MAT 200C

Research Tactics
and other practical actions
for artistic and academic agendas

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today:

    look at blogs

    look at artists you chose

        how are they similar?

        what did you think about their statements and
            self-presentation in general?

        how did you evaluate it?

    evaluation strategies

evaluation

theme of course:

getting better at evaluation leads naturally to getting better at articulating ideas

how do you evaluate something?

ranking...

giving stars...

thumbs up or down...

percentages...

evaluation

these are general schemes that give you an overall sense of how much you like or dislike something

but of course they compress a lot of information

so lets try to uncompress some of it...

evaluation

1) attempt to quantify along different parameters
1 to 10 on the parameters of:
usefulness
interestingness
ease of implementation
originality
convincingness
etc...

evaluation

make up your own categories as needed…

the tasks or artwork or subject matter will define these parameters…

each of these categories can themselves be split up…

evaluation

e.g. interestingness

can be decomposed into parameters like:

cleverness, edginess, complexity, surprise, intelligence, attractiveness, philosophicality, etc...

In what ways do you find something interesting?

evaluation

2) attempt to explain WHY you quantified your evaluation in such a way.

That is, your evaluation says more about YOU than it does about the thing being evaluated.

Your evaluation comes out of a set of perspectives, beliefs, insights, etc that may or may not be articulated well. Engaging in this process of evaluation will help you clarify them.

evaluation

goal of this course, at least at first, is on evaluating concepts.

secondary goal will be on the actual implementation (in our case the writing)

in class exercise

groups of 3
   pick an artist's art piece
    individually choose at least 5 different parameters to grade
      why those parameters? why the grades?

   discuss... same parameters as others?
       same grades?

groups of 3

   pick an artist's artist statement

     individually choose at least 5 different parameters to grade

       why those parameters? why the grades?

       discuss... same parameters as others?

         same grades?

Final exercise -

different groups of 3:

what are 3 "academic" beliefs that you think are important, unique to you, that you think about a lot?

e.g. from the artist statements i heard on tuesday,

"the organization of space affects our thoughts"

"all art is kind of the same thing"

"it is cool to find data fingerprints using different media"

"we think in metaphors and we should understand how they work"

try to make these as specific as possible...

can you insert your beliefs/interests into the concerns of a
    particular discourse/research agenda?

why else would you bother doing it?

take turns using the evaluation strategies to evaluate each
    other's beliefs.

is it compelling?

is it original?

is it implementable?

is it useful?

etc etc....

Homework...

   on syllabus.

Next week...

Tues: Javier talks about conferences, how to find them, how to apply to them, his own experiences with the peer-review process

Thurs: Introduction to LaTeX, conference submissions (using LaTeX or Word templates), citation software (BibTex, endnote). Pablo Colapinto discusses graphics packages for LaTeX and shows off his thesis.