Viewpoint cards

Make a map of the interdependency relation between **[ACTOR X]** and **[ACTOR Y]**, shaped by **[ANGLE Z]**.

- select one actor card, this is **[ACTOR X]**
- select another actor card, this is **[ACTOR Y]**
- select one angle card, this is **[ANGLE Z]**

https://octomode.vvvvvvaria.org/viewpoint-cards/pdf/

tools

possible tools to use in a web-to-print practice

academics

individuals, organisations or corporations who use web-to-print in academic contexts

peers

your colleagues, collaborators and companions in web-to-print

printers

those that print things*, their work methods and the standards they work with

*printers can also be machines

universities

the role of education, the time that it provides to experiment

communities of practice

the role of institutions, cultural organisations, groups

For example: PrePostPrint, Velvetyne, …

designers

individual designers or small design groups using web-to-print

For example: OSP, Luuse, Bonjour Monde, …

standards

the role of standards and standardization

Here we can think of technical standards, standards as in values, common practices (something that is repeated by multiple people), …

networks

What are the spaces in which you usually operate?
Which people do you encounter there?

Here we can think about trans-local networks (based
in a specific city for example), groups formed within a
specific language, situated industries (like the
academic web-to-print industry in Los Angeles (US)),
…

needs

different urgencies that influence your choice of tools

For example, a need to not be alone in your practice, or to be unrestricted in how you work.

life situations

the current situation you are in might shape your work rhythm or your needs

For example, the difference between working under a contract or freelance, or having to take care of family members.

social contexts

the people, techniques and tools you encounter and use together

The spaces you dwell within might be full of possibilities for surprise while encountering new people and their ways of working. Or these spaces may be stable and based on regularity, where not much changes. Or something in between?

landmarks

*points, or moments when something changed,
setting you on a new path*

For example: the moment CSS regions was not
supported anymore by browsers, or, the moment you
were introduced to web-to-print practices.

politics

what informs your choices?

Here we can think about the freedom to make technological choices, the desire to support free software projects, environmental impact of specific ways of working, ...

possible engagements

What possibilities for engagement emerge?

For example between collaborators, other designers, publishers, tool developers, printers.

Who can you engage with?
What makes it possible to engage with others?
Where do we meet each other?

collaboration environments

How do tools change the dynamics of collaboration?
How much space do you have in shaping a
collaboration environment?
What knowledge is required to be able to shape a
collaboration environment?

occasional tools

immediate hacks or workarounds, just for the moment

Here we can think about the temporality of a tool. Sometimes you just need to have a workaround for the specific situation.

trans*feminism

> *We refer to the research as [trans*feminist], in order to convoke around that star (*) all intersectional and intra-sectional aspects that are possibly needed. Our trans*feminist lens is sharpened by queer and anti-colonial sensibilities, and oriented towards (but not limited to) trans*generational, trans*media, trans*disciplinary, trans*geopolitical, trans*expertise, and trans*genealogical forms of study.*

Possible Bodies (Femke Snelting, Jara Rocha), *introduction* in Volumetric Regimes (2022), https://volumetricregimes.xyz/index.php?title=Introduction

feminist methods

- *experiential and collective basis*
- *processual nature*
- *honouring contradiction and partialness*
- *situated historicity with great attention to detail and specificity*
- *the simultaneous application of all of these points*

Susan Leigh Star, *Misplaced Concretism and Concrete Situations* (1994) in Boundary Objects and Beyond: Working with Leigh Star (2016), p. 149 https://direct.mit.edu/books/book/4041/Boundary-Objects-and-BeyondWorking-with-Leigh-Star; via Michael Murtaugh, *Torn at the seams: vernacular approaches to teaching with computational tools* in Vernacular comes to matter (2021), https://vltk.vvvvvaria.org/w/Torn_at_the_seams:_vernacular_approaches_to_teaching_with_computational_tools

good and bad design

conventions, best practices and opinions around style and how it is applied

Who shapes such value judgements?
How do styles translate to other environments?
Which habits make something more legible, more readable?
Which expectations (regarding style and design) influence your design?
Who expects what?
Where are these expectations shaped?

pedagogy

desires and possibilities to learn and explore

What would you like learn?
In what way does a tool invite you to learn?
What resources are available to support learning?