

A collage of various urban objects including manhole covers, a water meter, a 'SHOPMOBILITY TRAIL' sign, and a 'WATERVOOR DE DOORS' sign, with the text 'Make The Invisible Visible' overlaid in large black letters. The background is a dense arrangement of these objects, some of which are partially obscured by the text. The text is in a bold, sans-serif font, with 'Make' and 'Visible' on the top and bottom lines, and 'The Invisible' in the middle. The overall tone is artistic and observational, highlighting the often-overlooked details of the built environment.

Week5 Storytelling



Murderer's Perspective

In the workshop in the fifth week, I thought about a few six-character stories based on the photos I took.

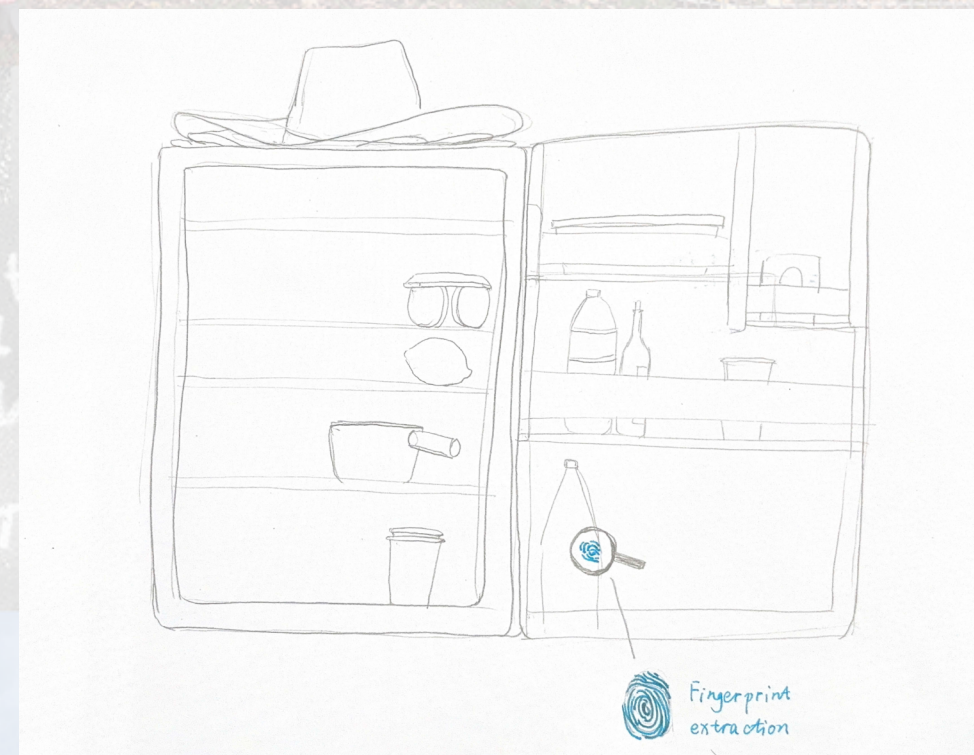
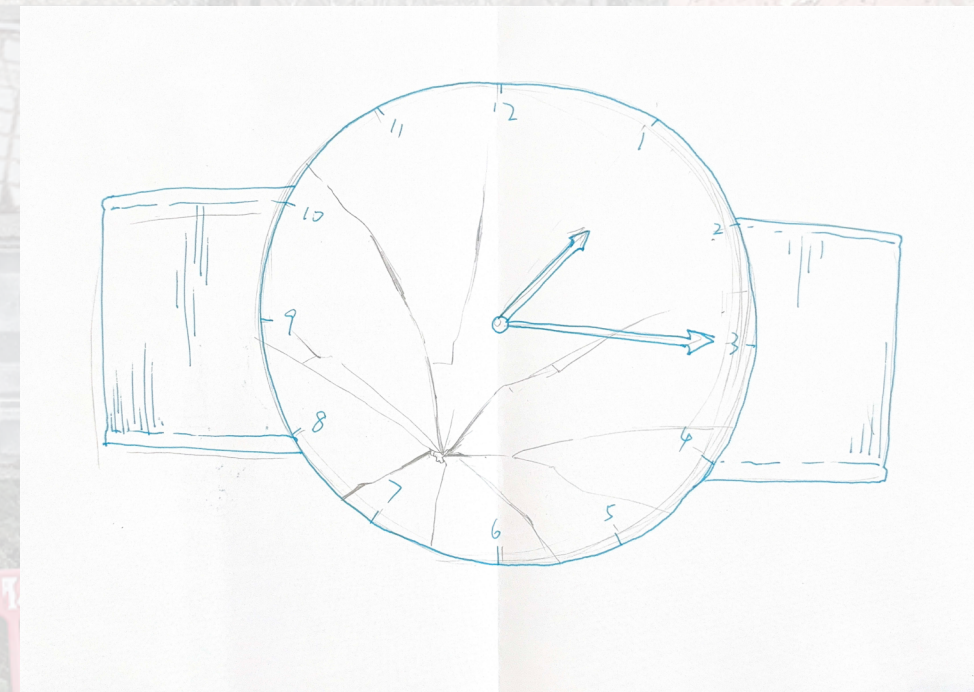
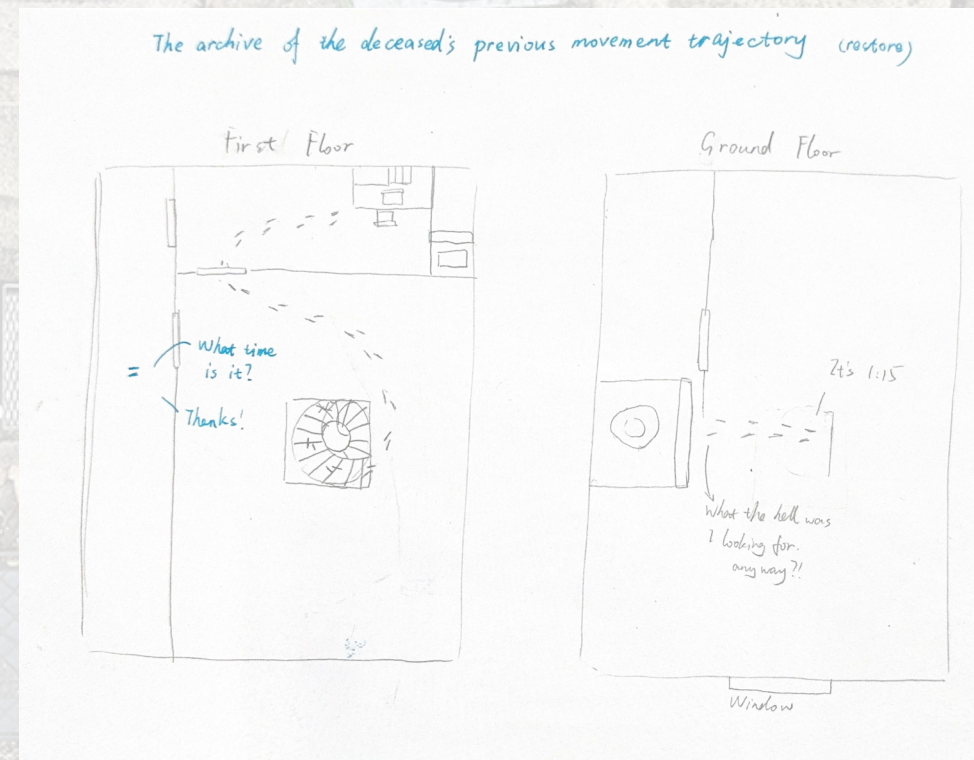
Covered hole, city breathes below
Manhole reveals hidden urban life
Metal circle, unseen flows continue

