Teaching and Learning the Future: Process Part 3: "So You Want to Teach the Future?"

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In our second Issue of the three-part teaching symposium, "Teaching and Learning the Future: Projects and Programs" (Journal of Futures Studies, September 2010), contributors reviewed portraits of four structures, organizations and programs that supply the foundation for foresight training and education.

In this final issue, we focus on "how do you do it?" *Teaching and Learning the Future: Process*" outlines a variety of strategies, tools and techniques for actually conveying foresight and futures in a variety of learning experiences. This "teaching process" issue of the Journal of Futures Studies spans the content-process spectrum from a child development center to the virtual world of *Second Life*.

Eleonora Barbieri Masini investigates the value of futures learning across the educational span. She elaborates the growing importance of futures education across the life cycle from young children to university students. Masini draws on many years of teaching experience to set the stage for a learning that nurtures both student and teacher. But can preschoolers really understand the future? Heidi Gustafson says "yes!" Preschoolers can be active collaborators in building future worlds. Gustafson not only reviews how preschoolers express their understanding of the future, but also suggests that youth provide a path for adults to better develop foresight. Can preschool learning activities be extended throughout the education process? What activities can be used?

According to Arthur B. Shostak engaging the future requires active learning. Shostak reminds us that "Educational Futuristics" is an essential part of modern learning. Learning rewards exist for primary and secondary school administrators, teachers, and students through action projects. Shostak outlines twelve age-specific and course-relevant projects that help promote s "finer future." Similarly, World Future Society President, Tim Mack, addresses a range of teaching-learning techniques used to encourage foresight thinking for groups of elementary and secondary school age children. Mack contrasts strengths and weaknesses experienced in addressing the future from pre-kindergarten summer programs, to Cub Scouts, to national science and engineering competitions.

What happens when we move foresight teaching into a virtual world? John Cokley, and Marisha McAuliffe contend that moving learners to unfamiliar worlds facilitates learning. Teams of students travel to an orbiting space station using the virtual world, *Second Life*, as a medium for

innovation and design. Could this strategy or a more traditional approach be utilized in "teaching teachers?" Peter Bishop and Kay Strong report the structure and value of an ongoing workshop: *Futurizing the K-12 Teaching Practice*. A team of university-based futures faculty and public school educators combine in investigating futures principles, techniques and issues. Bishop and Strong identify steps for successfully engaging students in futures-based thinking.

This "*Teaching and Learning the Future: Process*" issue concludes the Journal of Futures Studies three-issue investigation of teaching foresight and futuring (June 2010, September 2010 and June 2011). Taken as a whole, the symposium provides a thoughtful investigation of the rationale and mechanics for investigating the future. The authors stimulate curiosity while suggesting practical techniques across a broad spectrum of personal and professional learner development throughout a variety of learning environments from pre-school to Second Life, from university classroom to corporate board room. We encourage your exploration and use of the Teaching Symposium as a vehicle for enhancing foresight and futures learning.

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