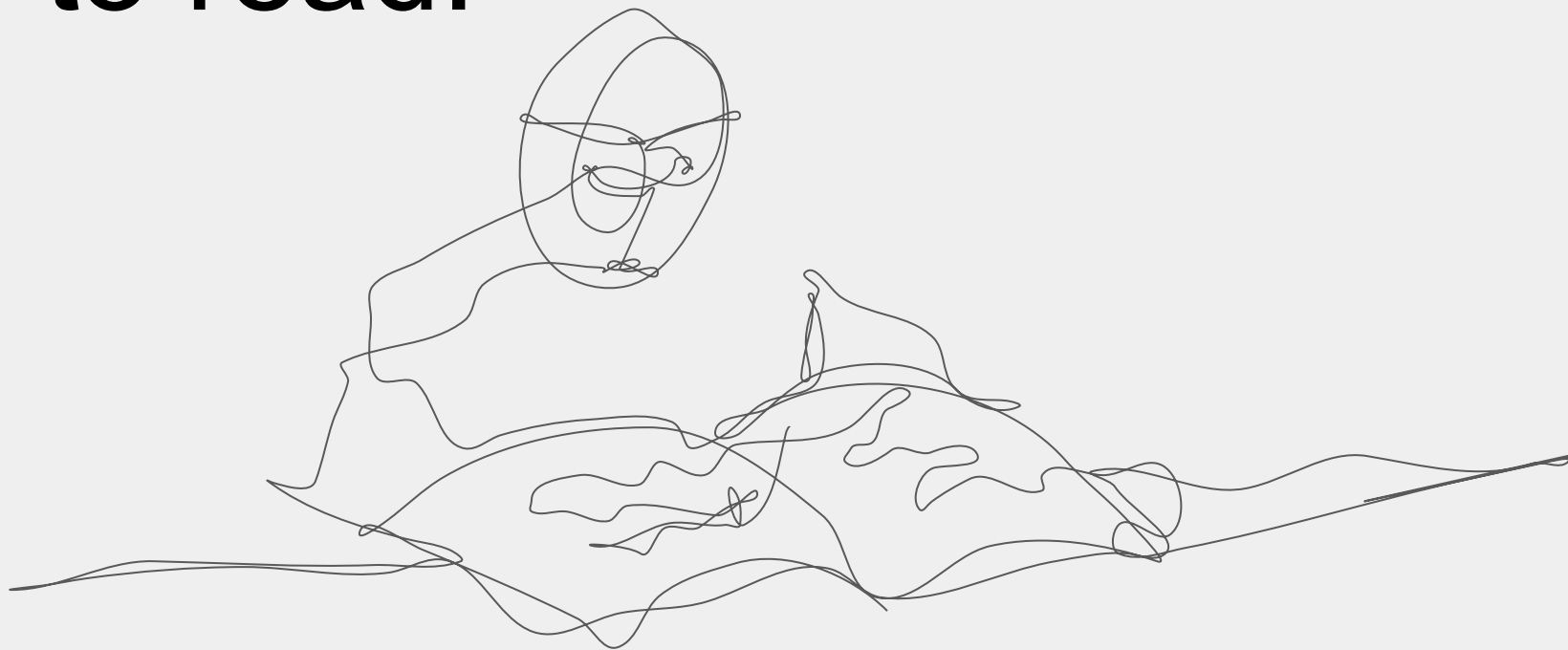
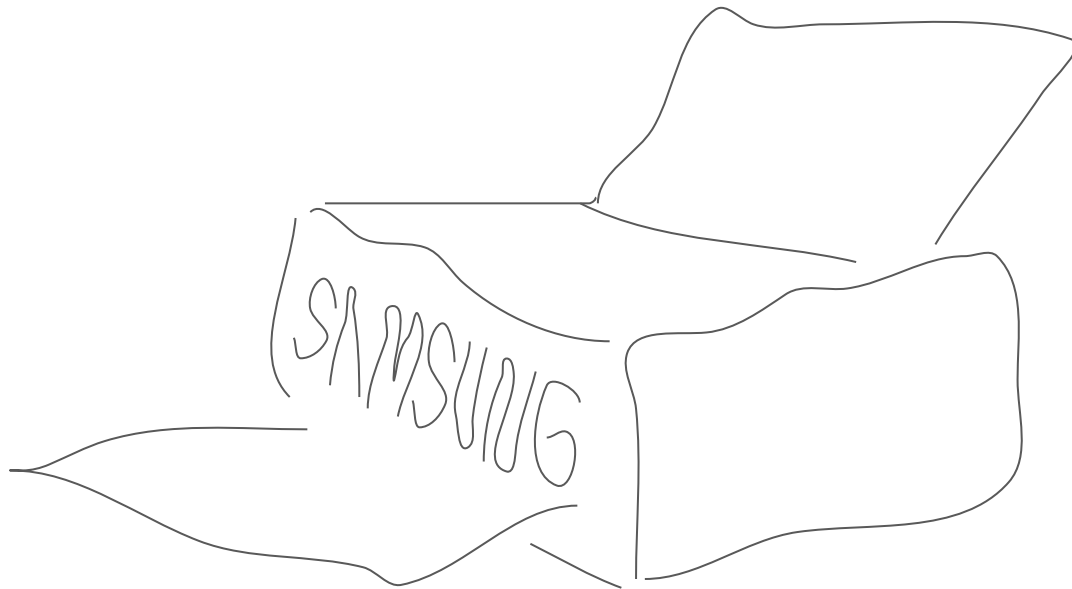


