

A cognitive perspective on aerial image interpretation

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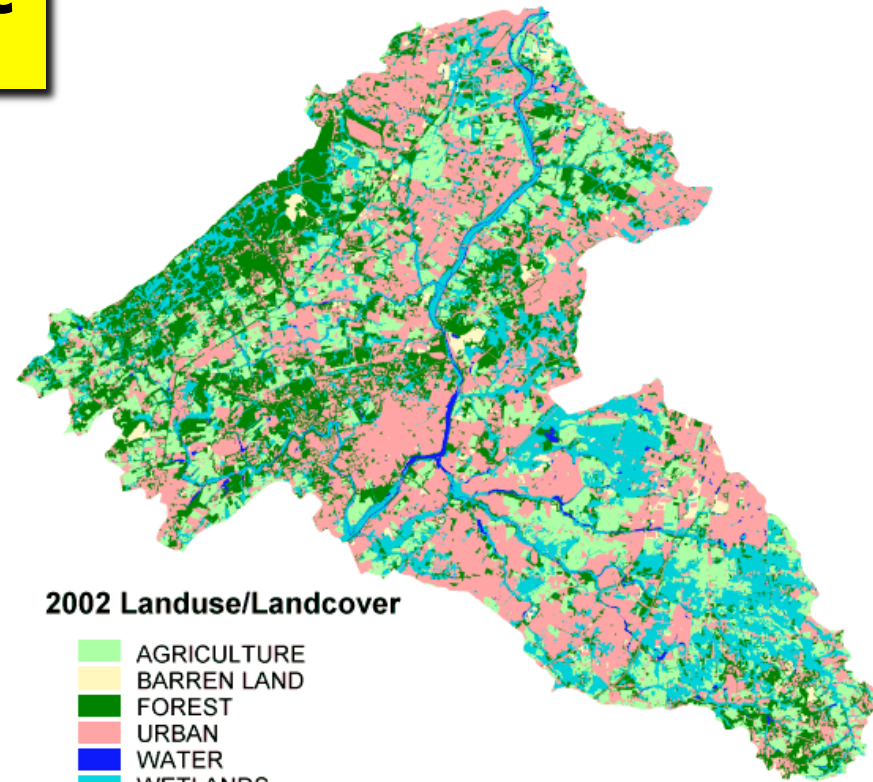
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Motivations /context

USGS Land Use/Cover Classification System

Millstone Watershed Management Area (WMA-10)



2002 Landuse/Landcover

- AGRICULTURE
- BARREN LAND
- FOREST
- URBAN
- WATER
- WETLANDS

For purposes of this display, the land use data have been generalized from over 50 detailed Level III/IV categories to 6 Level I categories. The actual data set does contain all of the detailed categories and delineations.

