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22 November 2011

A Remix Video Creation: A Tribute to Steve Jobs, Former CEO of Apple

Our remix creation entitled “A Tribute to Steve Jobs, Former CEO of Apple” is intended to comment upon the life and inspirational energy of Steve Jobs. Jobs passed away on October 5, 2011 after an eight year battle with cancer, leaving a hole in the hearts of so many who mourn the loss of the singular brilliance of Apple products. The purpose of our video is to celebrate Jobs’ life and unconventional path to success through the remixed usage of various pertinent image and video clips. In particular, we focus on themes of love, creativity, passion and time. It is our intention and hope for our video to elicit from our audience feelings of deep respect for Jobs both as a person and as a revered businessman. After watching many tributes before embarking to create our own, we noticed that many fail to comment upon who Jobs was as a *person*, aside from the glamor of his Apple empire. Keeping this in mind, we hope to highlight the unique mentality and creativity which led Jobs to establish one of the most successful companies worldwide.

“A Tribute to Steve Jobs, Former CEO of Apple” is intended to cater to and engage a specific audience. The video’s intended audience is individuals who feel a connection to Jobs in some way and want to celebrate or learn about his life. This video is directed towards both individuals who knew of Jobs before his death and mourn his loss, and those who did not know of him but are now inclined to learn.

The remix video voices a clear message so that viewers with any level of prior knowledge about Jobs can meaningfully engage with its content. The video is not specified for any particular age group, and while some content such as The Beatles songs and images may be relevant only to older generations, mentioning of new-age products such as the iPhone apply to younger viewers. Additionally, both visual and audio material is laced throughout the video so that individuals who may be blind or hearing impaired can still engage with the video through various modes and mediums. Importantly, the inclusion of the word “tribute” in our title makes it clear that this video is a thoughtful remembrance of Jobs’ life, and that it is in no way a place for disrespectful comments. YouTube users who find our video or come across it will likely formulate an idea of the video’s content prior to viewing by our inclusion of the key search words “Steve Jobs, Apple Inc.” and “tribute.”

Notably, the audience is able to engage and participate with the remix video through a number of different options available through the YouTube site. Viewers can leave comments below the video with detailed reactions or simply “like” or “dislike” it through Facebook. Reflecting on the fact that Jobs’ death has been a far-felt, sensitive subject, tribute videos can operate as a collective place of grieving for users. Viewers can re-post the remix link to places outside of YouTube such as social networking sites, share it with others and engage in conversation about its various meanings. These possibilities lead individuals to view and comment upon the remix, giving them the power to demonstrate collaborative, cultural meaning and reflection.

“A Tribute to Steve Jobs, Former CEO of Apple” conveys a message to its audience that is both different and similar from the required included video. The required video included in our remix is “Sir Ken Robinson: Bring on the Learning Revolution!” Robinson argues the need for a

radical shift from standardized schools to individualized learning, creating an environment where the natural abilities of children can emerge.

While the connections between the remix and Robinson's TED talk work together to produce meaning, the dissimilarities between them serve to highlight deliberate contrasts. The theme of time is weaved throughout our remix voicing both implicit and explicit arguments. The remix begins with a clip from *60 Minutes* with Jobs speaking, followed by a quick clip of a ticking clock. This particular clock image is sending a message that both compares and contrasts with Robinson's mentioning of time. This clock is different in that it symbolizes the ticking away of Jobs' life, shown just before his life timeline begins. This deliberate placement of the clock subtly suggests that each passing moment of the video coincides with the passing moments of Jobs' life. The clock illustrates how Jobs' "time" has expired, just like our time and lives will expire. The ticking clock is therefore a reminder of our inevitable mortality and leads us to think about our life goals and what we hope to achieve. However, this clock also relates to Robinson's discussion of how time, simultaneously, operates as something that Jobs truly did change. In this way, we can use "time" (the practical telling of time) to literally, to some extent, measure Jobs' innovation. In this way, this clock is representative of the relationship between time and passion.

