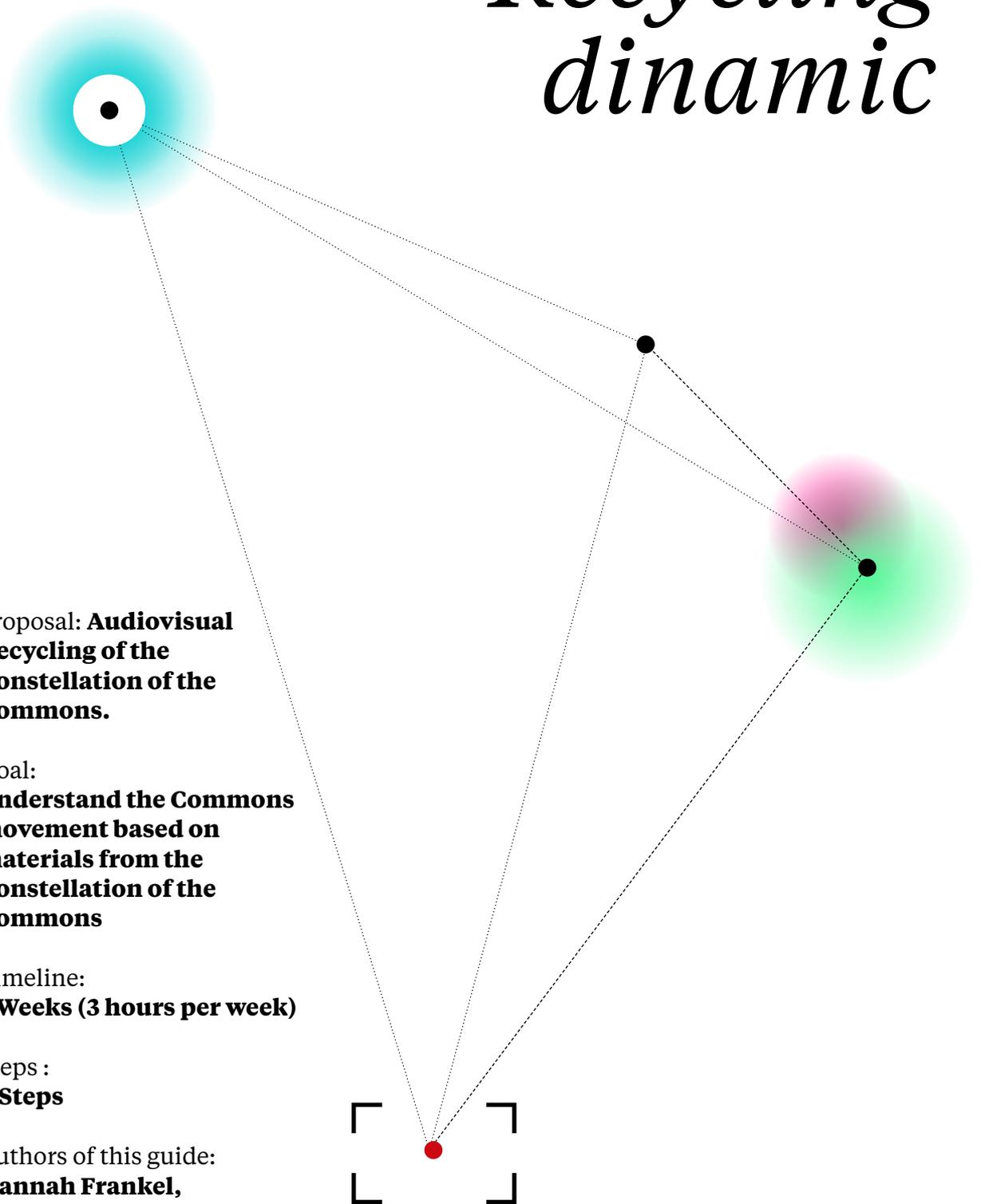


Audiovisual Recycling dinamic



Proposal: **Audiovisual
Recycling of the
Constellation of the
Commons.**

Goal:
**Understand the Commons
movement based on
materials from the
Constellation of the
Commons**

Timeline:
7 Weeks (3 hours per week)

Steps :
4 Steps

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With the collaboration of
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Oscar Clemente.