Level I

1 Urban or Built-up Land

2 Agricultural Land

Level II

11 Residential

12 Commercial and Services

13 Industrial

14 Transportation, Communications, and Utilities

15 Industrial and Commercial Complexes

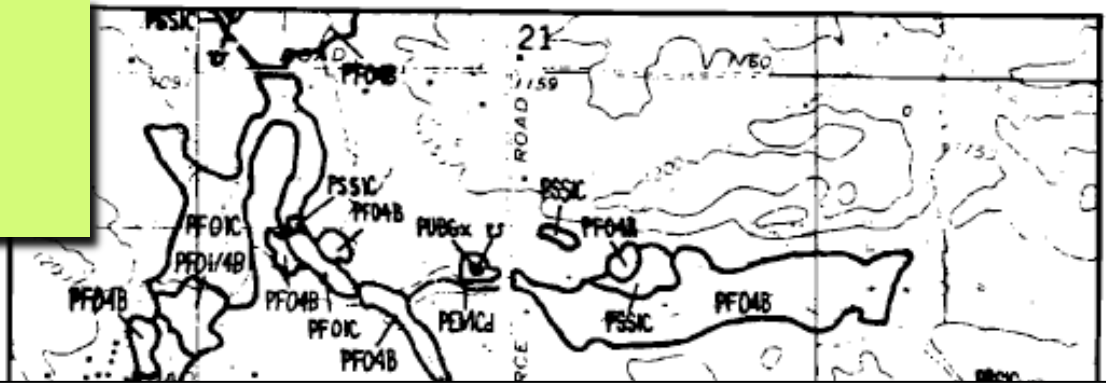
16 Mixed Urban or Built-up Land

17 Other Urban or Built-up Land

21 Cropland and Pasture

22 Orchards, Groves, Vineyards, Nurseries, and Ornamental Horticultural Areas

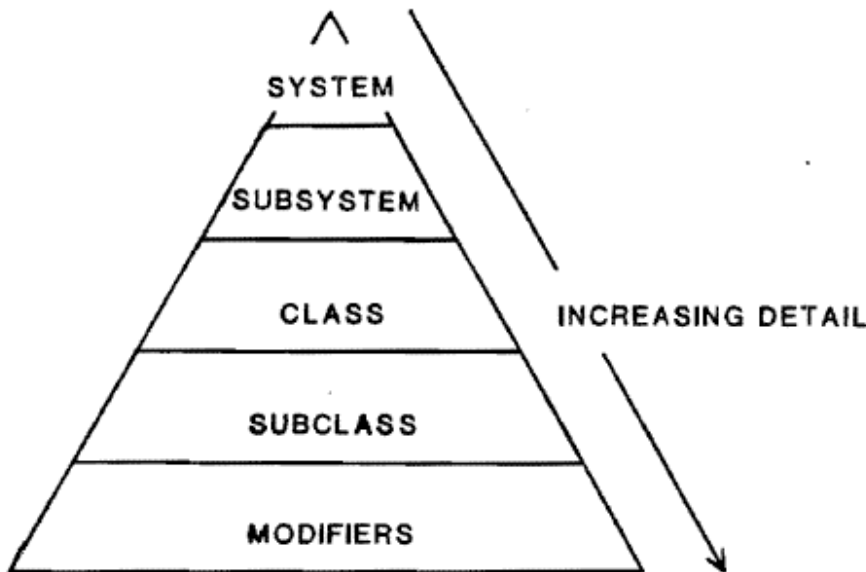
National Wetlands Inventory (NWI)



We want to know what information from the image is necessary to accurately/efficiently identify areas.



NWI MAP CODES AND THE WETLAND CLASSIFICATION SYSTEM*



Sample Research Questions

Cognitive
Process

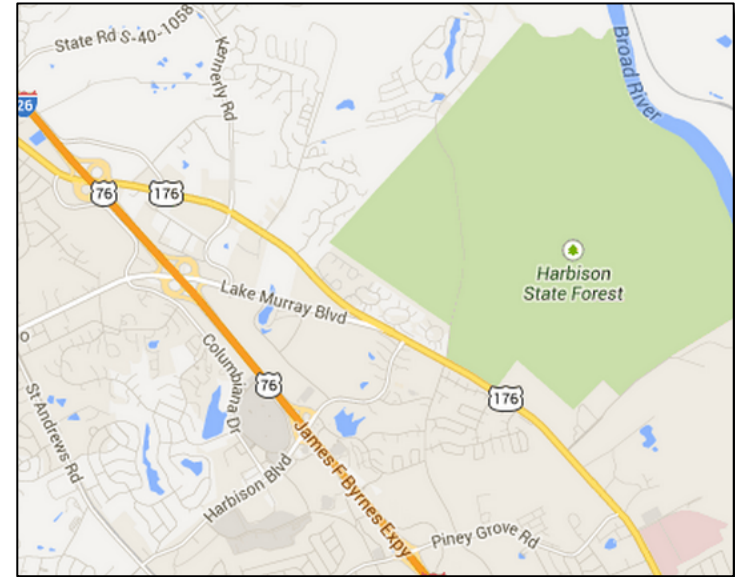
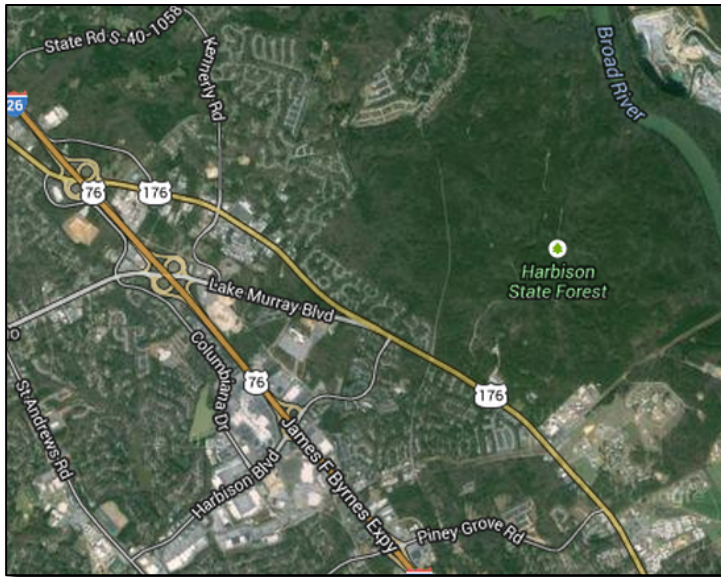


