

Art School Futures Lab

Brussel - Gent

14 & 15 November 2022



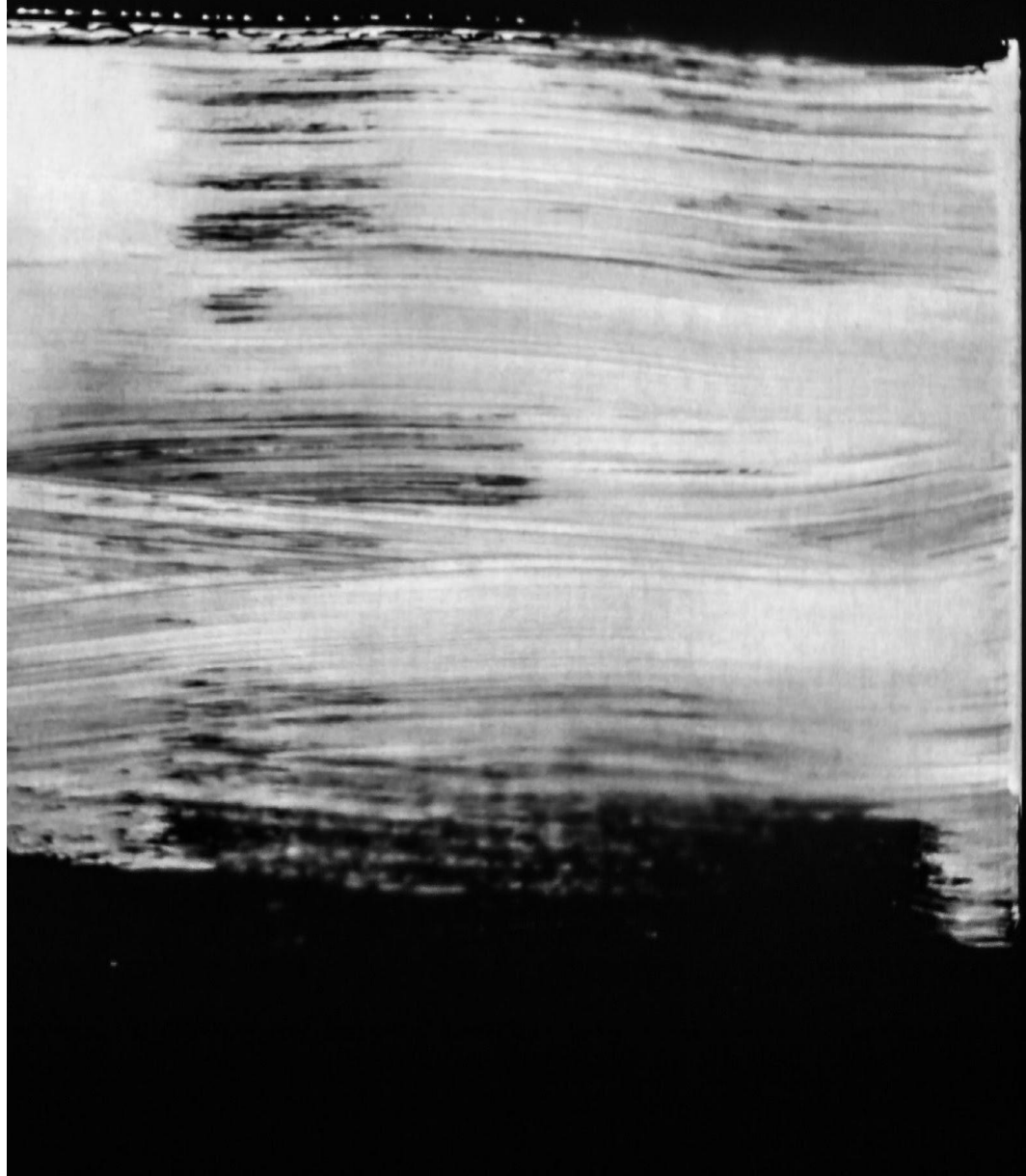


Brussel ~~2022~~
2045

What's next?



WELCOME



Focus, aim & objectives

Focus: [The art school in liquid times](#)

Aim & objectives

- To explore some drivers of change
- To discuss futures images
- To develop an artefact for a futures archive
- To visit the futures archive

Informed consent



The lab's ethos

- Everyone's ideas and perspectives are valuable
- Give space for each group member
- Use all your experience
- There are no wrong ideas – futures are different from today
- Wild ideas – use bold imagination!



Funded by
the European Union

Erasmus+ Knowledge Alliance

To explore and inventory existing ideas and visions

data map / learning platform

To organise Art School Futures Labs

labs in 6 IHAE

To determine futures images and scenarios

develop a futures archive

To organise a debate on possible policy and decision actions

discussion document / agenda



The art school in liquid times

Task 1 (individual)

- Identify two examples of how the environment is rapidly changing for you in your work/studies (individual task).
- Share you examples with the other group.

Task 2 (in group)

- Discuss and choose one-two examples that are central (important) for a future image of an art school in liquid times.

The art school environment: all aspects/issues that matter for the art school's operations

10'



