

 **AVA**

A Term in Hibernation

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Introduction

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Research Interests

Experience Design

> *exploration of possibilities and methodologies for experience as a creative medium*

Everyday Designs

> *un-designed, accidental, mundane objects and spaces*

Creative Economies

> *issues of economic livelihoods, gender inclusivity, social impact of creative practices*

Digital Creative Practice Education

> *practices, protocols, guidelines for creative studio practices*

Questions?

VART4106 Further Studies in Experience Design

"[...] the course will then aim to investigate through practice different approaches and methodologies to the course topic, and to ultimately connect and integrate them with existing skills and knowledge of course participants. [...]"

Taken from: VART4106 syllabus

Transdisciplinary content

Practice/skill based

Research driven

Assessments for VART4106

Research Presentation: 10%

> Each student is required to assess and present his/her research findings on a specific topic falling within the scope of this module. Papers/presentations should include strong arguments, a clear structure, illustrations, footnotes and a bibliography.

Studio Exercises: 30%

> Students will complete a number of small or medium size creative assignments during the course. These are to be developed as a series of work with focuses on the following: technical proficiency and craftsmanship; technical quality of submitted work; relevance to respective assignment.

Studio Project: 30%

> Students will complete one complex studio assignment, which will be assessed with focuses on: Originality and creativity in problem solving; demonstration of independent thinking, problem solving and conceptual development capabilities; integration with students' personal creative practice.

Professionalism: 30%

> Professionalism is an attitudinal learning outcome, and looks at 'how' the other, non-attitudinal outcomes are achieved. Assessment methods include personal conversations – formal and informal – class observation, individual and group-tutorials, and such like. [...]

Term Theme

Narrative Spaces, Mapping Stories

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Narrative Spaces, Mapping Stories
Hibernation

“Hibernation is a state of inactivity and metabolic depression in endotherms. It refers to a season characterized by low body-temperature, slow breathing and heart-rate, and low metabolic rate. It most commonly occurs during winter months. [...]

Hibernation functions to conserve energy when sufficient food is unavailable. [...] Hibernation may last days, weeks, or months – depending on the species, ambient temperature, time of year, and the individual’s body-condition. Before entering hibernation, animals need to store enough energy to last through the duration of their dormant period, possibly as long as an entire winter. Larger species become hyperphagic, eating a large amount of food and storing the energy in fat deposits. In many small species, food caching replaces eating and becoming fat.

Some species of mammals hibernate while gestating young, which are born either while the mother hibernates or shortly afterwards. [...]”

Summarised based on en.wikipedia.org/wiki/hibernation

Course Schedule*

31 January–14 February 2020

Research (*AV Presentation; 10%*)

Caching (*Timetable; 0%*)

14–28 February 2020

Hibernation (*Visual Diary; 10%*)

28 February–13 March 2020

Digestion (*Experience Recipe; 10%*)

13–27 March 2020

Gestation (*Imaginary Trip; 10%*)

27 March–24 April 2020

Creative Project (*self-assigned; 30%*)

** Instructor reserves right to make amendments depending on development of external situation.*

Digital Platforms

Google Drive

> *file storage/sharing/download*

Facebook

> *link sharing/interpersonal communication*

Whatsapp

> *interpersonal communication*

Zoom

> *group and individual meetings*

Miro

> *group and individual meetings; project documentation*

Structure of all Assignments

1. Meeting (=last meeting of previous assignment)

Briefing incl. elaboration on background, references, examples, discussion, Q/A

2. Meeting (=one week later)

Individual/small group tutorials for open discussion of situations, ideas, feedback

3. Meeting (=two weeks later)

Class presentation and discussion incl. feedback

3 days after 3. Meeting

Submission of (amended assessment) materials

Research (2 weeks; AV Presentation; 10%)

Pick one person from the following list of people who have lived and worked at least for some period of their life in isolation either for circumstances or for personal choice.

Introduce your choice to the class in an audio-visual presentation via Zoom. Your presentation should

- provide the biographical background of the person with focus on the circumstances why the per-

son was isolated/went into solitude;

- explain what strategies your person developed to cope with their solitude;

- introduce (one of) their (creative) works that is directly related to their time alone. Show/introduce the work as such and elaborate its development progress as you understand it.

Caching (2 weeks; Timetable; 0%)

To preoccupy yourself meaningfully during hibernation, to avoid boredom, cabin fever and ultimately to keep mentally stable you need to prepare.

