

eStoryS: a visual Storyboard System supporting back-channel communication for emergencies

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Abstract

In this paper we present a new web mashup system for helping people and professionals to retrieve information about emergencies and disasters. Today, the use of the web during emergencies, is confirmed by the employment of systems like Flickr, Twitter or Facebook as demonstrated in the cases of Hurricane Katrina, the July 7, 2005 London bombings, and the April 16, 2007 shootings at Virginia Polytechnic University. Many pieces of information are currently available on the web that can be useful for emergency purposes and range from messages on forums and blogs to georeferenced photos. We present here a system that, by mixing information available on the web, is able to help both people and emergency professionals in rapidly obtaining data on emergency situations by using multiple web channels. In this paper we introduce a visual system, providing a combination of tools that demonstrated to be effective in such emergency situations, such as spatio/temporal search features, recommendation and filtering tools, and storyboards. We demonstrated the efficacy of our system by means of an analytic evaluation (comparing it with others available on the web), a usability evaluation made by expert users (students adequately trained) and an experimental evaluation

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24 with 34 participants.

25 *Key words:* mashups, collaboration systems, emergency management

26 **1. Introduction**

27 Hazards and disasters happen. Think of terrorist attacks such as the
28 9/11 (the suicide attacks by al-Qaeda on the United States Twin Towers) or
29 the equally sadly known train bombing at the Atocha station in Madrid (11
30 March 2004) in which hundreds of people lost their lives or were wounded.
31 Natural disasters such as wildfires, hurricanes, tornadoes or tsunamis destroy
32 everything they encounter and leave people without resources and completely
33 overwhelmed. *Emergency management* aims at such large-scale events.
34 The multitude of natural and *human-made* disasters we have to face in mod-
35 ern society provide more than enough reasons to justify the governments’
36 efforts for the introduction of agencies addressing emergency situations. How-
37 ever emergency management planning is not solely a governmental respon-
38 sibility, but a community activity [27]. At the beginning, every emergency
39 situation, regardless of its entity and extension, is a local event, and lo-
40 cal actors firstly deal with the disaster. Palen et al. [25] stated that most
41 of the time ordinary people, for example single or organized in volunteer
42 groups, providing help during a crisis situation by performing useful activities
43 such as: rescue people in their houses, communicate and report to author-
44 ities, etc. Non-governmental public’s participation in disaster management
45 demonstrates how significant is the work performed even outside the official
46 response efforts [12, 30, 11].
47 During or immediately after an emergency there is a huge number of social

48 interactions taking place: people communicating the emergency status with
 49 others, damages evaluation, information request about relatives, and so on.
 50 With the advent of Internet and of social network services [10], non-official
 51 *back-channel* communications [29] became widespread since people are tak-
 52 ing advantage of the existing communication technologies by organizing life
 53 saving activities among each other, independently, or in parallel with, official
 54 national emergency management channels. We refer to [29] for the definition
 55 of back-channel as an unofficial communication channel between various en-
 56 tities, used to supplement official channels.
 57 The growing presence of communications technology, new media and digital
 58 devices, in fact, is making public participation more tangible during emer-
 59 gencies. As an example, the proliferation of photo-capture devices, such as
 60 digital cameras or mobile phones with an integrated camera, has enabled
 61 *grassroots journalism* [13], allowing first responders and people present to
 62 visually document a disaster situation as it is happening. A clear example as
 63 been described in [23], where the case of 2005 London bombings is presented
 64 together with use of Flickr¹, a photo-sharing web service, for creating groups
 65 on *bombings topics* (such as the *London Bomb Blast Community*). These
 66 groups shared pictures on the London bombings asking users for posting
 67 all the personal photos they had on the bombing sites before and after the
 68 accident, in order to inform the world. Moreover, web services like Flickr,
 69 permitting users to store, share and retrieve pictorial content, inspire new
 70 forms of communications and self-organization during disaster response by

¹www.flickr.com

71 viewing the photo sharing activity as a form of social media.

72

73 During crisis management activities a huge amount of data from hetero-
74 geneous sources is generated: pictorial and video feeds, news reports, email
75 and text messaging. Most of this data expose geospatial information (i.e.
76 associated metadata) or implicit location references (i.e. the name of a place
77 in a news report). In such a scenario, geocollaboration bears on people
78 working together to solve a geospatial problem taking into account georefer-
79 enced data, as described in [27]. So, geography plays an important role in
80 emergency management and a visual representation makes this information
81 tangible and useful.

82

83 We present here a novel collaborative mapping mashup, enabling users to
84 visualize, edit and share georeferenced media content, according to spatial-
85 temporal features. We refer to a mashup as a web application, combining
86 data and services from different existing systems, into a single integrated
87 tool. Our mashup application gathers pictures (and associated metadata
88 like keywords and tags added by users) from the Flickr online database and
89 employs location metadata to place them on a map. Temporal metadata are
90 considered, providing an interface for efficiently browse large user-contributed
91 georeferenced media collections. Despite the existence of different map-based
92 photo browsing online services, to our knowledge, our contribution represents
93 a first effort in combining storyboards with the spatial and temporal dimen-
94 sions for media retrieval and browsing in such mashup applications. Our
95 main goal is to use the explicitly disclosed location metadata (latitude and

96 longitude) as well as the temporal one (i.e. at what time a photo was taken)
 97 to enable users to quickly retrieve photos of a certain place over a certain
 98 temporal interval (one day, one week or one month). Moreover, we believe
 99 that temporal information in conjunction with locations can be valuable in
 100 enhancing geocollaboration. The use of spatio-temporal dimensions has been
 101 combined with tools enabling the combination of such dimensions. We iden-
 102 tified four dimensions and designed the corresponding tools, for managing
 103 these media collections available on the web. These four dimensions are: *spa-*
 104 *tial* (latitude and longitude), *temporal* (date and temporal intervals), *social*
 105 (recommendation and collaborative filtering) and *situational* (storyboards).
 106 We show here a collaborative storyboard authoring tool, allowing the user
 107 to easily generate and share spatial and temporal photos' sequences exploit-
 108 ing the drag and drop of selected images. Lastly, our application supports
 109 social navigation, in the sense that users' past interactions with the system
 110 are employed as *recommendations*, impacting on the way the information is
 111 presented during other users' interactions.
 112 The key contribution of our work is to show how current web social media,
 113 technologies and services, together with the presence of a huge amount of geo-
 114 referenced materials over the web, can be easily and successfully exploited
 115 to create new geocollaboration tools enabling back-channel communications
 116 during disaster situations. In the next sections we will describe the pre-
 117 liminary studies we made, the system we developed and the experimental
 118 evaluation we conducted. In particular in Section 2 we review literature and
 119 systems comparable to our approach. In the successive Section 3 we de-
 120 scribe the system we present here and the designing choices together with

121 implementation. Experiment results are reported in Section 4 where we con-
122 ducted three different evaluations: one analytic, one heuristic evaluation with
123 experts and one experimental evaluation with 34 participants. Section 5 is
124 about discussions and conclusions on our research, while appendix A and B
125 present the evaluation tool (questionnaire design and final implementation).

126 **2. Background**

127 In this section we describe literature and research we conducted on exist-
128 ing systems and approaches in two main aspects related to our system: back-
129 channel communications (in the emergency systems domain), and geospatial
130 Web paradigm together with mapping mashups. Furthermore, we present
131 a classification of existing and reviewed mashup systems based on a set of
132 design dimensions we identified by carefully reviewing the correspondent lit-
133 erature. We restricted our classification to map-based mashup systems. We
134 think that there are many media contents available on the web through dif-
135 ferent social networks which are not integrated to provide users with an
136 overall view of georeferenced information during emergency situations. Geo-
137 referenced information during such emergencies are crucial for a rapid un-
138 derstanding of emergency status, recovery plans, providing local information
139 about damages, etc. Since georeferenced data are complex and require inte-
140 gration of different contents on a map specific tools are required to manage
141 such data as stated in [32]. For the above reasons we focused on mashup
142 systems based on maps providing tools for search and navigate information
143 placed on maps.