About Futures

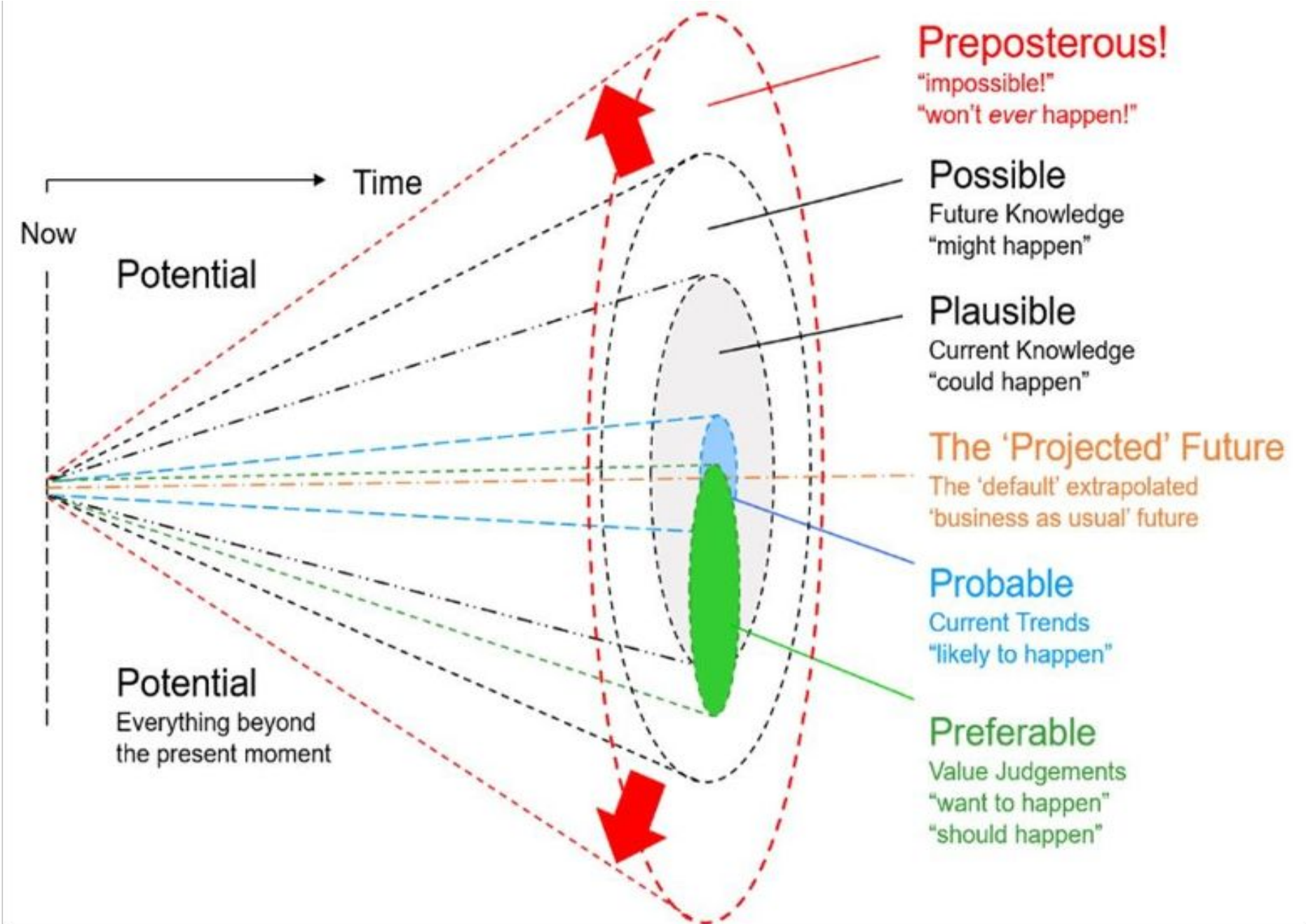
- Not predetermined, not predictable
- We can create alternative futures images (e.g., possible, plausible, probable, preferable, imaginary, preposterous)
- Our decisions and actions affect the future
- Open value discussion inevitable and important



Futures images

- framed by our scientific knowledge and cultural understandings of the world.
- can include:
 - realistic and imaginary elements
 - preferable, unpreferable, or neutral elements

Futures images



The Futures Cone, Voros, 2017



Drivers of the future

- **What kind of driving forces** (= drivers of change) influence our future operational environment?
- Which driving forces may have the most impact?
- **How** these driving forces are forming the futures? (most likely, possibly, and in what ways)?



Change drivers

Megatrends

- Slowly changing phenomena with clear developmental direction forming the future.

Trends

- Trends are clearly visible phenomena that causes change (a development of change).

Counter-trends

- (Slowly changing) phenomena countering or opposing existing (mega)trends



Change drivers

Weak signals

- An indication of an emerging issue or an early sign of a change that may be meaningful in the future

Wild cards / Black swans

- Events and things, with very small probability, but with dramatic effects or impact.



Four futures assumptions

Assumption #1

The art school is only accessible four months a year due to extreme weather conditions.

Assumption #2

In the art school, everyone feels secure and well.

Assumption #3

In the art school, educational interactions only occur within technological, digital, or virtual spaces.

Assumption #4

The art school community is open to all and all its operations are multidisciplinary.

5'



Four futures assumptions

- Discuss in group if this assumption is possible (might happen), plausible (could happen), probable (likely to happen), preferable (likely to happen), or preposterous (will never happen).
- What kind of change drivers (trends & weak signals) are behind this assumption?

5'

Horizon Scan

A tool to identify
change drivers

PESTEC

ADLIROFF

PESTEC

- Political
- Economic
- Social
- Technological
- Environmental
- Cultural

ADLIROFF

- Art & Design practice
- Learning & Instruction
- Research
- Organisational
- facilities
- Financial

20'