In class, I imagined a story based on the picture I was given: the man in the picture was murdered, and the story was restored by the police after investigation.

antagonist: Murderer
point of view: first person

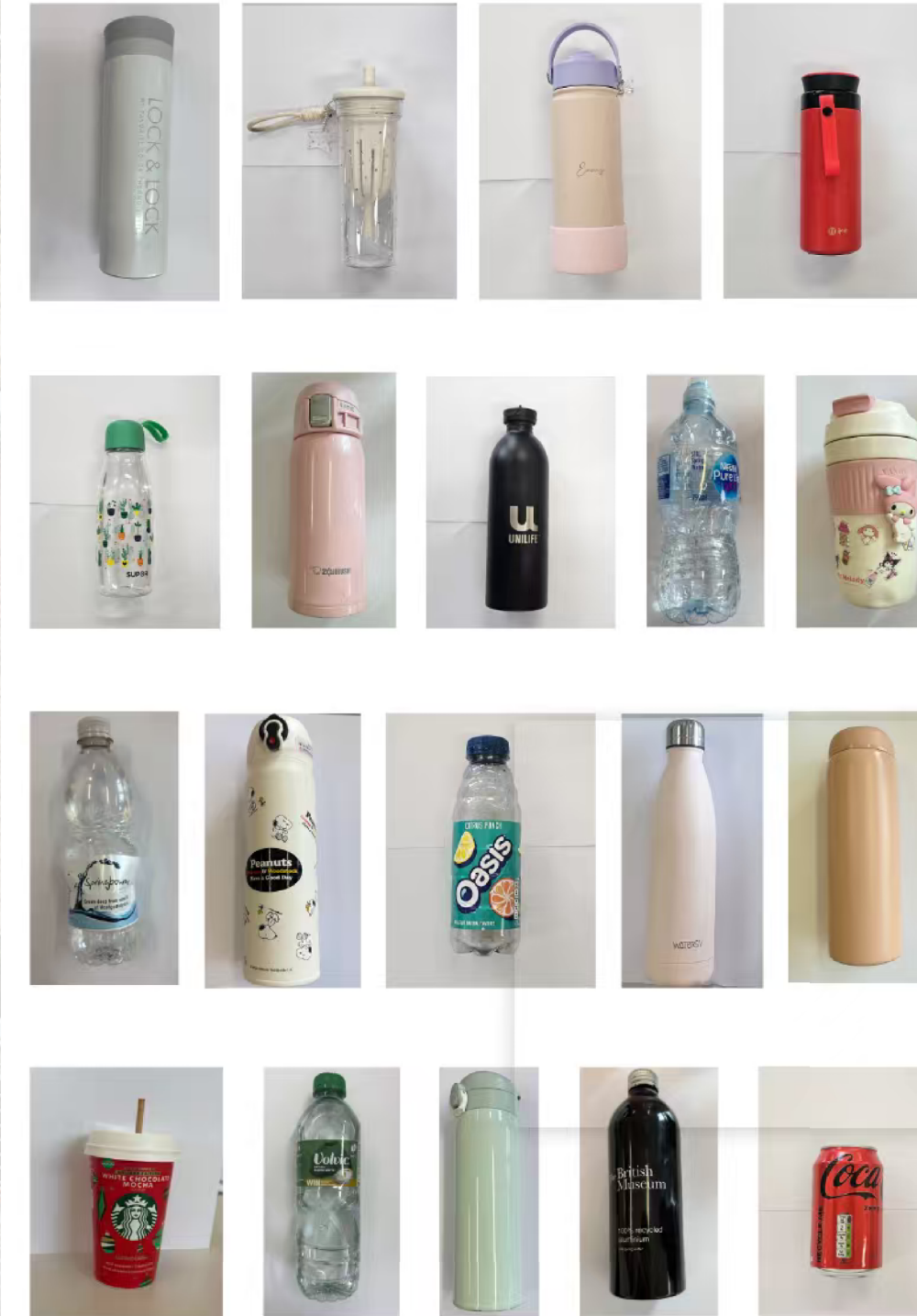
1. Murderer's perspective. The dead in front of the refrigerator that the killer saw through the window while aiming.
2. Police perspectives. Physical evidence and speculative restoration of the deceased's behavior during his lifetime.
3. Dead perspectives. In the manga, the man opens the refrigerator next to the window after looking at the watch.