144 2.1. *Back-channel Communications in Emergency Management*

145 In times of emergency, members of the public tend to improvise and
146 perform various activities, such as provide first-aid to wounded people, vic-
147 tims transportation to hospitals or even take photos to document the event
148 [25, 23]. Along with these activities, taking place physically on the disaster
149 area, a huge number of social interaction among citizens occurs. In a disaster
150 situation people need information. They seek it for themselves and, at the
151 same time, try to provide helpful information, such as the emergency status
152 or damages evaluation, to other citizens, including their relatives or friends.
153 This phenomenon is often ignored by the members of governmental agencies,
154 which are almost entirely focused on their official role in the process of deal-
155 ing with the disaster. Therefore, in such a context, people communications
156 are considered *back-channels* (or *peer-to-peer*) activities, in contrast with the
157 information provided by the official channels [29]. Although back-channel
158 communications can be viewed, in the emergency management domain, as
159 potential vehicles to spread misinformation and rumors compromising the
160 public safety, their presence is growing with each new disaster.

161 During emergencies, on-line social media are increasingly gaining prominence
162 for the members of the public to find and provide information independently,
163 or in parallel, with official channels. Social services, such as collaborative tag-
164 ging systems, social networking sites or even blogs and wikis, support peer-
165 to-peer communications. Such systems allow users to both produce and con-
166 sume information about the disaster. In this way citizens can organize among
167 themselves and share information exploiting existing technologies. This fact
168 clearly shows how the presence of information and communications technol-

169 ogy is changing the disaster response arena, making back-channel communi-
170 cations and people involvement more tangible [29].

171 *2.1.1. Social Media and Open-source software enabling back-channels com-*
172 *munication*

173 The most common type of on-line activity consists of finding and sharing
174 information about personal property, relatives and friends safety and sources
175 of relief. As an example, during the 2007 wildfire disaster in California,
176 Twitter² was employed by local citizens and organizations to provide up-
177 dates about the fires situation in the region. Twitter is a blogging service
178 allowing users to send text-messaging posts to the Twitter web-site. Posts
179 are instantly delivered to the mobile phone or computer of other users who
180 have signed up to receive them. Users can also add metadata to their tweets,
181 in the form of hashtags, by prefixing a keyword with a hash symbol: dur-
182 ing the 2007 forest fires a twitter user³ used the hashtag ”#sandiegofire” to
183 identify his updates, helping people in acquiring useful information related
184 to the disaster (Figure 1).

Figure 1: Twitter hash tags.

185 Another example during the same emergency situation was the one pro-
186 vided by the use of Google Maps: people created and annotated maps with
187 markers indicating burnt areas, evacuation areas, shelters, schools and closed
188 down businesses. One of the most popular maps was created and maintained

²www.twitter.com

³Nate Ritter

189 by KPBS news, which received more than 1.7 million views over the course
190 of the firestorm [29].

191 E-mail, Instant Messaging tools and social networking systems like Facebook⁴
192 can be used to trace on-line users activities and to determine whether people
193 are safe or not. For instance, IM informs on the on-line status of a user
194 telling us if she is currently connected, is typing on the keyboard or is away
195 from the computer. Facebook is a website allowing users to connect and in-
196 teract with other people. Users can add friends and send them messages, and
197 update their personal profile to notify friends about themselves. As reported
198 in [15] users could deduce relatives or friends current condition by simply
199 interpreting their signs of activity on the website inferring, for example, that
200 a friend is OK because she just posted a message on her Facebook account.
201 Facebook, for instance, was used during the shooting at Virginia Tech in
202 April 2007, by students to provide and share critical information and activi-
203 ties going on at the campus, informing quickly on the casualties and injuries
204 through the Facebook social network [23].

205 2.2. Geospatial Web and Mapping Mashups

206 Geospatial Web (or GeoWeb) is a term identifying a new paradigm to
207 access and explore data on the web allowing users *to navigate, access, and*
208 *visualize georeferenced data as they would in a physical world* [19]. Merging
209 location-based information with the content currently available on the web
210 creates an environment where things can be searched using location meta-
211 data instead of employing only keywords. As a result, in the last few years,

⁴www.facebook.com

212 thanks to the increase of web development methods (e.g. AJAX - Asyn-
213 chronous Javascript And XML) and the efforts in defining standards proto-
214 cols for content definition and exchange such as: SOAP⁵, and RSS⁶, we are
215 witnessing in a proliferation of web applications allowing users to directly
216 search, create, modify and share online maps. Web maps are increasingly
217 becoming a place where knowledge and meanings can be traced and visual-
218 ized: current web mapping services like Google Maps⁷, Google Earth⁸ and
219 Yahoo! Maps⁹, for example, provide features enabling users to quickly cre-
220 ate and share customized 2D and 3D maps with relatives or friends. With
221 Google Maps users can create their own maps adding place markers, shapes
222 or lines defining locations or paths. Furthermore, cartographic data can be
223 annotated with georeferenced multimedia content such as images or videos.
224 At this stage the potential of connecting multimedia content over the web
225 through locations metadata has become straightforward. Through simple
226 Application Programming Interfaces (APIs), made available by the different
227 web services, designers can easily develop web mapping mashups exploiting
228 the synergy of different data sources, integrating a variety of content (such
229 as images) into an existing digital map. One of the most clear examples of
230 a mapping mashup can be the ChicagoCrime.org web site which integrates
231 crime data from the Chicago Police Department's database with cartographic
232 data from Google Maps. Another simple example is the Hurricane Digital

⁵<http://www.w3.org/TR/soap/>

⁶<http://cyber.law.harvard.edu/rss/rss.html>

⁷maps.google.com

⁸earth.google.com

⁹maps.yahoo.com

233 Memory Bank¹⁰ web site, a project to collect and share the users' digital
234 contribution on the hurricanes Katrina and Rita.

235 At the current time a huge amount of georeferenced content is accessible
236 over the web, including geographically-annotated web pages, blogs, digi-
237 tal photographs and videos. In particular, considering the image media,
238 the increase of digital photo-capture devices and the growing users' atti-
239 tude in sharing their personal photographs has led to the creation of large
240 community-contributed pictures collections available online. As stated in
241 [31], we can identify at least six different ways to acquire location metadata
242 for image media which include manual entry as well as the employment of
243 location-aware camera-phones and digital cameras or GPS devices. Accord-
244 ing to [17] location information such as geographic coordinates, associated
245 to images, can help in automatically understanding photo's semantics, as
246 well as browsing and organizing photos collections. Collaborative systems
247 enabling users to publish and share photographs they own, like Flickr, cur-
248 rently host billions of images with associated metadata such as who took the
249 picture, where and when it was taken and, of course, tags inserted by the
250 user, describing the picture content.

