Computational Creativity, Fall 2017
Classroom tasks for week 1: general concepts

These tasks are meant to be carried out (and discussed) in the classroom. The answers will not be collected and will not affect your grade.

Instructions: First, work on these tasks individually. You can write your answers on this paper. Then discuss the tasks in groups, discussing and solving differences and possible issues. Try to understand the topics, possibly from different viewpoints, and also help your group members learn.

All these tasks relate to Ventura's paper "How to build a CC system".

1. a. Refine Ventura’s Fig. 1 by splitting the box “Conceptualization (Genotype)” into two separate boxes for “Conceptualization” and “Genotype”.

b. Why is this split useful?
2. Why/when is it useful to have separate genotypic and phenotypic representations?

3. Why can it be a bad idea to have “constrained generation” (end of section “Genotypic Evaluator”) in creative software?

4. Ventura writes, in the beginning of section “Aesthetic”, that “this quality [aesthetic] should in some way be correlated with these [valuable and novel]”. Does he really mean that, or is it a typo that novelty is included here? Why?