



## UNSW Course Outline

# DART2331 Data Aesthetics - 2024

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## General Course Information

**Course Code :** DART2331

**Year :** 2024

**Term :** Term 1

**Teaching Period :** T1

**Is a multi-term course? :** No

**Faculty :** Faculty of Arts, Design and Architecture

**Academic Unit :** School of Art & Design

**Delivery Mode :** Multimodal

**Delivery Format :** Standard

**Delivery Location :** Paddington

**Campus :** Paddington

**Study Level :** Undergraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This course examines the use of data as an artistic material and artistic subject in relation to digital media, new media arts, and processes and practices at the nexus of art and science. How can artists express the world of data in aesthetic objects, and how can they engage with the concept of data? How have scientists, journalists and other communicators used aesthetic

principles to convey and frame information? You will learn through theory and hands-on creative practice how to understand, manipulate and interrogate data; techniques for rendering data in different media such as 2D, 3D, sound and interactive forms; theories connecting patterns and aesthetics; and issues in the politics and social study of data. You will become familiar with a range of creative practices engaging with data, from participatory interactive media art to mashup cultures. The course also engages with AI and other computational methods and their relation to data and art, for processing, interpreting and interacting with the world.

## Course Aims

Students will gain an awareness of the exponential rise in the use of data in contemporary culture and the role that digital media and art and design theory and practices play in producing meaning from data. They will develop an understanding of the ubiquitous nature of data and cognizance that there are social, cultural and political implications of its generation and use. Students will gain an understanding of the role creative practitioners have in collaborative, transdisciplinary and cross disciplinary practices involving data rendering.

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify and describe data sets, types and formats within and across a range of disciplines and real world contexts
CLO2 : Locate and examine the different concepts, approaches and uses for data sets, types and formats in creative theories and practices
CLO3 : Apply strategies for working with data from creative theory and practice and reflectively analyse and critique their own decision processes in choosing data sets and prototyping data rendering
CLO4 : Analyse and critically evaluate data generation, visualisation and other forms of rendering data in art, design and broader visual culture

Course Learning Outcomes	Assessment Item
CLO1 : Identify and describe data sets, types and formats within and across a range of disciplines and real world contexts	<ul style="list-style-type: none"><li>• Data practices and concepts</li><li>• Collaborative data rendering project</li><li>• Critical and Comparative Review</li></ul>
CLO2 : Locate and examine the different concepts, approaches and uses for data sets, types and formats in creative theories and practices	<ul style="list-style-type: none"><li>• Data practices and concepts</li><li>• Critical and Comparative Review</li></ul>
CLO3 : Apply strategies for working with data from creative theory and practice and reflectively analyse and critique their own decision processes in choosing data sets and prototyping data rendering	<ul style="list-style-type: none"><li>• Collaborative data rendering project</li></ul>
CLO4 : Analyse and critically evaluate data generation, visualisation and other forms of rendering data in art, design and broader visual culture	<ul style="list-style-type: none"><li>• Collaborative data rendering project</li><li>• Critical and Comparative Review</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System

## Learning and Teaching in this course

All online material and engagement via Moodle.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Data practices and concepts Assessment Format: Individual	20%	Start Date: Not Applicable Due Date: 05/03/2024 01:00 PM
Collaborative data rendering project Assessment Format: Group	30%	Start Date: Not Applicable Due Date: 02/04/2024 01:00 PM
Critical and Comparative Review Assessment Format: Individual	50%	Start Date: Not Applicable Due Date: 23/04/2024 01:00 PM

## Assessment Details

### Data practices and concepts

#### Assessment Overview

For this assessment, you will write a short structured report that analyses a chosen dataset and speculates on an experimental aesthetic approach to engaging with it.

Formative feedback will be provided in class, and summative feedback will be provided online via the assessment rubric.

#### Course Learning Outcomes

- CLO1 : Identify and describe data sets, types and formats within and across a range of disciplines and real world contexts
- CLO2 : Locate and examine the different concepts, approaches and uses for data sets, types and formats in creative theories and practices

#### Assessment Length

500 words

#### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### Collaborative data rendering project

#### Assessment Overview

For this assessment, you will work as part of a small group (3–4 maximum) to research and prepare an in-class presentation and question time. Your presentation will focus on a dataset you have chosen as a group and your prototype of it as a 'rendered' data art project. You can use a

range of artistic media to explore your dataset, including video animation, sonification, electronic poster, infographic, storyboard, powerpoint or other suitable presentation method and/or in a short piece of writing.

