

artistic vision

providing contextual guidance for creative tasks

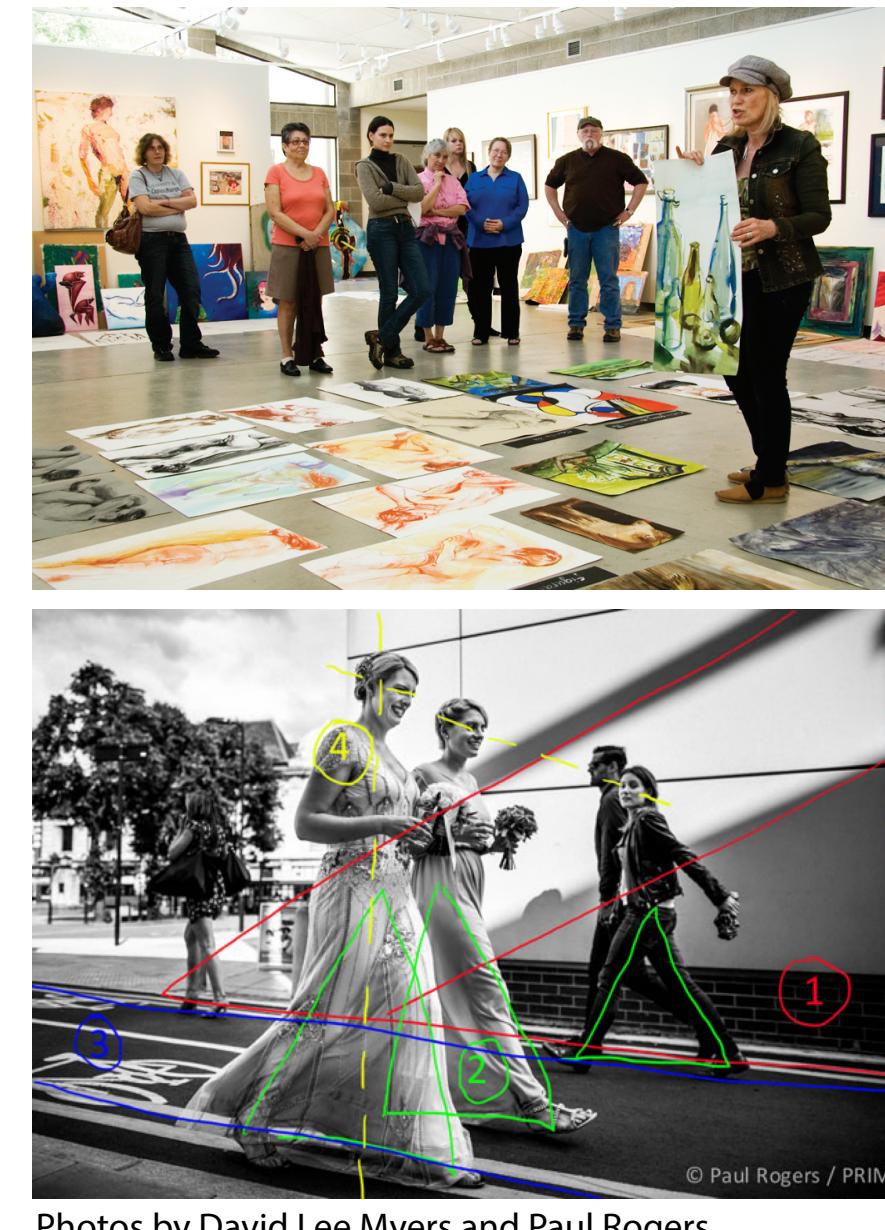
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motivation

goal \\ in-class critiques are core to art & design classes, we wondered if we could tighten the feedback loop

perspective \\ creating a design is like “navigating the design space” until you arrive at a desired design

experts have trained their eyes and developed their personal “**artistic vision**”— by helping novices navigate the design space more intentionally, we aim to help novices develop their own artistic vision



can we leverage scaffolding that **experts** have learned to use in their creative processes?

how can we provide this scaffolding to **novices** within their creative tools?

what **level of assistance** should be provided so it doesn't limit creative agency and ownership?

computational tools can scaffold novices' design processes by bringing feedback directly into the design tool