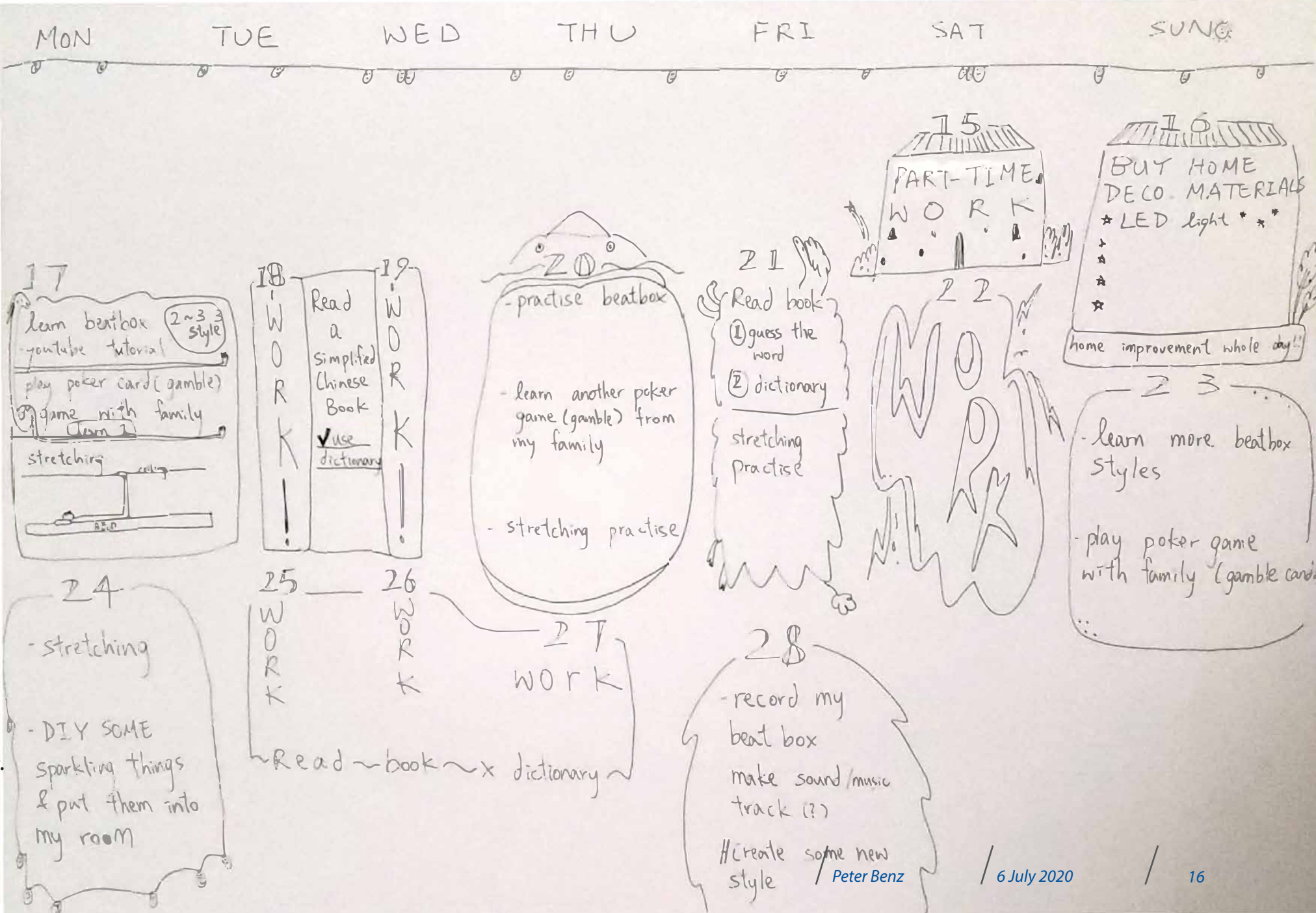
Therefore, think up

- one skill you'd like to learn (e.g. knitting, whistling);
- one "home improvement" task (e.g. cleaning up your desk, cataloguing your DVD collection);

- one book you always thought you should read;
- one (repeatable) activity that you could engage your family with (e.g. a game, story telling time);
- one physical activity/exercise you can practice inside and with limited space (e.g. yoga, push-ups).