251 Therefore, the Geospatial Web paradigm in conjunction with available media
252 collections offers to mashups designer the possibility to create new collabora-
253 tive mapping applications simply aggregating pictures, associated metadata
254 and cartographic content. Efforts in this direction started in 2001: in [31]
255 the authors describe WWMX, a map-based system to browse and visualize

¹⁰hurricanearchive.org/map

256 on a map a collection of georeferenced photos. Nevertheless, this system
 257 has not been update since time and it is a standalone application. In [2]
 258 the authors analyse the tags associated with georeferenced Flickr images to
 259 find *representative tags* for arbitrary areas in the world, using a map in-
 260 terface to display the derived tags and the original photo items (see Figure
 261 3). Other recent examples of map-based photo browsing systems are Flickr
 262 Map¹¹ and Google’s Panoramio¹². Although both these systems could repre-
 263 sent an interesting approach to mapping mashup the main limitation con-
 264 sists of reduced browsing capabilities. Considering the combination of spatio-
 265 temporal features to manage georeferenced information, the two mashups
 266 <http://earthquakes.googlemashups.com/> and <http://earthquakes.tafoni.net/>
 267 are noteworthy. These two systems receive notifications about earthquakes
 268 from different news services and localize them on a map, in a temporal or-
 269 der. Users can read news (as well as read blog entries or view video related)
 270 to a particular earthquake. As the two mashups are directly connected with the
 271 U.S. Geological Survey Earthquake Hazards Program (<http://earthquake.usgs.gov/>),
 272 users can also insert their report regarding their own experience. These sys-
 273 tems can only be used to visualize earthquake news but spatio-temporal
 274 searching features are not included.

275 Another interesting example on how the GeoWeb paradigm can be suc-
 276 cessfully applied in the field of emergency management is the one offered
 277 by the Ushahidi¹³ platform. Ushahidi (*testimony* in Swahili), is essentially

¹¹flickr.com/map

¹²www.panoramio.com

¹³www.ushahidi.com

an open source project aims at gathering user-generated crisis information, allowing anyone to submit content through text messaging using a mobile phone, email or web form. The project born as a simple website mashup created to report on the post-election violence in Kenya (February 2008), using user-generated reports and Google Maps. After that, the Ushahidi engine was employed in a variety of crisis situation: for example the Arabic-language news network *Al Jazeera* uses Ushahidi in their *War on Gaza*¹⁴ website to cover the activity happening in Gaza in January 2009 (see Figure 2. With the Ushahidi mashup, users can submit their reports about the event, assigning them a name, a brief description, a date, a category (within predefined ones) and a location. In this way, the system can place the report on the map, providing to the users an interface to browsing within different reports by click on the dots on the map and filtering employing the different categories. An overview of reported incidents over time is offered, giving the possibility to filter and visualize events within selected temporal intervals. Nevertheless this system is highly customized depending on the scenario selected by the mashup designer. For this reason it is not applicable in general scenarios but a specific mashup application should be developed case by case, and thus providing the functionalities chosen by the designer according to the specific situation. Even Sahana¹⁵, a web based collaboration tool that addresses the common coordination problems during a disaster [9], has recently integrated Google Maps in order to provide a GIS (Geographical Information System) view of affected regions.

¹⁴<http://labs.aljazeera.net/warongaza/>

¹⁵<http://www.sahana.lk/>

Figure 2: The War on Gaza website built employed the Ushahidi engine.

Figure 3: Yahoo!'s World Explorer: the user selects a tag to visualize photos for that specific area.

301 Note that mashups rely on standards (SOAP, REST¹⁶, RSS, JSON¹⁷),
302 since only standards protocols allow easy adaptation of content according
303 to the change of context. Therefore mashup frameworks as well as mashup
304 editors (Yahoo Pipes¹⁸ see Figure 4, Google Mashup Editors¹⁹) have recently
305 become very popular, allowing users to easily create their mashup applica-
306 tion regardless of their technical skill level.

307

Figure 4: Yahoo! Pipes.

308 2.2.1. Mashups classification by designing dimensions

309 By studying and exploring the existing literature concerning geospatial
310 Web, mapping mashups, and the use of such systems during emergencies
311 we identified four dimensions. We used these four dimensions in order to
312 categorize web applications for managing spatio/temporal, georeferenced and
313 user-contributed media collections available on the web. The four dimensions

¹⁶http://www.ics.uci.edu/~fielding/pubs/dissertation/rest_arch_style.htm

¹⁷<http://www.json.org>

¹⁸pipes.yahoo.com/pipes/

¹⁹code.google.com/gme/

314 are: *spatial* (geographic information), *temporal* (navigation over date and
315 time), *collaborative* (collaborative features) and *situational*. We would like
316 to emphasize here the situational aspect. In particular there are two aspects
317 of situational elements that are part of such systems. Situational designers
318 and situational contributors. In fact, mashup applications are, generally,
319 designed by *situational designers* to extract information for their own use
320 from collaborative systems such as Flickr, Del.icio.us, Technorati, etc. By
321 situational designer we mean a person developing an application for his/her
322 personal use that can be shared over the web to be used by others having the
323 same needs. Such systems are usually built by mashing-up information taken
324 from different sources on the Web (Web pages, social networks, RSS feeds)
325 and then publicly sharing these with other users who may be interested in
326 gathering the same information. Situational contributors may be defined as
327 people that start to contribute to the mashup application when a specific
328 event of interest occurs. For example, during a disaster people might want
329 to publish pictures or information about the state of the damages originated
330 by the phenomena. This is a category to take into account when designing
331 mashup systems dealing with emergency situations.

332 In Table 1 we present a categorization of the literature and systems previously
333 reviewed according to the four dimensions described above.

334 By looking at Table 1 we can see that systems have different purposes
335 but all share similar characteristics. In the next section we present eSto-
336 ryS and how the four dimensions have been taken into account when de-
337 signing its functionalities such as: georeferenced information (spatial), time
338 intervals (temporal), collaborative filtering (collaborative) and storyboards

339 editing and publishing (situational).

340 **3. eStoryS: emergency Storyboard System**

341 We describe here our system²⁰ that exploits geographic location tags on
342 digital photographs.

343 The rise of photo-sharing services like Flickr and, of course, the prolifera-
344 tion of image capture devices have resulted in huge on-line picture databases
345 contributed by the users. Thanks to the availability of an API, developers
346 (skilled as well as occasional) can easily access such databases and build new
347 applications relying on the stored information. Along with images, associated
348 metadata can be retrieved. These metadata are valuable in understanding
349 photo content and consist of textual information such as keywords describ-
350 ing the picture (tags), the identity of who took the shot and the date when
351 the picture was taken. Location information, such as latitude and longitude,
352 identifying the geographical position where the picture was taken, can be
353 available [31] too.

354 We designed our system by considering the four dimensions described in
355 Section 2: *spatial* (georeferenced pictures: latitude and longitude), *temporal*
356 (date and temporal intervals), *social* (recommendation and collaborative fil-
357 tering) and *situational*(storyboard). Referring to Table 1 presented in the
358 preceding Section 2.2.1 we highlighted characteristics and limitations of ex-
359 plored systems existing in literature and on the web. The explored systems
360 have limitations in the sense that those considering the collaborative dimen-

²⁰<http://estorys.spain.sc>. Login as guest (password: guest).

361 sion generally do not include features for explicitly managing the situational
362 dimension (e.g. Flickrmaps and Panoramio). On the other hand systems sup-
363 porting situational dimension do not provide any form of collaborative filter-
364 ing thus inhibit strong collaboration when it comes to publishing information
365 instead of visualizing them (e.g. Ushahidi, ChicagoCrime). Diversely from
366 these systems, eStoryS includes all the four dimensions in this design and
367 the result is an integrated and general system for supporting back-channels
368 communications over georeferenced images on the web.

369 Our mashup application employs Flickr’s API to retrieve pictures from its
370 database and make use of location metadata to accurately place such images
371 on a map, exploiting Google Maps API.

Figure 5: The user interface of our prototype application. a) temporal and filter settings; b) digital map panel; c) ranked list of retrieved images; d) storyboard authoring panel.

