

WELCOME

Our session is about to begin ...





INSTITUTE FOR THE FUTURE

Unlocking the Next Ten Years of Arts Education

Arts Education Partnership

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WELCOME TO THE FUTURE.



We can't predict the future.

But we can learn how to think about the future systematically, turning uncertainty into inspiration for action and increased resilience.



4 common traps that keep people from seeing truly transformative futures

Trap 1 | Bias towards precision metrics

Chance of winning

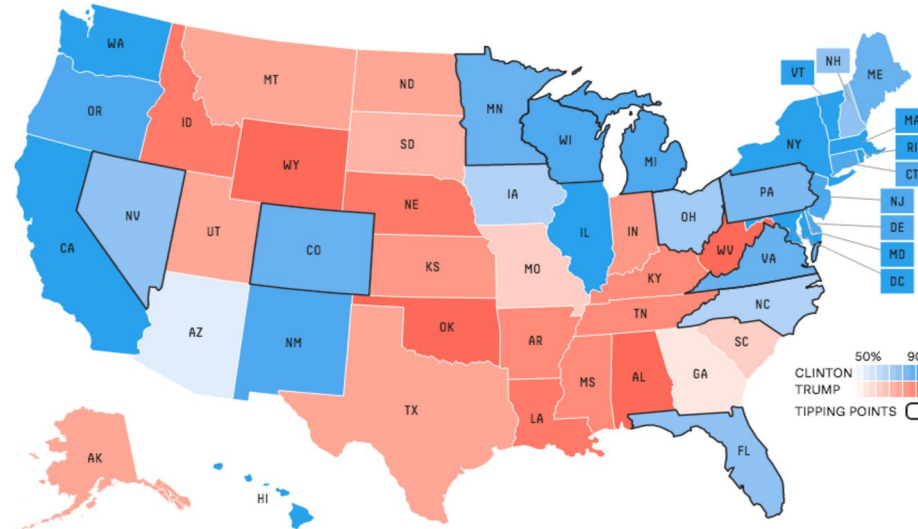


Hillary Clinton

84.6%

Donald Trump

15.4%



How Foresight Helps | Futurists weave quant trends with outlier “signals of change” to spark unexpected ideas.



Strong Signal



Medium Signal



Weak Signal



No Signal

Trap 2 | Anxiety about change



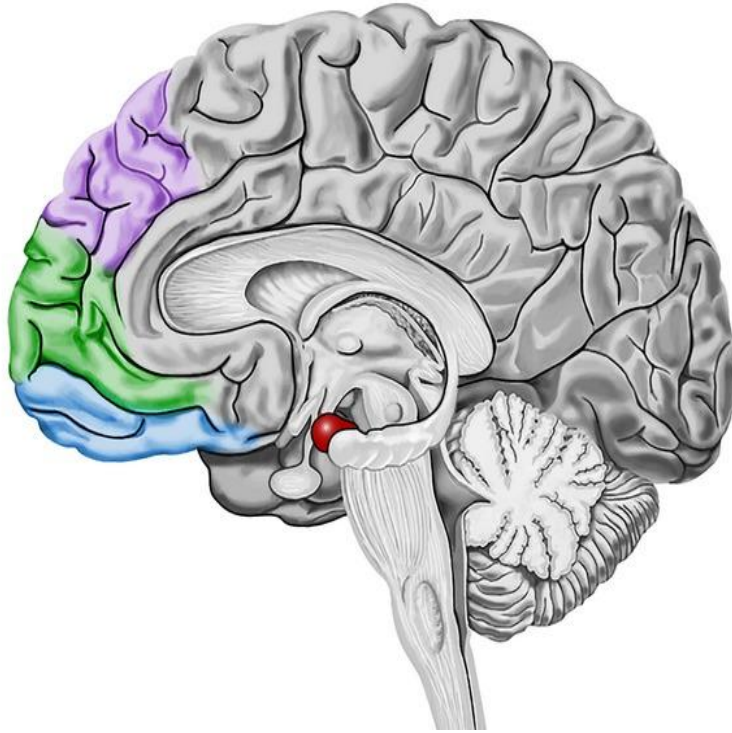
How Foresight Helps | Futurists help people recognize sources of stress that might cloud judgement



Trap 3 | Your future self is a stranger



The medial prefrontal cortex



How Foresight Helps | Futurists design processes to “pre-experience” and create new connections to the future



Trap 4 | “Official” futures



How Foresight Helps | Futurists challenge “consensus forecasts” and develop alternate points of view





Artists are futurists. They shine a light on things we might not recognize as significant at first, raise questions, and provoke others to re-frame how they see the world, how they think and act.



