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CURRENT STATUS

I am seeking a tenure-track position at a liberal arts college or university that values teaching as well as research, in a multi-disciplinary department focused on creative research involving art and technology. I am currently finishing my Royal Society USA Research Fellowship, where I work as a visiting researcher at University College London Interaction Centre (UCLIC).

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TEACHING PHILOSOPHY

I believe, first and foremost, that if you don't absolutely love to teach, you should not be teaching! The day that teaching becomes "just another job" or "just another day" is the day that I will request a sabbatical or put in for retirement. I strongly feel that you simply cannot motivate students to learn (and want to learn) if you are not genuinely excited about your role and the subject.

I believe that being a professor is the best possible job for me. In addition to teaching, I also enjoy conducting research, writing papers, learning about new phenomena, and interacting with fresh, young minds. I have as much to learn from my students as they do from me. This may seem contradictory based on the traditional view of college learning which consists of a class of students and an instructor. The instructor, who supposedly possesses all of the knowledge, disseminates the information to the students. This didactic model of teaching motivates only the strongest students, or those who are already motivated to learn the material.

I prefer a more active classroom approach. Sure, I know the material, but instead of lecturing, I try to join the students on a journey of discovery. Instead of me being the class authority, I become more of a guide on the journey. Anyone can read a book and learn the material. My job is not to simply dish out information, but instead to draw on my experiences in the application of this information to help guide the students through their own personal journeys.

My choice to teach at a mid-size liberal arts university speaks volumes about my attitude toward teaching and research. Without good, solid instruction, none of us professors (certainly not me) would be able to conduct the research we have the privilege of doing. Therefore, teaching and instruction is paramount. However, I believe that you cannot be an effective instructor for an extended period of time without staying abreast of the current research in your areas. Therefore, research is vital to a professor's continued success in the classroom. Both are important, yet one cannot exist without the other. It is this beautiful synergy, the combination of teaching and research, that draws me into this wonderful professorial life.

I feel my teaching strengths are that I can explain complicated materials and concepts in easy to understand terms. As such, I am fond of teaching introductory courses as well as computer science courses for non-majors. Of course, I also enjoy teaching specialized courses such as research methods, HCI, and ubicomp courses.

RESEARCH INTERESTS

Human-computer interaction, automated capture and access, ubiquitous, mobile, and future computing applications, everyday computing, and building new tools for artists to create new types of media experiences.

RESEARCH OVERVIEW

Most of our lives are spent collecting experiences and memories by learning, visiting places, participating in activities, and meeting people. These actions potentially create vast amounts of information which can be useful at a later time. Indeed, we often try to preserve some record of our experiences, either through memories and photos, such as when on vacation, or through explicit notes such as when in a classroom. The details such as the names or faces of people, contents of a meeting, or images and impressions of a location all can be personally (and financially) valuable if preserved in any easily accessible fashion.

However, the manual preservation of an experience has two main drawbacks. The first is that one is not always able to properly document an experience, either because it would be too awkward to try and do so, or because the hands are otherwise engaged. The second problem is that very often, the act of manually preserving an experience interferes with the enjoyment or usefulness of the experience. For example, many students find notes worthwhile, but spend too much time taking them and not enough time paying attention to the lecture. Similarly, while on vacation, trying to take too many photos can lead to a lack of enjoyment of the vacation either through an explicit knowledge of 'trying to capture the moment' or implicitly just by disturbing the flow of the visit.

The automated capture of these everyday experiences could enable a new approach to memory and experience preservation. Classrooms can be queried for the details of a lecture, what was written or projected on the whiteboards, what was seen and said, what Web pages were visited, what questions were asked by students, and so on. Devices can be built that record everything you see and everything you hear, which when combined with the ability to selectively filter the information would enable a new form of photographic memory.

This research focuses on how to build, deploy, and evaluate automated capture and access systems in a variety of domains: the classroom, where we record everything that is said, presented, and written; vacations, where one wants to preserve in detail an experience; and in everyday life, enabling the ability to never forget anything that you want to remember again.

