

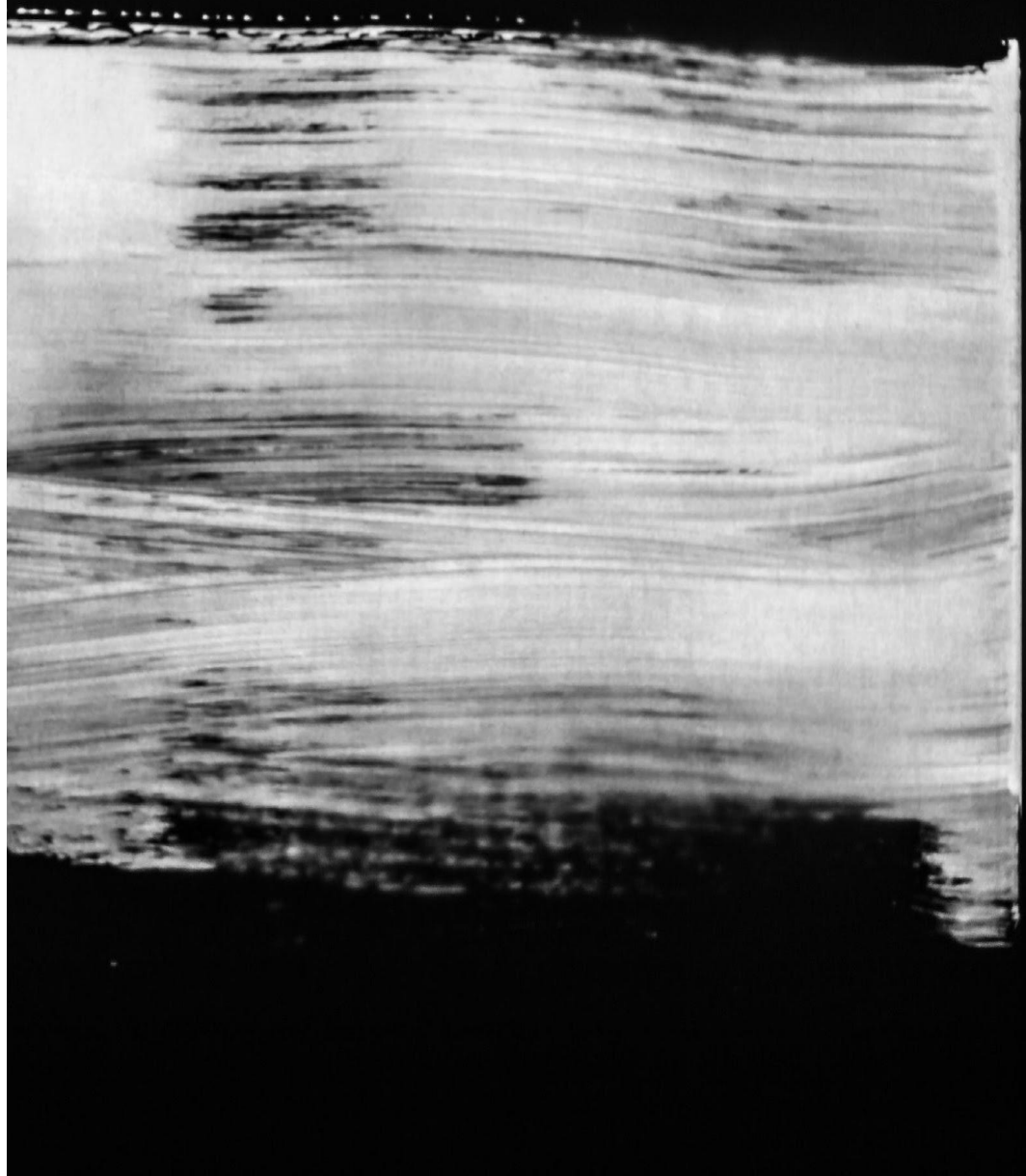
Art School Futures Lab

Tallinn

27 & 28 October 2022



WELCOME



Focus, aim and objectives

Teaching and learning in IHAE in 2045

Aim & objectives

- To explore 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
- In idea generation write down all ideas even contradicting ones – no consensus needed
- 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 IHAEs

