Tamkang University Academic Year 104, 1st Semester Course Syllabus

Course Title	CULTURAL INNOVATION AND APPRENTICESHIP	Instructor	JEANNE HOFFMAN
Course Class	TDDXM1A MASTER'S PROGRAM, GRADUATE INSTITUTE OF FUTURES STUDIES, 1A	Details	◆ Selective ◆ One Semester ◆ 2 Credits

Departmental Aim of Education

Cultivating students' ability in the following areas: (1) in facing future changes and in integrating interdisciplinary knowledge, (2) in developing future-oriented thinking, and (3) in analyzing and planning the futures.

Departmental core competences

A. The ability of critical thinking.

B. The ability to analyze the future.

C. The ability to examine social trends.

D. The ability to think globally.

E. The ability to empirically apply theories.

Course Introduction	This course provides you with an understanding of organizational and societal change and developing innovation capability through the lens of futures studies. In this class we will explore key futures concepts, tools and methodologies and apply them to real-world situations. You will use strategic foresight tools to lead to better decision frameworks and additional time to develop organizational readiness for change and social action.

The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I.Objective Levels (select applicable ones) :
 (i) Cognitive Domain   : C1-Remembering,   C2-Understanding,   C3-Applying,
                           C4-Analyzing,   C5-Evaluating,   C6-Creating
 (ii) Psychomotor Domain : P1-Imitation,   P2-Mechanism,   P3-Independent Operation,
                           P4-Linked Operation, P5-Automation,   P6-Origination
 (iii) Affective Domain : A1-Receiving,   A2-Responding,   A3-Valuing,
                           A4-Organizing,   A5-Charaterizing,   A6-Implementing

II.The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :
 (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
 (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3,C5,and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
 (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	•The politics of innovation and learning in emerging individual, organizational, community and international contexts.	C4	BCD
2	•The power of change versus tradition and continuity	C4	D
3	•Emerging Issues Analysis of cultural innovation and learning	A1	B
4	•Leadership development and foresight capacity building	P2	ABC
5	•Macro historical models of change	P5	D
6	•Belief systems, paradigms, worldviews and ideologies	A5	D
7	•Supporting strategic thinking within organisations and policy agencies	A1	C
8	•Case studies in futures oriented planning	A6	E

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	•The politics of innovation and learning in emerging individual, organizational, community and international contexts.	Lecture, Discussion	Report, Participation
2	•The power of change versus tradition and continuity	Discussion	Participation

3	•Emerging Issues Analysis of cultural innovation and learning	Problem solving	Participation
4	•Leadership development and foresight capacity building	Discussion, Appreciation, Problem solving	Report
5	•Macro historical models of change	Lecture	Participation
6	•Belief systems, paradigms, worldviews and ideologies	Problem solving	Participation
7	•Supporting strategic thinking within organisations and policy agencies	Appreciation	Practicum
8	•Case studies in futures oriented planning	Problem solving	Participation

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◆ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◆ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◆ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◆ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◇ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◆ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◆ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◆ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	104/09/14 ~ 104/09/20	Introductions	• Course objectives, expectations and procedures
2	104/09/21 ~ 104/09/27	Why Futures Studies	• Theory of Change
3	104/09/28 ~ 104/10/04	Trends, emerging issues and Jose Ramos' Foresight, Innovation and Enterprise Model	

4	104/10/05 ~ 104/10/11	Leadership/ Wild cards	
5	104/10/12 ~ 104/10/18	Three horizons / paradigms of change	
6	104/10/19 ~ 104/10/25	Holding my authority	
7	104/10/26 ~ 104/11/01	Foresight as social change	
8	104/11/02 ~ 104/11/08	Many frameworks	
9	104/11/09 ~ 104/11/15	Corporate dinosaurs, myths and stealth futures	
10	104/11/16 ~ 104/11/22	Exam week	
11	104/11/23 ~ 104/11/29	Benchmarking futures orientated organisations	
12	104/11/30 ~ 104/12/06	Case study – the new entrepreneur	
13	104/12/07 ~ 104/12/13	Aspirational futures	
14	104/12/14 ~ 104/12/20	Beyond foresight: Foresensing the organisation	
15	104/12/21 ~ 104/12/27	Running futures workshops	
16	104/12/28 ~ 105/01/03	Scenario game	
17	105/01/04 ~ 105/01/10	Scenario presentations	
18	105/01/11 ~ 105/01/17	Wrap up and reflections	

Requirement	1.Attendance participation and paper presentation (ongoing) 2.Mid-term exam(Week 10) 3. Final group project (2000 words,Weeks 17 &18)
Teaching Facility	(None)
Textbook(s)	
Reference(s)	
Number of Assignment(s)	(Filled in by assignment instructor only)
Grading Policy	◆ Attendance： %　◆ Mark of Usual： %　◆ Midterm Exam： 20.0 % ◆ Final Exam： 50.0 % ◆ Other〈Attendance participa〉：30.0 %

Note	This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php .
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