Constelación
de los Comunes

OBJECTIVES

- 1. Create a short film that incorporates a critical analysis of the interviews from the Constellation of the Commons with the end goal of understanding the ecosystem of the commons from the careful analysis of testimonies of the practicing communities of this principle.**
- 2. Find the similarities and differences between the interviews of the participants to understand the diverse nature of the ecosystem of the commons.**
- 3. Rearrange/combine the texts of these interviews to create a short film that synthesizes these themes and reflect on the exercise of rearranging the material contained in the CC (interviews, fragments of the book, dictionary entries, etc) with the end goal of thinking of the production of knowledge as a product derived from a collaboration.**

Examples of what is proposed

- *Add examples of the videos from the CC*
- *Add examples from students of the class*
- *Culture, the City and the Commons (Óscar Clemente): <https://vimeo.com/183283890>*
- *¡Niñxs a la calle! (Óscar Clemente): <https://vimeo.com/438834745>*
- *Sobre Ruedas: el sueño del automóvil (Óscar Clemente): <https://archive.org/details/sobreruedas>*

Creative Commons Resources

- *For videos and images <https://pixabay.com/>*
- *Collection of institutional films from the United States: <https://archive.org/details/prelinger>*
- *Repository of public domain photographic material from libraries around the world: <https://www.flickr.com/commons>*
- *Online repository of materials from European libraries: <https://www.europeana.eu/en>*
- *Public domain licensed video catalog: <https://www.pond5.com/free>*

*If you want, you can use the free app [Padlet](#), to communicate with your groupmates and workshop leaders and organize your ideas throughout this process

Here is an example:



PREVIOUS STEP:

* The person in charge of the workshop must decide whether to assign each group a thematic node or a series of interviews linked to several thematic nodes. This decision will depend on whether you want to work on a single topic or link it between several nodes. There is also the option (if time permits) that each working group involved in this workshop is in charge of selecting the thematic node or the set of interviews on which it will work.

STEP 1: First viewing of the interviews (~20 days)

- *Divide the interviews among the group members (3-5 people) so that the distribution of work is equal (about 2.5 interviews per person)*
- *Using the text *En Ruta con el Común* and/or the videos of the interviews from the *Constellation of the Commons*, cut down your assigned interviews using the corresponding videos and transcriptions and choose the most significant quotes/fragments (you can do this using any technology like iMovie and/or on a shared document).*



Discard the bits that are irrelevant to your group's central idea.



Summarize the main ideas of each interview to remember later on.

Example:

Argos

"A mí lo que me parece interesante y sí creo que influye es la manera de trabajar y es la manera de analizar la realidad, que en definitiva es parte de mi trabajo, eso **es justamente de lo mismo que se ha servido el 15M, es decir, esa manera de mirar la realidad diferente, de conectamos entre las personas, de relacionarnos, de mirar lo que nos rodea.**" (2:13)

"Nosotros pensemos que es fundamental, si queremos cambiar la realidad y caminar hacia otro paradigma, que hagamos comprender dónde están las disfunciones de este sistema y por qué el sistema no funciona. Entonces es necesario ir al origen y a la raíz **de los problemas ambientales.** Otra característica sería trabajar los temas ambientales de una forma global, intentando concebir el medio como lo que es, un sistema de relaciones socio ambientales necesarias para comprender esa realidad que es muy compleja" (10:03)

"Para mí la educación es algo que sale de dentro hacia fuera no de fuera hacia dentro. Algo que tiene que partir de la persona que empieza a conectar distintos cabos que estaban sueltos y de repente comprende. Y tiene que comprender sola para llegar a **a adoctrinar que va desde fuera hacia dentro: es**