To determine futures images and scenarios

develop a futures archive

To organise a debate on possible policy and decision actions

discussion document / agenda



About Futures

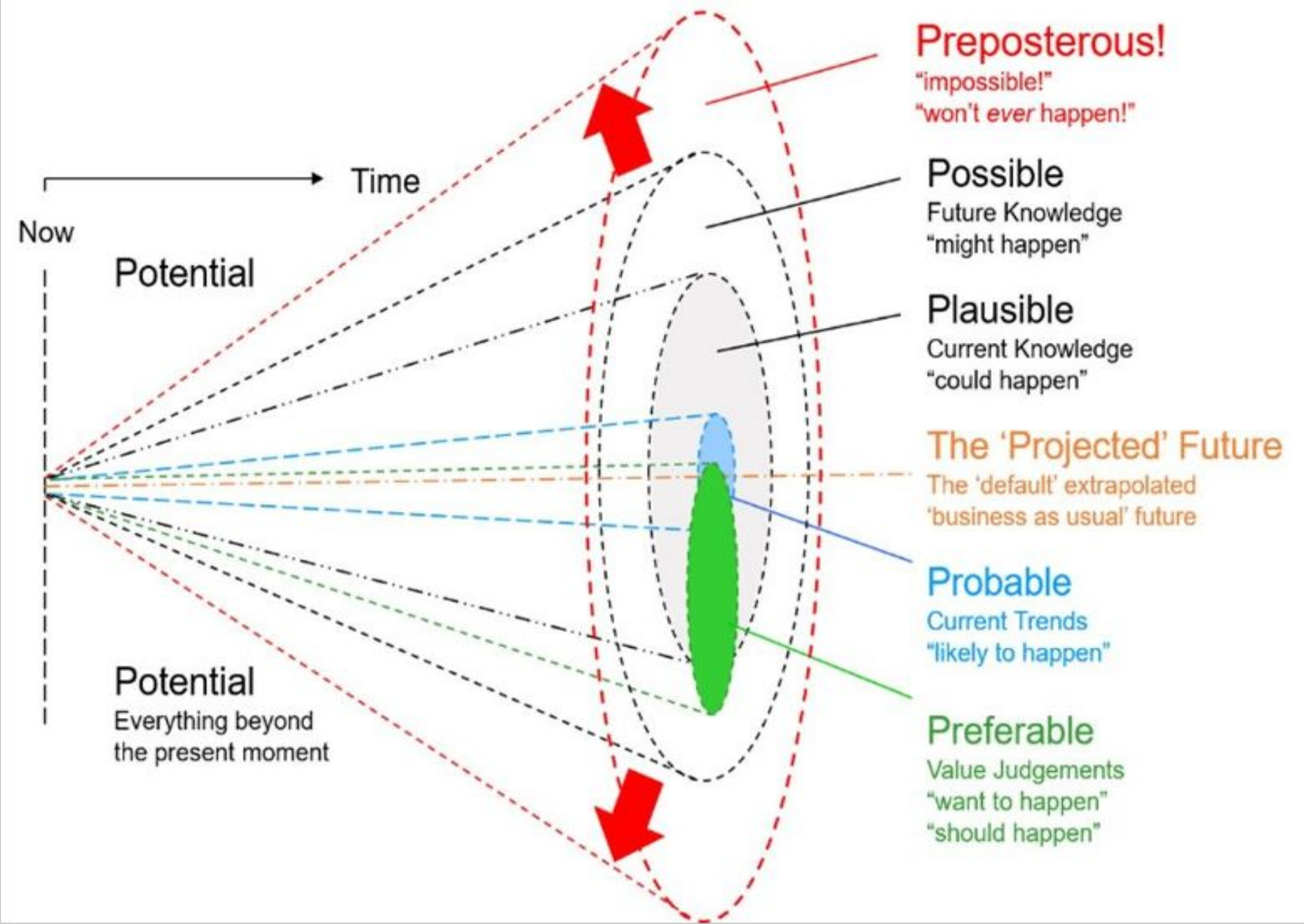
- Not predictable
- We can create alternative futures images: e.g. probable, possible, plausible, or preposterous
- Our decisions and actions affect the future
- Open value discussion inevitable and important



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)?



Drivers of futures

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



Drivers of futures

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.



Future jump #1

Zoom interview Jaak Tomberg

Jaak Tomberg is a senior researcher of contemporary literature at the University of Tartu whose main areas of research are philosophy of literature, poetics, science fiction, and literary utopias.

PESTEC analyses

A tool to identify
future changes &
drivers

- **Political** as directives, legislation, political interests and movements, etc.
- **Economic** as public economy, employment, industries, spending power, etc.
- **Social** as demography, education, health, etc.
- **Technological** as new technologies, technological development, use of technology, etc.
- **Environmental** as climate, biodiversity, natural resources, pollution, infrastructures, etc.
- **Cultural** as religions, beliefs, lifestyles, consumption habits, the arts, etc.

(Dufva, 2022)