Importantly, Robinson discusses how when we are working on something that we love, time seems to fly by. These segments of Robinson's talk relate strongly to the collective message of our remix, making its inclusion critical. Robinson's talk works as a back-and-forth dialogue with Jobs' speech at a Stanford graduation. Jobs' discusses passion and how you must spend your time doing what you love. The need for smooth transitions to connect the two videos here was crucial in making this dialogue effective. The videos needed to work off of one another to highlight similar tones and word repetition. Successfully, the dialogue between Jobs and

Robinson seems almost eerily parallel, strongly supporting one another's arguments. Robinson explains how an "hour feels like five minutes" ("Bring on the Learning Revolution!") when you do what you love, echoing Jobs' comment that "you've got to find what you love {because} your work fills a large part of your life" ("Stanford Commencement Address"). In this way, the videos mirror one another supporting our overall message.

Robinson discusses pre-digital times, asking his audience to raise their hand if they wear a wristwatch to prove the point that we live in an era where multi-functional devices are essential to everyday life. The remix then shows an old black-and-white commercial that excitedly displays the wristwatch as a "new" technology. This commercial serves to demonstrate the rapid progression of technology. Next, the remix transitions to images of Apple devices, illustrating how Jobs has transformed a singular device such as the wristwatch into other technologies that not only structure our lives but have become an integral part of who we are and how we live.

Lastly, Robinson's talk is different from the remix because while both Jobs and Robinson discuss time and passion, Robinson's talk focuses on education while Jobs focuses on his life path to success. It is clear to viewers that Robinson is discussing education because he mentions this topic several times. These topic differences are important to the overall remix message, illustrating that passion is central in any field of interest. In this way, the differences between the videos actually serve to further accentuate the take-home lessons of Robinson and Jobs. Therefore, the differences in Robinson and Jobs' speech add to the video's coherency.

The arrangement of the image and video clips within the tribute remix works to send an explicit message. For example, the opening of the remix video begins with Jobs' quote "I want to put a ding in the universe," and then proceeds to show a timeline of Jobs' life from start to finish. The video shows Jobs as a baby progressing to him grown up, displaying various events that

have happened throughout his life. Events include the death of Princess Diana and the demolition of the World Trade Centers. The remix then cuts to Jobs' discussion of making a change in the world by doing what he loves, next showing various Apple products to demonstrate his clear success. By the end of the video, the viewer sees that Jobs has indeed reached his goal of making a worldly impact doing what he loves. Jobs' final voiceover reinforces this message: "The ones who think they're crazy enough to change the world are the ones that do." In this way, sequencing plays a crucial role in illustrating the collective message of our remix video and it is clear these two quotes are appropriate bookends to our intended message.

The incorporation and arrangement of The Beatles songs within the remix is essential in conveying its central message. Sequencing is a central part of the video because without a particular order and explanation within the video, The Beatles songs would appear meaningless. Beginning with the *60 Minutes* clip at the start of the video, Jobs discussed how he used The Beatles as a model for the collaborative nature of business. The Beatles' song "Here Comes the Sun" immediately follows this clip, clearly reflecting Jobs' statement. In this way, the sequencing produces meaning within the remix, giving the songs an added layer of dimension. Any other order and the meaning and purpose of the songs would be unclear. Through the highlighting of their lyrics, a direct link is made between Jobs and The Beatles, and their entity as a band is defined in a particular way that mirrors Jobs' vision and understanding for business.

Sequencing also plays a crucial role in the incorporation of The Beatles' song "Revolution." Robinson's TED talk is connected to this song, and the link between the two is clearly made when Robinson is remixed to repeat "revolution" before the song begins. This sequencing highlights how Jobs' vision for a business was, in many ways, like a revolution for

technology—from the pre-digital clock to the iPhone—reflecting his emphasis on doing what he loves.

Our remix tribute utilizes various modes and mediums which work together to form a logical, coherent message. We include visual, aural and alphabetic modes within our remix video. Throughout all but about twenty seconds of the remix, there is continuous sound which aids and enhances the visual images and clips. The integration of the visual and the aural experience allows for the viewer to notice the various ways that one affects the other. Undoubtedly, the use of both music and visual stimulation creates a more powerful effect than one could do alone. During the majority of the video, “Here Comes the Sun” and “Revolution” by The Beatles is playing in the backdrop. A unique and layered sound emerges when these two songs are played against voiceover by Robinson and Jobs.

