

- I'm Jeremy Tirrell from UNCW Wilmington (point it out)
- The where is important, because we'll be talking about incorporating the physical environment into new media design pedagogy
  - Tompkins Hall in Wolfpack red
  - UNCW in festive Seahawk teal
- Let's begin by looking at something from our current environment, Raleigh, NC
  - A few friends produced and hung 27 signs at three intersections around Raleigh, each pointing toward a local landmark (such as Seaboard Station) and how long it would take to walk there. They included QR codes that provided directions when scanned.
  - Part of the impetus was to make visible the pedestrian aspect of Raleigh
  - They stayed up for a month before city officials had them removed, but they're going back up as part of a 90-day pilot program
  - funded Kickstarter program to create an online resource to create such signage
- Lots of issues at play here:
  - Physical space
  - Digital data
  - Behavior cultivation
  - Social identity and civic character
- Stitched together by design
- This is an example that directly relates to our subject, which is how might we incorporate the physical environment into new media pedagogy
- Points to discuss about this subject (merely options for all of these)
  - Theoretical Framework (the underlying concepts)
  - Pedagogical Goals (the student learning potentials beyond just novelty)
  - Feasible Implementation (economical, comprehensible for instructors and students)
- Theoretically a central question here is what is a space?
  - So what is a space?
    - 3D physical aspects
      - This is not simple
      - Debord, Situationists, psychogeography, Dérive
      - Urban exploration (identifies the above as inspiration)
        - *Infiltration Magazine*
        - *Access All Areas* (USE QUOTATION FROM 74-75)
        - *Urban Explorers*
        - *Off Limits*
      - Ascher's works
    - Social
      - Jane Jacobs (*The Death and Life of Great American Cities*)
        - What is the character here?
      - Foucault's *heterotopias*
        - Particular sites that encapsulate but are separate from societies
    - Temporal
      - Real but immaterial (issues of chronos and kairos)
      - Minor cycles (day and night, days of the week)
      - Durability of objects
      - Points in history
      - *Lost Buildings*

- The infusion of digital dimensions in a space
    - Not a monolithic “digital” counterpart to the physical world, but multiple changing aspects
    - This is why it’s likely a stretch to see the digital as a kind of heterotopias. As Galin and Latchaw contend in “Heterotopic Spaces Online” particular instantiations may function that way, but there is a division between heterotopic spaces and “normal” space that we don’t want to apply here.
  - We can see this manifest in the variety of services and how they function
    - Augmented reality
      - Google Goggles
        - Goggle Glass
      - Yelp monocle
      - Layar
    - Physical to digital references
      - Raleigh example
      - Wikimedia’s QRPedia
        - Monmouth
      - NFC and RFID deployments
        - Bank cards
        - Student id passes
        - ads
        - Social networking (bumping phones)
  - So it’s not “the digital”; it’s the many digitals
  - Space is what Soja calls “stubbornly simultaneous” in *Postmodern Geographies*
  - A space is a nodal (or ambient) entity bringing forth a complex overlap of aspects.
  - If we’re shifting to a digital culture, does physical space still matter?
    - As Richard Florida suggests in *Rise of the Creative Class*, if physical location becomes a more fluid aspect, it is more important, because now people have options about space that were previously constrained.
    - More importantly, we don’t want to see these are two discrete spheres: the physical and the digital. They are productively viewed as aspects of what we call space.
      - The recent *Kairos Spatial Praxes* special issue is all about this
- Pedagogical Goals (rhetorical underpinnings)
  - Shared discourse regarding constitution and representation of space
  - Shared discourse regarding ethical issues related to materially-linked technologies
    - My house
    - Hacking concerns, privacy
  - Practical production with multiple media
  - Practical experience targeting external audience groups
  - Practical experience shaping understanding and behavior
- Feasible Implementation (affordable and comprehensible)
  - Some things like NFC and augmented reality are possible, but are likely cost or labor prohibitive
  - The Raleigh tech will be neat when it’s out, but you can do this stuff now
  - QR codes