Horizon Scan

Identify current trends & weak signals

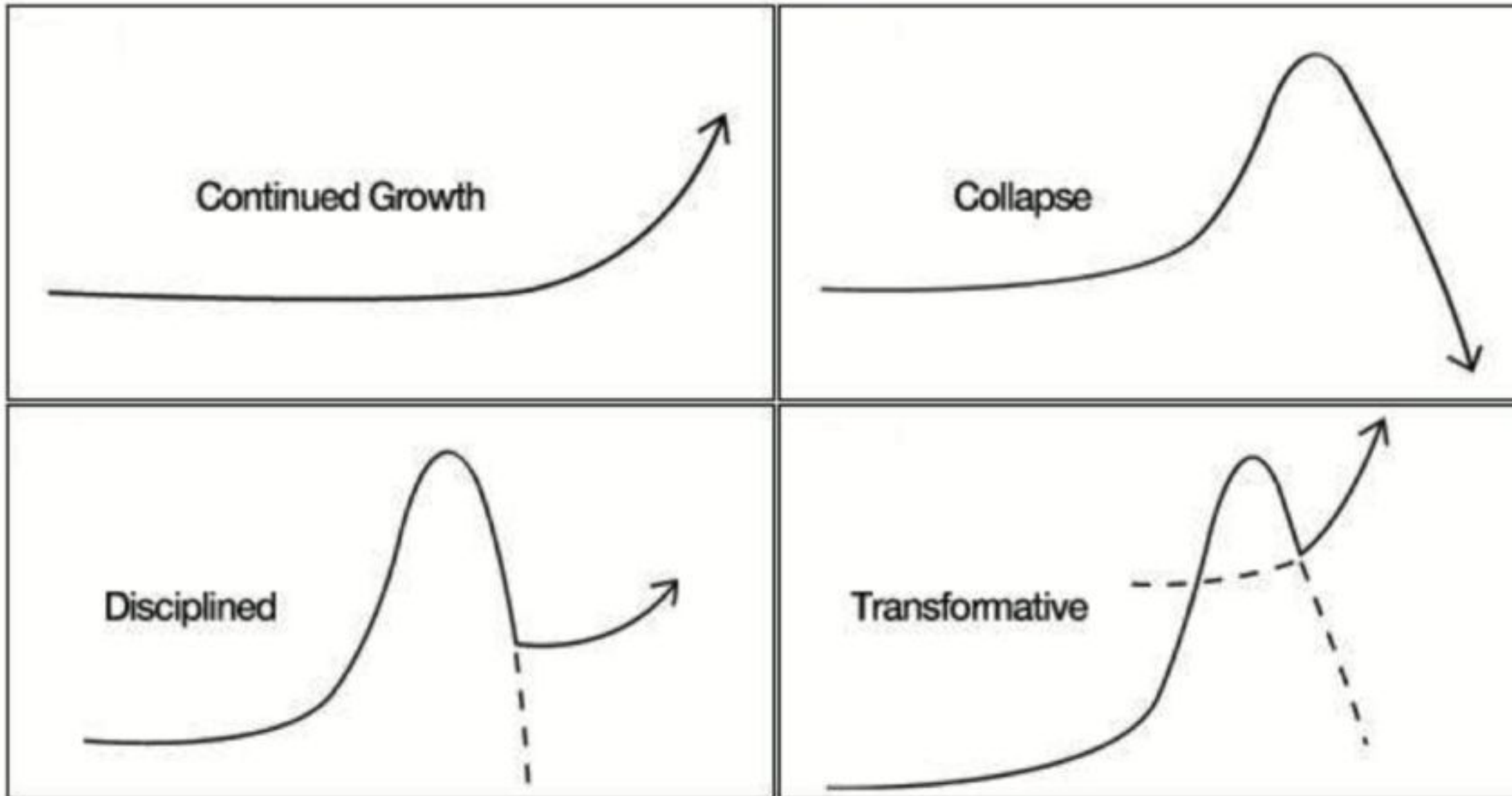
Part 1

- What **current trends** will (potentially could) affect the art school in liquid times? **table 1**
- What **weak signals** may have a relevant impact on the art school in liquid times? **table 2**

Part 2

'Walk around' and read the thoughts of others.
Add 'x' (in column 3) on ideas you would like to discuss further.

20'





30'

Create a futures image

Part 1

- Choose one of the **four future scenarios** and **create a future image** (as a snapshot) for an art school in liquid times.
- Use the notes from the previous tasks and some questions as starting points.
- Document the ideas that you've chosen in the online document.

Part 2

- **Write 2 assumptions** that fit into your alternative futures image.



Moving towards a futures image

Use the trends and weak signals you've written and read. Next questions might help you too.

- How will these trends and weak signals affect the arts school?
- What formats, interactions, or approaches define the art school in 2045?
- How has the art school's operational environment changed in 2045?
- How could an art school become a partner in liquid times (beyond uncertainties, populism, fake news,...).

