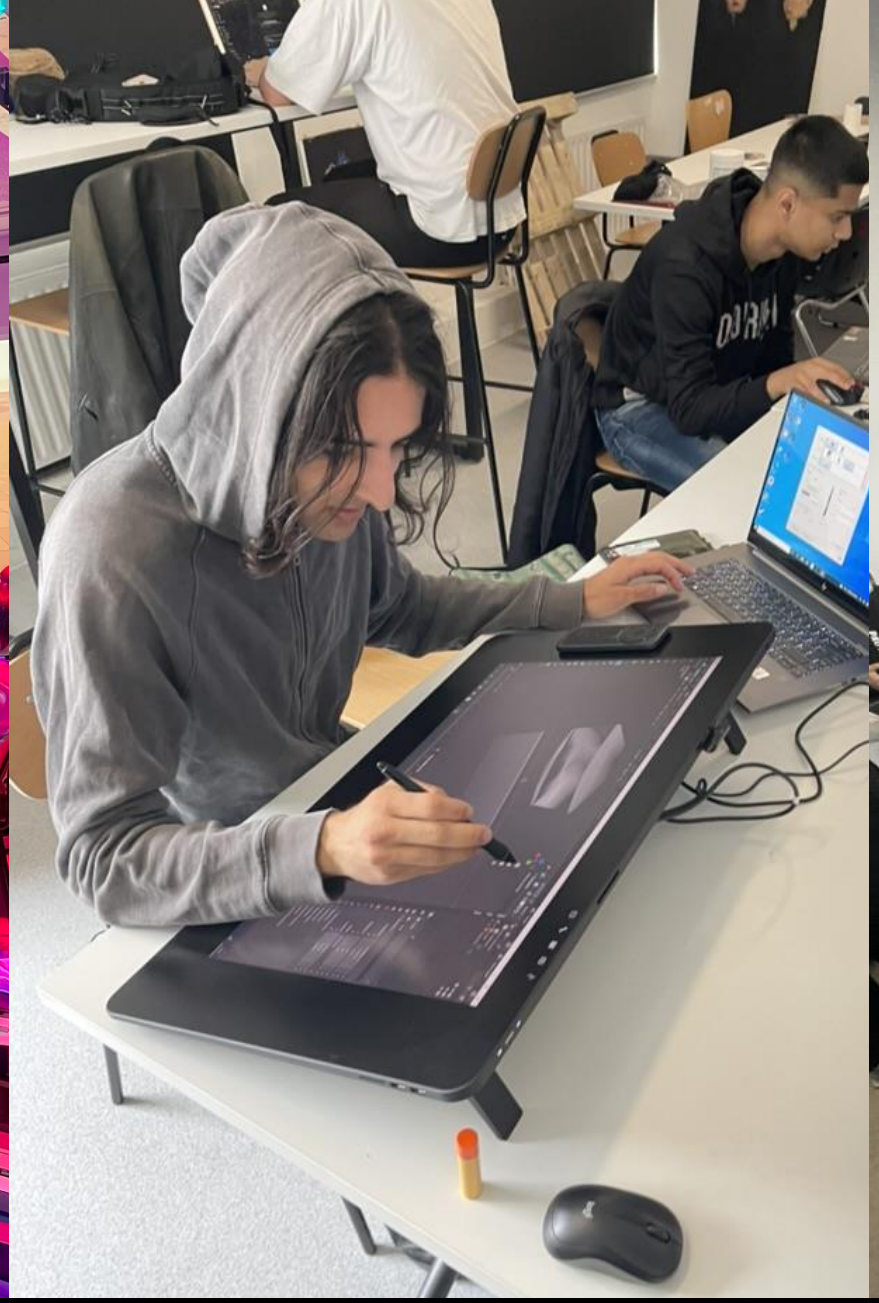
Vibe Coding in Computational Arts pedagogy: Addressing the accessibility, inclusivity, and learning implications of AI-assisted coding in Fine Art education

