Tamkang University Academic Year 114, 1st Semester Course Syllabus

Course Title	THEORIES AND METHODS OF FUTURES RESEARCH	Instructor	NUR ANISAH BINTI ABDULLAH
Course Class	TDJXB2A DEPARTMENT OF EDUCATION AND FUTURES DESIGN, 2A	Details	◆ 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		

Departmental Aim of Education

Ⅰ. The ability to develop leadership skills in education and prepare to be a Change-Maker.

Ⅱ. The ability for creating cultural and educational innovation.

Ⅲ. The ability to become instructional designers to work for schools and companies.

Ⅳ. The ability to engage in innovative businesses and NGOs.

Subject Departmental core competences

A. Increase Skills for Futures Literacy.(ratio:30.00)

B. Developing Leadership and Management skills.(ratio:10.00)

C. Strengthen Communication Skills.(ratio:20.00)

D. Developing Instructional Design Skills.(ratio:20.00)

E. Cultivating Skills for Social Innovation.(ratio:20.00)

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	This course offers to work with students to progressively gain futures literacy skills in anticipating the challenges of the future. In this class we will use activities 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 images of the future of society that are more sustainable, equitable and simply live-able. Learn with in-class group discussions and activities.

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	A better understanding of the major issues & trends affecting the world and Taiwan Apply critical futures studies questioning, methodologies and thinking to select research context. Understand the functions of narrative and story in creating change. Craft alternative and preferred social futures and scenarios. Methods and values for transformative society.	Cognitive
2	Learn and apply futures methodologies in challenging the dominant assumptions in our everyday lives	Cognitive

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

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	ABCDE	12345678	Lecture, Discussion	Discussion(including classroom and online), Report(including oral and written), Activity Participation

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

<div align="center">

Course Schedule

</div>

Week	Date	Course Contents	Note
1	114/09/15~114/09/21	Introductions - course, teacher, students	
2	114/09/22~114/09/28	What is and why Futures Studies	
3	114/09/29~114/10/05	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	114/10/06~114/10/12	Fieldwork - Societal issues affecting youth	Trends and emerging issues analysis
5	114/10/13~114/10/19	Introduction to the Futures Triangle	Futures Triangle, Futures Wheel, S-Curve
6	114/10/20~114/10/26	Report back and Reflection	Futures Triangle, Futures Wheel, S-Curve
7	114/10/27~114/11/02	Introduction to CLA	
8	114/11/03~114/11/09	Litany Analysis	
9	114/11/10~114/11/16	Midterm Exam/Midterm Assessment Week (teachers can adjust the week as needed)	
10	114/11/17~114/11/23	Systemic Causes	
11	114/11/24~114/11/30	Worldviews	
12	114/12/01~114/12/07	Metaphors	
13	114/12/08~114/12/14	Report back and Reflection	
14	114/12/15~114/12/21	Introduction to Scenarios	
15	114/12/22~114/12/28	Change Progression Scenarios	
16	114/12/29~115/01/04	Final Week of Diverse Assessments	
17	115/01/05~115/01/11	Final Week of Diverse Assessments/Flexible Teaching Week for Teachers	
18	115/01/12~115/01/18	Flexible Teaching Week for Teachers	

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	Project implementation course
Course Content	Sustainability issue
Requirement	Students should briefly explain how they use generative AI in the course assignments or reports in the "footnote on the title page" or "after the references," such as for brainstorming, text polishing, or structural references. For "personal reflection reports" and "group interview assignments," the use of generative AI tools for writing is prohibited. If it is found that generative AI was used but not indicated in the assignment or report, the instructor, the university, or related units have the right to reevaluate the assignment of report or withhold scores. Students enrolled in this course agree to the above ethics statement.
Textbooks and Teaching Materials	Self-made teaching materials:Presentations, Worksheets Using teaching materials from other writers:Presentations, Videos, Worksheets
References	Use and Usefulness of the Futures Triangle
Grading Policy	◆ Attendance： % ◆ Mark of Usual：60.0 % ◆ Midterm Exam： 20.0 % ◆ Final Exam： 20.0 % ◆ Other〈 〉： %
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at https://web2.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. ※"Adhere to the concept of intellectual property rights" and "Do not illegally photocopy, download, or distribute." Using original textbooks is advised. It is a crime to improperly photocopy others' publications.