



#### Research Questions

RQ I: Would people want to see public art in AR daily?

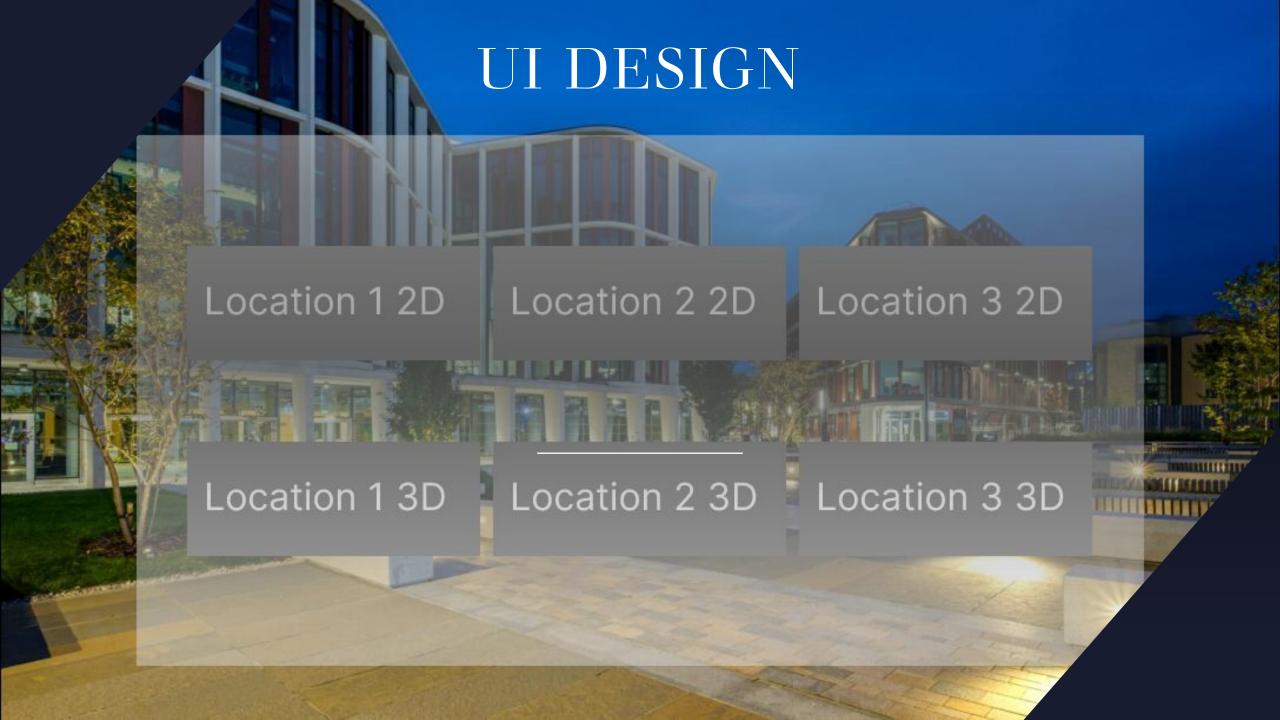
RQ 2: What kind of art works best in what types of public spaces?

RQ 3: Does AR art change the perception of a public space? If so, how?

#### Design

- Users place the prefabricated model into the real world.
- Users will then be able to walk around the space.
- There are different prefabricated elements for each condition of the experiment and the user can select each one from a menu





