dão e os nomes que eles usam depois. Foi uma sugestão na aula: que quando fizessem os mapas com a estrutura, dessem nomes aos ficheiros e que esses nomes pudessem ser nomes de ligação para conseguir identificar com conteúdos, porque senão, iriam perder-se.

I - Mas portanto mesmo alguns alunos que não tenham vindo a todas as aulas foram publicando os vários pedidos que tu fizeste?

P19 - Sim. Havia alunos que vinham à aula só uma vez por semana e que foram fazendo o projeto também.

I - Eram trabalhos de grupo ou a maior parte eram trabalhos individuais?

P20 - Individuais. Só houve dois trabalhos de grupo.

I - Dentro desses grupos deu para avaliar a interação entre eles? (Se foi boa?)

P21 - Foi mais complementaridade. Houve um elemento do grupo que assumiu mais a utilização da ferramenta Korsakow e outro que trabalhava mais outras componentes. Eles aperceberam-se que para eles era difícil estar a transferir os ficheiros para um lado e para o outro e estar a trabalhar ao mesmo tempo num mesmo projeto. Então pronto... Se pudessem trabalhar colaborativamente online...

I - Within these groups was it possible to evaluate their interaction? (Was it good?)

P21 - It was more complementarily. There was one element within the group that assumed working with Korsakow tool and the other worked other components. They realized it was difficult for them to transfer files from one place to the other and working at the same time in the same project. That's that... If they could work collaboratively online...

I - Portanto tens a noção de que se ajudavam dentro dos grupos fazendo partilha de ficheiros?

P22 - Os que fizeram em grupo era mais quando se encontravam na aula. Também eram só dois grupos de duas pessoas cada grupo.

I - Em relação aos outros, achas que se ajudaram uns aos outros em termos de solidariedade inter-projetos?

P23 - Durante a aula sim, havia sub-grupos. Sobretudo quem já tinha ultrapassado alguma dificuldade, eu própria endereçava para esse aluno.

I - Tu própria com os alunos tinhas um certo à vontade. Por exemplo para os encaminhares uns para os outros. Deu para observar que era mais ou menos informal a maneira como te tratavam. Cordialmente mas de certa forma informal.

P24 - Sim, pu-los à vontade se houvesse alguma dúvida que um colega já tivesse superado; preferia que fossem esclarecer com o colega do que estar eu a repetir. Para [assim poder] estar disponível para os outros alunos. Mas por outro lado era também para lhes dar essa responsabilidade e esse à vontade de poderem esclarecer uns com os outros. Tanto que eu também não sou especialista com a ferramenta, exploro com eles...

I - Uma das coisas que também consegui ver foi a tua maneira de gerir ou de interagir diretamente com os programadores, essa ideia de contribuir com o projeto *open-source*...

P25 - Sim. Por um lado já tinha havido deteção de bugs em situações anteriores, e por outro lado, quando me colocavam questões que eu não conseguia ultrapassar na aula, eu levava para esclarecer. E eu própria coloquei uma questão aos autores depois de ter procurado no fórum um pouco mais a solução para aqueles problemas; e seguindo todas as regras, questionei os próprios autores. Mande para o contacto geral e eles todos têm acesso. E depois foi eficaz no esclarecimento. Isto levou a que eles próprios [os alunos] consultassem [o fórum], uma vez que no fórum uma pessoa tinha que se registar. E havia um e-mail onde a pessoa podia enviar as suas questões. Na verdade houve um [aluno] a contactar diretamente os autores.

I - Houve um aluno?

P26 - Sim houve uma aluna, e ficou muito surpreendida e satisfeita que responderam no próprio dia e logo a seguir; e foi muito interessante porque ela colocou uma questão que terá sido um desafio interessante, uma ideia mais original. Obteve resposta dos três elementos mais envolvidos no projeto, esse dia e no dia a seguir, com sugestões. O Matt foi o primeiro a dizer que realmente não daria para fazer aquilo que ela estava a querer e para fazer então a versão alternativa que ela estava a sugerir. O Florian respondeu a confirmar. (Eles estavam também a aproveitar para falar entre si). O Dave depois respondeu com uma hipótese que ainda não tinha sido testada e [que sugeriu] para ela experimentar. Essa versão resultou. Não era só a parte dos links fixos. A ideia era poder usar o Korsakow para fazer um projeto de vídeo interativo que fosse uma espécie de mesa de mistura de sons. E essa hipótese resultou.

Q24 - Yes, I supported students to be at ease to check doubts with partners that would be more advanced; I preferred that they would learn with their peer than being repeating myself. In this way I could be available for others. But also it was a way of giving them that responsibility and attitude of learning with each other. Besides I am not a specialist with this tool I explored with them...

I - One thing I noticed was the way you managed to directly interact with the developers, that idea of contributing for the *open source* project

Q25 - Yes. In one way there had been some bug detection earlier and also, when they asked me questions that I could not answer in class I took them home for checking. After going through the forums for the same kind of problems (and following all rules) I presented a question to the authors (the programmer).(...) He was effective lightning up the subject and I made them [the students] see the conversation.(...). But the truth is that there was one (student) contacting the authors directly.

I - Was there a student?

Q26 - Yes, there was one student, and she was quite surprised and glad as they responded in the same day; and it was quite exciting as her question was considered very original and appealing challenge. She got an answer from the three most involved elements in the project latter that day and the day after with suggestions. Matt was the first to claim that what she was suggesting was not possible but that an upgraded version should be made to enable it. Florian confirmed (they were also talking with each other). Dave (the programmer) replied suggesting the alternative version still to be tested. It worked. It was not just the fixed links. The idea was to use Korsakow to make an interactive video that would be a kind of a sound mix table. And it worked.

I - Achas que a maior parte se empenhou nos projetos?

P27 - Sim. Acho que eles depois acabaram por se entusiasmar bastante com a utilização e com o domínio dos comportamentos (que tinham de ser eles a controlar). Houve vários projetos que tiveram várias iterações e que foram melhorando ao longo do tempo (entre o primeiro mapa e depois o resultado final).

I - Tiveste a experiência de os ter como alunos no ano passado. Consegues ter ideia ou fazer a comparação em relação a outras atividades? (Se achas que estiveram mais entusiasmados com isto [o Korsakow] em vez de outra aplicação qualquer).

P28 – Sim. O facto de ser interativo e poderem começar a mexer com comportamentos, à partida entusiasmava-os mais e está mais próximo dos objetivos deles que é criarem projetos interativos. Faz parte da evolução.

I - Em relação ao resultado final dos trabalhos (não estive a ver as notas imagino que também não seja o mais importante, mas) achas que os projetos atingiram os objetivos?

P29 - Todos eles poderiam ter uma nova iteração [ainda]. Todos eles poderiam ainda melhorar para além do que estão. Mas a verdade é que numa evolução de 4 etapas, a maioria está numa etapa 3. Mas sim, tiveram uma boa evolução. O facto de o ano passado ter havido um projeto Korsakow e ter servido como referência para os alunos irem observar e partirem das suas ideias e do que os colegas tinham feito também tornou as propostas deles mais arrojadas, mais exploratórias. No ano passado havia muitas pessoas que utilizavam a interface convencional (um vídeo principal e 3 de opção) que vinha por omissão na aplicação, e agora, este ano, houve muitos que alteraram. Inspirados sobretudo pelos casos mais diferentes (como por exemplo Barcarena, com o mapa).

I - Em relação à própria evolução do projeto. Achas que os ajudou a entender ou perceber melhor os conceitos, ou aquilo que estavam a abordar? Que durante a evolução do projeto, eles próprios foram desenvolvendo conhecimentos na área?

