



ART FOR ART'S SAKE?

THE ROLE OF ARTS EDUCATION IN DEVELOPING THE SKILLS 21ST CENTURY SOCIETIES NEED

Dirk Van Damme

Head of the Innovation and Measuring
Progress division – OECD/EDU

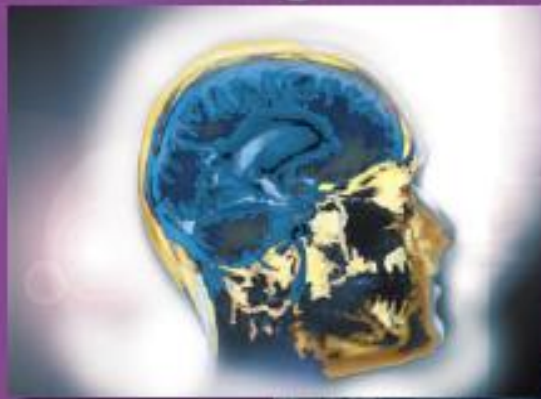
NYCI Annual Conference, Dublin – 29 November 2013

THE OECD

CENTRE FOR EDUCATIONAL RESEARCH AND INNOVATION



Learning



Innovation



Research



Futures

Diversity





Outline

1. What skills do 21st century societies need?
2. Is the arts as a sector an innovative one?
3. What can arts education contribute to the development of transversal skills?
4. Creativity: definition and assessment
5. A few conclusions



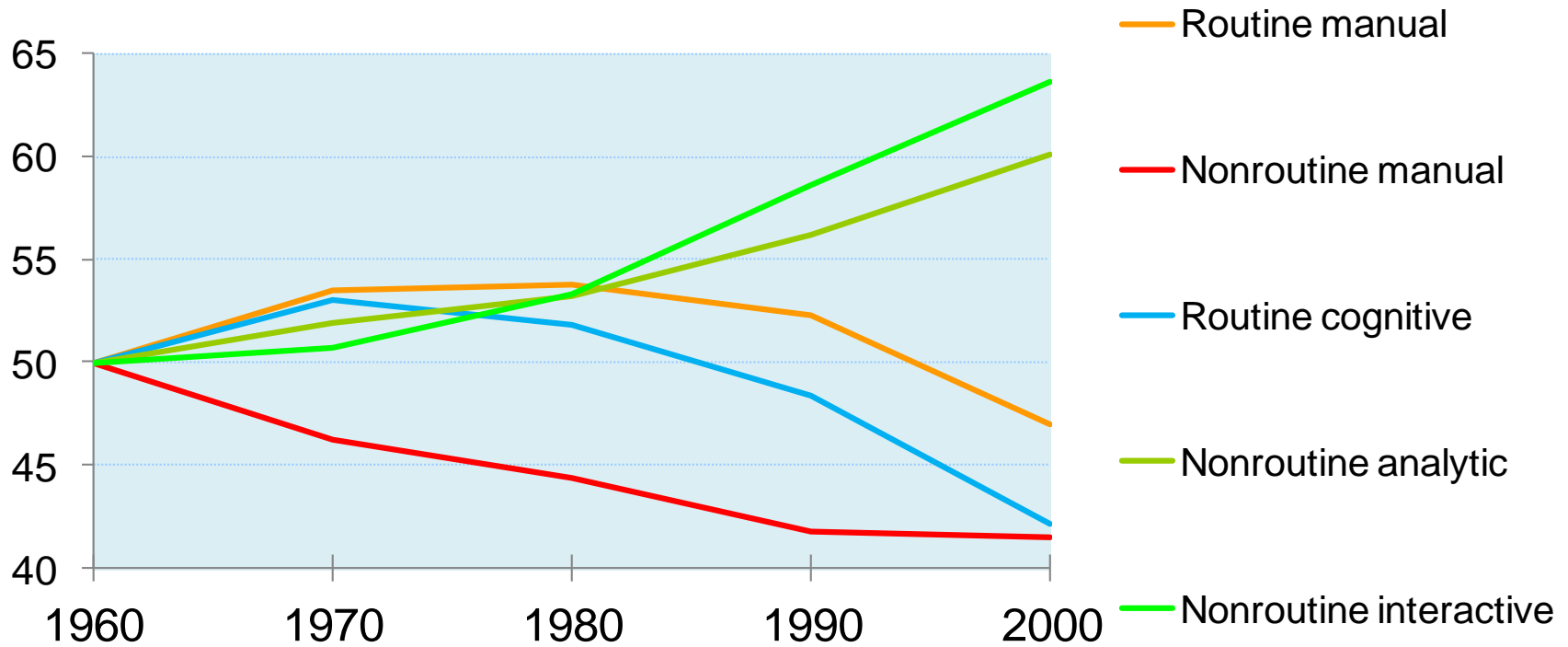
WHICH SKILLS DO 21ST SOCIETIES NEED?



Changing skill demand

Economy-wide measures of routine and non-routine task input (US)