Classical Remote Sensing Interpretation Key

A manufacturing facility may contain raw materials, storage of finished products, shipping lines, etc.

A high school will contain a football stadium, parking lot for student cars, etc.

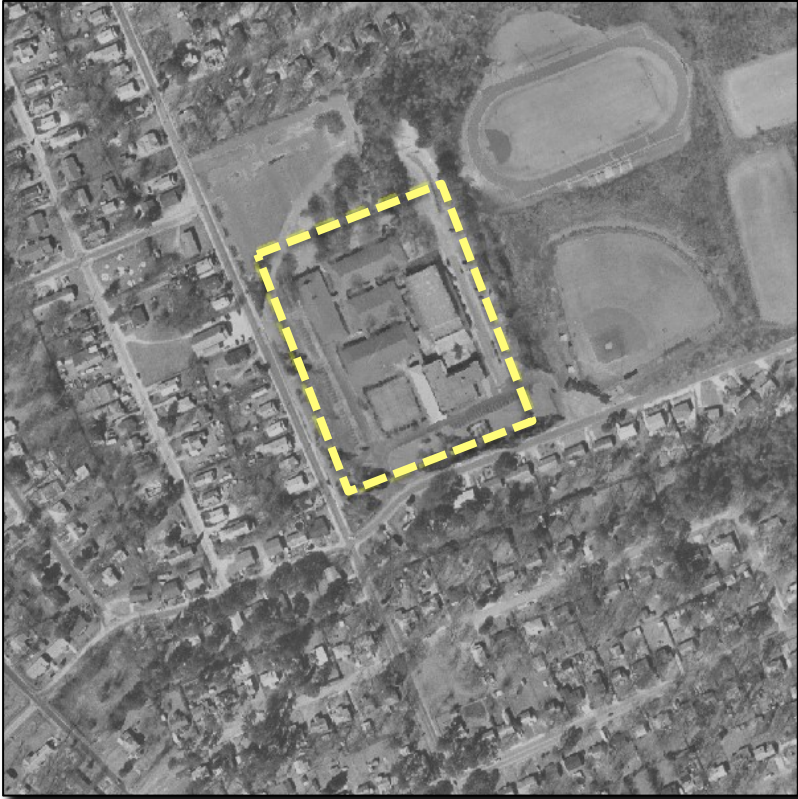
- Is the analyst working from general to specific? (or vice-versa)
- What sub-objects are identified first, second, etc?



– Our ‘imagery’ is of a natural scene rather than a generalization in graphic form.

(1) *Our scene is similar to what humans process continually, except our scene is **viewed from above** and at **distant** objects.*

(2) *The details of the image (generalized out in a map) may contain important information.*



Task-oriented versus free viewing

We have a specific task & we want to understand task-oriented or task-directed cognitive processes.

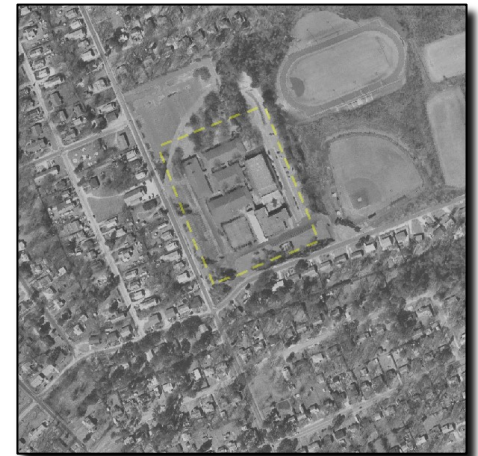
Why eye-tracking?