P30 - Do tema? Sim. Houve alunos que fizeram visitas de estudo ao local que foram filmar, e acabaram por concretizar informação sobre esse tema. Outros que foram (pesquisar) vídeos online e acabaram ser eles a coordenar e [a] filtrar que informação é que queriam mostrar ao seu público. Outros que para procurar formas de sensibilização ambiental, também procuraram saber mais, para poderem não só apresentar aqueles vídeos mas também perspetivar. Ou seja, apresentar: “Isto é o que temos neste vídeo; se todas as pessoas fizessem assim as consequências seriam estas...”

P29 - (...) “The fact that Korsakow projects were developed last year and that they were used as reference for students (...) made their proposals bolder and more exploratory. Last year there were lots of people using the straight interfaces (...) (by default), and now, this year, there were many [students] that changed it. Mostly inspired by more original projects.”

P30 - (...) “There were students who did study visits to the place they would be shooting and gathered information about the theme. Other that [searched] online videos, managed and filtered the information they wanted to show to their audience. Others, in order to promote environmental awareness, made much research for being able to put videos they found in their own perspective. As an example; ‘this is what we have in this video; if everyone would do like this the consequences would be that...’”

I - Tentaram ir mais a fundo. Viram um vídeo e procuraram mais informações. Em termos de criatividade, disseste que partiram já da observação de alguns trabalhos. Mas de certa forma criaram coisas novas em relação ao que viram?

P31 - Sim. Por exemplo, na história dos jogos era para ser uma estrutura linear para apresentar os jogos, acabou por haver abertura para fazer uma figura de um jogo a ser eliminada. Por um lado, funciona como experiência do utilizador, por outro é uma abordagem mais criativa. Outro, por exemplo, que tinha uma imagem de referência que era uns desdobráveis (turísticos) de uma zona, desenvolveu ilustrações não como vídeos mas como ícones, imagens para clicar.

I - Em relação a estratégias de trabalho: achas que o facto de estarem neste projeto promoveu novas formas de trabalhar? Em conjunto, uns com os outros?

P32 - As estratégias de trabalho foram muito orientadas pelo estado do programa. Como reparei que o ano passado os alunos estavam a focar muito no resumo, o resultado da disciplina, na concretização do Korsakow, este ano nem as etapas tinham número, eles tinham que ter componentes do projeto no final de cada etapa. E então eles acabaram por pôr em prática as várias etapas que foram sugeridas. O trabalho acabou por não ser assim tão espontâneo, mas muito aquilo que já estava planeado. Eles tiveram que a apresentar o seu projeto e se apresentar aos colegas cinco vezes ao longo do semestre.

I - Achas que isso estimulou a interação entre os alunos?

P33 - Na prática logo na primeira apresentação da investigação houve alunos que deram sugestões uns aos outros. Mas depois naquelas etapas intermédias, não foi estimulada tanta interação durante a apresentação, mas mais pela inspiração que cada um poderá ter tido dos colegas (a influência que recebeu).

I - E achas que essa troca contribuiu para uma certa competição entre eles? (com esta ideia de que aproveitaram de certa forma o trabalho uns dos outros) Havia a ideia de querer fazer melhor?

P34 - Competição entre eles, não me pareceu assim tanto. Também motivei abertura para colocarem questões uns aos outros e para responderem às dúvidas uns dos outros, consoante aquilo que cada um já tinha avançado. Quando havia uma dúvida de um também passava esse esclarecimento para todos. Por isso acabou por haver mais entajuda e inspiração em comum do que competição. Cada um tinha uma abordagem muito diferente. Uma aluna estava mais vocacionada para publicidade e propaganda, outro para uma exploração mais abstrata, outro para aproveitar para fazer experiências com líquidos.

P34 - “I supported open collaboration for students to question each other and help each other. (...) Therefore, it ended to be more mutual help and inspiration than competition. Each [student] had a very different approach. One student would have a commercial project, while other would have a much abstract exploration, and other focus on fluid experiments.”

I - Portanto muito focados nos seus projetos sem ter em mente propriamente uma nota final que iam ter? Ou em relação uns aos outros?

P35 - Era difícil [para os alunos] terem uma ideia das notas ao longo das etapas (da nota final ao longo das etapas). [Podiam apenas] comparar os projetos.

I - Mas ao longo de cada uma dessas etapas os comentários que fazias não eram numéricos?

P36 - Eram mais do trabalho em curso. Não era tanto o feedback quantitativo, mas aquilo que podiam melhorar. Os projetos podiam sempre melhorar.

I - Mas houve uma certa pressão para que eles entregassem essas respostas no final de cada etapa. Se não entregassem acabava o projeto, não valeria a pena continuar? Ou havia uma penalização?

P37 - Não. Eu falei que havia uma penalização em relação aos prazos. Uma penalização quantificada em meio valor se não apresentarem à turma. Isso em cinco apresentações dá dois valores e meio no total.

I - Esta metodologia usaste também o ano passado?

P38 - Usei. Tinha menos etapas. Mas isto não era para quantificar. A questão dos prazos era geral mas depois como havia tantos alunos e tantas etapas eu tive que subdividir tudo para conseguir ter uma avaliação justa de alunos que fiquei a conhecer bastante mal por não haver muitas oportunidades de interação. Eles sabiam que havia uma penalização no final.

Utilização do Korsakow

I - Em relação ao Korsakow: nesta última versão sentiste haver melhorias em relação ao ano passado?

P39 - Nós salvaguardámos mais. No ano passado, tivemos mais problemas sobretudo em relação aos formatos dos vídeos dos nomes dos ficheiros. Essa parte foi logo salvaguardada. E eu primeiro fiz logo esse aviso de que deveriam ter os vídeos formatados segundo aquelas condições. Sobre tudo iriam ter problemas na exportação final, como já tinha acontecido em situações anteriores. Depois quando havia um problema logo nas primeiras fases, essa era uma das situações que eliminávamos que era os formatos dos vídeos. Então se fomos ver os esclarecimentos da utilização da ferramenta, começam logo por dizer [isso]. Quais os formatos que eles devem usar. E depois mais à frente ferramentas para poderem fazer a conversão. São este tipo de sugestões.

I - Em relação à própria interface do Korsakow. Não foram explorados na aula todos os passos a fazer (tenho ideia).

P40 - Mostrei tutoriais. Aquele tutorial inicial para a introdução e depois o tal exemplo que já tinha realizado [um vídeo interativo realizado pela professora]. Não foi mostrado assim em pormenor cada uma das etapas. Mas foi incentivada a exploração da interface, que não fiz muito o ano passado.

I - Achas que eles se adaptaram bem ou tiveram dificuldade. Em gerir a criação de interfaces...

P41 - Em geral eles conseguiram ultrapassar, sim.

I - E em relação ao próximo ano? Pensas usar outra vez?

P42 - Já questionámos isso no balanço final, um dos alunos comentou isso que o Korsakow tinha muitos problemas, mas os outros não levantaram esse problema. Eles também podiam escolher outra ferramenta como aconteceu com dois casos. Eu estava curiosa para experimentar outras ferramentas ou para deixar em aberto a utilização de outras ferramentas, para também não concentrarmos a ideia de projeto multimédia num vídeo interativo, feito com a ferramenta x. Falámos também em utilizar a solução Popcorn (<https://popcorn.webmaker.org/>), que permite sincronizar vídeos e colocar ligações entre um e outro. E assim eles também quando tem opções entre ferramentas, é uma oportunidade para explorarem ambas. E fazerem uma opção mais consciente. E então aí vão ter de experimentar ambas para poderem escolher qual usar efetivamente.

