



**70-strong lab (Berrill top floor)
near future (2-5 yrs) R&D for Open U and research
partners — next generation internet, and tools for
learning, sensemaking, collaboration and search**

make the invisible visible

make the opaque permeable

make the ephemeral persistent

**by using digital tools to craft narrative
around ideas + documents + multimedia**

“We may some day click off arguments on a machine with the same assurance that we now enter sales on a cash register.”

Vannevar Bush, 1945



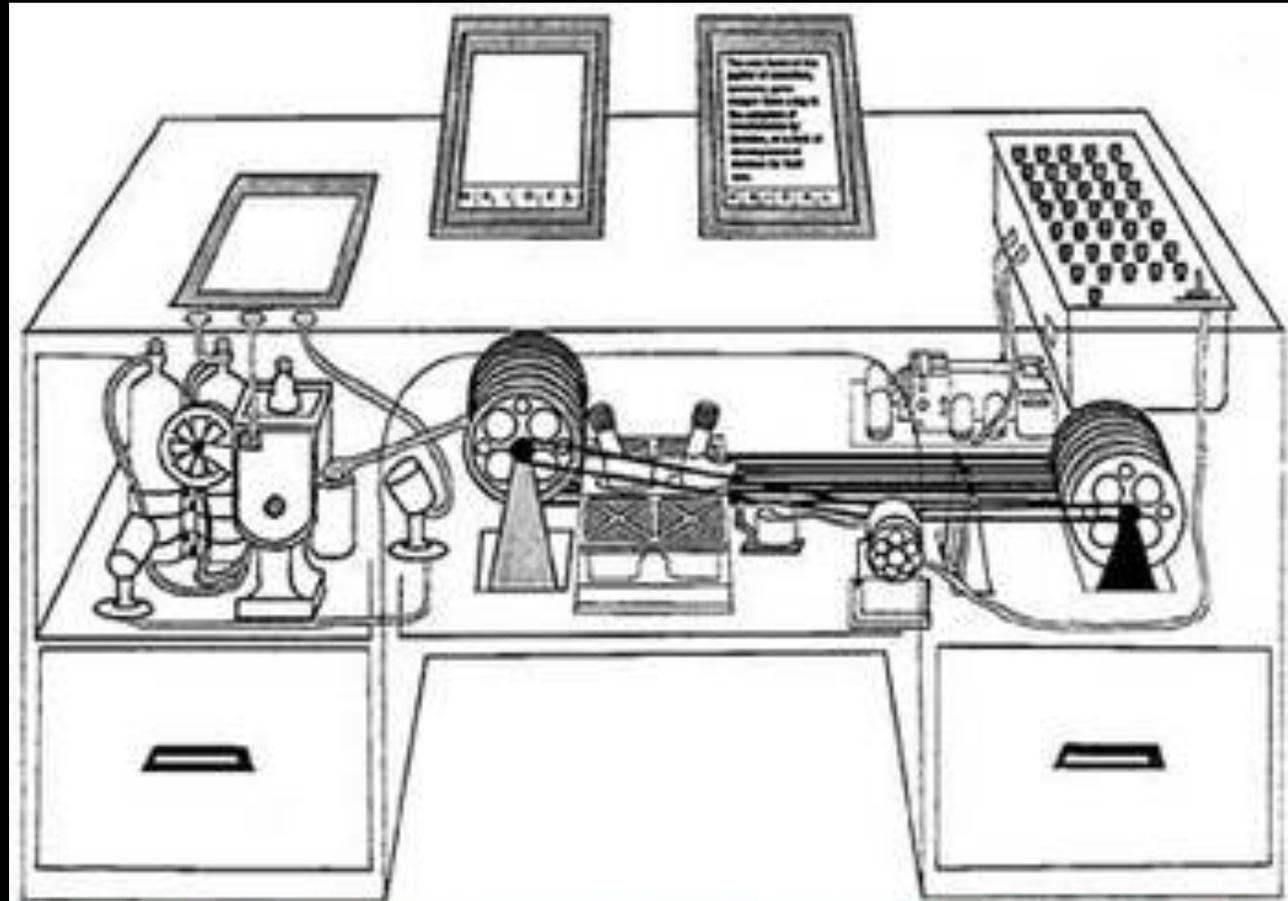


Consider a future device for individual use....





Consider a future device for individual use....



"Memex in the form of a desk would instantly bring files and material on any subject to the operator's fingertips. Slanting translucent viewing screens magnify supermicrofil filed by code numbers. At left is a mechanism which automatically photographs longhand notes, pictures and letters, then files them in the desk for future reference" [LIFE 19(11): 123]

<http://www.theatlantic.com/magazine/archive/1945/07/as-we-may-think/3881>

Possibly based on the work of *Emanuel Goldberg*: http://en.wikipedia.org/wiki/Emanuel_Goldberg



“Wholly new forms of encyclopedias will appear, ready made with a mesh of associative trails running through them, ready to be dropped into the memex and there amplified.”



“There is a new profession of trail blazers, those who find delight in the task of establishing useful trails through the enormous mass of the common record. The inheritance from the master becomes, not only his additions to the world's record, but for his disciples the entire scaffolding by which they were erected.”

A simple but powerful concept

Hypertext: coherent trails and webs

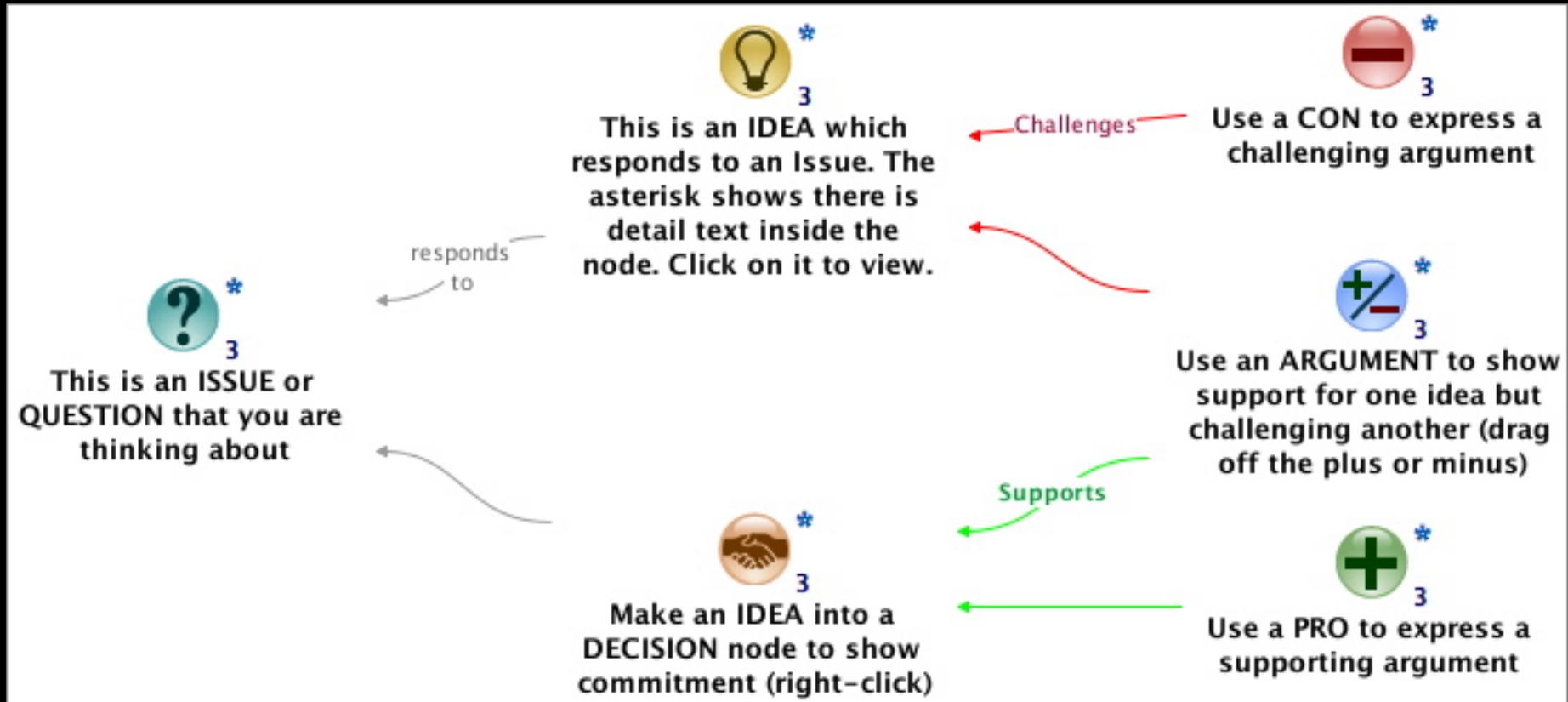
**Ideas, Discussions, Theories,
Evidence, Arguments, Concepts,
Data, Documents, Group Processes...**

**...all can rendered as networks of
nodes in meaningful relationships**

Compendium software (open source)

visual hypermedia for managing the connections between ideas flexibly

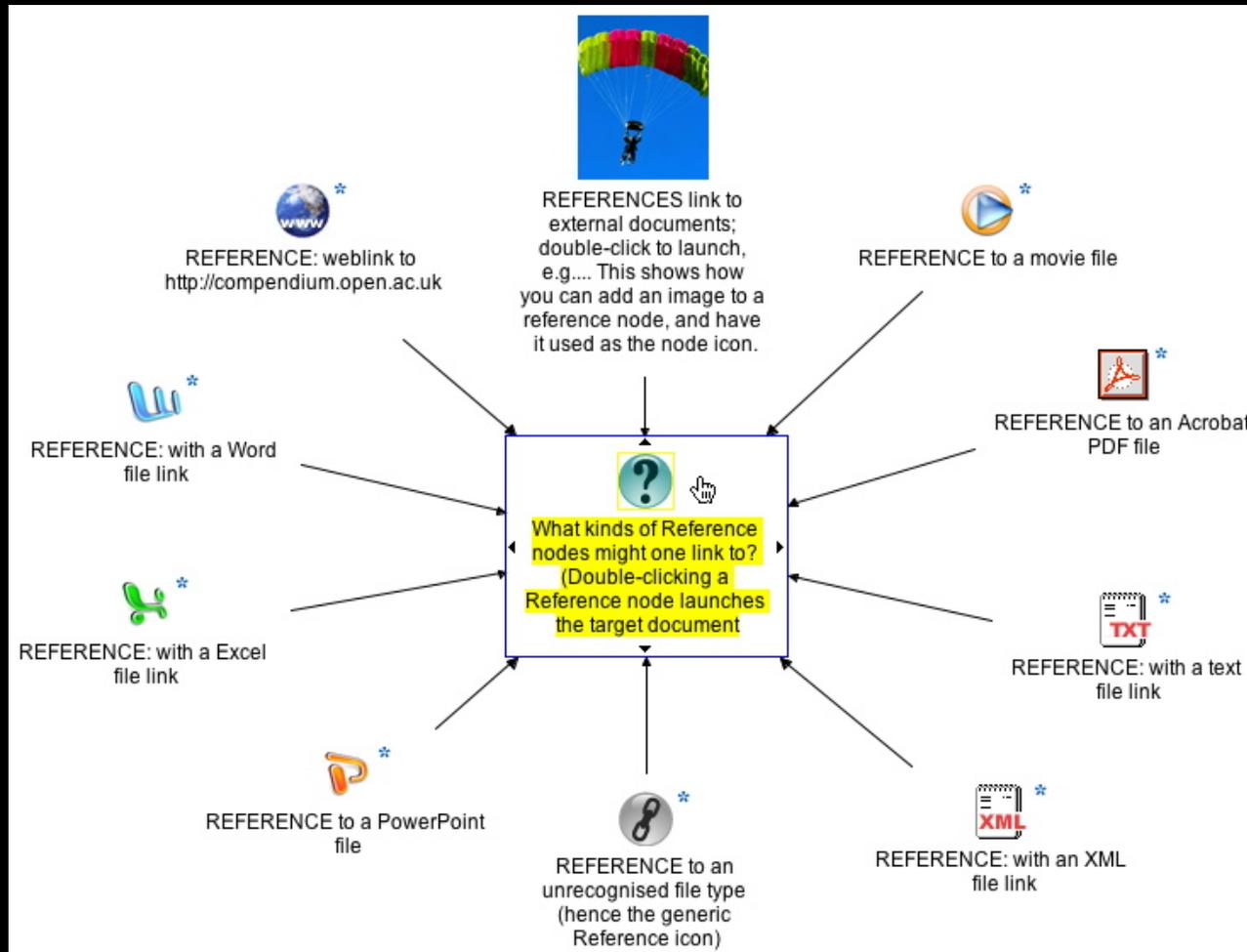
<http://compendium.open.ac.uk>



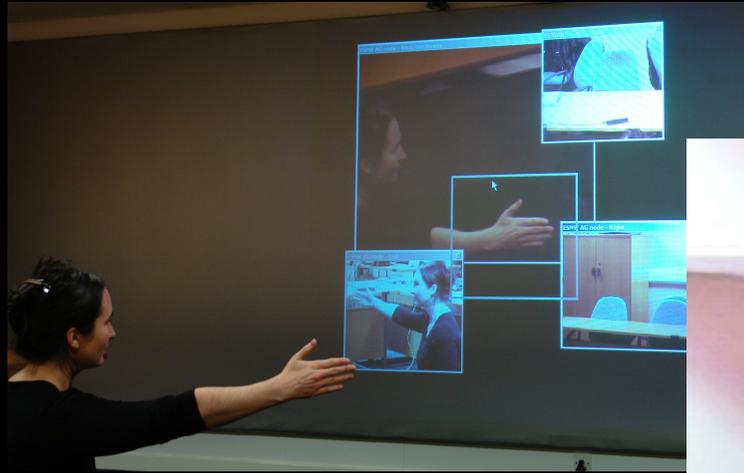
Compendium software (open source)

visual hypermedia for managing the connections between ideas flexibly

<http://compendium.open.ac.uk>



e-Dance Project: Choreography practice as research, & the transformative role of digital media



e-Dance Project — in collab. with:
Helen Bailey (Univ. Bedfordshire)
Sita Popat (Univ. Leeds)
Martin Turner (Univ. Manchester)

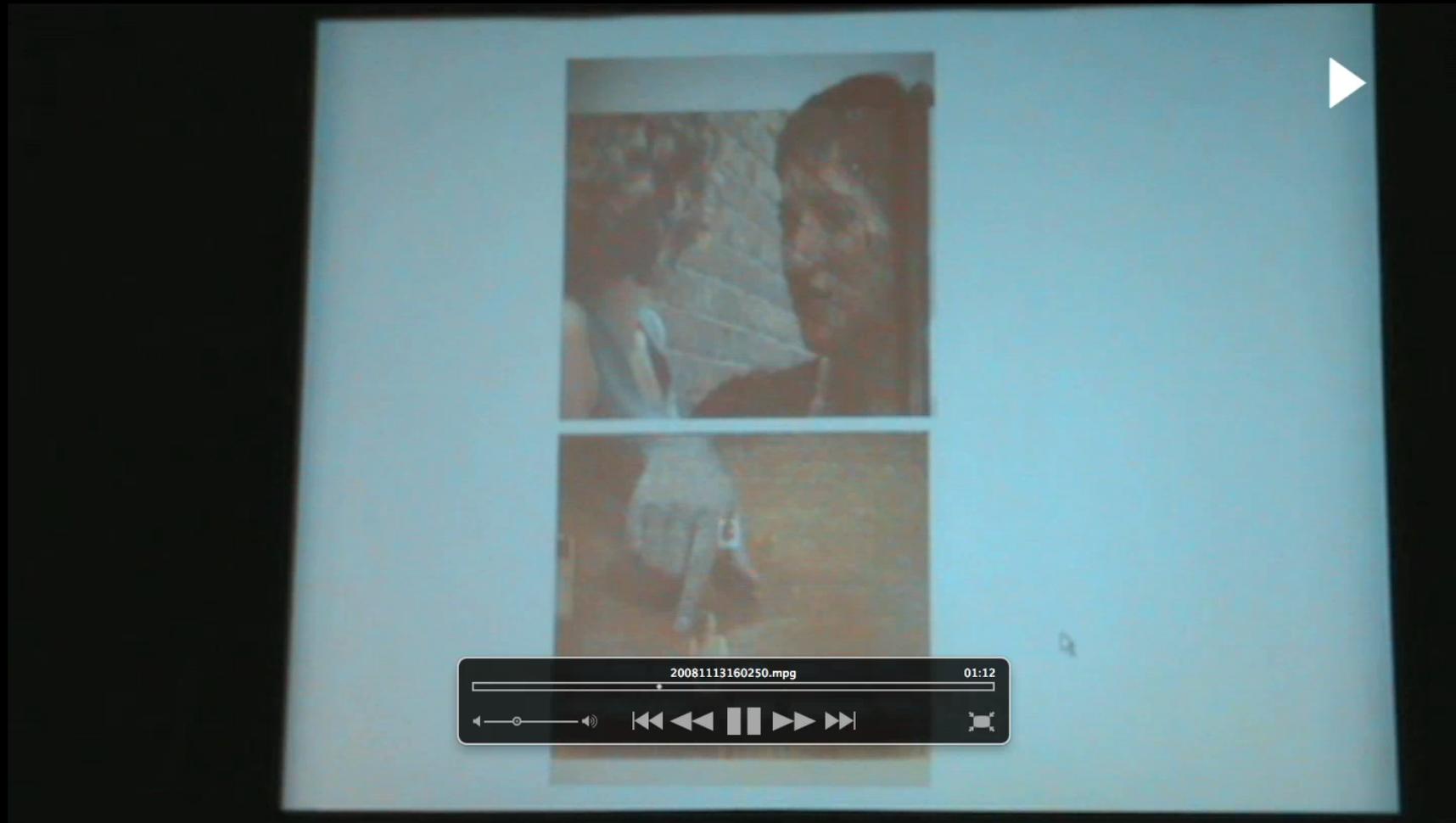
e-Dance Project: Choreography practice as research, & the transformative role of digital media



