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DSC 294

Final Written Mediated Assignment

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Media editing. So, editing the media. Adjusting the red-eye on my Facebook photos; making remixes and mash-ups of my favorite songs; putting together video clips of my cousin's wedding. "That's all there is to it", is what I originally thought coming into DSC 294: Media Editing. And I could not have been more wrong. Well, actually I was right, but there is just so much more to it. When you hear grandparents bickering about, "Back when I was a kid...", followed by an example of something they did in the absence of the electronics that we have today, they speak the truth. The technologically advancing world that we live in today is always changing and has come to be almost completely characterized by the role of media electronics in society. While only one module this semester was labeled "interfaces", the truth is that the whole world has become our interactive interface. You wake up to an alarm clock, watch television while eating breakfast, pass a dozen billboards on the way to work while listening to the radio the whole time. Right there, in just the first hour or so of your day, you have interacted with a hand-full of media-related elements; all of which we covered in class this semester, but only a fraction of all the media elements that exist. Let's be real here, at this point in time, if you want to live a "media-free" lifestyle like your grandparents foolishly recommend, you would have to put yourself in solitary confinement. Even then, make sure that your jail-suit doesn't have any logos on it.

The first few modules of the semester (graphics, audio, and video) are what I had originally assumed the entire course would consist of. However, in a way, I was right. These three modules appear to be the foundation of a variety of other things that we covered. Still-images, sounds, and video clips are interweaved into not only a variety of other modules that we covered, but also several that we did not cover. Cell phones, video games, and databases, such as MyASU, are just a few examples of things that we did not directly cover in class but definitely

are a part of media that fall back on the basic foundations of the first few modules. My very first formal media interaction in class was the in-class photoshop lab. I, personally, had never used it before but am fortunate that I am a quick learner because it is something that showed up throughout the class. Here, I learned the first important aspect of not only the class, but media editing in general, which is the gathering of outside sources onto a template. As previously made clear, the media is everywhere; it is up to media editors to gather it from “everywhere” and put it “somewhere”.

Once we learned how to gather media graphics and other information, the next step was to organize it. The second and third module taught this best because audio and video provide a multi-perspective on how to organize media elements by ear and sight respectively. Though it seemed overwhelming at first to have so much information in front of you to work with, I came to learn another important lesson of media editing: patience. I hypothesized my own formula in the process of audio and video editing this semester, which is that if you take the length in minutes of what your final product is going to be and multiply that time by 20, that is how many minutes it should take you to finish, at least. Inching down to editing each and every second or image of a piece is not a task that can be skimmed like a text book. It requires diligence and tediousness to produce a true masterpiece.

The next module, social networking, provided a whole different element of media organization. Facebook, being one of the best examples, implements all three of the previous modules into one place, while also providing a place to share and connect with other peoples’ photos, songs and videos. Using our cell phone contacts, the process of media editing became even clearer. This module was interesting because it serves as an accurate metaphor for the entire media editing process. For instance, on a daily basis we make calls to friends who make calls to other friends who make calls to other friends who sometimes make calls to us. This web of connections is a series of interconnected relations that may or may not get directly back to me, but are all connected in some sort of way. This demonstrates, on a deeper level, how all the elements of media editing are intertwined, directly and indirectly, but regardless are all part of the same large spectrum.

Interfaces, the next module, are an element of the media that I had originally underestimated. My previous understanding of interfaces was Siri, and that is pretty much it. Little did I know that everything from a doorbell, to Facebook timeline, to touch-screen cell phones are an interface. This element of the media has extremely broad limits, seeing as an interface refers to typically any interaction between technology and humankind. I had difficulty coming up with my own interface prototype for this module's final assignment simply because I had thought it had all been done. Everything I thought of had either already been done or just a modified version of another interface. But that is when the next important lesson of media editing hit me: virtually all of our innovative inventions are modified improvements made to pre-existing ones. Think of it this way: the television is just an improvement of the lightbulb. Elements of the media intertwine, complement, and feed off of one another. In terms of interfaces, it is not required to create a new piece of technology, but rather to combine any technological device with an aspect of human life. For instance, for my project I decided to combine the concept of an alarm clock with a sleeping mask. I did not invent the idea of either object, but by combining the two I made a whole new, multi-purposed invention (as far as I am concerned, that is).

The final modules, spatial interventions and life, originally came off as irrelevant to me. Up until that point, whenever I heard media, I immediately thought "technology". However, these two certainly are elements of the media in the sense that they reinforce everything already discussed. Spatial interventions are real-life practical uses of what we typically do on the computer screen. It involves the organization of elements in the most efficient and beneficial way. The "life module", as best demonstrated in "The Final Cut", was a combination of every previous module that we experimented with. Using interfaces to capture the moments, Robin Williams demonstrated a multitude of media implementations from image editing, as we learned on the first day of class, to spatial interventions (his cutting machine), which was taught in the last few classes.

Nonetheless, media editing does not solely pertain to graphics, audio, video, social networks, interfaces, or spatial interventions, but is better described by the last module: life. Media editing is the accumulation, organization, and presentation of all aspects of human life.

Let your grandparents continue reminiscing and complaining because whether they like it or not, times are changing, people are changing, and media-elements are changing. Soak it in, because they are everywhere around us.

#### Works Cited

<http://www.imdb.com/title/tt0364343/>

<http://mediaediting.wikispaces.asu.edu/Ryan+Lynch>