Mean task input as percentiles of the 1960 task distribution

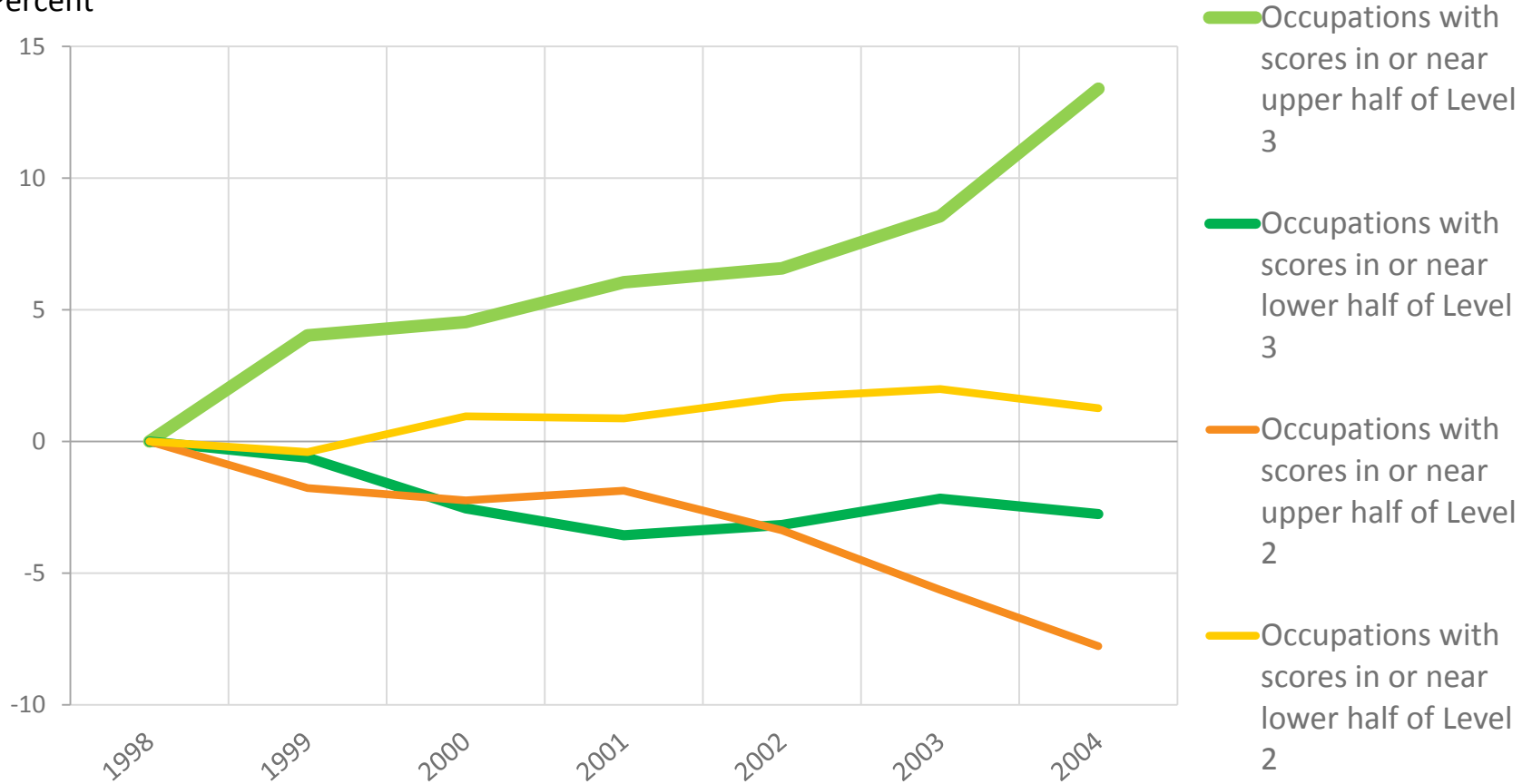


Source: Levy and Murnane, 2005



High level skills are taking a higher share of the jobs

Percent



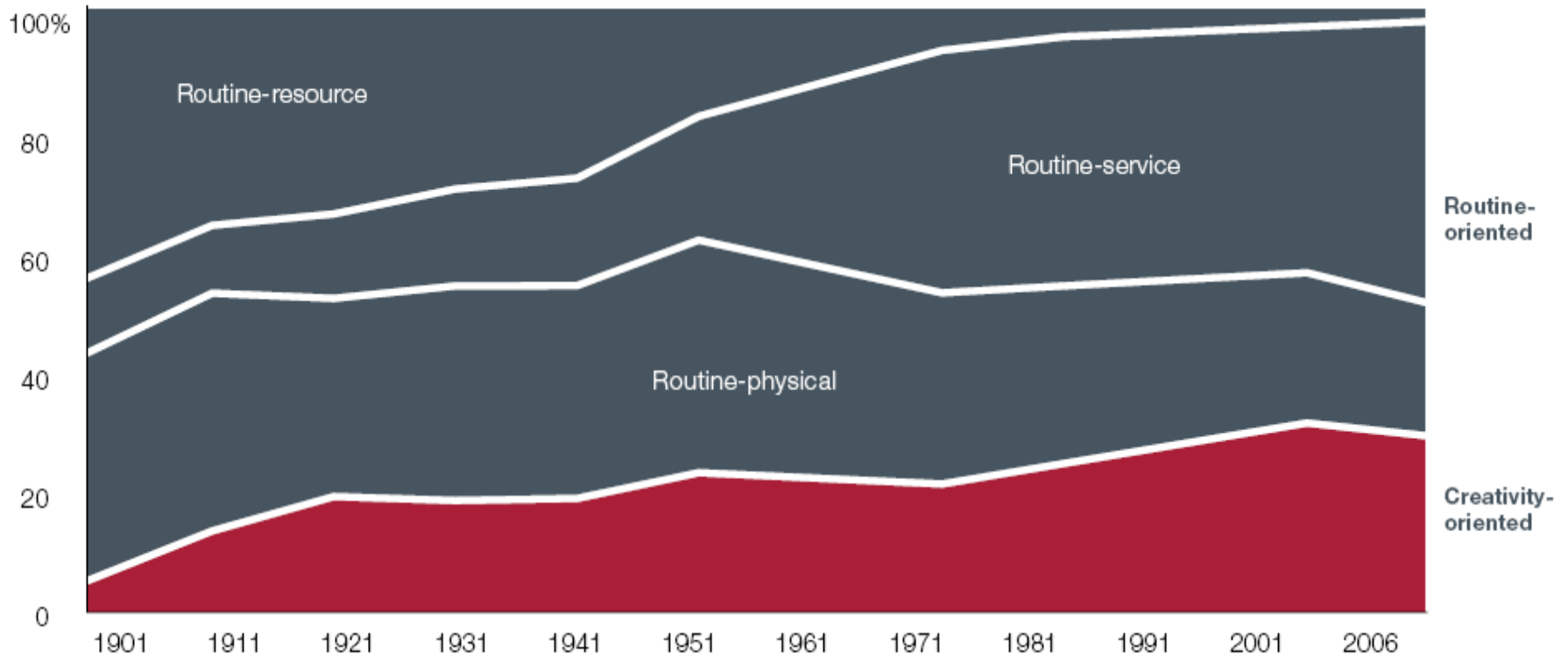


Working in creative jobs.

Increase in creativity-oriented jobs (Canada, 1901-2006)

Share of
workforce

Routine-oriented and creativity-oriented jobs
Canada (1901-2006)

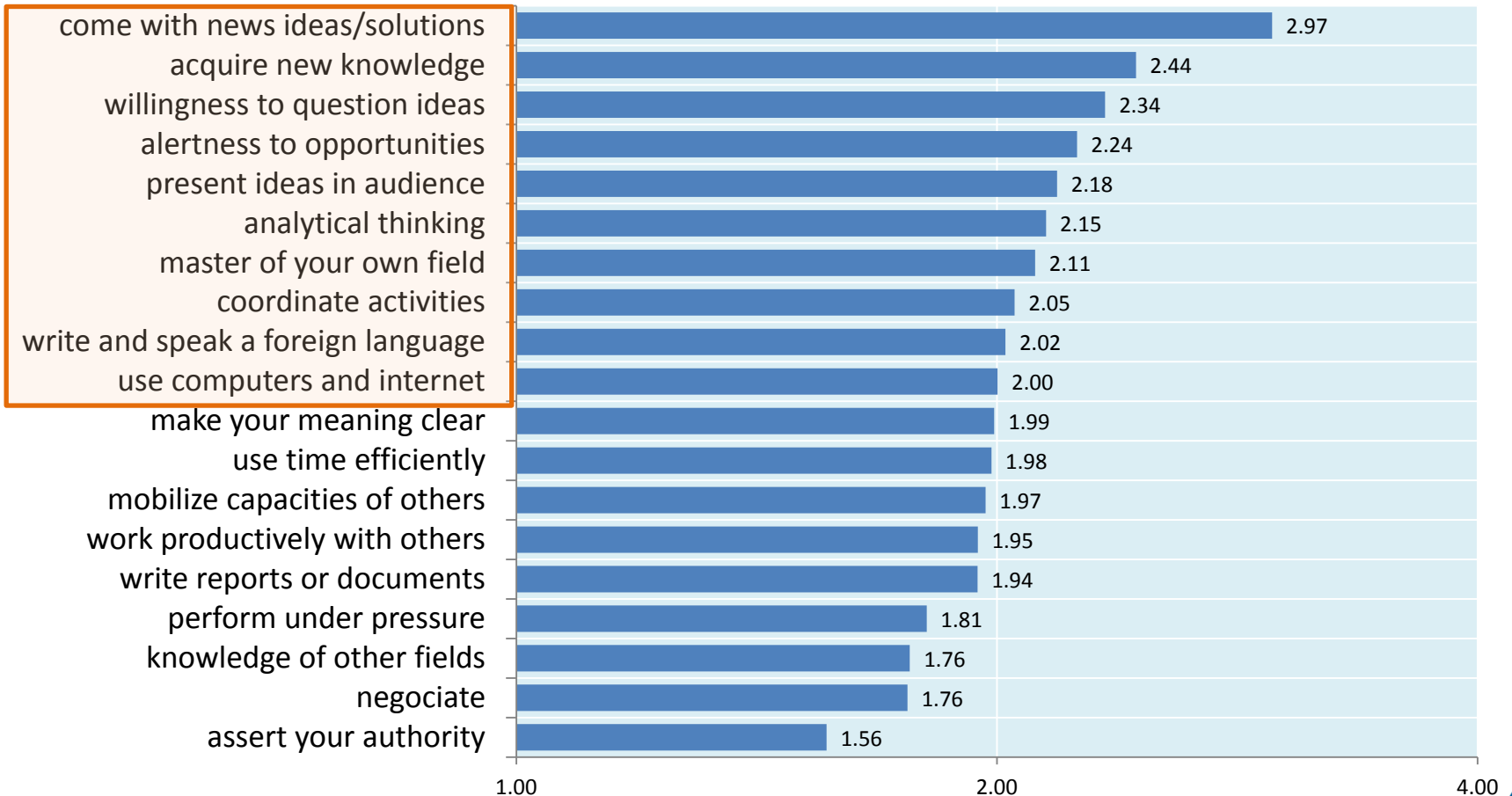


Note: The 1961 and 1991 data points have been approximated due to data limitations.
Source: Martin Prosperity Institute analysis based on data from Statistics Canada.



