

# Teaching and Learning the Future: Projects and Programs Part 2: "So You Want to Teach the Future?"

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In the first Issue of the three-part teaching symposium, "Teaching and Learning the Future: An Overview" (Journal of Futures Studies, June 2010), contributors framed the problem and challenges of teaching and learning futures and foresight. The Journal of Futures Studies editorial leaders now move ahead to this second issue that examines programs and projects capable of launching foresight initiatives. In the "**Projects and Programs**" issue we review portraits of four structures, organizations and programs that supply the foundation for foresight training and education. The audiences span an array of participants from primary school students to corporate executives. Each of them provides a creative delivery vehicle to a different segment of learners.

Unique and individually created tools and techniques for effectively imparting futures knowledge and understanding are growing. Often these tools are the innovations of individual, often isolated, thinkers. What happens when an organization "institutionalizes" the process? Contributors Henick and Gary demonstrate futuring at two points in the academic system. Steve Henick at the Institute for the Future @ Anne Arundel Community College, provides a snapshot of ways to expand futures education in a local community's college. He reviews a strategy that uses an interdisciplinary faculty and participants from the community to support several futures programs from primary schoolers, to undergraduates, to members of the national intelligence community. Comparatively, Jay Gary reviews foresight education as a graduate school foresight major that can lead to the Doctor of Strategic Leadership. Gary highlights what was received from the futures community, what was added to the paradigm of strategic foresight, and how the program goes about assessing student learning and program outcomes.

Moving beyond academia, professionals from four programs, Landcare Research; the Institute of Policy Studies, Victoria University of Wellington; and Secondary Futures, OECD Schooling for Tomorrow/Ministry of Education collaborate to extend futures thinking in the FutureMakers project. Stephanie Pride, Bob Frame, and Derek Gill examine the conditions for the acquisition of "futures literacy" in New Zealand. The authors depict open processes that produce "predictive and

non-predictive futuring products" among project participants. Extending this outlook, foresight training has been a core value of the Manchester Institute of Innovation Research (formerly PREST) for over two decades. Authors Denis Loveridge, Michael Keenan, and Ozcan Saritas explain the delivery of foresight training to executives: 'sponsors, organizers and practitioners' in an internationally recognized course with participants from 40 different countries.

This "*Projects and Programs*" issue suggests ways that organizational and programic groups can provide the foundations to multiply avenues for foresight and futuring. Each article links foresight activity to a structural base. This may suggest that building a groundwork can give futuring a "toehold" in the climb for collective foresight. In our next and the final symposium issue, December 2010, we will focus on specific examples of "how-to" tactics. Authors and articles will focus our attention on a variety of learning experiences and teaching-learning strategies from preschool to boardroom. We welcome your review of these snapshots in the December 2010 Teaching Symposium issue: "Teaching and Learning the Future: Process."

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