RESEARCH STATEMENT

Broadly, my research lies in the overlap between Computer Science (in the area of Ubiquitous Computing), Human-Computer Interaction (HCI), and Art, investigating how technology transforms our everyday interactions at work and at play. My research focuses on the capture and subsequent access of activities, events, and memories that occur in our everyday lives through learning, visiting places, doing things and meeting people - in other words, living!

My previous work was with eClass [1], an automated classroom that records what is said and presented, and generates a set of online notes from the captured materials. Extensive real-world evaluation of eClass indicates that automated capture and access in the college classroom is both effective and desired by students and teachers [2].

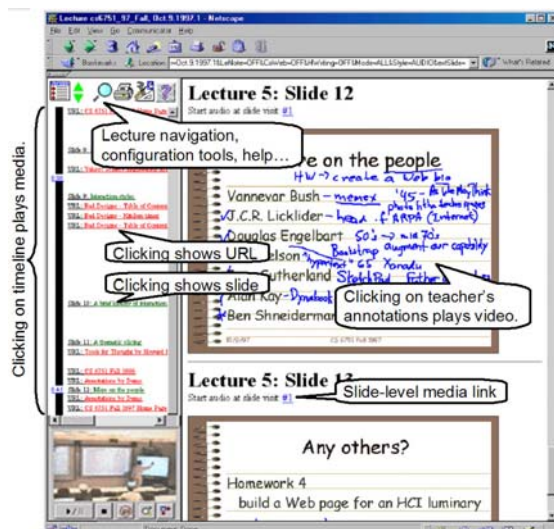
Looking beyond the classroom, I believe that using capture and access to record or enrich an experience is a general technique that can be applied across a wide variety of domains. For example, personal capture and access of everyday activities can be used to simulate a photographic memory as well as create new types of memories and experiences. Capture and access can also be used to replay events enabling a new technique for learning based on mimicry.

My work is perhaps best understood by looking at its application in three main arenas: the classroom, personal memory capture, and skill acquisition.

The Classroom

This theme is best understood through the Tabula Rasa project, an extension of eClass, but with an interactive focus on tools and participation techniques for distributed students and teachers. eClass was a successful prototype in understanding how technology might best be built and used in the classroom for capture and access.

Like eClass, Tabula Rasa seeks to revolutionize teaching and learning through evolutionary techniques. For example, the system should not force the lecturer (or students) to change their normal routines, but should instead encourage good practices and enable innovative teaching by augmenting traditional devices with computational ability.



Fundamentally, the act of giving a lecture can be considered authoring multimedia content. Tabula Rasa will allow teachers and researchers to author multimedia content simply by doing what they already do: teach. We can also include naturalistic interactions between students and instructors as multimedia content, and we can provide these materials in an easy to use, ubiquitous interface.

Tabula Rasa will also serve as a research testbed - a living laboratory - that will enable the exploration and evaluation of new learning ideas and technologies such as electronic student notes, distributed teaching, shared whiteboard spaces, virtual student interactions, and the effects of automated capture and access on learning and studying.

Personal Memory Capture

This theme investigates the impact of what happens when we can capture and have easy access to the events and details of our everyday lives. There are a few projects planned on this theme, but we will only describe here the JLBT (Just Like Being There) project.

JLBT is a partially implemented system that allows for the capture and access of everyday (and some not-so-everyday) experiences using lightweight head-mounted cameras, GPS (global positioning system) units, and maps. Uses for JLBT include vacation capture, trip planning, and possibly education. It is hoped that this will be the basis for a more generalized experience capture system based on personal video capture.

The key areas of interest here are not so much in the building of these devices as they are mostly engineering issues (other than user interface issues) but the social impact once such systems are in wide deployment and the daunting task of actually finding information that is needed.

