Taking Care of Business: Reimagining the Art College in the 21st century

Reflections on Open Education for the Arts

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Challenges

External

- Funding cuts, staff redundancies, course closures and a changing market
- Demographic trends: ageing society and an increasingly diverse student population
- Demand outstrips supply
- Growing expectation and need for more flexible learning opportunities
- ‘Knowledge economy’ discourse mystifies the fundamentals (Facer, 2009)
Challenges

Internal – ‘force multipliers’

• Conservative pedagogical cultures - makes alternatives difficult to conceptualise
• Managerialism - financial data as the basis for planning
• Short-termism - concentration on current contexts limits long-term development
• Inflexibility - in assessment, certification, administration, employment and budgeting
• Narrow social base - UK visual arts are less diverse than most disciplines (NALN, 2005)
Trends in HE

Demystification, Globalisation, Disaggregation
• Traditional model based on scarcity
• Economic limits of existing model
• Conflation of research with teaching quality
• Cultural Change: Tackling TINA and Entropy
• The Rhetoric of Crisis

The Open Education Environment
• Understanding ‘Open’ & ‘Closed’ Education
• The Open Education Continuum (OU, OER, MOOCs…)
• Public Good and Public Goods – The Emerging Political Economy of an Open Public Education System
Effects of ‘Opening Out’

- Open Ed. & OER: a lightening conductor for issues related to:
  - Power
  - Control
  - Ownership
  - Identity
  - Pedagogy
  - Tech Infrastructure
  - Cultures…
  - Policy
  - **Strategy & New Business Models**
Some UAL Outputs

- **Introduction to Woven Textiles**
- **Fashion Photography: an introduction**
- **Foundation Diploma Art & Design: Ceramics**
- **Basic Ceramic Skills**

![Image of textiles and woven materials]

![Image of a person with sunglasses and a hat]

![Image of ceramic bottles and vases]

![Image of a book with sketches and illustrations]

![Image of a video thumbnail with three people in a meeting]

![Image of a notebook with sketches and notes]
Institution – Changing Mind-sets

Figure 10: Most-used media activity, by age: 2011
Collaboration and Partnerships
Consequences—Changing Practices
Opening Up - to Business Propositions

- **Culture Change:** the way things are done here

- **Challenges / Disrupts**
  - Inflexible processes
  - Internal economic models
  - Learning credit and assessment practice
  - Personal Values / Ideas

- **New Economic / Educational Models:**
  - College as Community not ‘Place’
  - Community & Co-Curriculums
  - Delivery with Industry CoP
Imaginings

Create ‘Living Laboratories’
- Assessment, accreditation, evidencing, quality assurance, evidence

Open Ed Collaborative Enterprises
- Tactic to overcome TINA and entropy, ECTS

Feedback into redesign of art education

Technology can enable e.g. Badges. But drivers (and obstacles) are social, cultural, educational, economic and political.