FAST45

Futures
Art School Trends
2045

Art School Futures Lab Brussel - Gent

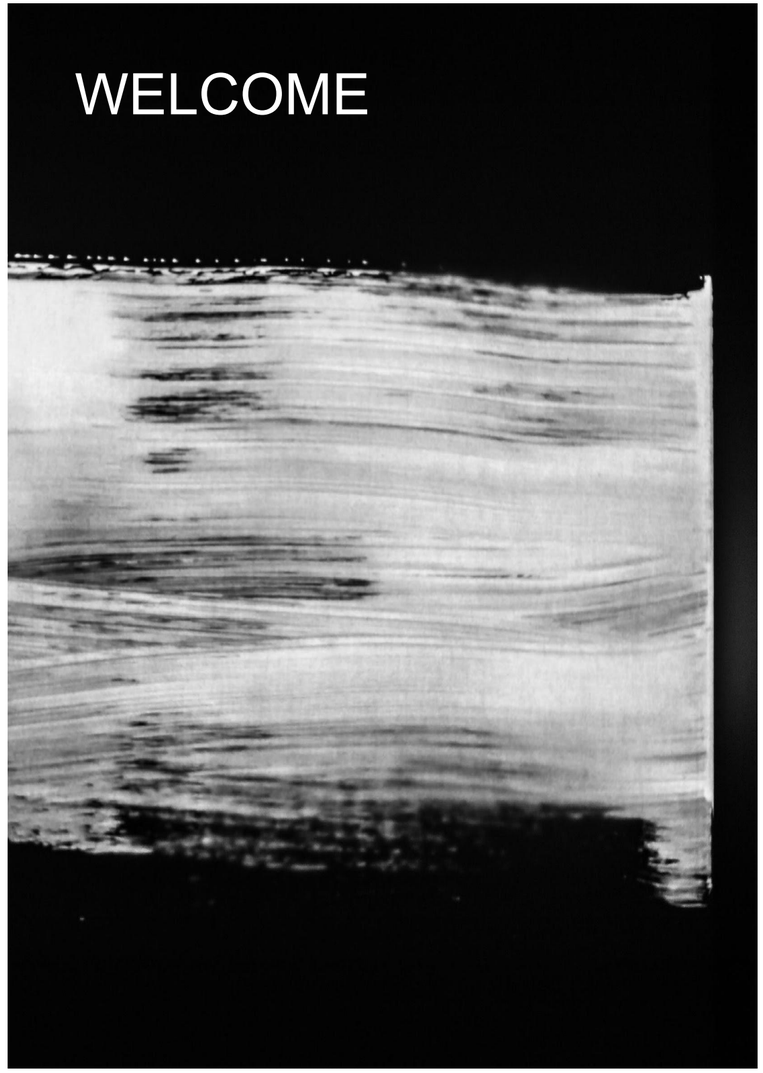
14 & 15 November 2022

FAST45

Futures
Art School Trends
2045

Brussel ~~2022~~
2045

What's next?



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!

FAST45

Futures
Art School Trends
2045

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

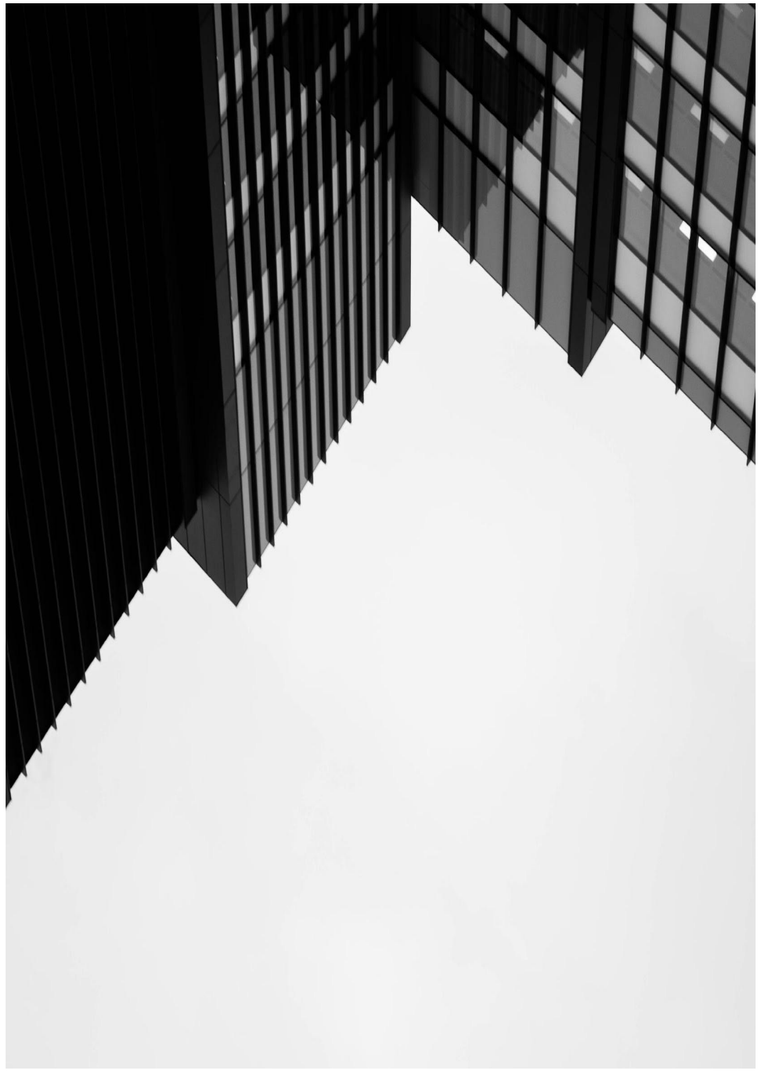
Task 1 (work individually - write in table 1)

- Identify two examples of how the environment in which you work/study is rapidly changing.
- Share your examples briefly with the other group members.