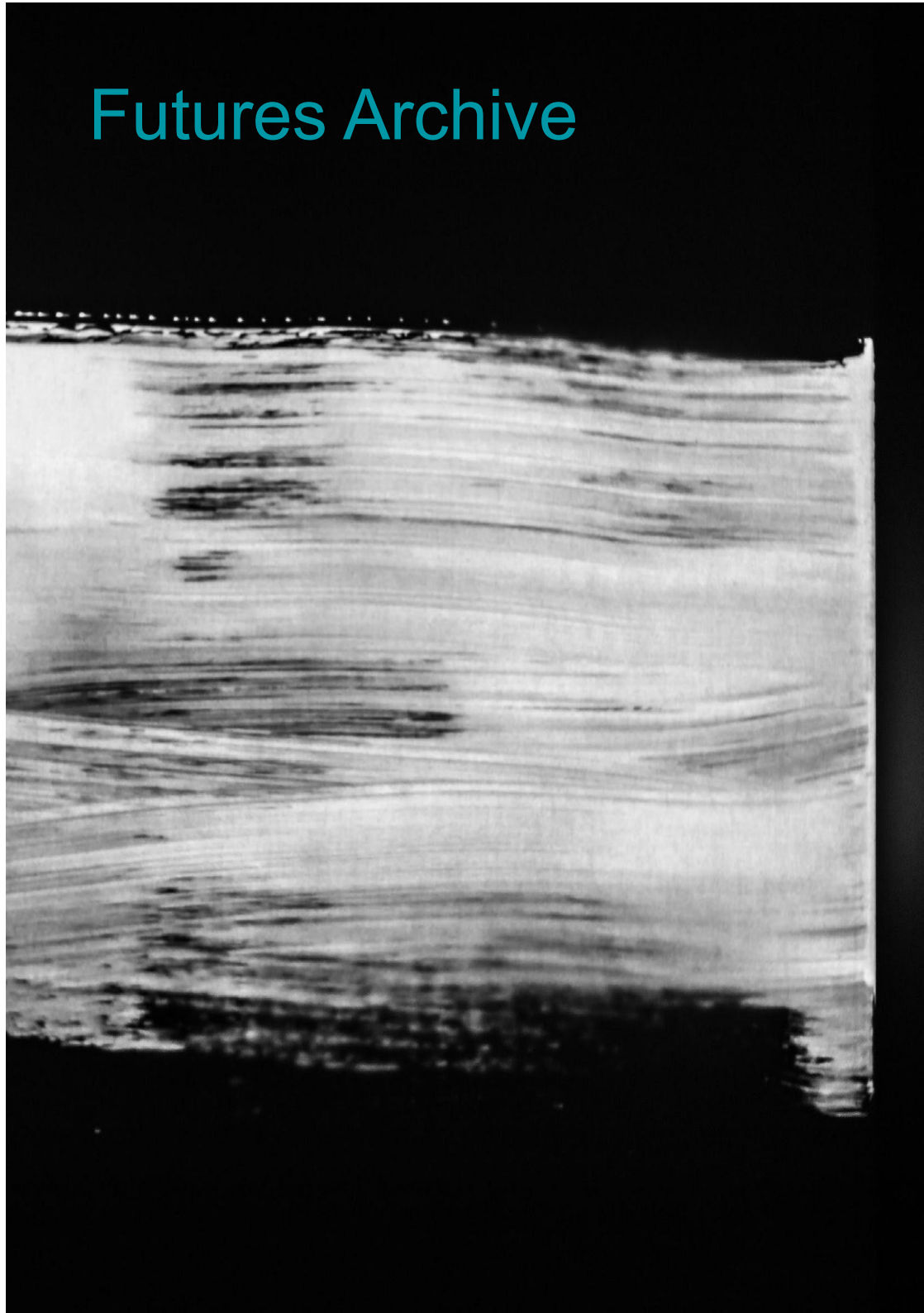
Break

15 minutes



1. Meaningful agency for student body to transform the power dynamics in the educational system, with a new understanding of (concrete) implemented participation.
1. Power abuses are broken down by either full transparency or regulation.
1. Marketeers and artists have to somehow find middle ground, both have to detect and give up their vanity, it is the scenario of transformation through compatibility with scenario of discipline
1. Art School is not existing anymore because there is no money (linked to no policy or politics will which find it "cool" that such schools exist). Perhaps A TRANSFORM WAY? Art schools will remain but without "teachers" (people privileged to decide what's the curricula, the knowledges and skills to be developed and how the students learn that), yet school will remain its heterotopy function (with facilitators and organizers). Something like Black Mountain College, reinventing itself regularly (a black mountain college form of black mountain etc.). It costs less and can be subsidised. This is feasible for a fine arts school but perhaps not for more strictly disciplined, tech oriented domains in art.
1. Higher Art Schools will need different sources of funding, for instance from research or corporate players.
1. Students can study in educational institutions in the whole world and work on interdisciplinary projects.
1. Rooms for resting and playing, next to the multidisciplinary rooms are always available. Students are supported by a broad array of experts in financial, psychological, social,... wellbeing and are trained to support each other as well.

Futures Archive

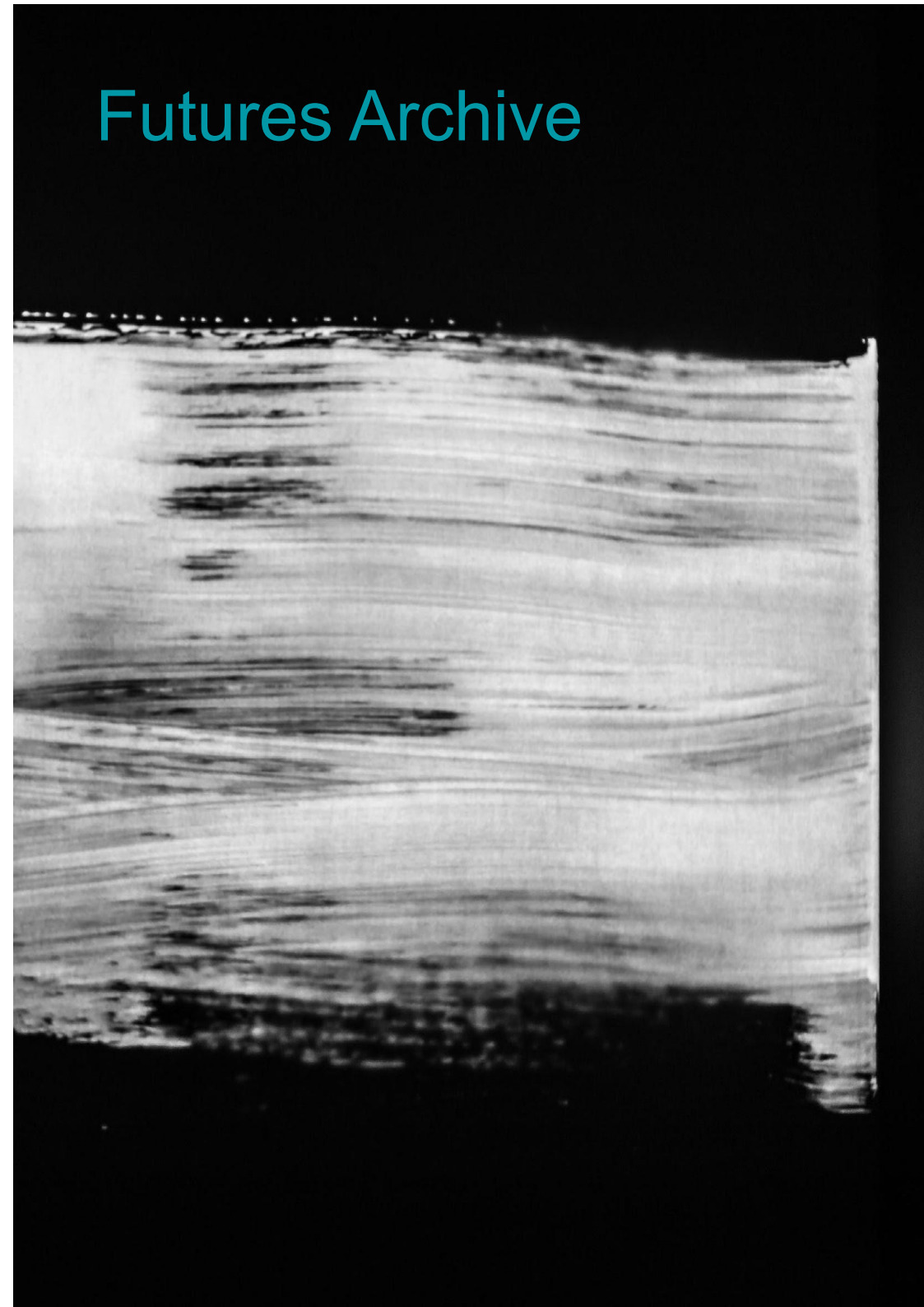


From futures images towards an artefact

Some ideas of what you could create:

- a physical 'object'
- a digital artefact like an email from a student, or a vlog, a podcast, a meme, etc.
- a newspaper article
- an organogram
- a mindmap
- a recording of an art performance
- a page from a design magazine
- a soundscape
- an advertisement
- meeting minutes
- a map
- a photograph, a collage
- an official patent of a new technology
- ...