You will be required to articulate the aims, intent and process undertaken; provide sources for your data; why you selected a particular rendering mode - for example, visualisation or sonification etc; identify a possible 'venue' and audience for the work; relate your work to established data rendering theories and practices. You should show, in your presentation, how your prototype relates to one or two of the topics/concepts covered by the course. You will also be required to provide feedback to other student groups during their presentations. It is suggested that each student take a clearly defined role in the project (for example, sourcing and collecting the data or dataset or visually prototyping the data rendering).

Your group will be required to submit your supporting documentation (e.g. powerpoint slides, photos, poster image, etc.) via Moodle. You will also submit a short individual 'reflection statement' reflecting on the work undertaken by yourself in the group collaboration, research, and distribution of tasks for the presentation.

You will prepare and present the assignment as a group but receive an individual mark for this assessment.

Formative feedback will be provided in class, and summative feedback will be provided online via the assessment rubric.

### Course Learning Outcomes

- CLO1 : Identify and describe data sets, types and formats within and across a range of disciplines and real world contexts
- CLO3 : Apply strategies for working with data from creative theory and practice and reflectively analyse and critique their own decision processes in choosing data sets and prototyping data rendering
- CLO4 : Analyse and critically evaluate data generation, visualisation and other forms of rendering data in art, design and broader visual culture

### Submission notes

Supporting materials submitted to Moodle before start of class, Week 8. Group presentation during class, Week 8.

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

# Critical and Comparative Review

## Assessment Overview

For this assessment, you will write a critical review that compares and contrasts your proposed group data project (which was the basis of your assessment 2 presentation) with an existing artefact by an artist or designer (video, animation, sculptural form, application, sonification etc). Your review should critically analyse and evaluate both works in relation to key concepts and theories addressed in the course. You will be required to draw on both theories and practices to contextualise your group data project work and the other art or design work, as well as ensure you reference your sources correctly.

Formative feedback will be provided in class, and summative feedback will be provided online via the assessment rubric.

## Course Learning Outcomes

- CLO1 : Identify and describe data sets, types and formats within and across a range of disciplines and real world contexts
- CLO2 : Locate and examine the different concepts, approaches and uses for data sets, types and formats in creative theories and practices
- CLO4 : Analyse and critically evaluate data generation, visualisation and other forms of rendering data in art, design and broader visual culture

## Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

# General Assessment Information

## Grading Basis

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	Understanding data. Fundamental principles, cultures of data, technologies of data, promise and perils of data.
Week 2 : 19 February - 25 February	Lecture	Aesthetics in relation to data. Theories of aesthetic perception, expectation, and taste. Principles of good data visualisation.
Week 3 : 26 February - 3 March	Lecture	Data in art. Data visualisation, data mashups, generative machine learning.
Week 4 : 4 March - 10 March	Lecture	The communication of data. Storytelling, truth, drawing attention and inspiring insight with data.
Week 5 : 11 March - 17 March	Lecture	Personal and cultural data. Participatory art, data privacy, the quantified self, identity.
Week 7 : 25 March - 31 March	Lecture	Group project development.
Week 8 : 1 April - 7 April	Lecture	Group presentations.
Week 9 : 8 April - 14 April	Lecture	Interaction design and data. Engaging with data in daily life, urban informatics, dashboards.
Week 10 : 15 April - 21 April	Lecture	A deeper cultural history of data. Historical perspectives on science, engineering, and geopolitics.
Week 11 : 22 April - 28 April	Lecture	Final assignment submissions.

## Attendance Requirements

### Attendance Requirements

Students are expected to attend all classes for each course in which they are enrolled. Failure to attend and participate in at least 80% of learning activities such as discussions, peer feedback, studio sessions, online activities, group work, etc., may result in you being flagged as at risk of failing the course. By punctually attending and actively participating in your classes you not only increase your own opportunities for developing your skills and knowledge, but will also help build a rigorous and engaged creative community with other students. If you are unable to attend classes, please inform your relevant Course Convenor. If the absence is for medical reasons, you will be required to present a medical certificate. If absences impact your ability to undertake assessment, then you should apply for [Special Consideration](#).