Task 2 (work in group - write in table 2)

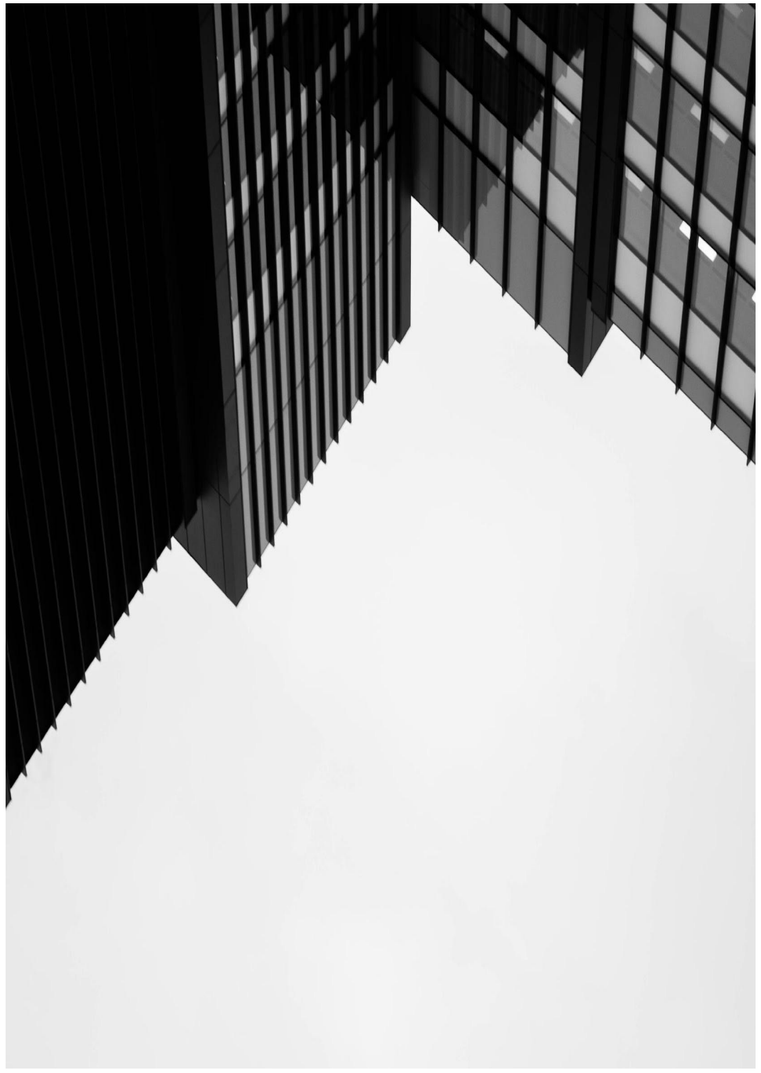
- Discuss and choose in group one example which is central (important) for a future image of an art school in liquid times.

15’



About Futures

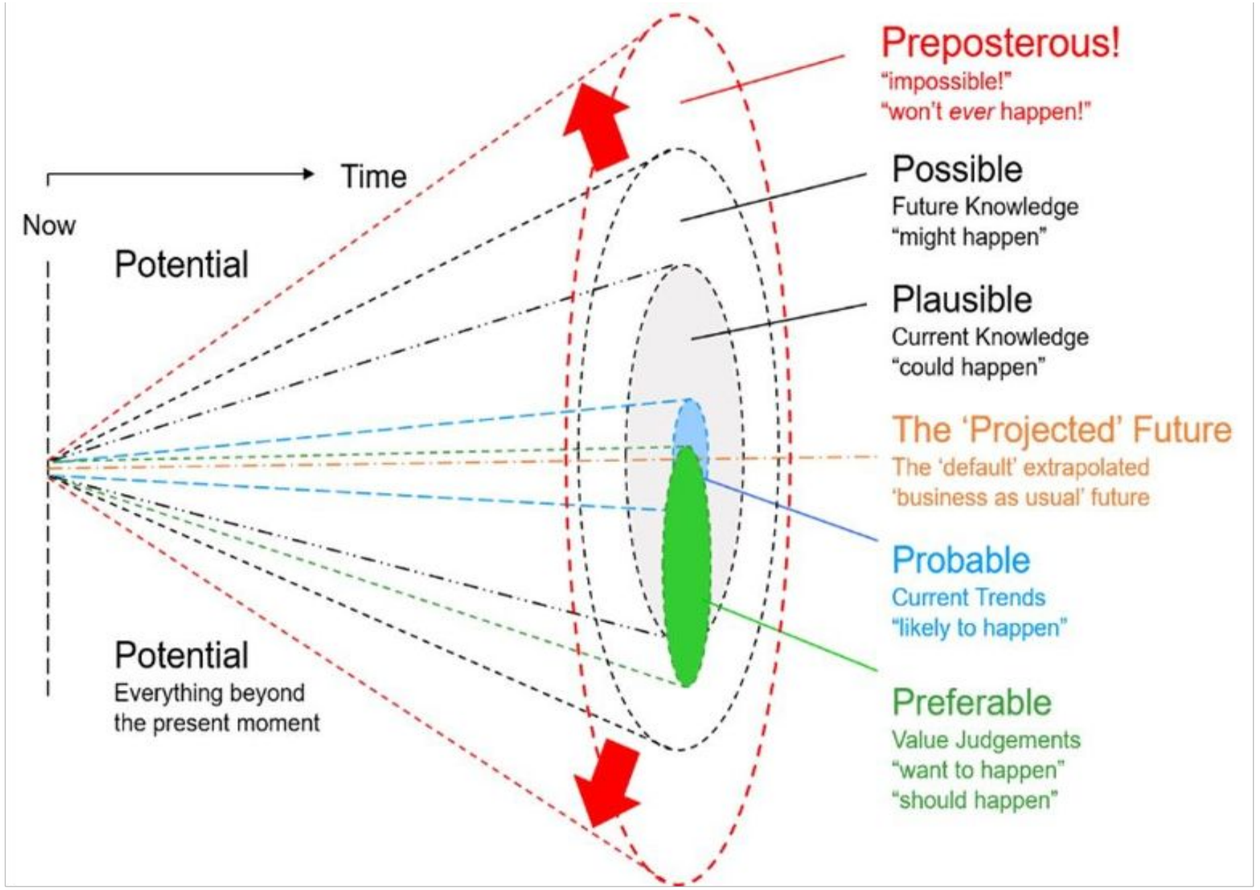
- Not predetermined, not predictable
- We can create alternative futures images (e.g., possible, plausible, probable, preferable, imaginary, preposterous)
- Our decisions and actions affect the future
- Open value discussion inevitable and important



