هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

Course Specifications
(Postgraduate Degree)

Course Title:	**Introduction to Futures Studies**
Course Code:	**MSFS5301**
Program:	**MsC Futures Studies**
Department:	**Futures Studies**
College:	**College of Sciences and Human Studies**
Institution:	**Prince Mohammad Bin Fahd University**

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A. Course Identification

1. Credit hours: 3
2. Course type ☒ Required ☐ Elective
3. Level/year at which this course is offered: MsC, Year 1
4. Pre-requisites for this course (if any)**: N/A**
5. Co-requisites for this course (if any)**: N/A**

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	**Traditional classroom**	45	100%
2	**Blended**		
3	**E-learning**		
4	**Distance learning**		
5	**Other**		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	**Lecture**	25
2	**Laboratory/Studio**	10
3	**Seminars**	10
4	**Others** (specify)	
Total		45

B. Course Objectives and Learning Outcomes

1. Course Description

This course explores the field of futures studies and the science involved, presenting an overview of the discipline, a base and context for thinking about the future. It is a survey course for a majority of the methods and other courses in this MScprogram. It is structured so that students can select a preferred domain subject (i.e. the future of...) to develop throughout the course and eventually to be applied to the students' selected Master Thesis. The course is structured in a way that the week's learnings and assignments progress towards creating a potential futures outcome.

Introduction to Futures Studies provides an optimal balance between Futures Studies theory, the foundations of the field and foresight practices reflected in the concept of futures literacy. The course is steeped in the thinking approaches necessary to merge the necessary scientific linear thinking with the ability to work with unstructured knowledge in unknown worlds and apply creative magic. In addition the course will teach the basics for critical skills such as systems modelling, horizon scanning, mapping and modelling of potential alternative futures, futures narrative construction and scenario building, as well as scenario evaluation, strategic planning, project development and implementation planning.

2. Course Main Objective

To educate students in the important concepts of futures studies/ foresight and some of the basic skills required to undertake a foresight project

• To develop student familiarity with basic foresight approaches and methods, including alternative thinking techniques essential to creating the future

• To advance the student's capability of applying greater foresight about emerging issues, trends, weak signals, disruptors, impact, implications and potential futures scenarios

• To expand student's ability to analyze, evaluate, and implement futures outcomes through the lens of change management and backcasting techniques

• To encourage students to pursue the profession of a futurist/academic in futures studies and to make them excited about the potential of futures studies/ foresight field

3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
1	**Knowledge and Understanding**	
1.1	Recognize important concepts of futures studies - from segmented to cumulative	K1
1.2	Interpret trends, emerging issues, weak signals and disruptors/wildcards	K1

Course Learning Outcomes (CLOs)		Aligned PLOs*
2	**Skills :**	
2.1	Apply basic skills needed to undertake a futures foresight project including decentralized/creative thinking techniques	S3
2.2	Create models, maps and scenarios	S3, S4
2.3	Evaluate drivers, triggers and build future concept platforms and scenarios and evaluate the outcomes and prepare projects (arising from the scenarios) for implementation	S3, S4
3	**Values:**	
3.1	Demonstrate how to apply future potential signifiers, values, worldviews and paradigms to create a moral society	V1
3.2	Demonstrate how to apply future ethics to technological inventions	V1

* Program Learning Outcomes

B. Course Content

No	List of Topics	Contact Hours
1	Week 1: Orientation: An introduction Foresight theory	3
2	Week 2: Overview of Foresight methodologies Future framing- Ascertaining the present and discussing the potential future	3
3	Week 3: Change Theory: Social, cultural and human change, future potential technological influences, economic and market growth and disruption, the changing learning environment, and the impact of potential political and legislative change	3
4	Week 4: Determining/choosing a personal future domain – Week 4 building a future baseline	3
5	Week 5: Systems thinking, Systems modeling of disconnects – Creating clusters of influences and selecting future leverage points	3
6	Week 6: Horizon scanning and secondary research, Trends vs. emerging issues, early/weak signals, disruptors and wildcards	3
7	Week 7: Mapping: and analysis, creating future triggers/insights. Opportunity hacking, creating future possibility maps and potential future landscapes for your chosen domain	3
8	Week 8: Alternative thinking techniques, creative methods – beyond linear systems and linearity	3
9	Mid Term exam	3
10	Week 10: From Future Triggers to Future Platforms - Building directional future concept platforms as a baseline for scenarios	3
11	Week 11: Scenario theory, developing future scenarios for your chosen domain	3
12	Week 12: Scenario evaluation and choice of preferred future	3

13	Week 13: FutureFabbing: Change Management - Preferred future implementation, strategic direction, planning and "Rolling Back the Future"	3
14	Week 14: Delivering your preferred scenario – fully contextualized	3
15	Week 15: Final project	3
Total		45

