

Transformational practices in Art and Design: Bridging the digital axis in creative practices

Peter Byrne

Rochester Institute of Technology

Carole WOODLOCK

Rochester New York

Online presentation

March 25th, from 6:30 to 7:30 pm CET

As active artists, researchers, and educators, who have taught predominately technology based courses in the university studio classroom for over 25 years, we have been dedicated to researching the studio learning experience of artists and designers through action research. Over this time, art and design programs in higher education have adapted to better prepare graduates to be engaged digital natives. One noticeable outcome of this change, is that the act of creating in an analogue method within many studio classrooms has evolved and been modified to center around the learning of digital tools and production with digital output. As artists, we have consciously embraced the world of digital tools, while also nurturing handmade and analogue practices. In our research practice, we were seeking to better understand how advocating and actualizing a reframing of digital and analogue practices fosters a stronger visual literacy and creative process in classrooms across disciplines. In this session, we are proposing to share our inquiry, and the work of other contemporary artists and designers, whose processes demonstrate an evolution of creative practices where the digital and analogue intersect. We provide examples of transformative forms of creative practices in which cross-disciplinary inquiry bridges the digital axis. In addition, we will present a visual account of how educators across disciplines can nurture new strategies where the digital tangles and inspires analogue-based practices. With a desire to reframe the digital axis, we saw a need for an investigation into, and dialogue on, what it means to be an artist/designer in a contemporary studio context today, and how we, as educators, might respond to changes in tools, media, and output in the future. With our research into creative processes and the role of the digital and analogue in that process, we have catalogued a rich and robust terrain for educators to reflect on and consider. The audience will gain an understanding of methods for reframing

pedagogical instruction to advance a student-centered curriculum where the digital and analogue interconnect. We conclude with a visual presentation with extensive examples of work created that includes experimental works screened at National and International festivals, collaborative student based projects utilizing design thinking, and moving media student projects.

Peter Byrne is the Melbert B Cary Professor, and Director of the School of Design in the College of Art & Design at the Rochester Institute of Technology. An active artist and design-educator, Byrne's work involves an inquiry into notions of abstraction, sense of place, and a dialog between the handmade and the digital. His work includes motion graphics, films/videos, digital projects, paintings, and drawings. Byrne has exhibited his drawings, digital works, and paintings both nationally and internationally. <http://byrnestudio.net/wordpress/>

An artist living and working in Rochester New York, **Carole Woodlock** grew up in the foothills of the Rocky Mountains in Western Canada. Woodlock's experimental films have won many awards and have screened at over 70-juried national and international festivals. Investigating notions of landscape, identity, and memory, Woodlock researches digital and analogue practices in contemporary art. Her recent artwork and writings developed out of a series of intensive solo 100+ mile walks through England's northern countryside, specifically Yorkshire and the North York Moors. A full Professor in the School of Photography in the College of Art & Design, Woodlock seeks to foster an arts-integrated approach to her teaching, mentoring, and scholarship. Woodlock just completed her term as the a2ru liaison at the Rochester Institute of Technology (RIT) in the College of Art and Design.