artist

educator

programmer

Teaching Programming for Art-making:
Interview Study

- Thank you for your interest in our study! This study plans to learn about teaching practices by people who may wear many hats as an artist, a coder, and a teacher. We are curious to hear about how artists explore teaching beyond our preconceptions of education as a space to critique the dominant tech culture, as an extension of their art practice, as a way to build a community, and more.

- The interviewer (Alice) will ask you about your thoughts and practices on these topics: teaching philosophy, curriculum design, computing education for artist empowerment, technoethics, and computing as an art material. You can see some example questions on the next slide.

- Our interview will be semi-structured with open-ended questions. The interviewer may ask you additional questions to hear more details, but you may decline to answer them or respond later through a follow-up email. The whole interview is expected to last 1-2 hours and will be conducted via zoom.

- We can start the interview with any questions from the list next page or any topic you want to discuss first. You don't need to answer all the questions in the list next page. If you have some materials that you want to share before the interview, please send them to Alice.

- If you have any questions during the interview, or if you would like to exclude/anonymize/correct certain remarks from the transcript, please let us know!

- We have a modest payment for our participants. Alice will contact you about it at the completion of the interview and background survey.

Class organization

- Please walk me through your syllabus. How long did it take you to develop this class?
- How do you introduce programming concepts?
  If you have lecture components in your class, how do you structure them?
- Do you have structured assignments? What do you consider when you design these assignments?
- How do you run crit on codes/software?

Artist Empowerment

- Why do artists need to learn to code?
- What kind of foundation knowledge in computing should be taught to artists?
  How does it fit into the existing form of art education?

AI/ML topics

- How do you talk about AI/ML technology and its impact on the creative industry in your class?
- Do you plan to incorporate AI tools into your syllabus? Why and how?
- How does an image generated by commercial AI tools differ from an artwork generated with codes authored by an artist?

Computation as Material

- How do you introduce computation/data as materials for art-making in your class?
  What implications and consequences does it have?

Information on Data Collection & Usage:

- May we ask for permission to record zoom session?
  Only Alice (alm) Chung and Philip Guo will have access to raw videos and transcripts.

- Anonymized background info to be reported:
  - Age range: [under 25, 25–34, 35–44, 45–54, 55–64, 65 and older]
  - Gender
  - Type of institution: [university, design/art college, nonprofit, company, etc.]
  - Geographical location
  - Description of art practice/medium
  - Education/career trajectory (discipline originally trained in, industry experience, etc)
  - # years active as an artist–educator

- If we submit a paper using this data:
  - We will check over any quotes we use with you for accuracy
  - We will confirm how you want to be identified in the report: full name, identified by pseudonym, or complete anonymity (we plan to have ~16 participants)