Lesson Plan Template

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1st/2nd year undergraduate students, Business/Economics/Social Sciences

Topic: Finding, Interpreting, and Evaluating Statistical Data Sources for the Arts

Objectives:
- Discover which entities collect statistical data on the arts industry
- Articulate characteristics of reliable statistical data
- Extract actionable information about the arts and the economy from a comparison of two graphs produced by different entities

Materials:
- Photocopies of two graphs (from National Endowment for the Arts Report "How a Nation Engages with Art" and Americans for the Arts resource "National Arts Index") to be shared by two-person student groups, sufficient for each group to have one copy of each of the graphs
- Helpful to have a whiteboard and marker, blackboard and chalk, paper and marker, etc.

Activities:
(10-15 minutes) Mini-Lecture / Discussion of Statistical Data and the Arts
- Introduction: Today we are going to talk about statistics and data you can use to make economic and business decisions.
- Spoken prompt 1: Who collects statistics? - Any response of the following: [Census, other government, companies, industry groups, universities, international organizations]
- Spoken Prompt 2: Who collects statistics about the arts? [Write student answers on board]
- Mini-Lecture: Explain that each of the following entities collects statistics about the arts and give examples:

1. Government
    1.1. Federal
        1.1.1. Bureau of Labor Statistics (data on who is employed in the arts)
        1.1.2. National Endowment for the Arts (data on arts participation)
        1.1.3. National Center for Education Statistics (arts education data)
    1.2. State and Local
        1.2.1. National Assembly of State Arts Agencies (arts data from all U.S. states)
        1.2.2. Illinois Arts Council
    1.3. International
        1.3.1. UNESCO
        1.3.2. Eurostat Cultural Statistics
2. Universities
    2.1. Interuniversity Consortium for Political and Social Research (ICPSR)
    2.2. Individual universities, sometimes in partnerships with government, corporations, and/or foundations
3. Industry / Professional Organizations

3.1. National Art Educators Association
3.2. Recording Industry Association of America (RIAA)

4. Companies
   4.1. Market research firms
   4.2. For-profit and non-profit businesses of any kind

- Spoken Prompt 3: How can you tell if statistics are reliable? [Write students' answers on board]
- Mini-Lecture: Clues to reliability in data:

  - explanation of method used in gathering/analyzing data
  - identification of data sources used
  - identification of years covered (why can't we get statistics from 2016 yet?)

- Spoken Prompt 4: Who pays for statistics to be collected and analyzed?
  - Your tax dollars (for government statistics)
  - Members of industry/professional organizations
  - Foundations
  - Companies
- Spoken Prompt 5: Who has access to statistics? (It depends on who collects/analyzes them…)
  - Government: anyone
  - Industry/Professional Organizations: members of the organizations, some data available to anyone
  - Foundations: varies, depending on mission of foundation
  - Companies: mostly employees of the company, some data may be put into annual reports available to anyone

(20 minutes) <u>Compare Two Graphs</u>

- Have students work in pairs. Distribute one copy of each of the two graphs to each pair. Project the following prompts. Have student pairs analyze the two graphs to answer the questions in the prompts.
  - What time period is covered?
  - What is being measured by the data?
  - How is the data displayed (real number? Percent?)
  - Can the data in the two graphs be compared?
  - What story does the data in each graph tell, and does that story agree with the other graph?

- Allow 10 minutes for pairs to complete the questions. Ask for volunteers to share their responses, and project or write the following information on a board as students answer:

Questions	National Arts Index	How a Nation Engages with Art
Time period	2000-2012	1982-2012
What is measured	Expenditures by people on arts & culture	Percentage of adults who attended arts performances or

Questions	National Arts Index	How a Nation Engages with Art
		visited a museum / gallery
How is data displayed	Bar graph using Index + table below graph with actual numbers	Bar graph using percentages
Areas of comparison in the 2 graphs	Live entertainment Museums	Live entertainment Museums
Story told by each graph	Expenditure Some overlap in years covered Economic downturn reflected in reduced expenditures	Attendance Some overlap in years covered Economic downturn reflected in reduced attendance

(5 minutes) Demonstration

- Project Library research guide on statistical sources for Economics and Business. Show students how to access data sources where the graphs they just analyzed are available, plus additional data sources for the arts industry.

Assessment:

- Discover which entities collect statistical data on the arts industry: Practice navigating and analyzing data collected by a government agency and nongovernmental organization.
- Articulate characteristics of reliable statistical data: Verbal assessment through discussion of evaluating data sources.
- Extract actionable information about the arts and the economy from a comparison of two graphs produced by different entities: Verbal assessment through review of student answers to questions about the two graphs, paired with written assessment by faculty member who gives students an assignment where they create a graph of two data sets from the National Arts Index, and create a hypothesis of whether the two data sets correlate with each other.

ACRL Information Literacy Framework:

- Authority is constructed and contextual
    - use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility
- Information has value
    - recognize issues of access or lack of access to information sources
    - value the skills, time, and effort needed to produce knowledge