Critical skills for the most innovative jobs (tertiary-educated workers)

Likelihood (odds ratios) of reporting the following job requirements: people in the most innovative jobs vs. least innovative jobs



Source: OECD, based on REFLEX and HEGESCO data



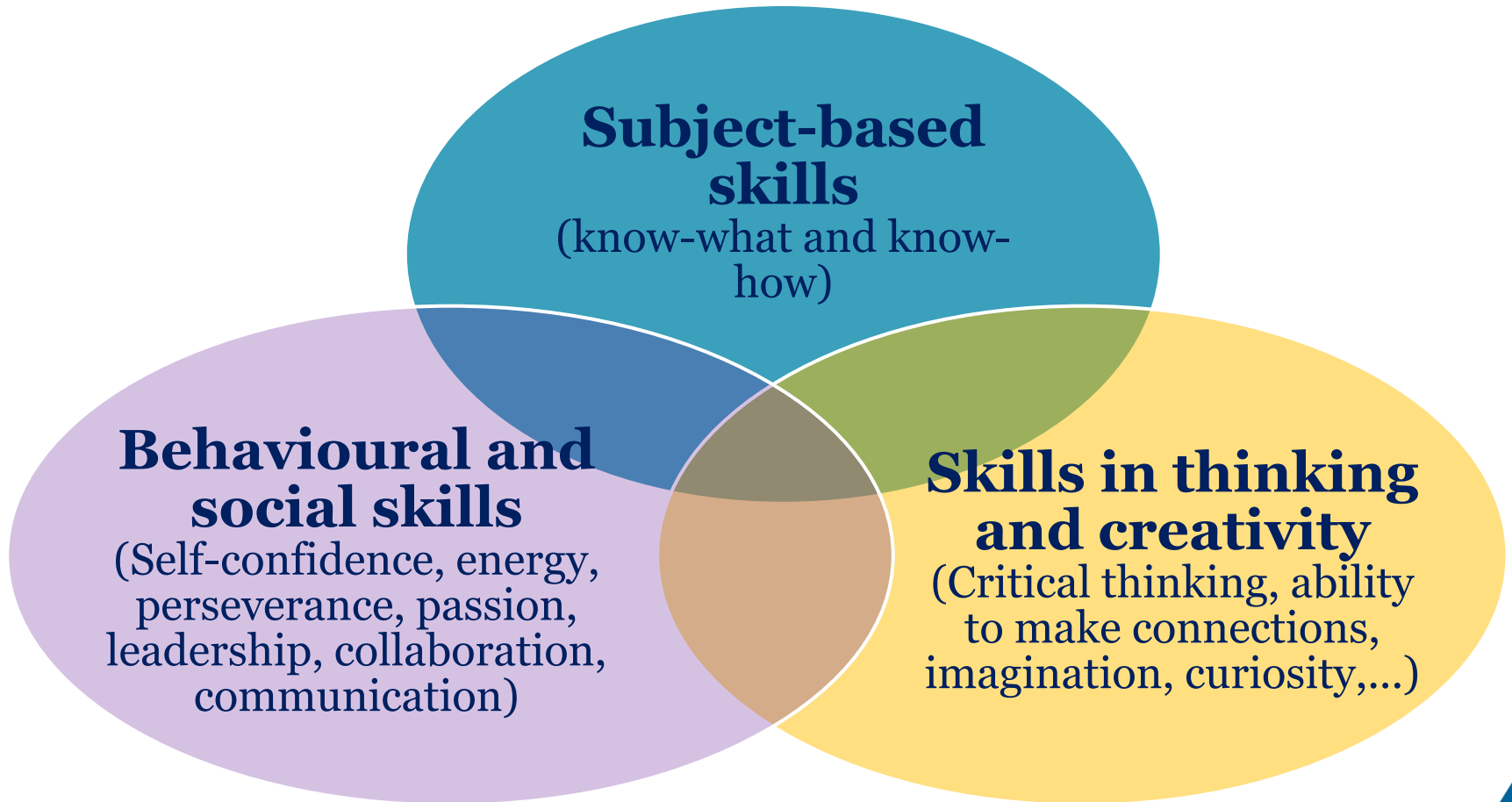
21st Century Skills

<i>Ways of thinking</i>	<ul style="list-style-type: none">• Creativity and innovation• Critical thinking, problem solving• Learning to learn, meta-cognition
<i>Ways of working</i>	<ul style="list-style-type: none">• Communication• Collaboration (teamwork)
<i>Tools of working</i>	<ul style="list-style-type: none">• Information literacy• ICT literacy
<i>Living in the world</i>	<ul style="list-style-type: none">• Citizenship – local and global• Life and career• Personal, social responsibility

