

# Wander with Purpose



Using Speculative Art + Design to  
Reimagine Information Literacy Instruction

# Presenters

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# Territory Acknowledgement

## Mackenzie Salisbury

We occupy land that people of the Council of Three Fires: Ojibwe, Odawa, and Bodéwadmi Nations have always lived on. Recognizing the present as well as the past, we encourage you to learn about current initiatives happening through the Chi-Nations Youth Council: <https://chinations.org/about/>

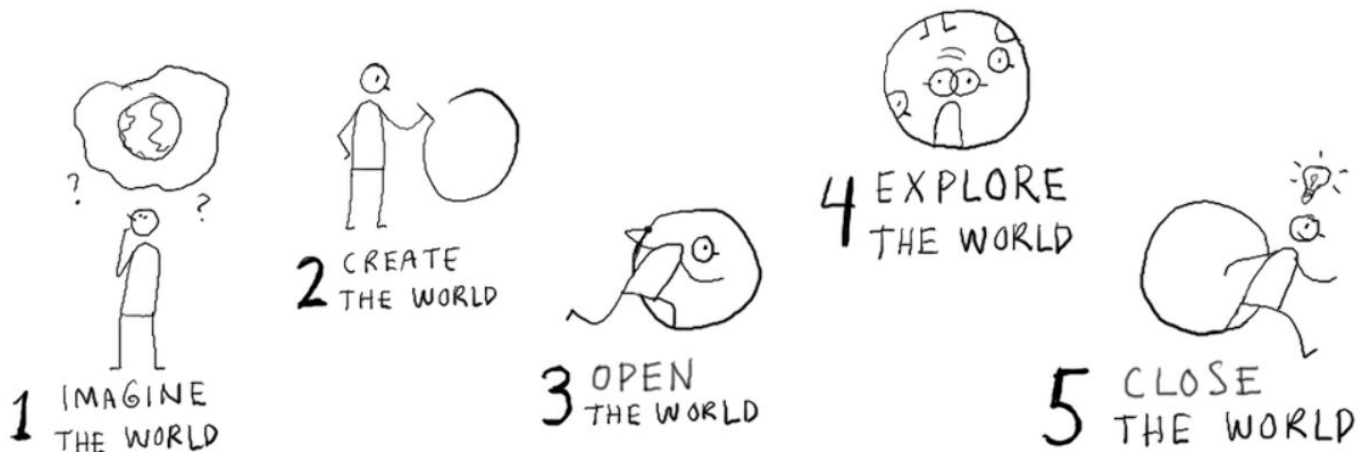
## Shannon Marie Robinson

We recognize and acknowledge that the University of Pennsylvania stands on the Indigenous territory known as “Lenapehoking,” the traditional homelands of the Lenape, also called Lenni-Lenape or Delaware Indians. These are the people who, during the 1680s, negotiated with William Penn to facilitate the founding of the colony of Pennsylvania. Their descendants today include the Delaware Tribe and Delaware Nation of Oklahoma; the Nanticoke Lenni-Lenape, Ramapough Lenape, and Powhatan Renape of New Jersey; and the Munsee Delaware of Ontario. [UPenn Association of Native Alumni](#)

# Agenda

- Background | Learning the Language of Art + Design [about 15 minutes]
  - Gamification | Speculative Design
  - Art + Design Card Decks as Tools
  - Situationist International Dérive
  - Bibliodérive | Speculation in Library Instruction
- Breakout Activity [about 40 minutes]
  - Each breakout assigned a Frame with two (2) Speculative-ish Art | Design projects
  - Explore | Explain the projects through the Frame [frame of reference]
  - Maybe feel Uncomfortable but Stick With It
  - Generate Alternative | Innovative prompts based on this Exploration
- Debrief | Next Steps [about 20 minutes]

