

Tamkang University Academic Year 111, 1st Semester Course Syllabus

Course Title	FUTURES STUDIES IN EDUCATION	Instructor	NUR ANISAH BINTI ABDULLAH
Course Class	TNURB0D FUTURES STUDIES, 0D	Details	<ul style="list-style-type: none"> ◆ General Course ◆ Required ◆ One Semester
Relevance to SDGs	SDG8 Decent work and economic growth SDG11 Sustainable cities and communities SDG12 Responsible consumption and production		
D e p a r t m e n t a l A i m o f E d u c a t i o n			
I. To introduce basic knowledge on futures studies. II. To raise awareness and to foster positive attitude towards the future of humanities. III. To cultivate critical thinking skills with a foresight perspective. IV. To cultivate the ability to explore futures issues with interdisciplinary perspectives. V. To develop skills for spotting emerging issues.			
Subject Schoolwide essential virtues			
1. A global perspective. (ratio:20.00) 2. Information literacy. (ratio:5.00) 3. A vision for the future. (ratio:30.00) 4. Moral integrity. (ratio:5.00) 5. Independent thinking. (ratio:25.00) 6. A cheerful attitude and healthy lifestyle. (ratio:5.00) 7. A spirit of teamwork and dedication. (ratio:5.00) 8. A sense of aesthetic appreciation. (ratio:5.00)			

Course Introduction	<p>This course offers to work with students to progressively gain futures literacy as a skill in thinking about and anticipating the future. The course provides student with an understanding of social change and its impacts on education. In this class we will use games to introduce key futures concepts such as anticipation, dominant images of the future. The objective of this course it to have students learning to use futures tools and methodologies to understand, challenge and develop alternative images of the future of education.</p>
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The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.

Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.

- I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.
- II. Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.
- III. Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.

No.	Teaching Objectives	objective methods
1	<p>A comprehension of major issues and trends affecting the world and Taiwan with a view towards imagining alternative futures for education.</p> <p>Apply critical futures studies questioning, methodologies and thinking to select research context.</p> <p>Understand the functions of narrative and story in creating change.</p> <p>Craft alternative and preferred social futures and scenarios. Methods and values for transformative society.</p>	Cognitive
2	<p>Apply critical futures methodologies in questioning assumptions, methods and thinking to selected research context.</p> <p>Emerging issues analysis of social and economical cultures.</p> <p>Understand function of narrative and story in social systems.</p>	Cognitive
3	Imagine alternative futures for education	Cognitive

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment

1		1234567	Lecture, Discussion, Experience	Study Assignments, Discussion(including classroom and online), Report(including oral and written), Activity Participation
2		12345678	Lecture, Discussion, Experience	Study Assignments, Discussion(including classroom and online), Report(including oral and written), Activity Participation
3		12345678	Lecture, Discussion, Experience	Study Assignments, Discussion(including classroom and online), Report(including oral and written)

Course Schedule

Week	Date	Course Contents	Note
1	111/09/05 ~ 111/09/11	Introductions - course, teacher, students	
2	111/09/12 ~ 111/09/18	What is and why Futures Studies	
3	111/09/19 ~ 111/09/25	How do you think of the future and the society?	Metaphors for the Future - Kaufmann Polak Game - Images of the future :Fred Polak Game sessions
4	111/09/26 ~ 111/10/02	Desk research - what are some of the issues facing education?	Trends and emerging issues analysis
5	111/10/03 ~ 111/10/09	What's your preferred future for education?	Futures Triangle, Futures Wheel, S-Curve
6	111/10/10 ~ 111/10/16	Report back and Reflection	Futures Triangle, Futures Wheel, S-Curve
7	111/10/17 ~ 111/10/23	Introduction to scenarios	Futures Card Game
8	111/10/24 ~ 111/10/30	Project 1 : Storytelling	Possible Futures Card Game
9	111/10/31 ~ 111/11/06	Report Back and Reflection	
10	111/11/07 ~ 111/11/13	Midterm Exam Week	
11	111/11/14 ~ 111/11/20	Introduction to CLA	Critical Analysis of the future of education
12	111/11/21 ~ 111/11/27	Project 2: Re-imagining the Teacher	
13	111/11/28 ~ 111/12/04	Report back and Reflection	
14	111/12/05 ~ 111/12/11	Introduction to the Futures Triangle	Future knowledge

15	111/12/12 ~ 111/12/18	Project 3: What's next for education?	
16	111/12/19 ~ 111/12/25	Report back and Reflection	
17	111/12/26 ~ 112/01/01	Introduction to Dator's Four Alternative Futures	Lecture
18	112/01/02 ~ 112/01/08	Final Exam Week	
Requirement	No pre-requisites		
Teaching Facility	Computer, Other (MIRO online whiteboard)		
Textbooks and Teaching Materials	Six Pillars - Sohail Inayatullah		
References	<p>Metaphors for the Future - Notes extracted from Teaching the Future by Draper Kaufmann</p> <p>Richard Slaughter (1993) Futures Concepts, Futures, April, pp 289-314.</p> <p>Bell, W (1996) On overview of Futures Studies, Pp. 28-56 and 290-99 in R. A. Slaughter (ed.), The Knowledge Base of Futures Studies, Vol. 1. Hawthorn, Victoria, Australia: DDM Media Group, 1996.</p> <p>Masini, E B (1993) Why Futures Studies?, Grey Seal Books, London</p> <p>P Moll (1991), From Scarcity to Sustainability: Futures Studies and the Environment, Peter Lang, Frankfurt am Main.</p> <p>Weigend, Pomponi and D' amico (2019) Futures Studies & the Circular Economy: an Interdisciplinary Approach to Sustainable Development Click here for full text: https://tinyurl.com/y6nsxeje</p> <p>Molitor,G. (2003), Molitor Forecasting Model: Key Dimensions for Plotting the "Patterns of Change, Journal of Futures Studies, August 2003, 8(1): 61-72</p> <p>Kousa, T (2017) The Three Power Vectors of the Futures Triangle Explained Click here for fulltext https://tinyurl.com/y2rl27rz</p> <p>Polak, F (1973) The Image of the Future, Elsevier Scientific Publishing Company</p> <p>Glen, J (2013) Futures Research Methodology, The Millennium Project. Open access</p>		
Number of Assignment(s)	8 (Filled in by assignment instructor only)		
Grading Policy	<p>◆ Attendance : % ◆ Mark of Usual : 60.0 % ◆ Midterm Exam : %</p> <p>◆ Final Exam : %</p> <p>◆ Other 〈 Reflection Essay 〉 : 40.0 %</p>		
Note	<p>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 .</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>		