Source: Microsoft-Intel-Cisco ATC21S project



Individual Skills for Innovation



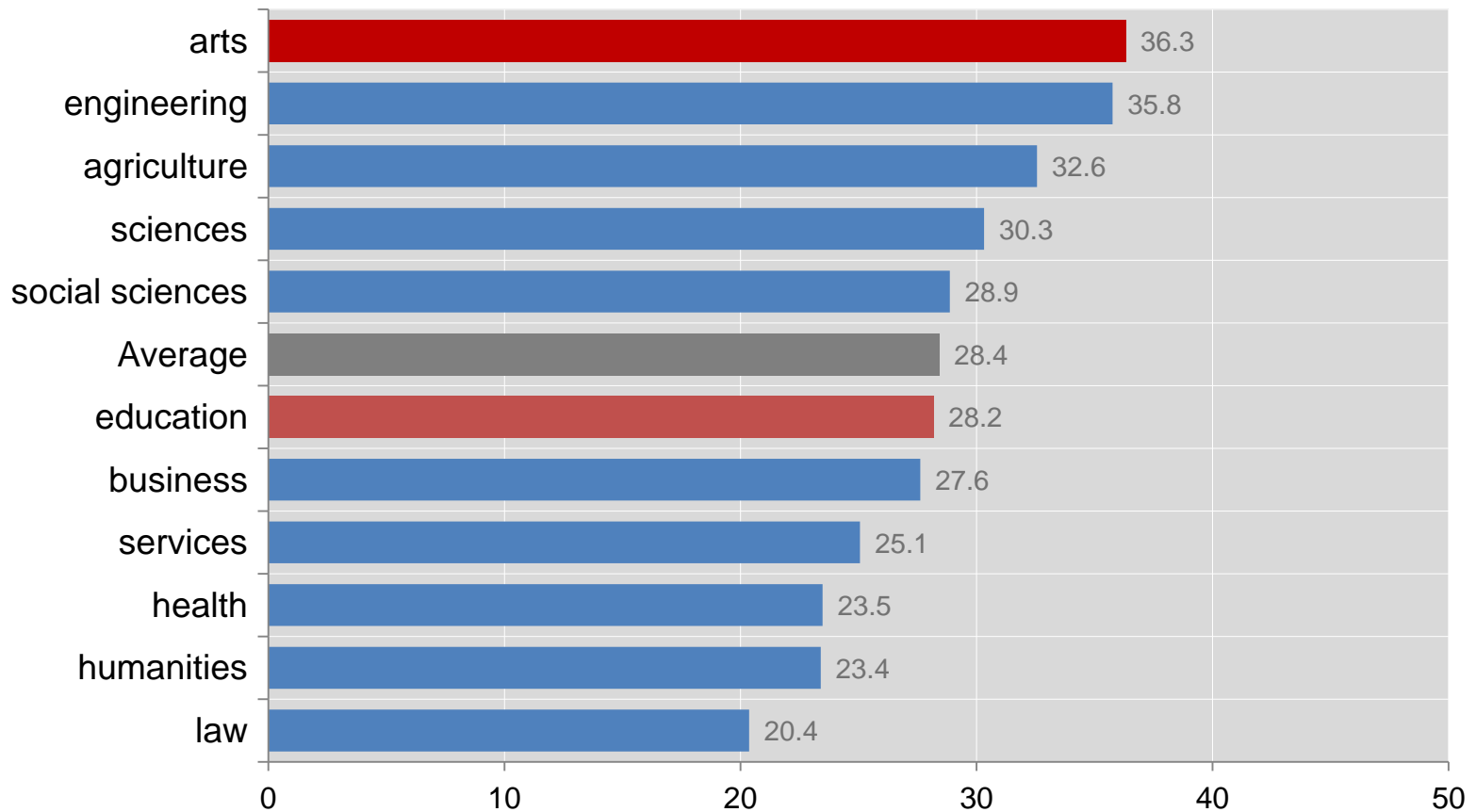


IS THE ARTS AS A SECTOR AN INNOVATIVE ONE?



What share of graduates of a given field have a highly innovative job?

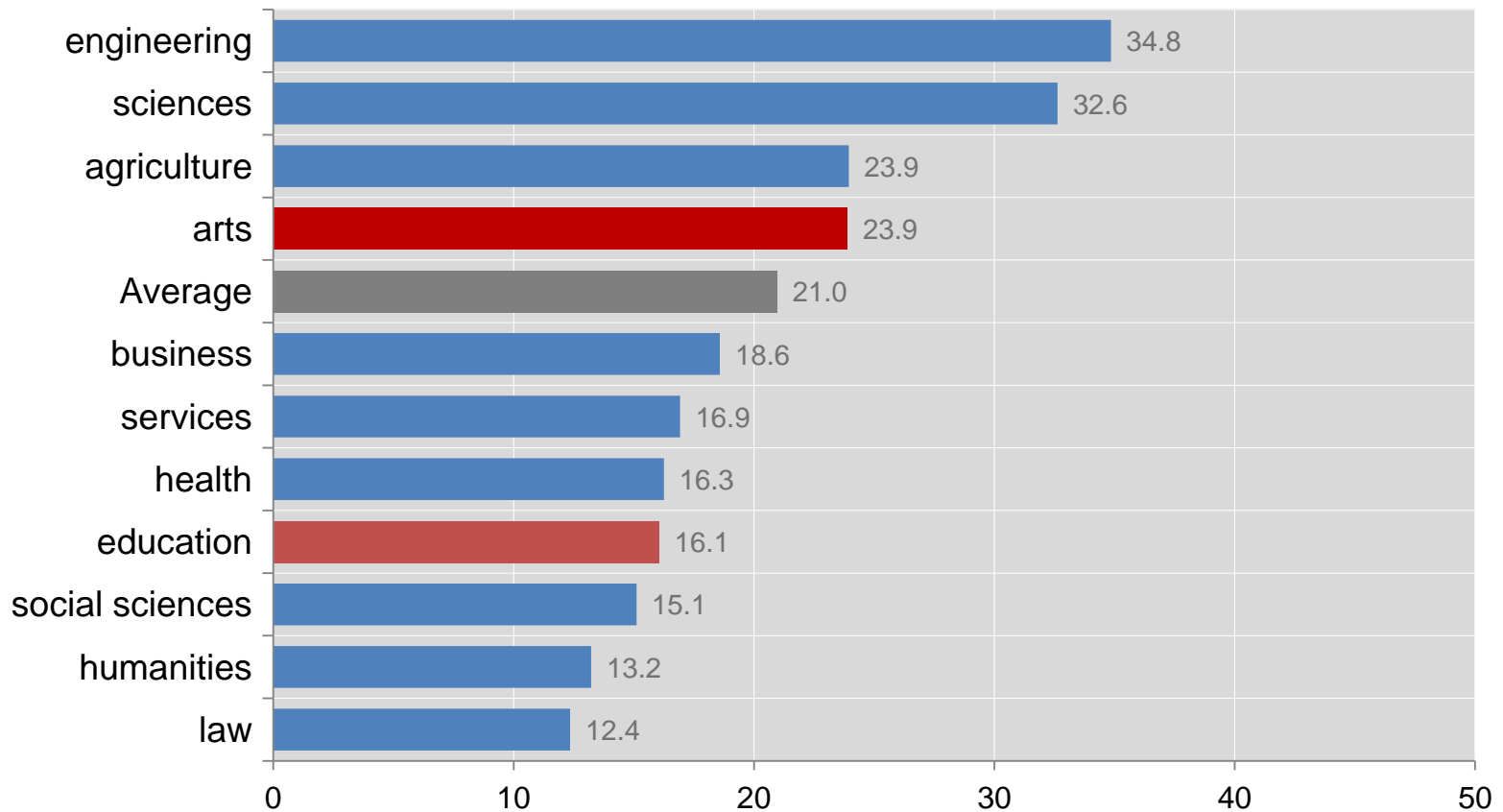
Product /service innovation





What share of graduates of a given field have a highly innovative job?