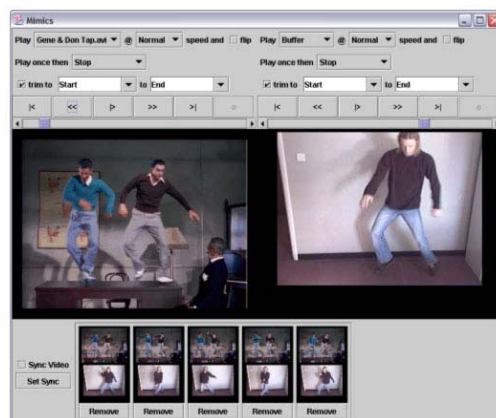


Skill Acquisition

Technologies like Tabula Rasa and JLBT suggest and support new ubicomp applications. The tools and products created to envision the research goals thus enable other kinds of capture and playback scenarios. For example, the live capture and playback of ourselves is something that most people are only familiar with through the use of a mirror.

Imagine being able to learn a dance from a video while seeing yourself in the video, perhaps from an angle that is impossible with ordinary mirrors. Now add the ability to slow down the video, or loop difficult segments, and you have a generalized tool for learning actions and skills.

Mimics is a partially implemented version of such a system. Mimics can capture the demonstration of a skill, either explicitly or through a performance, with the intent of other people later learning the skill. The Mimics interface will incorporate concepts such as digital mirrors, capture, access, and time stretching to aid in the learning of an action by imitating it.



Methodology

Each project follows the same methodology common to ubiquitous computing research: build, deploy, evaluate. Building is the necessary first step because these systems do not already exist. Deployment and everyday use is critical because it isn't until the systems have become "weaved into the fabric of our lives" that we can evaluate them reliably. The need for evaluation is obvious - how has the system altered a persons' routine or task - as often one cannot predict how these systems will end up being used. In turn, the evaluation prompts a new cycle of refinement, deployment, and evaluation.

Measurable outcomes are not just the systems or the publications associated with the research, but also how they offer insights into capture and access as a general field of research, and guidelines for interfaces with computer-augmented everyday objects. For example, how does one search through years of video to find an event? What if the years of video were simply just a recording of the person's life? The answers to such questions will contribute to the wider field of capture and access.

1. BROTHERTON, J. and ABOARD, G. 2002. eClass. Sixth chapter in The Digital University: Building a Learning Community. Reza Hazemi, Stephen Hailes, and Steve Wilbur (eds), Springer Verlag, 2002, pp.252, ISBN 185233-478-9.
2. BROTHERTON, J. and ABOARD, G. 2004. Lessons Learned from eClass: Assessing Automated Capture and Access in the Classroom. ACM Transactions on Computer-Human Interaction (ToCHI). To appear Spring/Summer 2004.

EDUCATION

- Aug 1996–Dec 2001 [College of Computing, Georgia Institute of Technology](#), Atlanta, GA, USA
Ph.D. in Computer Science (Human-Computer Interaction)
 Thesis: eClass - Building, Observing, and Understanding the Impact of Capture and Access in an Educational Domain.
 Advisor: [Dr. Gregory Abowd](#)
- Aug 1994–May 1996 [College of Engineering, Michigan State University](#), East Lansing, MI, USA
Masters Degree in Computer Science
Magna Cum Laude
 Thesis: Victim Caching with Better Block Replacement.
 Advisor: [Dr. Eric Torng](#)
- Aug 1990–May 1994 [Department of Computer Science, Ball State University](#), Muncie, IN, USA
Bachelor of Science in Computer Science
Summa Cum Laude
 Thesis: On Toward Mozart.
 Advisor: [Dr. J. Michael McGrew](#)