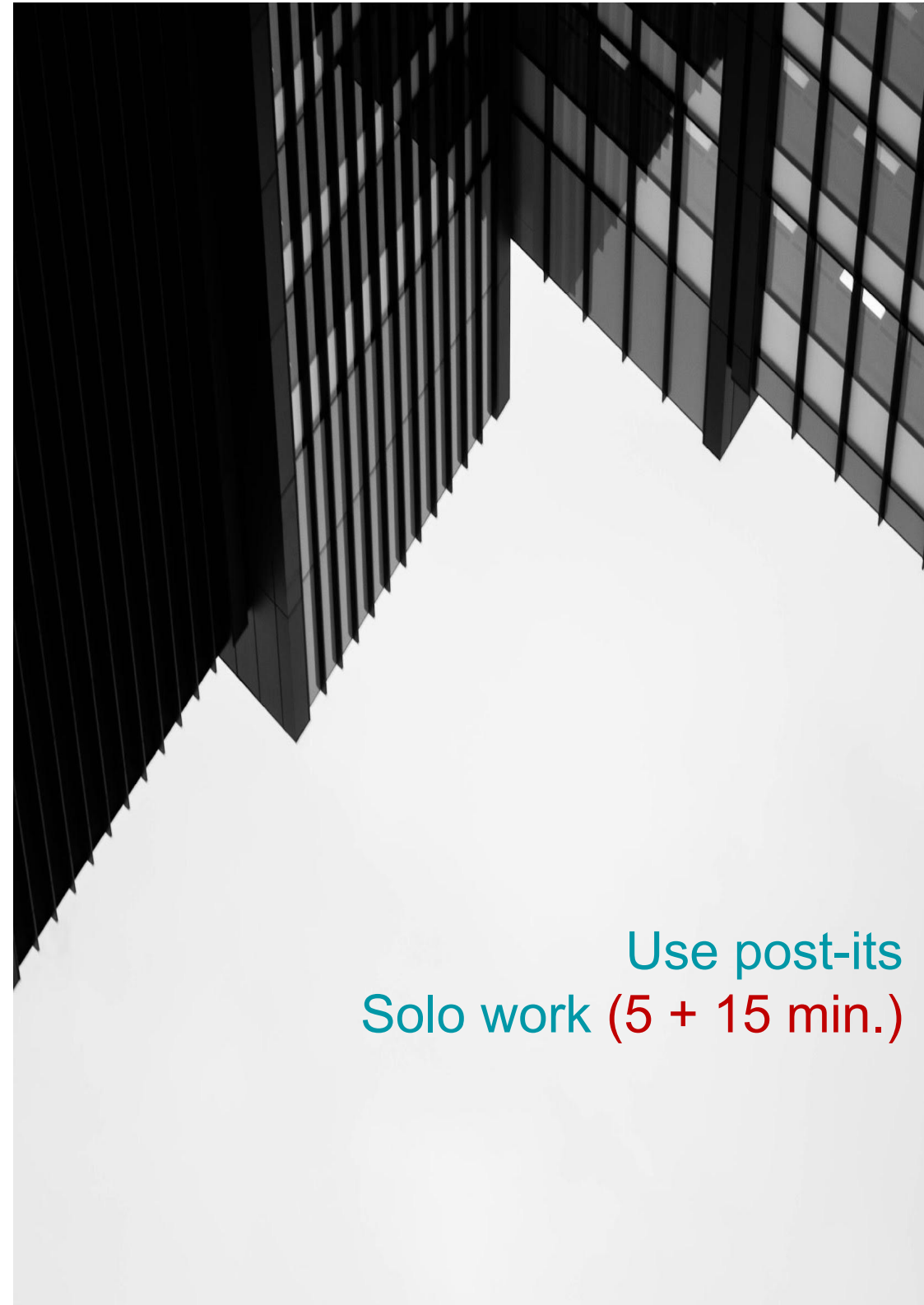
Future jump #2

What should HAE do to support the start of a cultural professional?

Frederik Klanberg, De Structura (Zoom)

De Structura is a multidimensional pan-European initiative that strives to create more opportunities for young people in the art sector.

Starting a career as a cultural professional, one usually faces a large number of obstacles. Low salaries, unpaid starting positions, closed professional network and low levels of opportunities on the local level are just some of them. These problems have been studied by researchers and are acknowledged by the European Union. But they still stand.



Horizon Scanning

Part 1

- What are the **current trends** in HAE both from the learning and teaching perspectives?
- What **weak signals** could you identify both from the learning and teaching perspectives?

Part 2

- Walk around and read the thoughts of others.
- Add dots on ideas you would like to discuss further.