When describing a story, you can consider how to describe a story from the perspective of protagonist and antagonist, perspective, point of view, emotional investment, and the dramatic arc. For example, in "99ways to tell a story", the conversation between the two is described only from an auditory point of view, and the story that happened between the two people is narrated.

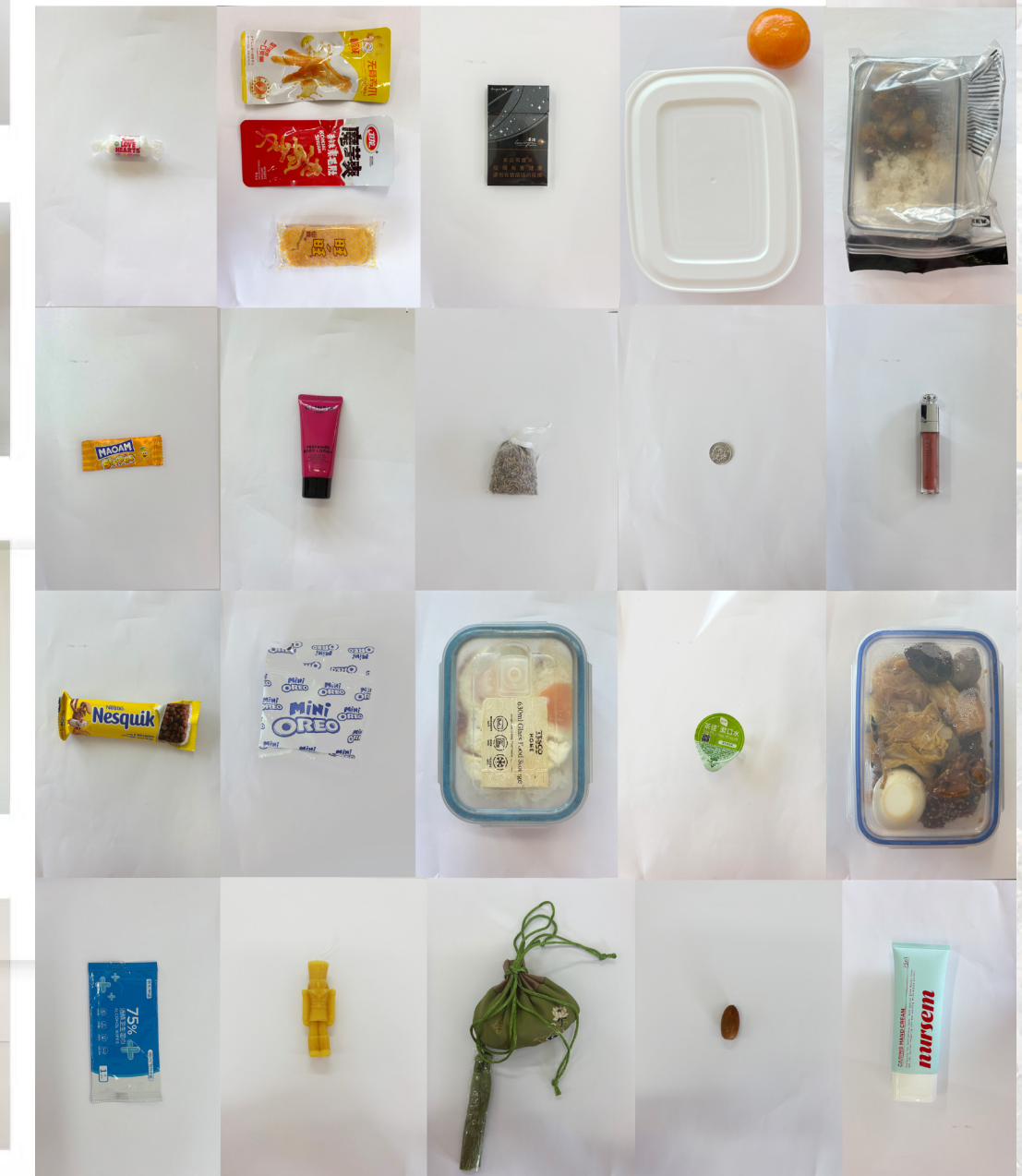


Police And Dead
Perspectives Perspectives

Week6 User Centred Design



You Smell Like ...



