

What are some of the things we can learn by researching media use?

| SM company | Task per minute | Human activities |
|-------------------|---|-------------------------------|
| Amazon | 6,659 packages shipped | Shopping |
| Facebook | Users upload photographs 147,000 | Creating memories |
| Instagram | Business profile ad clicks 138,889 | Working, socializing |
| Netflix | Users stream 404,444 hours of video | Entertaining |
| Spotify | Adds 28 new track to its music library | Entertaining |
| Teams (Microsoft) | 52,083 user connect online | Working |
| Tik-Tok | 2,704 times software is installed | Communicating Entertaining |
| Twitter | Gains 319 new users | Communicating |
| Youtube | Users upload 500 hours of video | Creating memories |
| WhatsApp | 41,666,667 messages are sent | Communicating |
| Zoom | Hosts 208,333 participants in meetings | Working, socializing |

Figure 1: Comparisons above based on DOMO illustrations shown on Slide 5. On the far right some initial categories that correlate social media use to human activity categories.

“Between 2010 and 2018, global IP traffic—the quantity of data traversing the internet—increased more than ten-fold, while global data center storage capacity increased by a factor of 25 in parallel (Masanet et al. 2020). Over the same time period, the number of compute instances running on the world’s servers—a measure of total applications hosted—increased more than six-fold (see Figure 3) (Masanet et al. 2020)”

“ global data centers likely consumed around 205 terawatt-hours (TWh) in 2018, or 1 percent of global electricity use.” Linking media consumption to climate change.

The data presented through the examples presented in Figure 1 and Figure 2 is not exhaustive. In order for it to be used as part of a research it would need to be research more properly and organized thoroughly. For sure you would most likely also need to find more data. For example, if you wanted to pursue a qualitative study you might perhaps decide to create a sample bearing in mind different demographics in mind (gender, age, income, education, ethnic identification, ect.) and do in-depth interviews about their media usage.

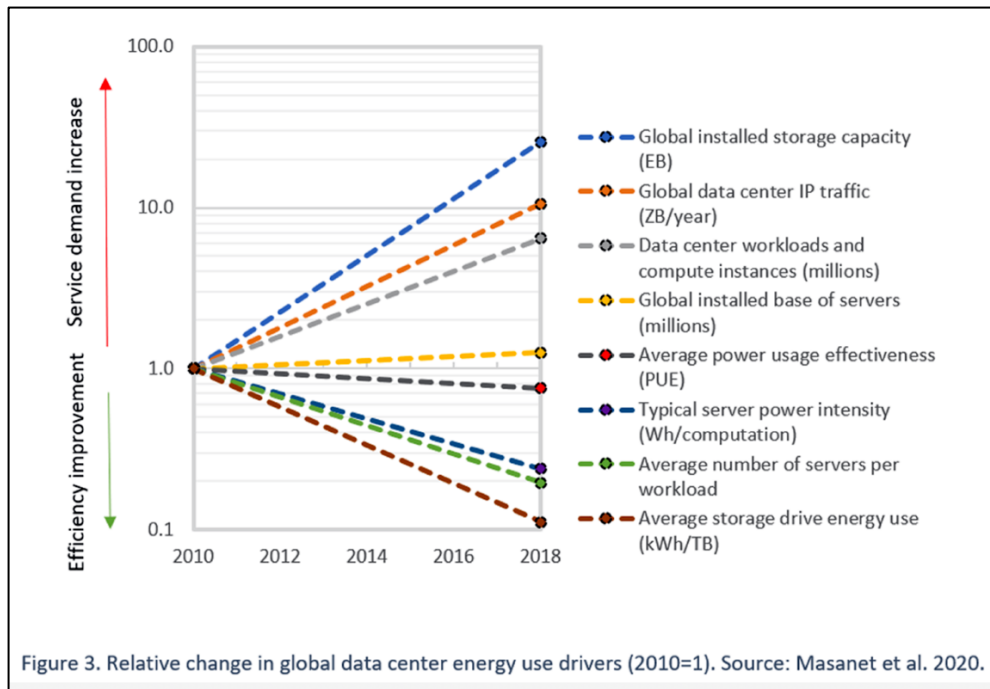


Figure 2: Graphic shown in slide 6 to draw attention to increase in media consumerism on the one hand and energy consumption. This data presents only a partial picture since it only includes energy consumption via Global data centers.

In a quantitative survey you might decide to carry on an online survey and aim for hundreds of (possibly anonymous) responses. Nevertheless, both figures illustrate a starting point, an initial approach to developing a research concept. Looking at the table in Figure 1 and the chart on Figure 2 allows us to ask questions such as:

1. Given these figures, How much time does a 21st century person spends in interaction with computer mediated communication genres and formats? How has this amount of time changed during the past 50 years? What new categories have emerged and which old ones have disappeared? Is this the case all over the world? What percentage of socializing happens now online? What about work activities, or education and health treatments? What do these shifts indicate about our contemporary society in terms of its economic base and infrastructure?
2. Can you describe the infrastructures that are used to deploy the social media platforms? What do they share in common? In what ways do they differ from each other? What does the term 'platform' mean anyway? How does this compare for example with traditional Broadcast media?
3. Hybrid media is a term used to describe the mixing together of diverse media, such as television with information communications technologies (ICT). What are some of the examples of hybrid media shown above?
- 4.

In slide 9-11, I briefly introduced a tool that we realized in our research group that allowed us to map clusters of similarity. Drawing on the paradoxical nature of the word 'Shame' in the English language, we realized a workshop with students in Taiwan. The term itself, we proposed seeks to erase the person(s) to which it is being applied (e.g. 'Being *shameless* or doing something that is *shameful* to refer to someone whose behavior does not follow the norms.) The students mapped the term 'Shame' in relation to the November 2015 terrorist attack in Bataclan night club in Paris. We were very surprised by the thoughts expressed but not by the great quality of the work produced.

In slides 12-13 the online exhibition *Designing Knowledge* is presented. The work was a collaborative endeavor carried on by Lily Díaz and Tania Rodríguez for ACM Siggraph with the aim to showcase large data repositories online. Have a look at the items on the exhibition.

- <https://designing-knowledge.siggraph.org/wp/>

Lastly, in slides 14-15, I gather some slides about our work in Virtual Reality that is the *Interactive Diorama, Rembrandt – 1632* which premiered at Ars Electronica in 2017. Work on this interactive installation began in 2013 and was completed in 2018. We have created a website for the work at, <https://interactive-diorama.aalto.fi> and I would be very happy to speak more about it with you and answer questions, if there are any.