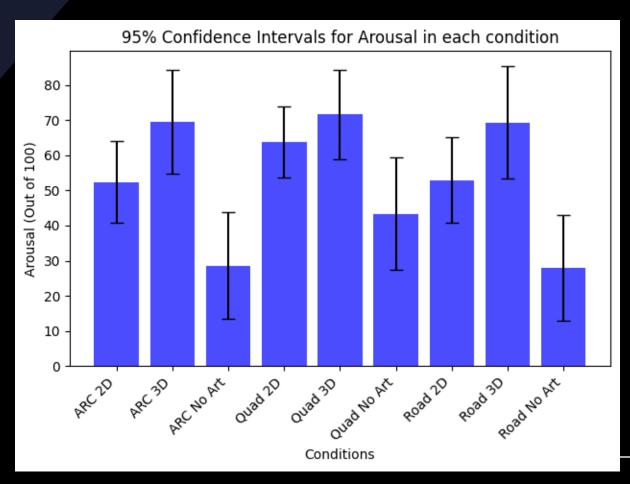
#### Experiment Design

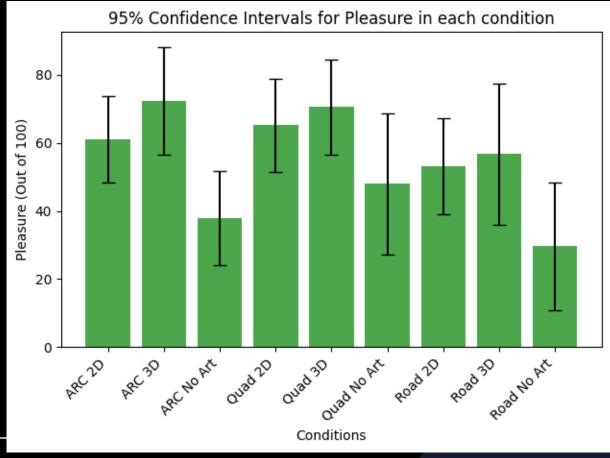
- Each Participant completes 3 art conditions: No art, 2D art, 3D art, at three different locations: University Avenue, East Quadrangle, ARC Courtyard
- The users did two tasks at each location to get the feel for it. Walking through it like they were commuting, and walking around to enjoy the art.
- They then filled in a survey for each condition, as well as a demographic and closing survey, and an interview.