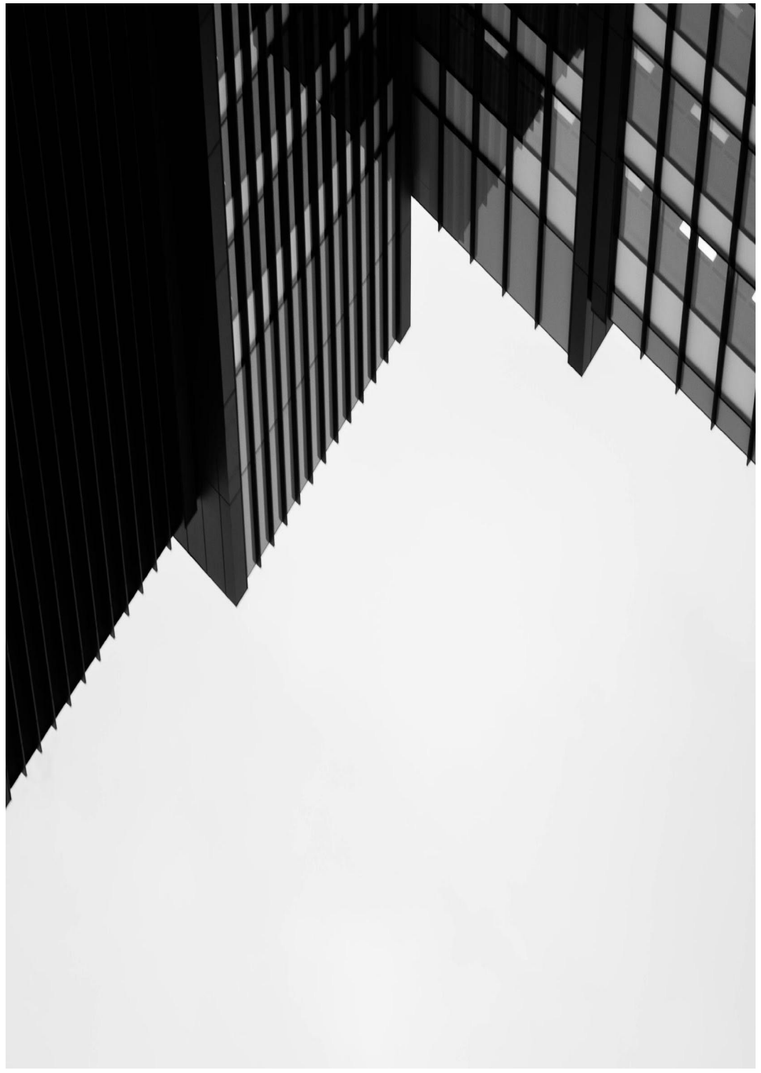
Futures images

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

Futures images



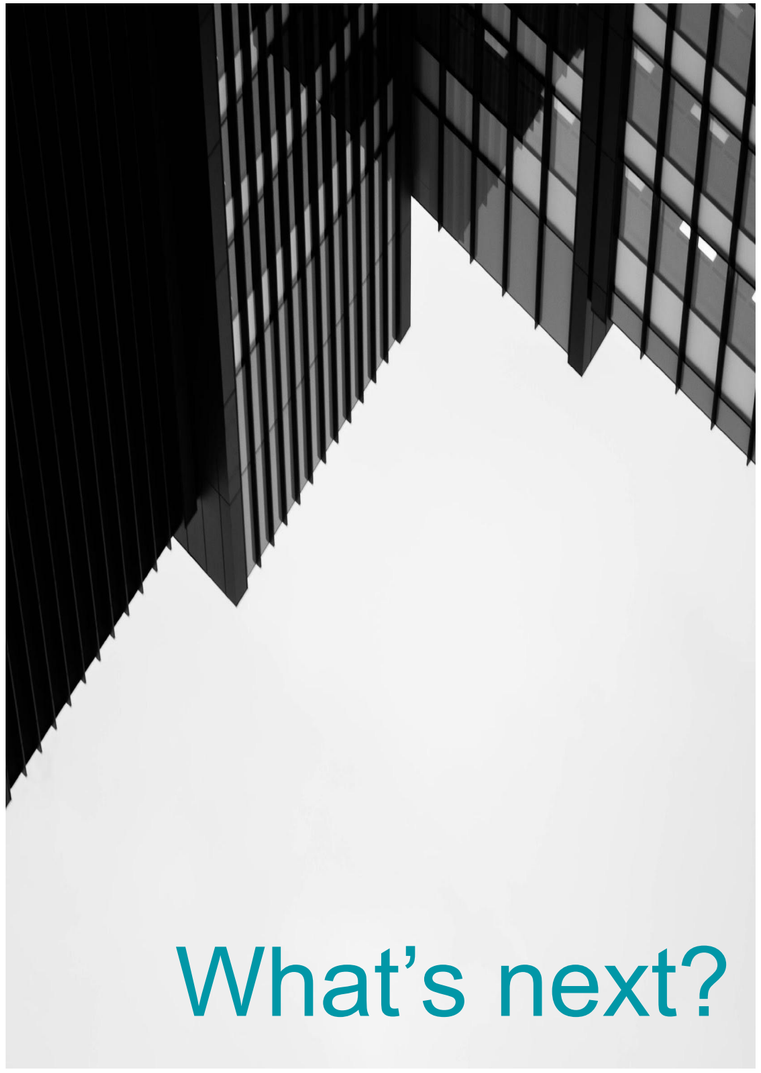
The Futures Cone, Voros, 2017



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

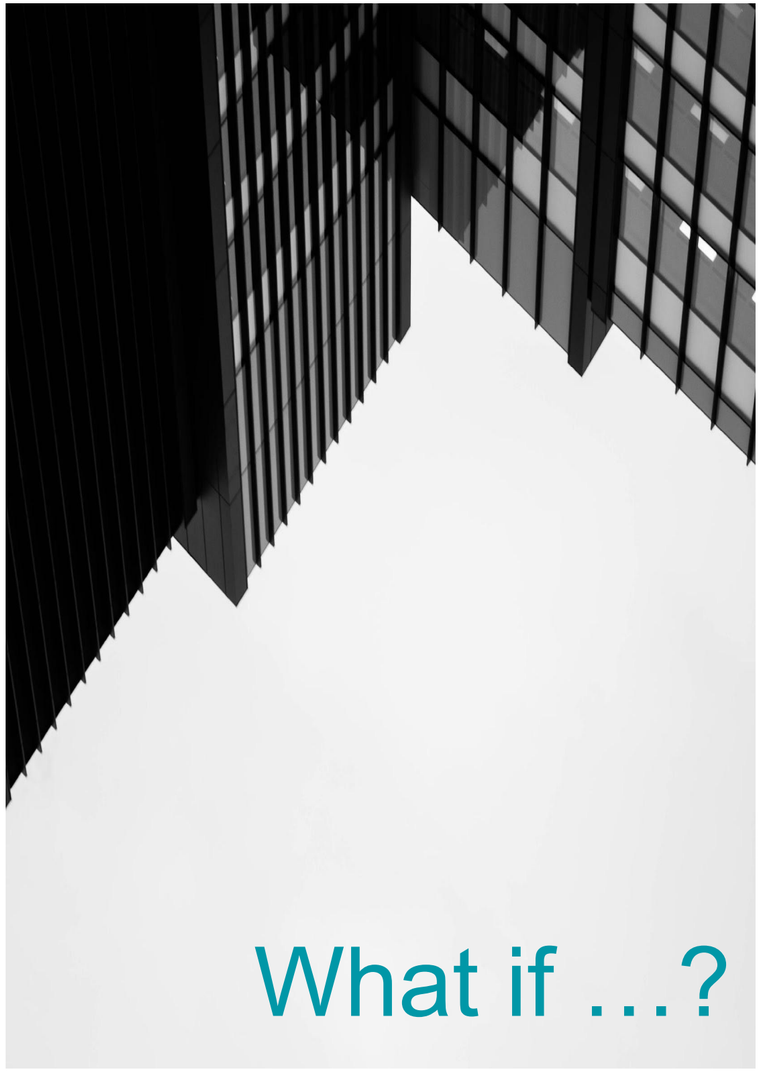
- Slowly changing phenomena with clear developmental direction forming the future.