- Helps to understand *why* a performance is good or poor:
 - Did the viewer use contextual information (that information surrounding the target)?
 - Do viewers need to find one piece of information before another can be useful?
 - To what extent do different image characteristics alter/influence visual search (bottom-up vision)?

Visual interpretation of aerial imagery *is not simple*

Do visual search and cognitive processes vary with ...

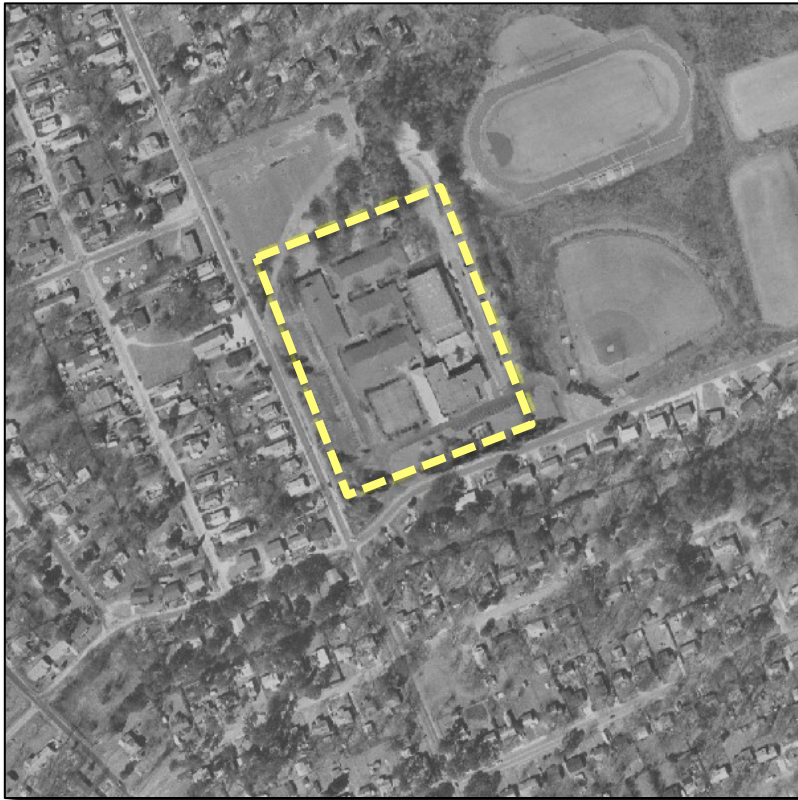
- .. experience?
- .. gender?
- .. age?
- .. spatial resolution?
- .. spectral band/composition (e.g. panchromatic, natural color, CIR)?
- .. geography?
- .. classification system (USGS, NWI, etc.)?
- .. classification level (i.e., specificity)?



.. ... all of these are factors that could be examined.

Small Exploratory Study

- 12 remote sensing experts @ AAG meeting in 2013
(university faculty/PhD students teaching remote sensing)
- 24 panchromatic photos in piedmont South Carolina
(all same spatial resolution and size of geographic area)



General instruction:

You should try to identify the land use/land cover target as quickly but as accurately as you can.