After you came up with these ideas, gather together the resources you need to do them (e.g. borrow the book, buy knitting materials).

Make yourself a timetable for the period from 15 to 28 February 2020. Consider your timetable to be a "plan" for a designed experience for yourself.



Li Mei-Yuk, Edith.
 Hibernation Timetable.
 2020

	15/2/2020	16/2/2020	17/2/2020	18/2/2020	19/2/2020	20/2/2020	21/2/2020	22/2/2020	23/2/2020	24/2/2020	25/2/2020	26/2/2020	27/2/2020	28/2/2020
	SATURDAY	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30														
9:30	5 min stretch	5 min stretch	5 min stretch	5 min stretch	5 min stretch	5 min stretch	5 min stretch	5 min stretch	5 min stretch	5 min stretch	5 min stretch	5 min stretch	5 min stretch	5 min stretch
10:30	Read book	Read book	Read book	GDSS1016	Read book	Read book	Read book	Read book	Read book	Read book	GDSS1016	Read book	Read book	Read book
11:30														
12:30	Lunch	Lunch	Lunch		Lunch	Lunch	Lunch	Lunch	Lunch	Lunch		Lunch	Lunch	Lunch
13:30	Prepare for manager meeting 3	EFC Manager Meeting 3	Study/Do homework	Lunch	Study/Do homework			Clean shelves	Clean shelves	Study/Do homework	Lunch	Study/Do homework		
14:30				Read book		Thunkable	VART4106				Read book		Thunkable	VART4106
15:30				Study/Do homework							Study/Do homework			
16:30					PRAD4025							PRAD4025		
17:30														
18:30														
19:30	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
20:30					Study/Do homework		Watch movie					Study/Do homework		Watch movie
21:30														
22:30														
23:30														
0:30														

LEGEND			
	Thunkable		Watch movie
	Clean shelves		5 min stretch
	Read book		Other

TASKS	
1 skill	Learn how to use Thunkable
1 "home improvement" task	Cleaning my shelves
1 book	Read Terra Infirma by Irit Rogoff
1 family activity	Watch movie
1 physical activity/exercise	Do 5 minute stretching exercise

Abbie Conseja.
Hibernation Timetable.
2020

Hibernation (2 weeks; Visual Diary; 10%)

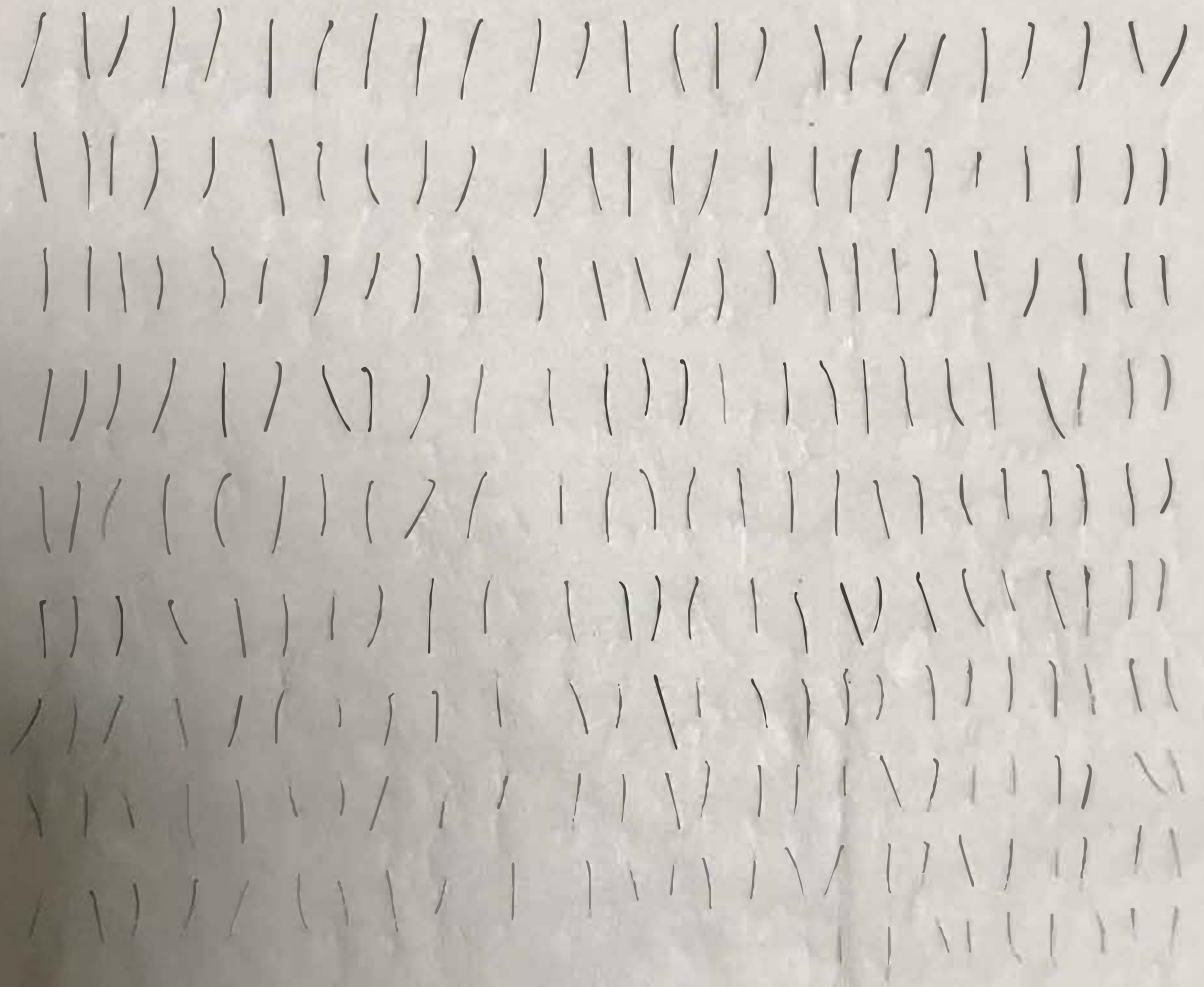
After your preparations (“caching”) of recent weeks go into a two-weeks hibernation (from 15 to 28 February 2020).

