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DSC 294 Media Editing

The definition Media Editing is already a very broad term. What counts as media? A quick Google definition turns up explanations centered on communication, or media artifacts that have to do with communication, such as music, video, and images. Media Editing was a hard class for me to define to others as well, so that is the definition I often used. And originally, that is more or less what I thought Media Editing was. But I learned it is more than simply adding some filters over an image. Like our class final for module 1; text and graphics.

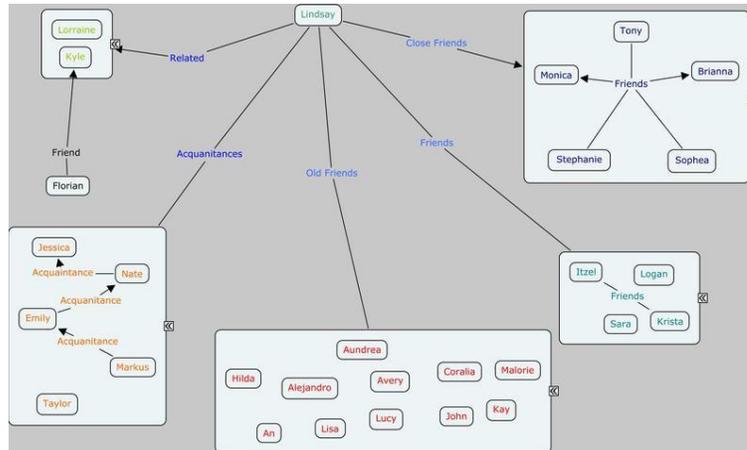


Not just creating an aesthetically pleasing image. But creating an image with a certain meaning embedded within it. It was much more outside the box than images I had created previously.

The next section, audio, was a rather new experience for me. I had used Audacity and Garage Band before, but they were all at an amateur and more conventional level, recording an instrument, and editing that audio. But, making a song out of nothing but the spoken word? <http://soundcloud.com/lindsaymc-1/too-much-money> This was a very different way of thinking about audio for me. And much more time consuming to edit. Even the two types of Mash-ups we had to do, I never really understood how hard it is to make the tempo match from only editing the pre-existing audio.

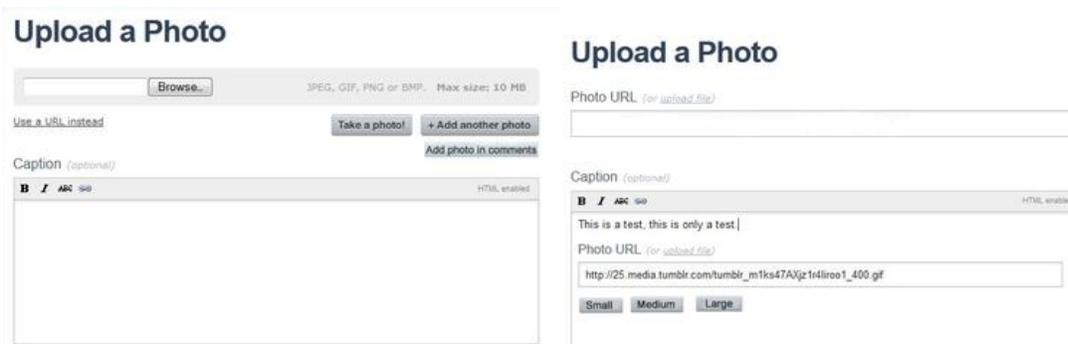
The video section was a fun one for me. I learned a lot more about using Final Cut Pro, since I had not edited video as much before, but it did not necessarily push the boundary of what was Media Editing for me just yet. Since video is probably the modern favorite of many an activist to get a point across. Like the recent KONY 2012 viral video campaign.

The Social Networks section was really the turning point for my perception. At first it seemed more like analyzing them, but then when we had to edit the contacts in our cell phones; I'll admit, I was a little flabbergasted at first. How to begin? How can one even begin to categorize something like that?



And I still maybe do not understand it; there are still so many variables to consider in those cases. Do you break it down by relationship to each other, to an individual? Do you measure each individual based on a certain specific set of parameters? And how do you organize that in an interesting way even? This section definitely made me start to think.

The Interfaces module was also another interesting and different one for me. Our interactions with certain types of technology today seem almost intrinsic, but try teaching any ageing adult and it becomes obvious, it is not. All our interactions with technology are learned. Creating an improved interface that is user friendly and works so well someone does not even know they have to work it. This is the section that really can have a great real world impact. Though, my own ideas for improvements in this section did not really move past subtle improvements of a pre-existing interface.



The special interventions section also intrigued and confused me. Like in one of the readings we had to do for this section: <http://brooklynrail.org/2009/03/express/experimental->

[geography-from-cultural-production-to-the-production-of-space](#) thinking of space in terms more than just geography. That it affects us as much as we affect it, and that this utilization of the space can be improved upon. It is much more than I thought Media Editing was; and, perhaps much harder to edit than a simple map.

The life section was probably one of the most interesting and hard to define sections for me. Everything we had done up to this point could also be defined as part of this section. Made sense why it was last then, a sort of culmination of everything we had learned previously. Because, defined right, anything could be a type of media. Meaning, nearly anything could be edited. And this is the new definition I have for Media Editing.