In the sixth week of the workshop, our group collected data on students' water bottles. From the images, we could infer their drinking habits, visual preferences, and daily routines. For example, students who bring their own bottles may drink more water, especially when water dispensers are available in teaching buildings. Those who buy drinks may prefer flavoured beverages to plain water. Coffee drinkers may need caffeine to stay alert. Students who buy bottled water may be in a hurry in the morning or prefer not to carry extra items.

I found this workshop very interesting, so I collected the taste data of the students. Among them, what surprised me were bento boxes, sachets and coins.

PACT stands for Particular PEOPLE carrying out particular ACTIVITIES in particular CONTEXTS using particular TECHNOLOGIES.

In this workshop, we explored the needs of students in particular contexts by analysing the objects they carry with them.

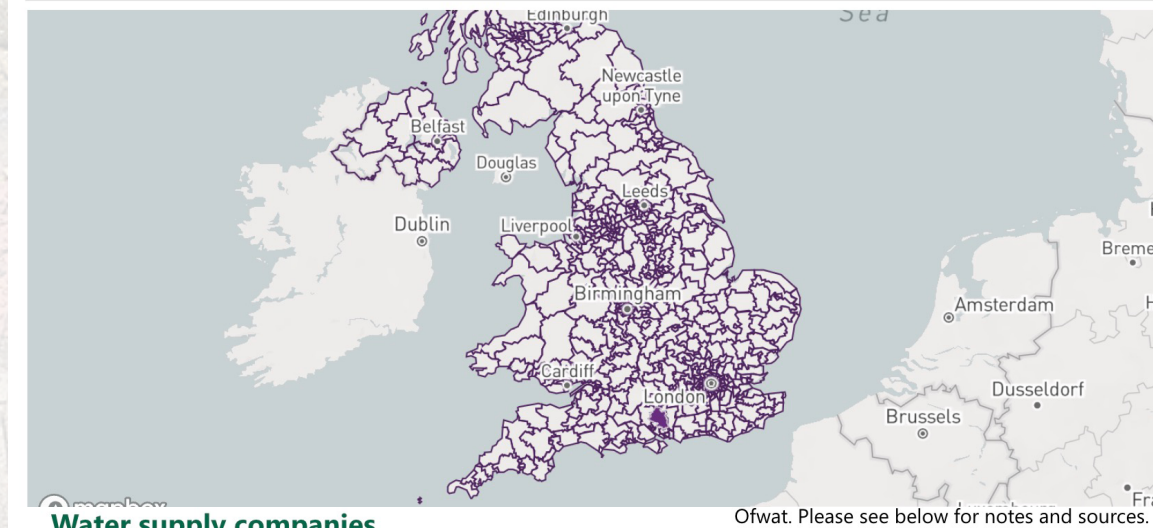
Process

In week4, I took about 200 pictures, which were roughly divided into three categories: manhole covers, fences, and sticker signs. Video recording of the elevator and microwave oven working.