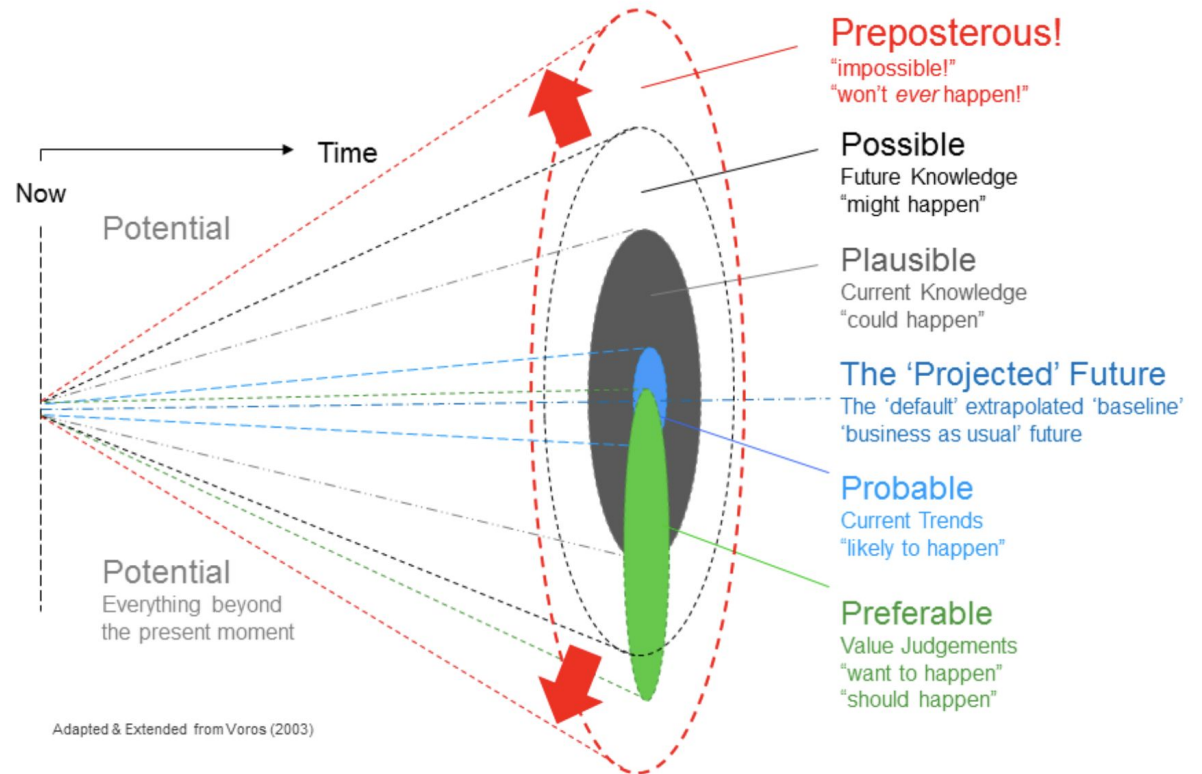
# Gamification [alternate worlds]



[Gamestorming: A Playbook for Innovators, Rulebreakers, and Changemakers](#)

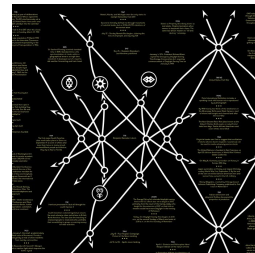
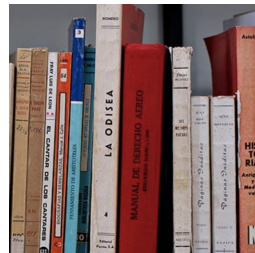
by Dave Gray, Sunni Brown + James Macanufo (O'Reilly 2010)

# Futures Cone [alternate worlds]



[The Futures Cone, Use + History](#) by Joseph Voros (2017)

# Speculative Design [conceived alternate worlds]



# Speculative Design [conceived alternate worlds]

[a/b](#) by Anthony Dunne + Fiona Raby (2009)

Also see [Speculative Everything: Design, Fiction + Social Dreaming](#) by Dunne + Raby (MIT 2014)

A Manifesto	
{ a }	{ b }
affirmative	critical
problem solving	problem finding
design as process	design as medium
provides answers	asks questions
in the service of industry	in the service of society
for how the world is	for how the world could be
science fiction	social fiction
futures	parallel worlds
fictional functions	functional fictions
change the world to suit us	change us to suit the world
narratives of production	narratives of consumption
anti-art	applied art
research for design	research through design
applications	implications
design for production	design for debate
fun	satire
concept design	conceptual design
consumer	citizen
user	person
training	education
makes us buy	makes us think
innovation	provocation
ergonomics	rhetoric



## Card Decks [conceive of alternate worlds]

Call your mother and ask her what to do.