Então estou a pensar nessa hipótese. Mas o Korsakow tem sido bastante confortável e adequado para por em prática esta ideia de projeto multimédia e de fazer mapas conceptuais ao longo das fases iniciais, fazer pesquisa, criar comportamentos, pensar no utilizador.

I - Adapta-se a estas várias coisas...

P43 - Sim, a ideia de o projeto final ficar no ecrã e ficarem todos ao mesmo nível e serem explorados na web. Pode mostrar assim um resultado bastante circunscrito. Se calhar vou estimular mais a utilização de mais ferramentas em paralelo mais orientadas para a web. Ou então pode ser mais interessante a apresentação final, o ambiente onde é apresentado, o projeto ser mais diversificado [como por exemplo] poder ser explorada a utilização de projeções.

I - Achas que é importante esse salto para o exterior?

P44 - Sim. Ambientes com outra escala. Uma interface física diferente. Trabalhar com sensores.. apenas num semestre não dá para chegar a essa fase... Se tivéssemos um segundo semestre evoluiríamos para essa exploração.

I - Achas que o só estar online é pouco visível.

P45 - É o meio ideal. Se só houver um meio possível é o meio ideal. Para depois extrapolar para os contextos que quiserem.

I - Achas que é uma hipótese comprimir um bocado mais o tempo para a produção de vídeo?

P46 - Sim, se eu apresentar soluções pré-definidas. Do género: “temos aqui várias hipóteses para explorar: está aqui o espaço, está aqui o ambiente preparado, estão aqui estas várias opções”; ou “[vamos] usar o computador: já está aqui o código só têm de adaptar ao vosso caso”. Se tiver alguns modelos pré-definidos que eles adaptem é possível. E aí eles fazem... primeiro utilizam a ferramenta fazendo apenas uns ajustes e depois ficam mais curiosos para saber como é que se faz.

I - Mas isso já à parte do Korsakow? Ou tentar integrar o Korsakow com esses meios?

P47 - Podendo utilizar o Korsakow como ferramenta.

I - É mais complicado porque é mais um nível? (Programar em cima do Korsakow.)

P48 - Sim.

I - Aí se calhar era mais complexo prever as várias hipóteses de criação?

P49 - Estava a considerar... Não íamos pedir que eles trouxessem novas profundidades para o Korsakow. Nós é que tentaríamos a utilização da interface [com sensores] com a interface do Korsakow. Que a nossa interação com o Korsakow não fosse com um rato no computador, [mas com] estes dispositivos e sensores. O Korsakow continuaria a funcionar como é.

Design da actividade

I - Em relação às virtudes da utilização da aplicação mas mais do ponto de vista da atividade em si, se achas que isso é uma fraqueza, não ter essa exposição não haver tempo para mais? E um forte, alguma coisa que consideres bastante positiva?

P50 - Uma das coisas bastante positivas é os alunos poderem ter a oportunidade de poder criar comportamentos sem terem de saber programar. E conseguem fazê-lo rapidamente. Poderem sentir-

se entusiasmados com essa possibilidade. E aí também começam a poder criar uma história com a interação que eles planeiam. O forte é poder trabalhar estruturas não-lineares de forma bastante simples em termos técnicos. E bastante entusiasmante em termos de resultados. E então aí eles concentram-se na componente visual e na história que eles querem contar. E uma das componentes que eu quero dar mais destaque é na experiência do utilizador. Daí ser uma das etapas. Eu coloquei a experiência do utilizador como uma das etapas que está subentendida no desenvolvimento. Mas sendo uma etapa independente, eles têm de fazer testes e trazer a experiência do utilizador como uma das componentes nas quais tenham refletido e que tenham partilhado.

I - Eu lembro-me de tu falares da hipótese de fazer uma maquetagem com papel. Qualquer coisa para eles se entenderem. Pelo menos em alguns projetos parecia que não estavam a perceber bem como é que ia funcionar. Portanto uma das tuas ideias seria pedir para que fizessem uma coisa desse género?

P51 - Sim. Cada vez que eu trago uma etapa nova, também pode não ter ainda uma expressão muito rica. Desta vez foi a divulgação. Achei que o Korsakow ficava muito fechado muito circunscrito aqui, ao que eles publicavam nesta plataforma. Então o facto de eles terem que divulgar (nas redes sociais) acaba por ser uma extensão possível do programa. Mas não foi assim tão bem sucedido. Acabaram por divulgar nos seus *facebooks* nos ambiente onde estão confortáveis e não arriscar a apresentar noutros contextos. Mas essa parte da divulgação também vai ser um dos elementos que dá mais perfectivas para terem *feedback*.

P50 - One of the very positive things is the fact that students can have the opportunity to create behaviors without knowing how to program. And they can do it fast. And be enthusiastic with that. (...) The good thing is to be able of working non-linear structures in a very easy way, in what concerns technical knowledge. And being very enthusiastic, in what concern results (...) One component I want to emphasize is the user experience, being one of the stages. (...) being an independent stage they [students] will have to make tests and bring user experience as one of the components in which they have given though and have shared.

P51 - (...) Students ended advertizing [their projects] in their facebook page and the environments where they were comfortable and did not risk to present in other contexts.

I - Houve pelo menos um aluno que publicou sem ser no blog da turma.

P52 - Eles tinham isso como uma etapa final.

I - Foi só fazer anúncio?

P53 - Sim.

I - Achas que vem mais da timidez de alguns deles?

P54 - Sim. Tal como também tiveram timidez em consultar os autores. Mas eles para os consultar também tinham que estar muito a par de todas as matérias.

I - Já agora como criadora do próprio blog tiveste noção de comentários que tenham sido feitos aos projetos para além dos próprios alunos?

P55 - Não. Aquilo foi muito fechado na turma. Também não fiz questão de divulgar o blog para além do contexto do trabalho da turma. No final houve alguns comentários a favorecer alguns trabalhos da turma. Apareceram alguns favoritismos... Há alguns projetos favoritos.

I - Chegou a haver comentários mas mais no final, não?

P56 - Sim. Quando eu insisti para que o fizessem. Eles têm sempre aquele receio de fazer comentários nas etapas do projeto e aos trabalhos dos colegas e que eles possam interpretar aquilo como críticas e não como ajudas.

I - There were comments but more in the end, right?

P56 - Yes. When I insisted for them to do it. They always have that apprehension of making comments to their peers work in the project stages as they are afraid they can take it as a critic and not an aid.

I - No final eles fizeram comentários mais positivos, só?

P57 - Sim. Só dos projetos que gostaram mais.

I - Uma das coisas que foi feito em Austin (...) foi fazer uma reunião e fazer comentários de acordo com seis categorias de crítica (...) Isso serviu de guião para depois eles fazerem comentários escritos aos trabalhos individuais. (...)

P58 - Eu gostei dessa ideia de poder expor os vários trabalhos nos computadores. Eu acho que podia resultar muito bem na tal fase de experiência de utilizador; porem os trabalhos no ecrã do computador e [usrem] um papel para os comentários. E aí eles vão ter de reunir os vários comentários (o melhor e o pior).

I - Lá em Austin partilharam um documento word, numa pasta no servidor, e assim era um word para cada um dos projetos.

P59 - Sim, até podia ser um Google doc ao lado...

P58 - I liked that idea of showing all the works in the computers. I believe it could work very well in that phase with the user experience; presenting the works on the computer screen and having a sheet of paper for the comments. And then each student would gather all the comments.

I - In Austin they shared a Word document, in a class folder in the server. In this way there was a Word document for each project.

P59 - Yes, it could be done with Google doc by the side...

I - Em relação à exploração da internet para recolher vídeos. A maior parte recolheu vídeos online?

