

FOOT NOTES

Annotating the Futures
of Arts Education

Workshop Facilitators'

PLAYBOOK

Footnotes: Workshop and Conference*

*Playbook for Workshop Facilitators

For more than twenty-two years now, the *Footnotes* function of the [Learning Platform](#) has become its own platform for individuals and working groups to discuss and organise around issues of arts education. Over time, many different conversations and threads emerged between the lines. These threads coalesced into working groups, in-person meetings and larger gatherings of translocal exchange. In April 2045, one of these groups called School of Commons¹ put out a call for a gathering. It didn't take long until seven engaged groups signed up. They called themselves: [DIS/CONTINUITIES](#), [ORGANOLOGY](#), [CHAOS/MOSIS](#), [COMMONALITIES](#), [RE/PROGRAMMING](#), [SYMBIOSIS](#), and [PLASTICITY](#). Each group would explore its unique theme.

In a long message thread, the groups decided that there would be 2 ½ days dedicated to workshops, while the last 1 ½ days would host a conference. The latter would be committed to synthesising the many discussions and thought forms which emerged over the last decades and were processed during the workshop sessions.

During the workshops, the groups deepened the understanding of their research and practices, situating them both within their local environments and wider global developments.

They carved out new pathways for arts education and zones to nurture common bodies of knowledge built on the efforts of many generations. Therefore some of the working groups annotated video lectures from *future archives*² of the past. Others invited remote speakers to share experiences, provocations and reflections from their own contexts and conditions.

In order to ensure broad accessibility and engagement of participants who may not be able to attend physically, the newfound insights are shared through the [Footnotes Channel](#), the shared knowledge base of *Footnotes*. In addition, a real-life avatar, embodied remote participants by visiting the different groups over the course of the workshops and transmitting questions and comments.

In the end, this is an experiment, but one that will hopefully allow for *Footnotes* to walk all over the bodies of organised texts.

¹ School of Commons (SoC) is an initiative dedicated to the study and development of self-directed Peer Learning, located at the former campus of Zurich University of the Arts (ZHdK)^{1.1}. SoC was formed by an international community of practitioners, artists, designers and researchers who focus on matters surrounding the production and mediation of knowledge with a common interest in self-directed practices.

^{1.1} ZHdK struck a deal with Zürcher Kantonalbank to temporarily sublet Toni-Areal and open it to other uses while in the test phase of transitioning to an institution-wide adoption of the Learning Platform, and only a needs-based rental model of physical workspaces. This is why School of Commons is sharing the building with living spaces and gardens, as well as co-working spaces.

² *Future archives*: A growing video archive that collects messages to the future recorded at different moments in time to invoke a transtemporal conversation.

Footnotes Workshop Phase - Structure & Goals:

Footnotes started with the workshop phase, planned for 2.5 days.

For the opening of *Footnotes*, all participants came together and immersed themselves in the setting of *Footnotes*, which takes place in the year 2045.

After the opening, the intensive work of the workshop days takes place mainly in the workshop groups. These are the reference groups for the first 2.5 days, in which participants/players work out a common 2045 scenario that they will represent at the conference.

On the third day of *Footnotes* the workshops are wrapped up and the conference, the second part of *Footnotes*, took its place. During the conference, all participants are invited to stay in their fictional character (Otherself) and remain part of the fictional group. Each group presented their common world / 2045 scenario created during the workshop at the conference.

Structure: ZOOM OUT – ZOOM IN

The week started with players embodying their [Otherself](#), their character. Their characters are vehicles to understand the state of the world in 2045. They function as access points to a practice called '[worlding](#)'. In [LARP](#), 'worlding' describes the collective effort of players to give shape to the fictional world and its narration through improvised action. From the perspective of their characters, players zoom out to the wider world they are in and thus connect their topic to other themes. Every perspective is different. This is why this type of worlding is [relational](#): it emerges out of interactions between players, it is never absolute or pre-given; every character embodies a situated perspective and when they become more enmeshed they shape the collectively shared world.

With a firm understanding of what the world might look like, the groups form around an agenda, issues and topics they want to address at the *Footnotes* conference.

Their public sharing/intervention at the conference is what facilitates gameplay throughout the workshops. It serves as a common goal that the players pursue together.

Part 1: Character and Groupbuilding

- Embodying [Otherself](#)
- [Groupbuilding](#)
- ['Ask & Answer'](#), Part 1: What we Want to Know of the World
 - [Video Lectures](#)
 - **Table of Questions**

On the first day, the players define and embody their own character as well as the collective identity of the group. You will collectively build a **shared history** of your group. You might be

an underground organisation, a research group, or simply a group of academics that have formed a set of collective demands. After the first step, you will publish your group profile with a quick statement on the [Footnotes Channel](#). The Footnotes Channel is a place where the Footnotes community documents and organises its activities, it serves as a shared knowledge base for each working group as well as the community at large.