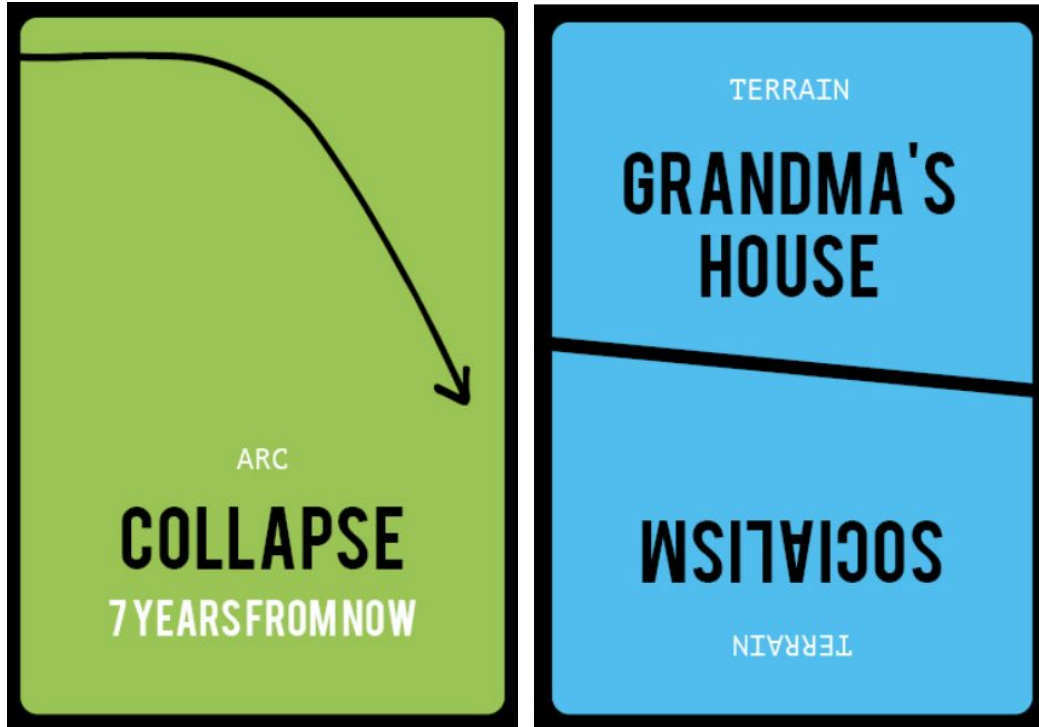
What wouldn't you do? Do that.

Idiot glee.

Change nothing and continue with immaculate consistency.

Instead of changing the thing, change the world around it.

# Card Decks [conceive of alternate worlds]



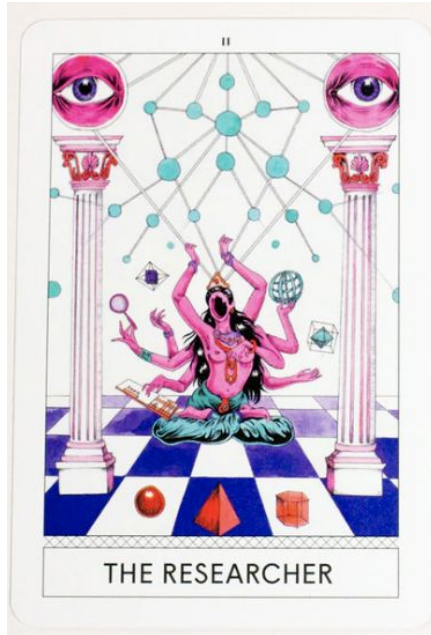
[The Thing from the Future](#) by Situation Lab (2015)

# Card Decks [conceive of alternate worlds]



[Process Deck](#) by The Black School (2019)