HONORS AND AWARDS

- 2003-2006 [Royal Society USA Research Fellowship](#) (U.K.)
 2002 [Georgia Tech College of Computing](#) Outstanding Ph.D. Thesis
 1998 Intel Foundation Fellowship
 1998 AAAI Student Scholarship
 1997 NSF Mentor Scholarship
 1994–1995 Computer Science Graduate Fellowship, [Michigan State University](#)
 1992 Physics Student of the Year, [Ball State University](#)
 1991–1992 Miller Physics Scholarship, [Ball State University](#)
 1990 Student Athlete All-American (Diving)

SERVICE AND VOLUNTEER ACTIVITIES

- 2004 Reviewer, ACM Computer-Human Interaction (CHI)
 2004 Reviewer, ACM Symposium on Applied Computing (UbiComp Track).
 2004 **Technology Advisor**, Royal Society UK National Forum
 2004 **Technology Advisor**, Royal Society Leicester Forum
 2004 **Conference Chair**, Conference on the Social Impact Ubiquitous Computing (Ubiconf)
 2004 **Delegate**, EPSRC funded mission for investigating high-tech Japan and UK collaborations
 2004 **Technology Advisor**, Technology Review, June 2004
 2004 **Reviewer**, International Conference on Ubiquitous Computing (UbiComp)
 2003 **Co-Chair, Video Proceedings**, ACM User Interface Software and Technology (UIST)
 2003 **Reviewer**, IEEE Pervasive Computing Magazine
 2003 **Reviewer**, National IT Conference, Nepal
 2003 **Advisor**, BSU Student ACM Chapter
 2003 **Co-Presenter**, BSU College Awareness Day
 2002 **Co-Chair, Online Interactions**, ACM Computer Supported Collaborative Work (CSCW)
 2002 **Reviewer**, International Conference on Ubiquitous Computing (UbiComp)
 2001 **Chair, Web Presence**, International Conference on Ubiquitous Computing (UbiComp)
 2001 **Reviewer**, ACM User Interface Software and Technology (UIST)
 2001 **Reviewer**, ACM Computer-Human Interaction (CHI)
 2001 **Reviewer**, International Conference on Ubiquitous Computing (UbiComp)
 2000 **Co-Chair, Publicity**, ACM User Interface Software and Technology (UIST)
 2000 **Reviewer**, ACM User Interface Software and Technology (UIST)
 2000 **Reviewer** for ACM Computer-Human Interaction (CHI)
 2000-1999 **Chair, Booking** (Big Bands and Dance Workshops), Georgia Tech Dance Association
 2000-1997 **Graduate Student Senator**, Georgia Tech Student Government
 1999-1996 **Chair, Graduate Orientation**, College of Computing, Grad't Student Committee, Georgia Tech
 1999-1996 **Webmaster**, Future Computer Environments Group, College of Computing, Georgia Tech

ACADEMIC EMPLOYMENT

- May 2003–Present **Visiting Researcher, [UCLIC](#), [University College London](#), LONDON, UK.**
Primarily doing research involving the capture and subsequent access of everyday activities situated in the classroom, on vacations, and in learning new motor skills.
- Aug 2002–May 2003 **Asst Professor, [Dept of Computer Science](#), [Ball State University](#), Muncie, IN.**
Duties include teaching up to 12 credit hours per semester and conducting research in human-computer interaction and ubiquitous computing. (Currently on leave.)
- Jan 2002–Aug 2002 **Research Scientist, [College of Computing](#), [Georgia Tech](#), Atlanta, GA.**
Continuing work on automated capture and access, extending from the classroom to the home, car, and other mobile environments.
- Aug 1996–Dec 2001 **Graduate Research Asst, [College of Computing](#), [Georgia Tech](#), Atlanta, GA.**
Designed, implemented, and evaluated eClass, an automated lecture note-taking classroom for use in college courses.
- May 1996–Aug 1996 **Instructor, [Engineering College](#), [Michigan State University](#), E. Lansing, MI.**
Taught an introductory course for non-computer science majors on the basics of computing and programming for two semesters at a satellite campus in Grand Rapids, MI. Managed one TA and two student graders.
- Jan 1995–Aug 1996 **Co-Coordinator, [Engineering College](#), [Michigan State University](#), E. Lansing, MI.**
Responsible for the operation of an introductory course to computing and programming for non-computer science majors. The course had a student capacity of 1,000 students per semester. Prepared new TAs for their assignments which included teaching the concepts (and content) needed for lectures, as well as general new worker training. Prepared exams, homework assignments, and labs. Created and maintained the course Web page. Handled student complaints.
- Aug 1994–Jan 1995 **Teaching Asst., [Engineering College](#), [Michigan State University](#), E. Lansing, MI.**
Taught four sections (about 120 students) of an introductory course on computing. Assisted in lab assignment generation and course-wide review sessions.
- Nov 1990–Jan 1992 **Undergraduate Research Asst., [Physics Dept](#), [Ball State University](#), Muncie, IN.**
Updated computer programs, developed and refined methods for testing Radon in homes, implemented quality control programs.