This theatre, Nov. 2008...



e-Dance Project: Choreography practice as research, & the transformative role of digital media



Multimedia presentations for a multimedia discipline

OU Podcasts ^(beta)

e-Dance Project: Choreography meets e-Science

You're in: OU Learn > Computing and ICT



Subscribe: [RSS](#) | [iTunes](#) | [Miro](#)

- **Choreographic video annotation demo**
Duration: 00:06:09
Date: 09.09.2009
- **Choreographer and Programmer**
Duration: 00:01:01
Date: 09.09.2009
- **Transition Points**
Duration: 00:02:13
Date: 09.09.2009
- **Image Rollover**
Duration: 00:02:05
Date: 09.09.2009
- **Triple Movies**
Duration: 00:01:35

<http://projects.kmi.open.ac.uk/e-dance/2009/09/14/choreographic-video-annotation>
<http://podcast.open.ac.uk/oulearn/computing-and-ict/podcast-e-dance> (Start: 2.15)

Browsing the replay of a meeting by time, speaker and type of contribution (CoAKTinG/NASA field trials)

Copyright, 2004, RIACS/
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University, Southampton
University
Not to be used without
permission

RIACS/NASA Ames
Research Center
Mobile Agents Project
Maarten Sierhuis

KMi Open University
CoAKTinG Project
Simon Buckingham-Shum
& Al Selvin

Southampton University
CoAKTinG Project
Kevin Page
Danius Michaelides
Dave De Roure
Nigel Shadbolt

[Map]: RST Analysis of April 12 Data

cy's analysis

To the crew: Does the flow pattern within the waypoint 12 area follow a topographical/gravity flow direction?

Is the dendritic pattern flow similar to channel flow at waypoint 12? Or does it follow a southern flow direction which is what it appears to be from the GIS map?

Is the regolith of the hill marked in the above map similar to the regolith of waypoint 12?

NE+Pooh+Corner+EVA+Map.png

A Plan for Crew (2005.04.13)

We don't know what problems they are diffs to our

Should RST have two teams - one to plan next EVA, one to analyse the data?

Would make

[Map]: Lith Canyon EVA Segment 1 Crew Planning Meeting 05/03/04

lithseg1wproute.jpg

WayPoint0

WayPoint1

WayPoint2

WayPoint3

WayPoint4

Where should Boudreaux take Panoramas?

Where should Boudreaux take Pictures?

Start Boudreaux Watch me when descending into the canyon starting at Fossil Hill

You can have Boudreaux take a picture of AstroOne at any time after that

Make sure that Boudreaux is in line of sight from AstroOne. Thus move it to

Title: Lith Canyon EVA Segment 1 Planning Meeting - 3rd May 2004
Date: Tue May 4 00:37:00 2004
Participants: Maarten, Brent, Abigail, John

Current Speaker: Maarten
Nodes: Make sure that Boudreaux is in line of sight from AstroOne. Thus move it to WP 2 and 3 at appropriate times

Video **Playing** 00h 29m 00s **Pause**

GroupSync Offline Online

Mode Master Slave

Receiving Yes No

Agenda
Compendium
Abigail
Brent
John
Maarten

If you'd been my PhD student online, then we'd be recording supervisions in Compendium... (thanks Jack Park!)

The screenshot displays a video conference interface with a 'Video - JackPark' window showing a man with glasses and a headset. To the right, an 'Application Sharing (Scaled 96%)' window shows the Compendium software. The Compendium window displays a map titled '[Map]: MachineReading-1' with several nodes and arrows. The nodes include:

- organizing thoughts for purposes of recording them
- sense?
- sensemaking in complex domains against specific issues
- What would services look like around reasoned arguments (highlighted in a yellow box)
- Benn's thesis as a point of departure?
- what is important in sensemaking?
- Stronger and weaker claims in Cohere
- gaining a complete view of the domain
- gaining a complete view of the issue
- crafting a framework of understanding
- semantic reins are causal
- pragmatic reins are argumentative

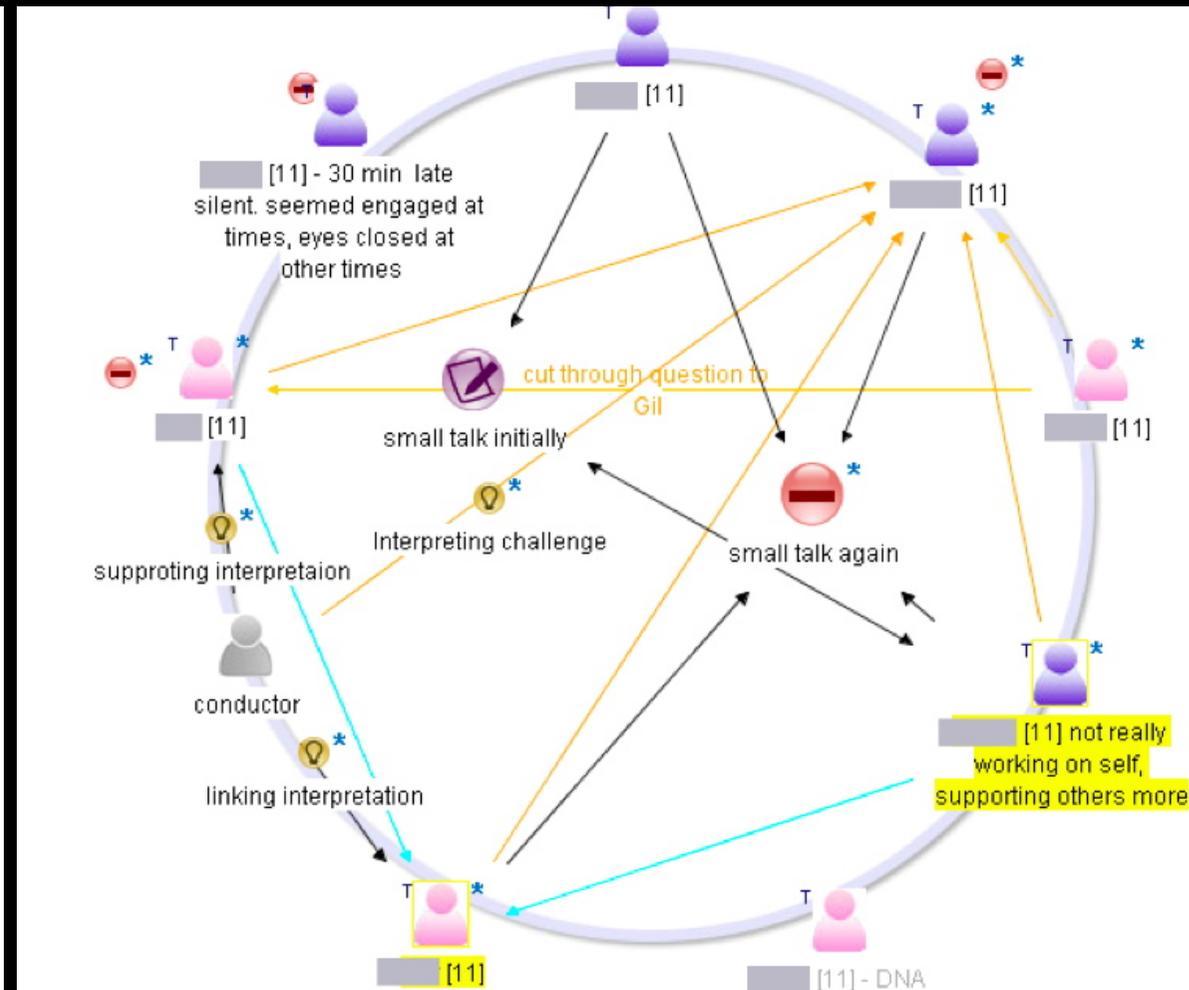
The Compendium window also shows a toolbar with various tools and a menu bar with 'File', 'Edit', 'View', 'Tools', 'Window', and 'Help'. The Windows taskbar at the bottom shows several open applications, including 'Inbox - Microsoft Out...', '15 Reminders', 'Session Invitation - M...', 'OU Life - Open Univ...', 'Gmail - eliminate? - s...', 'Eliminate Live! - SIM...', and 'Microsoft PowerPoint...'. The system clock shows 17:57.

Visualizing therapeutic group dynamics

Which behaviours do two patients share?

Tags shared in common are **orange**, tags from one patient in **green**

- Brief Analytic Group
- Anger: Denied (3)
 - Anger: Destructive (0)
 - Anger: Expressed (2)
 - Anger: Feared (6)
 - Anger: Healthy (0)
 - Anger: Projected (2)
 - Anger: Recognised (4)
 - Anger: Repressed (0)
 - Anger: Towards Others (0)
 - Anger: Towards Self (0)
 - Anxiety (2)
 - Busyness as Distraction (1)
 - Denied (0)
 - Depression (2)
 - Depression: Reducing (2)
 - Engagement with Others (8)
 - Feeling Positive (1)
 - Isolating Self (4)
 - Neediness (2)
 - Panic (2)
 - Patient: [redacted] (3)
 - Resisting Engagement with Others (2)
 - Resisting Engagement with Own Material (5)



Replaying an election debate with sync'd map

Dialogue Mapping election debate video

What key elements for fair immigration are required?

DC: Immigration is too high. 200,000 is too high. Needs to be tens of thousands. Migration limit needed. New EU countries need transitional controls.

NC: Past govts have failed us. Exit controls removed. Need restoring. Currently you need to show you have a sponsor, and a job. I would add you only go to a region where you're needed.

DC: We need not border control but also border police force in order to stop illegal immigration.

CE: Already done this points system for those outside EU; jobs for skills matching overseas visitors. No care either. Right controls.

NC: A lot of people would ask by a government that has been in power 11 years just now start to address the problem of immigration?

CE: It is not true we started 2 years ago.

CE: It's falling already. An arbitrary cap is not enough.

DC: I think the cap is necessary because we are not going to control immigration until we take some concrete and positive steps. We need the cap.

NC: There is good immigration and bad immigration. There are experiences coming from abroad that our social services need. We don't want a cap but a regional approach.

CE: Legal immigrant are deterred already because we introduced ID cards.

NC: This is what has been wrong so far, two political party delivering chaos on immigration policy. We propose a fair immigration policy funded on a regional approach.

1:51 / 2:10 360p

Mapping your PhD as a hypermedia network of ideas + documents + multimedia (Al Selvin, KMi)

The screenshot displays a software interface for mapping research as a hypermedia network. On the left, a 'Tags View' panel shows a list of tags with their respective counts, such as 'aesthetics (84)', 'author (150)', and 'concept (18)'. The main area features a network map titled '[Map]: Related work' with nodes like 'Research/lit areas?', 'Art as practice', 'Facilitation and mediation studies', and 'Participatory design'. Below this, a detailed view of 'Ames Group 3' is shown, including a central node 'Ames Group 3' and several associated charts and analysis tools: 'AG3 Shaping/Framing Radar Chart', 'AG3 Skill/Experience F...', 'Framing Analysis', 'Shaping Analysis', 'CEU Analysis', 'AG3 Sensemaking Moment Analysis', and 'Comparisons'. On the right side, there are four 'AG3 Timeslots' (1-12, 13-24, 25-34) represented as horizontal bar charts.

Using Compendium to visualize and challenge racist argumentation on the Net

Buckingham Shum, S. (2007). *Undermining Mimetic Contagion on the Net: Argumentation Tools as Critical Voices*. COV&R 2007: Colloquium on Violence & Religion, Amsterdam Vrije Universiteit July, 4-8 2007
http://www.bezinningscentrum.nl/teksten/girard/c/c2007_Buckingham-Shum_Simon_abstract.htm
<http://www.slideshare.net/sbs/undermining-mimetic-contagion-on-the-net-argumentation-tools-as-critical-voices>
Interactive Web Maps: <http://bit.ly/aP4M0P> (View in Safari)

Example: a “scientific argument” on National Front website

“We argue, for example, that **West Indian and other Negroes will never fit in, as multiracialists claim, to become equal and integrated members of a predominantly White society.**

This is because they are **inherently unfitted to do so intellectually**, and are thus condemned to exist in White society as a **permanent underclass**, confined to the lower social strata and, not unnaturally, bitterly resentful of the alien society in which they are thus trapped. This **resentment will inevitably explode** into violence, rioting and crime.”

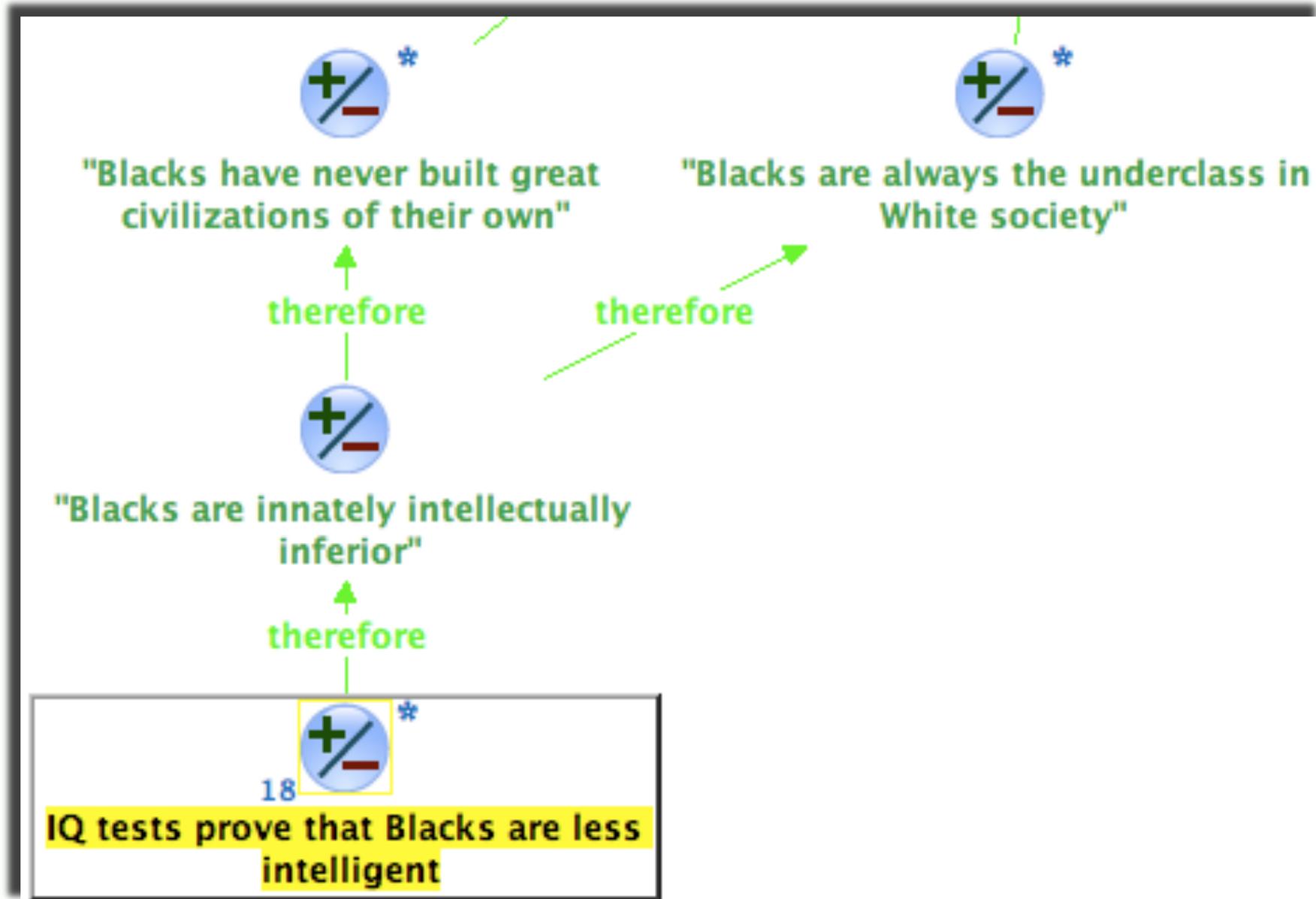
Example: a “scientific argument” on National Front website