hi

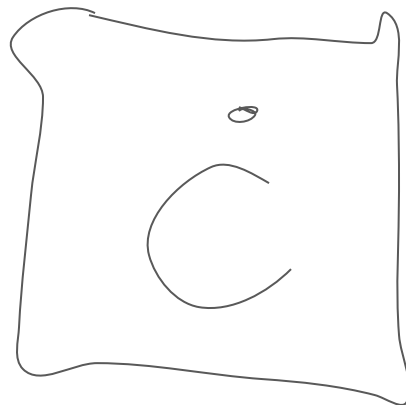
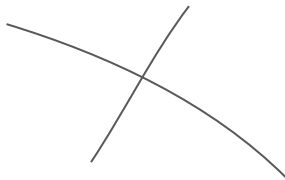
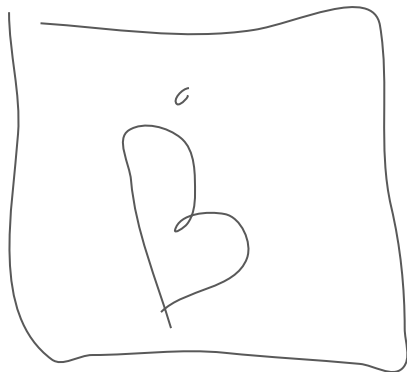
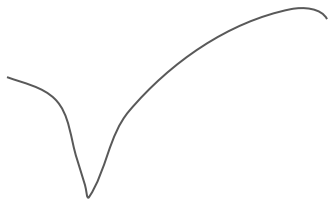
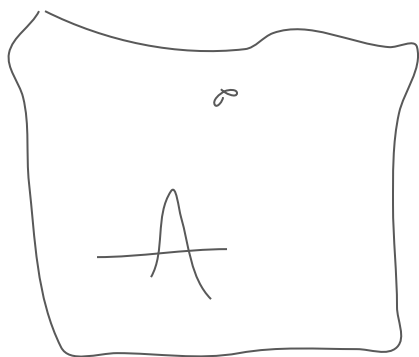
# how to read:



(print your text)



# define reading objective



# define reading objective

- to understand

# define reading objective

- to understand
- to critically oppose  
argumentation

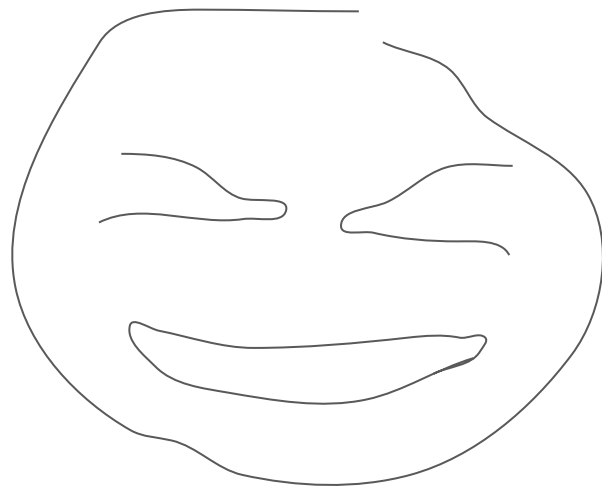
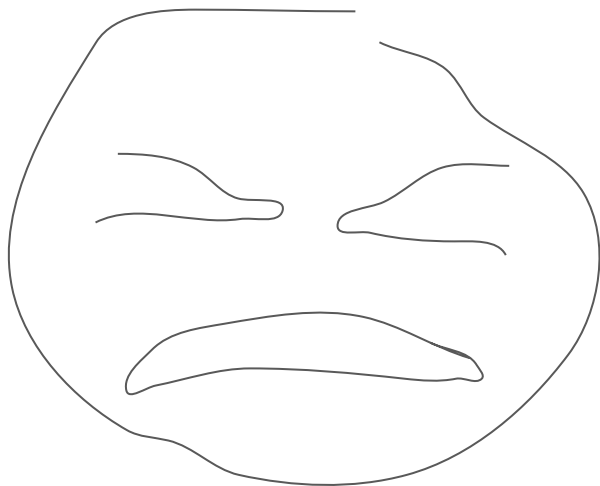
# define reading objective