COLLEGE COURSES TAUGHT

- CPS 120 Intro to Computing (MSU) – an introductory literacy and programming class for non-CS majors.
- CS 124 Discrete Mathematics (BSU) – a foundation course for freshman CS majors
- CS 276 Introduction to Operating Systems (BSU) – an optional class for non-CS majors
- CS 339 Ubiquitous Computing (BSU) – an optional class for CS majors and graduate students
- CS 689 Research Methods in Computer Science (BSU) – a capstone course for CS graduate students

PROFESSIONAL EMPLOYMENT

- Jun 2000–Jun 2003 **Co-Founder, CTO**, SwingTop40.com, Atlanta, GA.
Designed, implemented an internet-only radio station aimed at preserving and disseminating modern swing music. Responsible for maintaining all custom software, Web site, and e-commerce.
- Dec 1993–May 1998 **Director of Sound and Music**, Webfoot Technologies, Lamont, IL.
Responsible for all music and sound effects in all Webfoot games and products.
- May 1997–Sep 1997 **Research Intern**, Fuji Xerox Palo Alto Labs, Palo Alto, CA.
Performed research in ubiquitous ink. Developed a Java implementation of JOT, a standard for ink interchange and implemented a system designed for the sharing of digital notes taken on heterogeneous devices.
- Aug 1993–Jul 1994 **MIS Administrator**, Anderson Center for Mental Health, Anderson, IN.
Maintained an HP 1500 system for over 100 users, performed and maintained new installation of wiring, terminals, and a new proprietary video imaging system for scanning and retrieving patients' medical records. Tutored managers and psychologists on using system.
- Jun 1992–Aug 1993 **Independent Computer Consultant**, Muncie, IN.
Worked with multiple clients to install custom-built computer inventory and tracking systems. Also tutored managers and employees on using the system.
- Jan 1992–Jun 1992 **Systems Development Programmer**, Chemical Abstracts Service, Columbus, OH.
Designed and coded programs using C.A.S.E. tools for use in conjunction with STN Online service (a chemists' research network).
- Sep 1990–May 1991 **Video Editor/Producer**, Video Information Systems, Ball State University, Muncie, IN.
Created new uses for IBM computers in video producing. Produced and managed project for faculty at BSU involving tele-teaching.

PUBLICATIONS

Theses

- Jason A. Brotherton. [Enriching Everyday Activities Through the Automated Capture and Access of Live Experiences - eClass: Building, Observing, and Understanding the Impact of Capture and Access in an Educational Domain](#). *Ph.D. Thesis, Georgia Institute of Technology*, September, 2001, 284 pages.
- Jason A. Brotherton, Eric Tornig. [Victim Caching with Better Block Replacement](#) Master's Thesis, Michigan State University. May, 1996.
- Jason A. Brotherton, J. Michael McGrew. [On Toward Mozart - Generating automated computer music in the likeness of others](#). Undergraduate Thesis, Ball State University. May, 1994.