372 In Figure 5 the system interface is shown. Users can search for a ge-
373 ographic area entering any combination of address, city, state or zip code.
374 Subsequently, the system retrieves all the georeferenced photos taken within
375 the selected area. Finally, the retrieved pictures are placed on the map ac-
376 cording to their location (*spatial dimension*). Up to five zoom levels are
377 supported, from a country view (lower) to a street view (higher). Zoom lev-
378 els also affect images visualization on the map. While, at lower levels, images
379 are clustered into placemarks (according to their geographic distance), im-
380 ages thumbnails are placed directly on the map at the higher level.
381 Users can browse for photos by selecting (*a*) the associated place-holder on

382 the map or (b) the image thumbnail, placed in a ranked list present in a
383 panel. The use of thumbnails appears to be effective in user interfaces for
384 the visualization of digital images [1], because of their capacity to gather a
385 lot of information in a small space. Furthermore, a vertical scroll bar allows
386 users to access thumbnails not visible in the panel.

387 Double-clicking either a place-holder or a thumbnail provides a full-view of
388 the image (see Figure 6). A single mouse click, instead, enables users to
389 visualize further information about the images, like the associated tags, the
390 photo’s title, its owner, the date and the geographic position.

391 Pictures are retrieved also considering the *temporal dimension*, in conjunction
392 with the spatial one. The system interface enables users to select temporal
393 intervals and subsequently retrieve the photos with a *shot date* within the
394 given range. Through our collaborative mapping mashup users can create
395 and share their own pictorial content, rather than simply browsing and visu-
396 alizing geolocated images.

Figure 6: Full-view of a selected thumbnail. This shot was taken at the Atocha station in Madrid on 13 March 2004.

397 Lastly, registered users’ information as well as the history of their in-
398 teractions with the system are stored in a database on the server. Such
399 information turns out particularly useful to analyse the users’ behaviour and
400 to design tools embracing the users’ collaboration. As a result, we have de-
401 veloped a naive recommendation system [22] as a means to filter and rank
402 the retrieved pictures for exploiting the *social dimension*. In emergency situ-
403 ations, involved people are under pressure to absorb information rapidly, to

404 judge their relevance and reliability and to make effective decisions [7]. For
405 these reasons, systems supporting disaster management must help users in
406 facing this information overload, providing ways to obtain available informa-
407 tion quickly and possibly with minimum effort. We describe in Section 3.4
408 how implicit users collaboration (through collaborative filtering) can be suc-
409 cessfully exploited to satisfy these needs. Finally, we provided a *Storyboard*
410 *Authoring* mode, in which storyboards of selected images can be edited. Sto-
411 ryboards are graphic organizers, such as a series of illustrations or images
412 displayed in sequence. Although the storyboarding process has its roots in
413 the film industry, the term *storyboard* has been used recently in the fields
414 of web and software development to present and describe interactive events,
415 particularly on user interfaces, electronic pages and presentation screens.
416 The use of storyboards according to the *situational dimension* help situa-
417 tional contributors (people publishing photos during a specific event or for a
418 specific purpose like an emergency) to group photos and publish sequences
419 of events on the system.

420 3.1. System development

421 Two main web services have been developed. The first service is respon-
422 sible for making calls to the Google Maps' GClientGeocoder class (provided
423 by Google's API) to communicate directly with Google servers, in order to
424 map the address, as entered by the user, to its geographical coordinates.
425 Such coordinates are employed by the second service, that queries Flickr
426 to retrieve the required information, according to the spatial-temporal con-
427 straints. Data are exchanged by means of the Javascript Object Notation
428 (JSON), a lightweight standard format that is easy to read and write for

humans, as well as it is easy for machines to parse and generate. On the client side, information is extracted by parsing the retrieved JSON archives. We have made extensive use of the AJAX web development technique to build the system interface as well as for visualizing content. Several AJAX libraries, such as the Dojotoolkit²¹, provide a wide range of pre-built UI (User Interface) components and effects, in order to provide a fast development of rich internet applications. As an example, our approach to manipulate images to place into storyboards employs drag-and-drop. This technique results fast and easy-to-learn for users to perform tasks, having the advantage of thoughtfully clumping together two operands (the object to drag, and the drop location) into a single action [6].

3.2. Time-based retrieval

We have also implemented three basic components (see Figure 7) in order to specify constraints on the temporal properties: (a) the calendar, (b) the temporal interval box and (c) the timeline (a temporal slider [28]). Obviously, these components allow users to constrain their query by time.

The calendar component consents to select the date of photos to retrieve. For example, if we are interested in obtaining pictures of the 11-M terrorist attack in Madrid, we have to enter *Atocha*, *Madrid*, *Spain* in the search box and select the date of 11 March 2004 from the calendar. The temporal interval box allows to define a timespan of one day, one week or one month. Consequently, the system will retrieve photos being shot within the selected

²¹<http://dojotoolkit.org>

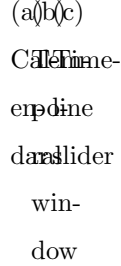


Figure 7: UI components to specify temporal constraints on queries.

range, starting from the chosen date in the calendar (see Figure 6). The timeline slider is a widget, displayed in a horizontal fashion, with which a user may shift the temporal window by moving an indicator. Figure 7c shows the resulting timeline slider for a temporal interval of one day. Users can retrieve and visualize photos of the days immediately before or after the selected one by simply clicking with the mouse on that day or, of course, dragging the indicator on it. The same holds for weekly and monthly time spans.

These components result really helpful to make the system practical, avoiding that a query returns a huge number of items. In fact, they can be thought, in conjunction with zooming on a particular region, as a primary information filtering tool. As an example, users can reduce the amount of retrieved data by simply narrowing down on a geographical area and, at the same time, decrease the temporal window. Moreover, the presence of widgets for defining temporal constraints, helps users in refining their queries. In this way, they can immediately retrieve the information they need, avoiding to search in large messy collections of images. During emergencies it is crucial to quickly

469 obtain information on the disaster area, in order to organize relief operations.
 470 However it is equally important to have a clear view of the area before and,
 471 immediately after the disaster occurs, report on damages estimation as well
 472 as monitor (and provide updates on) post-disaster operations.

473 3.3. The storyboard tool

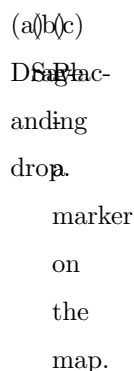


Figure 8: The storyboarding process.

474 Our system also provides a tool to quickly generate storyboards exploit-
 475 ing drag-and-drop of selected images (Figure 8). Therefore, in order to create
 476 a storyboard, a user can select pictures from the list of retrieved images (the
 477 panel on the right in the system GUI, see Figure 5c and Figure 8a) and drag
 478 such images directly into the storyboard panel (a tabbed pane identified by
 479 the storyboard’s name, see Figure 5d and Figure 8b). A menu gives the pos-
 480 sibility to save the storyboard, as well as to edit its attributes (Figure 8b).
 481 Associated with each storyboard there is a color, indicating the *emergency*
 482 *intensity rating*: green for low, yellow for moderate and red for high. Sup-
 483 pose a user is interested in building a storyboard on an emergency situation.

484 Depending on what the storyboard will be about, she can assign: *a)* a red
485 color, in case the storyboard contains photoshots taken during such emer-
486 gency, *b)* a yellow color, for events occurred immediately after the crisis or,
487 finally, *c)* a green color, for images referring to the *recovery* [14] phase (i.e.
488 damaged building or infrastructure).

489 Once generated, a special marker representing the storyboard is placed on
490 the map, according to its spatial features and visual metaphors described
491 in [3] and shown in Figure 8c. User-generated storyboards are stored in a
492 database, containing information like: the owner, the URLs of related pho-
493 tos and the spatial-temporal data. The storyboard’s geographic position is
494 estimated as the centroid (or geographical center) of the region detected by
495 the coordinates of its photos. A time span, connected to each storyboard,
496 represents its time duration and corresponds to the previously selected tem-
497 poral interval.