“What are the facts? Over almost seventy years, in study after study, conducted by scientists and educationalists in numerous countries, studies conducted by such bastions of racial rationalism as the Inner London Education Authority, the US Army, and Harvard and

Oxford Universities, **on every measure of intellectual ability and educational attainment Blacks perform significantly worse, on average, than Whites. In the case of average IQ, for example, the average Negro figure is only 85% of the White average.** In fact the higher the proportion of

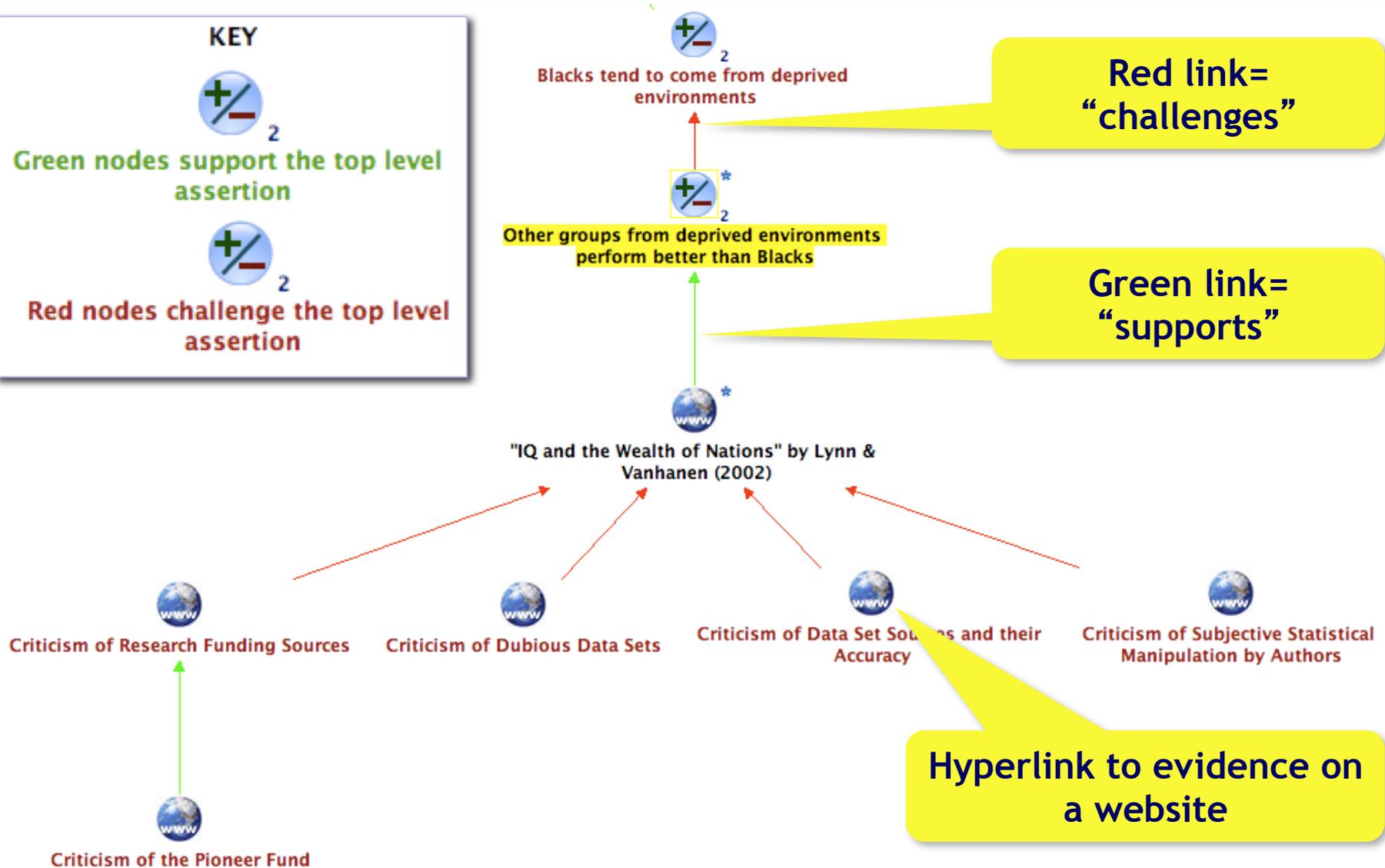
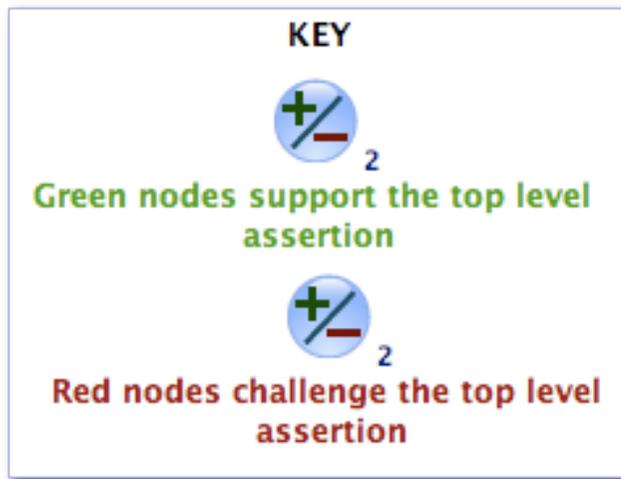
White genes the higher the intelligence: **a pure-bred Negro fresh out of Africa scores nearer 70%.**”

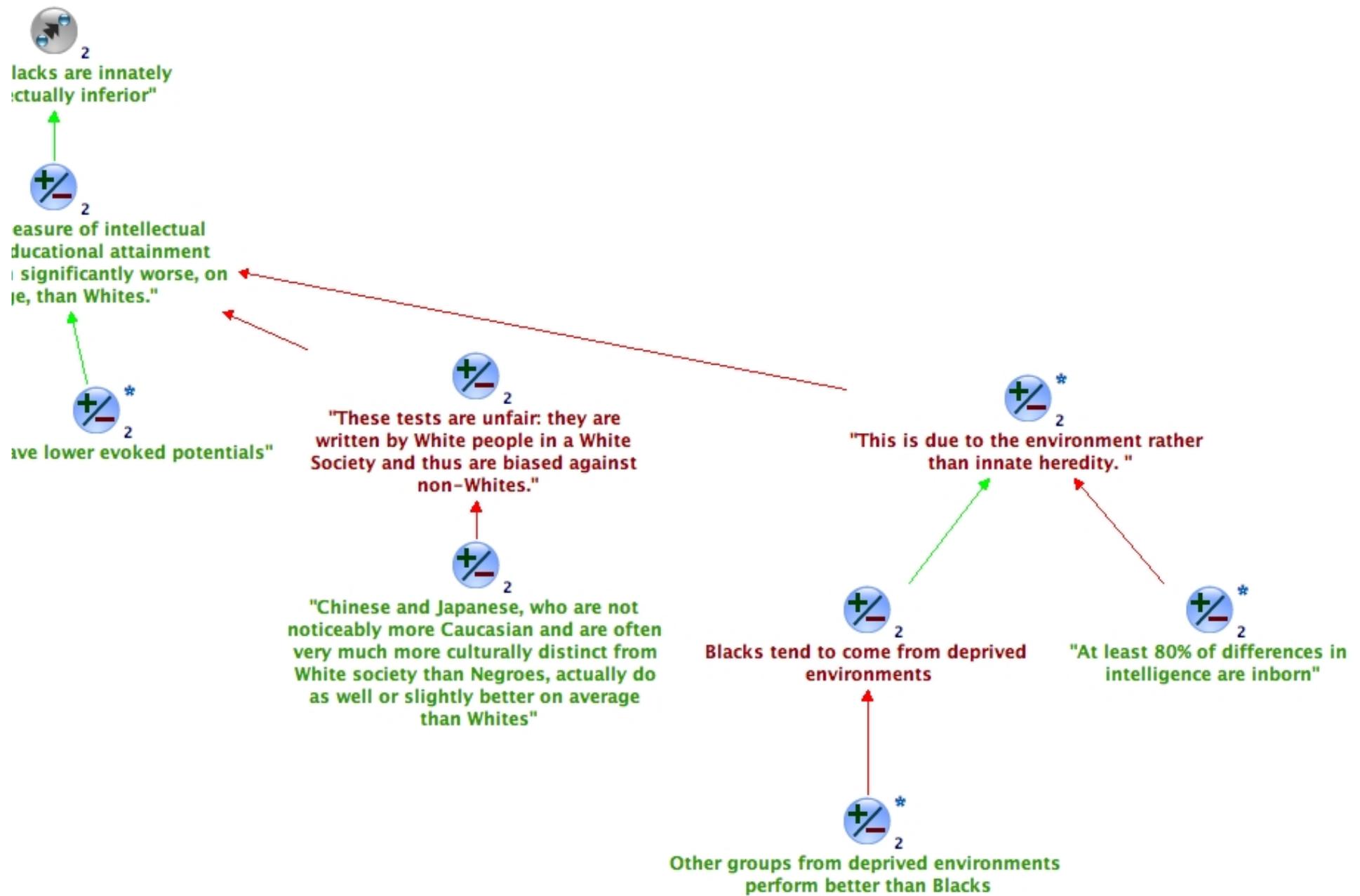
Readers can consult *Race* by Dr. John R. Baker, former Reader in Cytology at Oxford University, published by the Oxford University Press, or *The Testing of Negro Intelligence*, an exhaustive review of hundreds of studies demonstrating racial differences in intellectual ability by Dr. Audrey M. Shuey, and of course there is *The Bell Curve* by Herrnstein and Murray.



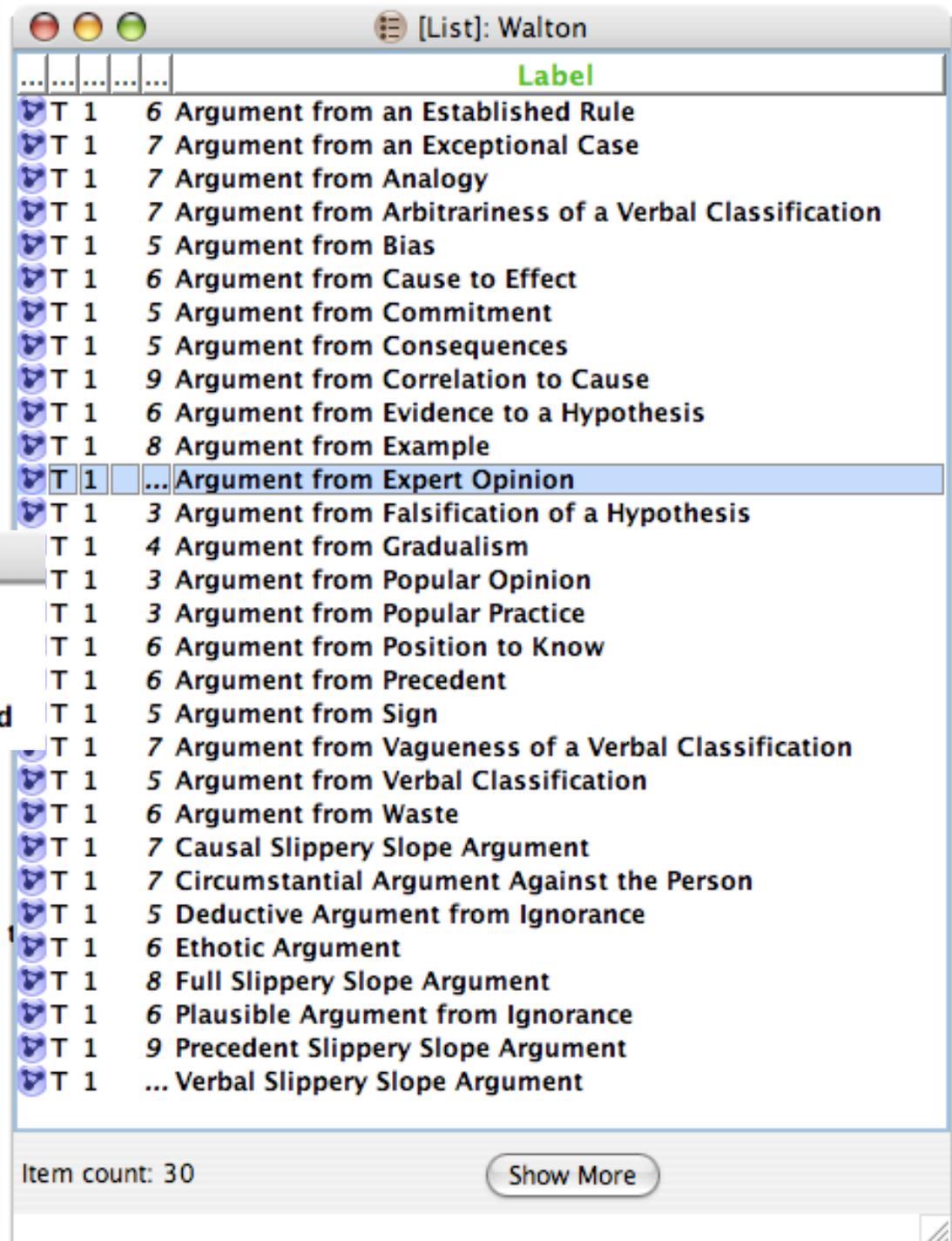
Refuting the NF “negro intelligence” argument using argument mapping

<http://bit.ly/aP4M0P> (View in Safari)





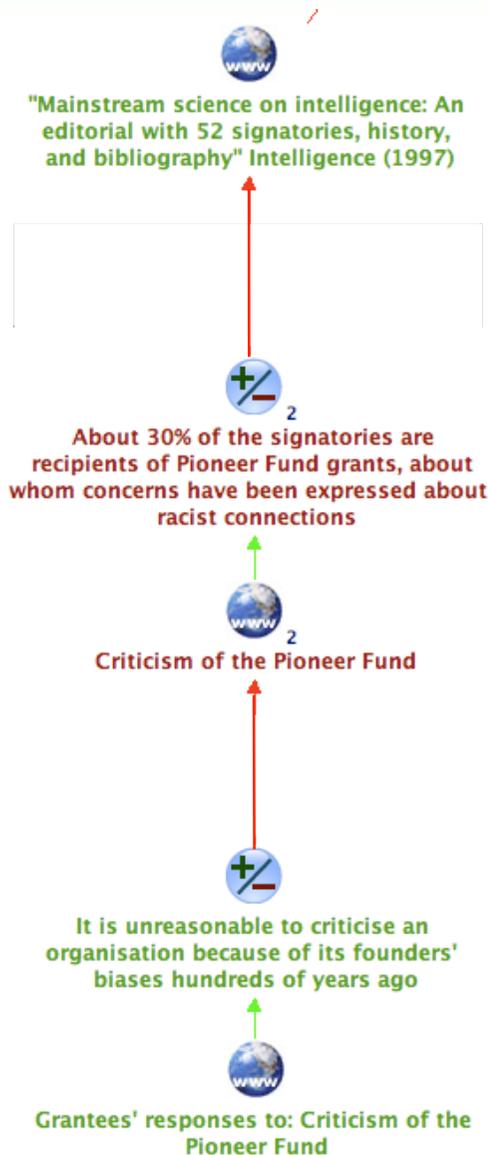
Importing theoretically grounded, practical *Argumentation Schemes* as visual templates



(Imported as XML files from prior work at University of Dundee, demonstrating the power of collaborative, interdisciplinary, computational argumentation research)

Refuting the NF “negro intelligence” argument using argument mapping

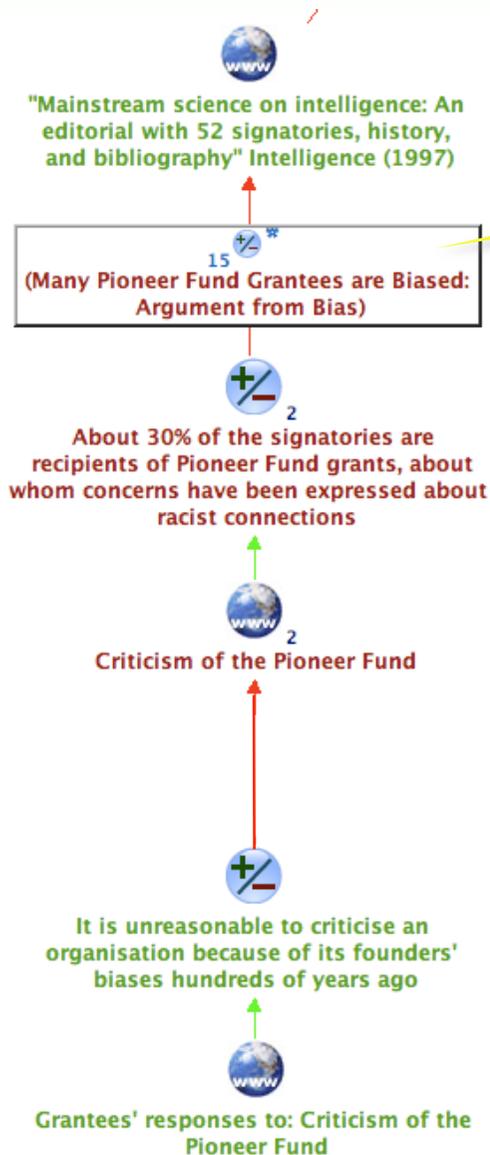
<http://bit.ly/aP4M0P> (View in Safari)