P60 - Foi muito equilibrado. Uns filmaram e editaram. E outros foram recolher à internet. Foi muito equilibrado mesmo. Quando foram buscar ficheiros referi para mencionarem as fontes. Se eles no projeto final não apresentarem as fontes ainda [seria aceite]. Mas pelo menos no processo [nas publicações do blog] estão lá as referências. E na descrição final acrescentaram: os vídeos foram retirados de...

Final Questionnaire in Lisbon (2012)

Most relevant questions and answers are translated from Portuguese to English by the author and presented in ***bold italic***.

1. Média diária

#	Question	Menos de 1 h	1 - 2 h	2 - 3 h	3 - 4 h	4 - 5 h	5 - 6 h	Mais de 6 h	n	Mean
1	Estudar por livros?	7	1	0	0	0	0	0	8	1.13
2	Estudar com amigos?	6	1	0	1	0	0	0	8	1.50
3	Estudar online?	2	3	1	1	1	0	0	8	2.50
4	Fazer pesquisas na internet?	0	1	1	3	2	1	0	8	4.13
5	Ver vídeos online?	2	2	3	1	0	0	0	8	2.38
6	Ver televisão?	3	3	2	0	0	0	0	8	1.88
7	Ouvir música?	3	0	2	1	1	0	1	8	3.13
8	Jogar vídeo jogos?	7	1	0	0	0	0	0	8	1.13

Statistic	Estudar por livros?	Estudar com amigos?	Estudar online?	Fazer pesquisas na internet?	Ver vídeos online?	Ver televisão?	Ouvir música?	Jogar vídeo jogos?
Min Value	1	1	1	2	1	1	1	1
Max Value	2	4	5	6	4	3	7	2
Mean	1.13	1.50	2.50	4.13	2.38	1.88	3.13	1.13
Variance	0.13	1.14	2.00	1.55	1.13	0.70	4.70	0.13
Standard Deviation	0.35	1.07	1.41	1.25	1.06	0.83	2.17	0.35
Total Responses	8	8	8	8	8	8	8	8

2. Click to write Column 1

#	Question	Nunca	Mensal-mente	Semanal-mente	Diaria-mente	Várias vezes por dia	n	Mean
1	Usar um motor de pesquisa (Google, Yahoo!).	0	0	1	1	6	8	4.63
2	Ver ou ouvir música ou vídeo online (YouTube, Vimeo).	0	0	1	4	3	8	4.25
3	Seguir podcasts ou realizar download de músicas ou vídeos.	1	4	0	3	0	8	2.63
4	Usar o site da faculdade ou a página da biblioteca.	0	3	4	1	0	8	2.75
5	Participar em sites de redes sociais (Facebook, MySpace).	0	0	1	3	4	8	4.38
6	Jogar vídeo jogos online com outros jogadores (World of Warcraft, Poker, Halo, Call of Duty, Runescape).	5	3	0	0	0	8	1.38
7	Participar em plataformas de mundos virtuais (Second Life).	8	0	0	0	0	8	1.00
8	Partilhar fotografias ou vídeos (blogs, flickr, podcasts, vodcasts).	1	2	5	0	0	8	2.50
9	Usar internet no telemóvel.	1	1	2	4	0	8	3.13
10	Ler/Enviar e-mails.	0	0	1	3	4	8	4.38
11	Ler blogs, wikis ou fóruns de discussão online.	1	1	3	3	0	8	3.00
12	Escrever/Comentar em blogs, wiki ou fóruns de discussão online.	3	3	1	1	0	8	2.00
13	Participar em chats de mensagens de texto	0	1	3	0	4	8	3.88

	(iChat, aim, GoogleTalk, facebook chat).							
14	Enviar mensagens SMS por telemóvel.	0	1	1	2	4	8	4.13
15	Participar em conversas (áudio/vídeo) online (iChat, Skype).	2	0	4	1	1	8	2.88
16	Usar o Twitter.	3	3	1	0	0	7	1.71

3. Relativamente às actividades associadas ao uso do Korsakow. Para cada afirmação à esquerda, por favor indica o teu nível de concordância.

#	Question	Con- cordo total- mente	Con- cordo	Não concordo nem discordo	Dis- cordo	Dis- cordo total- mente	n	Mean
1	Na generalidade eu gostei da atividade em que desenvolvemos vídeos interativos. <i>I enjoyed the overall learning activity where we developed interactive movies.</i>	1	6	1	0	0	8	2.00
2	O suporte técnico foi ajustado às minhas necessidades. <i>The technical support was adjusted to my needs.</i>	0	3	3	0	1	7	2.86
3	Fiquei satisfeito com o filme que desenvolvemos. <i>I was satisfied with the film I/we developed</i>	1	5	2	0	0	8	2.13
4	As actividades aumentaram a minha motivação para estudar on-line.	0	1	5	1	1	8	3.25
5	As tarefas eram desafiadoras. <i>The tasks were challenging.</i>	3	4	1	0	0	8	1.75
6	As actividades eram muito exigentes.	0	3	3	2	0	8	2.88
7	Considero a atividade uma perda de tempo.	0	1	1	5	1	8	3.75
8	Gostei da maioria dos projetos dos meus colegas.	0	5	3	0	0	8	2.38
9	Percebi a lógica de atribuição de palavras-	0	5	3	0	0	8	2.38

	chave dos trabalhos dos meus colegas.							
10	Acredito ter aprendido alguma coisa a partir do trabalho dos meus colegas.	0	7	1	0	0	8	2.13
11	Os projetos dos meus colegas não me suscitaram interesse	0	0	1	6	1	8	4.00
12	Era fácil dispersar nas aulas porque o ritmo era lento	0	1	4	3	0	8	3.25

4. Em relação à tua experiência de utilização da internet e redes sociais, por favor indica o teu nível de concordância.

#	Question	Con- cordo total- mente	Con- cordo	Não concordo nem discordo	Dis- cordo	Dis- cordo total- mente	n	Mean
1	Foi difícil para mim encontrar recursos vídeo e imagens online.	0	2	3	3	0	8	3.13
2	A internet foi útil para trocar informação com outros colegas. <i>The Internet was useful to exchange information with others.</i>	3	3	2	0	0	8	1.88
3	Consegui encontrar formas de verificar a qualidade e validade dos recursos (vídeo e imagem) que escolhi para o meu projeto. <i>I could find ways to check the quality and accuracy of the media I chose for my project.</i>	1	4	2	1	0	8	2.38
4	O professor ajudou a desenvolver o meu projecto.	2	6	0	0	0	8	1.75
5	A comunicação com o professor foi apropriada. <i>Online communication with the teacher was appropriate</i>	1	6	1	0	0	8	2.00
6	Foi fácil partilhar informação e recursos (vídeo e imagem).	1	6	0	1	0	8	2.13
7	O trabalho de equipa foi bom.	1	2	5	0	0	8	2.50
8	Utilizei fóruns online para trocar informação fora das aulas.	0	2	1	2	3	8	3.75
9	Sinto-me mais informado sobre potenciais riscos	1	1	4	1	1	8	3.00

	associados à utilização da internet.							
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5. Em relação à tua experiência na edição e gestão de recursos multimédia, por favor indica o teu nível de concordância.