## Course Resources

### Prescribed Resources

Core reading:

David McCandless, Information is Beautiful, 2009

Edward Tufte, The Visual Display of Quantitative Information, 1983

Kate Crawford, Atlas of AI: Power, Politics, and the Planetary Costs of Artificial Intelligence, 2021

Oliver Bowe, Beyond the Creative Species: Making Machines that make Art & Music, 2021

Many additional weekly readings and viewings found in the course guide.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
	Oliver Bown					No	Yes

## Other Useful Information

### Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

### Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without

- acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
  - Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
  - Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
  - Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

## Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

## [Use of AI for assessments | UNSW Current Students](#)

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### **Submission of Assessment Tasks**

#### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externaltelsupport@unsw.edu.au](mailto:externaltelsupport@unsw.edu.au)

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

#### **Late Submission Penalty**

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here.](#)

## School-specific Information

### Risk of Failure Warnings

If you are at risk of failing the course, because of lack of attendance, low marks in assignments, failing to submit assignments, or lack of participation or engagement, you may be notified by email. Please ensure you read your university email, and respond to any official risk of failure warning promptly. NOTE – if the warning email is sent to your UNSW e-Mail address, it is considered as being read by you whether you check your UNSW email or not.

### Late Submission Penalties

If you believe that circumstances will prevent you from submitting an assessment on time, please notify your course convenor as soon as possible. There will be penalties applied for being late and a clear 'no later than' date beyond which submission won't be accepted. Where a Special Consideration is not applied for, and a student assessment is late, the following guidelines apply:

1. Up to 5 days after due date, a penalty of 5% (of maximum mark for assignment) will be applied for each day late (e.g. an assignment that is 3 days late would have its mark reduced by 15%). Please note - for the purpose of deduction calculation, a 'day' is each 24-hour period (or part thereof) past the stipulated deadline for submission within the calendar year (including weekends and public holidays). Task with a percentage mark - If the task is marked out of 100%, late submission will attract a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. A 3 day late penalty will be applied ( $3 \times 5\% = 15\%$ ). The essay receives a mark of 68%. The student's mark will therefore be reduced to 53% ( $68\% - 15\%$ ).

2. Beyond 5 days late, no submission will be accepted.

### Special Consideration

Please note that the University's Special Consideration process allows students to apply for an

extension within 3 days of the assessment due date. This provides for more extensive extensions, subject to documentation, and Course Convenor approval. You can apply for special consideration online through my.UNSW.edu.au. More information about special consideration can be found here: <https://www.student.unsw.edu.au/special-consideration>

NOTE: If you are experiencing issues related to your access to class material or difficulty with technology, make sure you notify your lecturer as soon as possible, well before any assessment due date. Last minute requests for extensions due to computer failure, file corruption, printing problems etc. do not qualify students for special consideration or extensions. Students are expected to maintain regular backups of their work at all times.

### **Educational adjustments**

Educational adjustments can be applied to assessments if you are living with a disability, a long term medical condition, a mental health condition, and/or are a carer of individuals with a disability. The Equitable Learning Service (ELS) determines adjustments based on medical documentation and communicates these via an Equitable Learning Plan (ELP). To receive educational adjustments for equitable learning support, you must first register with Equitable Learning Services (ELS). More information about Equitable Learning Services can be found here <https://student.unsw.edu.au/els>

### **Supplementary Assessment**

Supplementary assessments are available to students in this course who have failed an assessment but have subsequently had an application for Special Consideration approved by the university. The supplementary assessment may take a different form than the original assessment and will be defined by the course convenor - but it will address the same learning outcomes as the original assessment. If Special Consideration has not been awarded, the maximum mark that may be awarded for a supplementary assessment is 50% of the full assessment mark.

