

This is supplemental material for Isabelle Lundin et al.'s "The Making of a MAB: Composing a Multimodal Annotated Bibliography and Exploring Multimodal Research and Inquiry," published in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, 28(2), available at https://praxis.technorhetoric.net/tiki-index.php?page=PraxisWiki%3A_%3Amultimodal-annotated-bib

DP Project Reflection by Antonio Verrelli

There's a thread that seems to run through all five of the sources I chose for this project. The thread is, people, in general, are ignorant of the affordances of captions, even as we're living in the age of accessibility. There's still a two-dimensional, purely functional idea of captions being used only for the deaf people who will occasionally stumble upon their videos. Captioning is an extra cost which, when done well, by a credited subtitling company, will cost a hefty amount. It's no wonder there's no incentive to revolutionize the art of captioning. You can make captions yourself, but if you've ever made captions for a video, you know how time consuming it is—and forget about it if your video is over ten minutes. The only positives I'm seeing are that YouTube seems to be taking the charge in making captions as easy and accessible as possible and that artists everywhere are innovating our boring conception of captions.

The great news is that articles and books like these are being published at all. For example, the researcher of Captions Benefit Everyone gives us empirical evidence that captions not only benefit deaf viewers but the hearing audience as well. This should say a lot about caption use in general, and hopefully educators will start implementing caption on classroom videos for children, for teens.

The other great news is that I now know, more-or-less, how to use captions in different rhetorical situations. Before I had not the slightest idea. But it's really a fine-tuned craft, and like any craft, it takes subtlety and knowledge of which sounds to caption and which to leave as uncaptioned background noise.

Okay, so this project had a bit of a learning curve as it went on. What I mean is that, with the first two bibliographies, I wasn't sure how I should use YouTube affordances to make my project look interesting. The result is two rather plain looking YouTube videos with just a screen recording of me scrolling through an article. With my next three, I was a little more ambitious. Just adding some stock footage and some images to play while I was talking made the project instantly more vibrant and watchable.

The other thing I was worried about was how my voice would sound—my nasally, Michigan voice—and if that would turn people off. Not to mention, when you're reading

off a script and trying not to sound scripted, it often doesn't work. I can tell I was a little clunky in places, because I jumped over the script a few times. But it was a perfect opportunity to use YouTube's built-in caption-syncing feature, which worked like a charm. But given the time frame we had to work on this project, I'm overall very satisfied with what I produced.