#	Question	Con- cordo total- mente	Con- cordo	Não concordo nem discordo	Dis- cordo	Dis- cordo total- mente	n	Mean
1	Não tive problema em editar os recursos que queria utilizar.	1	2	2	2	1	8	3.00
2	Tive dificuldade em desenvolver redes ou estratégias de atribuição de palavras-chave para o meu projecto.	0	4	2	2	0	8	2.75
3	Aprendi bastante vendo vídeos online.	0	4	2	2	0	8	2.75
4	Facilmente desenvolvi mapas de conceitos sobre os temas que quis abordar.	0	5	3	0	0	8	2.38
5	Foi difícil escolher as palavras-chave para classificar os recursos que queria utilizar.	1	1	0	4	2	8	3.63

Statistic	Não tive problema em editar os recursos que queria utilizar.	Tive dificuldade em desenvolver redes ou estratégias de atribuição de palavras-chave para o meu projeto.	Apreendi bastante vendo vídeos online.	Facilmente desenvolvi mapas de conceitos sobre os temas que quis abordar.	Foi difícil escolher as palavras-chave para classificar os recursos que queria utilizar.
Min Value	1	2	2	2	1
Max Value	5	4	4	3	5
Mean	3.00	2.75	2.75	2.38	3.63
Variance	1.71	0.79	0.79	0.27	1.98
Standard Deviation	1.31	0.89	0.89	0.52	1.41
Total Responses	8	8	8	8	8

6. Em relação à tua experiência na utilização da aplicação Korsakow, por favor indica o teu nível de concordância.*

#	Question	Con- cordo total- mente	Con- cordo	Não concordo nem discordo	Dis- cordo	Dis- cordo total- mente	n	Mean
1	Adaptei-me facilmente à interface do Korsakow.	0	1	2	4	0	7	3.38
2	Considero que aprendi muito pouco nesta actividade.	0	1	4	2	0	7	3.13
3	Considero ser capaz de criar sozinho vídeos interactivos.	2	3	2	0	0	7	2.00
4	Não tive problema em editar e gerir os diferentes recursos que queria usar.	0	3	0	2	2	7	3.38
5	Não tive problemas em editar a interface de apresentação do meu vídeo interativo.	1	0	2	3	1	7	3.38
6	Espero usar o Korsakow noutros projectos de outras disciplinas. <i>I hope to use Korsakow application for other school projects.</i>	0	3	4	0	0	7	2.63
7	Espero usar o Korsakow em projectos fora do âmbito da faculdade. <i>I hope to use Korsakow application out of school.</i>	0	3	2	2	0	7	2.88

*The answers of the student that did not use Korsakow were removed in this table

Statistic	Adaptei-me facilmente à interface do Korsakow.	Considero que aprendi muito pouco nesta actividade.	Considero ser capaz de criar sozinho vídeos interactivos.	Não tive problema em editar e gerir os diferentes recursos que queria usar.	Não tive problemas em editar a interface de apresentação do meu vídeo interactivo.	Espero usar o Korsakow noutros projectos de outras disciplinas.	Espero usar o Korsakow em projectos fora do âmbito da faculdade.
Min Value	2	2	1	2	1	2	2
Max Value	4	4	3	5	5	3	4
Mean	3.38	3.13	2.00	3.38	3.38	2.63	2.88
Variance	0.55	0.41	0.57	1.70	1.41	0.27	0.70
Standard Deviation	0.74	0.64	0.76	1.30	1.19	0.52	0.83
Total Responses	8	8	8	8	8	8	8

7. O que consideras que correu bem nesta actividade?

Text Response
a descoberta e exploração de novos conceitos
Por ter feito o trabalho individualmente, não estive dependente de ninguém.
O facto de ter aprendido a lidar com palavras-chave segundo uma lógica para criar uma narrativa não-linear com interfaces diferentes, assim como a exploração de um programa em constante actualização.
<i>The fact that I have learned to deal with keywords within a logic for creating a non-linear narrative with different interfaces, as well as the exploration of a software in constant update</i>
a interação com os colegas
<i>The interaction with classmates.</i>
o trabalho em grupo e a interajuda entre os colegas.
<i>The group work and the mutual assistance between students.</i>
acredito que o processo criativo foi bem identificado com relação as suas fases.

Statistic	Value
Total Responses	6

8. O que consideras que não correu bem nesta actividade?

Text Response
a falta de material indicado para a gravação dos vídeos.
Tive dificuldade em usar o Korsakow, desde a criação do interface, passando pelas imagens de pré-visualização, à própria exportação. Pensei em fazer o trabalho de Projeto em Korsakow, mas mudei de ideias...
Julgo que o programa tem muitos erros, por exemplo, a meio de um trabalho bloquear e ter de se fazer tudo de novo.
No início houve dificuldades em compreender a forma de utilização do programa, foi necessária muita pesquisa e muitas tentativas para chegar ao resultado pretendido e utilizar os vídeos como estava inicialmente planeado. <i>“In the beginning there were difficulties in understanding the way to use the software. Much search was necessary and several attempts made to reach the intended result and use the videos as was initially planned.”</i>
software ainda em versão beta com muito trabalho pela frente
não tive muito tempo para aprender a utilizar o programa, praticamente foi autodidata.
a falta de compatibilidade entre as ideias para o projeto e as especificidades do programa utilizado

Statistic	Value
Total Responses	7

9. Que sugestões propões para melhorar esta actividade?

Text Response
que a escola disponha de tecnologias de captura de video mais modernas.
Talvez uma nova versão do Korsakow, que já não seja beta e não dê tantos erros...
Tentar melhorar os erros do Korsakow e aumentar a possibilidade de manusear o som. Algumas coisas estão muito limitadas.
Penso que mais aulas com exercícios dedicados à aprendizagem do funcionamento do Korsakow antes de passar ao projecto final poderiam ajudar.
uma melhor compatibilidade na conversão de ficheiros de video
mais apoio e acompanhamento dos professores, mais tempo para trabalhar um programa, antes de elaborar um projecto.
<i>More teacher support and tutoring, more time to work with one program before elaborating a project</i>
as limitações do programa devem ser melhor definidas desde o início, para que as ideias sejam enquadradas nesse âmbito
<i>the limitations of the software should be better defined from the beginning, so that the ideas may be framed in that setting.</i>

Statistic	Value
Total Responses	7

—Multimedia_Metodologia+Projecto

MPM [Arte Multimédia] + PM1 [Ciências da Arte e do Património] | FBAUL 2011/12

Início **Calendário** **Eventos** **Info** **Programa** **Projecto** **Referências**

Termo



Programa

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[Versão em desenvolvimento]

Metodologia Projectual Multimédia | Licenciatura em Arte Multimédia [MPM|AM]
Projecto Multimédia | Licenciatura em Ciências da Arte e do Património [PM1|CAP]

Ano Lectivo 2011-2012 | 1º Semestre

Prof. Mónica Mendes » monica.mendes [at] fba.ul.pt

—

AULAS | HORÁRIO

Terças: 17h-20h Metodologia Projectual Multimédia [MPM|AM] + Projecto Multimédia I [PM1|CAP]

Quintas: 17h-18:30h Metodologia Projectual Multimédia [MPM|AM]

Sala 3.07

Horário de acompanhamento

Terças 20-21h + Quintas 16-17h e 18h30-19h30 | Ponto de Encontro: Sala 3.07

—

» CONTEÚDOS PROGRAMÁTICOS

Conceber ideias | Representar conceitos | Apresentar projectos

Investigação para enquadramento artístico e fundamentação científica.

Agilizar métodos recorrendo a aplicações FLOSS (Free and Open Source Software).

Operacionalizar conceitos | Prototipar.

Apresentar e divulgar.

Conteúdos Essenciais:

Terminologia | Criadores | Linguagens | Creative software | Computação física

Análise de Tarefas | Usabilidade | Tipografia | Prototipagem

—

» OBJECTIVOS DA UNIDADE CURRICULAR E COMPETÊNCIAS A ADQUIRIR

Apreender e praticar as diversas etapas de um projecto multimédia, com uma perspectiva global e atitude crítica.