Break

15 minutes



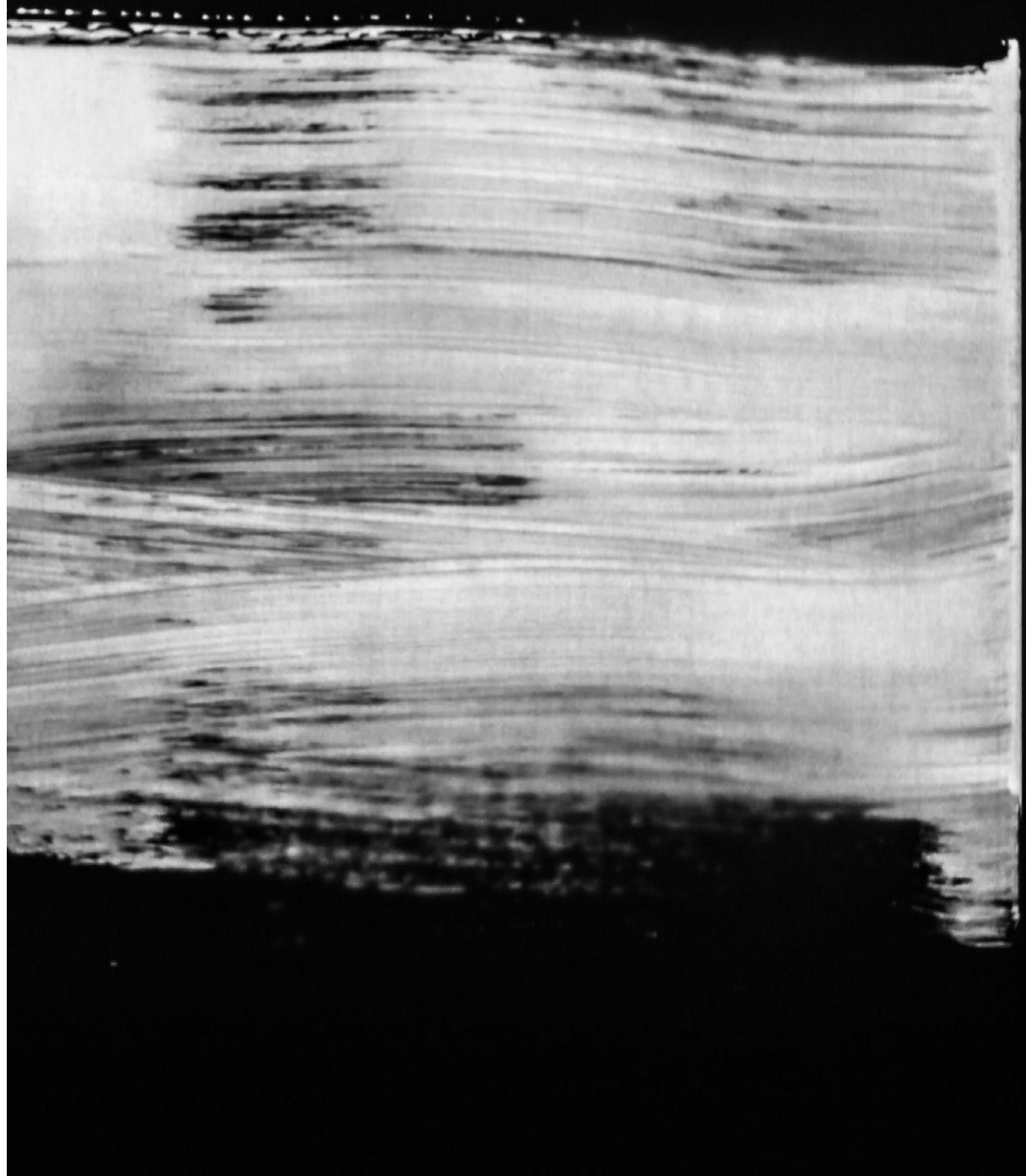


Moving towards a futures image

Starting from the trends and weak signals you've written and read:

- How are teaching/learning practices changed by 2045?
- What kind of new methods and approaches have been embedded?
- What is the "good old" that has remained?
- What are teaching philosophies and values?
- How are things organized in IHAE in general and how does it feel for you to be in those institutions? What brings joy and what frustrates you?

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, an XR experience, a recorded class, a meme, ...
- a newspaper article
- an organogram
- a mindmap
- a recording of an art performance
- a page from a design magazine
- an online or offline brochure from an art school
- a soundscape
- an advertisement
- meeting minutes
- a map
- a photograph (you can use ai tools to help you with this!)
- a official patent of a new technology
- ...