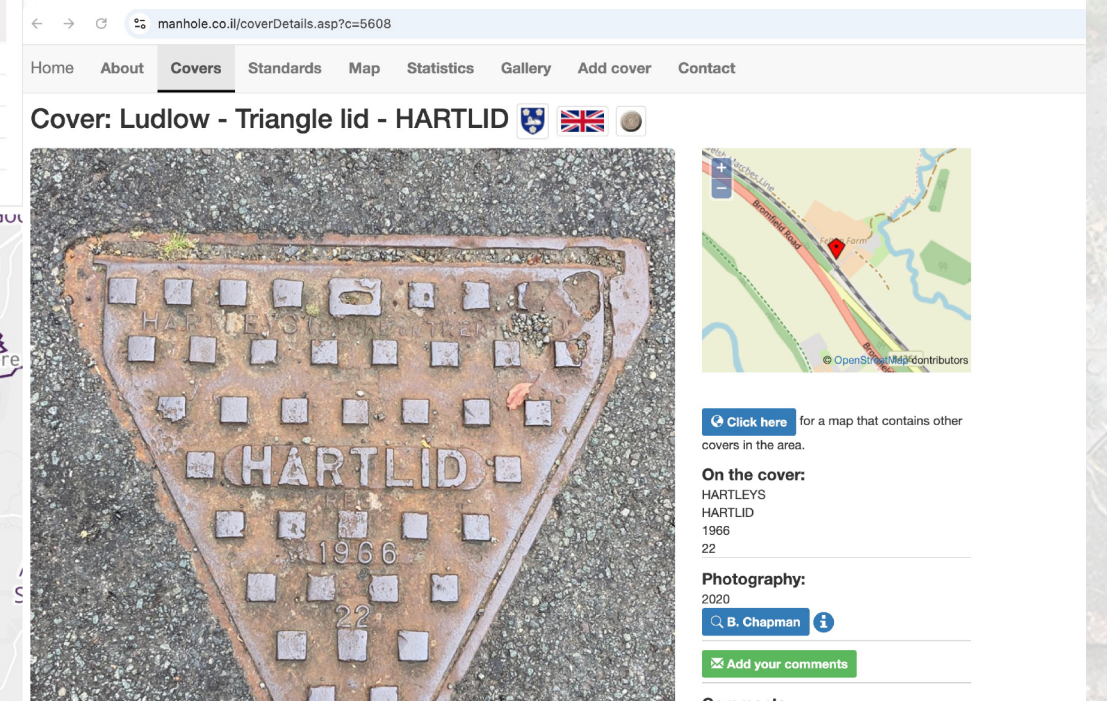
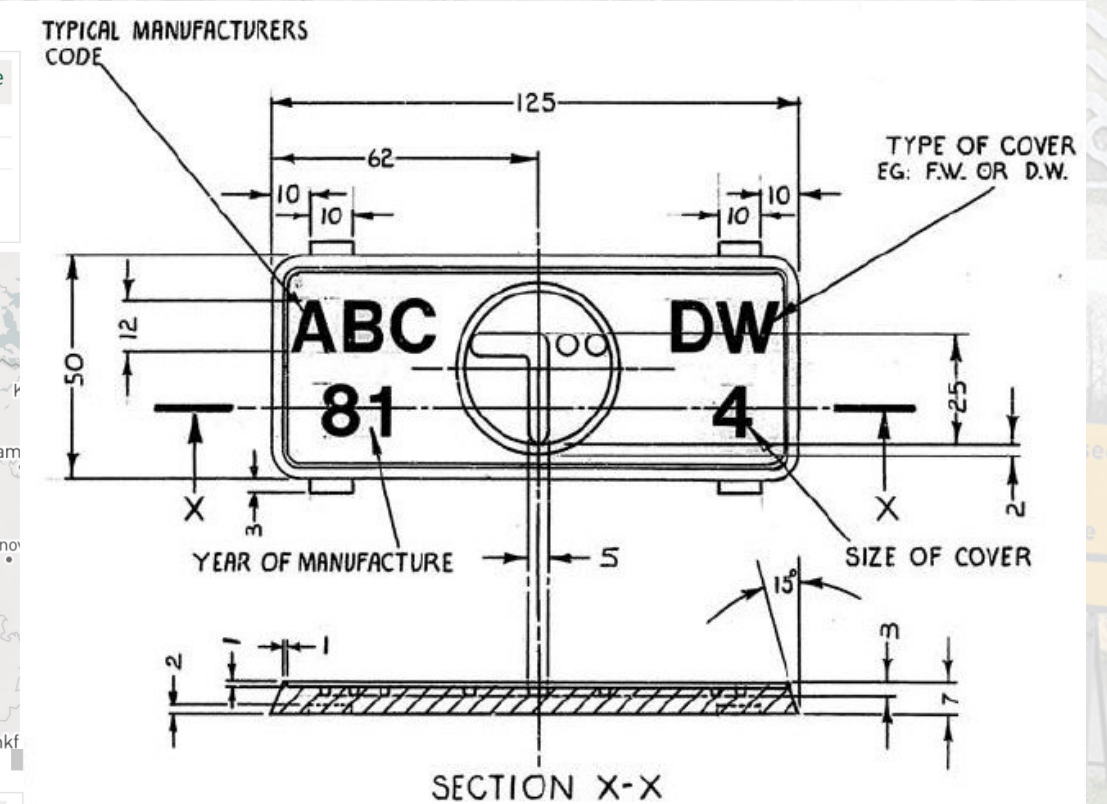
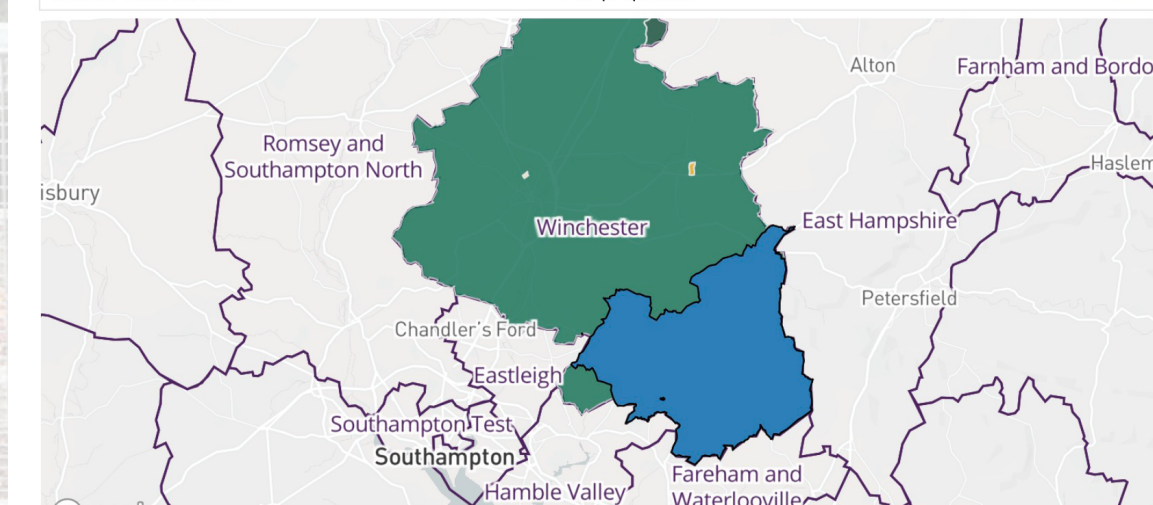