You can use your hands, your voices or /and technological tools to help you with this !



The exhibition label

Tell 'the story' of the object.

- **The 5 W's:** when / what / who / where / why.
- Describe the **key components** and **main principles** of the world (i.e., future image) in which the artefact 'lives'.
- Describe the **change drivers** that led to this world (e.g., main principles and key components)
- Write in the **present tense**.

Title of the artefact / Materials that the artefact is made of / Name of the team members / Text for the label (max 230 words / 1200 characters)

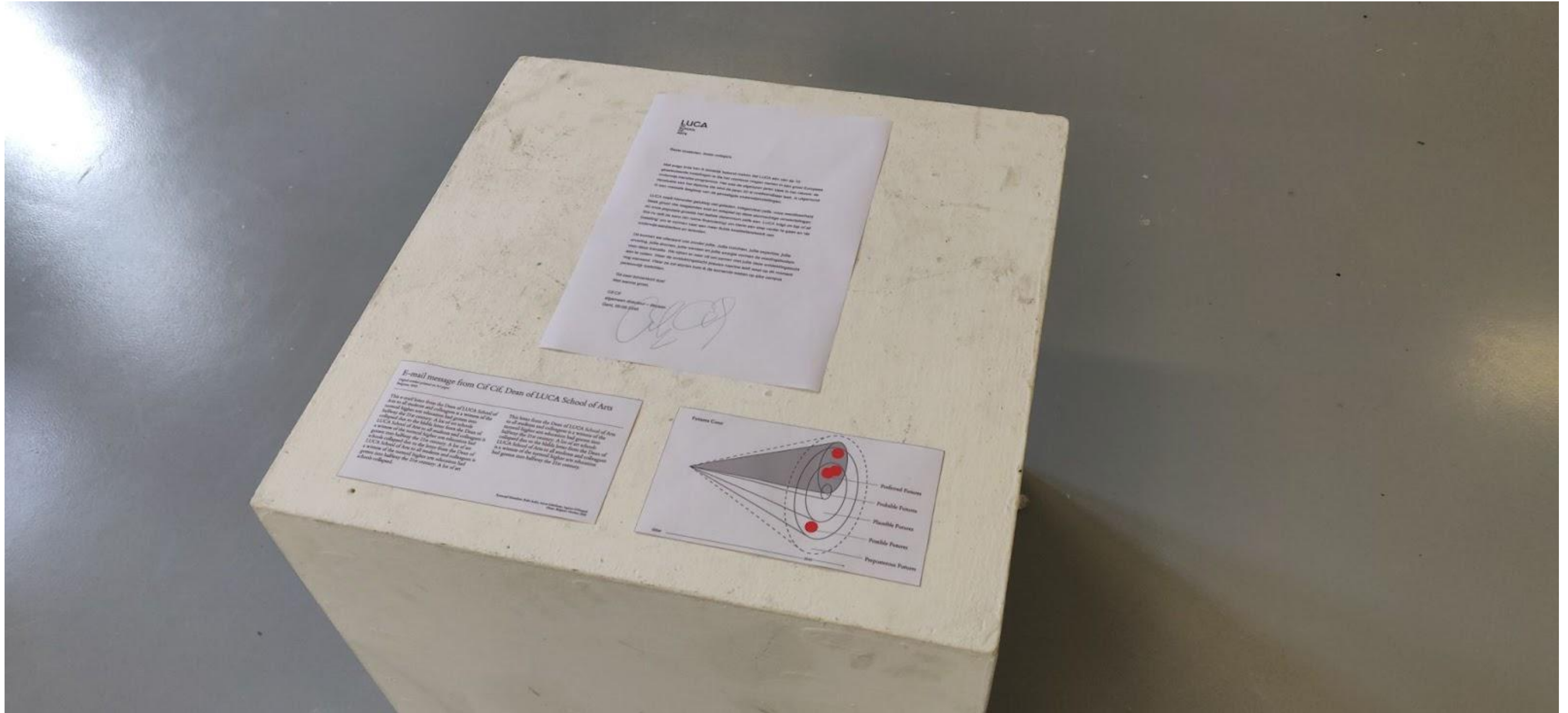
Title of the artefact

Materials that the artefact is made of