Books and Book Chapters

- Reza Hazemi, Stephen Hailes, and Steve Wilbur (eds) [The Digital University: Building a Learning Community](#), London: Springer Verlag, 2002, pp.252, ISBN 185233-478-9. (Authored chapter 6, "eClass")

Journal Papers

- Jason Brotherton, Gregory Abowd. *Lessons Learned from eClass: Assessing Automated Capture and Access in the Classroom*. Accepted for publication, Transactions on Computer-Human Interaction (ToCHI). Spring/Summer 2003.
- Gregory D. Abowd, Anind K. Dey, Jason Brotherton and Robert J. Orr. [Context-awareness in Wearable and Ubiquitous Computing](#) Virtual Reality, Vol. 3, 1999, pp. 200-211.

Conferences and Workshops

- Khai N. Truong, Gregory D. Abowd and Jason A. Brotherton. [Who, What, When, Where, How: Design Issues of Capture and Access Applications](#). In *Proceedings of UBICOMP '01*, October, 2001, pp 209-224.
- Gregory D. Abowd, Lonnie D. Harvel and Jason A. Brotherton. [Building a Digital Library of Captured Educational Experiences](#). Invited paper for the [2000 International Conference on Digital Libraries](#), November 2000.
- Heather Richter, Jason A. Brotherton, and Gregory D. Abowd. [Browsing Long-Term Captured Experiences](#). Submitted to *Proceedings of CHI '00*, April, 2000.
- Truong, Khai N., Abowd, Gregory D., and Jason A. Brotherton. [Personalizing the Capture of Public Experiences](#). In the *Proceedings of UIST'99*, November, 1999.
- Jason A. Brotherton, Gregory D. Abowd, Khai N. Truong. [Supporting Capture and Access Interfaces for Informal and Opportunistic Meetings](#). Georgia Institute of Technology Technical Report GIT-GVU-99-06. Dec, 1998.
- Gregory D. Abowd, Jason A. Brotherton, Daniel Salber. [Zen and the Art of Ubicomp Maintenance](#). Submitted to *Proceedings of UIST '98*, May, 1998.
- Jason A. Brotherton, Janak R. Bhalodia, and Gregory D. Abowd. [Automated Capture, Integration, and Visualization of Multiple Media Streams](#). In the *Proceedings of IEEE Multimedia '98*, June 1998.
- Gregory D. Abowd, Chris G. Atkeson, Jason A. Brotherton, Tommy Enqvist, Paul Gully, and Johan Lemon, [Investigating the capture, integration and access problem of ubiquitous computing in an educational setting](#). In the *Proceedings of CHI '98*, May, 1998.
- Richard C. Davis, James Lin, Jason A. Brotherton, James A. Landay, Morgan N. Price and Bill N. Schilit. [A Framework for Sharing Handwritten Notes](#). In *Proceedings of UIST '98*, November, 1998, pp 119-120.
- Gregory D. Abowd, Anind K. Dey, Robert Orr, and Jason A. Brotherton. [Context-Awareness in Wearable and Ubiquitous Computing](#). In *Proceedings of 1st International Symposium on Wearable Computers*, October, 1997.

Other Conference Participation

- Richard C. Davis, James Lin, Jason A. Brotherton, James A. Landay, Morgan N. Price, Bill N. Schilit [A Framework for Sharing Handwritten Notes](#). In the *Proceedings of UIST '98 Demonstration Paper*, November, 1998.
- Gregory D. Abowd, Jason A. Brotherton, and Janak Bhalodia. [Classroom 2000: A System for Capturing and Accessing Multimedia Classroom Experiences](#). *CHI '98 Demonstration Paper*, May, 1998.