Research And Thinking

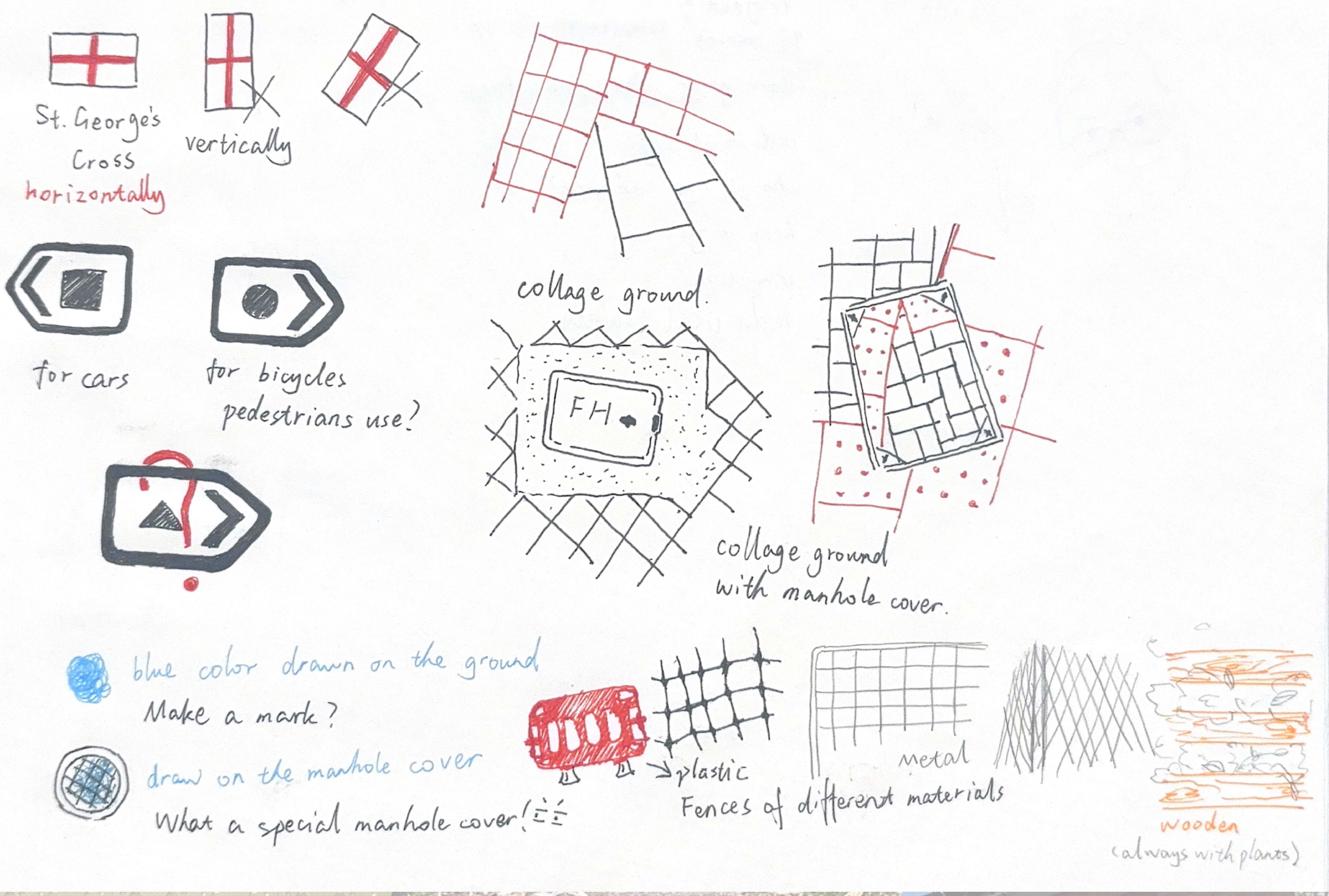
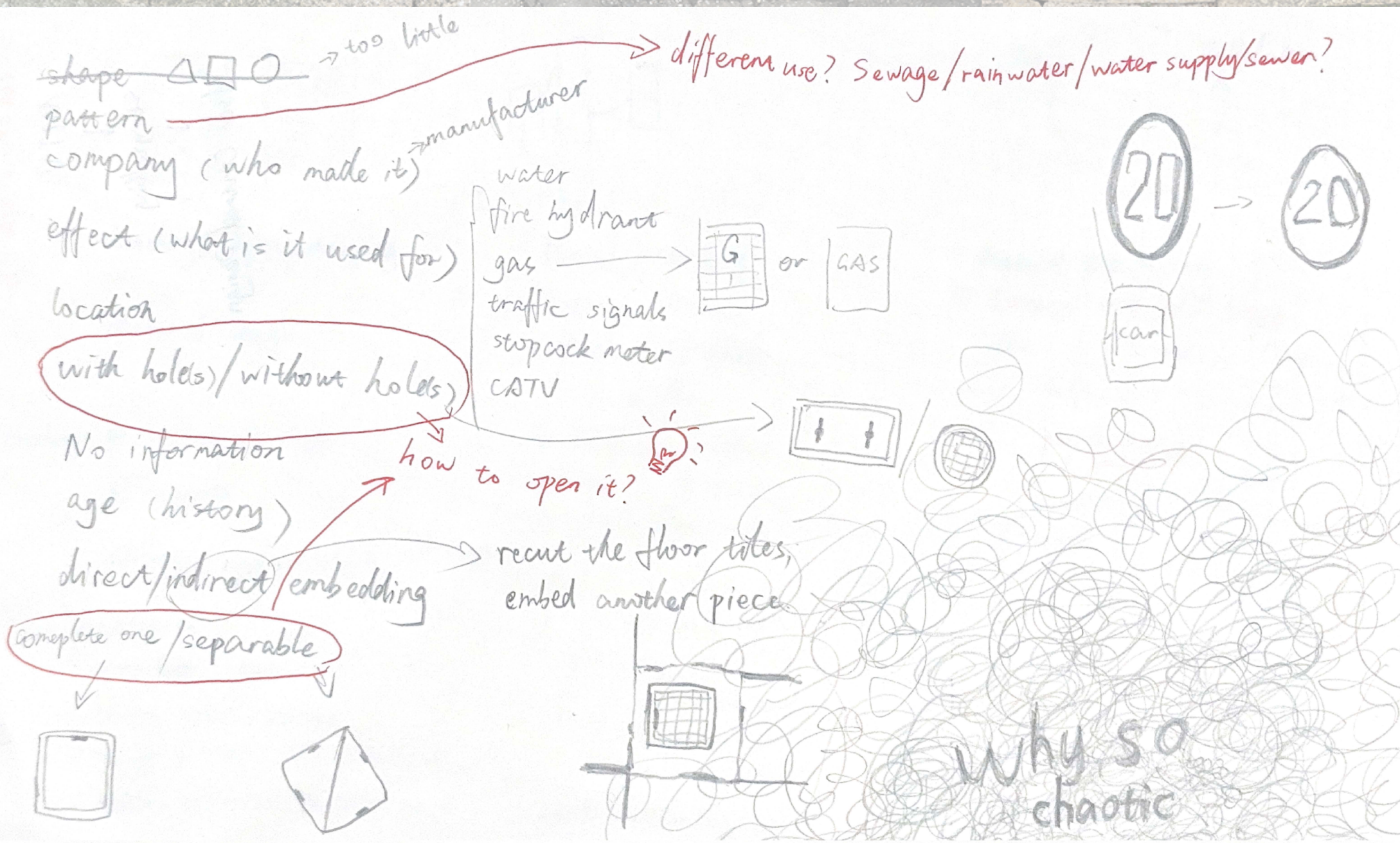
Company	Coverage	Note	Website
Southern Water	99% of properties		Website
Independent Water Networks	Under 1% of properties	New entrant (NAV) company	Website
Leep Networks (Water)	Under 1% of properties	New entrant (NAV) company	Website