Finding place (country and city), 2045

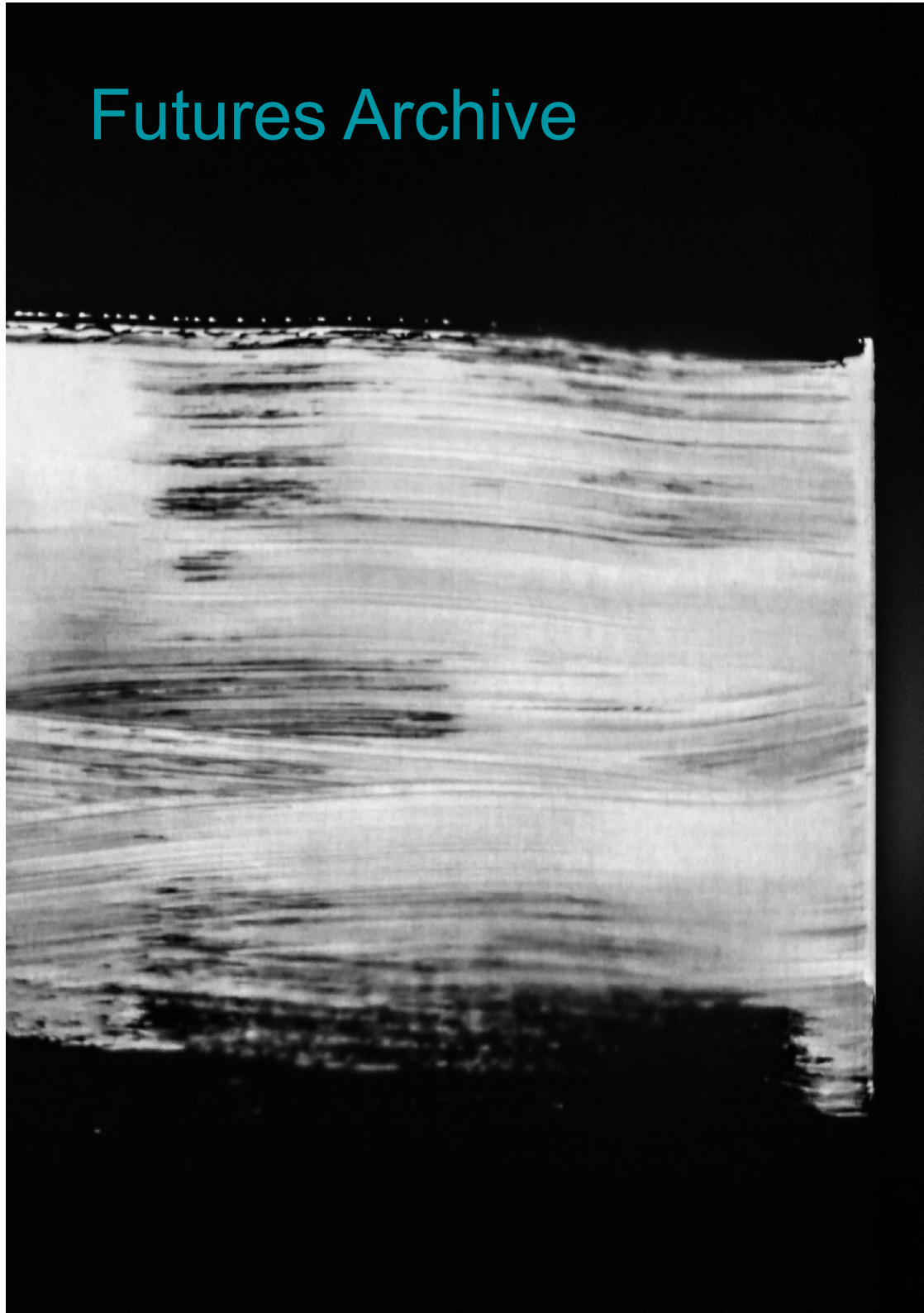
Description of the artefact. Max 230 words / 1200 characters.

...continuation of the description (second column of text).

The Futures Archive

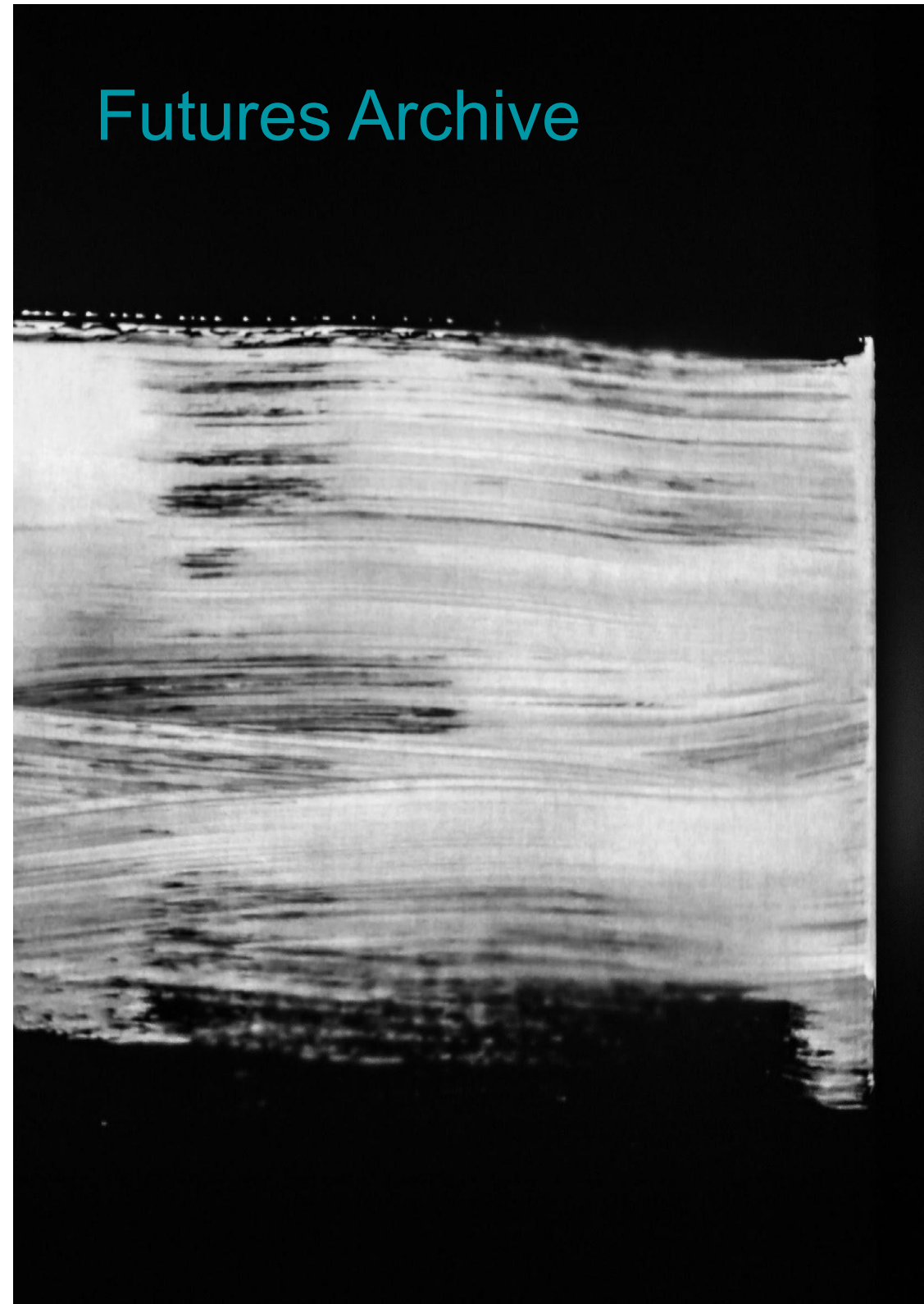


Futures Archive



Steps to take

- Brainstorm on the question what future artifacts (*archive objects*) could tell something about 2045, incorporating the topics and ideas that you have discussed within the future image.
- Decide which artefact you will create (you can work as a group, a duo, or individually).
- Start creating! Don't forget to take enough time to write the exhibition label.



