VESNA DRAGOJLOV

Paper : **TEACHING GA UNDERGRADUATE STUDENTS AT A TECHNOLOGICALLY ADVANCED UNIVERSITY; ITS CHALLENGES AND REWARDS**

Abstract:
At my university I have designed a generative/algorithmic art class that I have been teaching for two years now with a growing interest in the student body.
The class introduces GA through a brief historical background and its precursors with roots in conceptual art, and with a focus on the end of XX century and XXI century trends. The overall class objective is to have the students understand some of the GA concepts that entail process, not the end result, an art creation based on a simple set of parameters that run a very complex, always original, never-ending process. From stills, to live coding, to interactive art, to bio generative art, to algorithmic architecture student gain knowledge of various heterogeneous trends in order to be able to produce their own algorithmic art, starting with traditional media and progressing into a digital realm.
The profile of students in class varies, from programming background, digital design and art, to game design and animation background. Hence the challenge of having the students (rooted in traditional art forms) to grasp this new approach to art whose artistic creation is the process, not a finished product. How to place GA that resides at the intersections of arts, sciences and technology in a school curriculum that is very much technically oriented (not an art school) presents a challenge for me as an educator and a designer.
Through a video material, and interactive student artworks it is my intention to showcase their growing understanding of generative art and an ultimate embracing of this new art form, focusing on my few students who have found their art direction in GA

Nick Pfisterer, student work, Algorithmic Art class, UAT, 2009

Topic: Algorithmic Art

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