Technical Reports

- Heather Richter, Jason A. Brotherton, Gregory D. Abowd, Khai N. Truong. [A Multi-Scale Timeline Slider for Stream Visualization and Control](#). Georgia Institute of Technology Technical Report GIT-GVU-99-30. Dec, 1998.
- Jason A. Brotherton and Gregory D. Abowd. [Rooms Take Note: Room Takes Notes!](#). In *Working Papers of AAAI '98 Spring Symposium*, Technical Report SS-98-02. March, 1998.
- Jason A. Brotherton, Richard C. Davis, James A. Landay, Morgan N. Price, and Bill N. Schilit. [Sharing Free-form Ink through the Web](#). Fuji Xerox Palo Alto Labs Technical Report FXPAL-TR-97-022. September, 1997.
- Richard C. Davis, Jason A. Brotherton, James A. Landay, Morgan N. Price, and Bill N. Schilit. [NotePals: Lightweight Note Taking by the Group, for the Group](#). Fuji Xerox Palo Alto Labs Technical Report FXPAL-TR-97-023. September, 1997.
- Jason A. Brotherton, John Weng. [HEARME: Speaker Independent Word Recognition Using SHOSLIF](#). Michigan State Technical Report MSU-CPS-96-33. October, 1996.

Invited Talks

- Toward a Pedagogic Free Electronic Classroom. University of Glasgow, UK. Oct 15-16, 2004.
- Capture and Access of Everyday Experiences. Middlesex University, UK. May 4, 2004
- Your Electronic Classroom: Introducing Tabula Rasa. University College London Interaction Centre, UK. October 29, 2003.
- Preserving, Learning, and Sharing. University of Salford, Manchester, UK. September 9, 2003.
- Learning from Personal Experiences & Skills. York University, UK. August 05, 2003.
- As We May Learn: Introducing Mimics. University College London Interaction Centre, UK. June 25, 2003.
- Capturing and learning from Personal Experiences. Invited talk at University College London, UK. July 18, 2003.
- Tabula Rasa: Teaching and Learning as Multimedia Authoring. Indiana Higher Education Telecommunication Systems All Partners Conference. April 4, 2003.
- CSCW 2002 Overview and Highlights. Computer Science Department Colloquium (Ball State University). Muncie, IN. January, 2003.
- Note Taking Classroom, Cameras on People and in Cars, and Your Life in Music. [Software Engineering Research Consortium](#) Fall 2002 Showcase, Muncie, IN. November, 2002.
- An Overview of the CHIC Lab. Ball State Family Weekend. Muncie, IN. November, 2002.
- Automated Capture and Access in a Living Laboratory. [IBM T.J. Watson Research Center](#), White Plains, NY, March 14, 2001.
- Automated Capture and Access in a Living Laboratory. [Center for Strategic Technology Research](#), Accenture Labs, Northbrook, IL, February 4, 2000.
- Classroom 2000: Ubiquitous Computing for Education. [Center for Innovative Learning Technologies \(CILT\)](#), Palo Alto, CA, March 1, 1998
- Applying Automated Capture and Access to an Educational Environment. [Microsoft Research](#), Redmond, WA, January 18, 1998.

FUNDING AND GRANTS

- Royal Society Research Grant (UK), \$72K.
- College of Science and Humanities (Ball State University), \$10K.

ACADEMIC PROGENY

- **Ronne Chadowitz**, MSc in human-computer interaction. Thesis: The Four Pleasure Areas - Their application to ubiquitous computing and their impact on a person's decision to purchase a mobile phone. (2003)
- **Dave Edmundson**, MSc in human-computer interaction. Thesis: Enhancing Creativity in Electronic Brainstorms. (2003)
- **Ian Crew**, MSc in human-computer interaction. Thesis: An Investigation of Expected Response Times for Electronic Communications. (2004)
- **Josh Hammons**, MSc in human-computer interaction. Thesis: A Survey of Electronic Classrooms-Refining the Role of Computation in the Classroom. (2004)
- **Babatunde Kuti**, MSci in computer science. Thesis: Sound by Sight: A platform for music recognition through animated visualizations. (2004)
- **Akash Bhalla**, MSci in computer science. Thesis: TBD. (2004)
- **Eddie Capstick**, MSc in human-computer interaction. Thesis: TBD. (2004)