As much as (reasonably) possible reduce contact with the outside world, contain your activities to your home, and focus on yourself and your personal development.

Engage with the activities you’ve planned for yourself very consciously. Create time and space regu-

larly to concentrate your attention on the activities you’ve identified for your hibernation in all their details. But also beyond those planned activities, try to be very aware of what you do, feel and think.

Keep a (visual) diary of this time. In the diary continuously reflect by text, drawings and/or other means what you think (=cognition), what you sense (=sensations), and what you feel (=emotions) during your days. Additionally collect evidence (“souvenirs”) of your activities (e.g. photos, but more importantly objects of any kind).



Wong Man-Kit, Jake.
Hibernation.
2020

Digestion (2 weeks; Experience Recipe; 10%)

Taking the Futurist Cookbook as reference, develop a “recipe” for a new, repeatable experience based on your previous experiences “in hibernation”. Consider which experiences you thought interesting – good or bad; which activities had impact on your situation/mood; how your emotions developed throughout a period of time (a day, a week, an hour) and what influenced them. Filter the most prolific thoughts, sensations and emotions from the last two weeks and think of ways how they may be re-created by means of table

interactions (food, sounds, conversations, visuals etc.); then order them into a “storyline” (e.g. a dinner).

For the setting and general preparation please consider the spaces, facilities, but also the potential ingredients as you have them at your homes; as “testing audience” consider your families and/or friends. While eventually the experience you create may not be prepared at your specific home, you are preparing a “recipe”, i.e. a set of instructions that other may recreate somewhere/sometime else.