# Card Decks [conceive of alternate worlds]



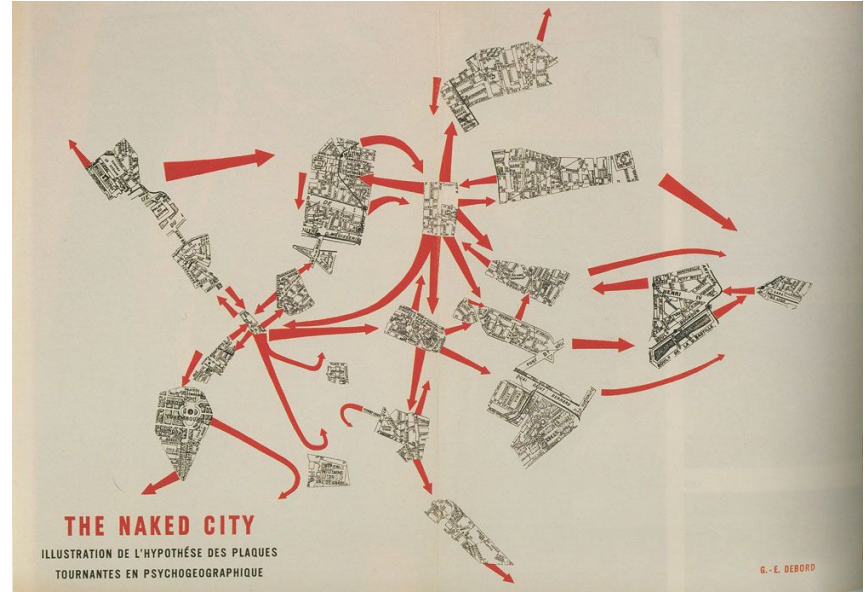
## II THE RESEARCHER

The Researcher knows that all questions have answers, even if that answer is “Ask again, a different way”. **The Researcher knows that the answering of questions shapes the world in which they are asked.** The Researcher knows that finding the diamond means draining the swamp. However, The Researcher forgets that their answers are a mere means to the ends of others, and is always surprised that those who wanted the diamond made no plans for dealing with displaced crocodiles.



[Instant Archetypes: A Tarot for the New Normal](#) by Superflux (2018)

# Derive | Situationist International



**derive : 'a technique of transient passage through varied ambiances,' the *dérive* involves 'playful-constructive behaviour and awareness of psychogeographical effects; which completely distinguishes it from the classical notions of the journey and the stroll'.**

# **John M. Flaxman Library | biblioderive**

**disregard "legitimacy".**

**Bibliodérive is the application of the Situationist International practice of the dérive or "drift" reapplied to the realm of research, libraries and archives.**

**It is a collection of generative, open-ended actions, or situations, taken to destabilize research practices geared towards an expected product or outcome, the gathering of information to merely support extant ideas and thought structures.**

**It is a disruption in the traditional use value assigned to the library, the archive, to information storage and even to the very concept of research itself.**

# John M. Flaxman Library | situations

## **About Me**

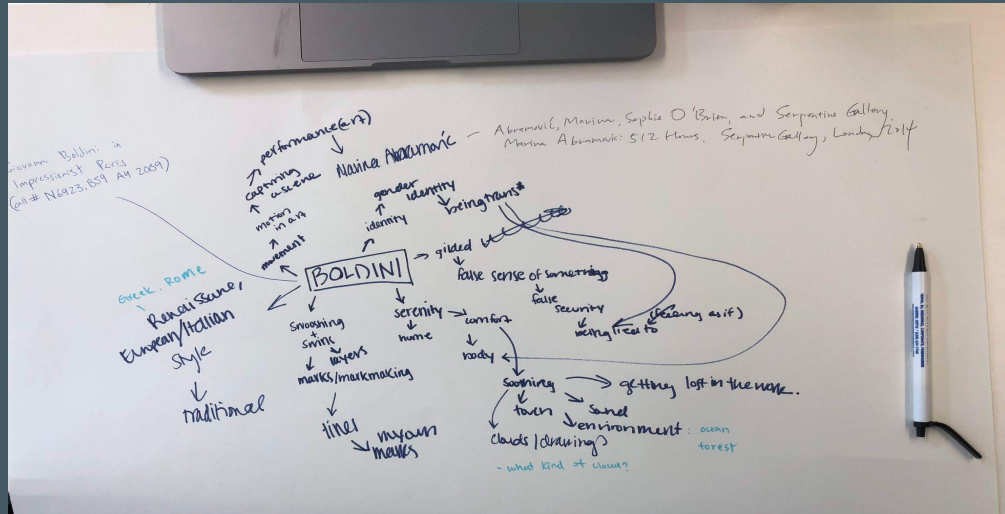
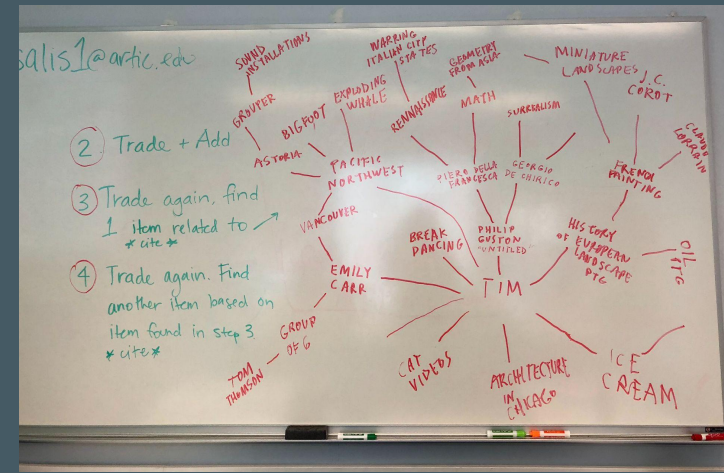
*Friday: 11:00am - 1:00pm drop in anytime, 6th floor Sharp*

