



**Introduction to futures studies:
Key concepts, methods and anticipatory action learning**

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This is a partial preview. For full access to these teaching materials, please register and download.

Rationale:

Through iterative lectures, creative visualizations, reflective observations and action learning, case studies and games, the course exposes and engages students to the theory and practice of futures thinking. While the focus is to introduce futures studies, the end is to enable students to see and experience a range of different perspectives and perceptions of the future and their plausible future landscapes and to critically examine this via action learning and creatively explore and question the what, how and why of futures.

The intention of the course is to make visible to students' ideas of and about the future that people and societies have and if lucky, explore, create and experience alternatives and aspired futures using basic futures tools and methodologies. The course aims to challenge students to look further out, to see beyond the horizon, to identify emerging issues and trends, and to imagine alternative and preferred futures within an action learning context. This course aims to inspire and engage students to imagine better possibilities and play a more active role in shaping the future that they want.

Learning Objectives:

1. Introduce and explore the origins, key concepts, epistemological foundations, emerging approaches and trends in futures studies;
2. Introduce a spectrum of futures studies theoretical approaches, methodologies and related techniques;
3. Within an action learning context, collaborative games, case studies, reflections, essays and the application of basic futures research tools, students will understand the basic theoretical framework of futures thinking and practice through the application of basic futures tools and methods;
4. Present case studies on applied futures and online materials such as videos and movies that make sense of futures and that link futures studies and thinking to strategy development, policy analysis, governance, social change and transformation.

Schedule of Topics:

Week	Topic / Module	Learning Environment, Tools, Activities	Required and Recommended Readings	Learning Outcomes
1-2	<p>Why study the future?</p> <p>What is futures studies?</p> <p>What is the future and why futures?</p> <p>Origins and Key Futures Concepts</p> <p>Ways of learning and knowing the future</p> <p>Dator's Law of the Future</p>	<p>Learning Environment:</p> <p>Classroom, Lab</p> <p>Learning Tools:</p> <p>face to face, presentation, online and digital teaching materials, collaborative games</p> <p>Smart TV</p> <p>LCD Projector</p> <p>Laptop</p> <p>Youtube</p> <p>Powerpoint</p> <p>Colored cartolines</p> <p>Colored Pens</p> <p>Post it</p> <p>Scotch tape</p> <p>Whiteboard</p> <p>Colored Metacards</p> <p>Activities:</p> <p>Watch Youtube Videos – Are you past or future oriented by Philip Zimbardo, The Secret Powers of Time https://www.youtube.com/watch?v=isPj5KgpVqg (individual)</p>	<p>Required Readings:</p> <p>Richard Slaughter with Marcus Bussey, Mapping Futures Studies – Key Concepts, Futures Thinking for Social Foresight, Tamkang University Press Taiwan, 2006, p. 3-33</p> <p>Sohail Inayatullah, Futures Studies: Conceptualized: Study of the Future: Questioning the Future, Methods and Tools for Organizational and Societal Transformation, Tamkang University Press, 2007, p. 1-18</p> <p>Ziauddin Sardar, The Namesake: Futures; futures studies; futurology; futuristic; foresight—What's in a name? Futures 42 (2010) 177–184[These are short excerpts from three books, but do the students need to buy all three?]</p>	<p>Appreciate the value of futures studies and importance of anticipation to own context and discipline</p> <p>Understand key concepts, foundations and ways of knowing and learning the future</p> <p>Appreciate the value of unknown unknowns in creating alternative and preferred future</p>