Refuting the NF “negro intelligence” argument using argument mapping

<http://bit.ly/aP4M0P> (View in Safari)

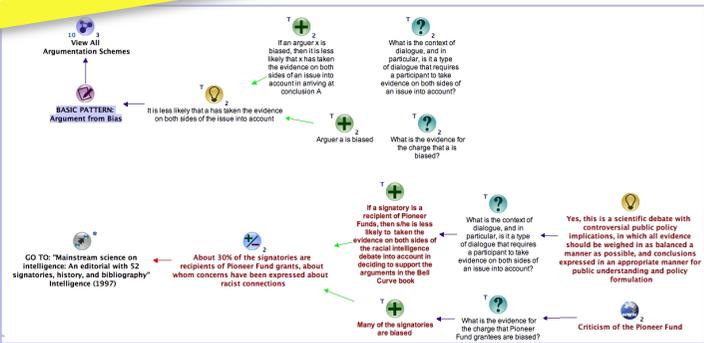
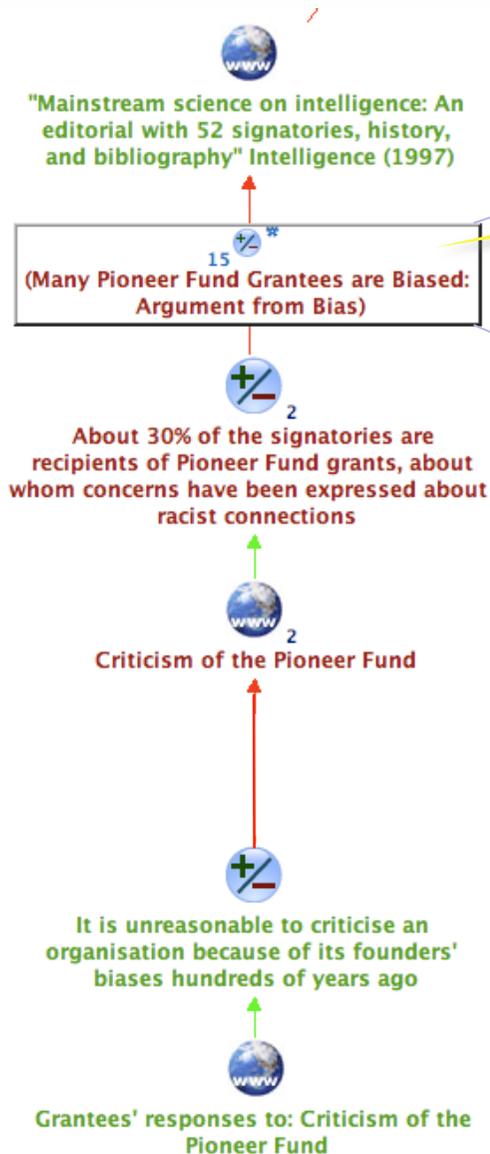
The structure of an “Argument from Bias” can be exposed..



Refuting the NF “negro intelligence” argument using argument mapping

<http://bit.ly/aP4M0P> (View in Safari)

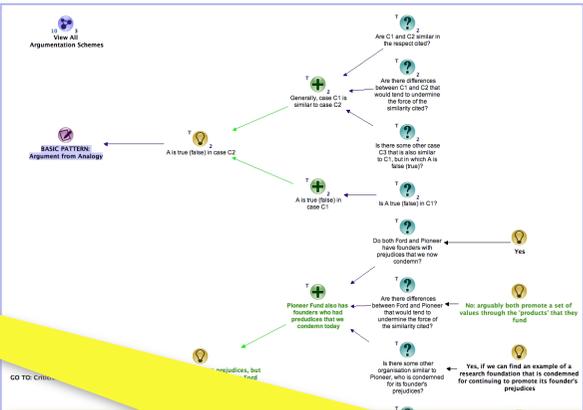
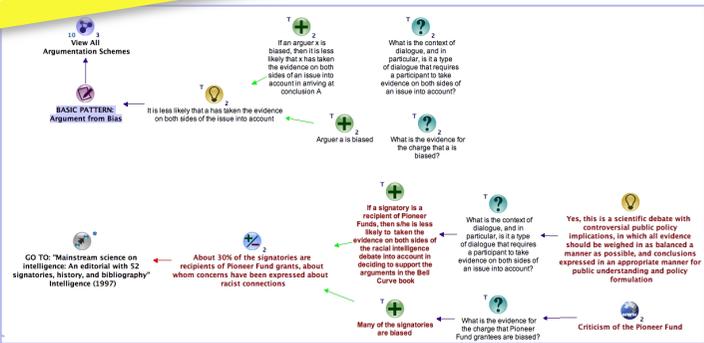
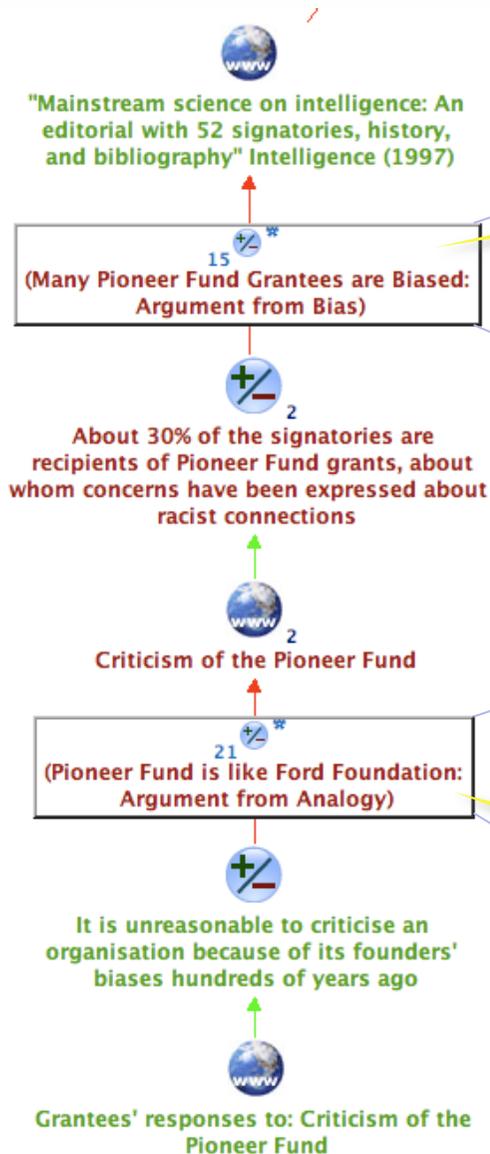
The structure of an “Argument from Bias” can be exposed..



Refuting the NF “negro intelligence” argument using argument mapping

<http://bit.ly/aP4M0P> (View in Safari)

The structure of an “Argument from Bias” can be exposed..



The structure of an “Argument from Analogy” can be exposed..

Template for an "Argument from Analogy"


BASIC PATTERN:
Argument from Analogy


A is true (false) in case C2

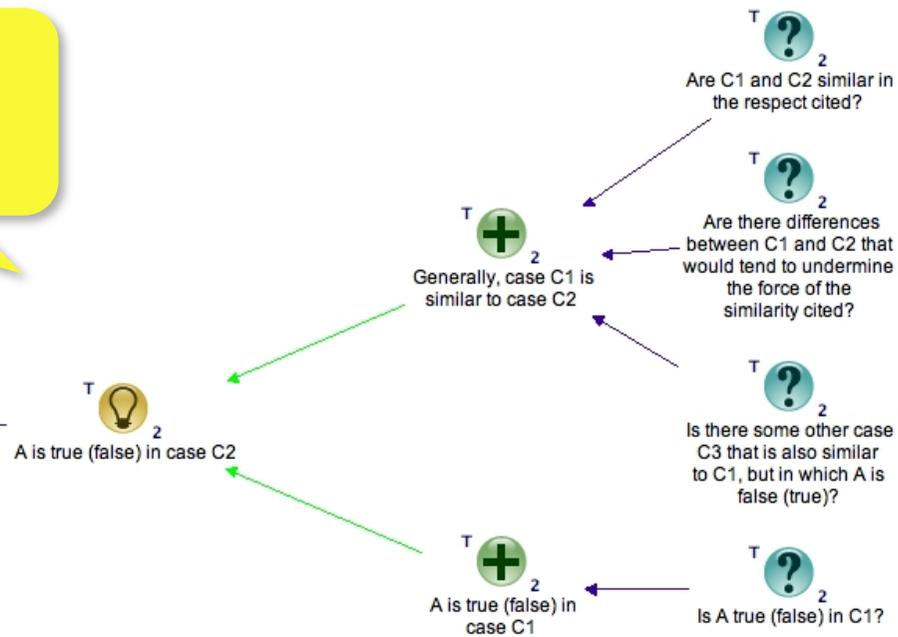

Generally, case C1 is
similar to case C2


A is true (false) in
case C1



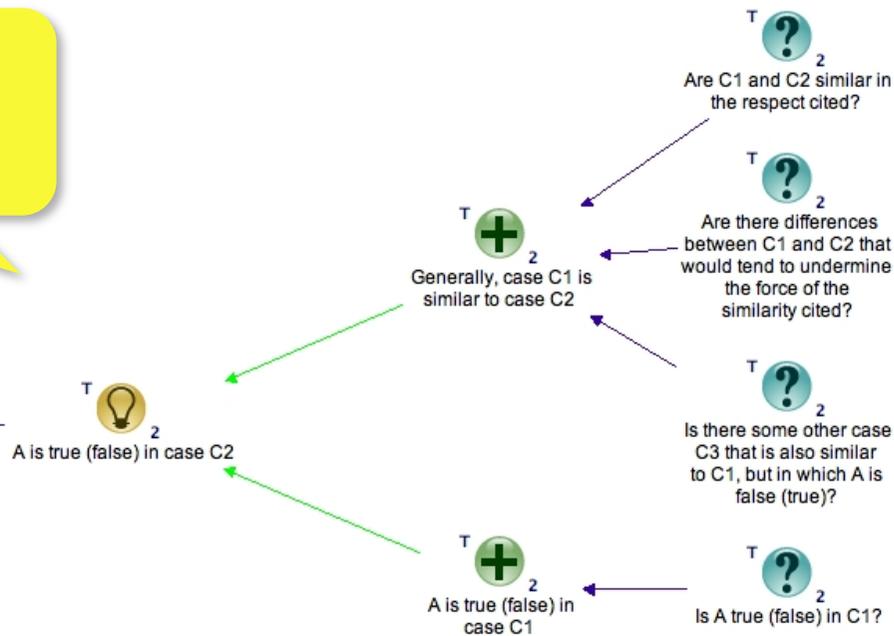
Template for an "Argument from Analogy"


BASIC PATTERN:
Argument from Analogy



Template for an "Argument from Analogy"

BASIC PATTERN:
Argument from Analogy



Instantiating the "Argument from Analogy" template

GO TO: Criticism of the Pioneer Fund

Henry Ford held dubious prejudices, but we do not use these to condemn Ford Company today

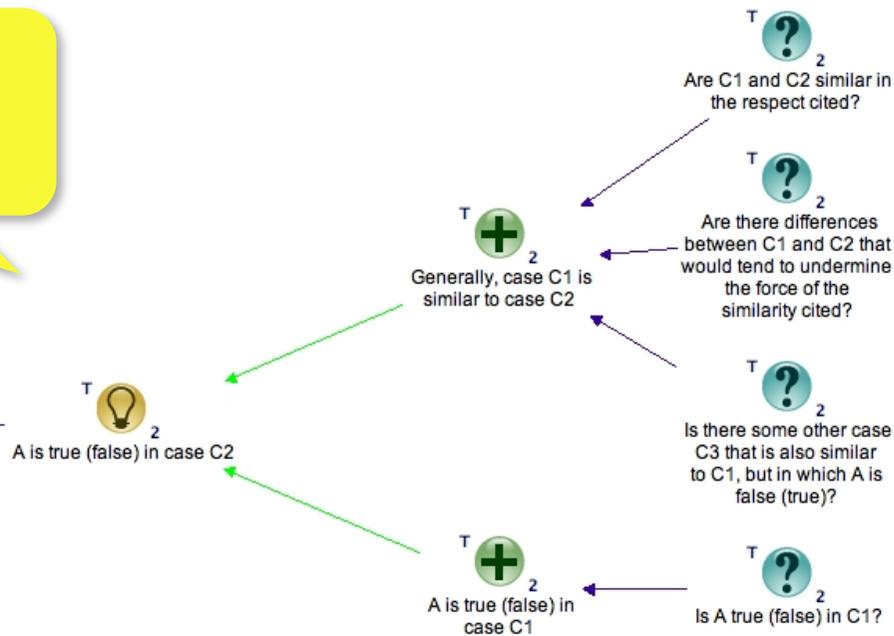
Pioneer Fund also has founders who had prejudices that we condemn today

We should not condemn the Pioneer Fund today for the prejudices that its founders held

<http://bit.ly/aP4M0P> (View in Safari)

Template for an "Argument from Analogy"

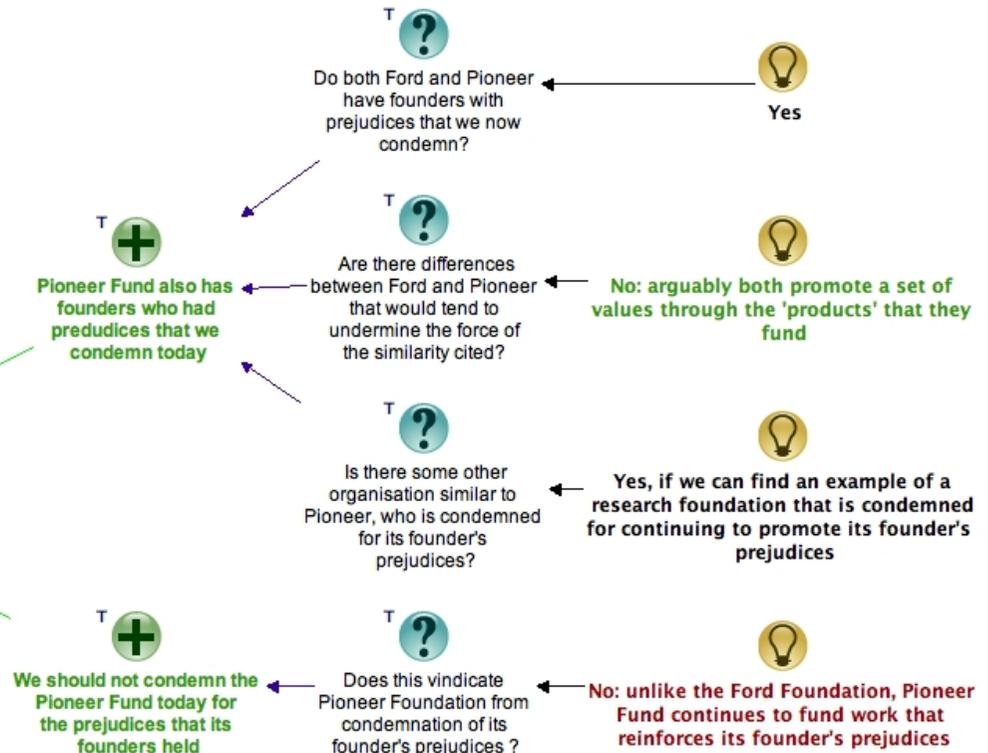
BASIC PATTERN:
Argument from Analogy



Instantiating the "Argument from Analogy" template

GO TO: Criticism of the Pioneer Fund

Henry Ford held dubious prejudices, but we do not use these to condemn Ford Company today



<http://bit.ly/aP4M0P> (View in Safari)

**(in the talk I didn't get time to
show the web-based Cohere
knowledge mapping tool –
following slides)**

a prototype infrastructure for
collective intelligence/social learning

cohere 

<http://cohere.open.ac.uk>

Convergence of...
web annotation
social bookmarking
concept mapping
structured debate





Structured deliberation and debate in which Questions, Evidence and Connections are first class entities (linkable, addressable, embeddable, contestable...)



