

# ENCODING FUTURES:

**CRITICAL IMAGINARIES OF AI**



**ACTIVITY +  
REFLECTION  
GUIDE**

**OXYARTS**

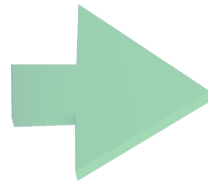
## HOW TO USE THIS GUIDE

You can print this out at home, or follow along online!

If you are viewing this online, make sure you have five pieces of paper for the activities.

Click on this button or enter the url into your browser to find a link to photographs and a video of the exhibition.

<https://bit.ly/oxyarts-encodingfutures>



**VIEW**  
**THE**  
**EXHIBITION**

***Encoding Futures: Critical Imaginaries of AI*** is an exhibition about artificial intelligence (AI), and how it relates to questions of equity and inequity. It asks the question - how do we make AI equitable for all of us?

Artificial intelligence (AI) is powerful, and has the ability to learn and share knowledge. But, the knowledge that humans “feed” it when they program AI makes a difference in how the AI is able to learn and grow.

Artists in this exhibition are asking:

**Who usually programs AI machines, and how does this change what AI is able to do?**

**How can we imagine AI and other technology that would make our world safer and more fair?**

# VOCABULARY

*These definitions are from the People's Guide to AI*

**Inequity:** Lack of fairness or justice.

**AI:** Artificial Intelligence. The theory and development of computer systems able to perform tasks that normally require human intelligence.

**Algorithm:** A series of steps (or set of rules) for solving or performing a task.

**Cyborg:** A person whose physical abilities are extended beyond normal human limitations by mechanical elements built into the body.