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.

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

Horizon Scan

Identify current trends & weak signals

20’

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

Read all the ideas of your group.

Add ‘x’ (in column 3) on ideas you would like to discuss further.

Create a futures image

Part 1

- Co-create a future image (as a snapshot) for an art school in liquid times.
- Use the notes from the previous tasks and some questions presented in next slide as starting points.
- Document the ideas that you've chosen in the online document.

20'

Imagining the futures of HAE

Focus:
the art school in liquid times

Moving towards a futures image

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

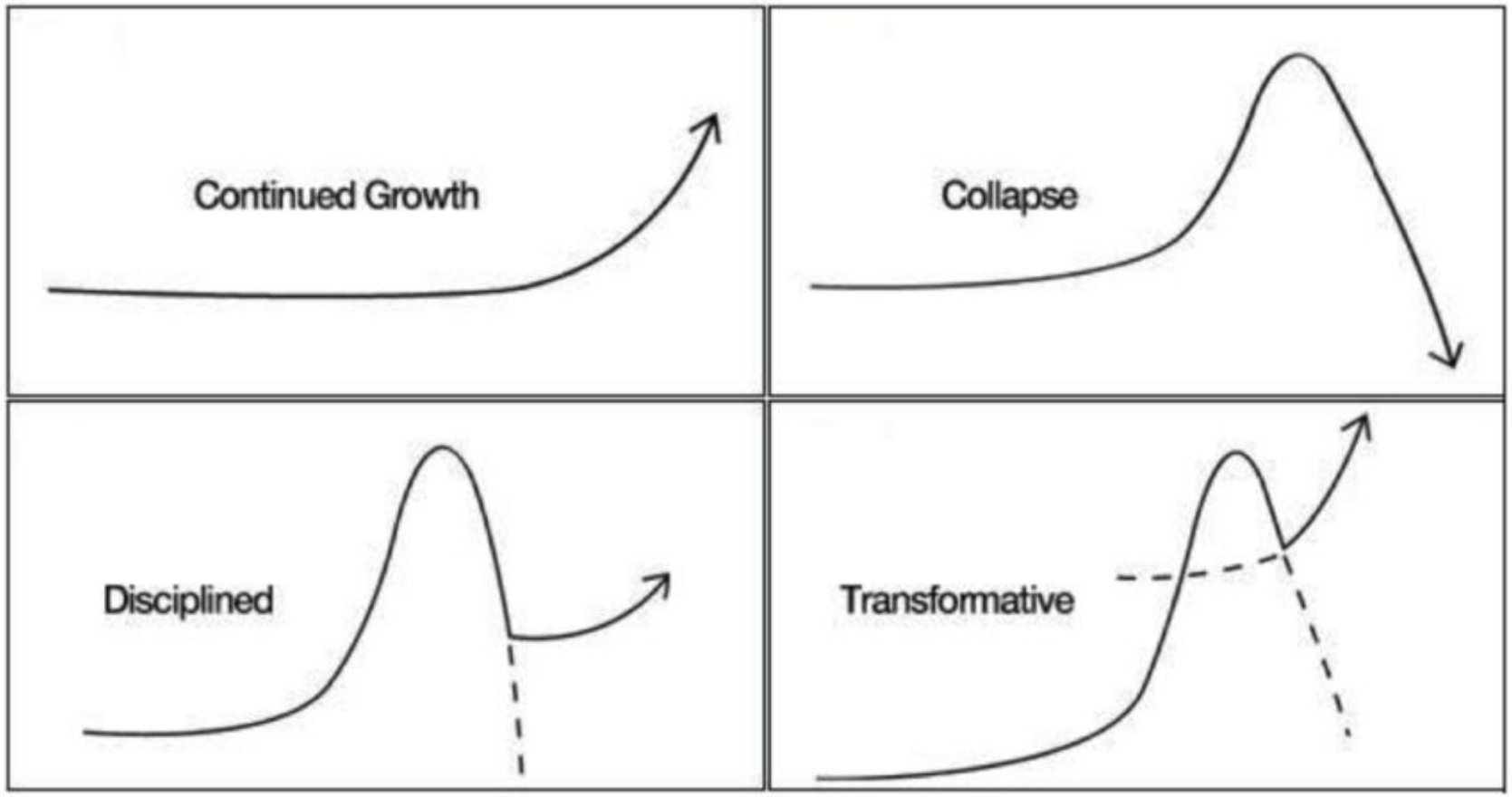
- How will these trends and weak signals affect the arts school?
- What formats, interactions, or approaches define the art school in 2045?
- How has the art school's operational environment changed in 2045?
- How could an art school become a partner in liquid times (beyond uncertainties, populism, fake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

Create a futures image

Part 2

- Write a short summary 3-5 sentences to describe your image

10’



5’

