

Nov. 2009

Final semester evaluation of the ArT 2. semester 2009

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1. The theme, content and objectives of the semester

The semester module *E-motionScapes* dealt with the creation of artistic interactive or reactive experience spaces. The foci lied on both conceptual and technological aspects. The module *Art in Context - Cultural Theory and Analysis* was a theoretical course introducing to different historical positions and functions of the artist in the 20th and 21st century.

2. Pedagogical principle and progression behind the structuring of the semester

The overall idea was to divide the semester into a theoretical and an artistic-practical part, the theoretical module commencing the semester. The intent was to give the student the necessary time for an exclusive immersion into either theoretical-humanistic issues or artistic-practical issue. This seems to have worked out quite well, since the students appreciated the possibility for concentration. Furthermore, it laid the foundation for the concept development and analytical–reflective understanding of the student projects later in the semester.

The practical part of the semester consisted of courses and workshops, which dealt with different perspectives on spatiality and the experiencing of spaces (architecture, urbanity, sensor technology, art installation and scenography). These courses and workshops were considered building blocks for the final semester project.

3. Courses and workshops

3.1. Installation Technology and Design I

The course consisted of 2 regular courses and 1 workshop. The first course was an introduction to the programming environment Max/MSP. The course should have been more seamlessly connected with the practical part of the creation and construction of the re-active spaces, with 'real' problems to solve.

The second part consisted of a workshop introducing urbanity as social space and art as catalyst in the planning and development of experience cities. The student asked for more time in order to develop models and solutions.

The third part consisted of an introduction to art installation and different scenographic models and their different artistic and aesthetic objectives.

3.2. Morphology and Topology II

A workshop that introduced the students to the creation and understanding of spatial and architectonic design. The models and results of this workshop was the conceptual and practical launch pad for the development of the final semester project.

3.3. Design and Artistic Methodology II

This course came in the form of a colloquium where 4 representatives presented and discussed different methodological and pedagogical models within art and design education (Designskole, Kunstakademiet, Aalborg University (PBL)). The colloquium was not received well since the students did not have the necessary prerequisites and maybe the necessary motivation. From 2009 on, the faculty of humanities offers a similar mandatory course, PBL. The content of this course will have to be developed anew.

3.4. CAD

Worked well with morphology and concept development of the semester project.

4. Supervision

We decided to have two supervisors with two different competences supervising every group. This worked quite well, but created some insecurity among the students what concerned the final examination, since only one of the two supervisors was the examiner. The two examiners had different perspectives and approaches, due to their academic background. We solved the problem by using complementary 'censors'.

5. Summary

The overall progression and pedagogical strategy seemed to have worked out. The Students created interesting interactive artefacts, they were committed and hard working.