STEP 2: Combine the chosen fragments (~10 days)

- *Meet with your group --whether through Zoom or face to face with masks-- to discuss the central ideas and chosen bits of each interview. Because every person will have watched different interviews, this meeting will help the other group members learn about each interview and begin to discuss common themes and the order of the narrative.*
- *Compile all of the quotes in a shared document, and further cut down the ones that seem unnecessary.
Be sure to write down the timestamps for each fragment, so that they are easier to find later on.*
- *When the quotes and/or clips are combed through, look for a common thread among all of them. Rearrange them to begin to create a narrative.*

STEP 3: Refine the story (~5 days)

- *Cut out the parts that are not relevant so the narrative will be more direct and easy to follow.*
- *Include a summary (1-2 sentences) of each interview and start to finalize the narrative.*
- *If you have been working with the text citations, find the corresponding clips and cut and arrange them on iMovie or any other technology that you have access to.*
- *Find videos and/or images to develop an audiovisual narrative.
each person looks for images and/or videos that will work with their interviews (you can use the websites of the communities interviewed as a resource).*

STEP 4: Finalize the montage (~4 days)

- *Add the additional images and/or videos that each person found to the final version*
- *Find music that is published under creative commons to add to parts of the montage. This will help tell the story.*
- *Include a credits section at the end of the montage (mention the communities of practice interviewed, the Constellation, etc.).*

Guide for the Reflective Presentations.

The day you present your video, you will also do a presentation about the process of working with your group. In total, you will have 20 minutes to present both your video and this reflection.

Keep in mind these points/questions:

- *Explain who your assigned communities were, and what theme you chose after viewing these interviews. How was the process of choosing the fragments?*
- *Explain the process of working together as a group (keeping in mind that this is about an exercise and collective intelligence, and collective action is emphasized in the commons)*
- *Explain the relationship between your video and the Commons movement. How have these communities helped you understand the Commons? Why?*
- *Describe the technical part. What difficulties arose with creating a narrative through an audiovisual medium? What advantages were there to this medium? What have you learned about the video creation and editing processes?*
- *In the end, what have you learned from this process?*

Student Reflections

Paloma Bravo

This project helped me and my group understand the commons more deeply by analyzing the interviews carefully and reflecting on what we had already learned about the commons to make this project. We had never done a project like this, so throughout this process, we learned about the commons in a new and different way. Instead of reading or watching the interviews once, we watched and/or read the interviews carefully many times to pick the segments that we would include. These first steps helped us reflect and think about the commons more deeply than if we were to watch or read the interviews once. This project also helped us think about the many sectors of the commons. Since my group changed the topic of our project many times, we watched and read the interviews many times and found new ideas of the commons every time we watched them. In the following steps, we were able to visualize the commons by searching for images and videos to represent the main ideas and purpose of the commons in these interviews. This project was useful in my understanding of the commons because it allowed me to learn about the commons in a way that is different than how I usually learn in the classroom, so I gained a deeper understanding of the commons.

Hannah Frankel

This project helped me and my group understand the Commons more deeply through our common effort towards creating a narrative around the interviews from the communities that were assigned to us. The process was entirely horizontal and required us to think outside of ourselves. In other words, the distribution of work was equal and done by everyone, so that there was no form of hierarchy among us. This group project emphasized the importance of human connection, a key concept of the Commons movement; it was impossible to complete any aspect of the project independently, since my group and I had to go through each step together and had to ask for help in order to actualize our ideas. Because of this, the remnants of neoliberal individualism could not permeate this process. Moreover, this process emphasized the significance of care in the center of the Commons because it demonstrated how it intervenes in so many different sectors, from politics to education. Through reading [the transcripts of] and watching our assigned interviews about these diverse communities and connecting them under the theme of care, my group and I were able to better understand how the underlying principle of the commons is transversal, and cannot be boxed in to one field.