III

CHAPTER

THE FICTION COMES TO LIFE

THE EXPERIENCE

The project room

With every decision taken, it was time to materialize the project room. What feeling would it transmit to our visitors? Which image would be created to represent Isabel's identity? Well, as previously mentioned, each person could create their own idea of what Isabel's life was like - depending on what each person could find and assemble about her. However, we were certain that with our devices we could send somewhat of a clear message.

We wanted to convey nostalgia. The type of nostalgia that is felt when going through old picture books, drinking coffee on cold mornings and speaking to a person you haven't met in awhile.

We didn't want to permeate the idea that nostalgia could only be felt through big actions and moments, but instead how nostalgia is present even in the most mundane actions, matters, and words.

The fact that we chose to portray Isabel's trivial life episodes through the view of a slideshow, - with the addition of sound and image effects that aided us in giving its desired effect - something that is often associated with big events or defining moments, perfectly transmits the feeling of melancholy in her life.

Nonetheless, even if it is contradicting, we tried to honor and give dignity to even the most conventional experiences that are often considered too unimportant to mention.

By choosing to display certain images in our project room, we allowed that nostalgia to be felt through Isabel's day-to-day life, with pictures that create an idea of space and identity that we didn't expect to be seen in a detailed way. In fact, we did not expect our visitors to read the little notes that appeared in one specific image that we portrayed on our slideshow.

However, those little notes had a certain importance - just like every object we chose to present in our project room - and by listening to one of the audios that complemented the video, you would be able to piece certain information together, thus allowing a clearer image of what Isabel's identity is. This was not coincidental. Admittedly, we tried to give as many clues as we could, leaving bits of information in the audio and images - that could be connected or relate to each other.

Same applies to the audios we used. Each audio was looped, once again allowing each person to either take their time and listen to the whole duration of it or listen for however much time they needed or wanted to.

This also allows each person to retain only the amount of information they want which subsequently leads to different versions of the characters personality and life.

TECHNICALITIES

Images and audio

These sounds were transmitted by four bluetooth headphones. **One with a conversation between Isabel and her mother, one with her thoughts, one that contained memories of her children and lastly, one that encompassed her daily life sounds.** Two speaking audios and two ambience audios that could be associated with the pictures shown on the slideshow if each person paid close attention.

We used two different mechanisms to reveal Isabel's life.

The slideshow, with its classic traits - the changing images, the sound, the graininess, the timing - compiled pictures we thought were relevant to represent certain aspects of Isabels' life.

The pictures included personal items such as picture books, her kids' drawings, an organized timetable, therapy session notes and also, not so specific items that allowed Isabel to be perceived as a normal person with interest and likes, like the yarn basket, the toiletry bag, her work clothes and even a plate and coffee cup that signified that she had been eating something.

The video was looped which allowed any visitor to come into the project room at any time, since even if a person hadn't seen the beginning of the video, they would just have to wait a little before it would go back to the beginning.