Nancy Kwok. Happy Meal. 2020

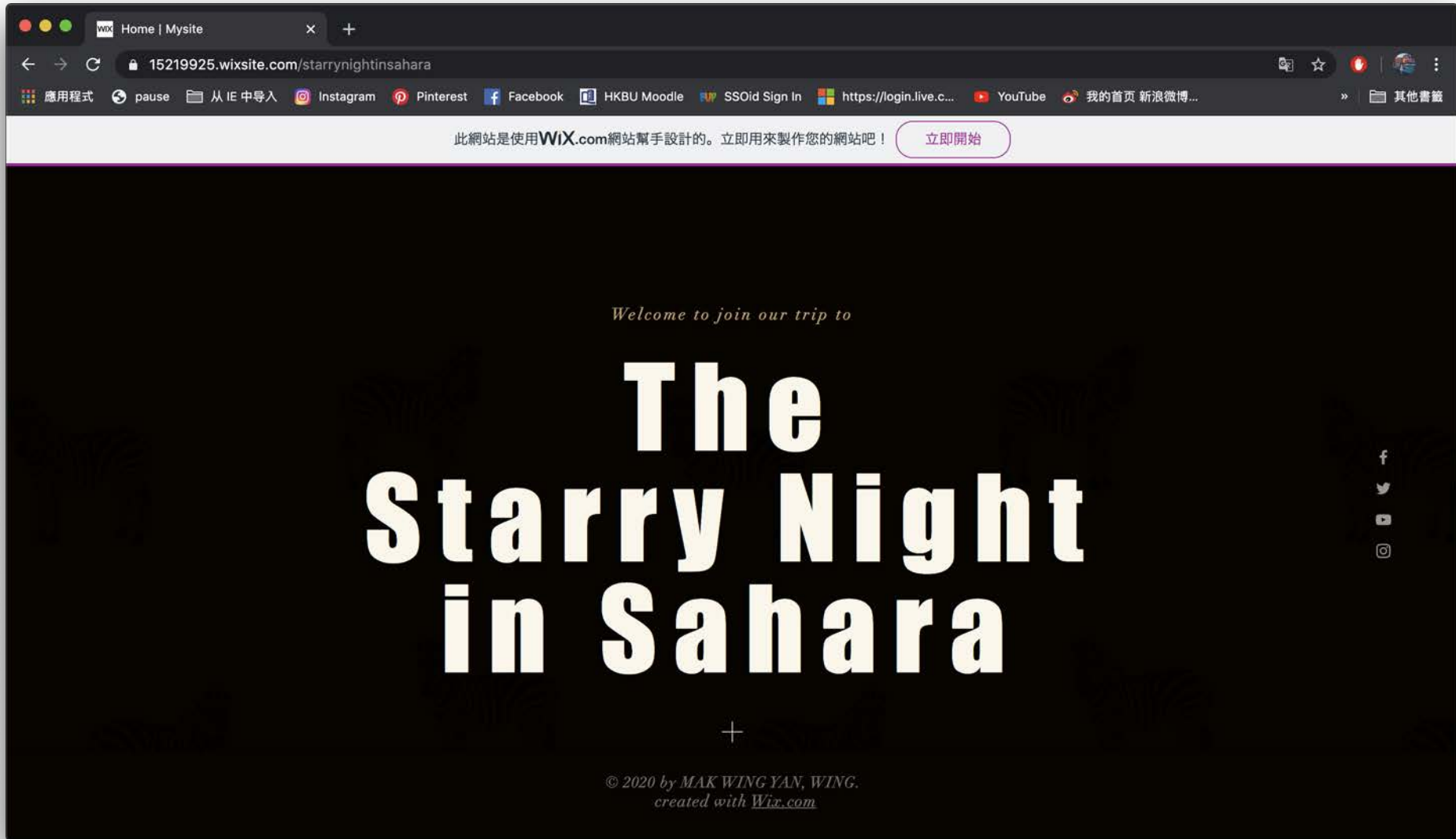
Gestation (2 weeks; Imaginary Trip; 10%)

Take the audio guide “Let me take you There” by Paul Rooney – and others that you may find in the references – as inspiration, to develop an imaginary trip that engages the head, senses and heart of your audience by whatever means you feel are appropriate.

Your audience are people all over the world in a similar situation like yourself: stuck at home for reasons beyond their control, a little bit worried, a little bit bored, a little bit confused, “socially dis-

tanced”, in need of cheering up. Produce a piece that can be delivered to them online, and may experienced by them in their own contexts by their own means. It could be an audio guide, a game, an interactive story – anything that keeps them immersed and actively engaged.

Please keep in mind the previous exercise (the recipes) you created. Do you want to instruct your audience to prepare anything to go on this trip? Let them participate, e.g. by creating their own props. If you like, this exercise may even be a continuation of your previous design.



Mak Wing-Yan. Starry Night in Sahara. 2020

Creative Project (4 weeks; self-assigned; 30%)

For your creative project **compose one hour of time to be spent in home isolation;** i.e. design an experience that will last approx. one hour and will keep one (or more) person(s) meaningfully engaged.

Like all of your assignments so far, your target audience are people all over the world stuck at home for reasons beyond their control. Produce a design that can be delivered to them online – all instructions, preparation needs to be communicated dig-

itally, all engagement/activities need to happen via the internet – and may be experienced by them in their own contexts by their own means – i.e. all physical props, settings need to be commonly available in the audience's respective household. Your piece could be a class, a performance, a game, an exercise, an interactive story...