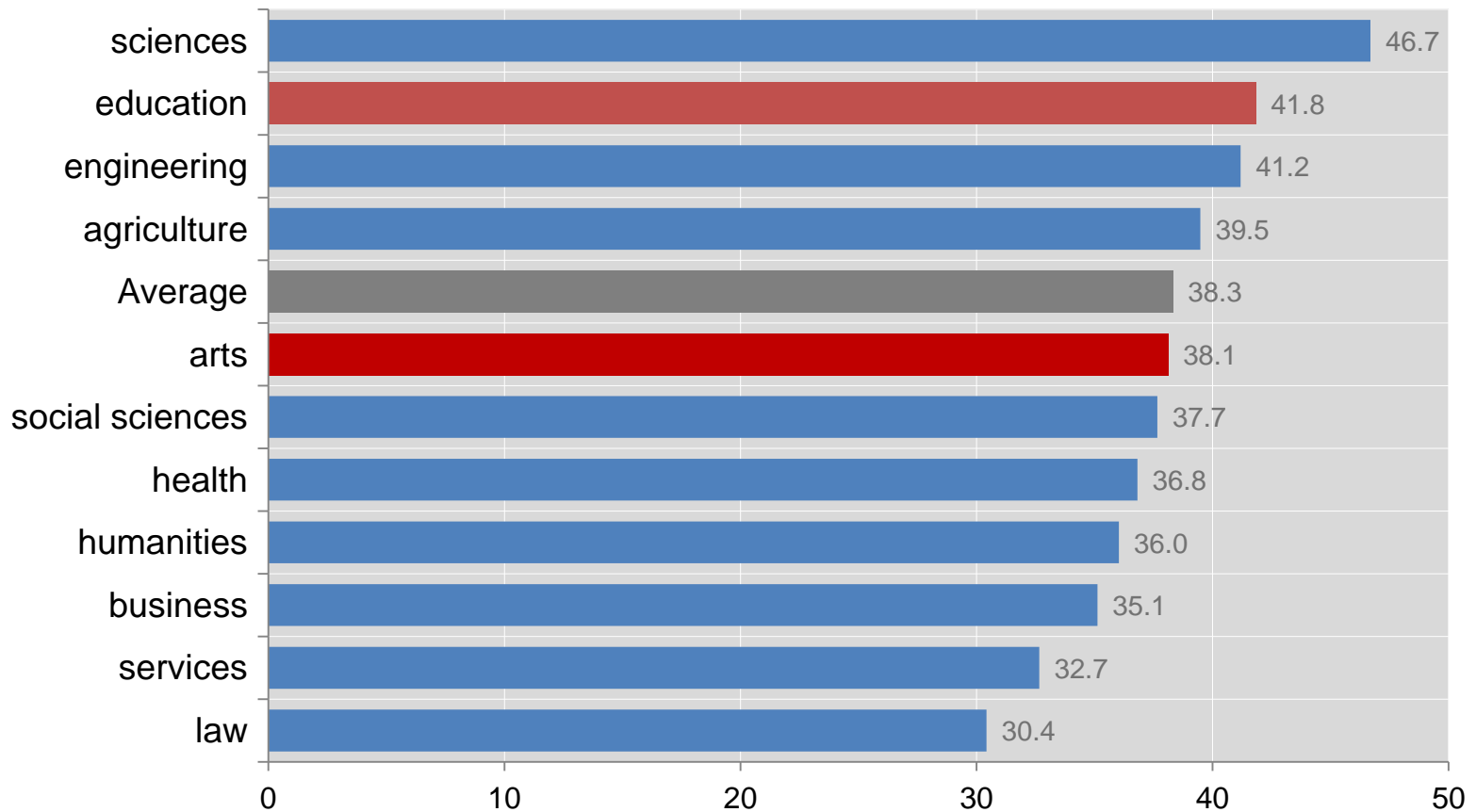
Technology, tool, instrument innovation





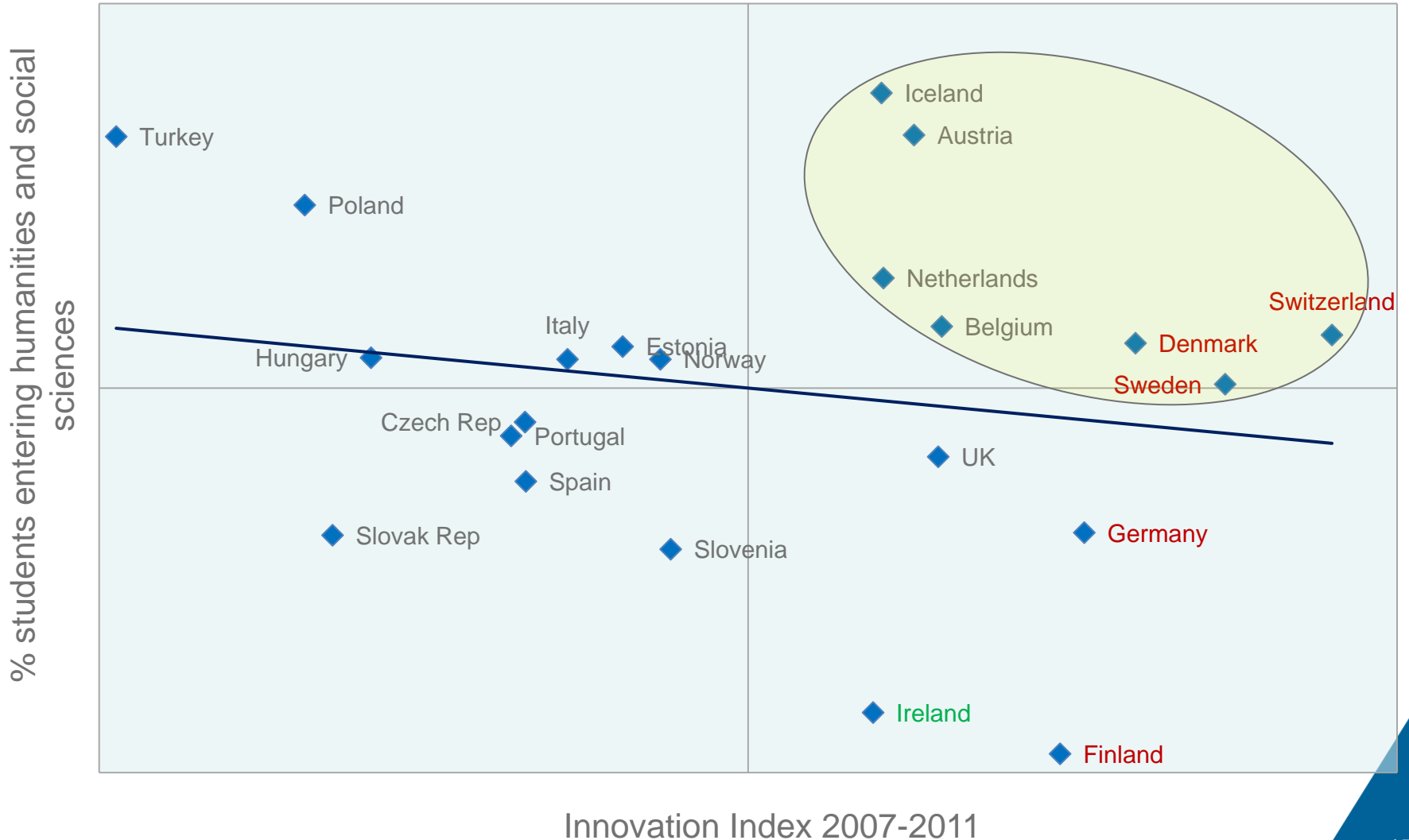
What share of graduates of a given field have a highly innovative job?

Knowledge / method innovation





Humanities hampering innovation?