## **FIND...**

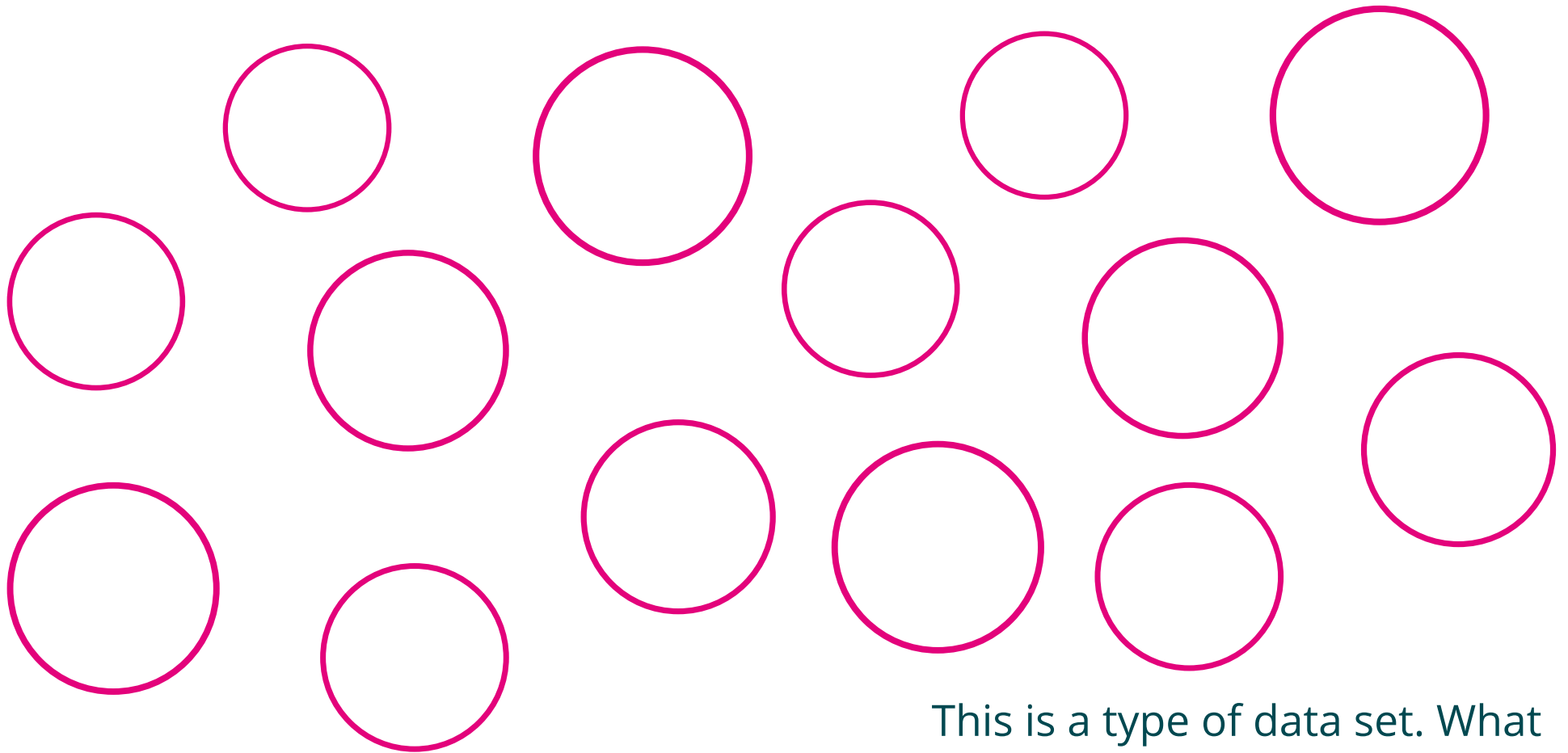
### ***Feminist Data Set***

#### **By Caroline Sindors**

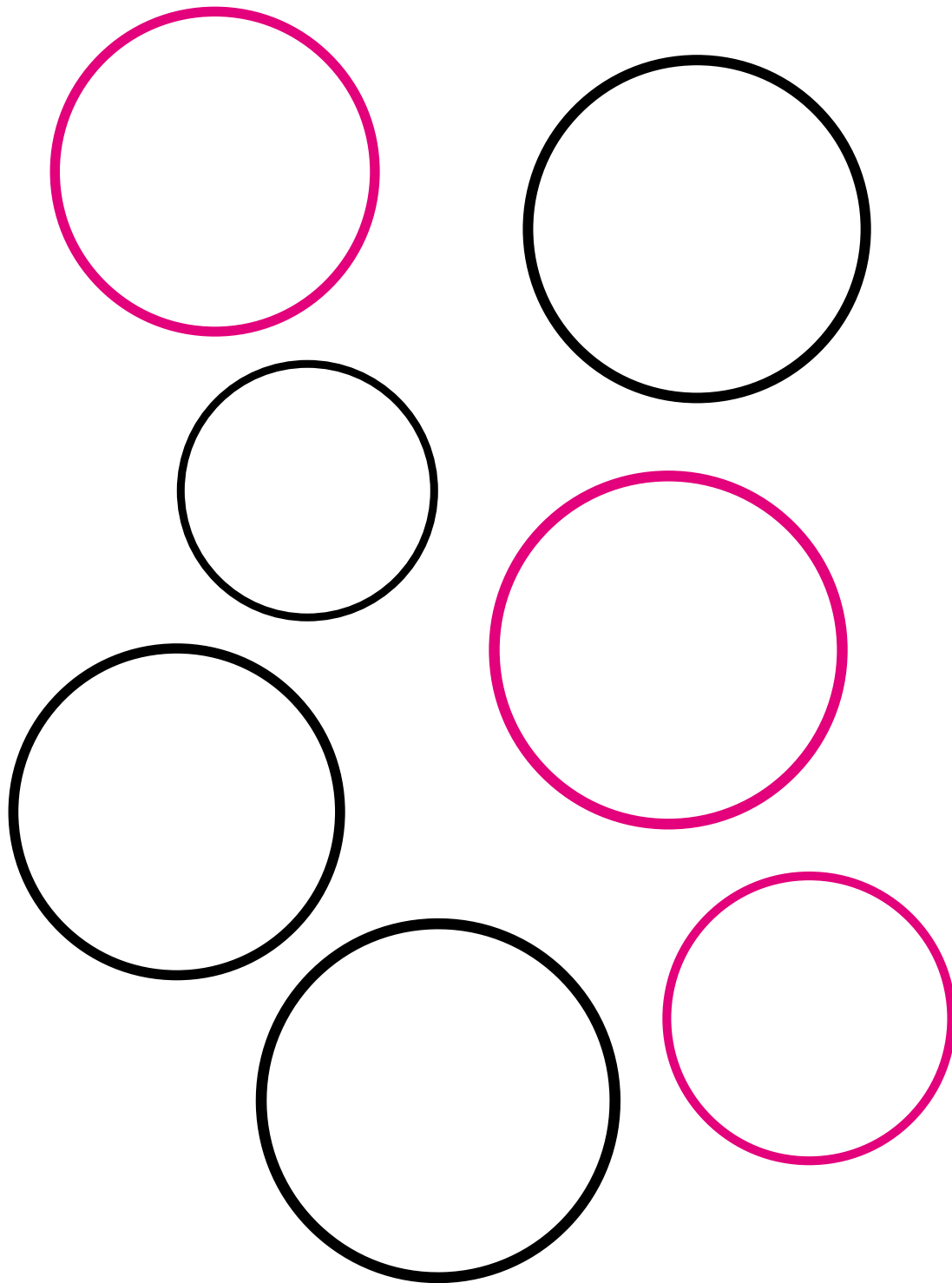
**AI** machines are able to learn by taking the information that humans put in, and recognizing patterns. A data set is a set of information that we give to an AI machine so that it can learn and grow.