Jim Dator - https://soif.org.uk/about/jim-dator/

Break

15 minutes

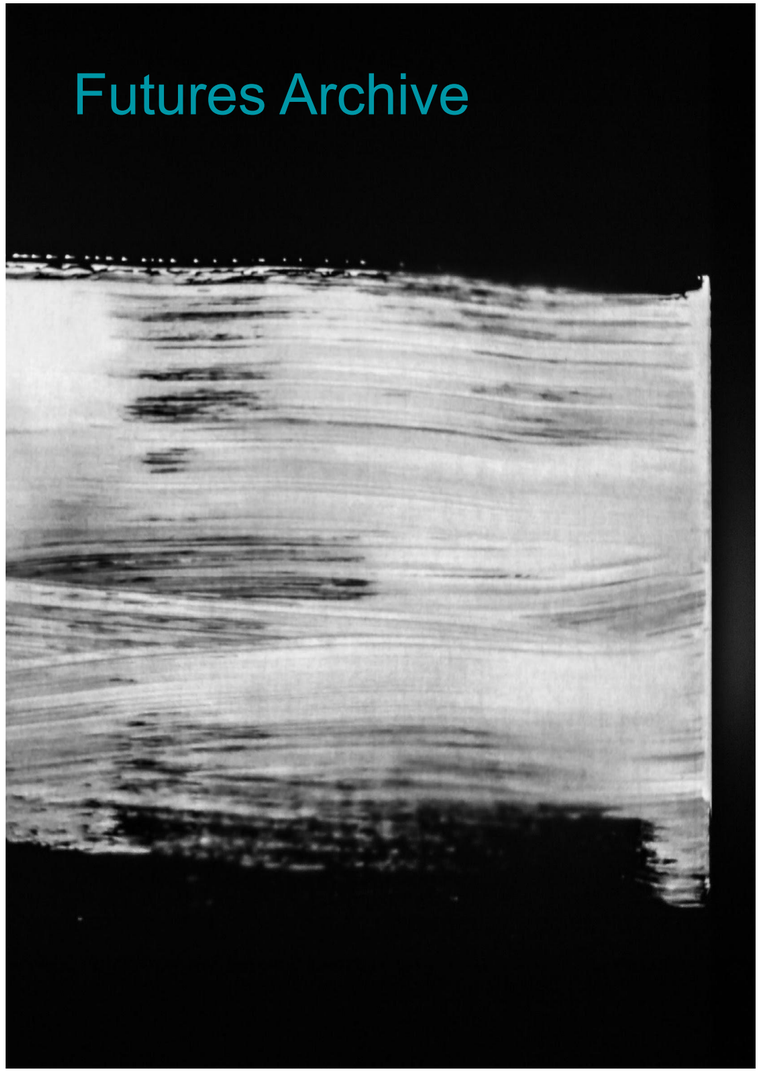
Futures images: in 2045…..

The school is a room/platform for connection and discussion. The education is more critical - different. Students take their own responsibilities, they can follow classes at every age. The educator has become a coach, or does not exist anymore. The art making process is both digital and analog - the canvas remains. Even more media are being mixed!

School (e. g. art school) allows students 1) to choose, navigate and 2) go outside.

1) Individual parts/blocs to find their values, their why. Fluidity in the curricula, attention of the space open to a lot of activities and people
2) with restriction or mandatory more linked to society?
How do you go in/out the school?

Schools have become a safe place for discussion and a safe place for making.
The school can exist anywhere, anyplace that is needed at a certain point in time for the education of a critical mass.
The future place accommodates for teachers and students that can be flexible in time, place and how they construct their own education.
The teacher facilitates the freedom to learn (guidance), rather than enforcing a fixed curriculum.

