The Artist, Data, and the Muse: Evaluating the Impact of Your Art
DC Commission on the Arts and Humanities
August 28, 2017

Ivonne Chand O’Neal, Ph.D.
Principal, MUSE Research
OVERVIEW

- Policy and the Arts
- What’s So Cool About Research?
- Hot Topics in Arts Research
- Research Methods for the Individual Artist
- Two Current Examples
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The U.S. Department of Commerce announced that the Bureau of Economic Analysis (BEA) will change the way it measures the contribution of creativity to the Gross Domestic Product (GDP)
writing lyrics to a song

publishing a book

$$$

making a movie

writing a play

painting a portrait

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HOW CREATIVITY WORKS IN THE BRAIN

Insights from a Santa Fe Institute Working Group, Cosponsored by the National Endowment for the Arts

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“Our single greatest asset is the innovation and the ingenuity of the American people. It is essential to our prosperity and it will only become more so in this century.”

- Barack Obama, 2010

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“Creativity is intelligence having fun.”
- *Albert Einstein*

“The mere formulation of a problem is far more essential than its solution, which may be merely a matter of mathematical or experimental skills. To raise new questions, new possibilities, to regard old problems from a new angle requires creative imagination and marks real advances in science.”
- *Albert Einstein*

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WHAT’S SO COOL ABOUT RESEARCH?
Video games and distinguishing shades of gray

(Bavalier, 2010)

- Gaming and vision
- Improvement of “contrast sensitivity” – distinguishing subtle shades of gray
- Seeing through fog
Shopping cart vs. basket and impulse buying
(Van den Bergh, Schmitt, Dewitt, & Warlop, 2009)

- Tension and strain of basket carrying causes want for immediate gratification (impulse buying)
Sample UCLA study

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HOT TOPICS
CONTRIBUTING TO
ARTS RESEARCH

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Music training and the enhancement of:

- auditory discrimination and fine motor skills
- vocabulary and nonverbal reasoning skills

(Forgeard, Winner, Norton, & Schlaug, 2008)
Music and the learning of a novel language

(Shook, Marian, Bartolotti, & Schroeder, 2013)
Musical training and the enhancement of spatial-temporal performance in Kindergartners

(Rauscher & Zuppan, 2000)

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WHAT DO THESE SHOWS HAVE IN COMMON?
THINKING DISPOSITIONS

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PARTICIPATION IN THEATRE

Theatre involvement and academic success (mathematics and reading proficiency)

(Catterall, Chapleau, & Iwanaga, 1999)

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EFFECT OF ARTS ON DEVELOPMENT OF PROSOCIAL ATTITUDES/BEHAVIORS

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EFFECT OF ARTS ON DEVELOPMENT OF PROSOCIAL ATTITUDES AND BEHAVIORS

Musical synchrony and prosocial behavior

(Kokal, Engel, Kirschner, & Keysers, 2011)

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EFFECT OF ARTS ON DEVELOPMENT OF PROSOCIAL ATTITUDES/BEHAVIORS

Mimicry and the increase of prosocial behaviors

(van Baaren, Holland, Kawakami, & van Knippenberg, 2004)
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Research Methods for the Individual Artist

Group Exercise
Antecedents of Artistic Excellence
(Chand O’Neal, 2015)
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Antecedents of Artistic Excellence
*(Chand O’Neal, 2015)*

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Antecedents of Artistic Excellence

(Chand O’Neal, 2015)
Antecedents of Artistic Excellence

(Chand O’Neal, 2015)
HOW MANY SQUARE THINGS CAN YOU THINK OF?
How do we measure creativity?

• Ideation
• Flexibility
• Attitudes
How do you measure exuberance?

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How do we measure engagement?

- Persistence
- Flow
- Thrill

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Conclusions

• Flexibility
• Divergent Thinking
• Originality
• Attitudes toward the arts

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The Human Flourishing Project
Examples from a new book

Arts Evaluation and Assessment: Measuring Impact in Schools and Communities

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Rekha S. Rajan and Ivonne Chand O’Neal

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THANK YOU!

To Learn More:

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