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## **Art Making/Education In The Age of Automated Thinking**

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Through a series of interviews with current art students and recent graduates (whose practices range from studio art, social engagement, and VR/AI installations,) this paper explores relationships between Automatic Thinking (AT) and art-making for young artists. How do the conditions of AT play out in their art, their education, and their day-to-day lives? In response, the paper traces a history of art and education, which traverses across the 19<sup>th</sup> century skill-based academy, 20<sup>th</sup> century creativity-centered pedagogies, to our current state of education-as-reparation, (of righting the wrongs of patriarchal art and education.) The paper then delves into the need for new pedagogical models that do not turn a blind eye to the monster in the room (in our hands, in our bodies) by proposing an art curriculum that accepts AT technology as a companion-being. To foster new complex forms of materiality and thinking, this essay recommends course work such as hacking-in-all-forms, tutorials in rule-breaking, and workshops in the power of free-stuff. To further an ethics-of-being, the paper recommends the development of experiential learning labs that explore, for instance, radical identities, subjectivities of eco-systems, and multi-species bonding. Unescapable as it is, Automated Thinking does not necessarily mean the death of art as psycho-social-cultural activator, if, we as artists and educators enliven our students to finding new relationships both with their technological companions and in all matters of being.