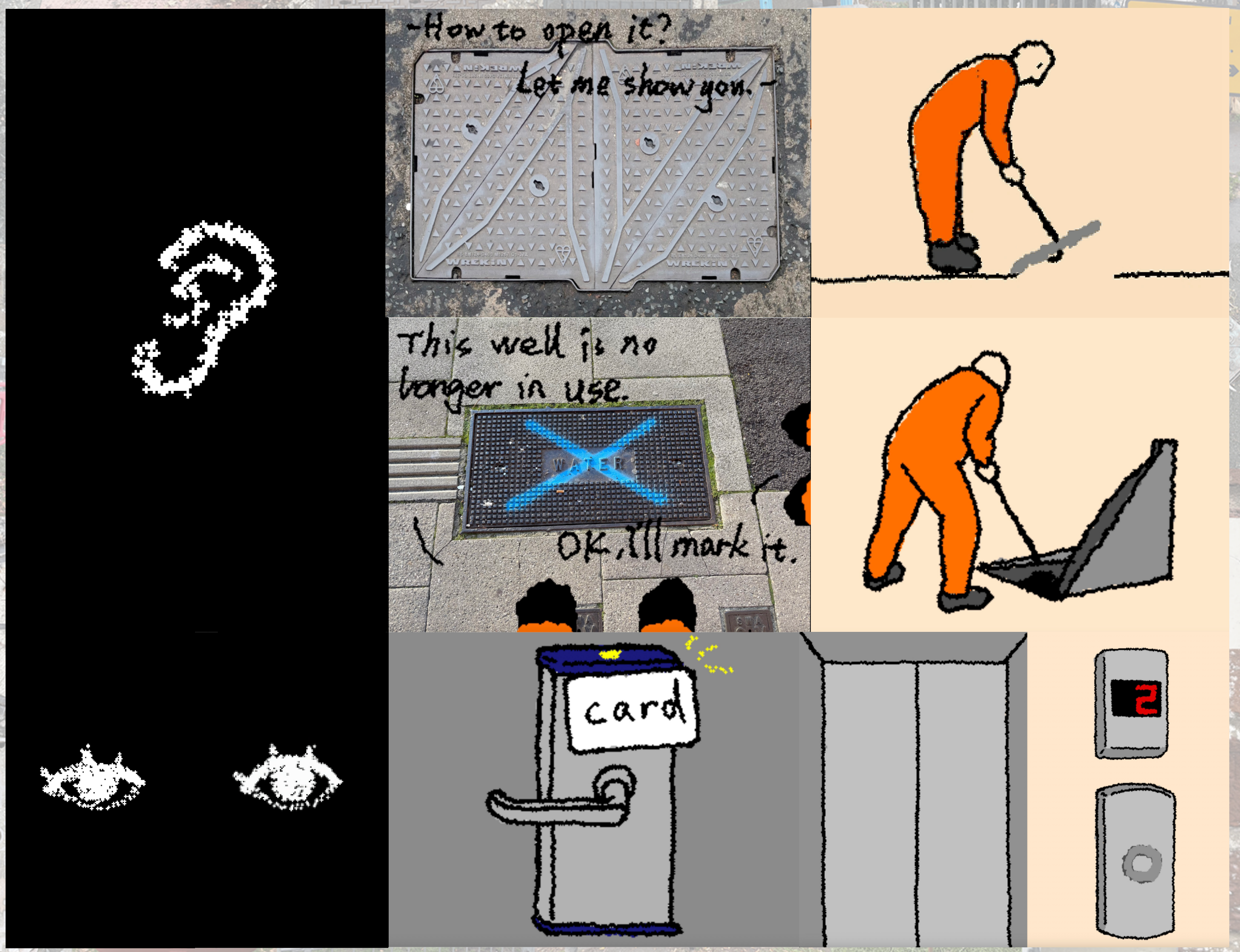
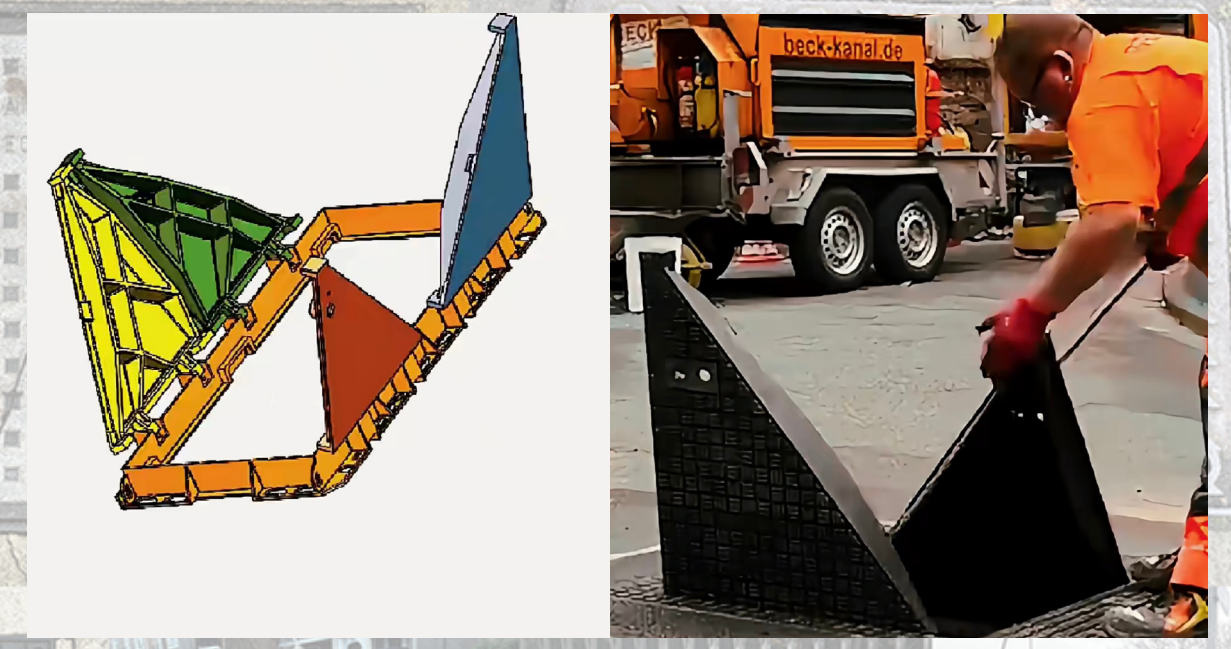
Water supply companies		Ofwat. Please see below for notes and sources.	
Company	Coverage	Note	Website
Southern Water	79% of properties		↗
Portsmouth Water	19% of properties		↗
Independent Water Networks	Under 1% of properties	New entrant (NAV) company	↗
Leep Networks (Water)	Under 1% of properties	New entrant (NAV) company	↗
South East Water	Few properties		↗