In this project, the artist is imagining what a **feminist** data set would look like. She creates instructions on what kind of data would be part of this data set, and then asks visitors to write their own contributions. Through this project, the artist is creating a new data set.

Let's create our own data set. First, pick one word to start with. Write that word in the bubble, and then add other words that are related to it in the bubbles next to it. Draw lines between words that are related. Keep going until you fill in all the bubbles!



This is a type of data set. What patterns do you notice?



Now, let's do the same thing with drawings! Start by drawing something in one bubble. Instead of thinking about a related word, think about a related color, shape or something else visual. For example, if my first drawing is of the sun, next I am going to draw something else that is round - like an orange. Next, I might draw something else that is orange.

How is this data set different from the first one you created? How is it similar?

## **FIND...**

### ***The Bend***

**By Niama Safia Sandy**

In this project, the artist imagines a future where Black communities are not targeted by surveillance, facial recognition, and other technologies that harm communities of color.

Imagine your neighborhood in the year 2090

What are some changes you'd like to see in your neighborhood in 2090?

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What does it feel like to live in this future?

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What technology has been invented? Does it make the world more or less equitable?

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Draw a poster for the future you'd like to see in your neighborhood. What is your poster saying or advertising?



## **FIND...**

### ***Conversations with Bina48 (Fragment 11)***

**By Stephanie Dinkins**

In *Conversations with Bina48* (Fragment 11), the artist asks Bina48 - a robot modeled after a Black woman - questions about herself.

She is able to answer complicated questions about philosophy and other subjects, but can't answer questions about her race or her own background. In this project, the artist is asking a question - who programmed Bina48, and **why wouldn't Bina48 know this about herself?**

If you were going to build your own robot, what would you want it to know?

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What would your robot be able to do? What would it not be able to do?

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Draw your imagined robot. Is it a **cyborg** or a machine?



These prompts were developed by Occidental College student educators through the Community Studio after school art program.

The Community Studio program brings free visual art classes to local elementary schools and offers workshops for 4-8th graders at OXY ARTS.

We also have an archive of video and online lessons that you can follow along with at home!

**To learn more visit [bit.ly/communitystudio](https://bit.ly/communitystudio)  
or follow us @oxyarts**