Criação de estruturas hiperlineares com nós e links. Definição de enquadramento teórico conceptual artístico e tecnologias implicadas na sua implementação. Os alunos ficarão a saber gerar ideias, representá-las através de esboços e protótipos de fases preliminares (a desenvolver tanto quanto possível dentro das limitações do semestre) e apresentá-las online.

—

» BIBLIOGRAFIA PRINCIPAL

LOVEJOY, Margot, PAUL, Christiane, VESNA, Victoria (ed), (2011) Context Providers: Conditions of Meaning in Digital Arts, Intellect, UK

MAEDA, John (2004) Creative Code: Aesthetics and Computation, Thames and Hudson

—

» REFERÊNCIAS ADICIONAIS

BOLTER, David, GROMALA, Diane (2005) Windows and Mirrors: Interaction Design, Digital Art, and the Myth of Transparency, The MIT Press (Leonardo Books), Cambridge, Massachusetts

BUXTON, Bill (2007) Sketching User Experiences: Getting the Design Right and the Right Design, Morgan Kaufmann

HACKOS, JoAnn, REDISH, Janice [1998] User and Task Analysis for Interface Design, New York,

ALUNOS



LAUREL, Brenda, MOUNTFORD, S. Joy, coord. [1998] The Art of Human-Computer Interface Design, Addison-Wesley Publishing Company

GRAU, Oliver (2007), MediaArHistories, Cambridge, Massachusetts Institute of Technology.

» PLATAFORMAS DE TRABALHO

Blog wordpress para comunicar métodos/Processo » <http://multimedia201112.wordpress.com>

Moodle para assuntos académicos

Cargo collective para galeria final » <http://cargocollective.com>

—

» METODOLOGIA DE ENSINO | AVALIAÇÃO

A disciplina terá avaliação contínua, com conteúdos teóricos apresentados nas aulas, referências para posterior reflexão, e exercício práticos concretizados com ferramentas multimédia.

Conteúdos:

Pensamento divergente e convergente. Gerar ideias e definir conceitos

Investigar com enquadramento artístico, tecnológico e científico

Agilizar métodos através do recurso a aplicações FLOSS (Free and Open Source Software)

Operacionalizar conceitos

Prototipar

Apresentar e divulgar

—

CRITÉRIOS DE AVALIAÇÃO

I. Participação e aprendizagem nas aulas

II. Concretização das diversas etapas das FASES 1, 2 e 3 do projecto proposto

III. Apresentação e publicação dos resultados

Na realização das etapas do projecto serão valorizados os seguintes aspectos:

Criatividade | Originalidade

Pesquisa

Evolução | Implementação

Apresentação

Cumprimento dos prazos.

Faculdade de Belas-Artes da Universidade de Lisboa, 11 de Outubro de 2011

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Palavras-chave

[Apresentações](#) [Equipas de trabalho](#)

[Esclarecimentos](#) [Exposição](#) [FASE 1](#)

[FASE 2](#) [FASE 3](#) [Mapa conceptual](#)

[Metodologia](#) [Montagem](#) [Projecto](#)

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PROGRAMA

Metodologia Projectual Multimédia
Licenciatura em Arte Multimédia
[MPM|AM]

Ano Lectivo 2012-2013 | 1º Semestre

Prof.  [at] fba.ul.pt

AULAS | HORÁRIO

Terças: 17:00-18:30 + Quintas: 17:00-20:00 | Sala 3.07

Horário de acompanhamento

Terças 16:00 + Quintas 20:00-21:30 | Ponto de Encontro: Sala 3.07

CONTEÚDOS PROGRAMÁTICOS

Nesta disciplina são proporcionadas referências e práticas para que os alunos venham a apreender e concretizar as diversas etapas de projectos multimédia, individualmente ou em equipas. Os conteúdos essenciais incluem: metodologias, processos iterativos, estruturas não-lineares, terminologia, criadores, software para criatividade, vídeo interactivo, análise de tarefas, usabilidade, prototipagem.

É proposto um projecto que inclui a criação de estruturas não-lineares com nós e links, o enquadramento conceptual e tecnológico e o desenvolvimento de uma proposta final através de:

- » investigação para enquadramento artístico e fundamentação científica, » agilização de métodos recorrendo a ferramentas de software
- » operacionalização de conceitos através de protótipos
- » apresentação e divulgação de conteúdos multimédia – presencialmente e online.

OBJECTIVOS DA UNIDADE CURRICULAR E COMPETÊNCIAS A ADQUIRIR

Apreender e praticar metodologias para concretização de um projecto multimédia, com uma perspectiva global e atitude crítica.

Criação de estruturas hiperlineares com nós e links e conteúdos multimédia.

Definição de enquadramento teórico conceptual artístico e tecnologias implicadas na sua implementação.

Os alunos ficarão a saber gerar ideias, representá-las através de estruturas não-lineares (como mapas conceptuais) e protótipos multimédia (como vídeo interactivo) e apresentá-las online (como galerias multimédia).

BIBLIOGRAFIA PRINCIPAL

HANNINGTON, Bruce, MARTIN, Bella (2012) *Universal Methods of Design: 100 Ways to Research Complex Problems, Develop Innovative Ideas, and Design Effective Solutions* (http://books.google.pt/books?id=uZ8uzWAcxEC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false), Rockport Publishers.

RIBEIRO, Nuno (2011) *Multimédia e Tecnologias Interactivas* (http://www.fca.pt/cgi-bin/fca_main.cgi?op=2&isbn=978-972-722-744-0), 5.ª Edição Atualizada e Aumentada. ed. 5, 1 vol., FCA – Editora de Informática, Lda., Lisboa, Portugal.

PREECE, Jennifer, ROGERS, Yvonne, SHARP, Helen (2011) *Interaction Design: Beyond Human – Computer Interaction* (http://books.google.pt/books?id=b-v_6BeCwwQC&printsec=frontcover&dq=Interaction+Design:+Beyond+Human+-+Computer+Interaction&source=bl&ots=QHnQ-aELsa&sig=gvv06ZYwnORzzTLxXZwXDAXkziE&hl=en&sa=X&ei=S_tqUMWMBJGhQevooGAAg&ved=0CDEQ6AEWAA#v=onepage&q&f=false), 3rd Edition, John Wiley & Sons Ltd.

REFERÊNCIAS ADICIONAIS

BOLTER, David, GROMALA, Diane (2005) *Windows and Mirrors: Interaction Design, Digital Art, and the Myth of Transparency*, The MIT Press (Leonardo Books), Cambridge, Massachusetts.

BUXTON, Bill (2007) *Sketching User Experiences: Getting the Design Right and the Right Design*, Morgan Kaufmann.

GRAU, Oliver (2007) *Media Art Histories*, Cambridge, Massachusetts Institute of Technology.

HACKOS, JoAnn, REDISH, Janice (1998) *User and Task Analysis for Interface Design*, New York, Wiley Computer Publishing, John Wiley & Sons, Inc.

LAUREL, Brenda, MOUNTFORD, S. Joy, coord. [1998] *The Art of Human-Computer Interface Design*, Addison-Wesley Publishing Company.

LOVEJOY, Margot, PAUL, Christiane, VESNA, Victoria (ed), (2011) *Context Providers: Conditions of Meaning in Digital Arts*, Intellect, UK.

MAEDA, John (2004) *Creative Code: Aesthetics and Computation*, Thames and Hudson.

CONTES.