I divided these manhole covers into water, fire hydrant, traffic signals, gas, stopcock meter and CATV according to their function. And some relevant research was conducted on the distribution of manhole covers and the text information on manhole covers, and the information of manhole covers is more information such as company and government certification logos, types and numbers. At the same time, I found a website that lists the manhole covers and their corresponding locations, which is very similar to the content introduced in the Week6 User Centred Design course. But these are not the directions I want to do.



According to what I shoot, mainly related to manhole covers, I think about the hidden information of manhole covers from different aspects. Finally, guess what the manhole cover may have experienced, complete the story behind it, and try to make a small animation. At the same time, I also tried to animate the video I shot. Therefore, the video is divided into two parts: watching and listening.



Feedback

This stage is still chaotic. On the one hand, I try to describe my speculation about the story of the manhole cover from both the first and third perspectives, and on the other hand, I describe the message conveyed by the sound from the first perspective. Through classroom communication, students and teachers gave suggestions and feedback.

- 1. The part of the manhole cover looks a lot like a manhole cover safety tip, and the sound part is like a game. But the whole revolves around industrial products. It is necessary to choose a direction to move forward.
- 2. Who is my audience?
- 3. Where your ideas come from?



Some classmates suggested that the video has a sense of separation, and the first half of the manhole cover is a little unsure of what it is talking about, but it can be understood when you see the second half of the sound. The video I made reminded Lin Xiaqiu of the clip in the TV series "Good Things", guessing what this voice is through the child's voice listening to her mother's daily housework, telling the invisible work of a mother in the family.

Reflection and Decision

The feedback and suggestions from classmates and teachers, as well as the video clip of Good Things, made me reflect on this project.

Who is my audience?

What story do I want to tell?

“Good Things”

“99 Stories”

There is a page inside that is completely black, with only dialogs and only sound retained. The narrative in this way reminds me of a game where the sound is retained and the listener guesses what the sound is.

Life scenes

come from

The sound of industrial products

Sound carries the narrative

Audience:

People who think that industrial products always make useless noise, people who are exposed to these industrial products for the first time, such as children.

Sound is an invisible support for our lives

Process



There was a hesitation to add an animation that sounded similar to the sound of an industrial product, deconstructing it from the other direction. But it is still more preferable not to add, because the direction is the information transmitted by the sound, not the information conveyed by the blurred sound.

Outcome

Have you ever heard
these sounds?

Link: <https://youtu.be/bRhkhoHJY5E>