A critique / study of perception & ethnography. There are many voices/layers involved. **Participants will view before them on the table a timeline of my life. They will then be asked to find a source or sources in the library that they feel are relevant to or rather, more strongly, that reconstruct my life experiences and events.** The participants can feel free to ask me questions about my life. I will then sift through these sources, compile scans, edit video, or mix sound of relevant parts of the sources, parts that I feel do speak to my timeline, and then create an artist book from this material.

This work is about interpretation and perception. The participants' perception of me & my interpretation of their sources. Are these perceptions negative or positive? How 'accurate' are they? The multiple realities of understanding the same timeline can contribute to a broader understanding & meditation on the process, creation, distribution, and recognition of histories.



# biblioderive + instruction





# John M. Flaxman Library | deck

1

Pick a paint chip sample color from the basket. Find 10 objects in the library that match that color. Write a poem. Make a photocopy collage. Or call your mother and describe what you've found.

2

Find every 75th book from a shelf and extract the 75th word. Create a work from the words collected.

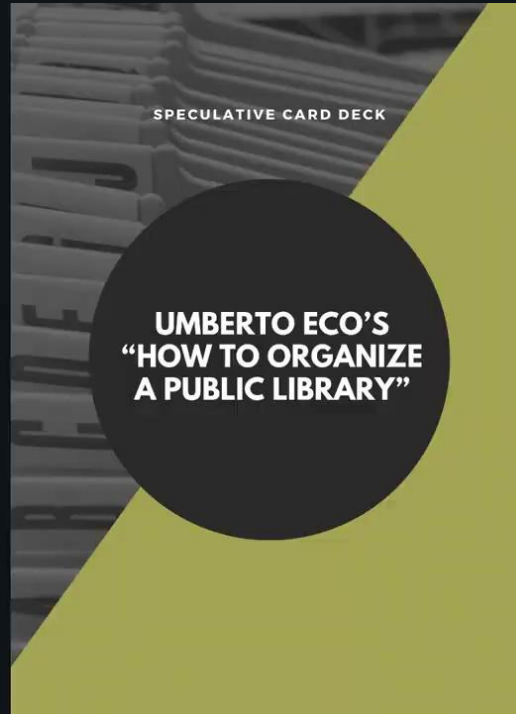
3

Imagine that the space of the library contains the planet Saturn and locates books along the coordinates of the rings.

4

Create live documentation of bibliodérive through low power radio transmission or semaphore or morse code or shorthand or tin can phone or whisper down the lane or rotary phone or drums or smoke signals or military code or live video.

# Speculative Library Futures Card Deck



<https://futures.alaoweb.org/speculative-deck.html/>

# Breakout Instructions

1. Review the ACRL Frame + Speculative Art and Design Projects you have been given. (15 mins)
2. Identify a scribe to take notes within the Google Doc.
3. Discuss as a group what comes to mind when thinking about these projects and library instruction / this frame. (10mins)
4. Collaboratively create prompts, guiding questions, or reframed concepts based on your Frame + Speculative Art and Design. (15mins)
5. Have scribe add these prompts to the Wander With Purpose Collaborative Deck.
6. Prepare to share one prompt with larger group during debrief.

# Debrief

Share one prompt with larger group during debrief.

Discussion.

# Next Steps

Finalized deck to be shared as PDF!

[Radical Hope Google Group Sign Up](#)