

Directions for Student Artist Presentations

Each student in this class is asked to choose one artist (or artist collective) from the following list and prepare a 15–20 minutes oral presentation with visual aids about their work:

- Larry Achiampong
<https://www.larryachiampong.co.uk/>
- Rebecca Allen
<http://www.rebeccaallen.com/home>
- Maurice Benayoun
<http://benayoun.com/moben/1997/02/12/world-skin-a-photo-safari-in-the-land-of-war/>
- Janicza Bravo
<http://www.indiewire.com/2017/01/lemon-janicza-bravo-sundance-interview-1201774063/>
- Janet Cardiff & George Bures Miller
<http://www.cardiffmiller.com/artworks/inst/forest.html>
- Ian Cheng
<http://iancheng.com/>
- Jeremy Couillard
<http://www.jeremycouillard.com/>
- Char Davies
<http://www.immersence.com/>
- Cao Fei
<http://www.caofei.com/news.aspx>
<https://art21.org/watch/art-in-the-twenty-first-century/s5/cao-fei-in-fantasy-segment/>
- John Craig Freeman (Manifest AR)
<https://johncraigfreeman.wordpress.com/>
- Aaron Koblin
<http://www.aaronkoblin.com/>
- Langlands & Bell
<http://www.langlandsandbell.com/portfolio-item/the-house-of-osama-bin-laden-stills-2003/>
- Jules Litman-Cleper
<https://shapedthought.com/index.html>

Artists list (continued):

- The Machine to Be Another
<http://www.themachinetobeanother.org/>
- Marshmallow Laser feast
<http://marshmallowlaserfeast.com/>
<https://vimeo.com/140057053>
- MoMAR
<https://momar.gallery/>
- Will Pappenheimer (Manifest AR)
<http://www.willpap-projects.com>
- Nonny de la Peña
<http://www.immersivejournalism.com/>
- Jon Rafman
<http://jonrafman.com/>
- Tabita Rezaire
<http://tabitarezaire.com/info.html>
- Rachel Rossin
<http://rossin.co/>
- ScanLAB
<http://scanlabprojects.co.uk/>
<http://scanlabprojects.co.uk/work/post-lenticular-landscapes/>
- Jeffrey Shaw
<http://www.jeffreyshawcompendium.com/>
- Daniel Steegman Mangrané
<http://www.danielsteegmann.info/works/41/index.html>
- Thamiko Thiel
<http://www.tamikothiel.com/>
- Milica Zec
<http://miliczec.com/about/>
<https://www.transportvr.com/milica-zec>

Directions for Choosing an Artist/Artist Collective

Choose an artist/artist collective from the list above and e-mail me your choice as soon as you can (but at the latest by the end of the day of Sunday, August 25, 2017). The artist names will be given out on a first come first serve basis, so try and send me your choice(s) as soon as you have a chance and possibly include a second or third choice in case your first choice artist is already taken. You may use the link provided to get an initial impression of the artist work.

Directions for Preparing your Presentations

You may start your research about the artist/artist collective chosen with materials found at the provided URL. However, go beyond this single source and find additional resources that give you an idea about the artist's work, their ideas and motivations.

Please use all resource available – in addition to online resources, use the library to get exhibition catalogs, reviews, videos, etc. that are otherwise not available digitally (familiarize yourself with Purdue's Interlibrary Loan system for materials that are not available for checkout at the library). Also, consider contacting the artist(s) directly and see if they are willing to answer a few questions for you via skype or e-mail. In the past this has worked out well for some students in this course

Then assemble the materials you gathered in your research and bring them in a coherent form for your presentation. You may choose any organizational structure for the presentation that feels appropriate, at a minimum however, I would like to have you cover:

- The artist's biographical information
- At least three of their works that show some sort of development, continuation or connected ideas in their creative practice – these works do not necessarily need to be AR/VR works exclusively. Here it will be good to have lots of audio-visual materials and also external reviews/commentary discussing the work critically. Ideally these sources place the work/practice in a larger cultural/political/historical/technological context or discourse.
- Bonus: Ideally, find one or two other art/design works (or other works of cultural production from other people) that relate to the artist's works and discuss how and why they are related and why it is important to see these works in the same context. You may also think about how the artist's work fits into a larger cultural/technological context or discussion and present this context.
- Include a personal evaluation of the works/art practice presented based on the sources and materials you found. How do you yourself relate to the artist's practice and how may it influence your own work (for this class and beyond)?

Some tips for the design of your slides:

- Use one slide per image/video you would like to show (unless you need images side by side for comparison)
- It's best to use a plain black or neutral gray background and let the images speak for themselves (rather than having distracting background patterns and colors).
- When showing images, include a small text with the name of the artist, title of the work, medium (e.g. computer animation, immersive VR experience, Google cardboard app, etc.) and year of production.
- Use text sparsely, only put the information that is most important and good to see in writing and fill in most of the content verbally (avoid having lengthy text passages on slides unless absolutely necessary).
- Include a slide at the end of your presentation with the resources you used. Use a standard bibliographic format (MLA, Chicago style, etc.) consistently for the listing of your sources.

A Word About YouTube, Wikipedia Research and Information Literacy

For your research, your presentations and project work in this class you'll find YouTube and other online video databases very helpful. However, you have to be careful and always double check the origin and validity of the source you are citing/using – very much the same as you would do with a printed resource. Is it the original source from the artist/gallery or has the

video been posted by someone else? If so, by whom? Is it still the original content of the video or has it been altered, cropped, shortened, etc.? In which context is the video presented or why was it posted? These and other questions are all important to keep in mind when using content from online video databases. The same is true for using Wikipedia. Wikipedia is a good starting point for research but entries should not be used as sources for your presentation. Rather, find the original sources of the materials cited in Wikipedia, double-check their validity and –if appropriate – use those in your presentation. Be especially careful about knowing who the authors are (something that you cannot track down reliably for a Wikipedia entry) and from which perspective they are writing.

“Learning strategy shifts from a focus on information as such to learning to judge reliable information. It shifts from memorizing information to finding reliable sources. In short, it shifts from learning that to learning how.” From: Cathy N. Davidson and David Theo Goldberg: “The Future of Thinking: Learning Institutions in a Digital Age.” To view the full report online, visit: https://mitpress.mit.edu/sites/default/files/titles/free_download/9780262513593_Future_of_Learning.pdf

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