



Queensland University of Technology
Brisbane Australia

This is the author's version of a work that was submitted/accepted for publication in the following source:

Teixeira, Frederico Fialho & [Belek Leandro, Müge](#)
(2015)
1+ 1= 3 Systems of Didactic Communication.
[Exhibition/Event]

This file was downloaded from: <https://eprints.qut.edu.au/122171/>

© 2015 [Please consult the author]

Notice: *Changes introduced as a result of publishing processes such as copy-editing and formatting may not be reflected in this document. For a definitive version of this work, please refer to the published source:*

<http://www.vitracagdasmmimarlikdizisi.com/sergi/hayallerden-gercekler/sergi-ekibi.aspx>

1+1=3 Systems of Didactic Communication RESEARCH STATEMENT

QUT CREATIVE INDUSTRIES FACULTY

1. Description of the Work (An Abstract)

"1+1=3 Systems of Didactic Communication" is an augmented reality artwork, that was displayed as part of Istanbul Modern Vitra Contemporary Architecture Series "Dream to Realities Exhibition" for three days in 2014; 29/03– 17/04– 03/05. The main theme of the exhibition was to question education and its relation to space. For 1+1=3, the construction of knowledge is a transitional element, as it is built in our minds and through empirical experience. Similarly, in order to experience space – whatever kind – one has to be present. As one is constantly immersed into a space, our mental space or knowledge is constantly producing new paths of connections, either consciously or unconsciously. 1+1=3 intensifies the question of education as not based on knowledge but rather creativity. Through a multimodal spatial experience, 1+1=3 prompts that digital knowledge and creativity must be rooted in experience for education to become a genuine evolution of knowledge.

Through interacting with 1+1=3's projection on the wall, one can navigate through its space using QR codes, AR and smart phones/ devices to understand the knowledge that it creates. It prompts questions in relation to spatial perception, bodily experience and curiosity through engaging. Some people would participate by spending the time to set the AR tools and experience the space with it, and some people would just watch the projected space without the deeper level of engagement. As the name 1+1=3 suggests such interaction would trigger unique experiences of space, creating a lens of recognition into the hidden layers.

2. Statement of the Research Component (250 words)

The research into 1+1=3 addresses the fields of media, arts and technology in the scope of spatial arts. Through the use of technologies of digital projection and augmented reality applications, it dwells on the theories of phenomenology of perception and interaction design to create unique experiences of space. The research ask questions such as;

- What can we learn through an AR experience of space?
- Does such experience of space create an awareness in relation to the way we observe our surroundings?
- What kind of knowledge do we generate through such creative experience of space?

1+1=3, presents a novel way of creating and experiencing an artwork at the year of its compilation. It acts as one of the first examples of its kind in the context of new modes of exhibition in Turkey. It tests the limitations and the possibilities of what AR applications might provide in a museum set-up with many visitors, popularizing and creating curiosity. Being displayed in the only Modern Art Museum in Turkey, the exhibition was visited by thousands. Through a practice-based research methodology and reflective practice strategies, a conference paper has been written and presented in International Conference on the Arts in Society about the work.