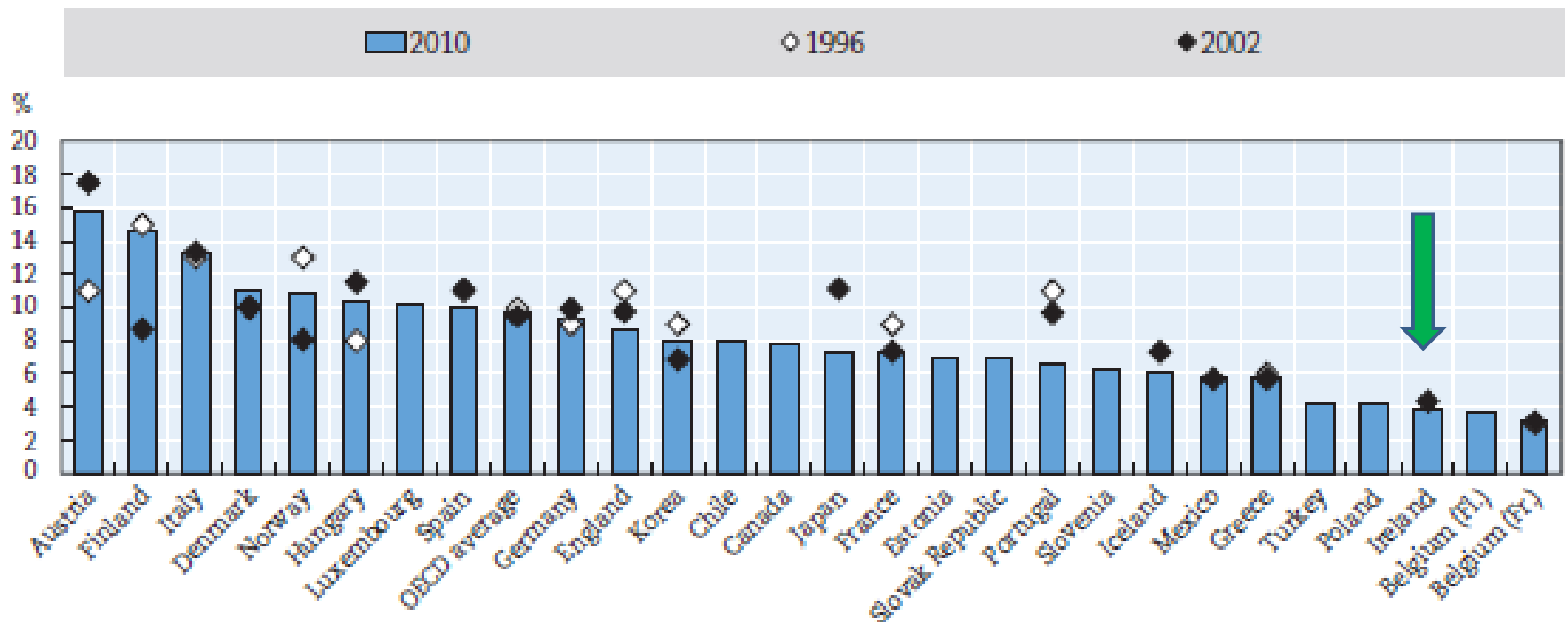


WHAT CAN ARTS EDUCATION CONTRIBUTE TO THE DEVELOPMENT OF TRANSVERSAL SKILLS?



Arts in the curriculum

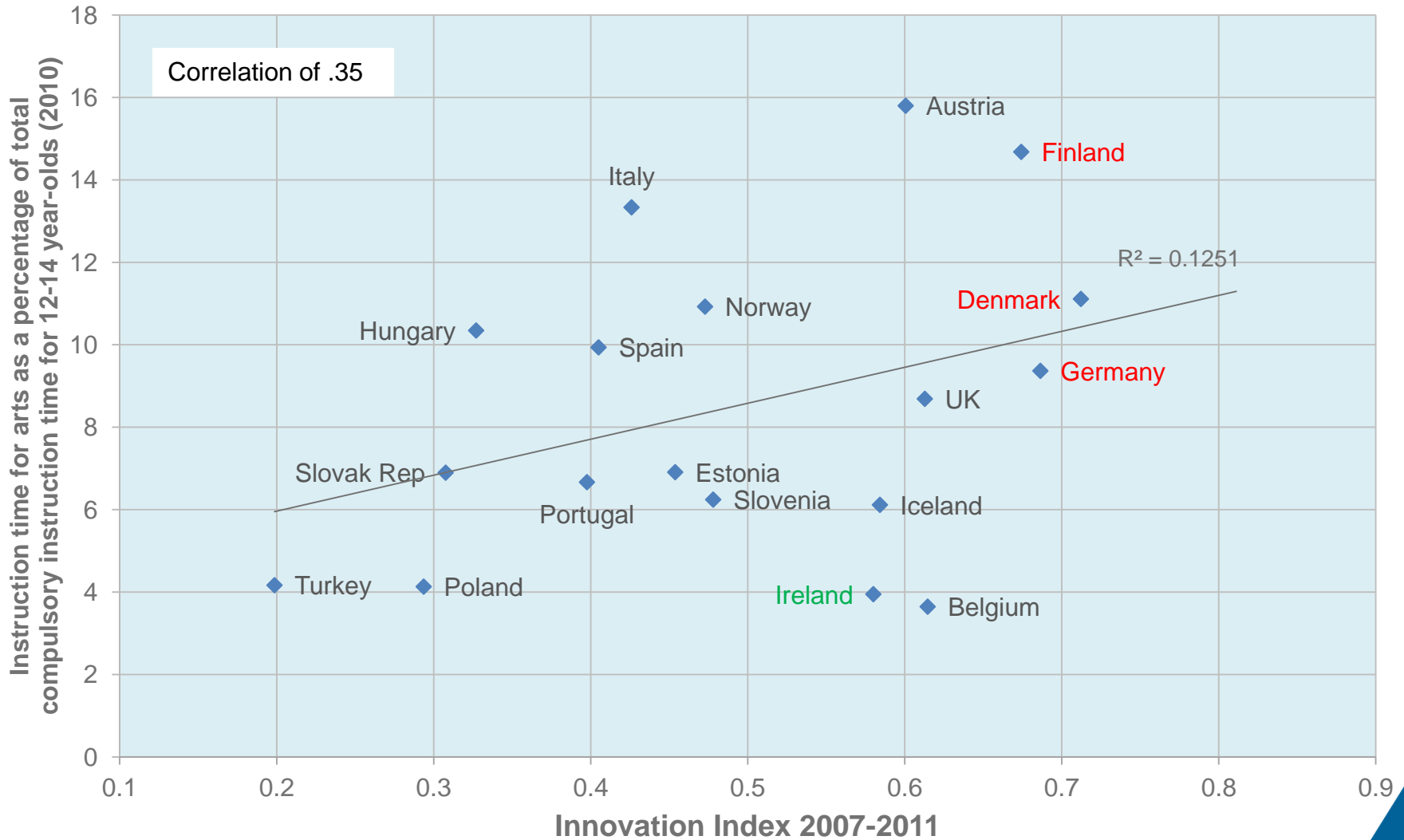
Figure 1.3. Instruction time of arts subjects as a percentage of total compulsory instruction time for 12-14 year-olds (1996, 2002, 2009)



OECD average: 7.7% - EU21 average: 8.3%



Relationship between instruction time for arts and innovation





Art for Art's Sake?

THE IMPACT OF ARTS EDUCATION



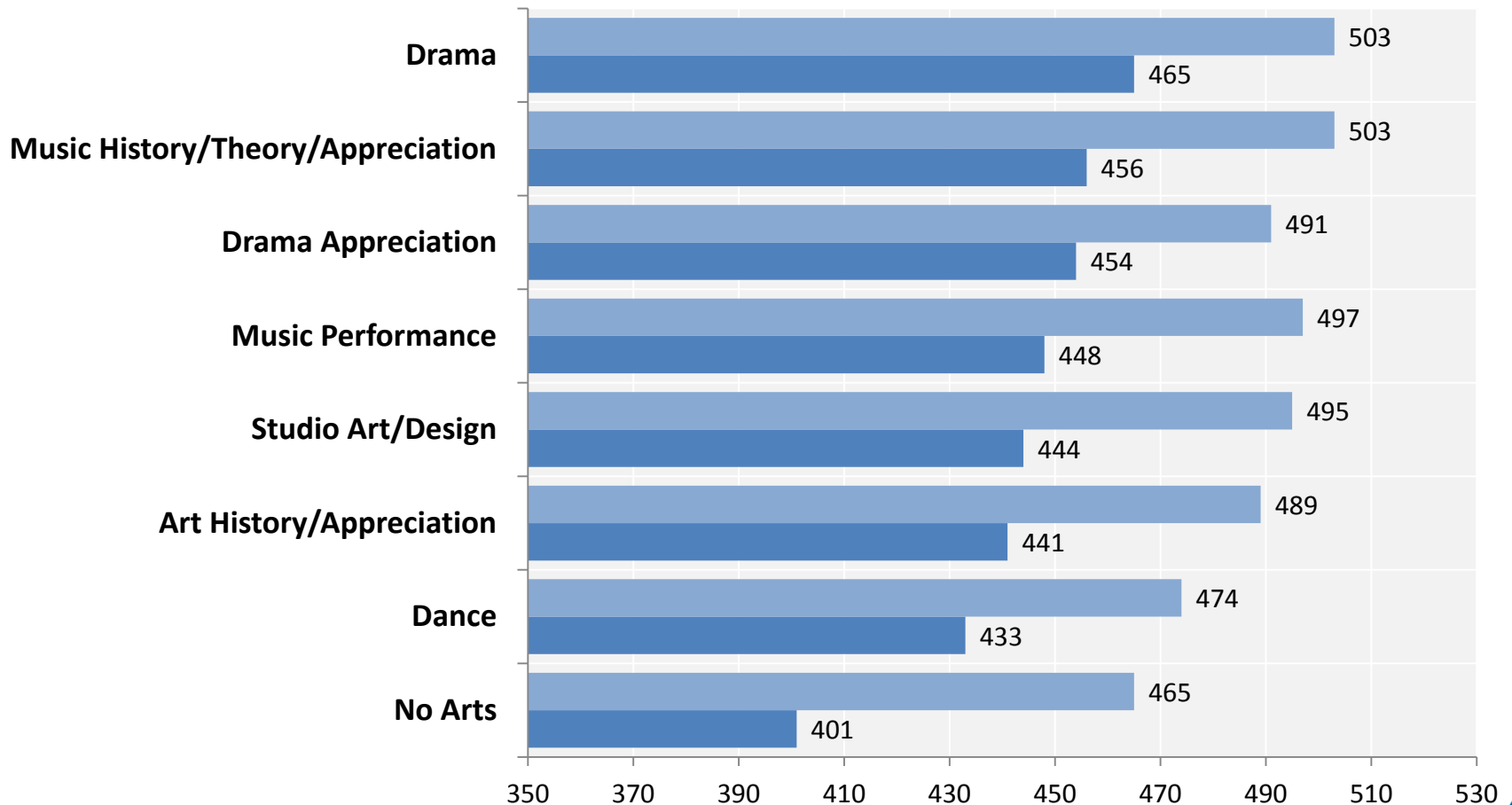
Centre for Educational Research and Innovation