**What is the future of arts
education?**



The building blocks of foresight

Drivers of Change - Broad, underlying forces that are well established and will shape the nature of the future

Signals of Change - Concrete observations about how the world is changing, today. Could be anything from a new practice, policy, or technology; an event, local trend. Something that *catches our attention* and points to larger implications and big questions.

Drivers of Change - Pre-pandemic

Online learning

Increasing economic inequality

Climate change

Political polarization

Growing racial disparities and inequities

Data, AI, predictive learning

Automation of work

Aging population in the US

Universal Basic Income

Changing demographics of students (multi-lingual, multicultural)

Mental health and well-being

Pandemics can reveal the vulnerabilities of different populations as well as the systems that are meant to keep them healthy.

Amplified Drivers of Change

Climate change → increasingly violent weather events with unequal impact

Declining health and well-being → mental health challenges increase post-Covid

Political polarization → distrust of science

Accelerated Drivers of Change

Growing racial disparities and inequities → support for racial justice movements

Online learning → distance learning

Automation of work → work from home, new understanding of essential work

Universal Basic Income → global UBI experiments

Revealing Unexpected Possibilities

What is the **impact** of these driving forces on Arts Education?

What **opportunities** are being revealed?

Emory University pairs artists with coursework



Emory University pairs artists with coursework

**How might arts education
be used to amplify impact
and learning across fields?**



Arts support wellbeing



A 2019 WHO report of over 3000 studies demonstrated the role of art in improving health and well-being.