### **Academic Honesty and Plagiarism**

Plagiarism is taking the ideas, words, images, designs or objects of others and passing them off as your own. Plagiarism is a type of intellectual theft. Plagiarism can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. Plagiarism can have serious consequences, so it is important that students be aware of what it is, and how to avoid it. All written submissions are automatically checked for plagiarism using the Turnitin

site. For further information, please see the Academic Integrity & Plagiarism website <https://www.student.unsw.edu.au/plagiarism>.

## Referencing Requirements for Assessments

Your course convenor will inform you what referencing system this course follows. Useful guidelines on how to reference according to various systems can be found at: <https://student.unsw.edu.au/referencing>.

You may follow these guidelines in your assessment tasks, or seek additional advice from your lecturer. Styles for Endnote are downloadable from the Endnote website. Accurate and correct referencing is an important academic prerequisite at University level, and if your work does not meet these requirements, it may be marked down, or in more serious cases, it may be treated as an instance of plagiarism and academic dishonesty.

## Use of Generative AI

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Your work must be your own and where the use of AI tools, such as ChatGPT, have been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work. In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply. If in doubt, please seek advice from the Course Convenor prior to using generative AI tools.

<https://www.student.unsw.edu.au/assessment/ai>

## Health and Safety

Ensuring student and staff health and safety is very important at UNSW Art & Design. Health and safety is everyone's responsibility. As a student, you have a responsibility not to do anything that risks your own health and safety, or the health or safety of your fellow students, staff members or visitors. This means, for example, exiting the building during a fire drill; wearing personal protective equipment and clothing (PPEC) when staff or signage instructs you to do so; undertaking induction to using equipment or carrying out processes that require specific knowledge; and reporting hazards or incidents to your lecturer or supervisor as soon as you become aware of them. For more information, please see <https://safety.unsw.edu.au/>.

## **Additional Support and Resources**

At UNSW you can also find support and resources if you need help with your personal life, getting your academic success on track or just want to know how to stay safe. See <https://www.student.unsw.edu.au/wellbeing>.

Additional support for students is available by contacting the following centres:

- Student Support and Development <https://www.student.unsw.edu.au/support>
- Student Support Advisors: <https://www.student.unsw.edu.au/advisors>
- Mental Health Support: <https://www.student.unsw.edu.au/mental-health-support>
- Academic Skills and Support <https://www.student.unsw.edu.au/skills>
- UNSW IT Service Centre <https://www.myit.unsw.edu.au/>
- Student Gateway: <https://www.student.unsw.edu.au/>
- Equitable Learning Services: <https://www.student.unsw.edu.au/equitable-learning>
- Faculty Resources and Support: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support>
- Arc: <https://www.arc.unsw.edu.au/>

## **After Hours Access to the Paddington Campus**

The core operating hours for the Paddington Campus are below. All students have access to the campus during these hours:

- Monday to Friday 0800 – 2100
- Saturday 0900 – 1700

Some students are permitted to have “After Hours Access” (AHA) to the campus upon completion of a series of inductions. The inductions are dependent on location, as well as the types of activities undertaken in those locations. The first of these is this Primary Induction, and this must be completed online <https://my.artdesign.unsw.edu.au>. All students requiring AHA are required to complete this induction. The Primary Induction gives access to the following Low Risk areas:

## **Post Graduate Students**

- PG Research students – Level 4 F Block, Computer Labs and Learning Commons
- Master of Design students – Level 3 D Block, Computer Labs and Learning Commons
- Master of Curating and Cultural Leadership students – D207, Computer Labs and Learning Commons

## **Honours Students**

- Fine Arts – Level 3 F Block, Computer Labs and Learning Commons
- Design – Level 1 E Block, Computer Labs and Learning Commons
- Media Arts – Level 3 F Block, Computer Labs and Learning Commons

Subsequent inductions are workshop and lab specific, and are conducted face-to-face by the UNSW Art & Design Technical staff. Students and staff must first successfully complete the Primary Induction before requesting a Workshop/Lab specific Induction.

## School Contact Information

**UNSW School of Art & Design**

**Faculty of Arts, Design & Architecture**

Paddington Campus

Cnr Greens Rd & Oxford Street

Paddington NSW 2021

[ad.generaladmin@unsw.edu.au](mailto:ad.generaladmin@unsw.edu.au)