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge and Understanding**		
1.1	Recognize and reproduce important concepts of futures studies - from segmented to cumulative	Group workshops and exercises – multi-stage futures journey Lectures and debates Applied learning for projects	Peer to peer evaluation Mid-term test Final project
1.2	Summarize and interpret trends, emerging issues, weak signals and disruptors/wildcards	Experimental and decentralized convergent and divergent thinking approaches, futures techniques and discussion	Assignments, in-class discussion evaluation
2.0	**Skills**		
2.1	Cultivate the students' capacity to understand discontinuity. To assess and apply current and projected trends as well as early signals of change (weak signals) and potential disruptors and wildcards. Students should also attain the capacity to imagine their desired futures, and the capacity to explore and identify necessary actions required to move organizations and society in the desired direction and to develop potential new opportunities by virtue of a futures project.	Applied through selected future topic development (individual and group tasks) Slow build of cognitive skills and their application for opportunity building	CMMI (capability maturity model) for all students **Creative** Solution Diagnosis Scale **(CSDS)** model Assignments
2.2	Create models, maps and scenarios	Build models, maps and platforms reflect potential future futures opportunities and policies	
2.3	Encourage students to explore new channels of communication and collaborative work that transcends	Group workshops and collaborative concept development.	Peer-to-peer, final project

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	departmental and institutional boundaries.	Technique and tool testing including AI, visualization tools, etc.	
3.0	**Values**		
3.1	Cultivate in students an understanding of the ethical and societal impacts of changing society (cultural, societal, technological and human) in terms of worldviews and paradigms required to sustain a model society	Presentations and discussion on all aspects of STEEPC ethics challenges, processes and application today and in the future. Applt a CLA(causal layered analysis) game based approach	Assignments
3.2	Engage students with the community for them to apply their classroom knowledge to public use.	Through relationships with local organizations. Futures Club	Community work evaluation
…			

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignment 1: Watch the various videos and complete all readings and write 200 words on how your life and the life of society will be different in the third horizon.	2	5
2	Assignment 2: Revisit framework foresight, readings videos, Taking each of the four drivers (Causals) for postnormal times, describe succinctly their key areas of influence on the third horizon.	3	10
3	Assignment 3: Readings, videos on Change Theory discussion and written summary	4	5
4	Assignment 5: Select a futures topic, uindertake initial research on that topic and understand the recent past developments nd critical historical weak signals, and develop a present domain model – apply the learning of disrupting assumptions, concepts and contexts	6	10
5	Assignment 6: Create a wide—angled lens of potential futures influences and build a systems model to cluster and select critical future leverage points/drivers	7	10
6	Assignment 7: Practice horizon scanning for weak signals, emerging issues and disruptors / wildcards. Register 50 in the scanning grid, analize, evalute and map and build a futures opportunity model	9	10
7	Assignment 9. Use a FLL (in teams) using CLA games and other emergent experimental futures approaches to develop potential worldview and paradigm shifts and critical inputs for futures scenarios based upon each team's selected futures topic. Apply a variety of mapping and modeling approaches to reconceptualize and	11	15

#	Assessment task*	Week Due	Percentage of Total Assessment Score
	recontextualize those inputs. Each group creates future concept platforms as a basis for scenarios.		
7	Workshop: Assignment 10: In teams create visualized and detailed scenarios using a choice of approaches, complete analysis, evaluation, strategic direction and implementation plan.	13	15
8	Week 13 Final Project; The Futures Journey: Individually, undertake a CFA (confirmatory factor analysis) of the chosen topic undertaken by the individual and the team, to demonstrate the comprehensive application of the course's futures processes, tools and techniques from the beginning to the completion of the scenario evaluation and plans.	15	20

***Assessment task** (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

- Advisors are assigned in Banner Student System for individual (general) student consultations and academic advice.
- Office hours are provided for students to ask questions related to the course.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	• Hines and Bishop, Thinking about the Future: Guidelines for Strategic Foresight • Wendell Bell, Foundations of Futures Studies: Volume 1: History, Purposes, and Knowledge (Human Sceience for a New Era Series)
Essential Reference Materials	
Electronic Materials	• Jerome C. Glenn and Theodore J. Gordon, Futures Research Methodology — Version 3.0. • Richard Slaughter and Andy Hines: https://cepcuyo.com/the-knowledge-base-of-futures-studies-2020/ • Derek Woodgate; Foresight as a Tool for Increasing Creativity in the Age of Technology-Enhanced Learning • Derek Woodgate: Immersive spatial narratives as a framework for augmenting creativity in foresight-based learning systems

Other Learning Materials	

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom with computer, projector and smart board suitable for graduate students
Technology Resources (AV, data show, Smart Board, software, etc.)	Smart Board
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Computer lab equipped with finite element software

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching and Assessment	Independent reviewers by Program leaders and Deanship of Quality and Accreditation	Course survey through online Course Evaluation System
Effectiveness of Assessment	Independent reviewers/peer review	Independent Evaluation of Assessment Forms
Achievement of Course Learning Outcomes	Faculty	Exam Questions, Rubrics
Learning Resources	Student	Learning Resources Annual Survey
Effectiveness of Teaching and Assessment	Independent reviewers by Program leaders and Deanship of Quality and Accreditation	Course Survey through online Course Evaluation System
Effectiveness of Assessment	Independent reviewers/peer review	Independent Evaluation of Assessment Forms
Achievement of Course Learning Outcomes	Faculty	Exam Questions, Rubrics

Evaluation Areas/Issues (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)
Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	