

Tamkang University Academic Year 111, 2nd Semester Course Syllabus

Course Title	EXPLORING THE FUTURE	Instructor	NUR ANISAH BINTI ABDULLAH
Course Class	TGCHB0A HONORS PROGRAM, 0A	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		
Honor program Aim of Education			
<p>Tamkang University's Honors Program is a "Triple Objectives Program" integrating professionalism, general education and extracurricular activities to develop distinguished undergraduate students of the day division. The Honors Program will enable undergraduate students to be professional and innovative with the capacity of independent study and will acquaint them not only with local cultures and global outlook, but also with leadership skills and creative thinking. The Honors Program aims at strengthening undergraduate students' career competitiveness.</p>			
Subject Schoolwide essential virtues			
<ol style="list-style-type: none"> 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:20.00) 6. A cheerful attitude and healthy lifestyle. (ratio:5.00) 7. A spirit of teamwork and dedication. (ratio:10.00) 8. A sense of aesthetic appreciation. (ratio:5.00) 			

Course Introduction	<p>This course offers to work with students to progressively gain futures literacy skills in anticipating the challenges of the future. The course provides student with an understanding of society and social change from a futures studies perspective. The class introduces scenario planning and development to explore possible futures.</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 better understanding of the major issues & trends affecting the world and Taiwan</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>Learn and apply futures methodologies in challenging the dominant assumptions in our everyday lives</p>	Cognitive
3	<p>To develop an ability to apply scenario planning in exploring possible futures.</p>	Cognitive

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

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1		12345678	Lecture, Discussion, Experience	<p>Study Assignments, Discussion(including classroom and online), Report(including oral and written), Activity Participation</p>

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

Course Schedule

Week	Date	Course Contents	Note
1	112/02/13~ 112/02/19	Introductions - course, teacher, students	
2	112/02/20~ 112/02/26	What is and why Futures Studies	
3	112/02/27~ 112/03/05	How do you think of the future and the society? and an introduction to Futures Methodologies for analysis	Metaphors for the Future - Kaufmann Polak Game - Images of the future :Fred Polak Game sessions
4	112/03/06~ 112/03/12	Fieldwork - Societal issues affecting youth; developing interview questions using the Futures Triangle	Futures Triangle
5	112/03/13~ 112/03/19	Analysis of Interview data using cluster and thematic analysis	Cluster and thematic analysis
6	112/03/20~ 112/03/26	Report back and Reflection: Report 1	Futures Triangle
7	112/03/27~ 112/04/02	Introduction to CLA	
8	112/04/03~ 112/04/09	Using CLA to de-construct social issues	CLA
9	112/04/10~ 112/04/16	Report back on CLA analysis; Report 2	
10	112/04/17~ 112/04/23	Midterm Exam Week	
11	112/04/24~ 112/04/30	Introduction to Scenario Planning	
12	112/05/01~ 112/05/07	Horizon scanning	
13	112/05/08~ 112/05/14	Impact and Uncertainty matrix analysis for the identification of critical uncertainties	
14	112/05/15~ 112/05/21	2x2 matrix narratives	
15	112/05/22~ 112/05/28	Report back on Narratives : Report 3	
16	112/05/29~ 112/06/04	BackCasting for strategy development	

17	112/06/05 ~ 112/06/11	Report backs on strategy development : Report 4	
18	112/06/12 ~ 112/06/18	Final Exam Week	
Requirement	No pre-requisites		
Teaching Facility	Computer, Other (MIRO online whiteboard)		
Textbooks and Teaching Materials	Six Pillars - Sohail Inayatullah Journal articles on scenario planning		
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 : 90.0 % ◆ Midterm Exam : %</p> <p>◆ Final Exam : %</p> <p>◆ Other < Reflection Essay > : 10.0 %</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>		