Semester evaluation 3rd semester 2010-2011

Art Installation Design I

- Having the early exhibition near the beginning of the semester (as part of the Art Installation Design course) was appreciated. Also, some students felt that Goodiepal's involvement was good in this process. The Art Installation Design I exhibition was a good way to implement new knowledge of electronics and kinetics.

Art History and Science 2

- Art History & Science 2 used the large art festival PORT2010 which happened this year, evaluating works from artists in the show. This was a good idea that may unfortunately not be possible in future years if there is no PORT2011/2012, etc. But it is a good idea to implement art works which are exhibited in Aalborg. It was good that the supervisor presented the possibility to present orally to the rest of the semester, if one wanted to try that.

Sensors and Actuators

- Regarding the course Sensors and Actuators - some students felt it could be a bit more advance and also with more hands-on exercises during lectures (workshop style) where applicable.

    o The artbot-project was a failure. The quality of the robot kit that was purchased for each group was so poor, that many students simply could not get the components to work. In this respect, the artbot project took too much time, when the quality was so bad. But the intention of the artbot project was very good – to get hands-on at a simple technical project.
    o During the course there was a lecture about the Oscilloscope, it went too fast, and it was too much one-way communication. Students need to get some assignments in class, which they can solve in groups, while the supervisor goes round and helps. Then there could be some catch-up meetings during the day, where the students – step by step – get introduced to more of the functions of the Oscilloscope.

Processing

- The Programming course was OK - it focused on Processing, and while some felt it is good to know both MaxMSP and Processing, others would like only one or the other (but not both). This is always an issue when it comes to teaching multiple programming languages. More examples of how to combine the use of processing and electronic components and circuits would be good.

DAM

- Design and Artistic Methodology - useful for user studies, and body storming to generate project ideas and focus - a highly relevant course. It was appreciated that methods such as ethno methodology and body storming were introduced.

Semester Evaluation, 3rd semester 2010-2011
Art and Technology

Drawing and Sketching techniques

- Drawing and Sketching techniques - students learned structural design techniques using tools like Geogebra and Phun, which are engaging and interesting tools - overall, the content of this course was interesting to many students. There could have been a better outline of what was expected to be delivered at this course. There was some confusion about whether to build some kinetics sculptures in big scales (about 2 meters high) or not.

Digital representation

- Digital representation - a good course in terms of documenting the work of both the semester projects and/or smaller projects (like the Art-Bots) in the form of online websites. The course could have been scheduled to be earlier in the semester. At the time where students had to make a homepage they were all very busy with finishing up the semester project. The content of the course was very useful, so if it had been planned to be earlier on in the semester, students would have better time to include the making of a blog/homepage connected to the semester project.

Workshop with Lars Graugaard

- Lars Graugaard workshop - a good supervisor and great in-depth study of MaxMSP, especially focused on sound.

General comments to semester

- Overall, the semester functioned well as continuous Exams went OK- external censor Morten Breinbjerg was good.

  - The exhibition was moved to after Christmas, which somehow disrupted the timetable. There are not a lot of breaks at the university, so the two holidays – Christmas and summer – is of much value to the students, as it is here they gain energy and perspective to the new semester. So it would be better if everything (or as much as possible) could be finished before Christmas. Maybe the exhibition could be before Christmas so the students only need to have the semester-project exam after Christmas.

  - It was a very good idea to exhibit at Nordkraft – this made the students feel that their projects were taken serious and that they had a responsibility in order to make these projects work, since it is a public space. Try to make the connection to Nordkraft again, so the current 2nd semester students also get this chance.

  - There should have been more technical supervision, try to include Lars Knudsen in the next semesters, since students really need the technical supervision in order to get their projects to work.

Students planning groups

The introduction to the planning-groups- PR, Curator, etc., was a very good idea. This should definitely be done again in the future. It was a shame, though, that people did not seem to engage in the groups, so a lot of work was divided to a very few people. (But this is of course the students own responsibility)

- PR group - a bit dysfunctional until near the end of the semester, but a good idea to promote the final exhibition by organizing advertising (posters, etc..)

- Curator group - important to have this group, as it helped organize the overall use of the space in Nordkraft and resolve any issues that came up when one group's desire for lighting or use of sound might interfere with another group's project.

- Industrial relations group - this ended up being a bit of "wishful thinking" that never really happened, but the general idea of having a group that would go out and search for sponsorships and form relationships with companies that might be interested in helping out financially or with equipment is a good one.

Comments for the ArT-studienævnet

The semester seems to be functioning fairly efficiently in terms of getting students inspired to do the work in all of the courses. This is partly due to formatting some of the courses as a series of lectures supporting workshop-style student projects, and seems to work especially well at the beginning of the semester in the Art Installation Design I. Some of the technology oriented courses, however, do suffer from a lack of student engagement, and this sometimes shows in the final reports in that the documentation of the semester projects focuses entirely on the humanistic side of the project. In my opinion, a greater weight should be placed on requiring students to document the technical side of their work as well. This could possibly be addressed in the future by increasing the ECTS given for the more technology-oriented courses? The problem lies in that there are so many practicalities (learning to use an oscilloscope, etc) inside the technical courses, that the teaching hours given inside small courses are not enough to cover both the practical elements of electronics/software as well as proper documentation practices for this. The projects final documentation would benefit greatly from finding a way to incorporate all elements – both humanistic and technical – in the student reports.