Futures Archive



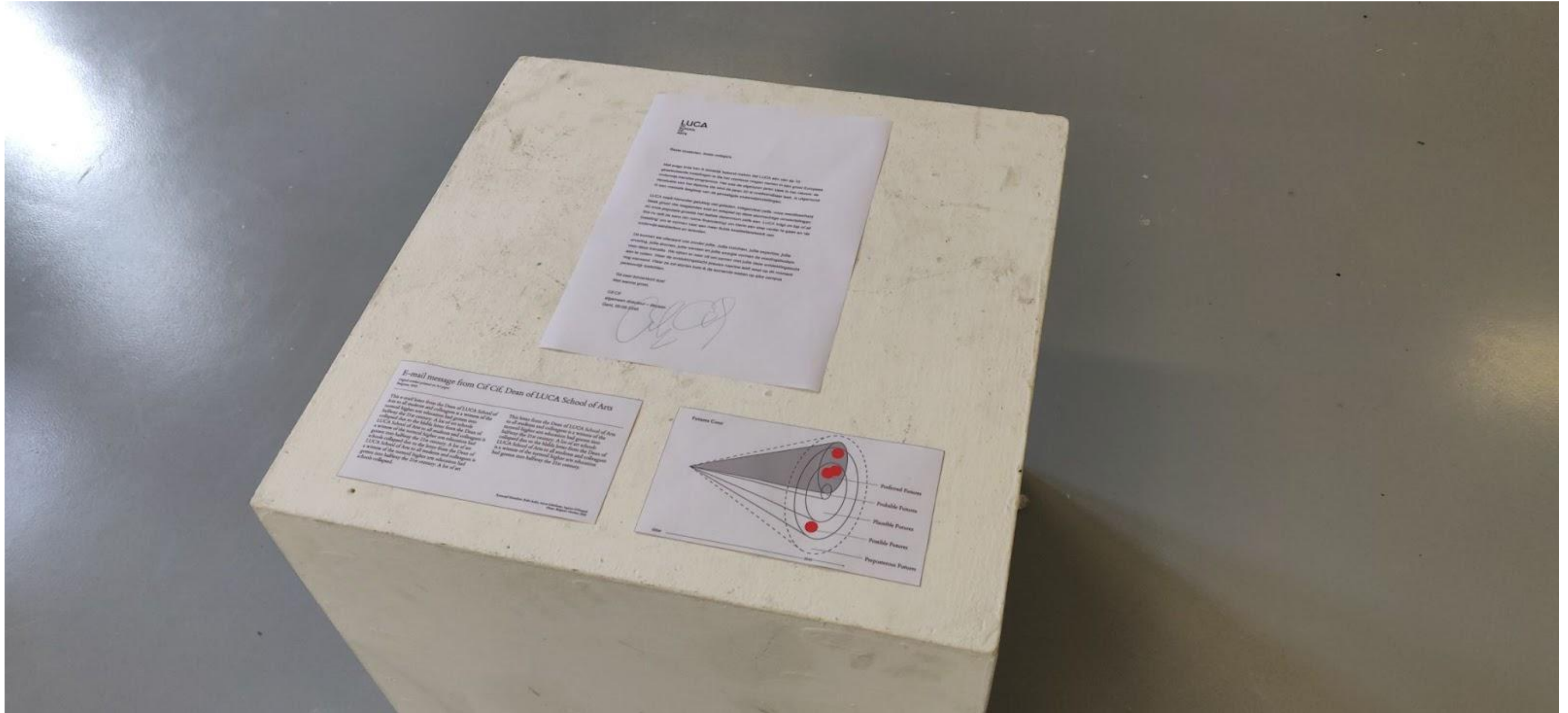
The exhibition label

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 in which the artefact 'lives'.
- Describe the **change drivers** that led to this situation, main principles, and key components of favorable culture.
- 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)

The Futures Archive



The Futures Archive

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

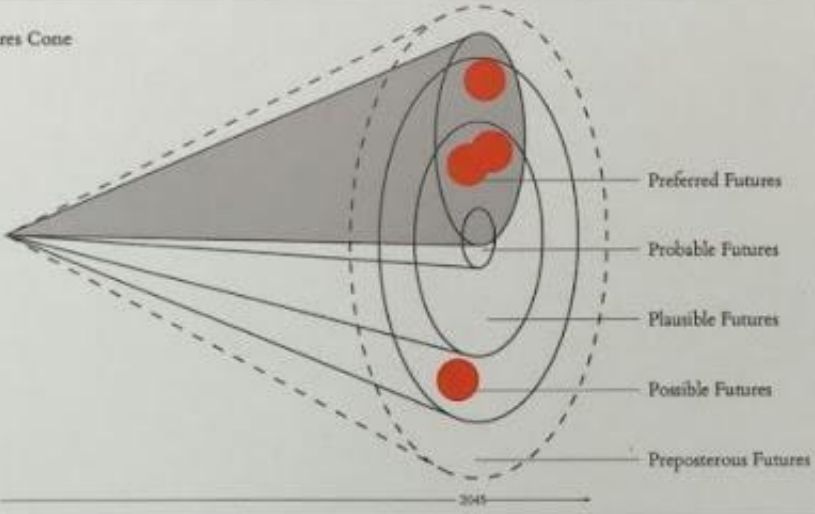
Digital artefact printed on A4 paper
Belgium, 2045

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.