Using the '[Ask & Answer](#)' method your group will produce one question for each factor that describes the world of 2045. The idea is that asking well-thought-out and generative questions is the basis for a rich [worlding practice](#). Each player will be given a specific [role](#) that guides their contribution to this process. Roles will be distributed on the first workshop day. The worlding process is supported by watching a pre-recorded [video lecture from the Futures Archive](#) that addresses people in 2045 and speaks to questions relevant to the workshop group themes. This will be followed by a quick session of association, generating mobilising questions. These questions do not have to be answered at this point. In the following session, players will work in smaller groups defined by their roles to form more precise questions. At the end of this session, you will add these questions to the '[world](#)' section of the Footnotes Channel, nested under the respective factor.

PART 2: Worlding, Relational Worlding, Presentation

- **'[Ask & Answer](#)', Part 2: Worlding by Responding**
- **Hyperlinking**
- **Commenting**
- **Setting an Agenda**
- **Presentation/Intervention at Conference**

Based on the pool of questions, which was created by all workshop groups, each group takes one factor of the world in 2045 and starts 'worlding' this factor by answering the questions in their group (find the list of different factors [here](#)). *What do the economy and global infrastructure look like? What have been recent global political developments? What is the state of climate change?*

Many of the entries that will be created under one factor, might also be relevant to other factors. That is why in the '[relational worlding](#)' part of the workshop each group needs to hyperlink different Footnotes Channel entries with other factors (on other platforms one would call this 'tagging'), creating a more 'enmeshed' world. If players do not agree with what others have written, they are invited to add comments and discuss in the Footnotes Channel comments section. These comments are equally part of the world as the main entries.

Worlding 2045 helps to understand how certain developments between now (2022) and then (2045) could materialise. The idea is for participants to try to extrapolate implications and consequences to understand the conflicts of present-day demands and desires better.

These reflections would be synthesised in the final collective output of the group: planning a public sharing or intervention at the conference. The public sharing/intervention will give the group a moment to address issues but also speculate on possible desirable outcomes in the state of arts education in 2045. The public sharing should be quite short and focus on

specific demands and issues pertaining to the theme of the working group. The idea is for each group to decide on a format of this public sharing/intervention. It could be by presenting a song, wherein the lyrics transmit what has been worked on during the workshops, or a dance, a video, a letter... Another possibility would be to focus on the conversation with the live speaker. To explain: Each one-hour slot at the conference is planned in a way that there will be a 20-30 min input from the live speaker on one of the focus topics, followed by a 10 min intervention of the group who did work on the same topic during the workshop, and finally a conversation facilitated by a moderator. A group might decide to rather focus on the conversation, and formulate a set of questions to discuss with the live speaker. On the last workshop day, the opportunity is given for the groups and the moderator and potentially the speaker to meet and plan this conversation.

WORKSHOP

Group Building

Where: Seminar rooms, in workshop groups
 Tech: Beamer, speakers, laptop
 Input: [Video lecture](#)
 Method: [‘Ask & Answer’](#)
 Output: Collective identity formed (group profile), set of questions for each factor of the world (worlding has started)

- [SETTING THE SCENE](#): Explanation of workshop structure & methods by workshop facilitators (this is done in character and within the speculative framing of 2045)
- [WHO ARE WE](#): Introductory round (all, with [Otherselves](#))
- GOAL: Settle in 2045-characters, develop a [group identity](#) and a shared 2045 reality (future scenario) with common demands, which can be presented at the conference

10' Setting the scene

The workshop facilitators thank everyone for coming. They introduce themselves (their [Otherselves](#)). They give a short intro to the workshop theme. The workshop facilitator stays in character and also makes sure to address other players by their newly assumed names. **Workshop facilitators make clear that at the end of the workshop, there will be a public sharing/intervention at the conference. The group discusses how to position itself within the larger context of the conference.**

Why have we gathered here?

What is our collective goal?

What knowledge do we want to attain/spread?

30' Who are we?

The facilitator instructs players to introduce themselves as their character.

How do they relate to the theme?

What is the main question/problem they want to solve?

What can they give (expertise?)

What is a skill they have?

What do they hope to receive?

30' Shared History

Method: Shared timeline (set two dates: the year the group formed and 'now' = 2045)

["Yes, and"](#) players go around in a circle, everything must correspond to what has been said before

When did our group form?

[Back-up: If a group cannot decide, they all have to choose a number between 22 and 45, the number that most people choose will be the year the group formed, if there isn't a clear winner, the average of the most popular dates will be used]

Why did our group form?

What is our group trying to achieve?

How are we organised?

