

Tamkang University Academic Year 113, 1st Semester Course Syllabus

Course Title	FUTURES STUDIES IN EDUCATION	Instructor	NUR ANISAH BINTI ABDULLAH
Course Class	TNURB0A FUTURES STUDIES, 0A	Details	<ul style="list-style-type: none"> ◆ General Course ◆ Required ◆ One Semester ◆ 2 Credits
Relevance to SDGs	SDG8 Decent work and economic growth SDG11 Sustainable cities and communities SDG12 Responsible consumption and production SDG16 Peace, justice and strong institutions		
Departmental Aim of Education			
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		12345678	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	113/09/09 ~ 113/09/15	Introductions - course, teacher, students	
2	113/09/16 ~ 113/09/22	What is and why Futures Studies	
3	113/09/23 ~ 113/09/29	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	113/09/30 ~ 113/10/06	Desk research - what are some of the issues facing education?	Trends and emerging issues analysis
5	113/10/07 ~ 113/10/13	What's your preferred future for education?	Futures Triangle, Futures Wheel, S-Curve
6	113/10/14 ~ 113/10/20	Report back and Reflection	Futures Triangle, Futures Wheel, S-Curve
7	113/10/21 ~ 113/10/27	Introduction to scenarios	Futures Card Game
8	113/10/28 ~ 113/11/03	Project 1 : Storytelling	Possible Futures Card Game
9	113/11/04 ~ 113/11/10	Midterm Exam/Midterm Assessment Week (teachers can adjust the week as needed)	
10	113/11/11 ~ 113/11/17	Mid term	
11	113/11/18 ~ 113/11/24	Introduction to CLA	Critical Analysis of the future of education
12	113/11/25 ~ 113/12/01	Project 2: Re-imagining the Teacher	
13	113/12/02 ~ 113/12/08	Report back and Reflection	

14	113/12/09 ~ 113/12/15	Introduction to the Futures Triangle	Future knowledge
15	113/12/16 ~ 113/12/22	Project 3: What's next for education?	
16	113/12/23 ~ 113/12/29	Report back and Reflection	
17	113/12/30 ~ 114/01/05	Final Exam/Final Assessment Week (teachers can adjust the week as needed)	Lecture
18	114/01/06 ~ 114/01/12	Flexible Teaching Week: Generally, no in-person classes; teachers may arrange teaching activities or final assessments, among other options.	
Key capabilities	self-directed learning Social Participation Humanistic Caring Interdisciplinary		
Interdisciplinary	Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics)		
Distinctive teaching	Game-based learning courses Project implementation course		
Course Content	Logical Thinking Sustainability issue		
Requirement	No pre-requisites		
Textbooks and Teaching Materials	Self-made teaching materials:Presentations, Worksheets Using teaching materials from other writers:Worksheets, published articles		
References	Richard Slaughter (1993) Futures Concepts, Futures, April, pp 289-314. 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. Polak, F (1973) The Image of the Future, Elsevier Scientific Publishing Company		
Grading Policy	◆ Attendance : % ◆ Mark of Usual : 80.0 % ◆ Midterm Exam : 10.0 % ◆ Final Exam : 10.0 % ◆ Other < > : %		

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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