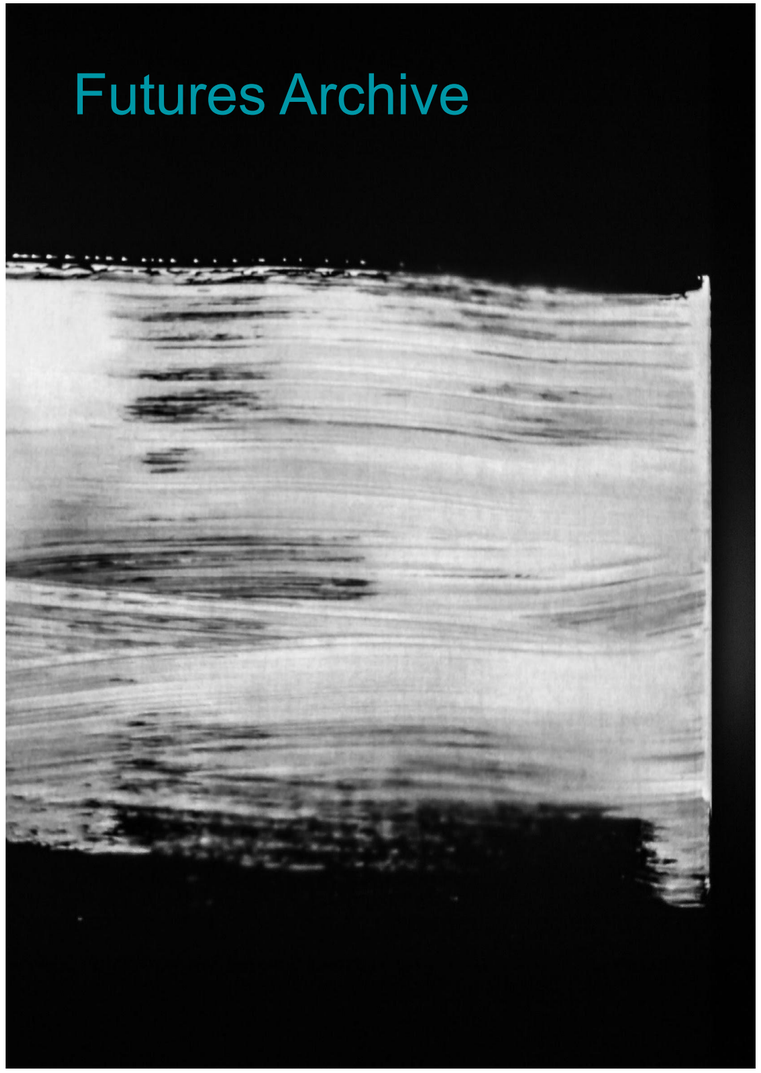


From futures images towards an artefact

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

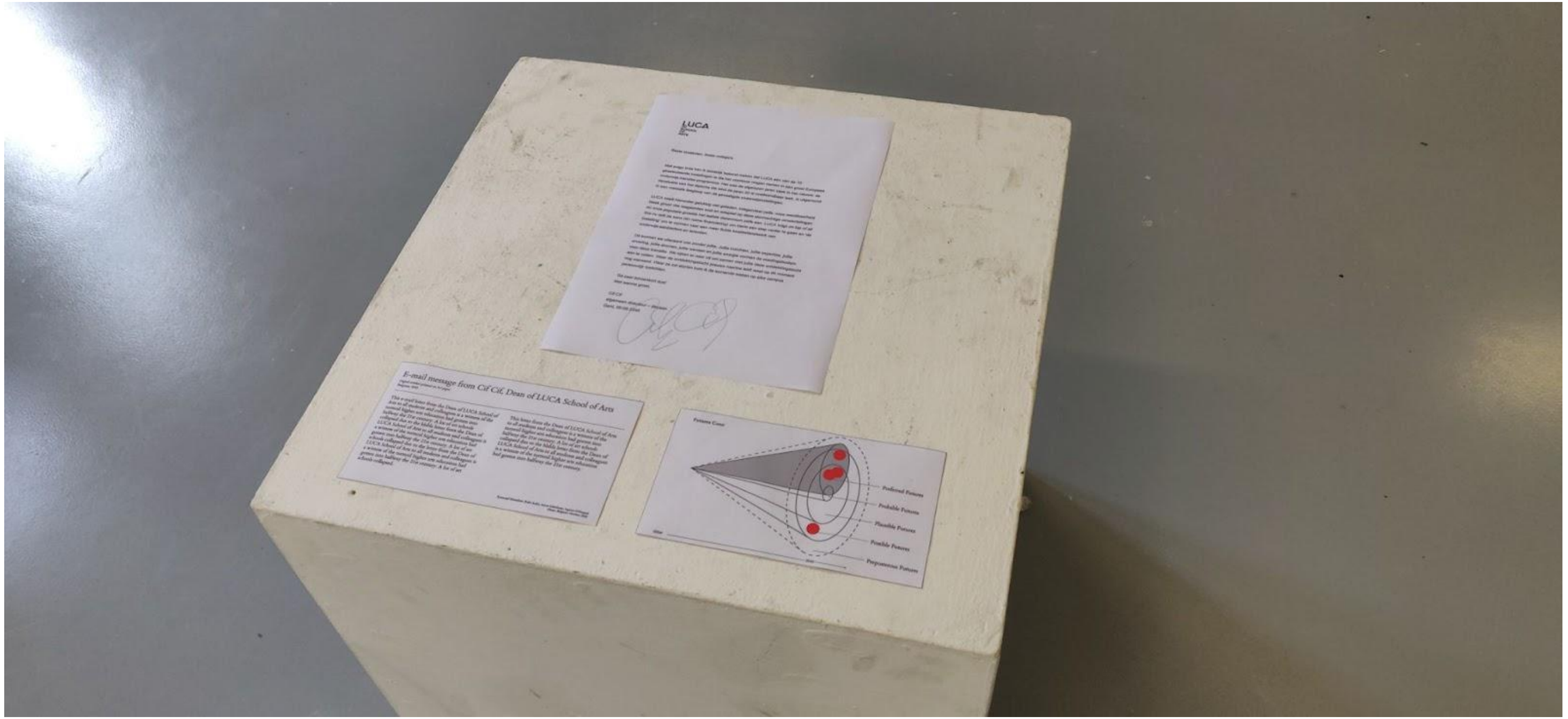
Materials that the artefact is made of
Finding place (country and city), 2045

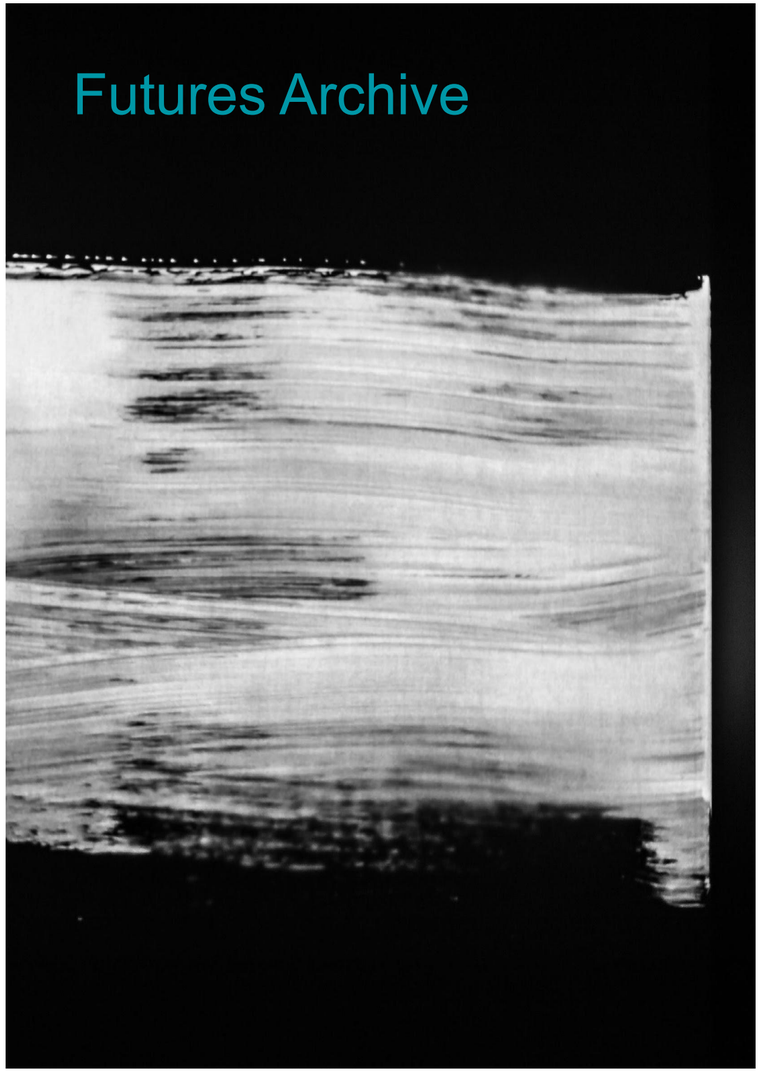
Description of the artefact. Max 230 words / 1200 characters.