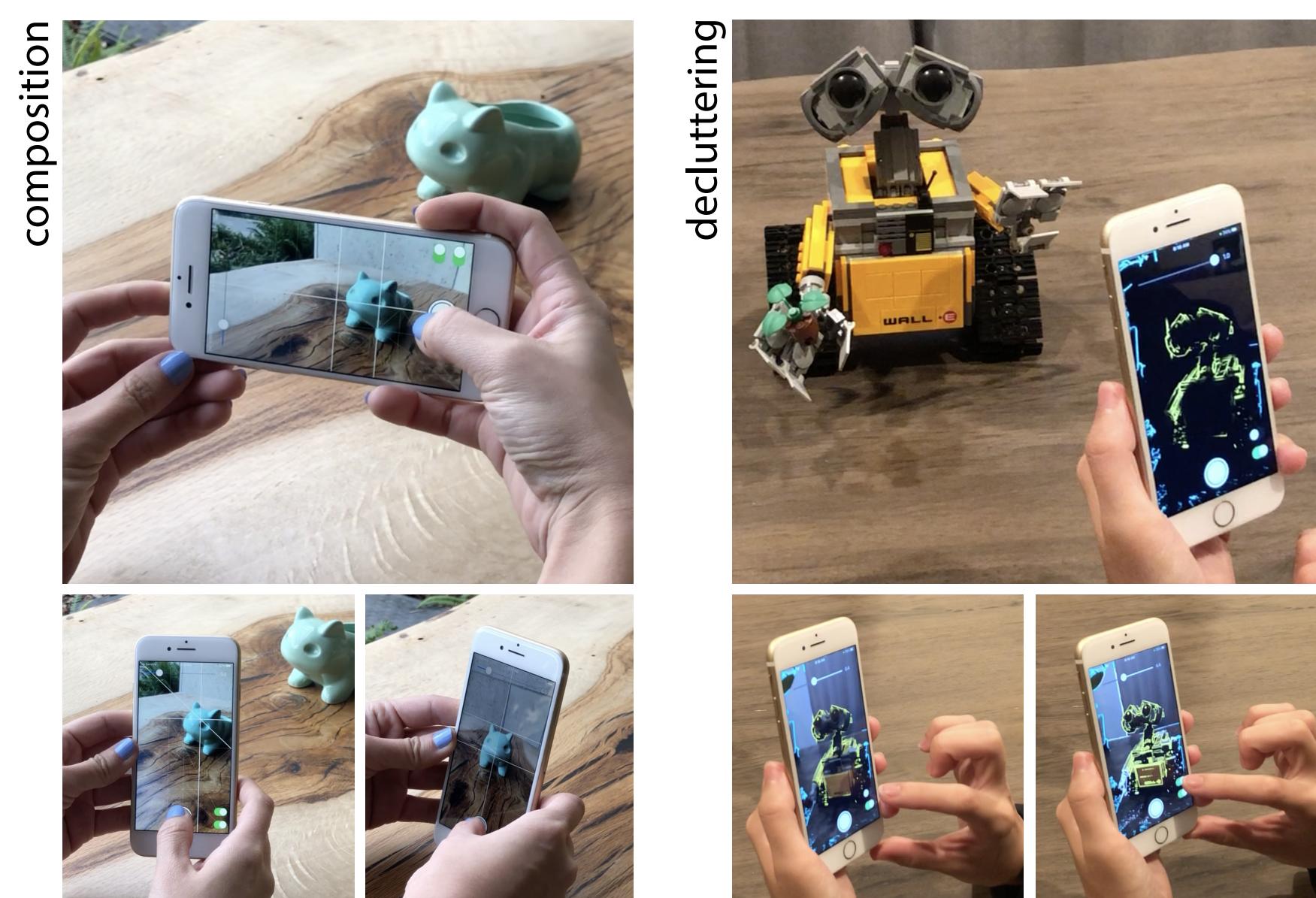
awareness

question \\ does promoting awareness of composition or potential clutter help novices to be more intentional about overall photographic composition?

approach \\ visual dynamic overlays to highlight composition and clutter while taking photos

external representations promote discovery by highlighting spatial relationships between elements [1]

[1] Suwa and Tversky. “External Representations Contribute to the Dynamic Construction of Ideas.” 2002



question \\ does guiding novices towards known lighting styles help them capture well-lit portraits?

approach \\ contextual exemplars to capture portraits with optimal lighting

novices are often unaware of most of these lighting styles; example galleries highlight differences in options [2]

[2] Kulkarni et al. “Early and Repeated Exposure to Examples Improves Creative Work.” 2012



feedback

question \\ does providing feedback earlier enable more reflection-in-action? [3]

approach \\ in-action feedback to encourage principled reflection in visual design

[3] Schön. “The Reflective Practitioner.” 1984