Multi-arts education and subject-based skills

An association...

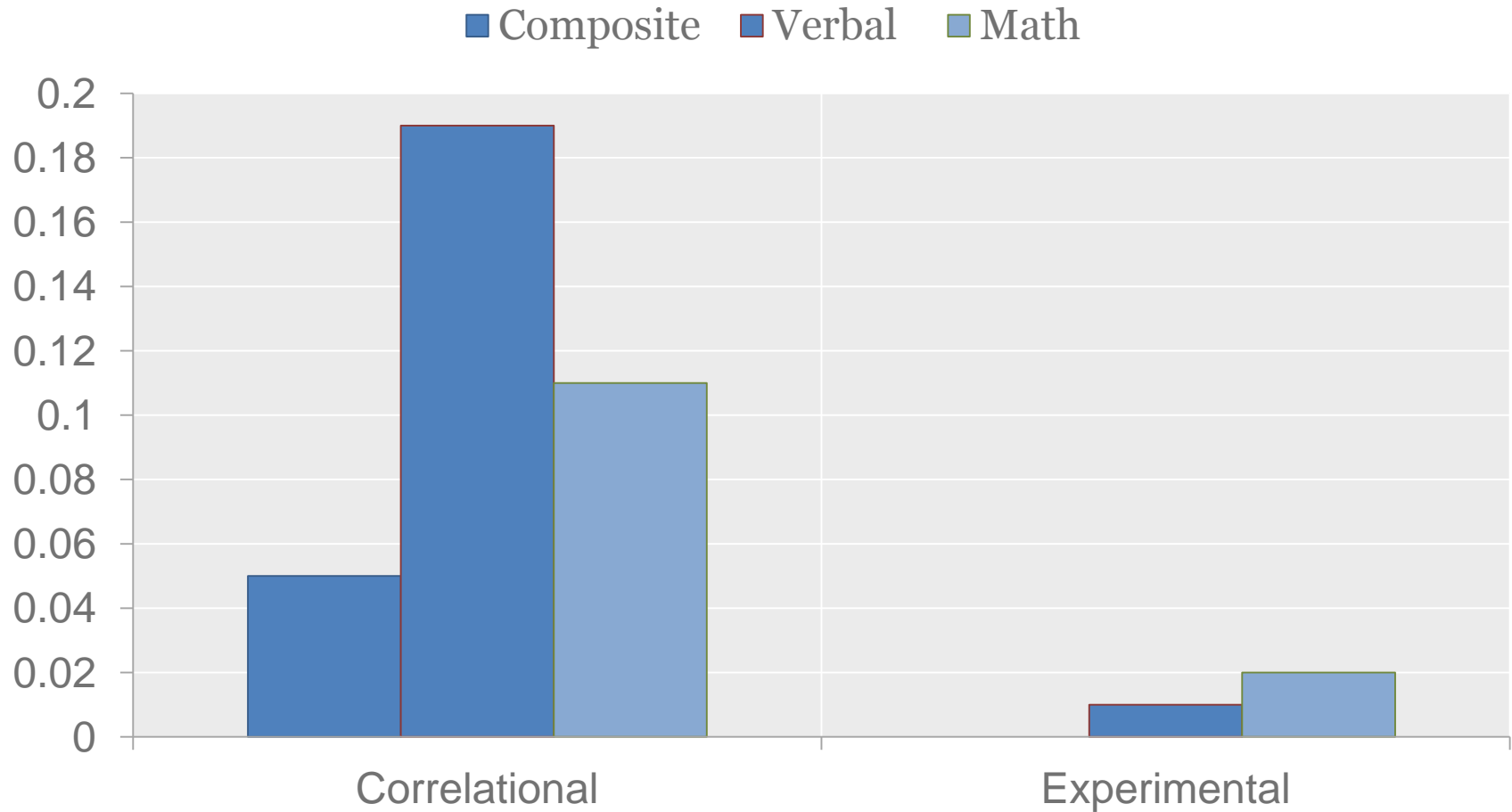
United States: SAT scores of students taking following subjects in high school





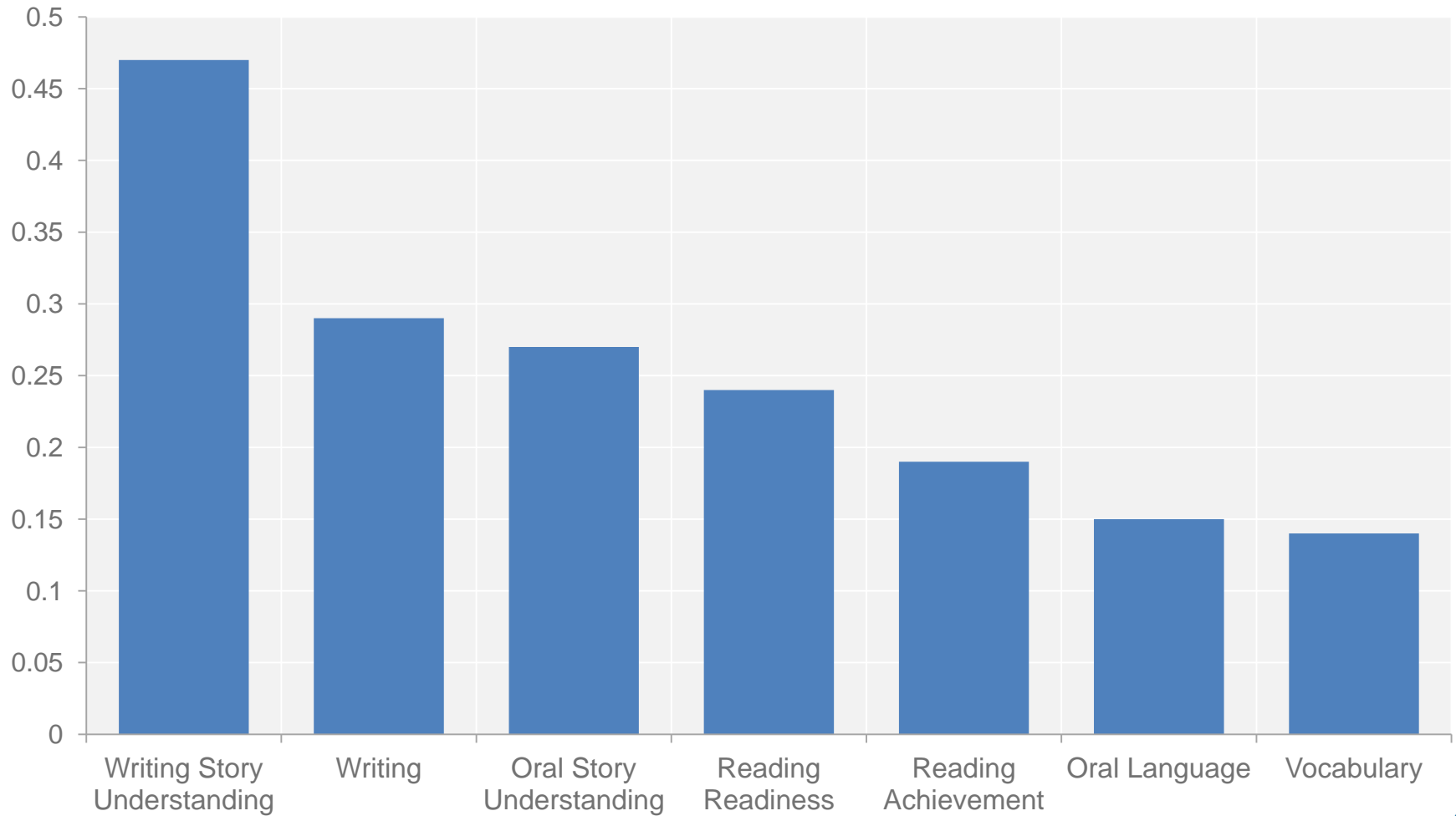
Multi-arts education and subject-based skills