20' [Create a group profile](#) on Footnotes Channel [notion]

Participants co-write a profile or short bio. A page ("Profile") for this is already prepared for each group on the Footnotes Channel.

20' BREAK

Video Input and Initial Inquiry

10' Introduction '[Ask & Answer](#)'

Facilitators introduce the '[Ask & Answer](#)' method that lets participants generate a set of mobilising questions that will be used to define the conditions of the world and the effects on the workshop theme. You explain that the video lecture everyone is about to watch is part of a [futures archive](#), a growing video archive that collects messages to the future recorded at different moments in time to invoke a transtemporal conversation. It helps to formulate relevant questions that will help you understand the world in 2045, but note that the lecture is not all-encompassing to understand their current situation.

The objective is to create one question per factor (in the '[world](#)' section of the Footnotes Channel, you will find one page for each factor. Each factor is one factor that describes the state of the [world](#). Later, [each group will work on answering the questions of one factor](#).

40' [Watch Video Lecture](#)

The facilitator introduces the fictional framing for the lecture. In general, lectures are framed as messages to the group on a specific topic. The lecture is pre-recorded and will be shown with the help of the beamer projected on the wall (the digital assistant will support you if needed). Players watch the video together in the group.

20' First Reaction

The group freely responds to the lecture with questions that come to mind. They do not respond to or comment on each other's questions but inquire deeper by posing additional ones. **This is a question-warm-up-round. Nothing has to be noted down at this point.**

What questions does the video raise? How does it help us to understand where we are now? What the state of the world is?

15' BREAK

ASK: Factor Questions

Players now have a loose collection of questions, generated through the more intuitive first round of associative inquiry. These should now be channelled to more specifically inquire about the different factors which inform the [world of 2045](#). In this step, every group will add one question to each factor in the 'world' section of the Footnotes Channel.

15' Work in smaller groups/pairs

Players split up into smaller groups/pairs. In these groups, they formulate a question for each factor. The question should be related to the working group's theme.

For example: For someone from the group SYMBIOSIS responsible for the factor "Economics and Global/Local Infrastructure", a way to formulate a question would be to ask "What do we need to know about the current situation of the global economy and international logistics in order to address the role of institutions of higher arts education in the global struggle against climate change and social injustice?"

A possible question would be: "What direction has the fight against climate change taken? Has it completely been overtaken by neoliberal politics and turned into a global market of carbon tokens?"

30' Group Discussion

Players come together again. Smaller groups/pairs present their questions and why these particular questions are important to understand the world of 2045 in relation to the working group's theme. The question is finetuned in the larger group setting and added to the respective factor.

DAY 2.0

Creating Common Ground

Where: Seminar rooms, in workshop groups

Tech: Beamer (Live Stream Groove in via Zoom or Twitch), speakers, laptop

Input: lecture by Brett Neilson

Methods: [YARN](#), [Ask & Answer](#)

Output: World conditions are set through answering questions and creating entries in the Footnotes Channel. Groups derive the most important issues for their theme and contextualise these topics by hyperlinking to other groups (relational worlding completed). They further prepare a way to share this during the conference.

Participants have now worked together for one whole day. In this part of the workshop, they will reflect on their group: internally, regarding the relationships which have formed and externally, regarding how they as a group are situated in a wider global context.

30' Collective Relationship Building YARN

Method: [LARP - YARN](#) facilitated by workshop facilitator

They will have already formed relationships and shared memories. In this exercise, they will use the method of 'YARN' to create a network of their shared relations, to remember and strengthen them. The exercise is explained by the facilitator.

Using the method [YARN](#) players create speculative relations between their characters through improvised dialogue.

Preparation: It requires a ball of yarn. The participants are seated in a circle.

30' Situating the 'Global'

Before entering the worlding process this is a moment for the players to realise that/how **the future is unevenly distributed**. They situate their group within global stratifications. As the next exercises will be focused on collectively assembling the world in 2045, one main discussion point should be from which perspective or position this is being done. This can be, for example, be facilitated by the workshop facilitator through the following questions:

Where do we speak from? How is this 'where' conditioned or constrained?

Can you locate yourself between or beyond centre and periphery?

How does my locality affect how I perceive the global?

How are you defined by borders?

Where is your future located?

20' Research/Discussion Round

Participants have time to continue the discussion started before or can decide to read a text from the reader together.

20' BREAK

ANSWER: Worlding 2045

Method: ['Worlding'](#)

Each working group will be responsible for answering all questions for one factor of the world:

| Factor | Group |
|---------------------------------------|------------------|
| Economics and 'Glocal' Infrastructure | RE/PROGRAMMING |
| Politics and International Law | CHAOS/MOSIS |
| Society and Living Conditions | ORGANOLOGY |
| Culture and Philosophy | PLASTICITY |
| Ecology and Climate Change | SYMBIOSIS |
| Science and Technology | DIS/CONTINUITIES |
| History and Education | COMMONALITIES |

20' Free Association

There are 7 questions for each of these world factors, which are the questions that have been developed by all groups the previous day (["Annotation Session: Factor Questions"](#)).