498 Storyboards can be viewed by all other users and filtered depending on the
499 kind of emergency level (green, yellow and red). Moreover, the use of story-
500 boards can stimulate and help situational contributors since we think that
501 when a disaster occurs many citizens could refer to such a system for the
502 first time to publish storyboards. The storyboarding process addresses both
503 common people as well as members of governmental agencies. As an exam-
504 ple, citizens can build storyboards to report, to relatives or friends, on the
505 status of their personal property. Meanwhile, professional officers may use
506 this tool for damages estimation, highlighting a region before, during and af-
507 ter a disaster occurs. These are exactly the kind of phenomena we identified
508 in 2 section for which we considered the situational dimension.

509 3.4. *Ranking through recommendation*

510 Recommendation algorithms are best known for their use on e-commerce
511 systems, where information about a customer’s interests is employed to gen-
512 erate a list of recommended items. Such information includes, other than
513 the items that customers purchase, items viewed, demographic data, user’s
514 interests and preferences. There are three main approaches to handle the
515 recommendation problem: traditional collaborative filtering, cluster mod-
516 els, and search-based methods [22]. In traditional collaborative filtering,
517 recommendations from similar customers’ items are selected using various
518 methods. A common technique is to rank each item according to how many
519 similar customers purchased it. We employ here a similar approach. Users
520 are viewed as a N-dimensional vector of queries, where N represents the num-
521 ber of different queries performed by the user. Every query is represented
522 as an M-dimensional vector, where M is the number of retrieved images. A
523 boolean value is associated to such images, and it is: true if the photo was
524 viewed by the user (double-clicking on the place-holder or the thumbnail),
525 false otherwise. The system ranks images according to how many different
526 users have double-clicked on it. The ranking is computed on the information
527 contained on the corresponding cell of the vector of all the users which per-
528 formed a given query. We assume here that during, or immediately after, an
529 emergency the most viewed images for a given area are probably the most
530 relevant ones, with respect to the specific emergency (e.g. photos of damaged
531 buildings, firefighters rescuing people, etc.).
532 At this stage we employed recommendations only for ranking purposes. In
533 future work, we plan to further investigate the use of such techniques in col-

534 laborative systems for emergency management, as well as to employ different
535 recommendation algorithms.

536 4. System Evaluation

537 4.1. Analytic Evaluation through a scenario

538 We evaluated our system by comparing it with other analogue systems
539 publicly available. These systems have been carefully selected among mashup
540 applications explored in section 2. We selected FlickrMaps and Panoramio
541 considering them as the only ones comparable to our system. Even if ushahidi
542 might seem similar too it presents some evident limitations that might have
543 affected our analytic evaluation. In particular map-based mashups developed
544 using the ushahidi engine are geographically limited to a specific scenario.
545 eStoryS provides an interface for searching and selecting geographic areas
546 among the world, as FlickrMaps and Panoramio do, while Ushahidi is re-
547 stricted to specific areas (selected by the designer depending on the specific
548 event); thus our system is not directly comparable with mashups generated
549 by Ushahidi that at a first look might seem similar to eStoryS.

550 Following the analytical evaluation technique [26] we designed two sce-
551 narios that represent typical situations where our system, and this kind of
552 mashup systems could be of greatly helpful.

553 In 2005 Hurricane Katrina was one of the deadliest in the history of the
554 United States. Among recorded Atlantic hurricanes, it was the sixth strongest
555 ever. Hurricane Katrina formed over the Bahamas on August 23rd, 2005, and
556 crossed southern Florida, causing deaths, flooding and destruction along the
557 coast of Gulf of Mexico from central Florida to Texas. The most shattering

558 loss of lives and property damage occurred in New Orleans, Louisiana, which
559 flooded due to the floodbank system failure. Let us imagine that today is
560 Wednesday, 31th August 2005. One of your best friends lives with her/his
561 family in Loyola Avenue, New Orleans. You are worried about her/him be-
562 cause he/she does not answer the phone and stopped updating her/his blog.
563 You are interested in obtaining information (photos in our case) on the af-
564 fected area, to be aware of the extent of the damage and, with luck, to know
565 something about your friends' health. How can you take advantage of cur-
566 rent mapping services to accomplish this task?

Flickr Maps (Figure 9) offers an interface to search for arbitrary areas in

Figure 9: Loyola Avenue, New Orleans, Louisiana on Flickr Maps.

567
568 the world, using a map to display photo items, like our system does. Nev-
569 ertheless, analysing the Yahoo system, we conclude that it is unsuitable for
570 the presented scenario. In order to find representative pictures, users have to
571 look over a large number of images, by using a *slideshow widget* provided by
572 the system interface. There are currently about 73000 georeferenced photos for
573 the Loyola Avenue's area in the Flickr database, and only a subset of about
574 20 images at a time is presented to the users. Photos are ranked depending
575 on their *interestingness* in the Flickr community, or their upload time on the
576 website. Moreover, users cannot retrieve pictures exploiting the temporal
577 dimension in conjunction with the spatial one; for example by selecting the
578 date when photoshots were taken, or even within a temporal interval.

579 Panoramio (Figure 10), the mapping service offered by Google, incurs in the
580 same limitations as Flickr Maps, if employed in the emergency management

Figure 10: Loyola Avenue, New Orleans, Louisiana on Panoramio.

581 domain. Panoramio provides the users with an interface where a subset of re-
582 trieved photos are visualized in a panel on the left and image thumbnails are
583 placed directly on a map within the main panel. In addition this system does
584 not implement an interface exploiting the temporal dimension for querying
585 its images database. Pictures are ranked only by popularity or upload time.
586 Like in the Yahoo system, in order to identify representative images, users
587 have to scroll over the subsets of retrieved pictures. To summarize, it is clear
588 that searching images of a particular event, when using these two systems,
589 can be really a hard and time-consuming chore.

590 Conversely, with our system (see Figure 12), interested people can easily
591 acquire useful information. Using the *calendar widget* (Figure 7a) and the
592 *temporal window widget* (Figure 7b), users can exploit the temporal metadata
593 in order to retrieve only the subset of photoshots taken in a given tempo-
594 ral interval, depending on the selected date. Users displace over contiguous
595 temporal intervals by means of the *timeline slider* (see Figure 7c). Finally,
596 the entire set of retrieved images is visualized in an assigned panel (as well as
597 on the map): such pictures are ranked through our *recommendation system*,
598 taking advantage of the users' collaboration. Taking into account the pre-
599 sented scenario, in order to find related photos to her/his friend's safety, a
600 user has to select the date in which the Hurricane Katrina made its landfall
601 in New Orleans (Monday, August 29th, 2005), to set the temporal interval
602 of a week and, of course, to type the address *Loyola Avenue, New Orleans,*
603 *Louisiana, US* in the search box. As a result, the system will place retrieved

604 photos on the map and simply after selecting photoshots located in Loyola
605 Avenue, the user can determine the situation (damaged building, citizen's
606 safety, etc.) arisen in that place.

Now, assume you are a member of the Civil Defense (a professional working

Figure 11: Loyola Avenue, New Orleans, Louisiana on eStoryS.

607

608 in the emergency field), having to deal with this catastrophic event. One
609 month after the crisis you have to report on the passage of the hurricane,
610 damages and recovery operations, certificating it with photos. You have to
611 choose a set of photos to build a sequence of images, describing the situation
612 in New Orleans, before the hurricane occurs, during the disaster and imme-
613 diately after.