- to understand
- to critically oppose  
argumentation
- to find pleasure in  
aesthetics

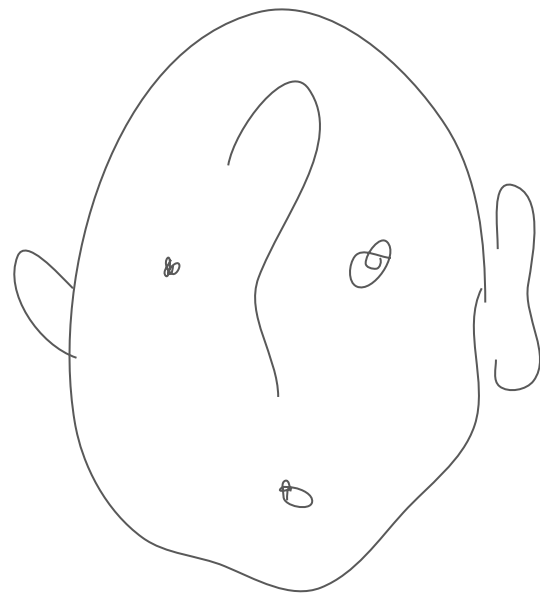
to understand.



it is okay to not understand.

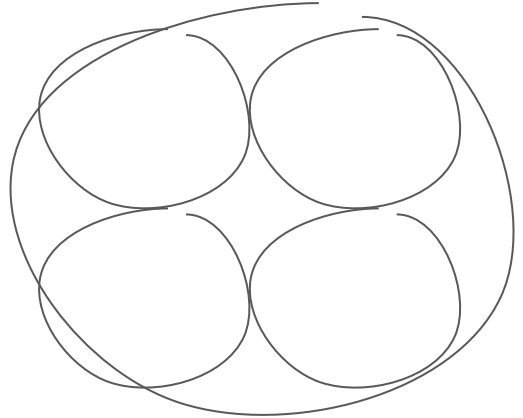


# why do I not understand?



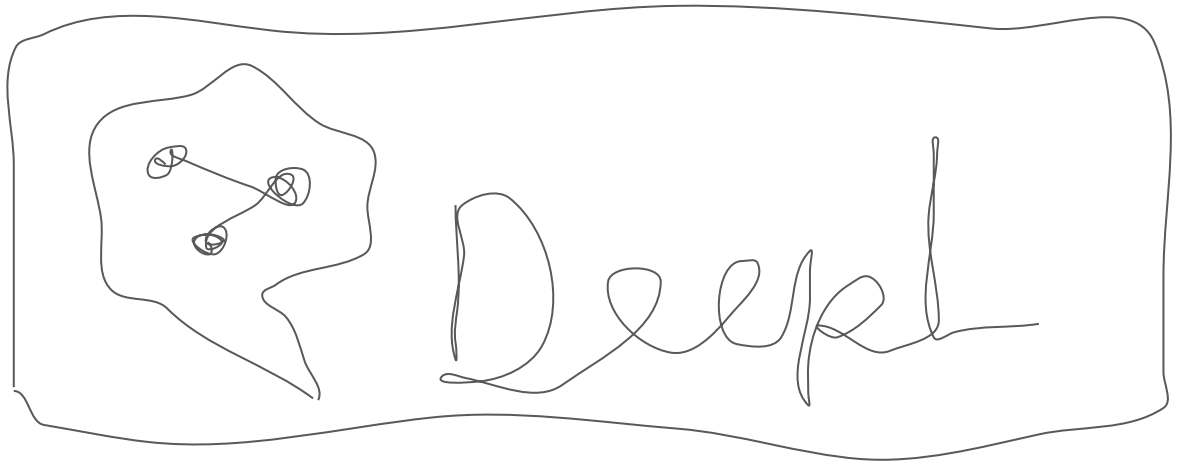
# why do I not understand?