Present your artefact

Present your artefact for the group (max. 3')

The Futures Archive

E-mail message from Cif Cif, Dean of LUCA School of Arts

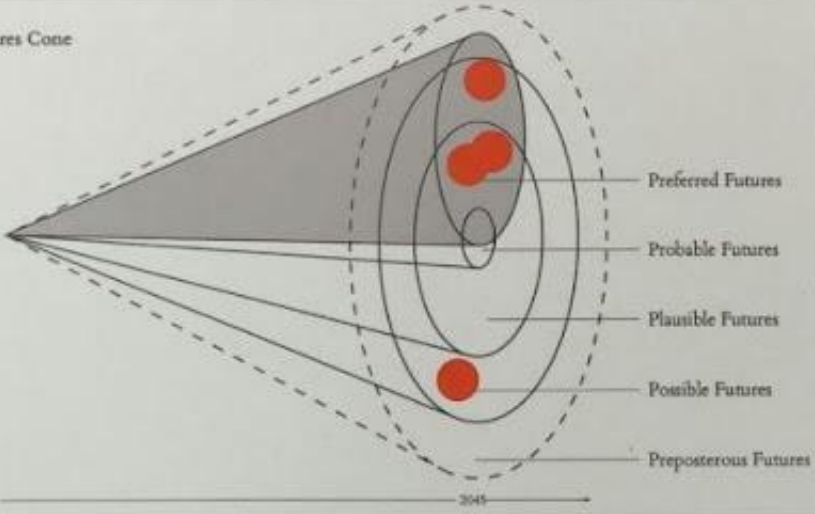
Digital artefact printed on A4 paper
Belgium, 2045

This e-mail letter from the Dean of LUCA School of Arts to all students and colleagues is a witness of the turmoil higher arts education had gotten into halfway the 21st century. A lot of art schools collapsed due to the blabla letter from the Dean of LUCA School of Arts to all students and colleagues is a witness of the turmoil higher arts education had gotten into halfway the 21st century. A lot of art schools collapsed due to the letter from the Dean of LUCA School of Arts to all students and colleagues is a witness of the turmoil higher arts education had gotten into halfway the 21st century. A lot of art schools collapsed.

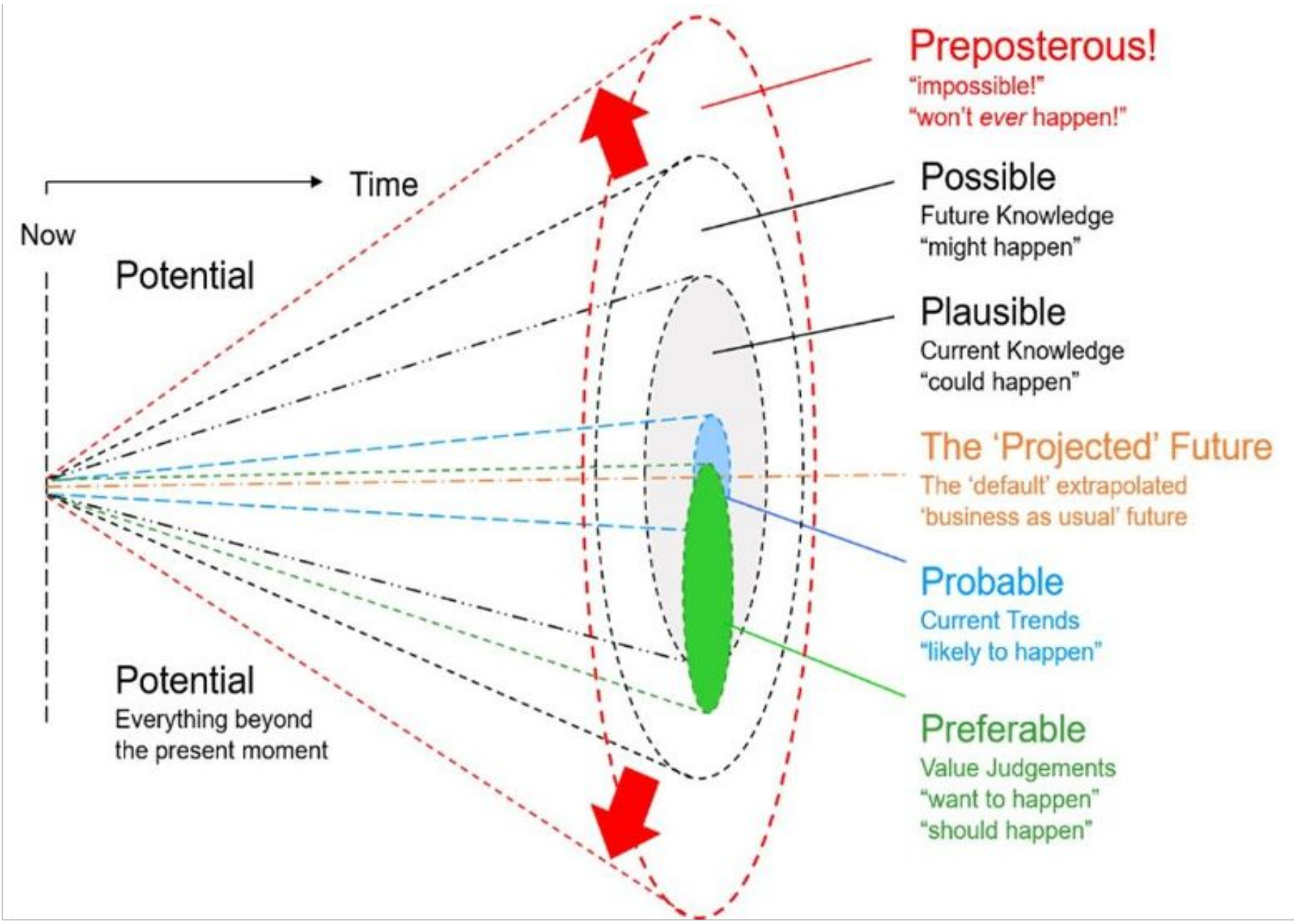
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Kenneth Huxford, Kiko Kishi, Aron Dohalman, Ingrid O'Hagan
Class, Belgium, October 2025

