# Artificial Intelligence, Blockchain, e Criptovalute nello Sviluppo Software

Lezione 7: Drawing as a Cognitive Experience (for SW Development)

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#### Structure of the lecture

- Understanding ourselves and the others
- Drawing
- Mental states while drawing



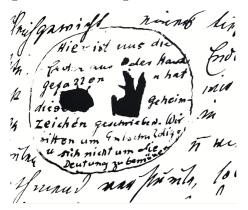
## Understanding ourselves and the others

- Software is centered in the mind
  - The mind of developers, managers, customers, etc
- Indeed, it is therefore essential to understand the minds
  - Ours and the one of the people around us
- We often resort to drawing to help structuring our thoughts
  - And likewise do the people around us
- We now therefore turn our attention to understanding the role of drawing in developing software
- We will use one of the many approaches, focusing on the work of Freud, through the analysis of Gianluca Solla in the book "Disegnare, la formula di Freud," published by Orthotes in 2022



#### A spot in a letter

• Freud writing a letter to his girlfriend Martha in 1882:



• In an earlier mail: "Give an artistic shape to the experience."



## Interpreting

- Give an artistic shape to the experience
  - Experience: the core, but alone remains meaningless and vanishes
  - Shape: the interpretation of to the experience
  - Artistic: the form and the technological ability underlying the creation of the shape
  - Give: we, as subjects, creating such artistic interpretation



#### The role of the spot

- The random spot starts having a meaning
- This is at the core of the problem: what is the process by which we give meaning to elements
- The meaning may be the result of a a random, non linear, non consequential sequence of actions
- The meaning of the spot may evolve in time just think at how it started
- And our problem is how we integrate such meaning into the big picture



## Drawing

- Drawing is how we give meaning to spots
- Drawing has two very important roles:
  - The resulting picture
  - The process of drawing, which is a way in which we perceive the reasoning behind
    - Drawing has a strong relevance as drawing beyond the resulting picture



## Kind of Drawings

- Drawing to schematize a concept
  - Simplifications of what is in the mind
- Drawing to present an experience
  - Narration of what is in the mind
- The two purposes are strictly interconnected and think at software:
  - Class diagrams, schematizing a concept
  - User stories, presenting a experience
- And in both cases, drawing is a way to objectify what is in the mind



## Understanding the Drawings (1/2)

- Drawings are starting point for an introspection in the (distributed) mind of the author(s)
  - They also present the reasoning process
- Drawings are bridges from the (past) history to the (future) desires or fears
- As such, using our schema of tame vs. wicked processes,
  - drawing is the wicked process of the self-exploration of the mind
    - while drawing we understand the drawing and refine it, stroke after stroke
    - the timing of drawing play a major role



## Understanding the Drawings (2/2)

- and ...
  - understanding the drawing is a "double wicked" process of exploring such inner exploration and
  - its time evolution
- Using the words of Freud:
  - Phantasieren, Übersetzen, Erraten
    - Fantasizing, translating, wandering, often (but not always) as when are schematizing a concept and then
  - Speculieren, Theorisieren, Phantasieren
    - Thinking, theorizing, fantasizing, often (but not always) as when we are presenting a experience



## Phantasieren (fantasizing) (1/3)

- Two roots from Latin:
  - Fantasy, imagination
    - Referring to the creative act of the mind to think at entities, sometimes not yet existing in the reality
  - Phantom, ghost
    - Referring to the ability of following the mind into their deep thoughts, reflections, spanning also to the subconcious



## Phantasieren (fantasizing) (2/3)

- As already pointed out for the model of the dual mind, the researcher must go beyond the "standard" experimental practices
  - For the model of the mind, we referred to the ethnographic exploration
  - In this case, our "ethnography" will refer to the mental exploration of the mind we could even say that the researcher or the software engineering is engaged in a psychoanalytical exploration of the mind
- This is not anyhow referred to any therapeutic initiative



## Phantasieren (fantasizing) (3/3)

- However, also from a purely technical perspective, none would be able to understand the requirements and the requests of colleagues, managers, employees, or customers
  - unless there is deep exploration and understanding of the mind in its fantasizing
- Something to keep well in mind:
  - This is not:
    - less rigorous
    - less technical
    - less difficult
    - less related to software engineering

than writing a highly complex piece of C++ code for a new device driver

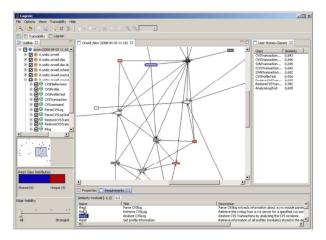


## Decoding the drawing (1/3)

- Drawing defines a language to interpret
- The interpretation involves
  - The individual elements
  - The drawing as a whole
  - The temporal placement of each individual stroke
- However, the language is not defined by the strokes in the resulting picture, which are in constant evolution, not static:
  - Therefore, it is a language that can be hardly formalized
  - This is why, for instance, the structure of a code repository cannot be explained without looking at its time evolution
- It has a role per-se, beyond what we can naïvely think that it represent



#### Time evolution of a code repository

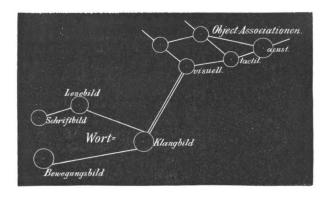


Source of the picture: Andrejs Jermakovics, Raimund Moser, Alberto Sillitti, and Giancarlo Succi. Visualizing Software Evolution with Lagrein. In Companion to the 23rd ACM SIGPLAN Conference on Object-Oriented Programming Systems Languages and Applications, OOPSLA Companion '08. ACM, October 2008, page 750.



## Decoding the drawing (2/3)

• How Freud represented such dynamic associations



Source of the content: Gianluca Solla "Disegnare, la formula di Freud," Orthotes, 2022; Sigmund Freud "Zur Auffassung der Aphasien. Eine kritische Studie," Franz Deuticke, 1891, pag. 79, fig. 8.



## Decoding the drawing (2/3)

• Drawing also evidences what is missing



## Questions?

End of lecture seven.