PLATAFORMAS E FERRAMENTAS DE TRABALHO

CONCEPTUALIZAÇÃO

Brainstorming e planeamento através de mapas conceptuais » Vue (<http://vue.tufts.edu/>) e/ou Prezi (<http://prezi.com/>)

EDIÇÃO

Edição de vídeo » Lightworks (<http://www.lwks.com/>) e/ou Final Cut Pro (<http://www.apple.com/finalcutpro/>)

Conversão de vídeo » VLC (<http://www.videolan.org/vlc/index.html>) e/ou HandBrake (<http://handbrake.fr/>)

Criação de vídeo interativo » Korsakow (<http://korsakow.org>)

PUBLICAÇÃO

Blog para comunicar métodos/Processo » <http://mpmultimedia201213.wordpress.com> (<http://mpmultimedia201213.wordpress.com>)

Galeria para apresentação final » <http://cargocollective.com/mpmultimedia201213> (<http://cargocollective.com/mpmultimedia201213>)

METODOLOGIA DE ENSINO | AVALIAÇÃO

A disciplina terá avaliação contínua, com conteúdos teóricos apresentados nas aulas, referências para posterior reflexão, e exercícios práticos concretizados com ferramentas multimédia.

Conteúdos: pensamento divergente e convergente, gerar ideias e definir conceito, investigar com enquadramento artístico, tecnológico e científico, agilizar métodos através do recurso a aplicações FLOSS (Free and Open Source Software), operacionalizar conceitos, prototipar, apresentar e divulgar.

A aplicação prática das metodologias projectuais multimédia é concretizada através de diversas etapas nas fases de (I) CONCEITO, (II) DESENVOLVIMENTO e (III) APRESENTAÇÃO.

Projecto

CONCEITO » Etapa 1. Investigação inicial | Etapa 2. Brainstorming de Ideias | Etapa 3. Selecção de Ideia e Especificações

DESENVOLVIMENTO / REPRESENTAÇÃO » Etapa 4. Estrutura do projecto video interativo | Etapa 5. Registo, edição e pré-selecção de vídeos |

Etapa 6. Integração em Korsakow

APRESENTAÇÃO » Etapa 7. Publicação e Divulgação online.

CRITÉRIOS DE AVALIAÇÃO

I. Participação, aprendizagem e concretização dos exercícios nas aulas

II. Concretização das diversas etapas das fases de conceito, desenvolvimento e apresentação do projecto

III. Apresentação e publicação dos resultados.

Na realização das etapas do projecto são valorizados os seguintes aspectos: criatividade e originalidade, evolução e implementação, apresentação, pesquisa e referências, e cumprimento dos prazos.

[Grelha de avaliação a apresentar na aula].

Faculdade de Belas-Artes da Universidade de Lisboa, 2 de Outubro de 2012

Metodologia Projectual Multimédia

Blog em WordPress.com. Tema: Skeptical por WooThemes.

Initial maps analysis

Expectations Mentioned	Times mentioned		
	2011	2012	Total
Learn informatics and new applications	17	3	20
Learn webdesign	15	0	15
Readiness for job offers	8	1	9
Develop interactive video/environments	6	2	8
Editing video	5	2	7
Acquire visual and multimedia culture	3	3	6
Learn project methodology	3	2	5
Editing image	2	2	4
Develop multimedia materials	2	1	3
Programing	2	1	3
Editing sound	2	0	2
Develop applications for mobil platforms	1	0	1
Develop Networking skills	0	1	1
Develop creativity	0	2	2

Used application mentioned	Times mentioned		
	2011	2012	Total
Photoshop	32	5	37
Premiere	21	1	22
Illustrator/Freehand/Indesign	18	3	21
Microsoft Office/ Open Office	16	2	18
Facebook/ Google sites/ Youtube	10	0	10
Autocad/Solid Works/Blender	9	1	10
After Effects/ Avid/ Final cut pro	7	3	10
Flash	7	2	9
Corel/Photostudio	7	2	9
Light Wave/ Sketch Up/poser	5	1	6
Garage Band/ Soundboth/ Reason	3	0	3
Dreamweaver	1	2	3
iMovie/Movie Maker/Corel Studio Video P	0	3	3
Fireworks	0	2	2
3D Studio	0	1	1

Want to learn mentioned application	Times mentioned		
	2011	2012	Total
Flash	6	1	7
Illustrator/Indesign	5	2	7
Dreamweaver	5	0	5
After Effects/ Avid/ Final cut pro	4	1	5
Premiere	3	1	4
Maya / 3D Studio Max	2	1	3
Autocad/Solid Works/Blender	2	0	2
Photoshop	1	1	2

Total of maps analysed	39	7	46
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Final Class Feedbacks

	Number of students in 2012
Participants in the feedback	7
Mapping tool as learning outcome	2
Video edition as a learning outcome	2
More software diversity	3
More peer-to-peer interaction	1
Korsakow as a learning outcome	7
Would like to use Korsakow in the future	4
Positive comment to liberty of choice	1
Referring issues with Korsakow	4
Suggesting more liberty of choice	3

Comments in 2012	Original	Translation
Most relevant suggestion	Penso que seria positivo dedicar mais aulas a tutoriais e experiências com o programa	I think it would be good to have more classes with tutorials and experiences with the program [Korsakow]
Most relevant positive comment	o Korsakow mostrou-se um programa que permite fazer mais que aquilo que precisava. Depois de algumas explicações, o programa é fácil de trabalhar.	Korsakow revealed to be a program that can do more than what I needed. After some explanations the program is easy to work with.
Most relevant negative comment	Houve dificuldades em compreender o funcionamento do korsakow que foram ultrapassadas	There were difficulties in understanding the way Korsakow works but they were overcome
	A qualidade dos vídeos ficaram aquém do esperado um pouco por causa do Korsakow. Tem alguns "crashes"	Video quality was not as good as expected because of Korsakow. And Korsakow has some crashes.
Most relevant comment on project stages	Pesquisa - Bastante importante para chegar ao conceito (achei muito produtivo o conceito trabalhado); 2/3 mapas conceptuais - é uma fase um pouco chata mas necessária para a concepção do trabalho; Microestrutura/macroestrutura - através das quais foi possível organizar e estruturar o trabalho final; 5 - Divulgação/trabalho final - no final fiquei satisfeita com o resultado final. Julgo ter concebido algo simples, intuitivo e divertido	Search - very important to reach the concept (I think the worked concept was very productive). Conceptual maps - it is a dull stage but necessary for conceptualizing the work. Microstructure/Macrostructure - allowed structuring the final work. Final work and outreach - In the end I was satisfied with the final results. I believe to have conceived something simple, intuitive and fun.

Blogs' Analysis

	2011/2012	2012/2013
Enroled students	42	15
Active students	42	14
Professor's posts	19	19
Students' posts	115	81
Total posts	134	100
Average posts per active student	2,7	5,8
Total commnets	27	26
Students' comments	15	23
Average comments per active student	0,4	1,6
Students' rich comments	1	7
Professor's comments	12	3
Replies to comments	3	3
Non mandatory posts	2	17
Phase 1 external links	64	79
Posts' word count	14200	13500
Images count	200	120

Initial professor semi-structured interview script

Your perception of technology

From your experience:

1. Some teachers believe that too much use of technologies may replace teachers in the future. Do you agree? Why?
2. Do you think teachers have to be technology experts to teach students how to use it?
3. What do you think about students creating their own media for learning activities? (Do you believe students have enough skills to use digital media by themselves?)
4. Which technological skills do you find more important to teach students in your course?
5. Do you feel it is important to support activities that reach out of school environment? (Would you give any example?)
6. Do you use problem based or project based activities in class? (What are the most significant results you get from these approaches?)

