

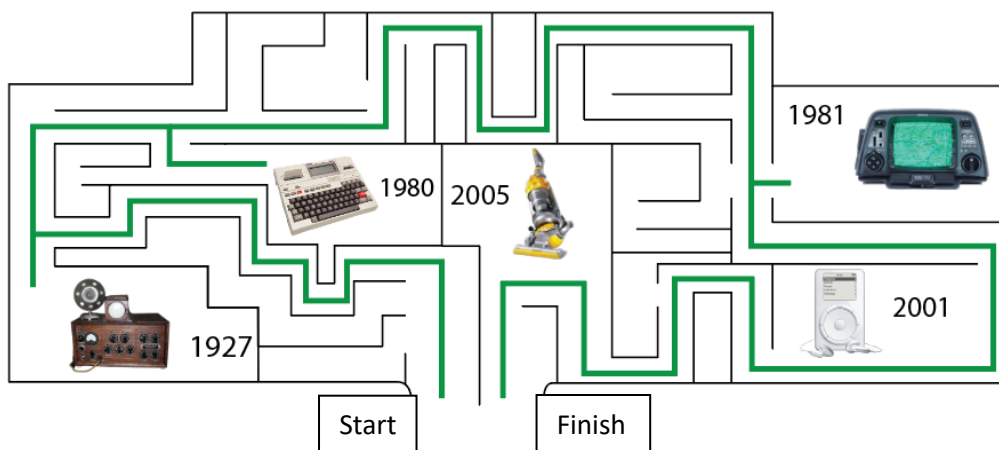
Exhibition: Navigation and Education

The aim of my exhibition will be to create an educational exhibition that will be interactive and enjoyable. The reasoning behind this being the aim is to encourage younger people who are in secondary school to visit exhibitions and benefit from doing so from learning.



Fig. 1 National Gallery London

This is a map of the National Gallery London where I will use the Creative space and learning gallery to display my exhibition. This space is ideal as it will reflect my exhibition well as my exhibition will be educational. It will also be a good location for my exhibition as London is the capital city of Britain and one of the world's mega cities with a population of 'over 8.7 million recorded in 2021.' (GLA, 2022). This should allow my exhibition to be seen by a larger amount of people.



This is a map on how I will use the space in the National Gallery London to curate an exhibition that will be interactive as people will have to navigate themselves through a maze in order to see the products on show. The exhibition will be in order of when the products were released

starting from oldest to newest. The exhibition will include ground-breaking designs that made an impact on the world or its field. The products are mostly from the 20th century with some products being released early in the 21st century.

The image dissector: The first fully functional all-electronic image pickup device



Fig. 2 The image dissector

The first product in my exhibition is the first ever fully functional all-electronic image pickup device that made massive contributions to the early development of the television that was released in 1927 and was invented by Philo Taylor Farnsworth.

A replica is used to show how the image dissector looks and a video would be displayed in the room showing how the product worked and how it was invented. In order for the video to play the audience have to push a button of the year they think the product was made. There are five different buttons in the room all displaying a different year and after a button is pressed the video will begin and will inform the audience of the year the product was made and educate them on how the product works. This is an interaction through touch that grabs the user's attention and connects the user to the video as the sound starts to play from the video. 'Touch can alarm us, connect us and overwhelm us.' (Ellen Lupton, 2018)

Epson HX-20: The first laptop-sized notebook computer



Fig. 3 Epson HX-20

The Epson HX-20 is regarded as the first laptop-sized notebook computer that had a massive contribution in the development of laptops today. The Epson HX-20 was 'invented in 1980 by Yukio Yokozawa, who worked for Suwa Seikosha, a branch of Japanese company Seiko.'

(Computing history, 2018). The product was revealed in Japan in 1991 after receiving a patent for the invention but wasn't released for sale until 1992.