Dr Matthew Plummer-Fernandez | ARP Presentation | 2026

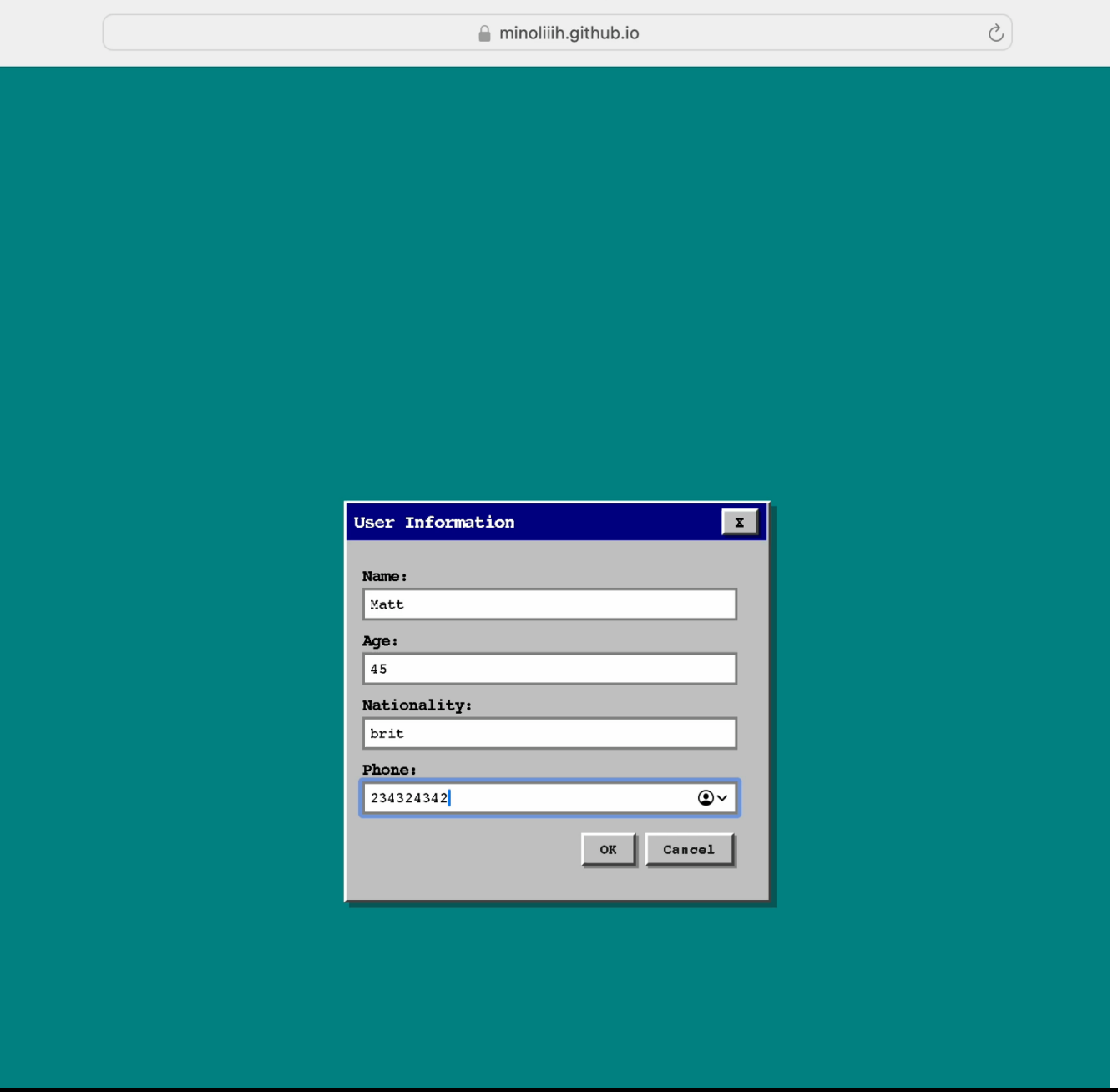
BA Fine Art: Computational Arts

1. An undergraduate course at Camberwell College UAL within the department of Fine Art
2. Opened in 2021, taking in cohorts of around 12-20 students.
3. Introduces new creative tools and technologies to Fine Art students.
4. Run by a small team of academic and technical staff, bringing a range of technical expertise and contextual knowledge.
5. As **Course Leader**, I develop curricula and advance inclusive practices



Workshops BAFACA students engaged in workshops ranging from game engines, to 3D modelling, to electronics.

