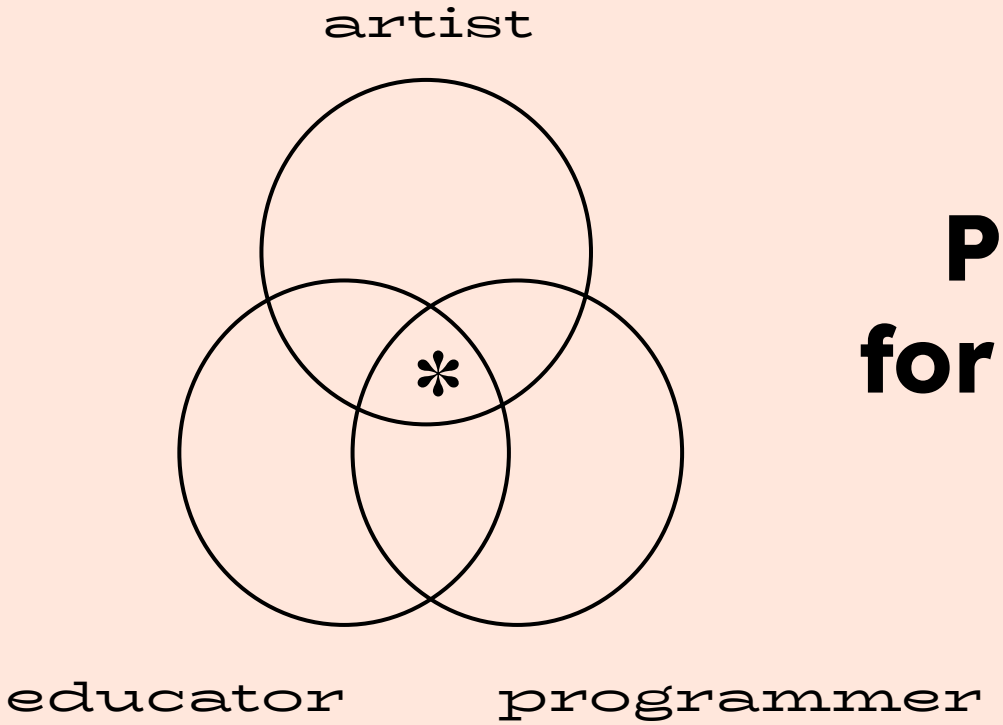

Teaching Programming for Art-making:

Interview Study

Information on Data Collection & Usage:

- 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 ~20 participants)

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?