- dyslexia



# why do I not understand?

- dyslexia
- language/mother tongue



# why do I not understand?

- dyslexia
- language/mother tongue
- frame of reference

# Why do I not understand?

- dyslexia
- language/mother tongue
- frame of reference
- vocabulary/discourse/key concepts

how to key concept:

Word : world

word : world

held





Anthropocene : Dictionary  
Scenes  
Histories  
Scientific  
adoption  
Examples

semiocapitalism : Deconstruct  
Capitalisms  
Origins  
Future  
speculation

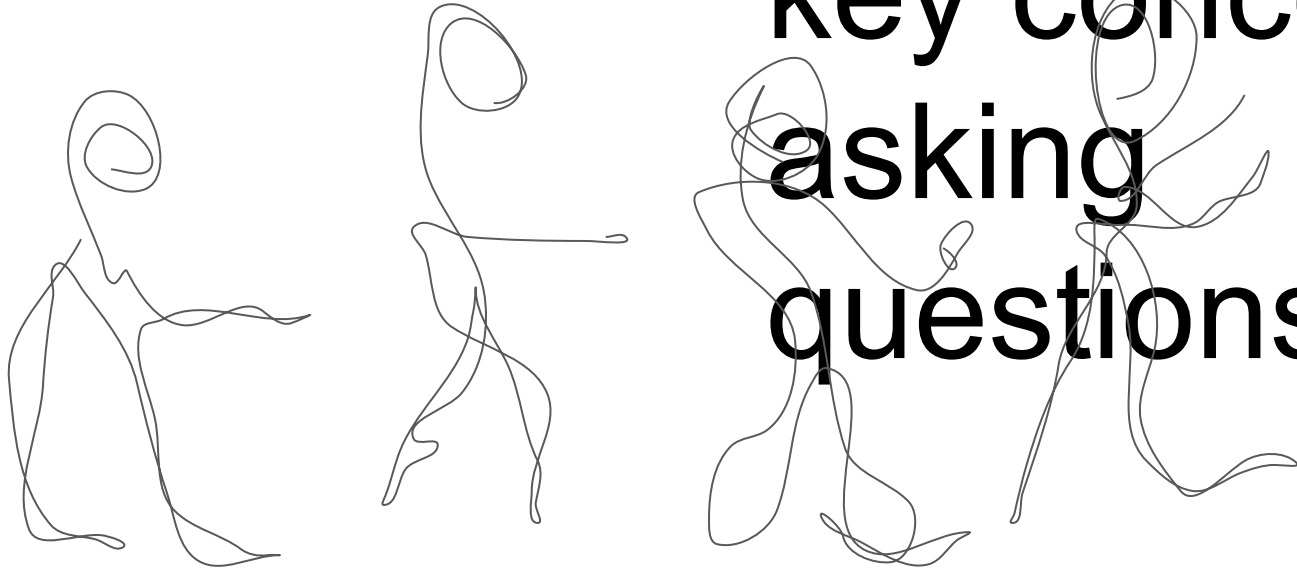


# semiocapitalism :



multiverse predicted paths of the hurricane Irma

socialise reading: self study  
group  
key concepts  
asking  
questions



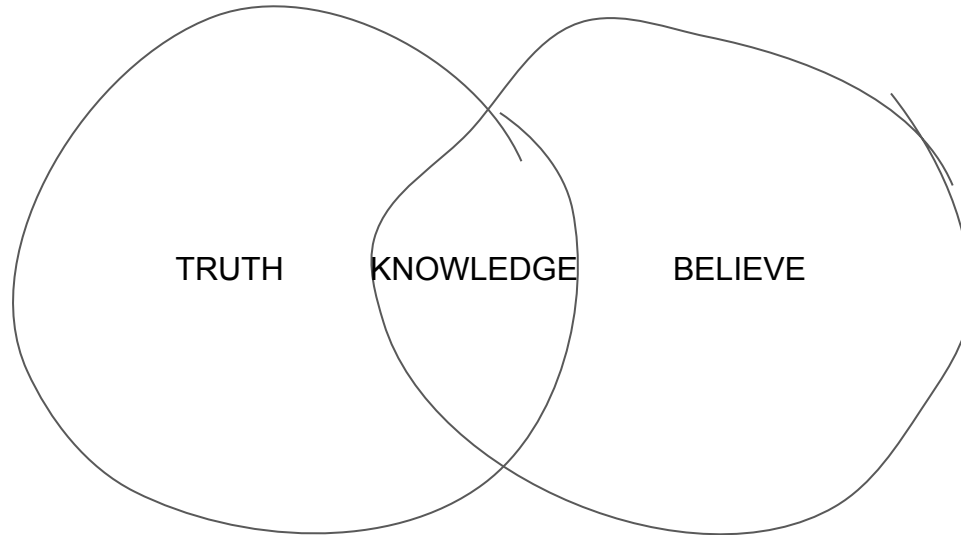


how to *artistic research*:



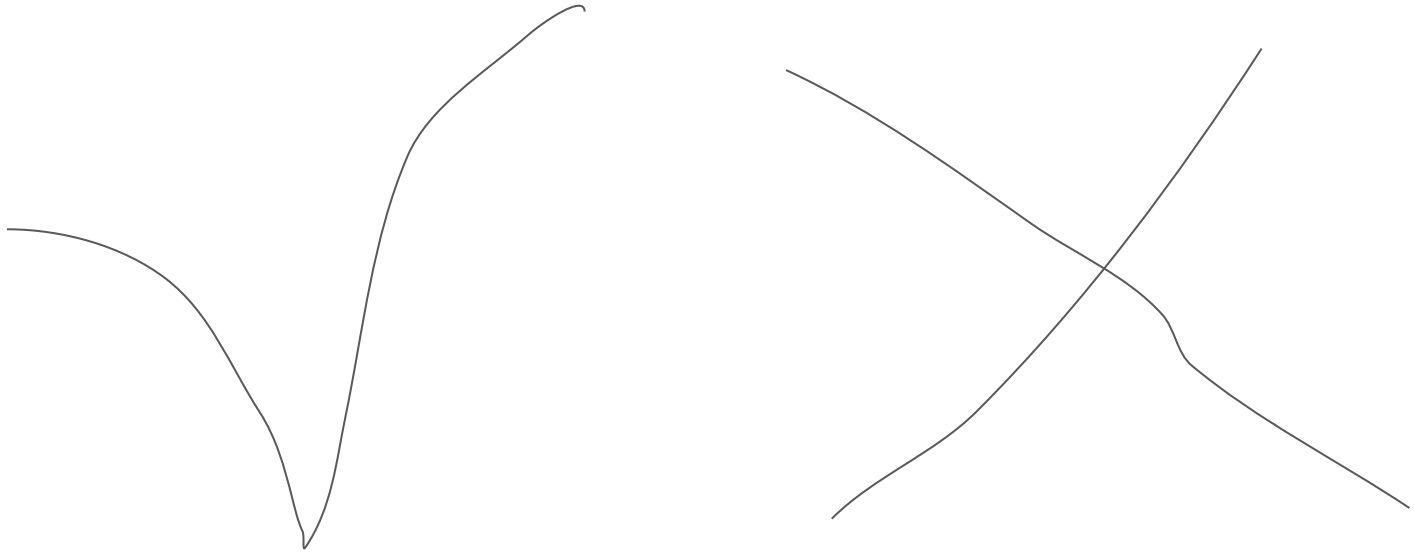
how to *artistic* **research**:

- knowledge production
- epistemology



how to *artistic research*:

- outside the “scientific”
- no truth-false validation





artistic research *formula*:

artistic research

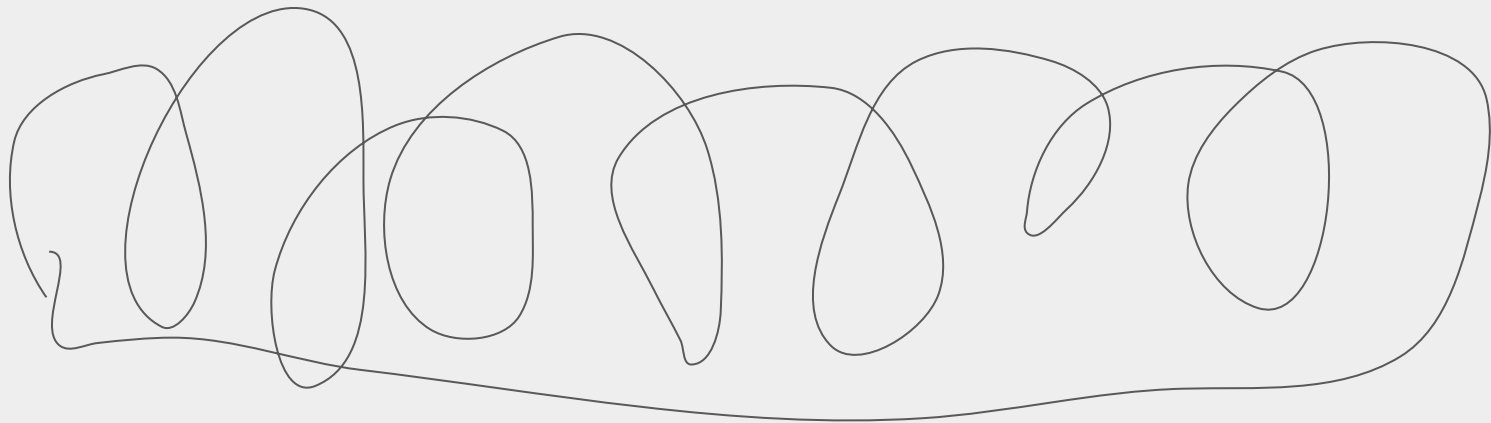
=

artistic process

+

arguing for a point of view

artistic process



what is *artistic process*:

- *documentation of research acts.*

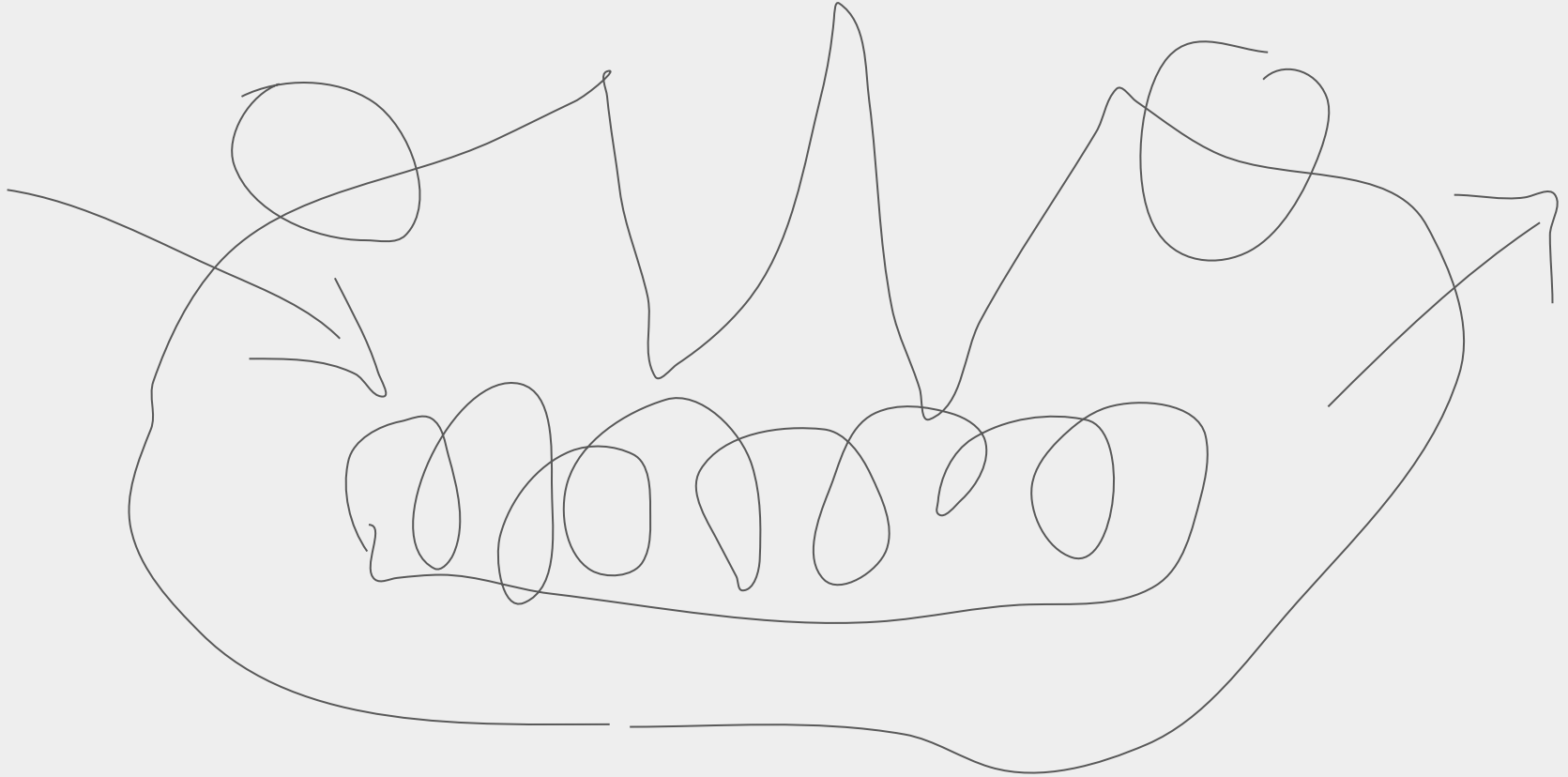
what is *artistic process*:

- Documentation of research *acts*.
- *Preparing works of art, production process*

what is *artistic process*:

- Documentation of research *acts*.
- Preparing works of art, production process
- *moving back and forth between periods of intensive (insider) engagement and more reflective (outsider) distance-taking.*

# arguing for point of view



what is *arguing for point of view*

- *contextualisation and discourse*

what is *arguing for point of view*

- Contextualisation and discourse
- *Making public*



what is *arguing for point of view*

- contextualisation and discourse
- making public
- *participatory act*

discourse

practice

DEFINE KEY  
CONCEPT

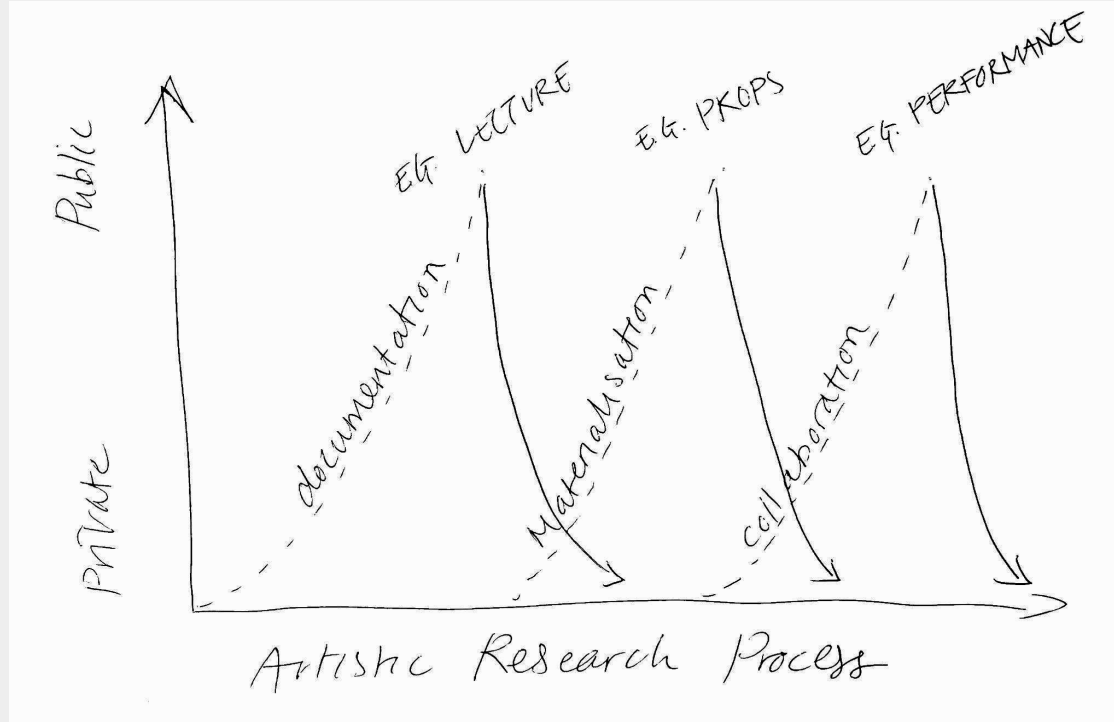
E.g.  
“non-reproductivity”

SITUATE WITHIN  
DISCOURSE

I.e. Queer theory,  
evolutionary biology,  
from perspective of  
design.

TAKE POSITION  
WITHIN DISCOURSE

define/development  
of tone of voice



- Image interrogation (questioning)
- reenactment (performance, LARP)
- interview (audio)
- field research (film / photo/audio)
- daily observation (journal, walking, gathering)
- discursive space (programme, workshop)
- tracing/mapping
- speculative fiction (writing, vr, animation, gamification)
- appropriation (using means of production in different field)
- image juxtaposition/relatin (editing)

[designer, journalist, poet, activist, artist, pedagogue, ....]

## Assignment:

The overarching assignment of the course is to work with moving-image as a means to explore different ways of documenting “doing nothing”. The deliverable will be an edited video of the experiments and practices carried out during each session collectively as well as individually (self study). Many media can play a role in documentation: photographs, sculptures, audio-recordings, performances, text, typography etc can all end up in your final movie.

