

Variations on Video Usage Scenario: **Providing Opera Performance Examples for Student Performance Preparation**

Mark Notess, Phil Ponella, Indiana University
Last modified: 9 September 2010

Summary: After seeing the announcement for next year's opera performances, the music library places video recordings of the operas on reserve so that students planning to audition or selected to perform can watch previous IU performances and other productions of interest.

Scenario

Context: Each year, IU stages seven full operas. Students audition for performance parts, sing in the chorus, play in the pit orchestra, and participate in other aspects of production.

Users: orchestral librarian (Natasha), reserves coordinator (Raul), student digitizer (William), and student performer (Rachel)

Orchestral librarian view: Natasha uses the IUCAT online catalog to look up video holdings for each of the seven operas planned for production next year. She selects videos of three or four productions of each opera (where available: one opera is a world premiere), and emails a list to the opera department and conductors asking whether they would suggest any additional production videos for inclusion or purchase. She receives a reply from one conductor suggesting the addition of a recent Metropolitan Opera performance to the collection. Natasha sends off a purchase request. She sends a the full list of videos to Raul.

Reserves coordinator view: Raul looks at Natasha's list. He creates digitization requests for the operas not yet in the Variations system. He uses the Variations access control system to create reserve lists.

Student digitizer view: William digitizes videos, puts them into Variations, and notifies the coordinator that they are available.

Student performer: Rachel, having been selected as one of the performers for the part of "Queen of the Night" in the Magic Flute, decides to review her part in several performances of the opera before attending the first rehearsal. On her iPad Safari browser she starts up the Variations app she downloaded from last night. She is has to provide her network ID and passphrase to authenticate. She scrolls through her reserves lists and picks the opera list, selects the opera, and selects one of the videos to watch. The video loads, but she quickly touches the track list button and picks the first scene in which she appears. The scene begins to play. Rachel moves playback forward until she finds the place where her character appears on stage. She creates a bookmark there. Rather than watching the performance, she decides to bookmark the other places in that and the other performances where she appears. On her laptop that evening she runs Variations and uses the bookmark editor to organize the bookmarks by scene instead of by video. This makes it easy for her to compare performances of the same part later on her iPad between classes.

Assumptions:

1. Student employees will digitize video.
2. iOS device support.
3. Reserve lists are handled within Variations (or this could be a customization just for IU).

Issues:

1. New purchases are likely to be DVDs, at least for awhile. What about the DMCA?

Variations on Video Usage Scenario

Source: William Cowan

Last modified: 30 September 2010

Summary: An application called the Annotator's Workbench allows a professor to segment and annotate digital video files. The professor wants to share these video segments during a lecture in a class he is giving on Film Noir.

Scenario

Context: The AWB is a tool developed at IU and is being used by several projects. It allows the segmentation and annotation of digital video for presentation on the web. Currently, the web sites are specific to a project, Ethnographic Video for Instruction and Analysis or the Central American and Mexican Video Archive. By using Variations on Video as the means of distribution, it would be possible for any one on campus to segment and annotate video and have that video and annotations available through Variations on Video.

Users: Instructor (Prof. Donnelly), student (Clarissa),

Donnelly's view: Prof. Donnelly has a digital copy of the film noir classic *Kansas City Confidential*. This film is in the public domain so he can use as much of the video as he wants for his class. Using the AWB, he segments this video and provides some commentary on each segment about the use of hats in film noir. Who wears them, what does it mean when someone loses his hat, why do men with guns also seem to be men with hats, etc. He now links to Variations on Video, selects the segments he wants to use in class tomorrow and loads them into VoV. In the classroom he opens his laptop or uses the computer in the classroom already connected to the projector and as he lectures, displays the video segments.

Clarissa's view: In class Clarissa found Prof. Donnelly's lecture very interesting but couldn't easily follow all his arguments. Later that day in the library or on her home computer, she logs into VoV and pulls up Prof. Donnelly's lecture videos for *Kansas City Confidential* and is able to see the commentary that Prof. Donnelly added to each of the video segments he put together for his lecture. By looking at her notes and seeing what the Prof. had written about each segment, she's better able to understand what points the professor was making.

Assumptions:

1. Segments from a larger video would be able to be defined by some external tool and that segment would be available through VoV not just the entire video.

2. There would be some mechanism for videos such as *Kansas City Confidential*, a film in the public domain, to be included in videos available on VoV.
3. That metadata created by an external source would be able to be associated with videos or video segments and would be available through VoV.

Issues:

1. Would a video created by a professor, as the result of filming a psychology experiment, filming a performance during field work, etc be available through VoV.
2. Reverse this case usage. Students are given the assignment to create a video. They use AWB to segment the video and annotate it with what they were trying to achieve with the video. Professor needs to review the videos and commentary. Would students be able to upload video to VoV for general access.