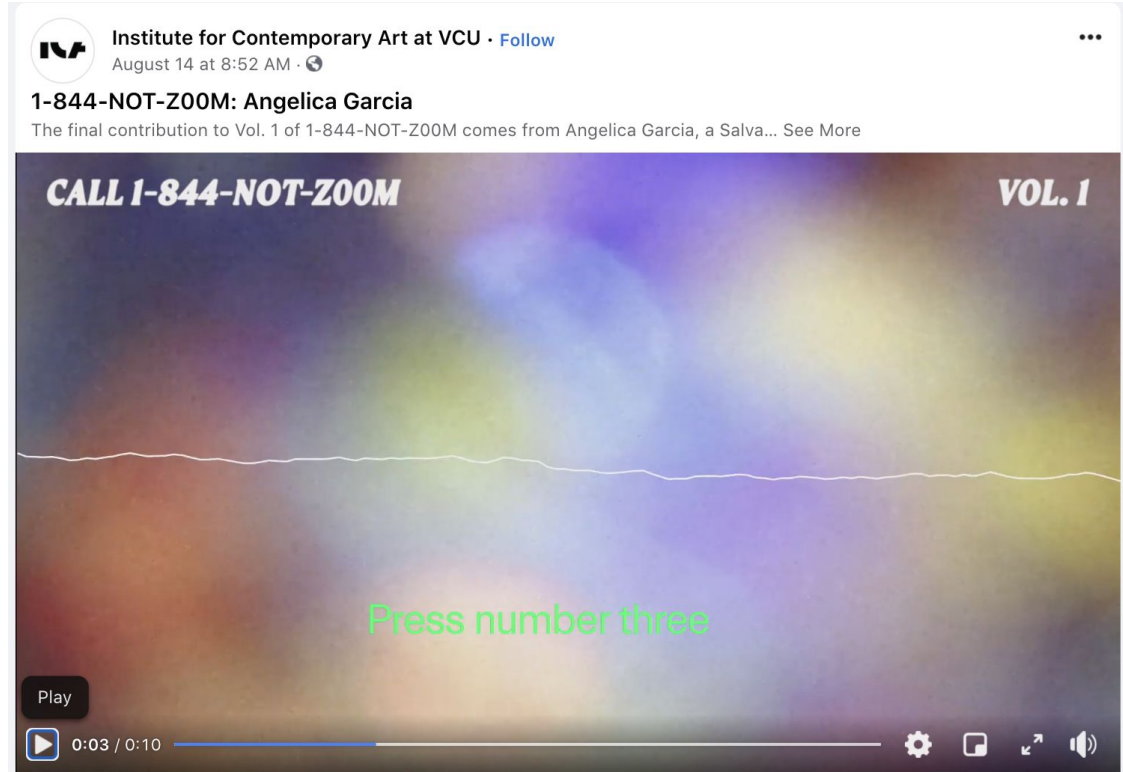
Arts support wellbeing



**World Health
Organization**

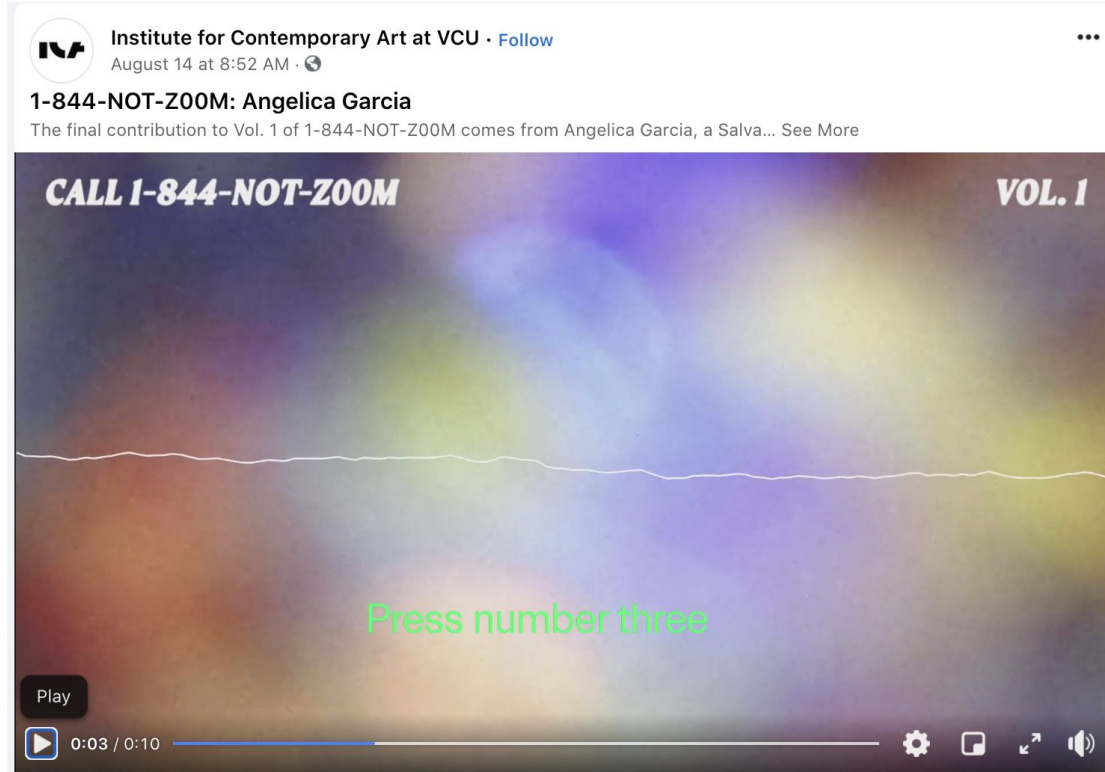
How might arts education be leveraged to improve global public health?

Inspiration Hotline



Inspiration Hotline


How might we take advantage of new form factors (or creatively use old ones!) to deliver impact at a distance?



FLIPPING the FUTURE

An imagination process from **Institute for the Future**



A street scene with a cafe in the foreground and modern buildings in the background. The cafe has a tiled roof and a sign that says "Pizzeria". A silver SUV is parked on the street. The background shows a modern building with a glass facade and a traffic light. The text "Any useful statement about the future should at first seem ridiculous." is overlaid in white, with "future" in orange. The name "JIM DATOR" is in the bottom right of the text area.

Any useful statement
about the **future**
should at first seem
ridiculous.

JIM DATOR

Flipping the future

1. Pick a topic [shoes]
2. Create a list of facts that are true about the topic today
3. Imagine a future in which each of these “present-day facts” is no longer true. How? Why?

Flipping the future

1. **Shoes aren't free**, people buy them.
2. **People take their shoes off** when they go to sleep.
3. Most people **own more than one pair** of shoes,
different types of shoes for different occasions.



“Flip” your facts

Rewrite each fact to be the opposite of what’s true today, or offer a new alternative.

10 years in the future...