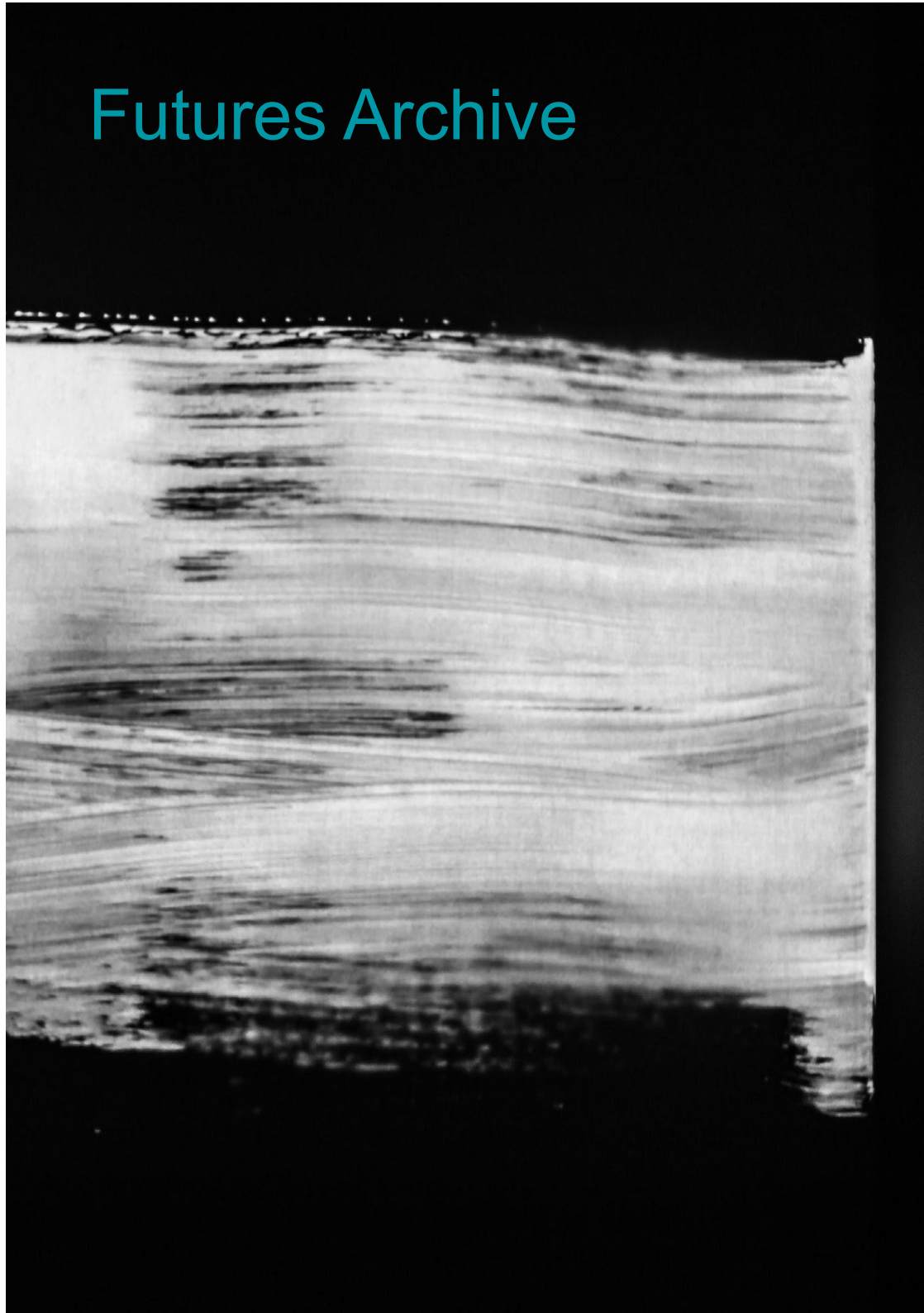
This letter from the Dean of LUCA School of Arts to all students and colleagues is a witness of the turmoil higher arts education had gotten into halfway the 21st century. A lot of art schools collapsed due to the blabla letter from the Dean of LUCA School of Arts to all students and colleagues is a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

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

Futures Cone



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.

