

Reflection on audience engagement

Considering the audience of the work and the intention of this pseudo-encyclopedia(*fig.1*) is to create an authentic atmosphere, I tried to place my work in libraries and bookstores (*fig.2*). Specifically, **my audience** is those who are unaware that people are subject to power through knowledge and unconditionally believe that knowledge is truth, while libraries as collections of knowledge, information and culture, are often places where people go to access information and learn things. **The aim of choosing this place** to engage with the public is to use people's expectations and understanding of encyclopedias to subvert the degree of trust in them, thus spark critical thinking about the objectivity of authoritative knowledge.

As this is an open project, inviting people to participate in the compilation of the encyclopedia, each interested person can take any word as a starting point and add new information according to their own understanding. In this case, the binding of the book was chosen to use the flexible binding (*fig.3*) to allow for the addition of new content. By placing the book in "education" related search corridor, I was able to reach the more precise audience and get exposure. But perhaps it would be ideal to bring it into schools and using it as a textbook or reference book would be more in line with my expectations - to make students aware that knowledge is a way in which we are subject to power, knowledge is not always the truth and we need to look at it a little more autonomous than if we remained in the dark about this.

From people's reading responses, some were trying to find a link between the categories, i.e. how this classification was made. Some were questioning whether the images matched the textual information. At this point, I got good feedback and I think it achieved what I intended.

But at the same time, I also received feedback that **there was not much tension between the knowledge of each object and the object itself**. I agree with this and this is the part I need to think about and test further.

I asked myself the following questions:

- How can I iterate further on the textual information so that make more exaggerated tension between knowledge/definitions and the images?
- How should the sources of knowledge of objects be replaced or adapted?
- How to choose object/word more consciously? such as which words can create tension with the content?
- If an outline or silhouette of an object is given, and gather people' s different interpretations of it as object knowledge, is that an effective way?

The purpose of all of these practices are about how to break down preconceptions and expectations that knowledge gives us, and discover what possibilities there are for objects beyond what knowledge prescribes. Bringing these unusual, non-default components together to form an encyclopedia, each object is not a single or standardized definition, but a collection of different perspectives on understanding things.

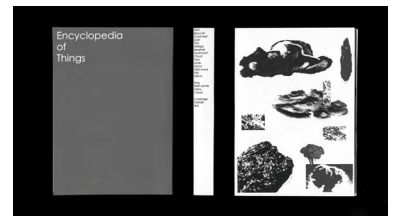


fig.1



fig.2



fig.3