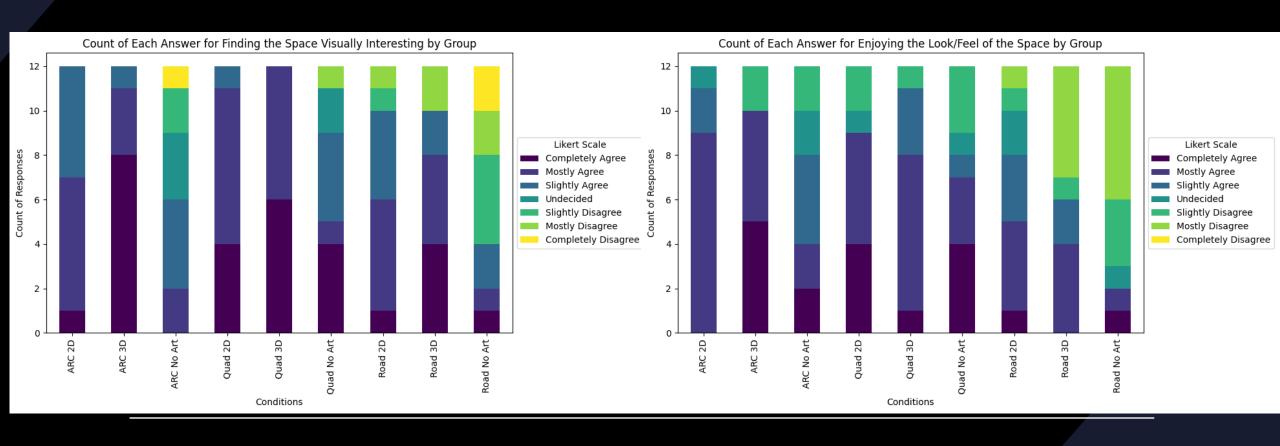


#### Statistical Significance for Affective Slider

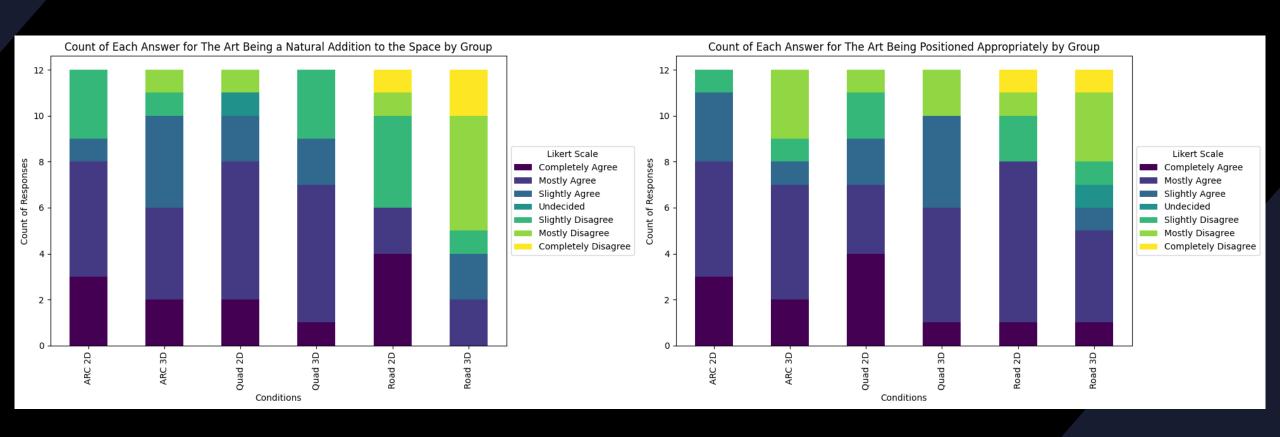




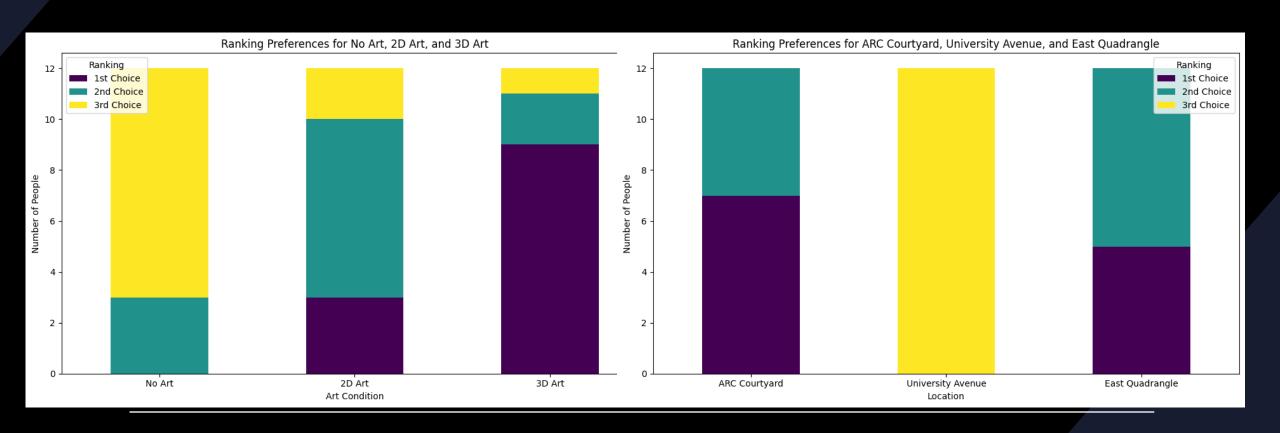
## Likert scale questions – Look/Feel of the space



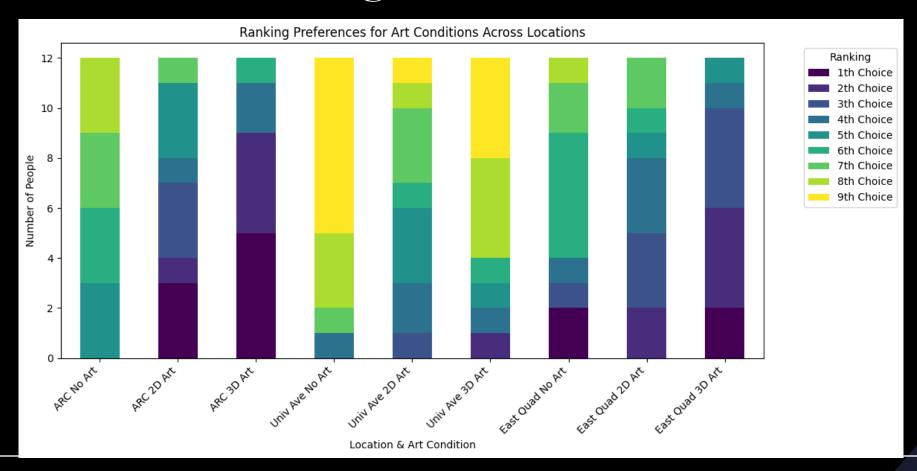
#### Likert Scale Questions – Art positioning



#### Ranking by Condition



### Condition Ranking



## Qualitative data

(P11 "In the Quad, with the models, it made the space feel less open and more closed in, but in the road, it felt out of place.")

(P12 "It's not the same as seeing it in real life, but maybe I'm just oldschool.")

(P8 "It changes what you see when you stop looking at the art.")

(P1 "I liked being able to move around the art freely, unlike in a gallery.")

#### Conclusion

Generally, people liked the experience and thought it would be something they would consider using in their everyday lives.

There is a statistical significance between the no art and the art conditions, but there isn't one between the different art conditions and locations.

People mostly had concerns with the art occluding or cutting off important information

# THANK YOU FOR WATCHING