

# 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



Photos by David Lee Myers and Paul Rogers

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?

questions

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

awareness

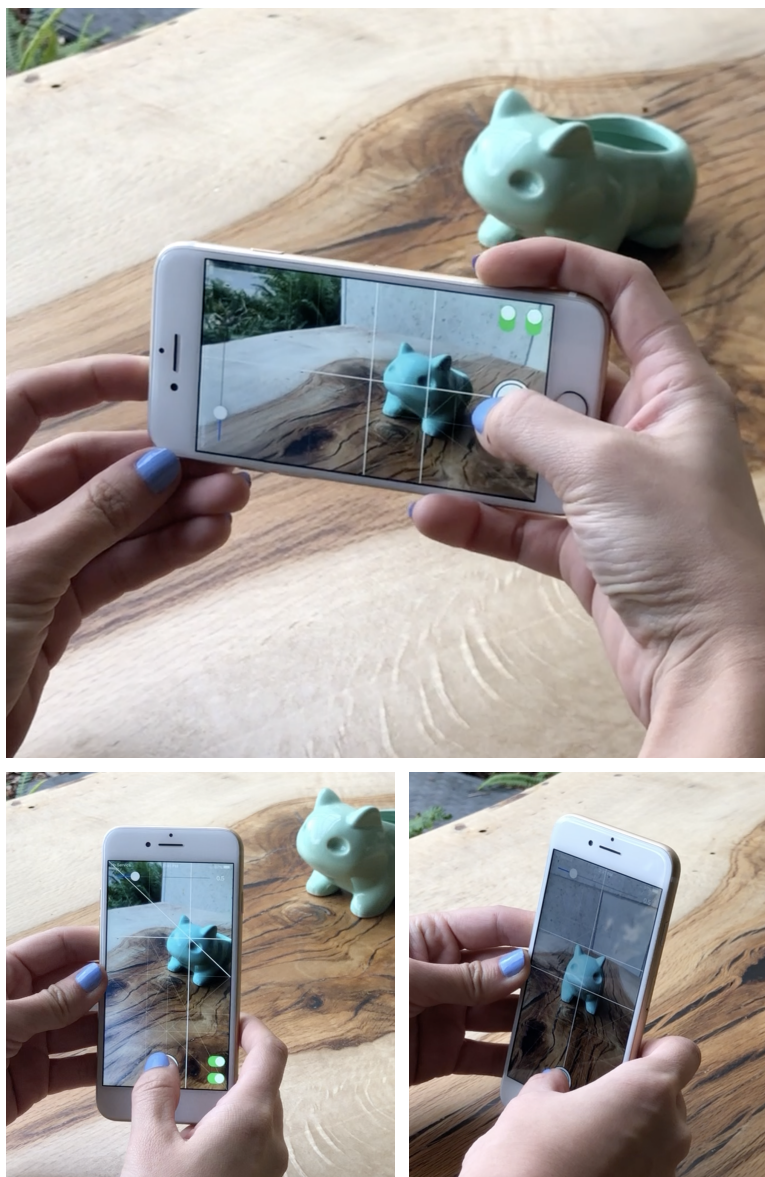
**question** \ \ does promoting awareness of composition or potential clutter help novices to be more intentional about overall photographic composition?

**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

composition



decluttering



butterfly

right loop

left loop

left rim



**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

exemplars

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

### 1 Content Obscured

Issue under: Readability

#### Specific instance in the poster

Background image's subject is slightly obscured by text.