1. Shoes are free
2. People sleep with their shoes on
3. Most people own only one pair of shoes.

1. Shoes are free.



2. People sleep with their shoes on.



The background of the slide is a vibrant red surface with a visible, slightly grainy texture, resembling a piece of art or a canvas. In the upper left corner, the tips of several paintbrushes and a pencil are visible, partially cut off by the frame. The brushes have various colored bristles and handles, and the pencil is silver. In the lower center, there is a small, dark, brush-like object, possibly a paintbrush head, resting on the red surface. The overall composition suggests a focus on art and creativity.

Flipping 10 facts about ARTS EDUCATION

10 “facts” about arts education today

1. Arts ed. is often treated as an extracurricular or elective
2. Access is not equitable throughout the country
3. There is a difference between arts learning and arts engagement
4. Arts are not included in standardized tests
5. Different artistic mediums are often taught separately (i.e. visual arts & drama)
6. All 50 states have standards for arts ed.
7. Arts ed. is often inadequately funded
8. There are different approaches to arts ed. based on your age
9. There are different gender expectations around art
10. People who participate don't necessarily consider themselves artists

Let's flip one together

Fact 4: Arts are not included in standardized tests

Flipped 4: Having an art portfolio is a graduation requirement

Flipped 4: Art is considered as easily evaluable as math

Flipped 4: Creativity is a key component on standardized tests

Flipped 4: Arts...

Your turn!

Process:

- 2 minutes—on your own, select one fact from the list and flip it
- Once you've flipped that fact, type that flip into chat
 - Important: Add the fact number in front.
 - *Example: “4. Having an art portfolio is a graduation requirement”*

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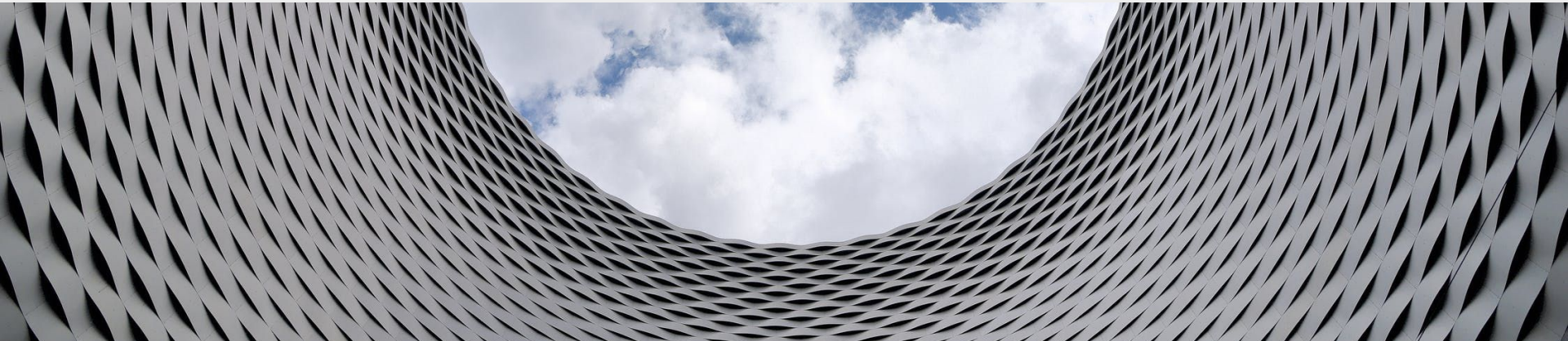
It's breakout time

Process (groups of 2-4)

- **Introduce yourselves**
- **Share your flipped facts and, as a group, choose one to focus on**
- **Work together to rationalize/paint a picture of a world where that flipped fact is now true**
 - What does it feel like to live in this new future? What signals of change might support this new reality?



Welcome back...to the future



pre-experiencing the future

DATA

In the future, there will be **climate change**. By **2050**, sea levels may rise by as much as **9 feet** and **750 million people** may be displaced.



FIRST PERSON

I'll be **68** years old in **2050**. **The two airports I use now**, San Francisco and Oakland, will both be at risk of flooding. Flying will be less reliable due to extreme weather, so I'll **live near my family**.



Introduce your future self

The year is 2030 and we are at AEP's 35th anniversary, celebrating the last 10 years of progress. All participants are asked to share what they are most proud of having achieved over the past decade—the challenges that they faced and how they overcame them.

Add your 35th anniversary AEP conference introduction into the chat.



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Keep in touch!
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