Coding on Computational Arts and the arrival of vibe coding



main unit5 / index.html

minoliiih Update index.html

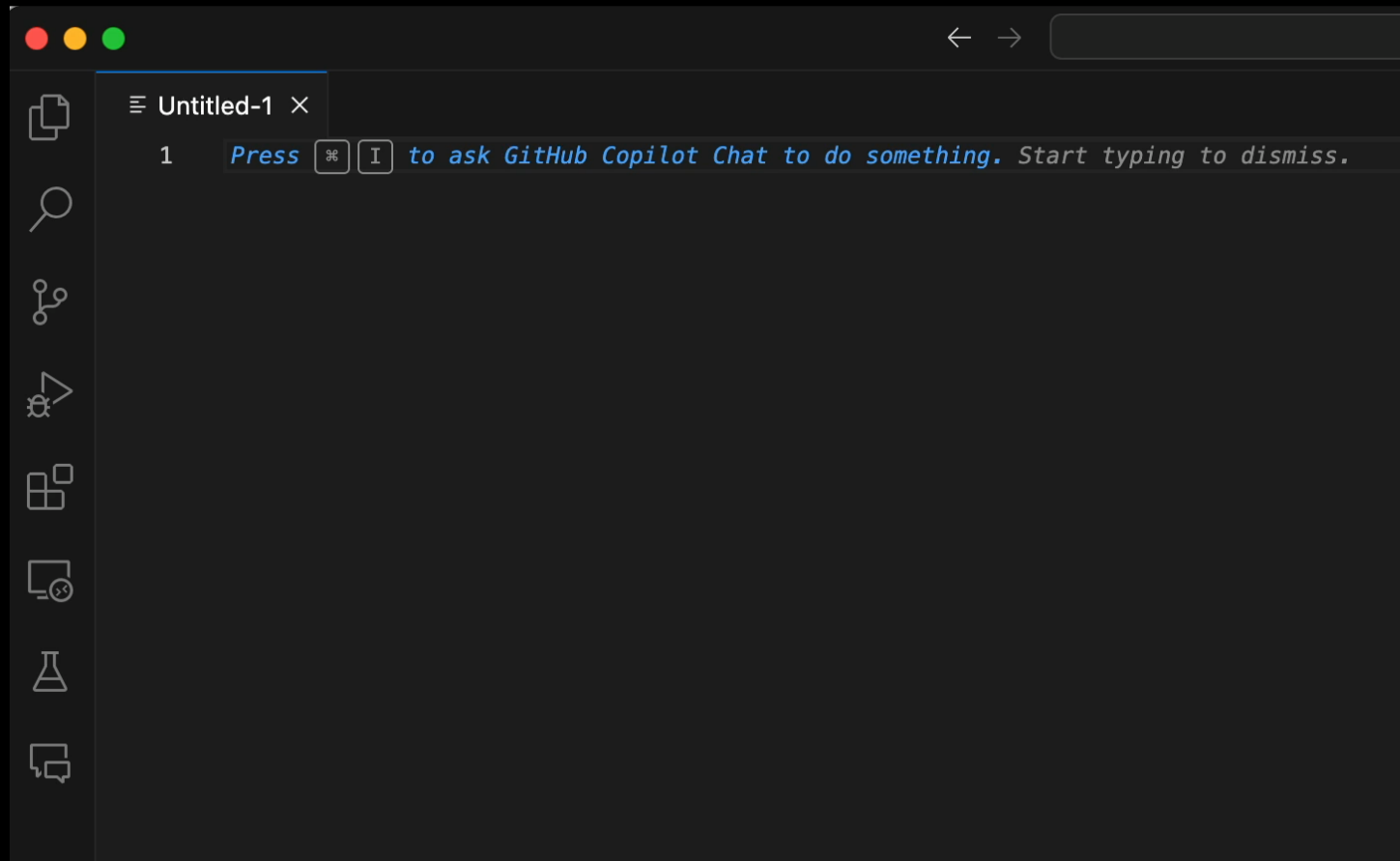
Code Blame 49 lines (38 loc) · 1.84 KB

```
1   <!DOCTYPE html>
2   <html land="en">
3       <head>
4           <meta charset="UTF-8">
5           <meta name="viewport" content="width=device-width, initial-scale=1.0">
6           <title>totallysafehaha</title>
7           <link rel="stylesheet" href="style.css">
8       </head>
9       <link rel="stylesheet" href="https://cdn.jsdelivr.net/gh/laemeur/Fixedsys-Excelsior-LVX-Font/webfonts
10
11      <body>
12
13          <!--popup box will be**-->
14          <div class="popup">
15              <div class="popup-titlebar">
16                  <span class="popup-title">User Information</span>
17                  <button class="close-btn">X</button>
18          </div>
19
20          <div class="popup-content">
21              <form id="userForm">
22                  <label for="name">Name:</label>
23                  <input type="text" id="name" name="name" required>
24
25                  <label for="age">Age:</label>
26                  <input type="text" id="age" name="age" required>
27
28                  <label for="nationality">Nationality:</label>
29                  <input type="text" id="nationality" name="nationality" required>
30
31                  <label for="phone">Phone:</label>
32                  <input type="tel" id="phone" name="phone" required>
33
34
35
36                  <div class="buttons">
37                      <button id="okButton" type="submit">OK</button>
38                          <!--- <a target="popup" onclick="window.open('/new window1/window2.html','new win
39                          target="popup" onclick="window.open('/new window1/windowex.html','new window','wd
```