... but no causality





Strengthening verbal skills through the use of classroom drama





Possible explanations for skills transfer value of arts

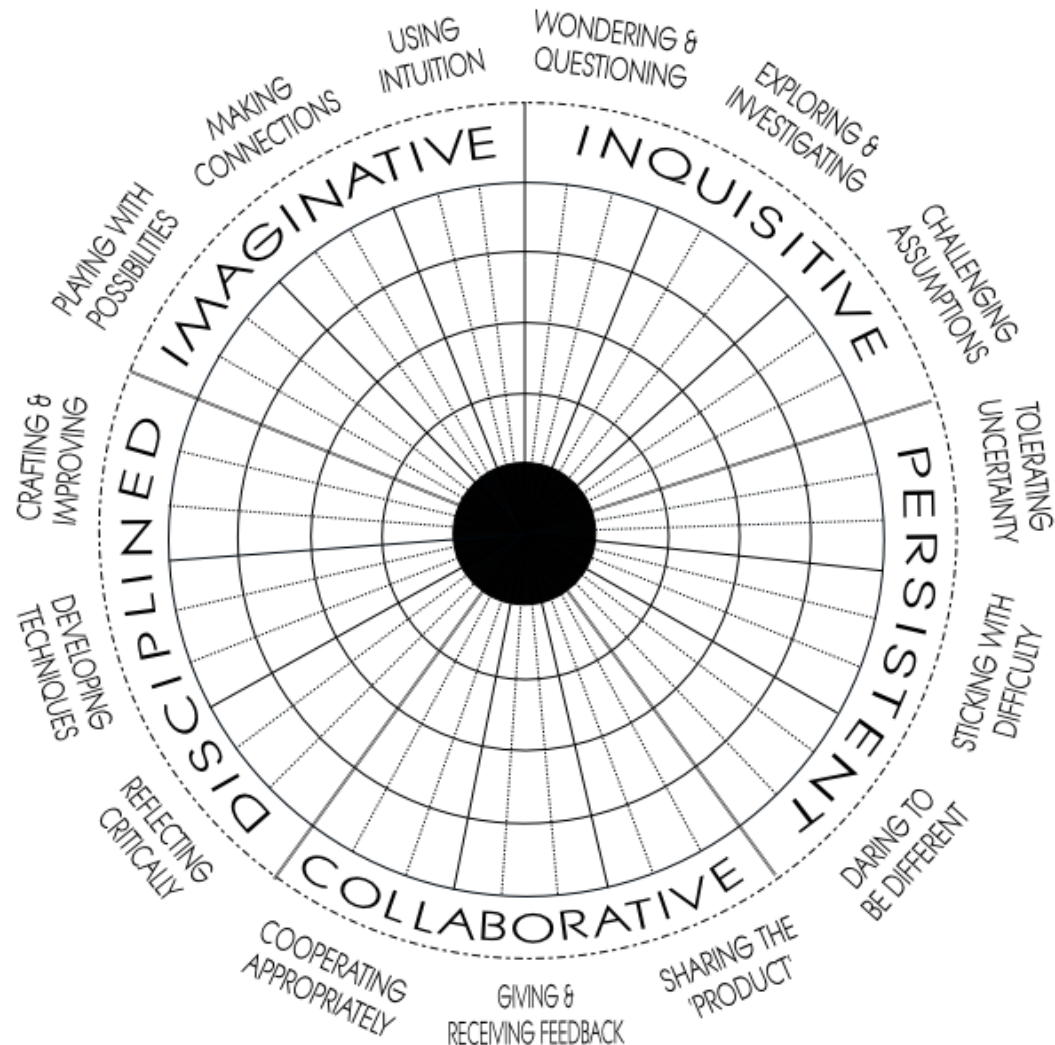
- *neurological*: learning in an art form might activate brain areas that are also involved in some form of non-arts learning;
- *cognitive*: learning in an art form might train cognitive skills that are involved in some non-arts area;
- *social*: learning in an art form might train social skills that are involved in some form of non-arts area;
- *motivational*: learning in an art form might be motivating and this motivation might spill over into other areas.



CREATIVITY: DEFINITION AND ASSESSMENT



Developing assessment tools to measure progression in creativity / 21st century skills





Assessing creative mindedness

Habit of mind

1. Inquisitive

2. Persistent

3. Imaginative

Sub-habit of mind

- Wondering and Questioning
- Exploring and Investigating
- Challenging assumptions

- Managing uncertainty
- Sticking with difficulty
- Daring to be different

- Playing with possibilities
- Making connections
- Using intuition



Assessing creative mindedness

Habit of mind

Sub-habit of mind

4. Disciplined

- Crafting and Improving
- Developing techniques
- Reflecting critically

5. Collaborative

- Cooperating appropriately
- Giving and receiving feedback
- Sharing the 'product'



Self-assessment by students themselves

Name:

Year group:

Not at
all like
me

A little
like me

Quite a
bit like
me

Very
much
like me

Your evidence and notes (don't forget the date)...

Being imaginative means:

...trying things out. It mean combining ideas from different places. It means being able to carry on even when you can't fully explain your reasoning.

If this is 'very much like me' then:

I can show that I can keep my mind open to ideas and that I don't narrow down my ideas too quickly. I can show that I look for links between facts and ideas. I use my own intuitions to come up with ideas. I can do these things without being prompted. I am confident about doing these things.



A FEW CONCLUSIONS



A few conclusions

- A strong social and economic demand for innovation skills
- Evidence points to associations between arts education and the development of innovation skills
- But causal evidence and detailed research about the precise pathways of transfer is missing
- More systematic assessment of the development of creativity through arts education is needed
- The quality of the teaching & learning process matters a lot for actual skills development; arts education is no exception
- *Arts education is not only instrumental, but also an end in itself*



Thank you !

dirk.vandamme@oecd.org
www.oecd.org/edu/ceri
twitter @VanDammeEDU