614 We have just highlighted how difficult it can be to retrieve pictures of an
615 event employing Flickr Maps or Panoramio. Moreover, these two systems do
616 not provide any tool to build temporal sequences of images. Due to this fact,
617 in order to accomplish this particular task, a user should manually build the
618 sequence, resulting in a burdensome activity. She should provide, for exam-
619 ple, a directory structure on their personal computer (based on the pictures
620 date), where selected images were stored. Nevertheless she cannot acquire
621 the date in which a picture was taken until she explicit selects it, and this
622 temporal metadata cannot be stored along with the image. To this end, she
623 could create a directory (with a name depending on how she wants to title
624 her/his sequence) and then add a sub-directory for each of the selected im-
625 ages, named with the photoshots date.

626

Figure 12: A storyboard including damages with different perspectives built after the hurricane Katrina.

627 With eStoryS, the process of generating sequences of images is fast and
628 simple, thanks to the presence of the *storyboard tool*. Building a storyboard of
629 images only consists on *a)* selecting the storyboard active time (one day, one
630 week or one month) *b)* defining the storyboard severity rating (red, yellow
631 or green) *c)* assigning a title to the storyboard and finally *d)* populating
632 the storyboard by dragging selected photos. The widgets provided by the
633 eStoryS interface turn out to be really helpful. A user is always conscious of
634 the pictures date due to the presence of the *calendar widget*. The *temporal*
635 *window widget* allows a user to select tighter or wider temporal intervals and
636 the *timeline slider* to quickly shift between them.

637 In this first step in the development of a mashup system for back-channels
638 communication during emergencies we were mainly interested in the use of
639 images for describing the status of the disaster or to contribute to grassroots
640 journalism and for this reason we restrict to the image media. Moreover geo-
641 referenced images are very important for rescue planning or damages evalua-
642 tion during a disaster. Nevertheless our background study and future works
643 points toward the integration of more media.

644 4.2. Heuristic Evaluation

645 To evaluate the usability of our mashup application, we conducted a
646 heuristic evaluation, according to the discount usability approach [24]. Our
647 expert reviewers examined the interface design to determine its compliance
648 with a short list of usability principles (called heuristics). The twelve ex-

649 pert reviewers were carefully selected among a group of graduate students
 650 of the Computer Science Department at University Carlos III of Madrid,
 651 Spain. They all attended an advanced seminar on HCI and usability and
 652 thus could be considered quite expert in applying usability guidelines. The
 653 heuristics used for conducting our experiment are general rules that intent to
 654 describe common properties of usable interfaces. Individual evaluators per-
 655 formed the evaluations, each inspecting the interface alone. We demanded
 656 not only to say that they do not like something, but also to explain why
 657 they do not like it, with reference to the heuristics. We exploited here, as
 658 heuristics, the eight human factors considerations, identified by Lin et al. in
 659 [16]. These factors are: Compatibility, Consistency, Flexibility, Learnability,
 660 Minimal action, Minimal memory load, Perceptual limitation and User guid-
 661 ance. Since our application addresses both common people and members of
 662 governmental agencies, it was not strictly required for the evaluators to be
 663 expert on the domain (emergency management). The evaluators received a
 664 ten minutes explanation of the system and its main functionalities. As we
 665 were also interested in assessing the efficacy of the online tutorial of the sys-
 666 tem, no observers attended the evaluation sessions. In case of problems or
 667 doubt, experimenters can only receive hints looking at the tutorial. There-
 668 fore, during the sessions, the experts examined the interface several times and
 669 reported a list of usability problems in the interface, as well as positive as-
 670 pects, with reference to the previously defined heuristics. For each heuristic,
 671 we have identified subcategories, in order to categorize evaluators' findings.
 672 As an example, the compatibility heuristic consists of the four subcategories
 673 of *Common Vocabulary*, *Keywords*, *Icons & Commands* and *Browsers*.

674 Figure shows the results of our evaluation with respect to each heuristic.
675 The 83% of the evaluators reported on serious compatibility problems
676 regarding the keywords used to identify functionalities peculiar to the eStoryS
677 application, like the temporal window or filter by recommendations. In
678 fact, these labels may be unfamiliar to the user, which couldn't understand
679 well the function of the specific UI component. As reported by one of the
680 evaluators:

681 I found the labels used to identify functionalities peculiar to
682 the system very confusing. I cannot understand what the *tempo-*
683 *ral window* refers to, before I started interacting with the system.

684 On the other hand, the 83% of the evaluators found consistent the use
685 of the three colors (red, yellow and green) to identify the severity rating of
686 an emergency storyboard. In fact, our system employs the same color code,
687 as defined at time of storyboard creation, to distinguish UI elements related
688 to the storyboard: clear examples are the border framing the storyboard
689 authoring panel and the icon representing the storyboard on the map. As
690 one of the evaluators explained in her report:

691 I found consistent the use of the three color: red meaning
692 emergency, yellow for alarm and green for a normal situation.

693 Overall, it resulted that the majority of usability flaws only concerns cosmetic
694 aspects of the system interface that can be rapidly enhanced. The
695 42% of the evaluators also reported on the lack of a tool for uploading and
696 sharing personal photoshots, apart from the images gathered from Flickr.

697 However, they positively assessed the adopted interaction techniques and sys-
698 tem functionalities for handling temporal- and geo- referenced online photo
699 collections. As one of the evaluators stated:

700 I can create spatio/temporal storyboards in an efficient and
701 intuitive way. I think the overall usability of the interface is
702 satisfactory, with respect to the system objectives.

703 4.3. *Experimental Evaluation*

704 We conducted an experiment with 34 participants, which were introduced
705 to the system by using an online tutorial we prepared. Participants were
706 asked to perform three tasks of incremental difficulty and to fill a post-task
707 questionnaire.

708 The overall duration of the experiment was around 2 hours. The first 15
709 minutes were spent to give a brief explanation of the system and an intro-
710 duction to the purposes of the experiment. The participants spent the rest
711 of their time in using the tutorial, completing the tasks and answering the
712 questionnaire.

713 The three tasks we asked to complete were related to the specific use of eS-
714 toryS in the domain of emergencies; the first one was generic, the second
715 one required the use of the timeline to solve the task more efficiently; while
716 the third and last one required the use of the storyboard tool to collect in-
717 formation about the scenario (see *Appendix A* for details and questionnaire
718 design information). We will refer here to questions in the questionnaire
719 (see *Appendix B*) by using a short sentence for the topic and the question
720 number, like for instance Q1 indicating the question number one. From the

721 first three questions (Q1, Q2, Q3) we extracted information about the back-
722 ground of the users. It resulted that 27% of the participants have already
723 used Flickr while 73% have not used it before. From Q2, we noted that
724 41% of the participants had an idea of what a mashup is and have already
725 used it, while 59% was not aware of this term. Concerning the use of web
726 mapping applications (Q3) 61% of the answers were between 0 and 1, which
727 means never used a web mapping or used only one kind of web maps. We
728 must point out that the category with the higher frequency, 35%, selected
729 one application (almost coinciding with Google Maps). In Table 2 we present
730 the statistics about our participants (questions in the users' profile section
731 of the questionnaire). They were in the age range of 18–34, with 70% of the
732 population in the 18–24 range. The age range is the one expected by people
733 most frequently using (and will use in the future) social and photo-sharing
734 applications on the web.

735 Figure 14 shows results for the first part of the questionnaire (from Q4 to
736 Q12). A Likert scale of 5 values [21] was used in our questionnaire: strongly
737 agree (1), agree (2), neutral (3), disagree (4) and strongly disagree (5). We
738 grouped answers to question from Q4 to Q12, because they represented a
739 general evaluation of the system. The graph in Figure 14 represents the per-
740 centage of positive answers (1-2 in the Likert scale), neutral answers (3), and
741 the percentage of negative answers (4-5 in the Likert scale). As we can see
742 the general score is positive. Especially Q4 and Q5 (concerning system inter-
743 face and presentation of information) appear clearly positive. The tutorial
744 was helpful, as proved by a 68% of positive answers. This implies a good
745 understanding of the system and can affect the good results of Q4 and Q5.