PRESS

- Expert researcher for MIT's Technology Review, May 31, 2004
<http://www.technologyreview.com/articles/innovation60604.asp?p=1>
- Featured expert researcher on BBC Radio 4's, Material World, May 20, 2004
http://www.bbc.co.uk/radio4/science/thematerialworld_20040520.shtml
- Featured expert researcher on BBC's Go Digital program, April 19, 2004
<http://news.bbc.co.uk/1/hi/technology/1478157.stm>
- Expert researcher for New Scientist Online Magazine, October 3, 2003
<http://www.newscientist.com/news/news.jsp?id=ns99994315>
- Featured researcher on the Royal Society Website, April, 2003.
- Featured in an article for BSU's Update Magazine, April, 2003.
- Featured in an article in the Royal Society's research magazine, "Excellence in Science," October 1, 2002.
- Work featured on CNN, and Headline News, as well as clips with other regional & local broadcasters

BIOGRAPHICAL SKETCH (PUBLICITY)

Jason Brotherton was born and raised in Munice, IN – a small Midwestern town dubbed "America's Hometown." He graduated Summa Cum Laude from Ball State University in 1994 with a degree in Computer Science. He then received his Masters degree (Magna Cum Laude) from Michigan State University in 1996, and finally his Ph.D. in Computer Science (specializing in HCI) at Georgia Institute of Technology. Broadly, his research interests are in human-computer interaction, capture and access, and ubiquitous and mobile computing. More specific interests include the preservation and access of everyday experiences, hedonistic technology, and computer-mediated learning and communications.

In his spare time Jason enjoys composing and performing music, Taoism, yoga, swing dancing, flying quad-line stunt kites, poker, skydiving, in-line skating, programming, and video games. He is also keen on programming reality and ridiculously large displays.



BIOGRAPHICAL SKETCH (PERSONAL)

During the pursuit of my academic accreditations, I had the good fortune to attend high caliber research schools, and as such, I was expected to do research, to publish, and attend conferences. A neat side-effect of this is that I (as most Ph.D. students do) did quite a bit of travel during my tenure at Georgia Tech. I have driven across the US 4 times and have been to most of the 50 states. Indeed, I derive great pleasure from visiting new cities and learning about the area and seeing how other people live. Visiting new places has been for me, one of the best ways to learn more about yourself, what you want, and where you want to be. This trend continued after my terminal degree with a Post-Doc at University College London where I branched out and visited the world in much the same way I did at home in the U.S.

Music and Dance is a very large part of my life. I started playing and composing music when I was 9, and have ever since used it as a means of self-expression and release. Being self-taught, I don't consider myself a musician proper, but music to me remains to this day an entire universe of expression and wonderment.

I started dancing during the summer of 1998 when I took some swing classes at Georgia Tech so I could go out and not make a fool of myself at the local swing clubs in Atlanta. Swing quickly turned into an obsession as for the first time in my life, I could dance. Not only could I dance, but I wasn't half bad at it! Through various partners, I've been lucky enough to dance my way onto TV, and into some pretty sweet gigs, such as being paid to dance for bands like Cherry Poppin' Daddies and Big Bad Voodoo Daddy, England's Jive Aces, and several local Atlanta bands including the Lost Continentals and Gwen Hughes and the Retro Jazz Cats. FUN! And not bad for a boy who was laughed off the dance floor back in Michigan!

I also enjoy playing poker: all kinds of games, styles, and stakes. Wanna play? ;) I also enjoy flying stunt kites, rollerblading, playing hockey, wallyball, movies, culture, vegan food, alternative crowds, and generally things that "sound like a good idea at the time". And, as silly as it seems, I'm a fan of a few computer games as well. Building my own computer games was the main reason I got into computers when I was little, and now that I'm bigger, it seems not all that much has changed!

REFERENCES

- [Professor Harold Thimbleby](#), Director
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