How can we build a robust evidence base to support and enhance the design, evaluation and use of OERs?



7/6/10

☆ Details* - | URLs (1)-
| Groups (1)+
| Tags (3)-





Structured deliberation and debate in which Questions, Evidence and Connections are first class entities (linkable, addressable, embeddable, contestable...)

The screenshot shows a light blue question card with a question mark icon. The text on the card reads: "How can we build a robust evidence base to support and enhance the design, evaluation and use of OERs?". To the right of the text is a small profile picture and the date "7/6/10". Below the question, there are navigation options: "Details*" (with a star icon), "URLs (1)-", "Groups (1)+", and "Tags (3)-". A circular icon with the letter 'S' is also present. A context menu is open over the card, listing "Connect", "Tweet", "Get Snippet", and "Get URL". Below the question, a "Clip" section contains a snippet of text: "How can we build a robust evidence base to support and enhance the design, evaluation and use of OER?" followed by a URL: "http://people.kmi.open.ac.uk/anna/OLnet_Proposal_OU_and_public.htm" and a "visit site" link. At the bottom, a "Tags:" section lists "OLnet", "Project Proposal", and "research question".

How can we build a robust evidence base to support and enhance the design, evaluation and use of OERs?

7/6/10

Details* - | URLs (1)- | Groups (1)+ | Tags (3)-

Clip: How can we build a robust evidence base to support and enhance the design, evaluation and use of OER?
http://people.kmi.open.ac.uk/anna/OLnet_Proposal_OU_and_public.htm visit site

Tags:

- OLnet
- Project Proposal
- research question

cohere — web annotation of OER (Firefox extension)

5 Ideas for: cnx.org/content/m21063/latest

Select: All My Pro Con Clear

 **Anna De Liddo**
12 Jan 2010
Connections : 1

What are the main effect of climate change?

 **Ivana Quinto**
17 Dec 2009
Connections : 1

We cannot know the physical and ecological damages due to climate change

source: current page
scientific knowledge about the physical and ecological damages due to climate change is a work in progress. Scientists have no accurate way to determine how rapidly future GHGs will accumulate in the atmosphere or how sensitive biological systems will be to increases in the concentration of those gases. We do not know at what GHG concentrations "tipping points" or catastrophic climate events may occur. It is difficult to estimate how willing or able people will be to adapt to new climate conditions. Finally it is virtually impossible to put a value on damage that will be incurred in the future.

 **Ivana Quinto**
17 Dec 2009
Connections : 1

Adaptation

Adaptation is action taken to cope with increased rainfall, higher temperatures, scarce water, and more frequent storms.

source: current page
Adaptation may need to tackle present problems or to anticipate changes in the future, aiming to reduce risk and damage cost-effectively, and perhaps even exploiting potential benefits.

 **Ivana Quinto**
17 Dec 2009
Connections : 1

Mitigation

source: current page

Teacher... Cohere ... Downlo... hmv.co... Cohere ... Disaste... Cohere ... Q4: ...

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You are here: Home » Content » Q4: What can be done about climate change

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Q4: What can be done about climate change

Module by: [Ronald Sass](#). [E-mail the author](#)

User rating (?): ★★★★★ (1 ratings)

Responding to climate change predictions: What if anything can be done about it

Short answer

We have seen that the world's climate is changing, in part at least, because of the anthropogenic emissions of greenhouse gases, primarily carbon dioxide from fossil fuel. Humans have a choice that must be made soon; we will either mitigate the problems of climate change by a massive reduction of greenhouse gas emissions or adapt by changing our life style. **Mitigation** is the stabilization of the climate by the removal of some or of all the fossil fuel derived atmospheric carbon dioxide from the energy equation. Adaptation is action taken to cope with increased rainfall, higher temperatures, scarce water, and more frequent storms. **Adaptation may need to tackle present problems or to anticipate changes in the future, aiming to reduce risk and damage cost-effectively, and perhaps even exploiting potential benefits.** Somewhere in the middle of these two alternatives we will find an optimal path. It will depend on many factors and different approaches. Success will require an increase in available technology as well as shifts in the culture of people.

Detailed answer

Some of the ways that we can reduce our emissions of fossil fuel carbon dioxide and mitigate climate change are presented below

Immediately implementable with several tangible benefits

- Increase the efficiency of vehicles and reduce the use of these vehicles.
- Build more energy efficient buildings and equip them with energy efficient appliances.

Available technologies with some added costs

- Increase the efficiency of coal and gas power plants, for example, by combining the production and use of both heat and power.

Analyst-defined visual connection language

The interface displays a central dropdown menu titled "Select link type...". The menu lists the following relationship terms:

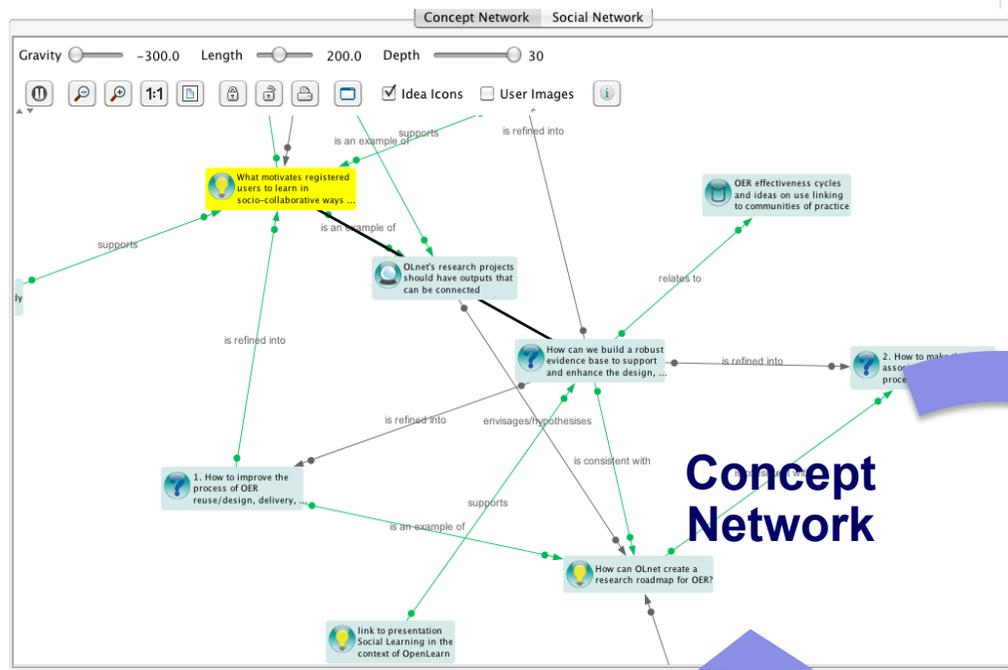
- + causes
- improves on
- is an example of
- is analogous to
- is consistent with
- predicts
- proves
- solves the problem
- supports
- uses/applies
- Neutral
- responds to
- Negative
- challenges
- is inconsistent with
- refutes

On the left side, there are six categories with icons and labels:

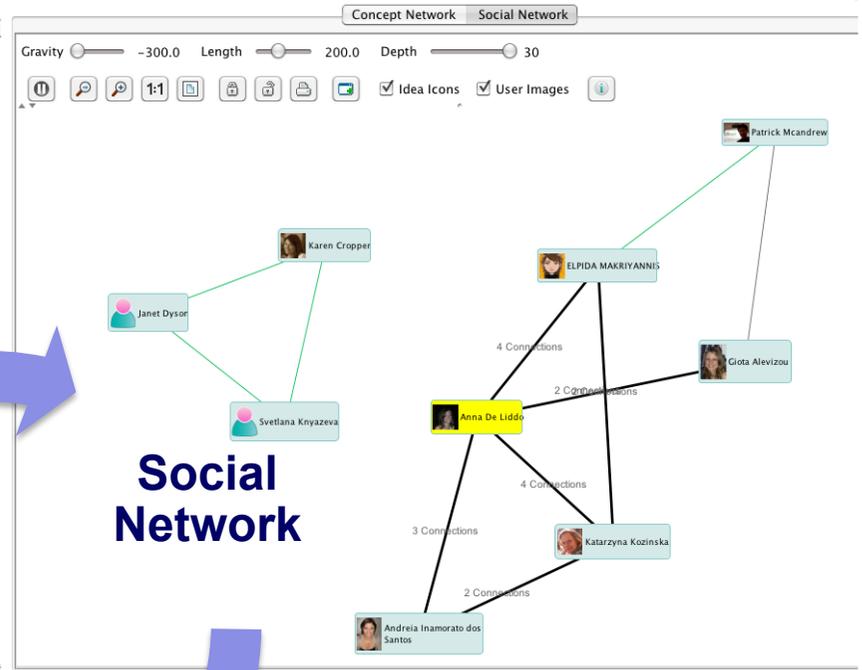
- Prediction (globe icon)
- Pro (plus sign icon)
- Question (question mark icon)
- Scenario (theater masks icon)
- Software (CD-ROM icon)
- Theory (head with brain icon)

On the right side, there are six categories with icons and labels:

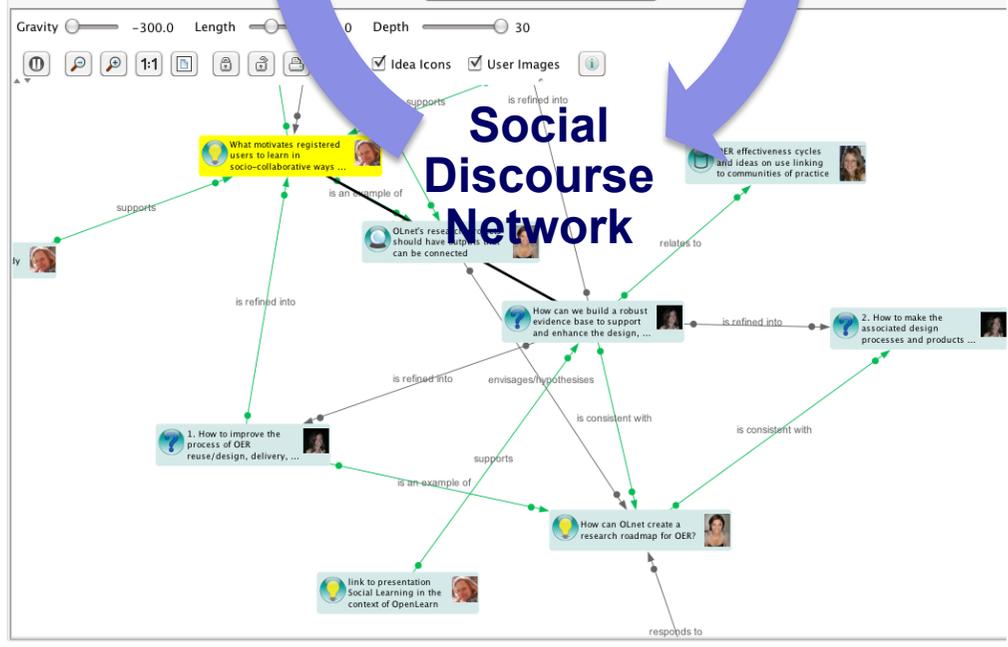
- Assumption (anchor icon)
- Con (minus sign icon)
- Data (beaker icon)
- Idea (lightbulb icon)
- Method (gears icon)
- Opinion (tongue icon)



Concept Network



Social Network



Social Discourse Network



Structured deliberation and debate in which Questions, Evidence and Connections are first class entities (linkable, addressable, embeddable, contestable...)

How can we build a robust evidence base to support and enhance the design, evaluation and use of OERs?

Show Description

Ideas (1) Websites (1) **Connections (9)** People & Groups (2)

Visualize as: [Icons] Sort by: Create Date Descending Go [Refresh] [Link]

Filter by: Link Type All Link Types or Choose... Go

some prelim findings from oer stakeholder engagement 9/6/10

link to presentation Social Learning in the context of OpenLearn 9/6/10

What motivates registered users to learn in socio-collaborative ways on OpenLearn? 9/6/10

How can we build a robust evidence base to support and enhance the design, evaluation and use of OERs? 7/6/10

OER effectiveness cycles and ideas on use linking to communities of practice 9/6/10

How can OLnet create a research roadmap for OER? 9/6/10

What motivates registered users to learn in socio-collaborative ways on OpenLearn? 9/6/10

3. How to build a socio-technical infrastructure to serve as a collective evolving intelligence for the community? 7/6/10

2. How to make the associated design processes and products more easily shareable and debateable? 7/6/10

Connect Tweet Get Snippet Get URL

Tags: OLnet, Project Proposal, research question

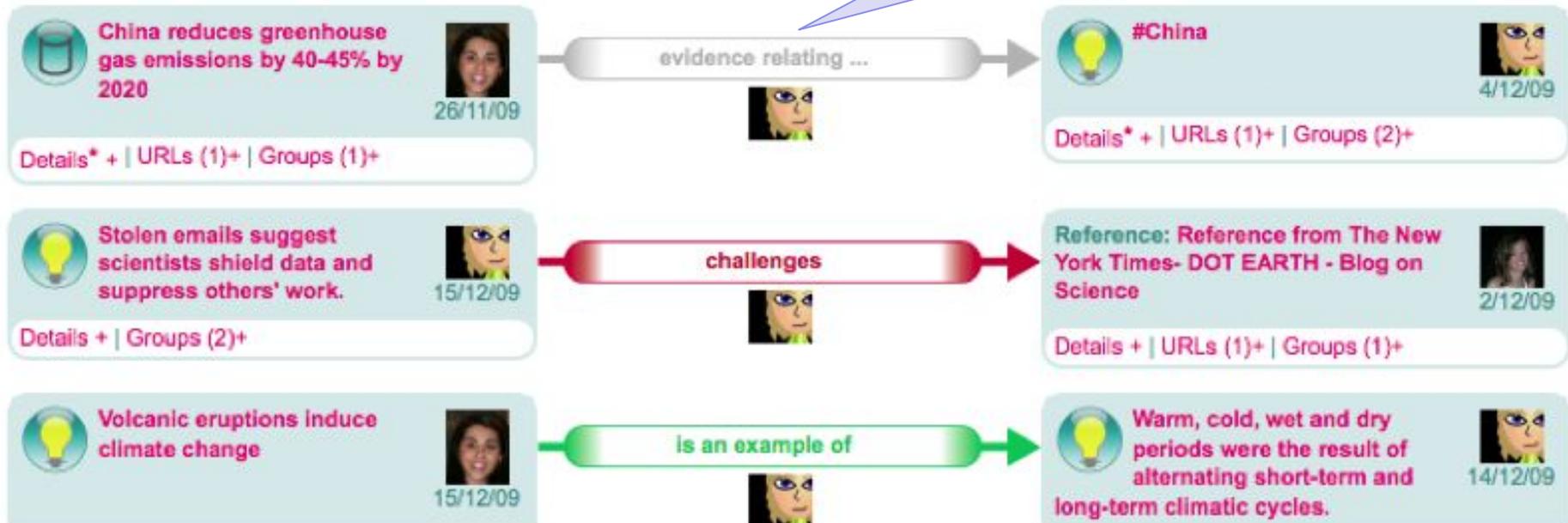
Create date: 7/6/10
Modification date: 7/6/10
Visibility: Public
Start Date: 1/4/09
End Date: 1/4/12
Location: Milton Keynes, United Kingdom
Connectedness: 36

Description: This is the main research question for OLnet

cohere — discourse-centric analytics

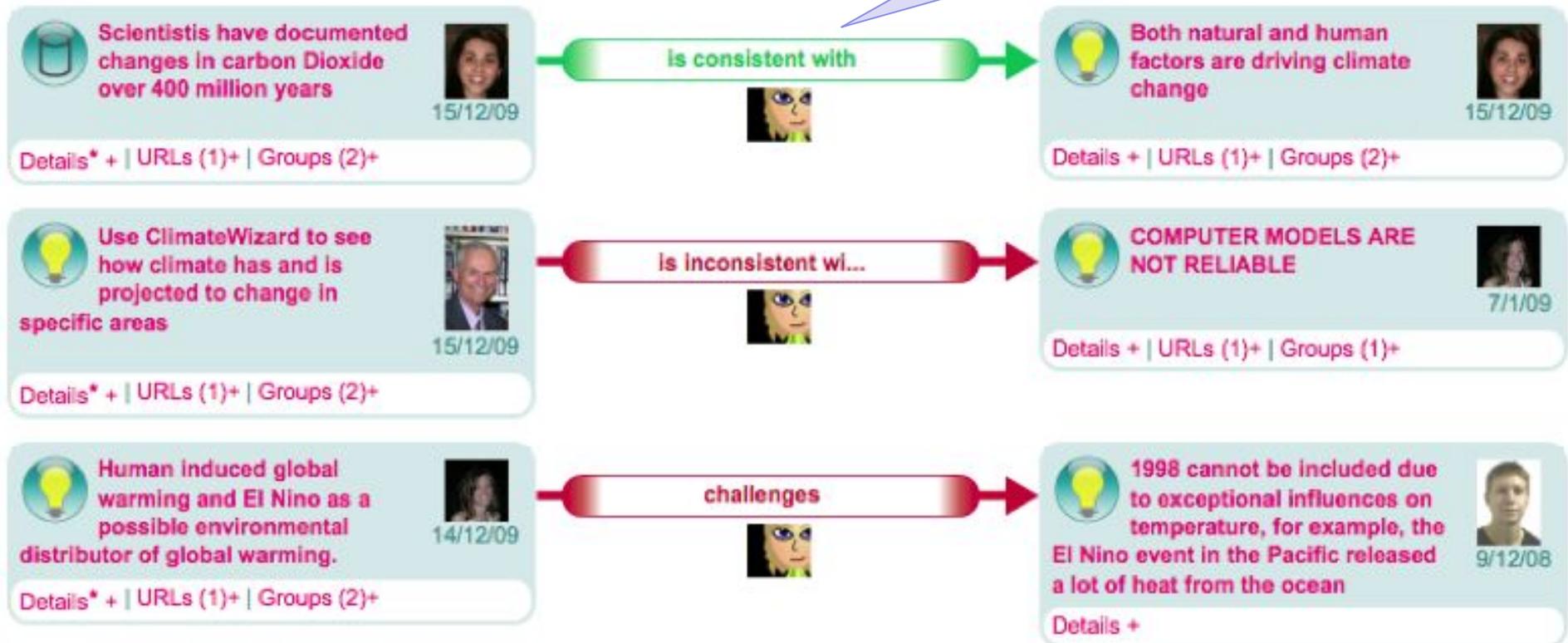
Does the learner compare his/her own ideas to that of peers, and if so, in what ways?