To make it more feasible to fill a whole hour of time, consider having a couple of core elements that you could repeat in variation and in different sequences to gradually raise the audience's excitement.

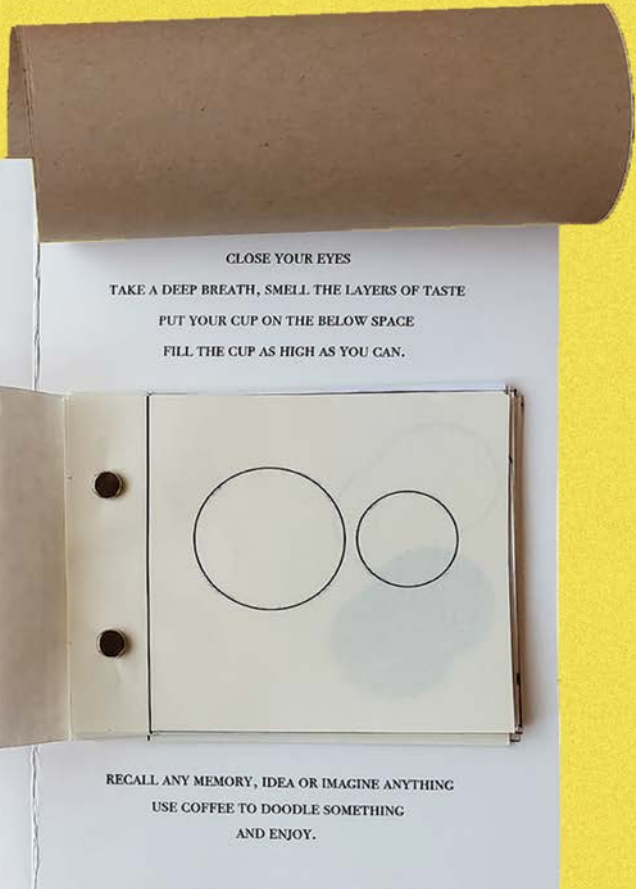


**coffee
time**

AVA

Li Mei-Yuk, Edith.
Coffee Time.
2020

coffee time
coffee time
coffee time
coffee time
coffee time



3 Assessment Details that Made a Difference (which doesn't mean they're new :o)

- Experience Capsule;
- "+ Time";
- Experience Prototyping.

Create your personal 'Experience Capsule', a Google Drive filled with items that document your learning experience in this course, "souvenirs" from your investigations that remind you of those particular personal experiences during your learning. Items can be photos, or (digital) images of sketches, found objects, memorabilia or anything else.

For each souvenir write a "postcard" to contextualise and provide more information.

Experience Capsule



Edith found a paper folder



Edith read a funny book at Tai Kwun



Edith tried to stitch a broccoli



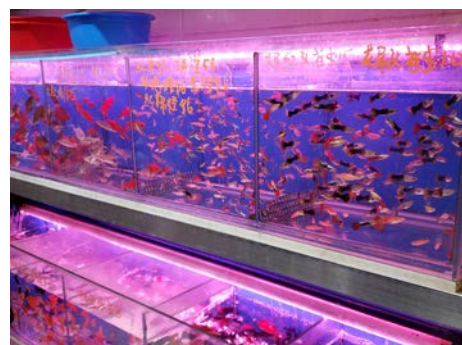
Edith combined cheesecake topping and chinese bun



Edith thought the pig looked sad



Edith was crossing a road



Edith saw fish at the wet market



Edith got some masks

Initially the result of a mistake by the instructor, students got 3 additional days after each presentation to improve their eventual submission.

+ *Time*

Experience Prototyping

For Creative Project:

“Please have a beta-version of your design ready – incl. all necessary instructions and materials – by 20 April 2020. On that day we’ll randomly share your work with one classmate to test your ideas in their respective environments. In this way, during the final presentations on 24 April, at least one other person will be able to tell about how they experienced your work.”

Thanks.

:o)

online-studio-culture.org

> *blog towards an online culture for educational practices in Visual Arts*

digitallyengagedlearning.net

> *Digitally Engaged Learning 2020 online conference on 25/26 September 2020, co-hosted by AVA et.al. at Parsons, NYC*

> *submissions by 1 August 2020*