The end of the video sends a powerful message with Jobs speaking about the power of the individual to make a worldly difference, reflecting on the take-home message of the remix. This ending is so powerful largely because of the rich palate of visual clips and images that come before it. Our remix includes a TED talk, various speeches by Jobs, an old-fashioned commercial for watches, images of historical events, and images of The Beatles. Visual clips and images are presented to the viewer at all different speeds and with different transitions, making the video unpredictably captivating.

Lastly, our remix video incorporates alphabetic modes. At the beginning of the video, dates are shown between juxtaposed photographs of Steve Jobs and historic events. Moreover, the end of our video includes a long quote from Tim Cook, the newly appointed CEO of Apple and a long-time friend of Jobs. In this quote, Cook comments upon how Apple will miss Jobs

and continue on with his work. By including these alphabetic modes, the viewer can be visually engaged through text, which can sometimes appear more powerful than images alone.

The various mediums laced throughout the remix keep the audience engaged. Within our video, we included many mediums such as commercial footage, still-images, TED talk footage, speech footage and more. Importantly, the remix does not let the viewers' mind wander. While this may seem insignificant, YouTube videos depend on their viewers' interest to gain hits, and therefore the video must be exciting. Moreover, the remix video effectively utilizes a wide spectrum of mediums to reinforce its central message, providing evidentiary support for our argument while simultaneously engaging the audience on a more aesthetic level.

It took a substantial amount of play and experimentation to create our final video remix product. Before beginning the creation process, our group had to come up with a project idea. This step wasn't especially hard, as our group was collectively interested in making a tribute to Steve Jobs. His recent death had been all over the news, and we were all compelled to learn more about his life and illustrate our knowledge through a remix tribute.

After agreeing on our topic, our group searched for material that was relevant to Steve Jobs. We spent a while watching other tribute videos to gain basic ideas. We then planned out the sequence of our slides, including the general order and message we hoped to get across to our intended audience. Our group had a good deal of trouble initially figuring out how to use iMovie. To problem solve, we used YouTube demo videos on procedures we were unsure of. We watched demo videos on the process of getting images into iMovie, making transitions, fast-forwarding, and cutting selected segments of videos out.

Our group began working on the video by first creating a timeline of Jobs' life. Problematically, we tried to include the medium of video against Jobs' pictures opposed to

images. This process turned out to be too difficult and possibly confusing to the viewer, so we switched to the medium of images instead. We then attempted to use different color effects with these images, but found they were too heavy-handed.

As we continued in our creation process, we found that we were unknowingly generating dialogue between Robinson and Jobs relating to passion in the business-world. We recognized and followed along with this theme, producing an effective back-and-forth dialogue between the two men. We worked through and edited approximately thirteen different versions of the Jobs and Robinson dialogue portion of our video before it effectively voiced our themes of passion, love, creativity and time. Including quick cut transitions and video medium, this portion of the video is crucial to the cohesive message of the remix, and the time put into it paid off.

After getting video feedback from our peers and from our professor, we applied major changes. To begin, we softened both of The Beatles' songs in our remix so that they did not overpower other content. We also increased the volume of Jobs and Robinson's talks. Moreover, we highlighted important video themes by fine-tuning transitions to accentuate dialogue between Jobs and Robinson. We also added in a plethora of new material, such as the incorporation of Jobs' speech on how The Beatles model his notion of how a business should operate. This segment in particular was a crucial inclusion, tying everything else in the video together. On a different note, we added in more pictures of Apple products, put Jobs' voiceover with the works cited credits, and slowed down Jobs' life timeline. Undoubtedly, receiving feedback from our classmates and particularly from our professor was most helpful in our experimentation process.

The purpose of our Steve Jobs remix video entitled, "A Tribute to Steve Jobs, Former CEO of Apple" is to comment upon the unique mentality and creativity of Jobs as both a revered businessman and as a person. It is our hope that our remix video will be welcomed as a positive

tribute to the life of Jobs. Our group believes that our video can operate as a remembrance of Jobs and help people recall his achievements and contributions to the technological world. We strived to utilize a variety of modes, mediums and effects in order to create a powerful video highlighting the important themes of love, passion, creativity and time. After a great deal of experimentation, we feel we have created a product that successfully fulfills these goals, and we hope our video will be positively welcomed by the YouTube community.

We have abided by the Wheaton College Honor Code in this work.

Tim Gwynne, Tyler Santos and Lauren Erickson

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