

THE DIGITALIZATION OF ARTS EDUCATION

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Has technology changed the future of creative industry?

Due to pandemic, many performances and displays were halted. Then, the music industry, literary sector, and performing arts experienced digitalization in an accelerated manner like never before. The birth of online content makers started, and they are free to keep audiences entertained and engaged. Former Cultural Center of the Philippines artistic director Chris Millado shared that the Cultural Center of the Philippines (CCP) saved as many jobs as possible through moving the programs and staff online.

The pandemic has really pushed cultural and artistic organizations to re-tool staff and artists for online production. CCP was also able to fund professional artist's support program that funded ongoing training of professional dancers and thus, saved a whole generation of professional ballet dancers from abandoning years of experience and hard-earned training.

Moreover, many regional centers of production were able to showcase their works alongside previously known companies because of the migration to online platforms. Different arts and cultural organizations widened their audience reach because of social networking sites. Filipino viewers and readers were able to interact with international, national, and local artists. Shifting arts from traditional platforms to digital landscapes broke the boundaries of distance, poverty, and social gaps.

Technology has also pushed artists beyond their boundaries as they were able to stretch their skills. The opportunity to learn from other artists and collaborate increased

because of easier access and availability of social messaging applications. Various online trainings and seminars that focus on artists' development and growth also emerged.

Thus, it is imperative that leaders of arts schools take this into consideration: the digitalization of arts is right in front of us. A study in Russia revealed that the digitalization of arts in higher education led to an increase in the level of its quality, an increase in the level of mastery of programs by students, an expansion of the range of opportunities and competencies. Corollary, it is shown that the digitalization does not deprive art education of its personal, individual, and practice-oriented approaches (i.e., individual lessons, independent creativity, rehearsals, etc.)

School leaders must consider the digitalization of art education as it posits many advantages on the educational system. It leads to an openness and objectivity of the educational process, equality and universal accessibility of students, and personalization of education. The digitalization of art education also leads to the prevalence of problem teaching and interactive methods for students. The traditional passive perception of information in lectures is replaced by individual involvement of learners in the educational process by cases, problem tasks, and other forms of learning opportunities in a digital educational environment. The digitalization of arts education also opens opportunity for social partners such as future grantors, employers, departments, and scholarship funds. Through mastering modern digital and educational technologies, students can carve their own personal development path.

Undoubtedly, the main trend in education and creative industries is associated with digital revolution. This can bring changes in the emergence of new competencies, labor market, improved cooperation, and students' ability to make independent decisions. The development of digital technologies in the field of arts and culture and art education will contribute to the improvement of the Filipino nation.

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