Compared Thinking (privacy included)



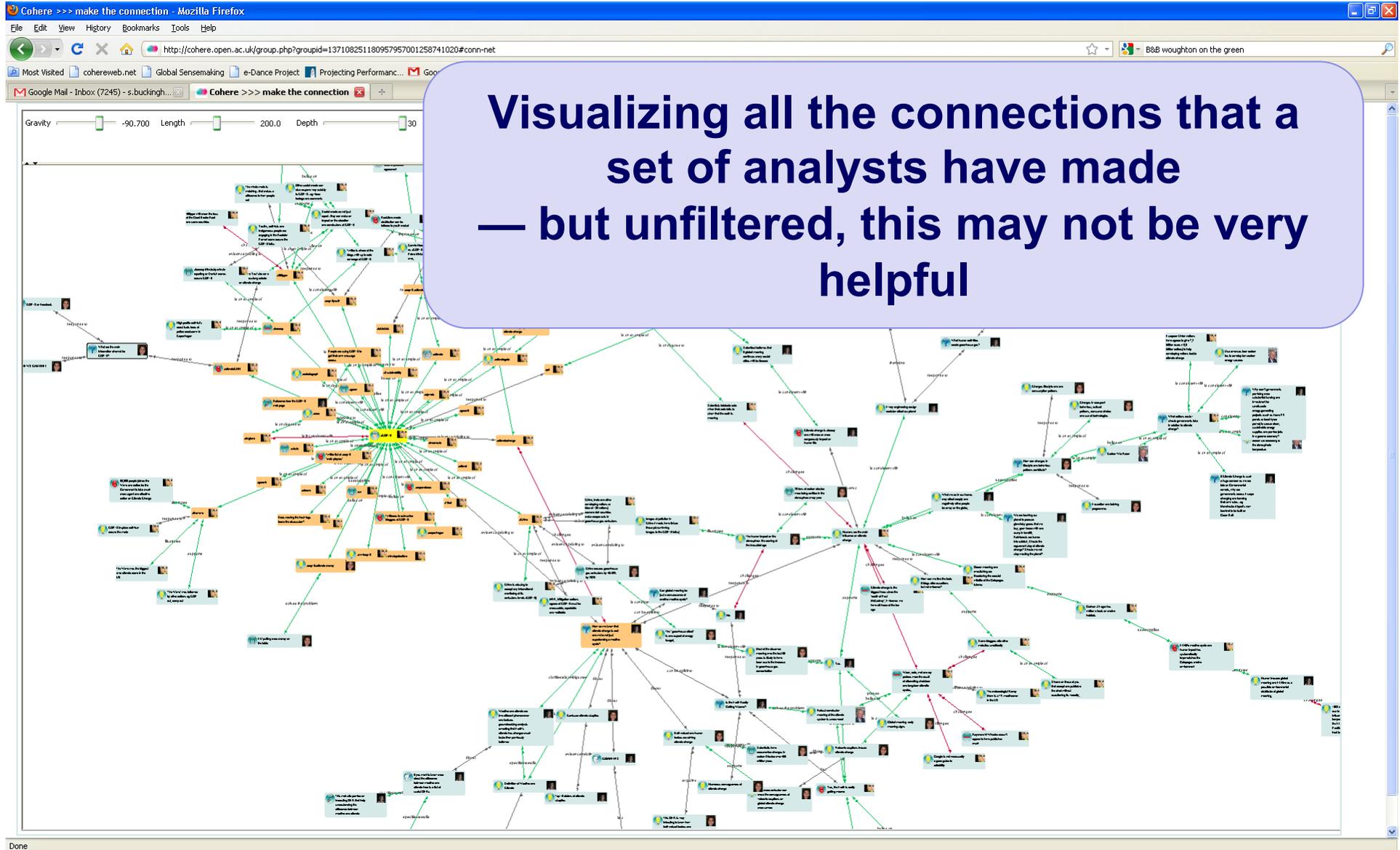
cohere — discourse-centric analytics

Does the learner act as a broker, connecting the ideas of his/her peers, and if so, in what ways?

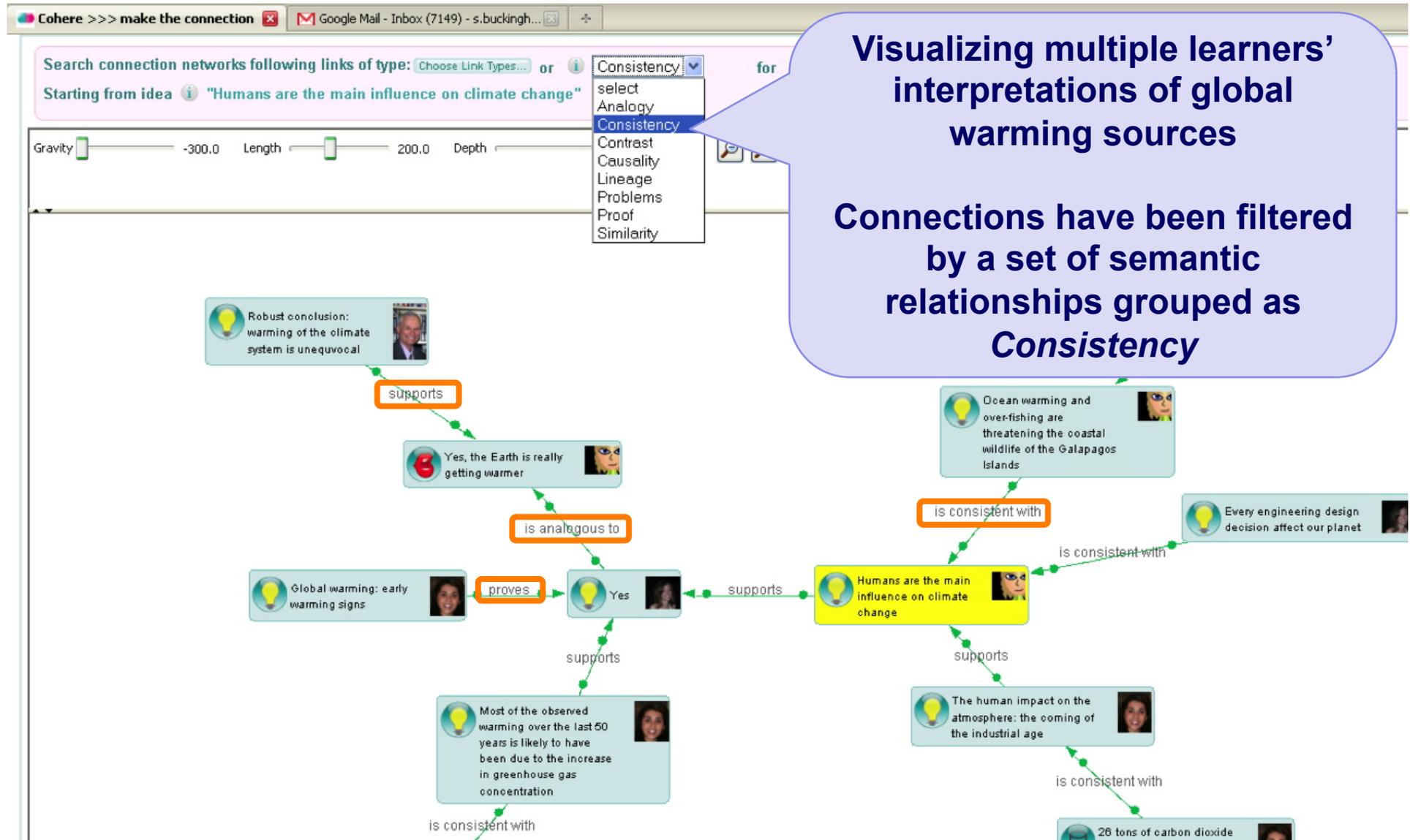




seeing the connections people make as they annotate the web using Cohere



cohere — semantic filtering of connections



cohere — web annotation for sensemaking



Network Search Agent on: Top ten claims of climate sceptic dep 1

Search connection network on my data starting from **What are the top ten claims of climate sceptics?**

Following links of type: responds to

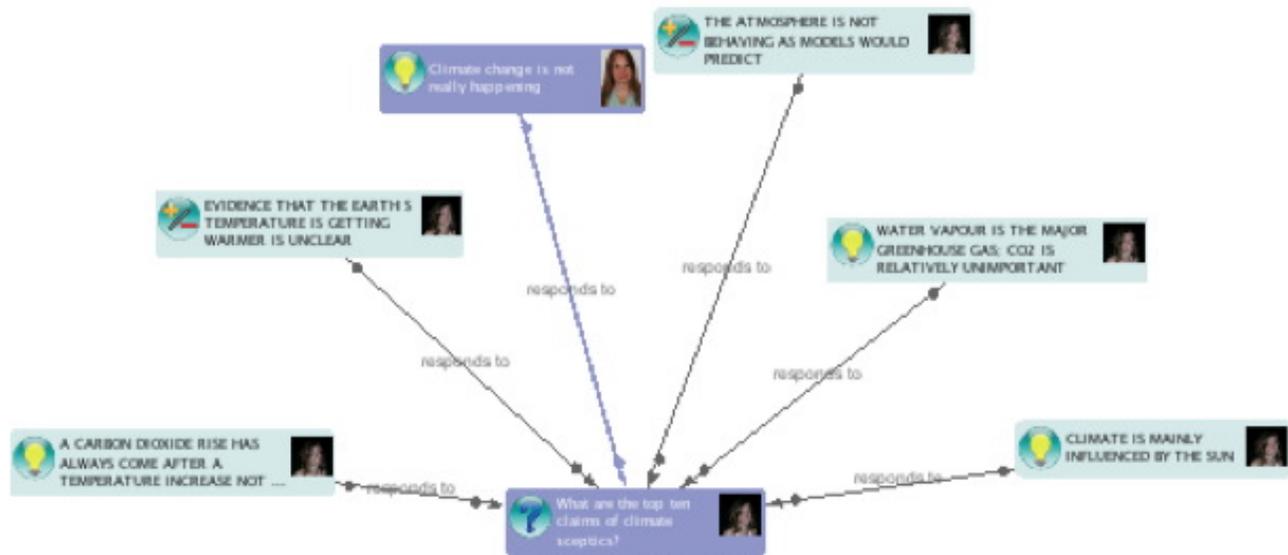
In both directions, to a depth of 1

Looking for new connections added after: 08 Sep 2010 - 14:11

Network



Gravity  -300.0 Length  200.0 Depth  30

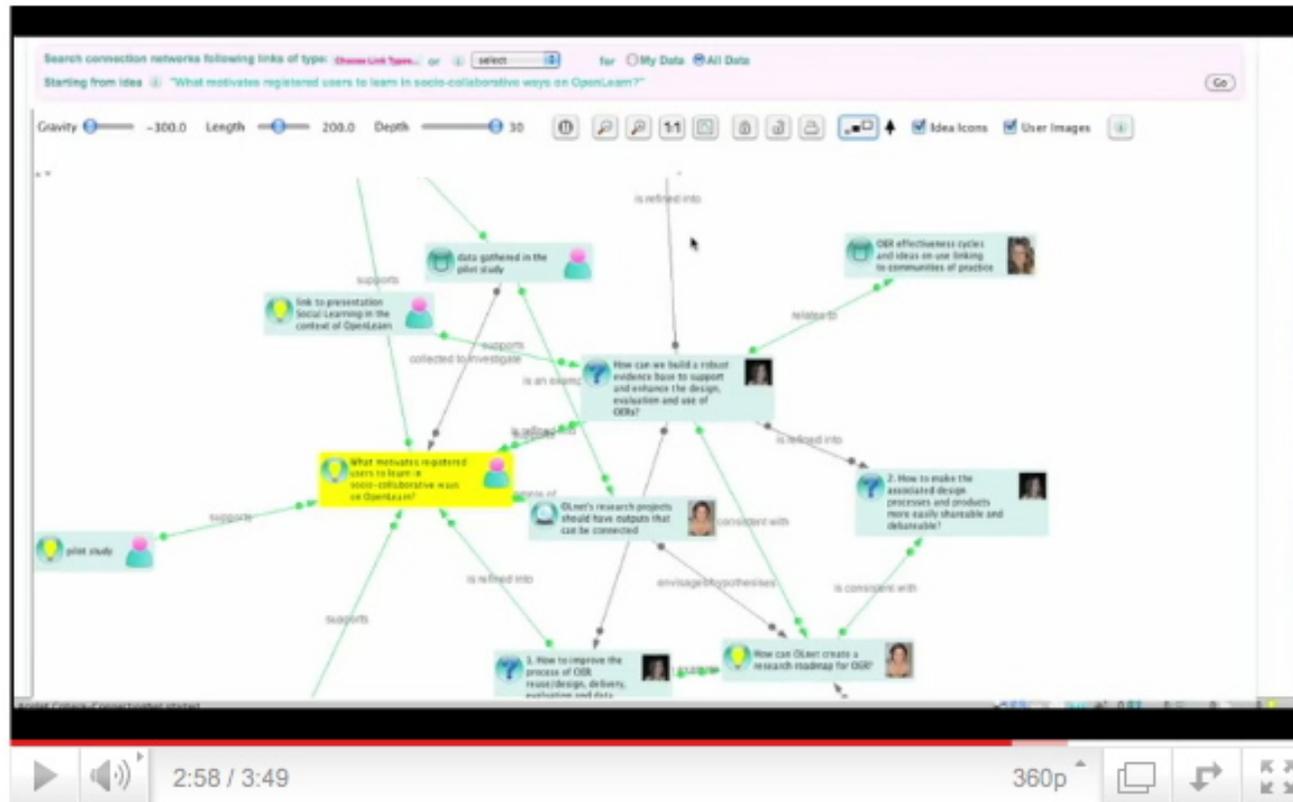




Structured deliberation and debate in which Questions, Evidence and Connections are first class entities (linkable, addressable, embeddable, contestable...)