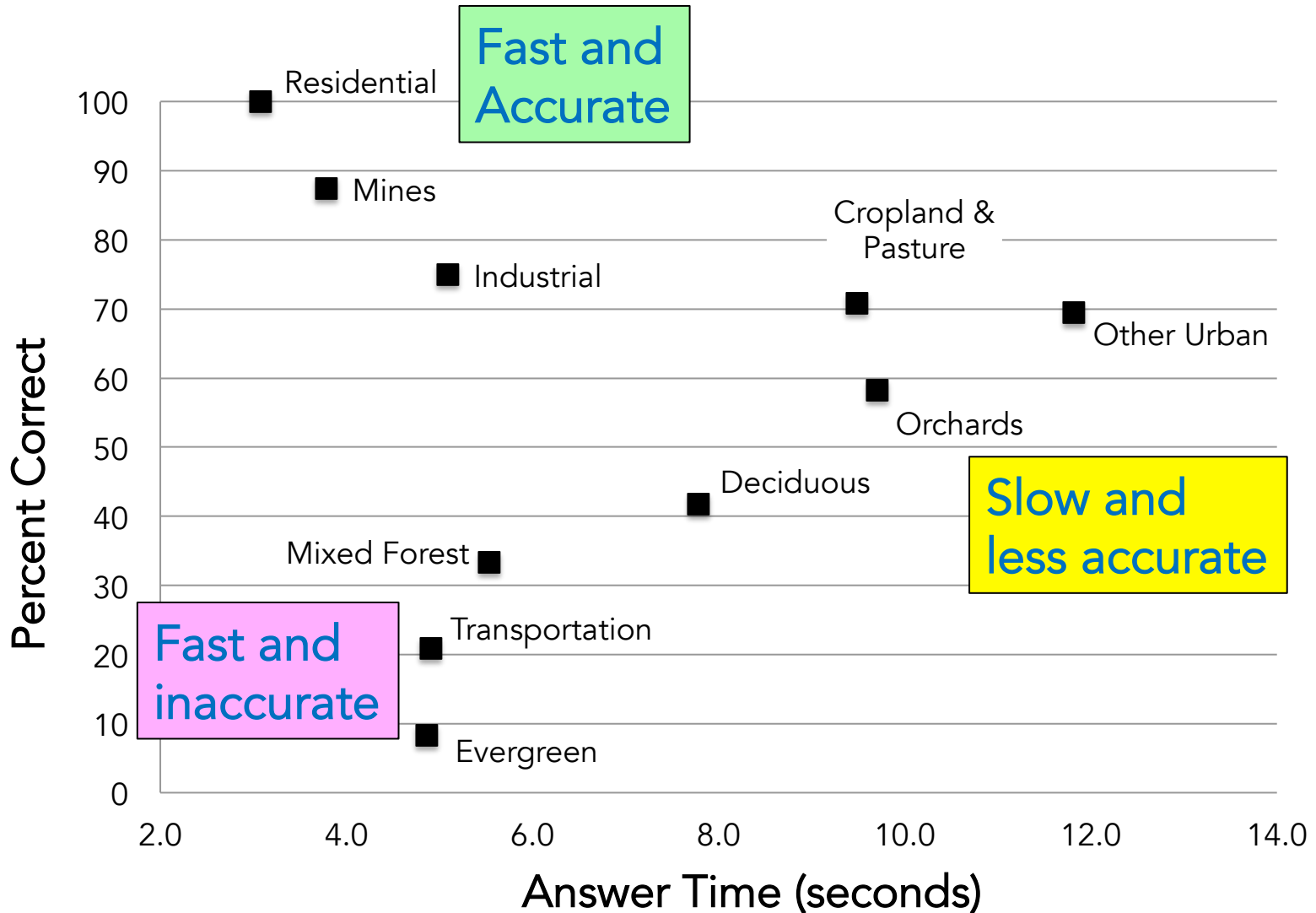
Task:

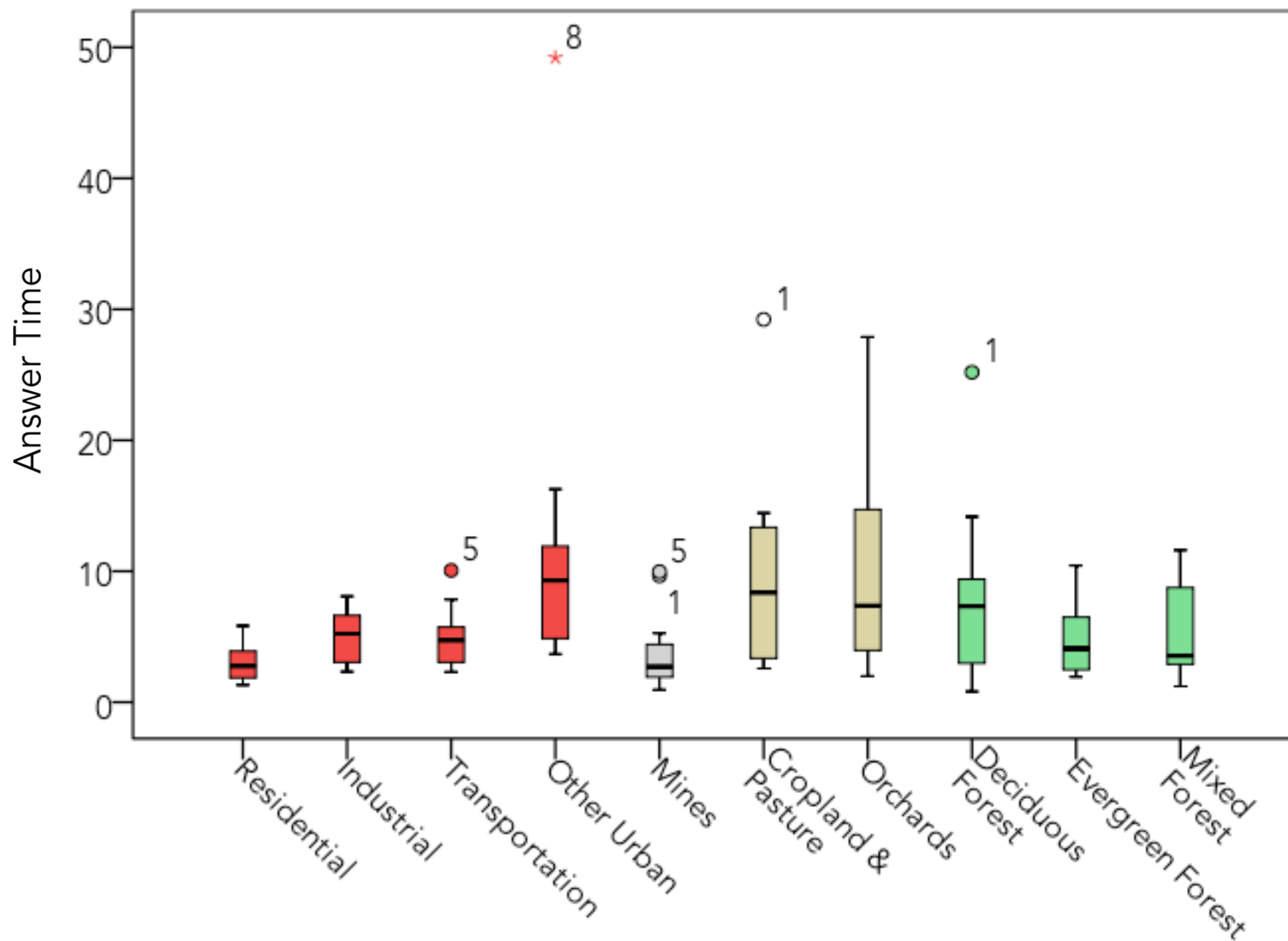
What Anderson level II class does the target location have?