746 Only Q6 (unexpected behaviour of the system) is clearly negative. This can
747 be due to the fact that elements of the interface were sometimes expected
748 to perform different actions depending on the type of browser used for the
749 experiment, leading to an unexpected behaviour of the interface components.
750 We believe that results of Q7 and Q8 (system functionalities) were also in-
751 fluenced by this unexpected behaviour.

752 The average values of scores over questions from Q4 to Q12 are presented
753 in Table 3. Table 3 helps us in understanding the magnitude of the positive-
754 ness or negativeness of the answers compared to the frequencies presented in
755 Figure 14. Summing up, the strongest point of our system are: the interface,
756 the information clarity and the quality of the tutorial.

757 Figure 15 shows the results obtained for the three tasks participants were
758 asked to perform.

759 As we can see from the graph the overall judgement on the use of the
760 system for completing the tasks was positive. We can highlight that it was
761 particularly effective on task 3 (Q19, Q20, Q21) which was the most difficult
762 one. We think that among the proposed tool, the storyboard could be of
763 great help in such kind of tasks. We want to point out that 71% of the an-
764 swers to Q18 and 74% of the answers to Q21 were in the 1-2 range (strongly
765 agree, agree). The only negative point here seemed to be on Q16, where
766 participants judged as negative the complexity for completing Task 2, which
767 could be due to the inherent complexity of the task we designed. In fact,
768 participants judged with a positive result the time slider tool (used in Task
769 2 and Task 3) but might have happened that they did not find it easy to use
770 for the selected task.

771 Table 4 displays the average values for questions from Q13 to Q21. By
772 analysing the averages presented in Table 4 we can see that a general posi-
773 tive impression comes out from the completion of the three selected tasks.

774

775 In Figure 16 we present results on questions from Q22 to Q28, related to
776 the overall evaluation of the system with respect to the completed tasks.

777 As we can see from the graph in Figure 16, the results are mainly positive.
778 Specifically, question Q23 (easy of use of the system) scored clearly positively,
779 with a few neutrals. This confirms that the users liked the interface and the
780 presentation of the information and thus the overall users' experience with
781 the system is good. Moreover, question Q25 (level of integration of system's
782 functionalities) scored a good result, which was one of our aims. Since the
783 system is a mashups the level of integration of the different features is relevant
784 for the users' experience with the system. If different functionalities are not
785 well integrated, the system could present a heavy cognitive load for the user
786 in trying to understand which different web systems have been mixed for
787 generating the mashup application, leading to a non-coherent interface and
788 users' interaction.

789 In Table 5 we can see that the averages are in line with what expected from
790 the frequency analysis presented in Figure 16.

791 Summarizing all the results, we grouped the positive and negative findings
792 in Table 6. There is an evidence that users liked the interface, the information
793 organization and the provided tutorial. Furthermore the system resulted easy
794 to use and functionalities appeared well integrated. This last characteristic
795 is quite relevant since eStoryS is a mashup application and thus it is an

796 integration of different sources of information and systems (Google Maps,
797 Flickr, and so on). On the other hand the system resulted partially unstable
798 when tested on different browsers (this can be due to the peculiarities of the
799 technologies which are not completely standard when rendered in different
800 browsers).

801 5. Conclusions and Future Work

802 In this paper we presented a mash-up system for helping people and pro-
803 fessionals to cope with emergencies. The system is developed by using a web
804 mashup technique but, compared with other systems, it provides special-
805 ized tools such as a spatio/temporal search feature, a recommendation and
806 filtering tool and storyboarding. Many social networks have been used dur-
807 ing different types of emergencies like the Virginia Tech shooting or London
808 bombings but they were general purpose like Facebook or Flickr; nevertheless
809 these systems resulted very helpful both during the emergency for keeping
810 people in touch or update on the status of the emergency, and immediately
811 after for recollecting data or tracing the events and communications occurred
812 during the emergency phase. Our system has been compared to others which
813 include similar information but lack of organization and tools helpful in such
814 critical situations. We identified four dimensions: spatial, temporal, collabo-
815 rative and situational that are common to mashups systems for emergencies.
816 We categorized the systems explored in literature with these four dimensions
817 and highlighted the characteristics and limitations of each. We used the four
818 dimensions to design our system for being as effective as possible being a
819 georeferenced mashup system for back-channels communications (based on

820 images) for emergency situations. We evaluated our system by performing
821 three different evaluations: analytical, based on heuristic and experimental
822 evaluation. From the evaluations we found that users liked the interface,
823 the information organization, and the system tutorial. Moreover the system
824 resulted easy to use and with good functionalities integration. This last char-
825 acteristic is very good being our system a mashup and thus an integration of
826 different sources of information and systems (google maps, flickr, and so on).
827 On the other hand users criticise the aesthetic of the interface which could
828 be enhanced with their suggestions and the system resulted partially instable
829 when tested on different browsers (this can be due to the peculiarities of the
830 technologies which are always not completely standard when rendered in dif-
831 ferent browsers). The evaluations clearly shows the potential of our system
832 and the efficacy in the presented scenarios. Furthermore we think that our
833 system is helpful both for people involved in an emergency (for retrieving in-
834 formation about relatives, for obtaining visual information about the status
835 of an house or building, etc.) and for emergency professionals (a storyboard
836 can be edited representing the photos indicating the status before, during
837 and after an emergency, photos available before the emergency could be used
838 to coordinate aids on site, etc.). Apart from improving the system according
839 to users' evaluations we are currently implementing new features to include
840 in the mashup visualization additional information, such as 3D mappings
841 produced by GoogleEarth²³ augmented by carving Flickr photos onto the
842 terrain space. Keywords or tags clustering is one of the features that could

²³earth.google.com

843 be of great help in our system as they can be considered a further dimension
844 in the search for information [4]. We are also developing new tools for fil-
845 tering photos of particular objects of interest, like: buildings, hospitals, and
846 so on, as elements of interest for an emergency or disaster scenario joining
847 image processing features with tags clustering. Finally we are considering of
848 integrating other media sources like text and videos taken from other social
849 networks.

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952 **Appendix A**

953 We present here the scenario and the three task of incremental difficulty
954 proposed to the participants of our experimental evaluation, reported in Sec-
955 tion 4.3.

956 *Scenario*

957 Hurricane Katrina in 2005 was one of the deadliest in the history of
958 the United States. Among recorded Atlantic hurricanes, it was the sixth
959 strongest overall. Hurricane Katrina formed over the Bahamas on August 23,
960 2005, and crossed southern Florida, causing some deaths and flooding there
961 before strengthening rapidly in the Gulf of Mexico. The storm weakened
962 before making its second landfall on the morning of Monday, August 29
963 in southeast Louisiana. It caused severe destruction along the Gulf coast
964 from central Florida to Texas. The most severe loss of life and property
965 damages occurred in New Orleans, Louisiana, which flooded as the levee
966 system catastrophically failed, in many cases hours after the storm had moved
967 inland. Use the eStoryS system to accomplish the following tasks, within the
968 scenario presented above.

969 *First task*

970 Imagine you are writing about the hurricane Katrina in your personal
971 blog, and you want to insert a picture in your post. Select one picture that,
972 in your opinion, best describes the destruction caused by the passage of
973 Katrina in New Orleans, Louisiana.

974 *Second task*

975 One of your best friends lives in Loyola Avenue, New Orleans, Louisiana.
976 It is August 31, 2005 and you are worried about her/him because she doesn't
977 answer the phone and stopped updating her/his blog. Search for photos taken
978 in Loyola Avenue, New Orleans, Louisiana on the days August 28, 29 and 30,
979 2005, to check about the damages in that place that you believe are related
980 to your friend's safety.