Futures Cone

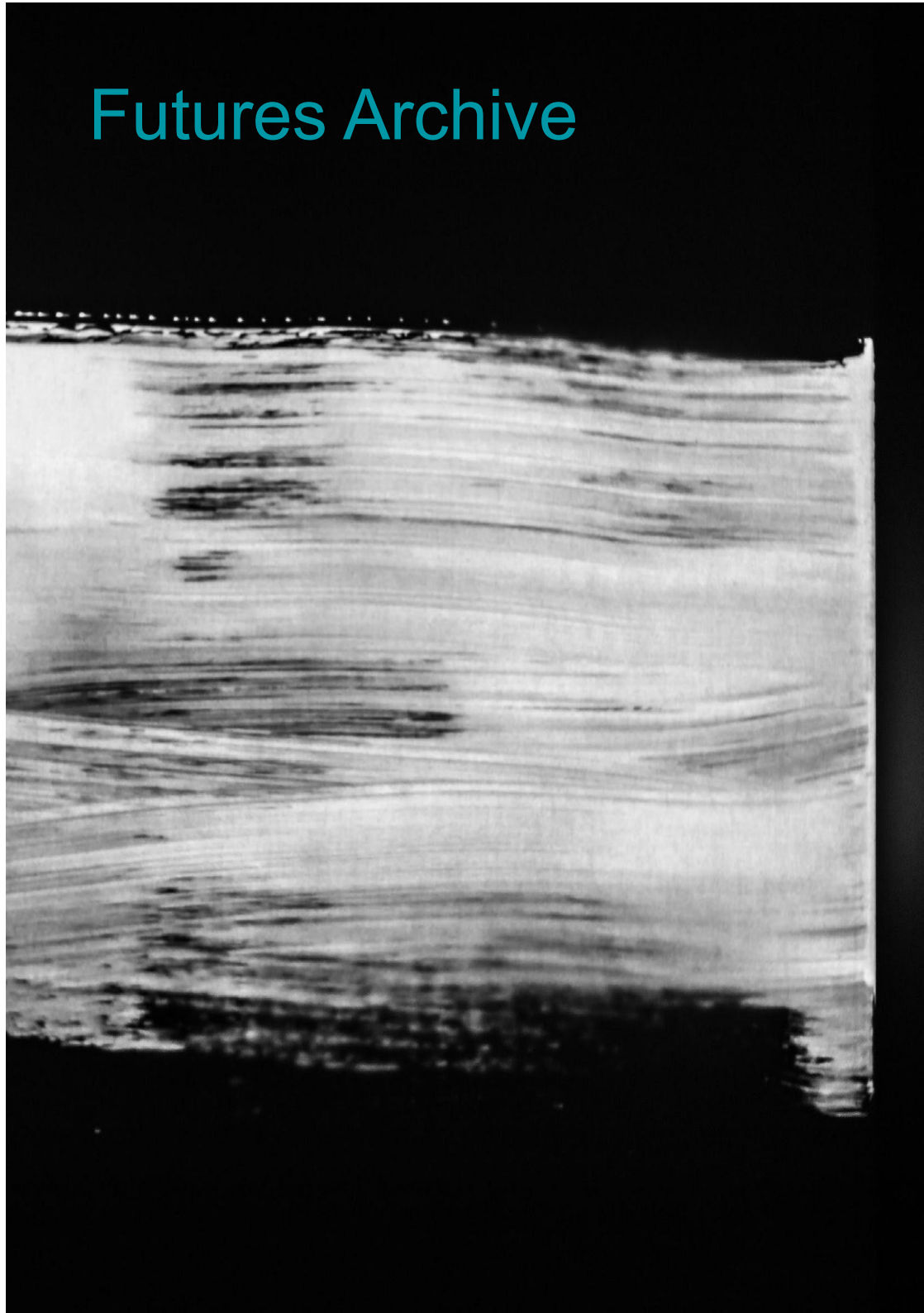


Futures artefact



The Futures Cone, Voros, 2017

Futures Archive



Discussion

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Thank you!

www.  .eu

Futures
Art School Trends
2045



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Thank you!

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Futures
Art School Trends
2045

Group 1:

https://docs.google.com/document/d/1I8g8zeJlibNM3VzJ4_Lo3GBNNrPuV8IyJBcF07PxJtM/edit?usp=share_link

Group 2:

https://docs.google.com/document/d/1AKCGh0R8oIWI_n6jPEYGO58U-5MwcS9eGPbFb5-syG0/edit?usp=share_link

Group 3:

https://docs.google.com/document/d/1vbhmfT6p3loOXm0DOycjUe2M2WMuwqO_1ue7Hyr8f3E/edit?usp=share_link

Group 4:

https://docs.google.com/document/d/18EG0qoucTa9DKSUMNEZvQjiv-Q_18B7PiWHeVuVozVM/edit?usp=share_link

FAST45 Labs LUCA School of Arts - Programme day 1/2 (14.15-11.2022 - 09:00 - 13:00)

1		Introduction (Wio/Koenraad)	
2 - 3	15'	LUCA video + discussion (Wio)	09:00
4	2'	Focus / Aims & Objectives / Consent Form (Wio)	09:15
5	1'	Lab's Ethos (Wio)	
6	2'	Introduction FAST45 (Koenraad)	
-		Develop a futures mindset	
7	10'	Breaking the Ice (Koenraad)	09:20
8 - 13	15'	Futures Thinking (Satu)	09:30
14 - 17	20'	Four Futures Assumptions (Satu)	09:45
18 - 19	20'	Horizon Scanning (Satu))	10:05
20 - 22	30'	Create a futures image (Satu)	10:15
23	20'	Break	10:45
24 - 29	60'	Create an artefact (Koenraad)	11:05
30 - 33	45'	Showcase & voting / discussion (all)	12:05
34 - 35	10'	Closing words & invite for lunch / LUCA video (Wio & Kobe)	12:50
36	-	Lunch	13:00