Cohere - Web Annotation for Collective Inquiry and Online Deliberation

deliddoa 15 videos



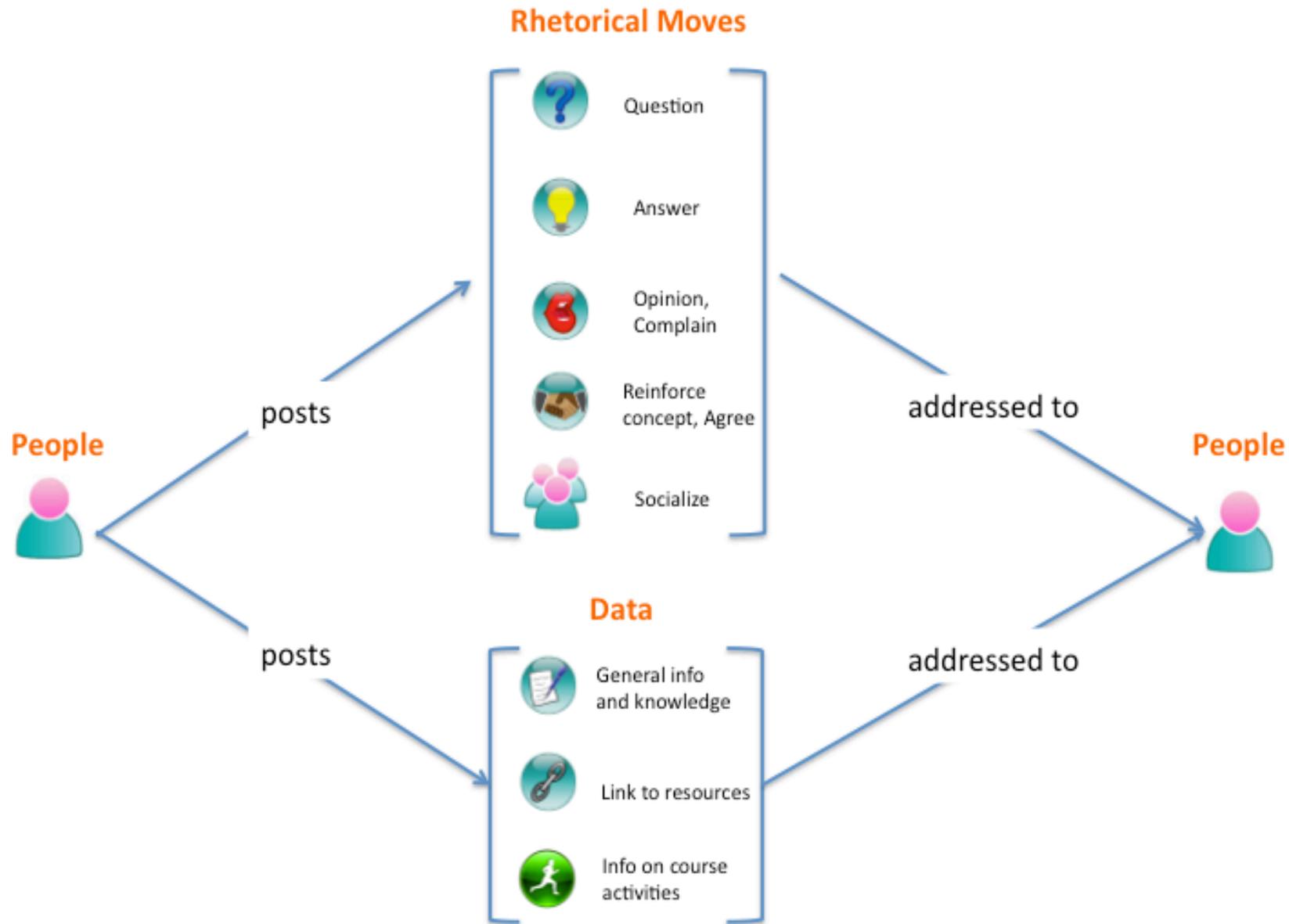


Virtual Ethnography: a solution to the challenge of analysing online activity in situ

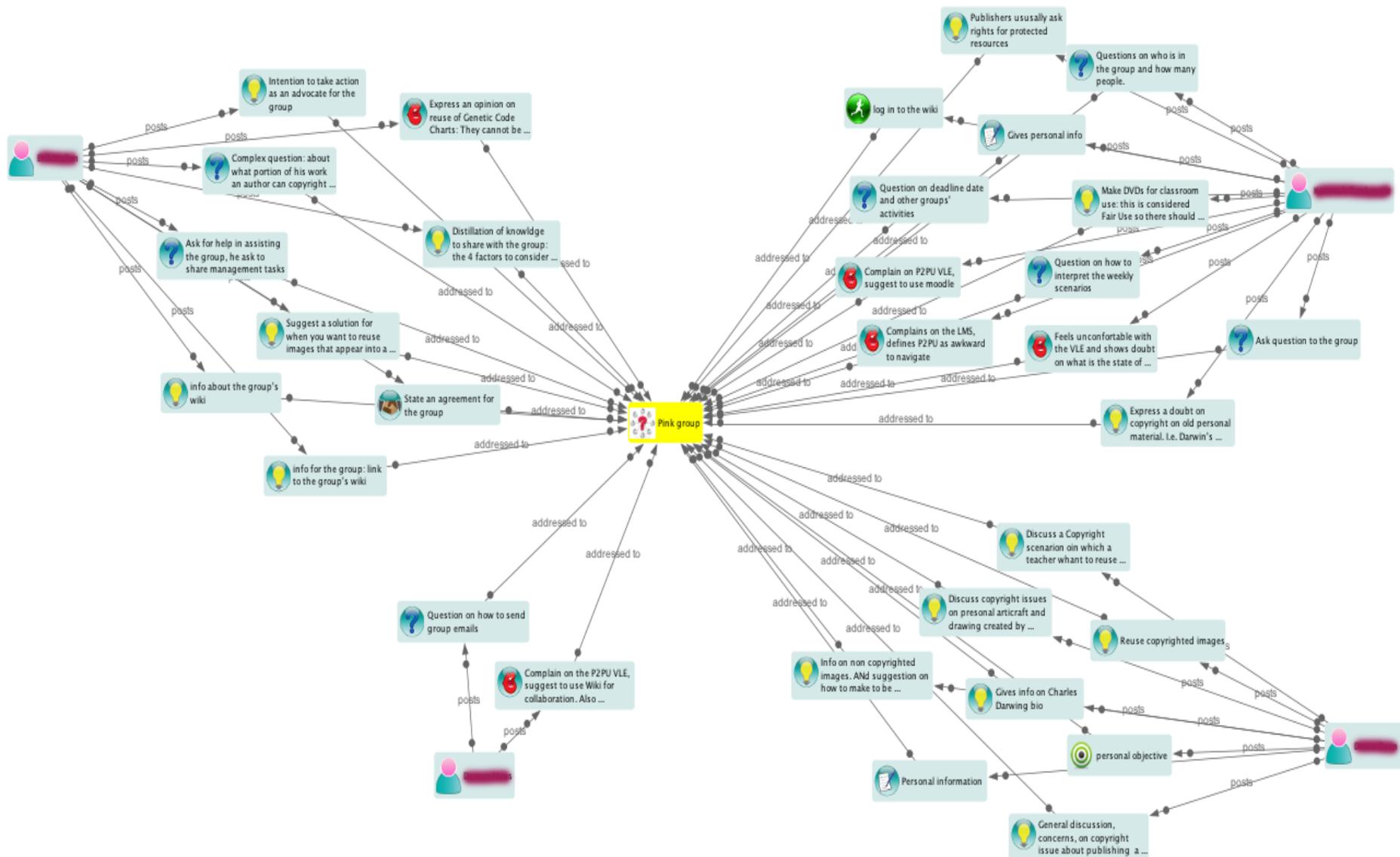
CAQDA proprietary tools such as ATLAS.ti, NVivo, Transana, etc require raw data to be analyzed offline. This implies:

- ethical issues of permissions and privacy
- legal issues related to copyright regimes
- practical issues of cleaning and converting data to appropriate format
- issues of context: The analyst loses potentially useful hints to make sense of the content they analyze
- issues of fast obsolescence of data

- **Map of the main categories, sub categories, and the relationship between them.**

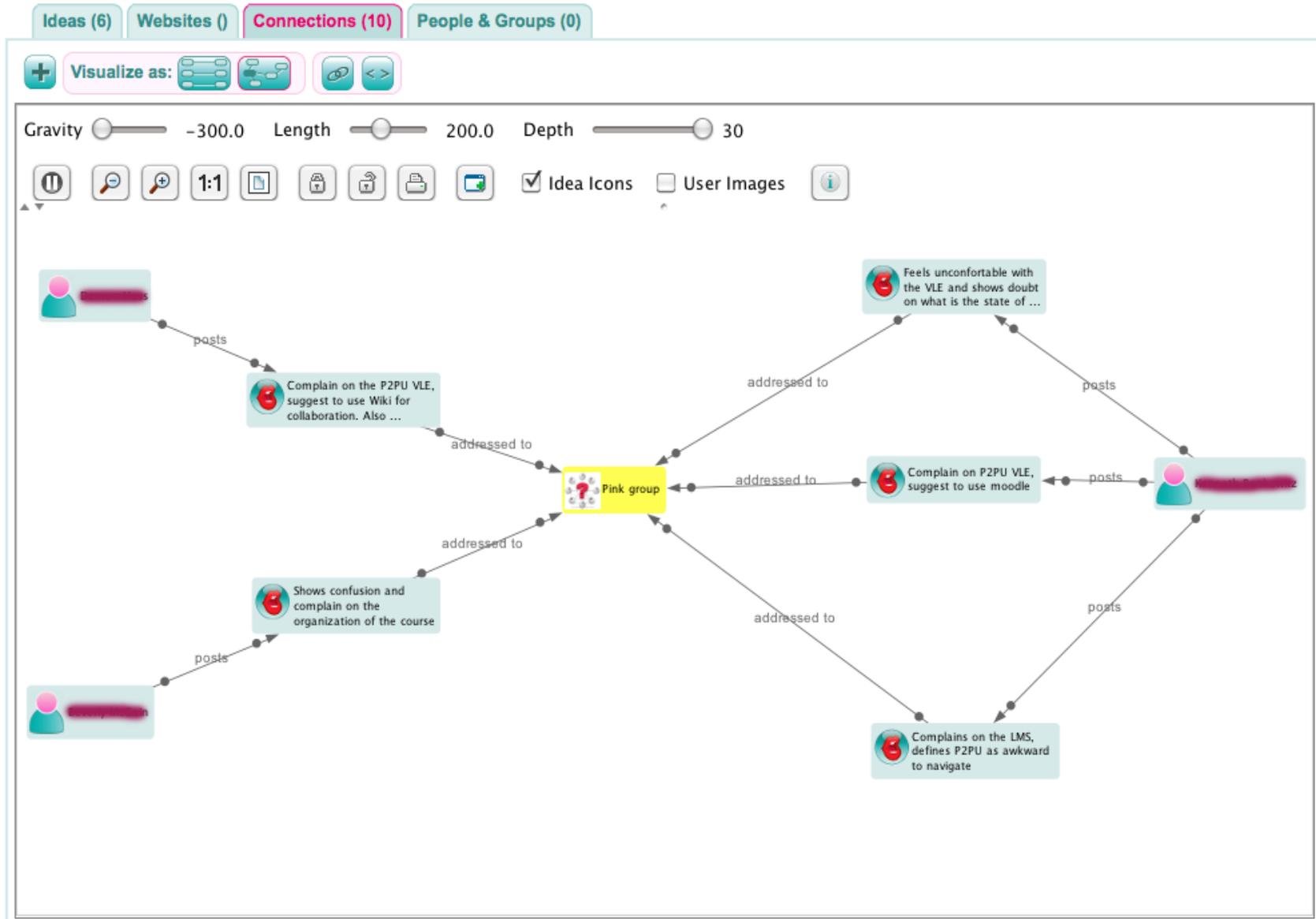


- **Network of memos showing what people contributed to within the pink group and the nature of the contribution.**
- **Icons represent main code sub-categories (purple lines overwrites participants names)**



- ***Coupled search of memos by code and semantic connection.***

Search results for tags "complain"



**stepping back from
the examples...**

Where our tools fit... Given a wealth of documents, and tools to detect and render potentially significant patterns...

The image displays a collection of screenshots from the IN-SPIRE software, illustrating its capabilities in document analysis and network visualization. The central screenshot features a network graph with nodes and edges, a sidebar for document viewing, and a map of probable areas of interest. Numerous smaller screenshots show detailed text analysis windows, each with a header containing 'IN-SPIRE' and 'Network of Documents' and a main body of text. At the bottom right, a larger screenshot shows a network graph with a highlighted node and a sidebar with statistics: 'Betweenness% : 28.42%', 'Closeness% : 26.02%', and 'Eigenvector : 39.75%'.

Where our tools fit... Given a wealth of documents, and tools to detect and render potentially significant patterns...

IN-SPIRE

View Documents and Item of Interest

Get the "QIST" of Selected Documents

Probe Areas of Interest

See Your Information Landscape

JEMAAH ISLAMIYAH IN SOUTH EAST ASIA

Timeline of Bombing Attacks

Network Graph

Betweenness% : 28.42%

Closeness% : 26.02%

Eigenvector : 39.75%

Where our tools fit: making *meaningful connections* between information elements...

IN-SPiRE

View Documents and Item of Interest

Get the "GIST" of Selected Documents

Probe Areas of Interest

See Your Information Landscape

Ready

OSCC (Singapore) Rim (Korea) Cibawa (Japan) ...

JEMAAH ISLAMIYAH IN SOUTH EAST ASIA

Timeline of Bombing Attacks

Analysis Data Window

Betweenness% : 28.42%
Closeness% : 26.02%
Eigenvalue : 39.75%

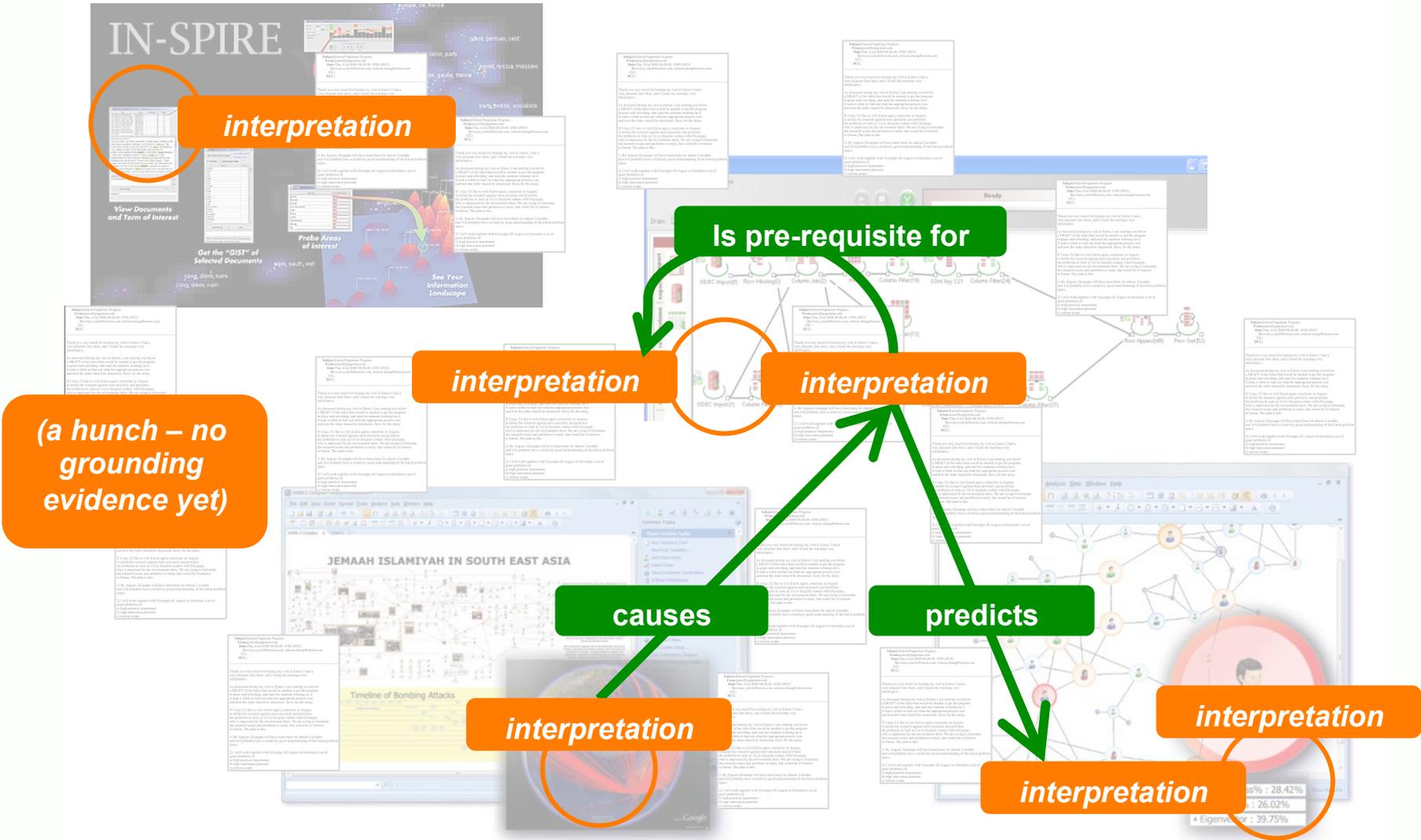
Where our tools fit: making *meaningful connections* between *interpretations*

The image is a collage of various software interfaces and data visualizations, illustrating the process of making meaningful connections between interpretations. The central theme is the integration of different data sources and the resulting insights.