Technology use for educational purpose last year

7. How do you use technology to communicate with your students? (email, blog, a wiki, forums, ichat, aim, gmail chat, facebook chat, Skype, Twitter)
8. Do you promote the use of technology for students to communicate with each other? (email, blog, a wiki, forums, ichat, aim, gmail chat, facebook chat, Skype, Twitter)
9. Do you feel it may be important for students to show their work online?
10. Do you use the computer often to produce resources to use in class? (Which applications? How often?) (MSWord, Excell, PowerPoint, Keynote; Monthly or less, Weekly, Daily, Many times per day)
11. Which applications have you use in your courses? (Photoshop, Illustrator, iPhoto, Audacity, GarageBand, iMovie, MovieMaker, Dreamweaver, iweb, googlepages)
12. Do you use, or teach how to use digital devices? (Which devices?) (Digital Projector, DVD player, CD player, Mobile laptop carts, Classroom computers, Digital cameras, Digital camcorders, Scanners, Flash drives, External hard drives, licker systems, Chalkboards (wireless tablets), Interactive whiteboards, Videoconferencing Station, Subject-specific software or technology)

Teaching experience

How long have you been a teacher?

Less than 1 year
1-2 years
3-5 years
6-10 years
11-15 years
More than 15 years

How old are you?

20-30 years
31-40 years
41-50 years
51-60 years
61 + years

Professor final semi-structured interview

Students attitudes and skills

1. Have you felt differences in the behavior of students? (toward the use of Internet, toward the use of technology in general)
2. You think students were motivated using Korsakow application?
3. Do you believe attitudes and skills improved with this activity? Which attitudes and skills? What do you think supported these results? (critical thinking skills)
4. What do you think about the collaboration between students?
5. What do you think about the interaction between students?
6. How much effort did students apply in this assignment?

Students' outcome

7. What do think about the overall quality of the final works and presentations?
8. Do you believe the activity provided good understanding of key concepts or difficult subjects?
9. Were the solutions developed by the students creative?
10. Were there works that showed critical thinking? example
11. Do you think this activity supported new strategies for study and working?
12. Do you think the activities promoted good interaction between students? How could it be enhanced?
13. Do you think there was a healthy competition between students? What do you think could be done to promote it?

Korsakow usage

14. You found the application easy to use? Why? Good things... bad things
15. Do you believe students had a hard time adapting to the Korsakow's interface?
16. Do you believe students had a hard time adapting to the semantic logic and the idea of nonlinearity of the editing?
17. Would you use Korsakow again with students?
18. Would you use it yourself? Other than teaching purposes or other?
19. What would be good improvements to the application for teaching purposes?
20. Do you think students engaged in good strategies to achieve their goals?

Technologic Activity Design

21. Would you use this kind of activity in future seminars?
22. What would you change?
23. Would you recommend it to other teachers with different seminar? Which?
24. What do you think is the main virtue of this activity?
25. What do you think are the weaknesses?

Guidelines for the Questionnaires

Students diagnosis inquiry

Characterization

1. Name:
2. Age (18-20; 21-23; 24-26; 27 or more)
3. Gender (Female; Male)

Hardware

Do you have:

4. Personal laptop?
5. Personal desktop where you live?
6. Mobile phone with camera?
7. Digital video Camera?
8. Broadband connection where you live?

Technology usage (relative to your activity last year)

General

How much time on an average day you spend with each activity? (0, less than 1h, 1h - 2h, 3h - 4h, 5 - 6h, more than 7h)

9. Studying books?
10. Studying with your friends?
11. Studying online?
12. Searching in the web?
13. Watching videos online?
14. Watching TV?
15. Listening to music?
16. Playing video games?

Web activities:

(Yes, I've done this. No, I've never done this; How often do you do each activity? Monthly or less, Weekly, Daily, Many times per day;

17. Use a search engine to find information (Google, Yahoo!)
18. View or listen to music or videos (YouTube, hulu, Limewire)
19. Follow podcasts and/or download music or videos
20. Use the school or local library website
21. Participate in social networking websites (Facebook, MySpace)
22. Play video games online connected to other players (World of Warcraft, Poker, Halo, Call of Duty, Runescape etc.)
23. Participate in online Virtual worlds (Second Life)
24. Share photos or videos (blogs, flickr, podcasts, vodcasts)
25. Use internet on your mobile phone?

Social Networking

(Yes, I've done this. No, I've never done this; How often do you do each Communication activity? Monthly or less, Weekly, Daily, Many times per day; Where do you use each Communication activity? (check all that apply) I use this in school I use this out of school; How skilled you consider yourself using each Communication technology? Beginner, Intermediate, Expert)

26. Read / Send email
27. Read a blog, a wiki, and/or an online discussion forum
28. Write/Comment on blog(s), a wiki, and/or online discussion forum
29. Participate in text-based instant messaging (ichat, aim, gmail chat, facebook chat)
30. Text messaging on phone
31. Participate in Online Audio/Video interactions (ichat, Skype)
32. Tweet / Follow on Twitter

Productivity:

Do you use any of the following technologies? How skilled you consider yourself using each type of technology? Beginner, Intermediate, Expert)

33. Word Processing (MSWord, etc.)
34. Spreadsheets (Excel, etc.)
35. Presentation software (PowerPoint, Keynote, etc.)
36. Concept Maps (Inspiration, Visio, cmap, etc.)

Creativity:

Do you use any of the following technologies? How skilled you consider yourself using each type of technology? Beginner, Intermediate, Expert)

37. Image creating /editing application (Photoshop, Illustrator, iPhoto)
38. Audio creating /editing application (Audacity, GarageBand)
39. Video creating /editing application (iMovie, MovieMaker)
40. Web pages creating /editing application (Dreamweaver, iweb, googlepages)

Your opinion on digital technologies

Relative to your experience tell us how much you agree with the statement.

Likert Sale: (Strongly agree, Agree, Neither, Disagree, Strongly disagree)

41. I get more actively involved in classes that use technology.
42. The use of technology in my classes improves my learning.
43. I become more off-task as more technologies are used in class.
44. I read and study better online
45. I like using computers in class
46. I believe most of what I watch on TV
47. I believe most of what I read in books
48. I believe most of what I read online
49. I believe most of what I watch online

Students Satisfaction Questionnaire

Your opinion about the technologic activity

Relative to your experience with the technologic activity tell us how much you agree with the statement.

(Likert Sale: Strongly agree, Agree, Neither, Disagree, Strongly disagree)

General

1. I enjoyed the overall learning activity where we developed interactive movies.
2. The technical support was adjusted to my needs.
3. I was satisfied with the movie we developed.
4. The activity increased my motivation to study online.
5. The tasks were challenging.
6. I enjoyed doing the activity.
7. The activity was very demanding.
8. I considered the activity was a waste of time.

Searching the internet and social networking

9. It was difficult for me to find media online.
10. The Internet was useful to exchange information with group members.
11. I could find ways to check the quality and accuracy of the media I chose for my project.
12. The teacher helped to develop my project.
13. Online communication with the teacher was appropriate.
14. It was easy to share media and information.
15. Team work was good.
16. I used online forums to change information out of the class.
17. I feel more aware of potential risks when using the internet.

Editing and managing media

18. I had no trouble editing the media I wanted to use.
19. It was hard to master and use of the concept mapping tools.
20. I learned a lot watching lots of videos online.
21. I easily developed concept maps of the topics I wanted to address.
22. It was hard to choose keywords for tagging the media I wanted to use.

The Korsakow application

23. I easily adapted to Korsakow's interface.
24. Linking all the videos together helped to have a broader perspective on difficult concepts.
25. I feel that I learned very little in this activity.
26. I feel that I am now able to build interactive movies by myself.
27. In this activity, I had no trouble editing the media I wanted to use.
28. I hope to use Korsakow application for other school projects.
29. I hope to use Korsakow application out of school.

Written feedback:

30. What did you find that worked well in this activity?
31. What did you find that did not work well in this activity?
32. What would you suggest to make this activity better?

Would you be available group or individual interview? (If so leave your contact for us to reach you later)