Fig. 4 traditional 1980s computer

The product is the same size as an A4 piece of paper and still housed a full keyboard, a display screen and also a printer. This was completely different compared to traditional computers in 1980 as shown in figure 4. The audience in this space have the opportunity to experience how the Epson HX-20 worked compared to traditional computers at its time through VR.

The VR in this space will show the advert for the Epson HX-20 from 1982 titled 'Epson HX-20 Notebook Computer' (Commercial, 1982). Using VR allows the audience members to feel as if they are in the 1980s and experience how different the Epson HX-20 actually was to traditional computers.

VR has been used in archaeology and history to see ancient buildings from the past as if they were still there. In an interview in 2017 an Australian archaeologist stated that VR 'really helps you to place yourself back in time.' (Simon Young, 2017). Using VR to place the audience back in time allows them to experience how different technology was then compared to what the technology is like these days.

Honda Electro Gyrocomp: The first map based automotive navigation system.



Fig. 5 Honda Electro Gyrocomp

The third product displayed in my exhibition is the Honda Electro Gyrocomp which was the world's first map-based automotive navigation system that was released in 1981. The system uses a gas gyroscope to allow the map to move with the motion of the car and plot your progress. The map would have to be changed when the driver had reached the end of the map to be able to see where to go next.

To make this part of the exhibition educational a map of the exhibition will flash on the screen of the device for a short period of time. This would mean that the viewer would have to quickly

work out where they are on the map and should help them to navigate towards the end of the exhibition.

Reading a map teaches people spatial skills which are one of the most important skills students need to develop in their learning. The definition of spatial skills is 'the understanding of where things are in relation to other' (Cambridge dictionary, 1995). This can be vital for young people to learn early in life to gain navigation skills and a sense of direction.

The Apple Ipod: First portable MP3 music player that could download music



Fig. 6 Ipod

The next product that is on show in my exhibition is the Apple Ipod. This product changed the way how people around the world listened to music at the time by making music downloadable and portable in a pocket sized device. The ipod was released on the 23rd October 2001 and was completely different to traditional MP3 players at the time.

“With iPod, Apple has invented a whole new category of digital music player that lets you put your entire music collection in your pocket and listen to it wherever you go. With iPod, listening to music will never be the same again.” (Steve Jobs,

2001).



Fig. 7 Traditional MP3 in 1980s – 2000

Allowing for music to be downloaded on to the Ipod was completely new to people as previously they would have to change cassette tapes to change the music where as music can be changed by the touch of a button with the Ipod.

In this part of the exhibition the viewer will be educated through sound that would display how long it would take to change sound on a Walkman compared to an Ipod which would allow them to understand how time consuming it was on a Walkman compared to the Ipod.

The Dyson Ball: First Bagless Vacuum with ball and cyclone technology



Fig. 8 Dyson

The Dyson Ball was released on May 5th 2005 and had 5,127 different iterations before it was released. ‘Successes teach you nothing. Failures teach you everything. Making mistakes is the most important thing you can do.’ (James Dyson, 2005) Dyson used these prototypes as a learning curve to eventually make the most refined outcome of his initial idea.

The Dyson ball took inspiration from a sawmill to use cyclone technology. This boosted the overall power of the vacuum allowing it to perform to a higher standard and clean my dirt off the floor. The Ball was used from one of Dyson's previous projects called the ball barrow which was a wheelbarrow that used a ball for improved mobility. Dyson believed that

this could benefit the user in a vacuum also to be able to control the movement of the vacuum with ease. Dyson's vacuum was also the first bagless vacuum which allowed the user to clearly see when the bin was full and needed emptying.

Dyson's product focuses on function over form which means that the function of the product is prioritised over the looks of it. The Dyson Ball is focused of ease of use for the user all the way down to the colour scheme where the main body is an industrial grey and the accessories are yellow.

During this part of the exhibition people viewing the Dyson Ball are encouraged to draw a small product and try to model it using card and foam that it provided. This shows them the value of prototypes and how the first iteration can always be improved upon to create a better overall outcome such as the Dyson Ball.

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