Secondarily, and integral to the DIG course, together we will work towards a collective presentation

## Specs:

min/max time: 2'5" — 10'

After each session, a fragment of documentation is shared via the [@royal\\_earthlings](#) instagram, with a caption (reflection)

# Examples

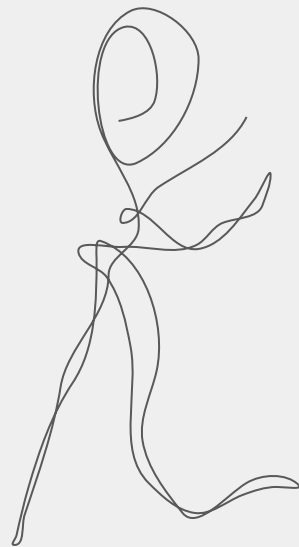
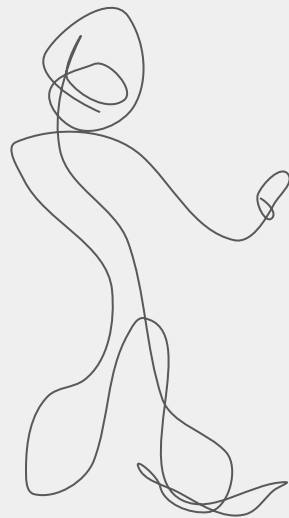
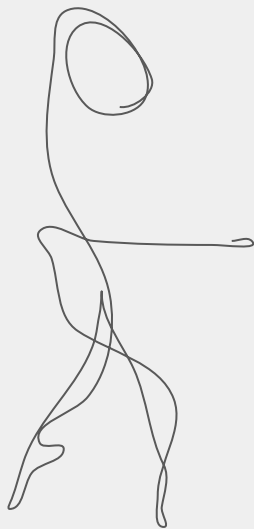
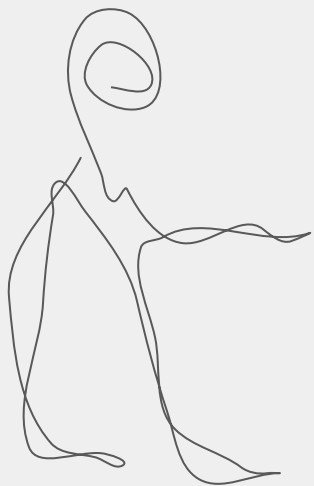
- Hito Steyerl, *How Not to be Seen*
- Mark Leckey, *Green Screen Refrigerator Action*
- Hanne Lippard, *Beige*
- Kevin B, *Transformers, the Premake*
- *Coralie Vogelaar*

## Exercise

1. **SCRIPTING:** write out a script (**40 words**) that sums up, embodies, outlines, suggests, ... your interest, drawing from the walk in the woods.
2. **VIDEO:** Make a video that is no longer than 30sec.
  - a. Use something to make the film that is easily accessible to you, such as webcam, phone camera, screen recording, scanner
  - b. Use a material that is relevant to your research. Think about what the possibilities and limits of different mediums are
    - i. **Digital:** desktop, found footage (youtube, internet archive, stock footage), websites (google maps)
    - ii. **Analogue:** drawing, dance, books, sculpture









assignment: series of moving image experiments

Over the last three weeks you've collectively translated the ideas and research from your walks and readings into a radio broadcast. Next we're going to look at translating them into moving image. Moving image is a hybrid medium that bridges borders between different media. A video can include performance, drawing, code, reading, sculpture, text, painting, cooking, dance, photography, music, animation, field recordings...etc etc.

Over the next few weeks we'll be asking you to use this hybrid medium to visually explore your research and ideas. With a focus on experimentation, process and iteration, we'll ask you to dive down a rabbit hole of your own visual development to create a series of videos that explore what you've been pondering over the last semester.

“deliverable”:

At the end of the course, we'll upload all the videos to the Design Inquiry Group website to create an archive of your work for you, pals and peers to roam through.

today:

We'll begin today with a fast and messy video making workshop. We will ask you to put together short videos in a very short period of time with only the immediate tools to your disposal. This initial video could become the starting point for more visual experimentation or be something that you develop over the next four weeks.

coming weeks:

**30.04 ONLINE**

10.00-13.30

14.30-18.00

**14.05 ONLINE [ONLY NLN]**

10.00-13.30

14.30-18.00

**21.05 KABK**

10.00-13.30

14.30-18.00

**28.05 ONLINE [FINALIZE  
VIDEO/ESSAY]  
[NO NLN]**

10.00-13.30

14.30-18.00

**04.06 ONLINE [INDIVIDUALS]**

# pre-walk focus group:

- Meet 1 hrs
- Define key concepts in notion
- Define visually in are.na

# walk and talk

- 4 walks, starting next week
- walking as research method