



I would like to discuss an *orbital model* of the whole of the Theory 3 course. Owing to a new wave of the C19 pandemic we had to restrict the *access* to the MediaLab Black-Box at KHiO, for the course's oral presentations. This demanded a continuous circulation *in/out* of the space for each candidate.

The students had already submitted each their *essay*, and brought a physical *panel* to accompany their presentations. This panel started out as an object that the students kept, as a limited surface, to *garden/gather* some carefully *curated* items: to feature how they had *moved* with the project in proximity.

As such—being an item they kept in their own proximity—the panels *bridged process* and *concept*: *not* merely documenting the process, *nor* a fully hatched concept, but something *in between*; a *liminal* object. During the BlackBox orals, the panels were kept at the *entrance* at the back of the space.

A personal reference: an image from Bjørn Blikstad from an ancient Egyptian tomb (“purposeless” objects stockpiled by the entrance to the sepulchre). They were kept at the back not to obstruct the presentation, as the candidates also came with pdf-slides with visuals to drive their oral presentations.

Since the majority of the audience was on zoom—averaging about 18—the panels were photographed, and then shared virtually with the candidate's oral permission. In effect, the panels had shifted their *mode* of being present to the work: *from* a proximal *to* a remote object, during the discussions.

From the reactions of the audience, however, it became evident that the panels *livened* the discussions. Hence featuring that *shift* that one sometimes can see when an item shifts *from* operating in the near/proximal mode, *to* a remote mode: in the sense it then can spur an *intimate* audience-reaction.

During the orals a similar *alternation* between the *proximal* and *remote* was caused by the coming-and-going of small groups: the groups of 4—or, **QUADs**—with which the students had had tutorials and morning meetings. By vote the students determined that they wanted these groups to be mixed.

So, during the 3-day session in the BlackBox there was a come-and-go of multi-disciplinary groups, *alternating* between being present for each other in the *physical space*—where the candidates came in to present—and following the remainder of the sessions on Zoom. In-and-out for about four times.

During the presentations the *essays* were introduced in *summary* by the course leader, featuring the essay in an *intimate* mode of presence. Which allowed the *presentations* to occur in a *proximal* mode of presence. While the *panels* featured in a *remote* mode of presence. A shift *from* the process.

Writing the *essay* emphasises the importance of taking a *step away* from the MA work, and looking at it from afar. Thereby alternating between the *hands-on mode* of writing (proximal) and the *remote-mode* of considering the subject matter (theoretically). Hence the oral session was *not* merely an extension from the work of the process of preparing for it, but a kaleidoscopic *shift* in the three *orbits* of presence: *proximate*, *remote* and *intimate*.