

'Time soon will bring me to the tomb'

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Macro Paradata: the big decisions relating to the nature of the visualisation.

1. Why has the resource being created and for what audience?

The visualisation was created to develop a concept for an output resource. We envisaged a resource which allowed young people to learn (almost intuitively) about 'burial' as a complex politically loaded concept but ultimately grounded in the subtleties of particular stories and materials. We also envisaged that the resource could be produced using a 3D printer with paper medium.

2. How will the resource be put to use? Is it sustainable and accessible?

This would require further development to prototype the resource as applied to a particular site, place or landscape. We would envisage a limited number of hard copies but supported by a digital version which could be more widely (and perhaps freely distributed).

3. Why have you chosen to use the approach/methods applied? (e.g., why is it static or interactive; high or low in detail; photorealistic or schematic; digital or analogue; impressionistic or grounded only in available data; etc.)

We chose the book as visual medium of the proposed output resource as the pages of a book implicitly evokes the layers and strata of archaeological time and processes. The inter-active and tactile nature of reading in a form which could be read from back to front and front to back: evoking cycles of life and death. We envisaged the physical form of the pages could change, starting from white and crisp pages, to increasingly yellowed and tattered. Indeed the surface of pages could be printed to be textured in the way different materials decay. Learning would be enhanced through experience (turning of pages) and the juxtaposition of cut away and pop elements (physical manifestations of burial below through deposition or loss and burial above through decay and neglect) of what we hope would be an engaging structure and form.

Micro Paradata: the small-scale decision-making processes underlying the construction of the visualisation.

1. What are the basic steps you followed in putting together the resource?

We used an email exchange to cross-fertilise ideas to develop our approach to the theme. Each had a different context of practice and perception of what burial represents. The complex socio-political nature of burial of human remains was recognised, as was the 'burial' of other forms of heritage through neglect or destruction. The inter-related nature of cycles of human life, frequently evoked by the concept of burial, was further supported by the textured realities of decay and time we witness in the heritage sector perhaps most explicitly encountered, and contested, through the conservation of objects. We then envisaged how this approach could be visualised and materialised in structure and form through books as a metaphor for dynamic layers of meaning. The conceptualisation of the resource has been aided by a two sketches visualising possible form and structure. These were combined, with photographs of objects in decay, to produce the Prezi.

2. What supporting evidence did you rely upon?

As a conceptualisation of a method and form of visualisation there is no specific evidence being foregrounded at this stage. Rather our approach is informed by an understanding of the complex, entangled, contingent and dynamic nature of both the concept of burial and the context specific nature of the changing evidence for burial through time.

3. How have you acknowledged uncertainty in the resource? Where might alternative interpretations have been made or where are such interpretations otherwise available for viewing audiences to refer to?

As conceived the layered and tangled nature of the resource allows for multiple readings. Before production, care would be taken during development of content (in relation to presentation and interpretation of actual sites, places and people) to ensure sufficient signposting to other resources for the audience.