Coding Example BAFACA students use code to make ‘net art’ websites in year 2 on Unit 5. work by Mina Yilmaz

Vibe Coding

1. A new term describing AI-assisted coding
2. Built into code editors and available through tools such as ChatGPT



Research question: what are the accessibility, inclusivity, and learning implications of AI-assisted coding in Fine Art education?

Interviews as research method

```
#!/usr/bin/env python3
"""
lagtime-loader-version7.py

Chrome window/tab orchestration for Pop!_OS (X11) using:
- CSV score file
- google-chrome (.deb) with command-line flags
- wmctrl for post-launch geometry enforcement

Version 7:
- Adds WINDOW_BREAKER_TROUBLESHOOT:
    If enabled, and the last REAL window launched was fullscreen
    (according to the CSV), then the *next* time you press 'n',
    the script will first open a small dummy "breaker" window
    (about:blank, narrower, resized) to try to reset Chrome's
    window-state behaviour.
    After launching the breaker, it re-prompts for 'n' on the
    same real window, and then launches that real window normally.
"""

import csv
import os
import subprocess
import sys
import time
from typing import Dict, List, Tuple, Optional


# ============================================================================
# == CONFIGURABLE SETTINGS ===================================================
# ============================================================================

# CSV filename (must exist in the working directory)
CSV_FILENAME = "lagtime-startup-score-data-complete.csv"

# When True, ignore CSV positions/sizes and launch all windows fullscreen/maximized.
ALL_FULLSCREEN = False

# NEW: Window-breaker troubleshoot toggle.
# When True AND ALL_FULLSCREEN is False:
#   - If the last REAL window launched was fullscreen (per CSV),
```

1. Semi-structured interviews with template questions
2. Aimed to get respondents from different levels and backgrounds
3. Interviews were supported by studying participant’s AI-aided code

Reflection on research method

1. Due to time constraints, I had 2 respondents, however, fortuitously four academic years apart.
2. Questions were requested in advance.
3. One respondent answered the questions in writing rather than at interview.
4. Rather than viewing this deviation as a failure, I draw on Mike Michael's concept of "idiotic methodology" (Michael, 2012)
5. Future iterations of the study would adopt 'cultural probes' (Gaver and Dunne, 1999)

Michael, M. (2012). De-signing the object of sociology: Toward an 'idiotic'methodology. The Sociological Review, 60, pp.166-183.

Gaver, B., Dunne, T. and Pacenti, E. (1999). Design: cultural probes. interactions, 6(1), pp.21-29.

Credit: Interaction Research Studio research.northumbria.ac.uk/irs

Research Findings

Respondent A	Respondent B
Year 1 Cohort 2025/26 No prior coding experience Described first vibe coding experience as alienating and reduced confidence Anxiety of not being able to explain their code preferred AI tools with an educational approach Agreed it was important to understand code	Year1 Cohort 2021/22 Prior coding experience Reported a largely positive trajectory Described AI as an accelerant of coding abilities, helping overcome a learning plateau Increased confidence and ambition Progressed towards more ideas-led projects rather than working within technical means

Reflection of findings

1. Vibe coding isn’t a leveler of coding competence and confidence. Instead, it amplifies pre-existing disparities in coding ability and experience.
2. Vibe coding evidently makes new starters uncomfortable with issues of dependency, authorship, and understanding. Conversely, students with prior coding race ahead.
3. Both respondents nevertheless saw the value of vibe coding in furthering art practice and creative goals.
4. Both respondents believed in the value of understanding the code for themselves and needing that technical grounding.

Future pedagogical ideas and intervention

1. Vibe coding should not be treated as neutral nor left for students to discover for themselves. Doing so risks reproducing existing inequalities, where students with prior skills benefit disproportionately, with novices experiencing anxiety, dependency, or disengagement.
2. Introduction of early diagnostic activities that assess students' confidence, prior exposure, and understanding of coding concepts would inform tailored support.
3. Vibe coding could be introduced in a structured and reflective way, with support and critical reflection built into the curriculum.

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Thank you for listening!

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