contact details

Maarin Ektermann

maarin.ektermann@artun.ee

Koenraad Hinnekint

koenraad.hinnekin@luca-arts.be

Kai Lehikoinen

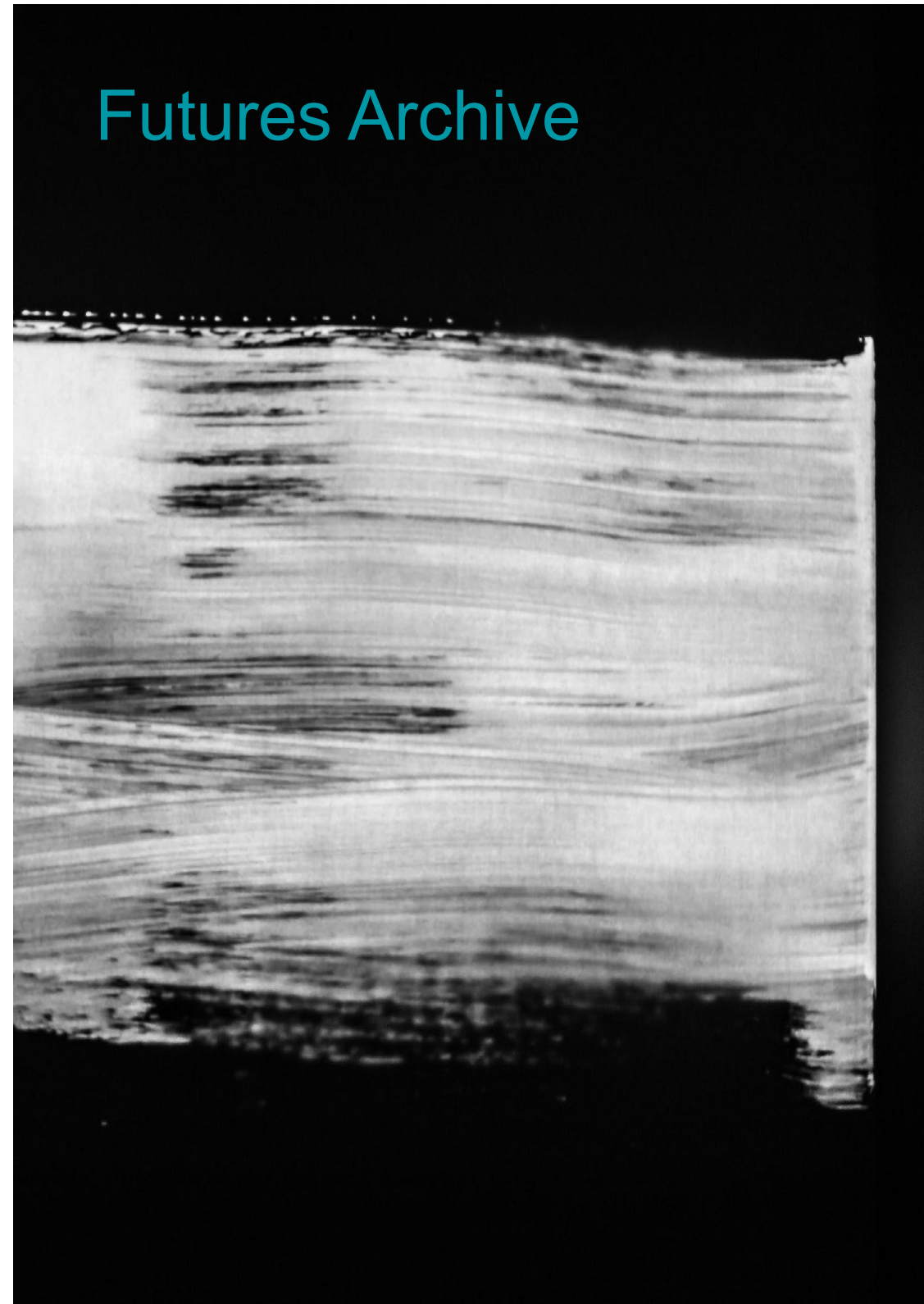
kai.lehikoinen@uniarts.fi

Thank you!

www.  145 .eu

Futures
Art School Trends
2045

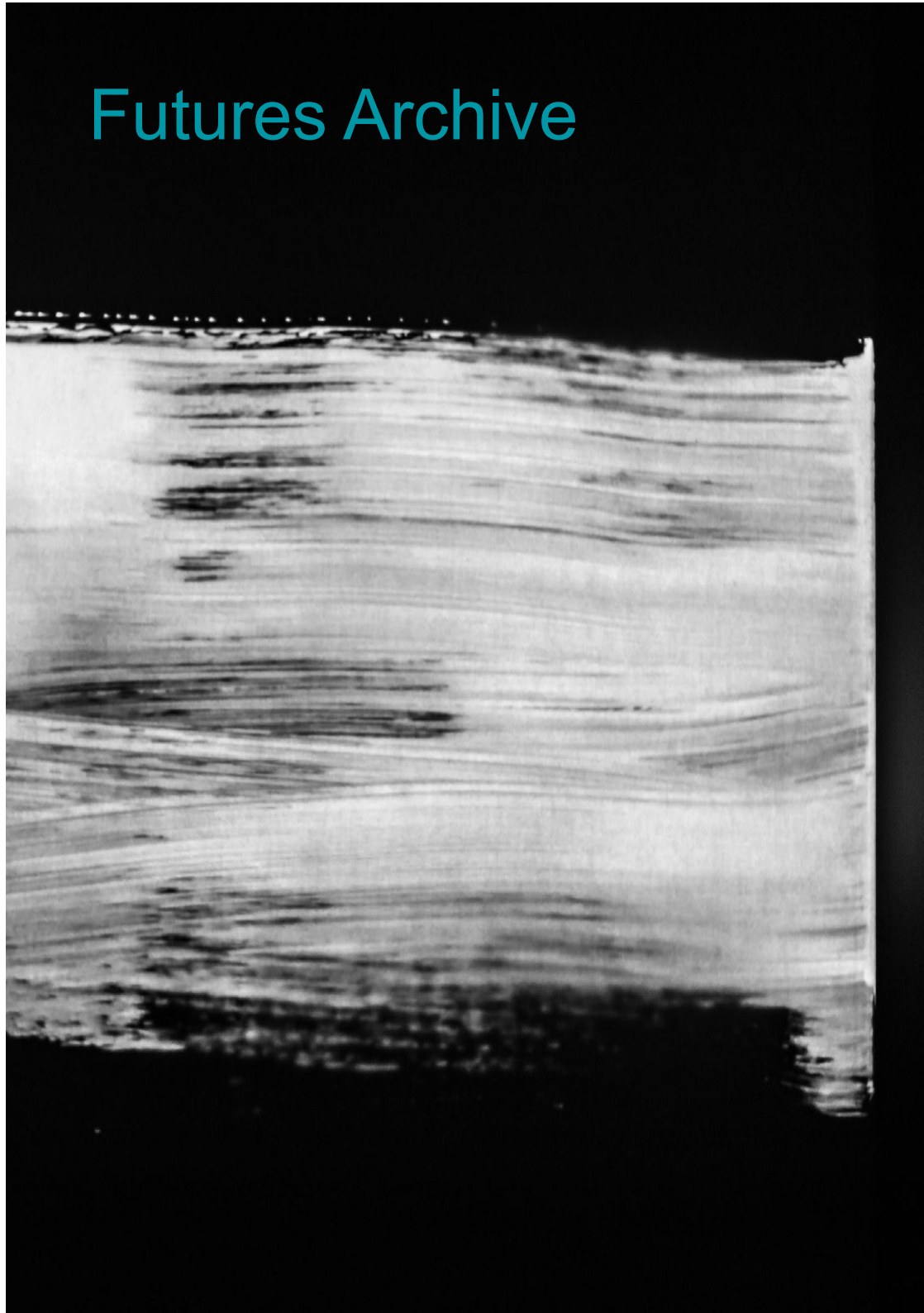
Extra slides (not used in the presentation)