Experimental setup and details

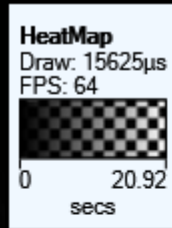
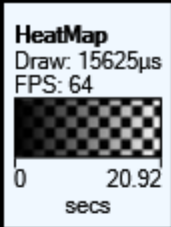
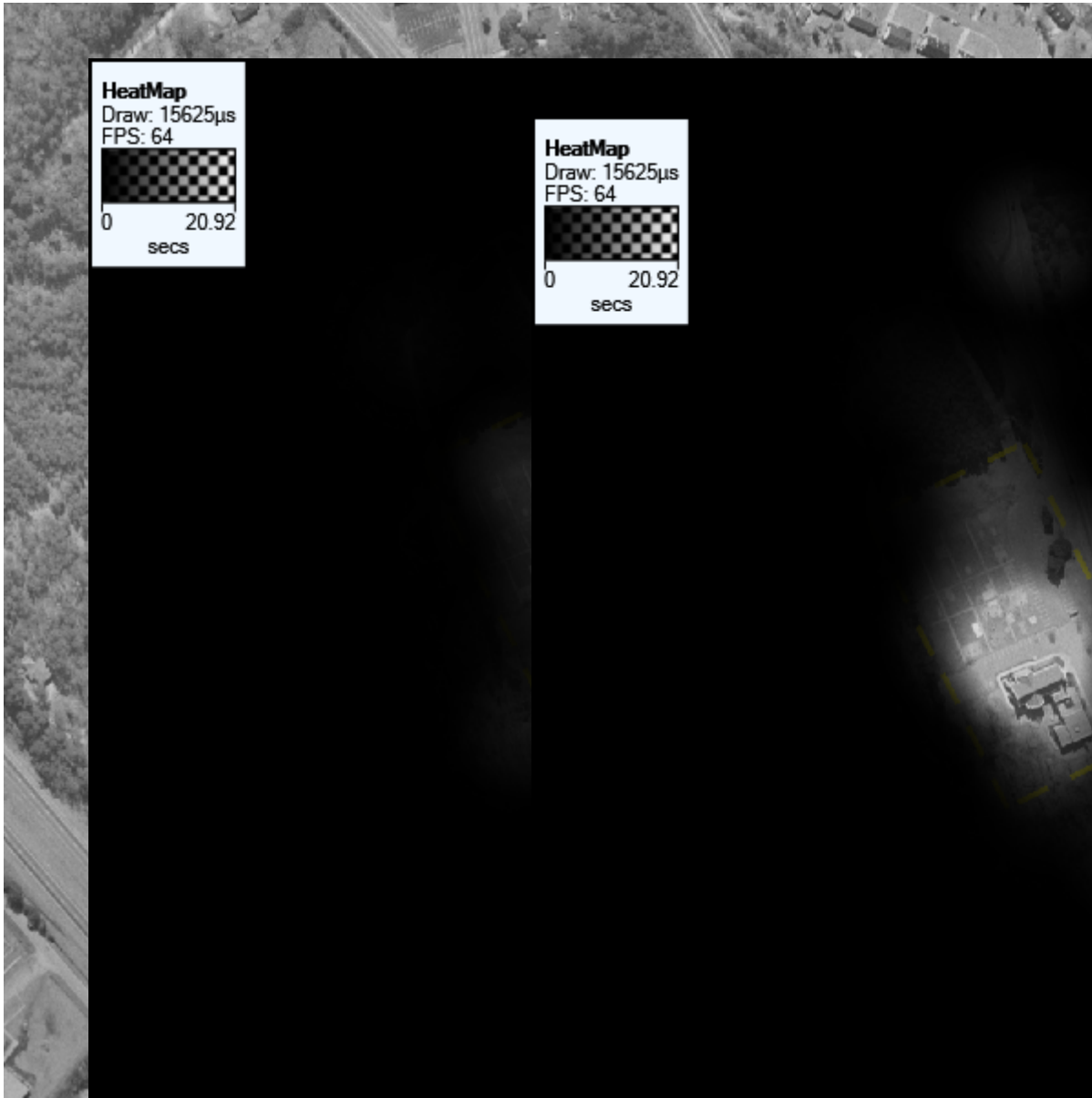
- Tobii x120 eye-tracker recording at 120 Hz
- Conducted in a hotel meeting room (not ideal!)
- Within-subjects design; stimuli Latin squares presentation of stimuli
- Independent variables:
 - Land use/land cover classes
 - Experience teaching air photo interpretation
- Dependent variables:
 - Answers (verbalized)
 - Answer time (seconds)
 - Eye tracking metrics
- Also asked what strategies they used to identify targets (at end of the experiment).

Some Preliminary Results









Incorrect answer

Correct answer

Next steps with our data

- We are still trying to figure out the most appropriate parameterization for the Tobii fixation filter (velocity based).
 - Does generally a better job of identifying fixations than other options.
- To what extent is the context surrounding the target important for correct identification of the LULC class?
 - Is context more important for 'difficult-to-identify' classes?
- What distinguishes/differentiates good from poor performance, especially for 'difficult-to-identify' classes?
 - Viewing strategy?
 - Do 'correct' performances replicate what used to be taught in classification keys?
 - What critical image details do inaccurate performances miss?
- Is the order of fixations (i.e. what image sub-objects are viewed and when) related to effective and efficient performances?