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

Names of the team members
Brussel/Gent, Belgium, November 2022

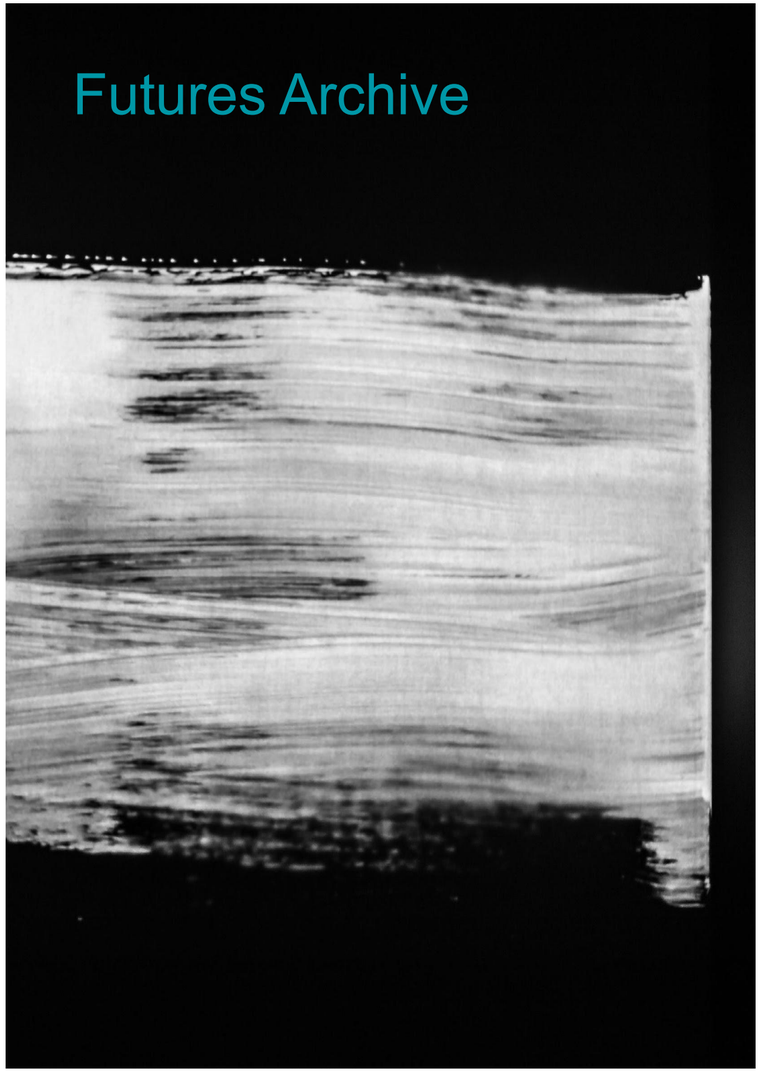
The Futures Archive





Steps to take

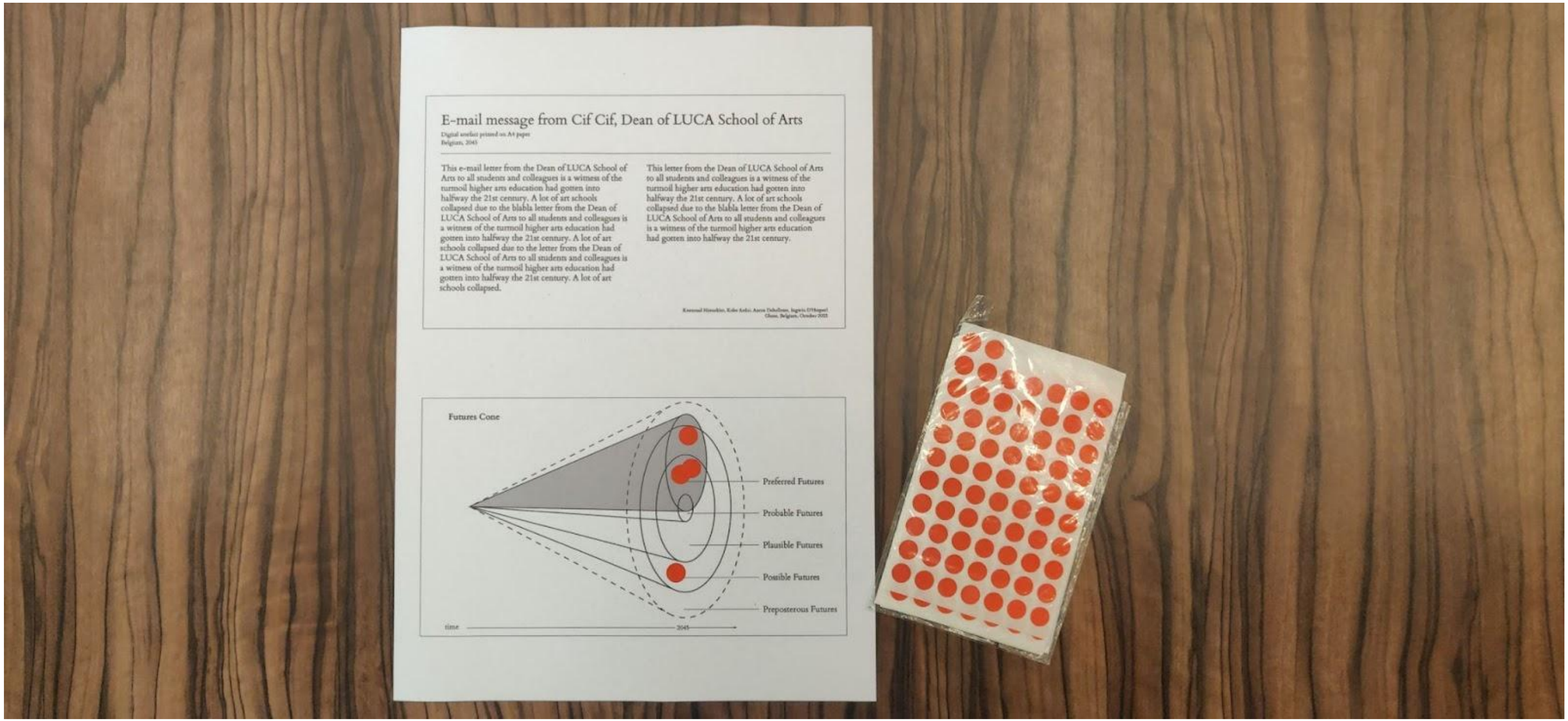
- Brainstorm on the question what future artifacts (*archive objects*) could tell something about 2045, incorporating the topics and ideas that you have discussed within the future image.
- Decide which artefact you will create (you can work as a group, a duo, or individually).
- Start creating! Don’t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