- What are they?
    - Appearance
    - Packaging
    - What they store/do
  - How are they used?
    - Smartphone readers
    - Status (tech snobs turn up their noses, but they are cheap, durable, DIY)
    - Already ideas about educational deployment
  - How are they created?
    - <http://goqr.me/>
- Google Maps
  - Directions
    - We can go through this live right now
  - Site data
    - Here some things my students did
    - We could add tangible placemarkers with a QR code generator
- However, I don't want this just to be "here's what I did in my classroom," nor do I want just to advocate for particular services, because my overall point is that there are rivers of digital data around us all the time. The point isn't finding the right assignment or service, it's taking our students into these waters.

### Link list

1. <http://www.theverge.com/2012/4/11/2941826/walk-raleigh-cardboard-signs-qr-codes>
2. <http://www.kickstarter.com/projects/cityfabric/walk-your-city>
3. <http://www.infiltration.org/>
4. <http://www.uer.ca/locations/newlist.asp?country=United%20States&province=North%20Carolina>
5. <http://www.urbanexplorersfilm.com/>
6. <http://www.travelchannel.com/tv-shows/off-limits/articles/off-limits>
7. <http://www.google.com/mobile/goggles/>
8. <http://www.itproportal.com/2012/04/05/google-project-glass-unveiled-augmented-reality-glasses/>
9. <http://www.layar.com/browser/>
10. <http://en.wikipedia.org/wiki/QRpedia>
11. <http://www.engadget.com/2012/05/17/monmouthpedia-wikipedias-very-own-qr-coated-welsh-town-video/>
12. <http://kairos.technorhetic.net/16.3/loggingon/index.html>
13. <http://maps.google.com/maps?q=1828+Starks+Circle,+Lafayette,+IN&hl=en&ll=40.372395,-86.875162&spn=0.004823,0.009495&sll=40.372403,-86.875445&layer=c&cbp=13,255.95,,0,3.43&cbll=40.372497,-86.875168&hnear=1828+Starks+Cir,+Lafayette,+Indiana+47909&t=m&z=17&pano id=i2uQiuEADnVjzkdQaXC2Fw>
14. <http://cdn.socialmediaexaminer.com/images/0211jk-sme-code.png?9d7bd4>
15. [http://farm6.static.flickr.com/5024/5602141948\\_of10a748da.jpg](http://farm6.static.flickr.com/5024/5602141948_of10a748da.jpg)
16. <http://www.quickmark.cn/En/basic/index.asp>
17. <http://qrineducation.com/>
18. <http://goqr.me/>
19. [http://maps.google.com/maps?saddr=2211+Hillsborough+St,+Raleigh,+NC+27607&daddr=Chavis+Park+%4035.769639,-78.63066&hl=en&ll=35.778376,-78.647604&spn=0.019776,0.03798&sll=35.787985,-78.652754&sspn=0.019773,0.03798&geocode=FWIQLgldfapP-ymvLyU0jPWsiTG4Zqhc\\_DeG0A%3BFsfNIQld\\_DBQ-w&mra=ls&t=m&z=15](http://maps.google.com/maps?saddr=2211+Hillsborough+St,+Raleigh,+NC+27607&daddr=Chavis+Park+%4035.769639,-78.63066&hl=en&ll=35.778376,-78.647604&spn=0.019776,0.03798&sll=35.787985,-78.652754&sspn=0.019773,0.03798&geocode=FWIQLgldfapP-ymvLyU0jPWsiTG4Zqhc_DeG0A%3BFsfNIQld_DBQ-w&mra=ls&t=m&z=15)
20. <http://maps.google.com/maps/ms?msid=216235714814343593300.00048e416e5bd336a6ae9&msa=0&ll=34.223584,-77.866631&spn=0.020936,0.03798>