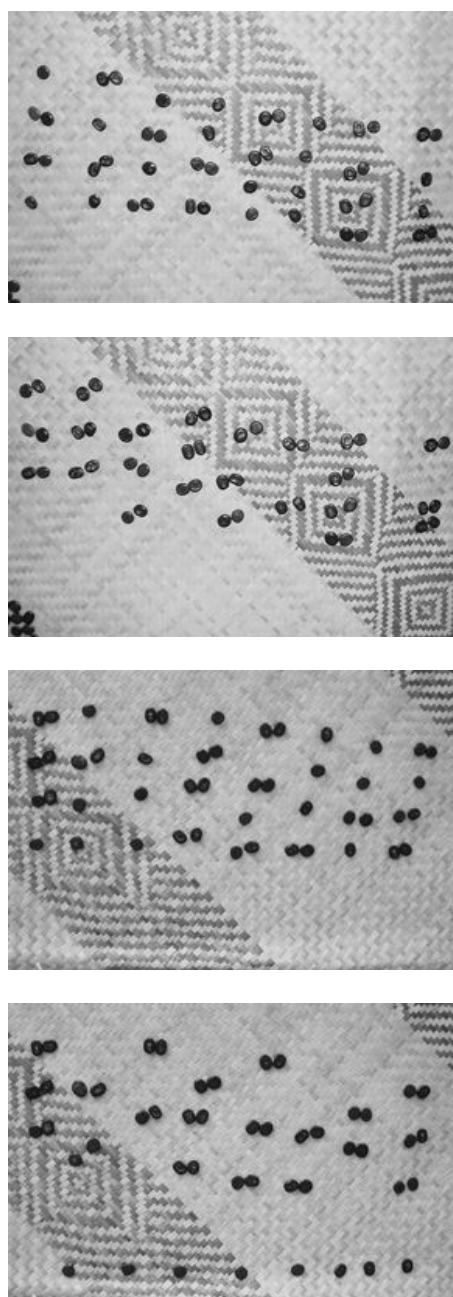


p. 336 picture of the seeds as shown in Fig. 14.5. Furthermore, as we have pointed out, it was not easy to ask for such an explanation. Actually, when the diviner gave us this explanation for the first time, we were not able to fully understand what he did with the seeds. In this case the video recording was clearly helpful, as we were able to play his gestures back again at night and ask him for the same explanation the next day. This is a simple example showing to some degree that having a video recording of the relevant activity aided analysis. In the next section, the example of a test situation better illustrates the use of video recording an experiment involving computer animation.

Figure 14.5.



Evenness (top) and oddness (bottom) of the number of seeds in each figure (© 2001 Annick Armani). Seeds can be grouped by pairs in (a) and (b), whereas in (c) and (d) one isolated seed remains in each figure.