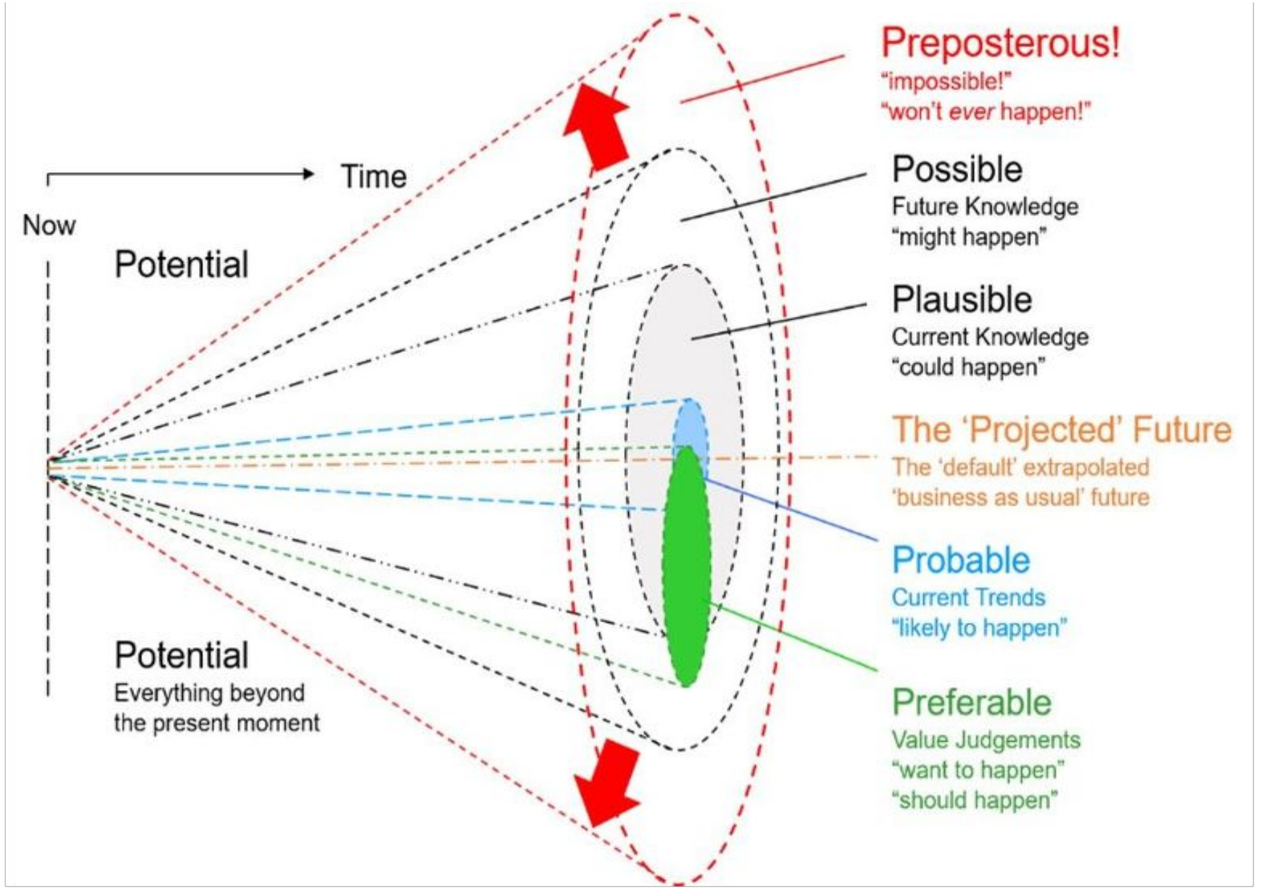
Present your artefact

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

The Futures Archive



Futures artefact



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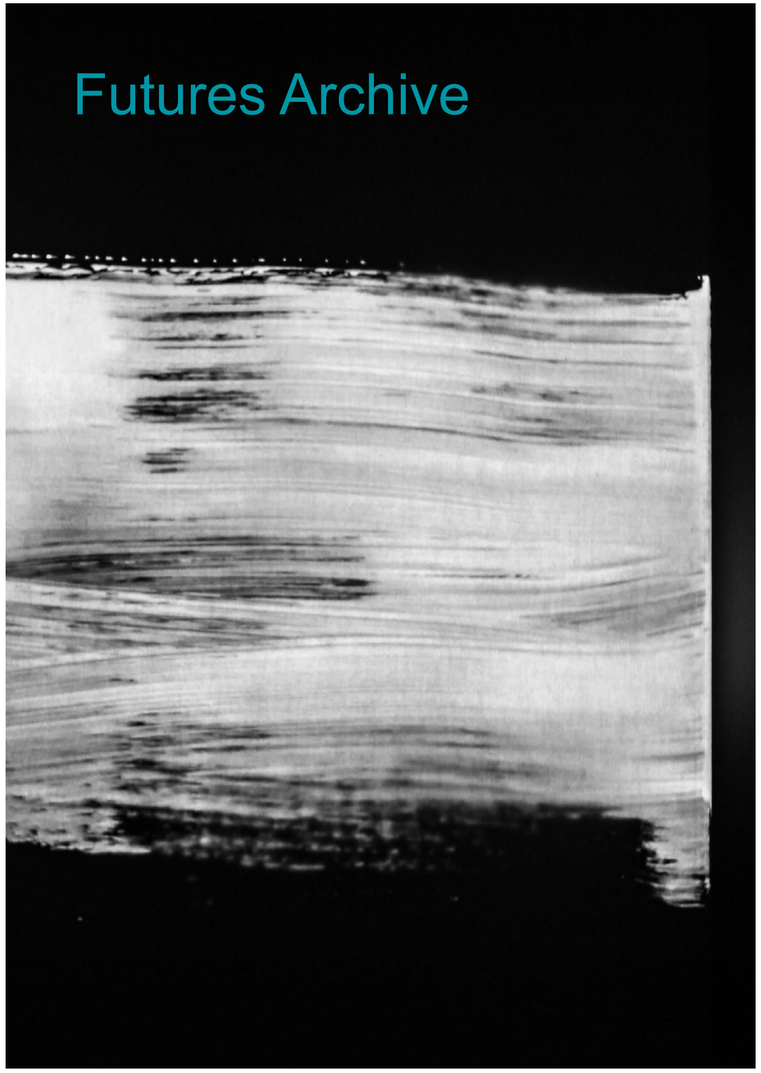

Discussion

Thank you!

contact details

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Group A:
https://docs.google.com/document/d/102QnToYXy-weDGPIiDVRWlzRHt210TyGfIKQiPmpTg4/edit?usp=sharing

Group B:
https://docs.google.com/document/d/1QQ2lDLOwwESG10RoGNtGfXz2wF-zFvnKWtrTQ4Kv3dI/edit?usp=sharing

Group C:
https://docs.google.com/document/d/1twSHMcBYg8B9QUoo6O8H2Yzbo2CbMvmvpzH1BDNWvsc/edit?usp=sharing

Group D:
https://docs.google.com/document/d/1jOI_9eCYcbu1dy4Cjkhqqyzj7zjPu-eHLXcQQcOHp6Q/edit?usp=sharing

Group E:
https://docs.google.com/document/d/1McWT3se11TKe1v341MfiS67OK2mhohV1rGdD70YO6SI/edit?usp=sharing

Group F:
https://docs.google.com/document/d/1_BDwOdlu2CFh6yVtvFY55JAnH4tcP334T93l4_rOaPI/edit?usp=share_link

FAST45 Labs LUCA School of Arts - Programme day 2 (15-11.2022 - 09:00 - 13:00)

1		Introduction (Wio/Koenraad)	
2 - 3	10′	LUCA video + discussion (Wio)	09:10
4	5′	Focus / Aims & Objectives / Consent Form (Wio)	09:20
5	2′	Lab's Ethos (Wio)	
6	3′	Introduction FAST45 (Koenraad)	
-		Develop a futures mindset	
7	15′	The art school in liquid times (Koenraad)	09:30
8 - 13	15′	Futures Thinking (Satu)	09:45
14 - 15	30′	Horizon Scanning (Satu))	10:00
16	30′	Create a futures image + add scenario (Satu)	10:30
20	15′	Break	11:00
21 - 26	60′	Create an artefact (Koenraad)	11:15
27 - 30	30′	Showcase & voting / discussion (all)	12:15
31	15′	Closing words & invite for lunch / LUCA video (Wio & Kobe)	12:45
	-	Video LUCA - lunch	13:00