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Summary of
FUTURES RESEARCH METHODOLOGIES: A REPORT
OF AN EXPLORATION OF A DELPHI STUDY

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In an unpublished "Second Report on a Survey of Doctorates in Art Education" (Kula, 1979), the author examined the responses of persons with doctorates in art education with regard to those items which dealt with their perceptions of the field as it existed both at the time of the survey (Spring, 1978) and as they perceived the future might be. The responses suggested a lack of consensus regarding the present state of art education as well as little agreement regarding the direction(s) the field ought to be taking. Although the survey form used was quite lengthy, most information solicited was provided with the exception of those questions regarding future projections.

The results of the survey motivated this researcher (1) to investigate appropriate research methodologies to be applied to art education for forecasting future possibilities for the field and (2) to ascertain leadership groups in the profession who would be influential in planning for and designing alternative futures for art education.

At the National Art Education Association conference held in Atlanta in 1980, the author presented a session on "Futures Research Methodology and Potential for Art Education." During the session various futures research methodologies were discussed with regard to their application to art education. It was assumed by the presenter that those participants in the session comprised a very broad leadership with varying areas of expertise in the field. It was also assumed that those persons who were still in attendance at the end of the session had an interest in futures research possibilities.

At the conclusion of the session, 22 participants were asked to complete Round One of a Delphi study questionnaire prepared for the purpose of eliciting responses regarding the future of art education. The Delphi method was selected as most appropriate to this exploration because it is a multi-step, systematic process for extracting "expert" intuitive expectations of alternative possible futures.

Participants were provided ten statements for their responses. They were asked to (1) include the date they believed the statement would be implemented, (2) indicate the level of confidence they had in making the forecast and (3) rate the extent to which they believed this would be a desirable accomplishment. Space was provided for comments regarding each statement. Names and addresses of participants were obtained in order to provide feedback from Round One of the Delphi and to obtain responses to Round Two.

Data were analyzed from Round One in the Spring of 1980, participants were provided with complete copies of the results including all comments and asked to again respond to the same ten statements. Ten persons (45% of the beginning group) responded to Round Two. Although most Delphi studies normally go three rounds in order to achieve consensus, this researcher terminated the exploration after Round Two because of the decline in participation and the high level of consensus reached by those participants in both rounds.

The second exploration of the Delphi method was conducted in the Fall of 1980. The above survey form was again used, but the group targeted for participation consisted of the elected officers of the board of directors for the National Art Education Association. The twenty-four officers represented the various geographical regions of the United States as well as the levels of instruction included in public school teaching.

Fifteen (62.5%) of the targeted participants returned Round One of the survey. A lack of interest in participating in such research was assumed and resulted in termination of the Delphi at the conclusion of Round One. The responses were analyzed and compared with the data obtained from the first Delphi exploration (see accompanying table).

Space permits the inclusion of only one sample item from the Delphi explorations. The median response of the participants is indicated with the "M" and the IQR represents the interquartile range of the responses.

Because the comments were included with the data sent as feedback to participants readying for the next round, the survey instrument becomes a tremendous vehicle for transmitting information. It can be educational and it can be influential. The amount of consensus arrived at by the end of a complete Delphi as well as the fringe beliefs still maintained can definitely comprise a basis from which intelligent planning for the future can begin.

STATEMENT NO. 7: Advances in television technology will attract many of our most innovative thinkers in art education.

Exploration I		Exploration II
ROUND ONE RESPONSES	ROUND TWO RESPONSES	ROUND ONE RESPONSES
Date: M = 1987 IQR = 1985-1990	Date: M = 1987 IQR = 1985-1990	Date: M = 1990 IQR = 1985-1990
Confidence: M = 5 IQR = 5-6	Confidence: M = 5 IQR = 5-6	Confidence: M = 5 IQR = 4-6
Desirability: M = 4 IQR = 4-6	Desirability: M = 6 IQR = 4-6	Desirability: M = 5 IQR = 5-7

EXPLORATION I: Comments from Round One, Statement No. 7:

1. Programs are currently in preparation which center upon this idea.
2. Television will grow to be the #1 audio-visual medium in the future.
3. This should already have happened. We've missed the first boat-- hopefully a second one will be sent.
4. It may attract the most innovative artists before it does "thinkers in art education".
5. What about video and films, film making?
6. It could work for the general benefit of education in aesthetic awareness and visual literacy.
7. TV is only one graphic medium that is technological and may be superceded (or TV may be transformed).

EXPLORATION I: Comments from Round Two, Statement No. 7:

1. The TV medium is perhaps the most influential, and its use will continue to expand to all areas (including art education).
2. This is highly desirable since this media can reach large groups of people.
3. How can art educators let such a powerful visual media go to waste?
4. Yes, of course it will, but in what way and how many of them?
5. TV in conjunction and as follow up to teachers visits.
6. Why not--it may be "Real People" or "That's Incredible" however!
7. Technology and human behavior seem to be the new frontier, beyond TV.

EXPLORATION II: Comments from Round One, Statement No. 7:

1. Especially use of cable system for highly specialized art programming.
2. The newest, most influential medium.
3. No real movement in this direction because of the personal involvement of the artist.
4. Many will have numerous careers.
5. Good idea!
6. Great advances!
7. We should have been into this earlier.