Group 6

(0:00:03) Too quiet, not enough socialism. Volume is too loud, calm down. Too quiet, not enough socialism.

(0:00:31) Please follow the recipe carefully. Please find the new station soon. Five, four, three, two, one. Go to a new station now. Please follow the recipe carefully. Please follow the recipe carefully. Oh wait, no.

(0:01:09) Too quiet. Not enough. Too quiet. Please find a new station soon. 5, 4, 3, 2, 1. Go to a new station now. Volume is too loud. Calm down. Too quiet.

(0:01:36) Check. Volume is too loud. Calm down. Too quiet. Not enough socialism. Oh, there's only one. There's only one. Please borrow the recipe carefully. Please find a new station soon. Five. Four. Three. Two. One.

(0:02:07) Calm down. Too quiet. Not enough socially. Counter too messy. Please clean up. Damn. Counter too messy. Please clean up. She's so quick. Mom skills. Please follow the recipe carefully. Please find the new station soon.

(0:02:37) Five, four, three, two, one. Go to a new station now. Please follow the recipe carefully. Please follow the re... Too quiet, not... Too quiet, not enough socially.

(0:03:08) Counter Q Messy. Please clean up. Counter Q Messy. Please find a new station scene. Five, four, three, two, one. Go to a new station now. Please follow the recipe carefully. Please follow the recipe carefully. Counter Q Messy.

(0:03:40) Counter key message. Please clean up. Counter key message. Please clean up. Counter key message. Please clean up. Counter key message. Please clean up. Please find a new station soon. Five, four, three, two, one. Go to a new station now. Counter key message. Please clean up.

(0:04:10) Counter too messy, please clean up. Volume is too loud, calm down. Volume is too loud, calm down. Too quiet, not enough socialism. Volume is... Too quiet, not enough socialism. Please find a new station scene.

(0:04:37) Five, four, three, two, one. Go to a new station now. Please follow the recipe carefully. You have been too slow.

(0:05:00) So how was your experience like? It's very interesting. How does it detect whether or not following the message?

(0:05:16) I mean, could I actually tell anyone cutting it into 5 scenes? It's a new rule card game and then once picked up a new rule, so if you're not measuring it correctly and then just putting it out where you want, some people put the whole rule in, so that means they're not following the rule cards like that. It's pretty cool, actually. How do you even detect it?

(0:05:45) So in this experience, though, how do you think the system has made you realize that you have your own personal experiences, whether like here or in general, when it would be a project that you would have? They're arguing.

(0:06:04) It reminds me of me arguing with a friend about how to talk to the children. I think when we're cooking, mostly we're arguing about that.

(0:06:23) So it's like essentially the recipe rules. Yeah, yeah. I think when it's trying to force us to talk to each other, I think that's the only thing I can think of. You're not cutting against 5,000 degrees. So essentially we've created pressure kits to explore what happens when technology tries to control a deeply human and social activity like cooking.

(0:06:50) So, in a world that's increasingly aligned in systems to optimize behavior and enforce the rules, we want to highlight the tension between technology and technology. So, the system does that by exaggerating these.

(0:07:08) And so this kind of reveals how constantly back in the field of self-conscious, are over-conscious, and focus more on the system rather than on each other. So good testing, we also saw that this pressure changed the behavior, and exposed to some of the dynamics so that we did. So the takeaway is not necessarily the performance before getting it right. It's more about reflecting on how visual and roles in monitoring, which is the attention, the collaboration, and the connection you have to be able to offer to you.

(0:07:37) but if you guys could give us feedback and like talk about like if your group kept in court