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DSC 294

Final Written Assignment

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The main thing I took from this class is that media editing has a different meaning for everybody, and its meaning can change over time. Before this class, I thought of media editing in the traditional sense, but by the end of it, my views on media editing have changed somewhat. When I started the class, I expected us to use programs like Photoshop, Ableton Live, and maybe iMovie. Of course that is how it started, but later we started looking at some unexpected things. The last half of the semester had me surprised. We started with a look at text and then we went to Photoshop.

Photoshop was mostly a review for me, but I had never done anything like Photoshop before. Under the time restraints, I learned a few new tricks in order to get the assignment done quickly. For example, in the following image I used techniques that I did not even know existed, simply because I needed something turn in.



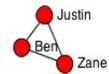
We learned about images and photos in the terms of art, but even then, early in the course, some people disagreed on the idea of art and editing.

The next section was on audio. This was another expected section. Being a musician, and an amateur sound engineer, I am always eager to learn about any kind of audio editing. As in the graphics module I was able to learn about things I would not have without the time restraints. I

had used effects and recording programs before, but I learned about different types of editing involving sound waves and pitch shifting.

After audio was video; another expected subject. It was mostly review, but I was able to get more familiar with iMovie. I learned to look at videos from an editor's point of view and about the importance of the editor. I could change the meaning of a movie simply by changing the cuts to match my desired meaning. The editor has the power to make someone a villain or a hero depending on the available footage. I realize now that the editor is just as important in conveying meaning as the writer and the director.

Social networking to me at first seemed like more of an analysis (example on the right.) However, as the section went on, I realized how social networking could be used to edit anything. At this point in the semester I began to realize that editing could be on a greater scale than just in my computer. I can use networks to edit where I work or whom I associate with. I can use it to start a protest in order to edit laws or others' beliefs.



This was the real turning point for me. I began to look at media editing in more nontraditional ways. Our next module reinforced my new take on media editing. Spatial intervention was a completely new idea to me. I had seen examples of spatial intervention before, but I never really thought about it in terms of media editing. One of my favorite examples of this is the work of Jenny Holzer who uses ordinary buildings as a backdrop for her works effectively changing, editing, the space.

The last module, life, was what really challenged my view on media editing. After watching *The Final Cut*

I realize that even life is editable. People edit their lives using social networking sites, self-report, and even resumes. As people, we like to show off our best sides to people. We tend to keep our party lives from employers, and our friends from our parents. The Orison project, while frustrating, had its significance in the course. Just like video and graphics editing, two people can take the same set of images, and they can make two completely different stories out of the same data set. This idea spans all aspects of media editing from video to spatial intervention.

After this class my idea of media editing has changed. I never thought of social networking or spatial intervention as a way of editing. I have learned that one can edit anything. Humans have edited the earth with buildings and architecture and the moon with its flags and footprints. From the surface of the earth, from a picture on a computer screen, to the moon, humans can edit just about anything.