WELCOME

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

Nokia in 2006
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

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<th>Drivers</th>
<th>Pre-pandemic Drivers</th>
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<td>Online learning</td>
<td>Increasing economic inequality</td>
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<td>Climate change</td>
<td>Political polarization</td>
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<td>Growing racial disparities and inequities</td>
<td>Data, AI, predictive learning</td>
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<td>Automation of work</td>
<td>Aging population in the US</td>
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<td>Universal Basic Income</td>
<td>Changing demographics of students (multi-lingual, multicultural)</td>
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<td>Mental health and well-being</td>
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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?
A 2019 WHO report of over 3000 studies demonstrated the role of art in improving health and well-being.
Arts support wellbeing

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

Institute for Contemporary Art at VCU • Follow
August 14 at 8:52 AM •

1-844-NOT-ZOOM: Angelica Garcia
The final contribution to Vol. 1 of 1-844-NOT-ZOOM comes from Angelica Garcia, a Salva... See More

CALL 1-844-NOT-ZOOM

Press number three
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
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?
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.
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”
10 “facts” about arts education today

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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
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.

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.
Unlocking the Next Ten Years of Arts Education

Keep in touch!
Iftf.org

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