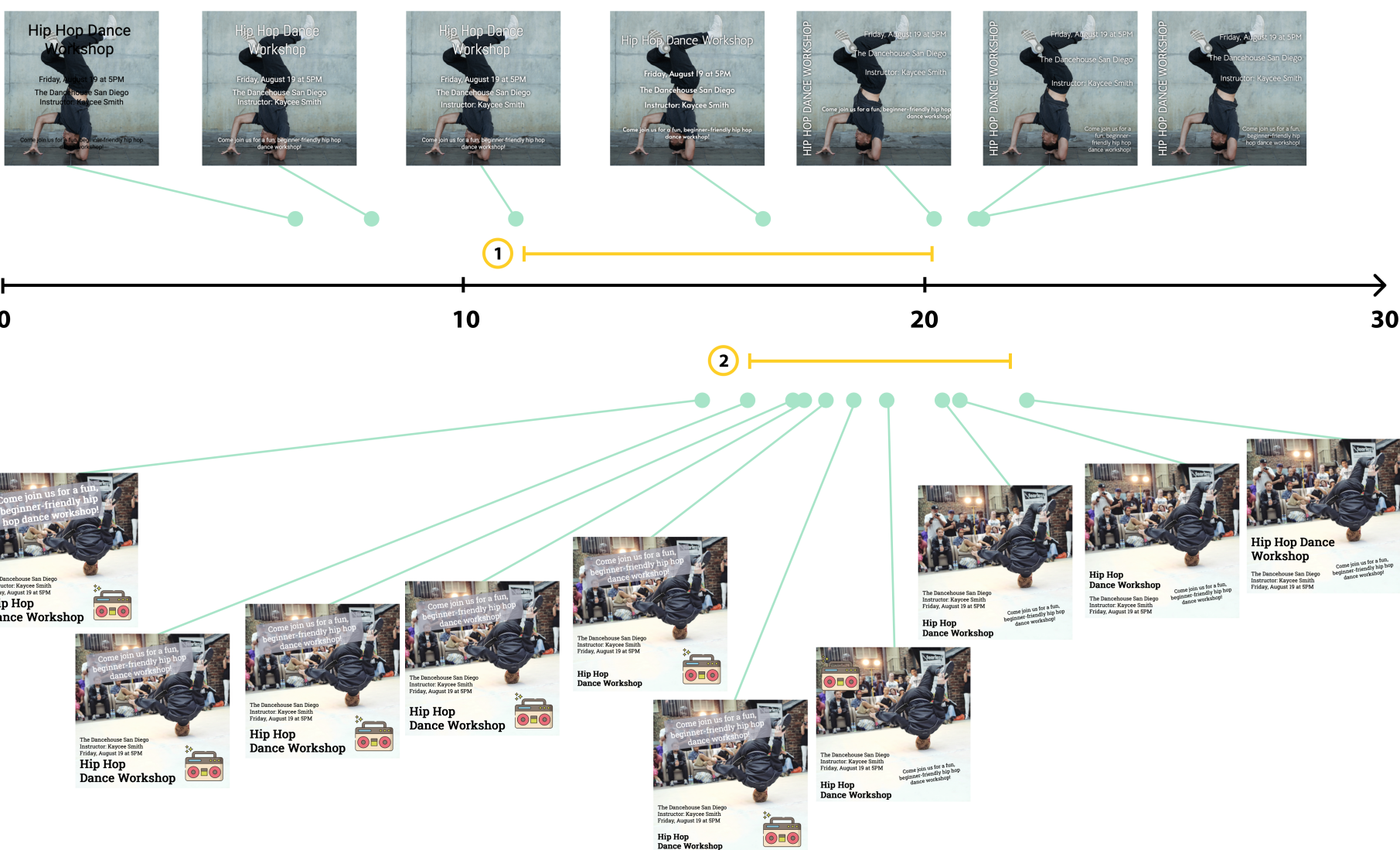
#### Explanation

If an element is covered by another, the message that the covered element conveys becomes lost or unclear.

#### Recommendation

- consider increasing contrast of text
  - choose color of higher contrast against background (neutral, complementary, accent)
  - add a solid/semi-transparent overlay between text and background
  - add a stroke/outline around text in a contrasting color (to text fill color)

- consider simplifying background
  - use a simpler image or solid color
  - crop image to have cleaner region as text background
  - reduce overall contrast within background
  - shift text to higher contrast/emplier spot in image



### 2 Weak point of entry

Issue under: Hierarchy

#### Specific instance in the poster

The headline seems overly emphasized compared to the title text.

#### Explanation

The point of entry is the focal point of your design. If the point of entry is weak, it is unclear what element is the most important and viewers may not recognize the key message at first sight.

#### Recommendation

- increase contrast using size/color
  - make title bigger/make body smaller
  - change title text color to be brighter

- increase contrast in text
  - make title all caps/lowercase
  - make title bold
  - make title different font

use additional white space to frame key message