The group has seven pieces of paper. The question is written on top of the paper. Each player contributes two sentences that answer the question, then passes on the paper with the question. The question does not need to be answered fully in this step.

Players will now have seven papers with seven answers. However, because they were written in one go without any discussions, just by passing from player to player, they may seem fragmented and 'out of joint'.

30' Sharing and Annotating

Each paper is read out loud. The group 'annotates' these answers in a discussion round. They raise the most important issues that need to be addressed regarding this particular factor of the world (e.g. employment in 'economics and global/local infrastructure', or copyright in 'politics and international law', or resource depletion in 'ecology and climate

change'). The group discusses how the particular factor conditions the situation of arts education in 2045. This session will help smaller groups/pairs to write entries as answers to the questions.

30' Annotation Session: Writing Entry

Players split up into smaller groups or pairs. The seven questions are divided among these groups. Each group/pair writes a short paragraph of 5-10 sentences responding to the question on the factor page (in '[world](#)' section) that takes up these issues and describes them as detailed as possible.

30' Annotating: Character's Perspective

Players can work from anywhere, individually or in smaller groups. They now have time to browse the world and add comments. These comments work in a kind of "[yes... and](#)" or "yes... but" logic that the participants do not negate what is said there, but rather respond to what they believe to be the case from their perspective. The comments should point towards issues which might have been overlooked in the entries which were written.

Players respond to each other's comments. This adds more detail to the world specific to different workshop themes.

LUNCH BREAK

Issues and Implications

30' Annotation Session: Implications for the Theme

The group reviews all entries and comments which have been made on the Footnotes Channel. In a group discussion, you reflect on the implications of this world for arts education and your theme.

Based on this analysis, you will create entries in the Footnotes Channel on the "analysis" page of your group section. This may already raise the issues you might wish to address during the conference.

45' Hyperlinking: Implications for Others

Method: [Relational Worlding](#)

Once the group has reviewed all their entries, they start to look into the other factors and link their entry pages to other entries. Maybe they also want to create additional entries as relations. This is how the world becomes more 'enmeshed'.

This is the moment we shift focus from where and what things are to how they are related to each other. Which conditions sustain or entertain our issue raised? How is it related to the issues of others?

15' BREAK

Preparation Conference

30' Setting an Agenda

Now having understood what the recent development of the world has been (2022-2045) and thus also the current state (2045), players will start to work on what have been achievements regarding their theme and what grievances they want to address as a group. If they prefer, they formulate questions for the live speaker. To do this, they will need to look up the speaker in '[People](#)' and work out what would be interesting to discuss. They can also reach out to the live speaker who will join the conference. They will present/intervene/converse after the live speakers' input on their theme, followed by a moderated conversation. The presentation/intervention should be max. 10 minutes, but you may also decide to skip the presentation and directly head into an informal moderated conversation with the speaker as a way to share your collective findings.

The group decides on how they want to present themselves at the conference.
Which medium will we use? Do we want to create a short video? Do we want to write a letter to the past or the future? Do we want to write a song? Do we want to jump right into a conversation with the live speaker?
What is our agenda?
What are the topics that we want to address?

60' Group Work on Public Sharing

The group splits up into smaller groups in order to think about ways in which they'd like to share their observations of the past 2.5 days. They work on different aspects of the presentation:

Is a presentation needed?
Do they need to edit images/videos?
Is someone writing the script?
How should it be performed?

DAY 3.0

Looking Back

Where: Seminar rooms, in workshop groups
 Tech: Beamer, speaker, laptop
 Input: (optional exchange with speakers)
 Method: Bodywork, looking back, rehearsals
 Output: complete preparation for conference

Returning to the Body

30' Bodywork exercise led by OctOp0s (pre-recorded), either way, projected on the wall with help of the beamer (reach out to digital assistants in case you need help).

60' The group reviews what has happened over the last two days.

Each group chooses two different objects which are in the room, one for things that have been rewarding and have made them feel good, and one for which they want to share something that was difficult for them.

You place them in your midst. Whoever has something to share takes the object and

Conference Preparation

→ During this time the moderator, will visit each working group to better understand how you would like to share your outcomes during the conference and how best to facilitate the conversation with the live speaker (+-15 mins per group).

60' Continue Working on Presentation

The group continues working on their presentation as they had the day before. However, this is where they need to get more practical.

Who will present?

How will they present?

What will the rest of the group do?

60' Rehearsals

The presenters have time to run through the presentation one time. The rest of the group gives feedback.