981 *Third task*

982 You are a member of the civil defense who, one month after the crisis, have
983 to report on the passage of the hurricane, damages and recovery operations,
984 documenting it with photos. Choose at least 5 and at most 10 pictures and
985 build a sequence of such images to describe the situation in New Orleans,
986 Louisiana, before the hurricane occurs (a few days before August 28, 2005),
987 during the disaster (the week from August 28, 2005 to September 4, 2005),
988 and immediately after (let's say until three weeks after).

989 *Questionnaire design*

990 We devised our questionnaire after having screened a list of standardized
991 questionnaires available in literature. In particular we took into account the
992 following instruments created to capture some aspects of usability criteria:

- 993 • **Software Usability Measurement Inventory — SUMI** [18];
- 994 • **Questionnaire for User Interaction Satisfaction — QUIS** [8];
- 995 • **Purdue Usability Testing Questionnaire — PUTQ** [16];

- 996 • **System Usability Scale — SUS** [5];
- 997 • **After Scenario Questionnaire — ASQ** and **Post-Study System**
- 998 **Usability Questionnaire — PSSUQ** [20].

999 **Appendix B**

1000 *Questionnaire*

ID

1. Have you ever used ☐ **Yes**
Flickr ☐ **No**
1001 (www.flickr.com)?

2. Have you ever used mashup applications? A *masuhp* is a [web application](#) that combines data from more than one source into a single integrated tool: i.e. Digg, wikiCrime, etc. (from en.wikipedia.org).

3. How many web mapping applications have you worked with (i.e. Flickr Maps, Google Panoramio, etc.) ?
- ☐ None
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ More than 3

Describe briefly the sort of tasks you usually carry out with these kind of web applications.

- | | Strongly
Agree | Agree | Neutral | Disagree | Strongly
Disagree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4. I liked the interface of the system. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 5. The organization of information presented by the system (as a response to my requests) was clear. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6. The system occasionally behaves in a way which can't be understood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7. I felt comfortable using this system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8. The system has all the functions and capabilities I expected it to have to accomplish the requested tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9. Response time for most operations was slow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10. The tutorial was helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11. I think that the tutorial is the right tool for explaining the system usage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12. Information for specific aspects of the system was complete and informative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

First Task

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1003 13. Overall, I am satisfied with the ease for completing this task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
14. Overall, I am satisfied with the amount of time it took to complete this task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15. It was easy to find the information I was searching for.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Second Task

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16. Overall, I am satisfied with the ease of completing this task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
17. Overall, I am satisfied with the amount of time it took to complete this task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
18. I think the <i>Timeline Slider</i> was effective for quickly switching temporal intervals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Third Task

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1004 19. Overall, I am satisfied with the ease of completing this task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
20. Overall, I am satisfied with the amount of time it took to complete this task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
21. I found the <i>Storyboard Tool</i> useful to quickly build and share my sequences of images.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
22. From my current experience with the system, I think that I would like to use this system in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
23. I thought the system was easy to use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
24. I was able to complete the tasks quickly using this system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly				Strongly
	Agree	Agree	Neutral	Disagree	Disagree
25. I found the various functions in this system were well integrated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>					
	Strongly				Strongly
	Agree	Agree	Neutral	Disagree	Disagree
26. The information retrieved by the system was effective in helping me to complete the tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>					
	Strongly				Strongly
	Agree	Agree	Neutral	Disagree	Disagree
27. I found the system unnecessarily complex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>					
	Strongly				Strongly
	Agree	Agree	Neutral	Disagree	Disagree
28. I think most people would find the system useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>					

User Profile

Age range

1006

- ☐ 18-24
- ☐ 25-34
- ☐ 35-45
- ☐ 46-60
- ☐ Over 60

Sex

- ☐ Male
- ☐ Female

Education

.....

Job title / main activity

.....

For how long have you been using
computers in your work/main activity?

- ☐ Less than 6 months
- ☐ 6 months to less than 1 year
- ☐ 1 year to less than 3 years
- ☐ 3 years to less than 5 years
- ☐ More than 5 years

Thank you for your time!

Table 1: Classification of mashup applications according to the four identified dimensions. (*) Georeferenced items are ranked by the system following their temporal order, starting from the most recent one. (**) The relevancy of an image with respect to the others is calculated by a system proprietary algorithm. The system ranks the images to visualize by means of this relevance measure.

System name	Spatial	Temporal	Collaborative	Situational
Flickr Maps	georeferenced images	most recent (*)	most relevant (**)	NO
Panoramio	georeferenced images	most recent (*)	most relevant (**)	NO
ChicagoCrime.org	georeferenced news	most recent (*)	NO	NO
Earthquakes mashups^a	georeferenced news	most recent (*)	NO	news publishing
Ushahidi	georeferenced reports ^b	temporal intervals	NO	reports publishing
Sahana	georeferenced news	specific date	NO	news publishing
HurricaneArchive.org	georeferenced reports	specific event ^c	NO	reports publishing

^a<http://earthquakes.googlemashups.com/> and <http://earthquakes.tafoni.net/>

^bmultimedia content

^cHurricanes Katrina and Rita

Figure 13: Graphic of evaluators' findings with respect to the given heuristics. Dark bars correspond to positive evaluations, while light ones to negative. On the x-axis all the parameters evaluated for each category are presented. We exploited here, as heuristics, the eight human factors considerations, identified by Lin et al. in [16].

Table 2: Statistics about participants.

Age Range	18-34 (100%) 18-24 (70%)
Sex	Male (65%) Female (35%)
Education	Computer Science (18%) Technical Engineering Computer Managements (44%) Computer Engineering (38%)
Job Title	Student (76%) Developer (12%) Other (12%)
Use of computer for main activity	More than 5 years (100%)

Figure 14: The graph representing the percentage of positive against negative answers on questions from Q4 to Q12. Questions with (*) means that the question was posed in a negative but in the graph have been inverted to give an homogeneous overview.

Figure 15: Percentage of positive against negative answers on questions from Q13 to Q21.

Table 3: Average scores on questions from Q4 to Q12. Questions with a (*) mean that the question was posed negatively but has been inverted in the graph for a homogeneous overview. In fact, for (*) questions: 4-5 were positive values, 3 neutral and 1-2 negative. Therefore only the mean of Q6 tends to a negative result.

Question	Average
Q4	2,8
Q5	2,6
Q6 (*)	2,5
Q7	2,8
Q8	2,9
Q9 (*)	3,2
Q10	2,4
Q11	2,5
Q12	3

Figure 16: The graph representing the percentage of positive against negative answers on questions from Q22 to Q28. Questions with (*) means that the question was posed in a negative but in the graph have been inverted to give an homogeneous overview.

Table 4: Average scores on questions from Q13 to Q21.

Question	Average
Q13	2,1
Q14	2,2
Q15	2,4
Q16	2,9
Q17	2,6
Q18	2,2
Q19	2,3
Q20	2,4
Q21	2,2

Table 5: Average scores on questions from Q22 to Q28. Questions with a (*) mean that the question was posed negatively but has been inverted in the graph for a homogeneous overview.

Question	Average
Q22	2,6
Q23	2,5
Q24	2,6
Q25	2,5
Q26	2,7
Q27 (*)	3,5
Q28	2,7

Table 6: Summary of experimental results.

Positive	Users liked the interface and the information organization as well as the tutorial. The Completion of proposed tasks was good ²² . The system resulted easy to use. Good functionalities integration.
Negative	System stability (occasionally behaves in unexpected ways). Task 2 seemed difficult to complete.