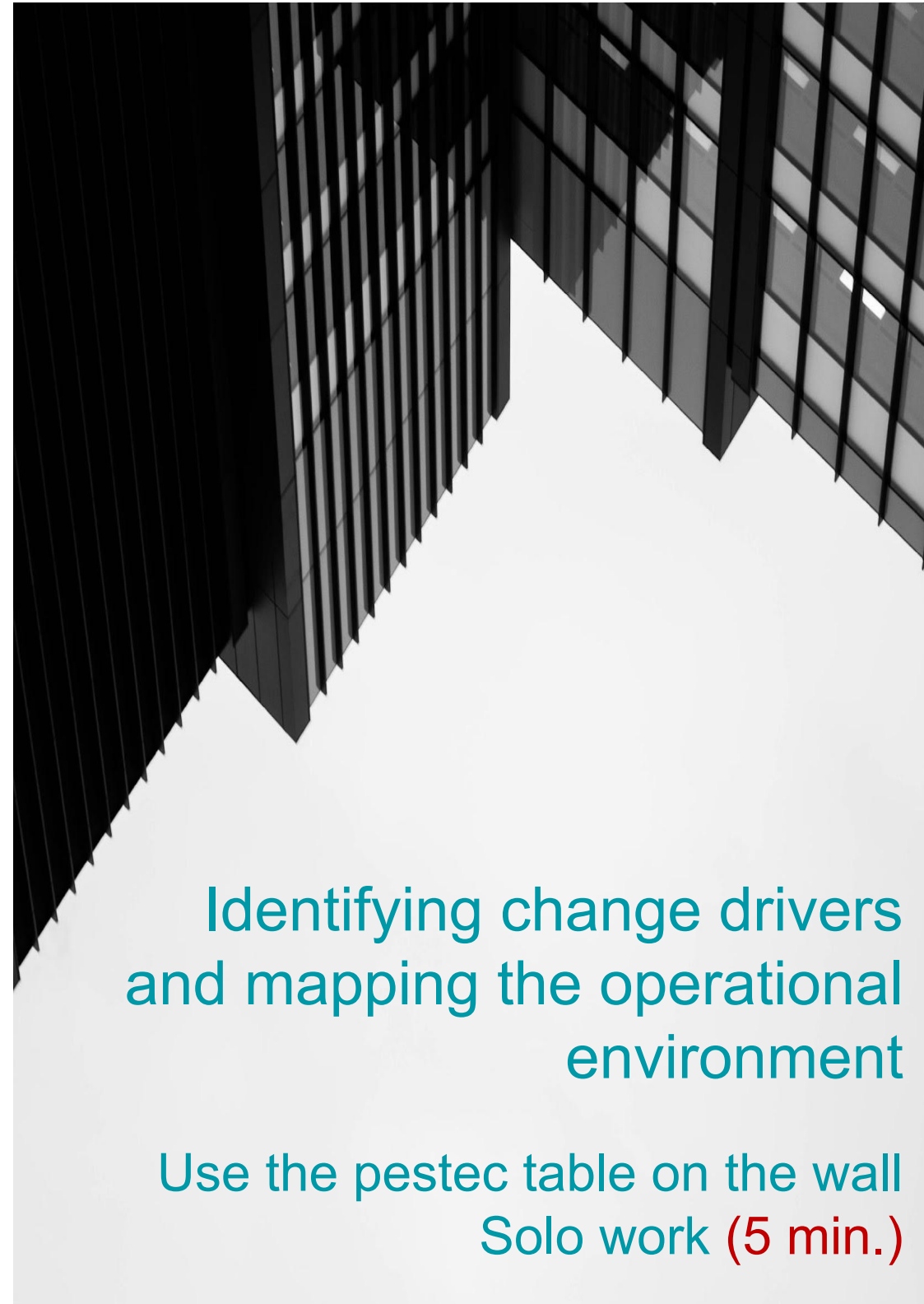
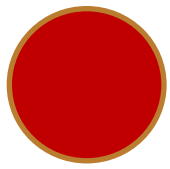
Present your artefact

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

Futures Archive



Discussion



Horizon Scanning #1

Identify **(mega)trends** in teaching/learning in HAE related to PESTEC factors.

- Use X - colour post-it notes to write down identified trends and place them on the PESTEC table.

Identify **weak signals** in teaching/learning in HAE related to PESTEC factors.

- Use Y- colour post-it notes to write down identified weak signals and place them on the PESTEC table.