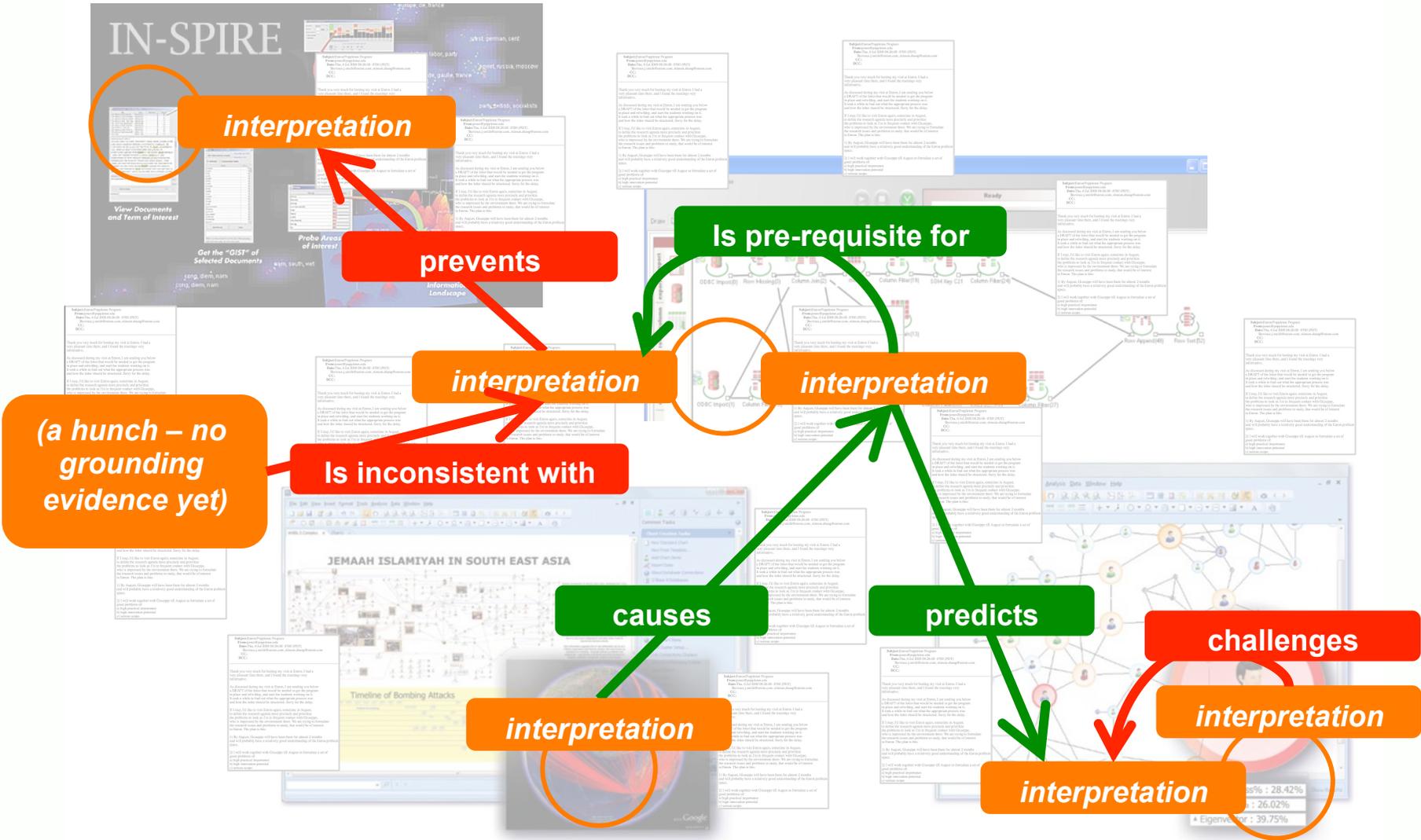
Key elements include:

- IN-SPiRE Interface:** A dashboard with a central map and several panels. One panel is titled "View Documents and Item of Interest". Another panel is titled "Get the 'GIST' of Selected Documents". A third panel is titled "Probe Areas of Interest". A fourth panel is titled "See Your Information Landscape".
- Network Diagrams:** Several diagrams showing nodes and connections. One diagram is titled "JEMAAH ISLAMIYAH IN SOUTH EAST ASIA". Another diagram is titled "Timeline of Bombing Attacks".
- Global Map:** A globe showing a network of connections across the world.
- Network Graphs:** Two large network graphs showing complex relationships between nodes. One graph is titled "JEMAAH ISLAMIYAH IN SOUTH EAST ASIA". The other graph is titled "Timeline of Bombing Attacks".
- Text Documents:** Several text documents are scattered throughout the collage, some with orange circles highlighting specific sections.
- Orange Callouts:** Four orange callouts with the word "interpretation" are placed over different parts of the collage, indicating the process of interpreting the data.

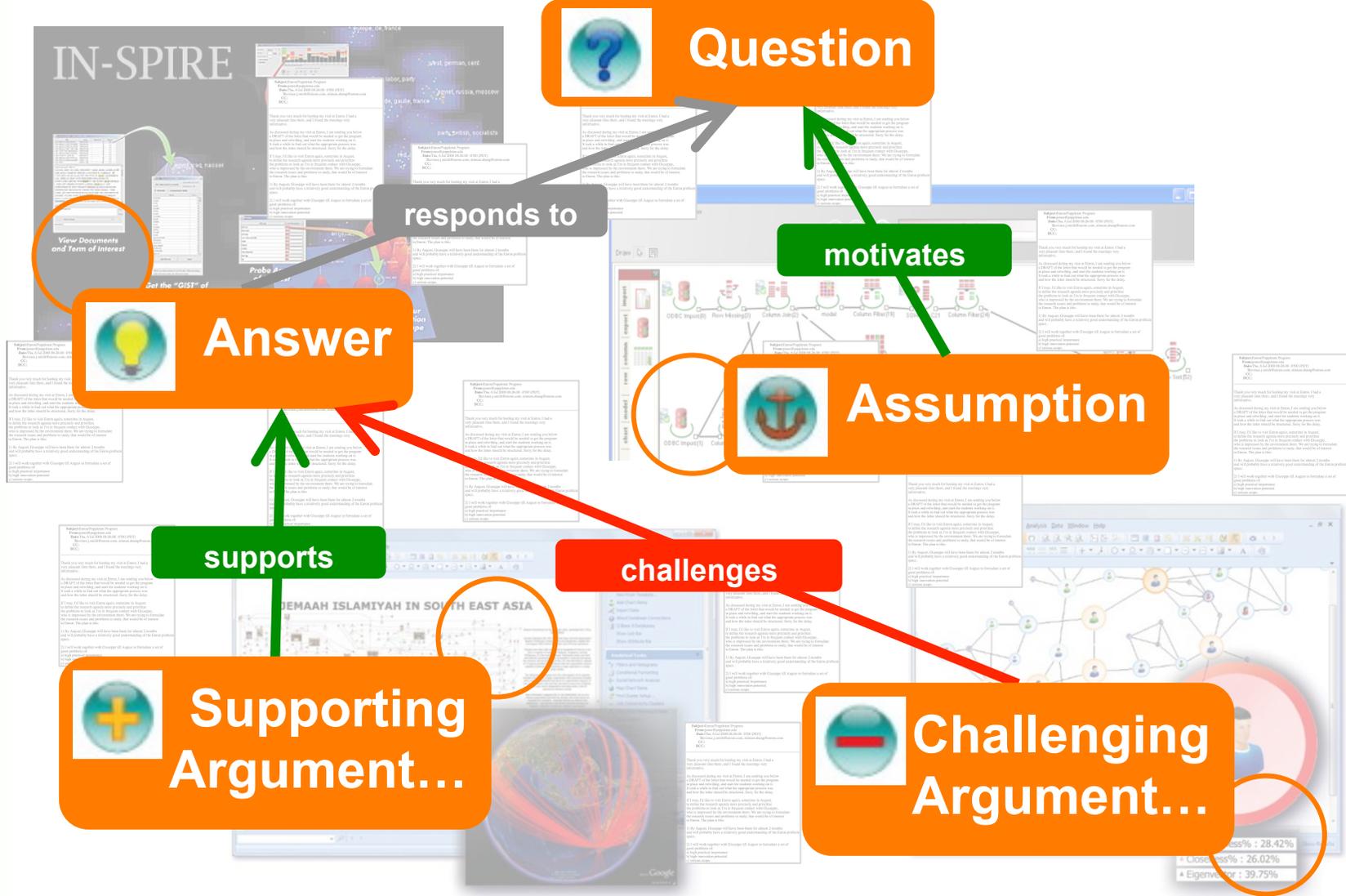
Where our tools fit: making *meaningful connections* between information elements



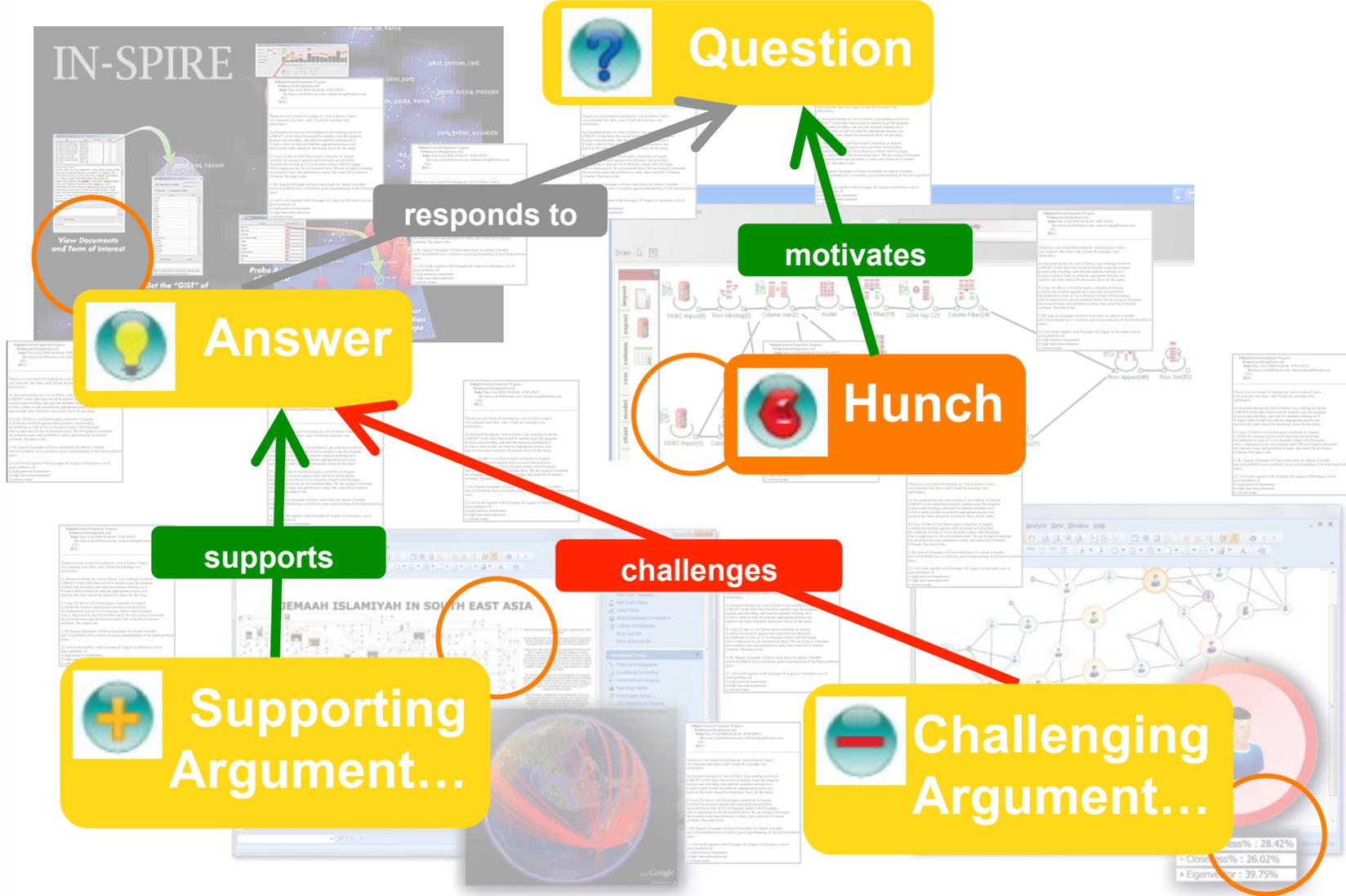
Where our tools fit: making *meaningful connections* between information elements



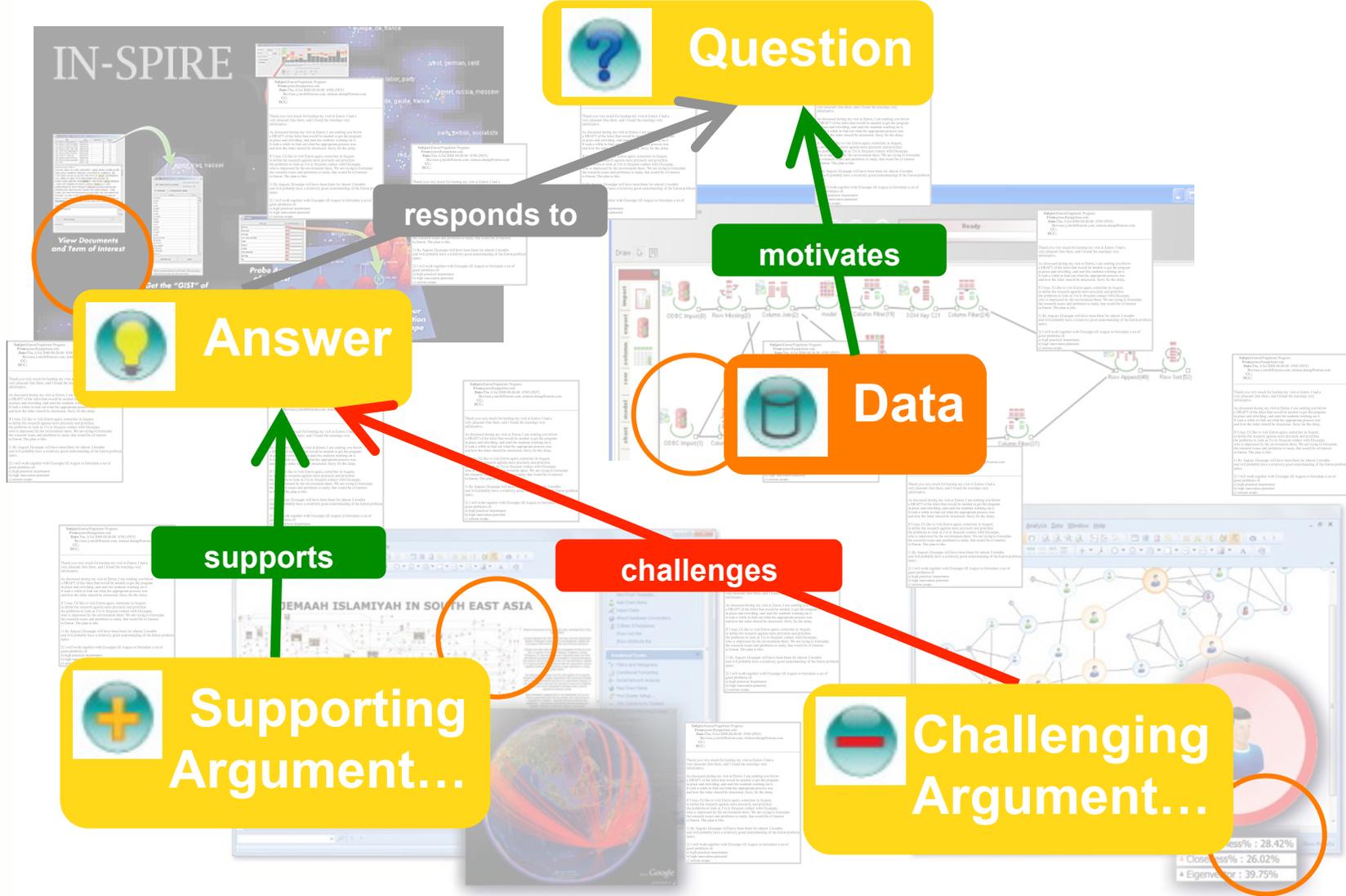
Where our tools fit: building the story that makes sense of the evidence... i.e. *plausible arguments*



Where our tools fit: building the story that makes sense of the evidence... i.e. *plausible arguments*



Where our tools fit: building the story that makes sense of the evidence... i.e. *plausible arguments*





“There is a new profession of trail blazers, those who find delight in the task of establishing useful trails through the enormous mass of the common record. The inheritance from the master becomes, not only his additions to the world's record, but for his disciples the entire scaffolding by which they were erected.”

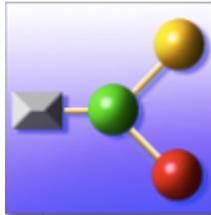
**66 years later...
we now have those tools**

Articles, books, news, movies, software, user/developer community...



The Open University

<http://projects.kmi.open.ac.uk/hyperdiscourse>



Compendium
Institute

cohere

