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EDLD 512.01: Educational Futures

John Charles Lundt
The University of Montana

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Educational Futures
EDLD 512
The University of Montana
Dr. John Charles Lundt

Course Purpose: Educational Futures is an educational foundations course that is closely related to the areas of history, sociology, and philosophy. The intent of the class is to introduce students to the field of futures and make them aware of the leaders and literature in this area.

Course Objectives: The objective of this course is to familiarize the student with the field of futures and its implications in the area of education. Special attention will be given to the historical background of futures, methods of futures research, schools of futuristic thought and implications for futures-related educational theory and curriculum.

Return Envelope: One self-addressed stamped envelope will be required to return class papers

Course Topics: The following topics will be examined through a combination of readings, lectures and class discussions. They will be evaluated through written examination, oral presentation and research writing.

All class topics are referenced to [OPI](#) and [ISLLC](#) standards as indicated by the notations following the title.

Malthusian Theory

Cross-Impact Matrix

Ogburn's Theory of Culture Lag

Margaret Mead's Theory of Cultures

Concept of the Paradigm Shift

Cumulative Impact

Democracy

Theory of Wild Cards

Hierarchical Data

Telescoping of Time

Exponential Growth

Rear View Mirror

World View Shifts

Forecasts and Predictions

[OPI 10.58.704 ci](#)

Toffler's Three Waves

Culture of Narcissism

New World/New Mind

Occam's Razor

Planned Abandonment

[OPI 10.58.704 diii](#)

System Theory

[ISLLC 1k3](#)

Chaos Theory

Inter-cultural views of time

The Power of Vision

[ISLLC 3p4](#)

America's Schools
A System Second to None
Paradigms Lost
School's Fifty-Year Slide
Dark Horses in Education
Solutions for Change: Time to Put Up

[ISLLC 3d2, 3p3](#)

After the Educational Trust is Busted

[ISLLC 6k4, 6k6](#)

Readings: The assigned texts for this class are Ornstein and Ehrlich's New World, New Mind, H.G. Well's, The Time Machine, and Mary Shelly's Frankenstein. Each student will receive a copy of the Futures Reading List, which will help in the selection of the independent futures, reading book. A copy of the Bibliography of Future Oriented Books is also available. Students will also be given a series of current articles that will further develop class discussions.

Benchmark Assignment: Students seeking a master's degree will need to complete a benchmark assignment that will become a part of their assessment portfolio. The Benchmark Assignment for this class is the scenario assignment described in the assignment section of this syllabus.

Field Experience: Field experience is an important requirement of this course. Fifteen hours of field experience is required for each student and will be verified through the presentation of a journal which documents the students observations and evaluations of school practices in the area of educational futures.

Instructional Methods: The standard meeting format will consist of lecture, discussion and interaction. Students are expected to actively participate in group discussions and pose questions and comments at appropriate times during the class.

Evaluative Criteria: All students have been given a copy of the handout Research Writing and Student Evaluation Guidelines that explains the instructor's expectations for scholarly written work and an interpretation of the various grade possibilities.

Faculty Information:

Dr. Lundt
Office: EDUC 205
Campus Phone: 243-5204
E-Mail: john.lundt@mso.umt.edu
Office Hours: Mon. 3:00-4:00 or by appointment

Futures in Education
Semester Assignments

Research Paper

There are four assignments for the Spring section of Educational Futures. The first consists of a research paper designed to critically analyze a futures-related book. The purpose of the paper is to discuss a futures book in terms of its validity and utility to you

as a professional educator and citizen concerned with the future of society. Do not attempt to restate or report all of the information, but rather identify the main points of the work and comment on their validity. There is no length limit on this paper. Please consult the Research Writing and Student Evaluation Guidelines for format information.

Session Assignments

Each class session you will bring an example of a future-related issue. Select one from the areas of education, global/social issues or business/industry. You will write a very brief (one paragraph) summary in which you will explain the source of the information, the broad-range implications, and your personal forecast as to further developments. If the source of your issue is print media, include a hard copy of the article or news clip. The purpose of this exercise is to make you aware of the futures issues that fill the media and to help you to develop the skill necessary to develop informed opinions regarding future trends and events.

Scenario Assignment

Each student will write a detailed scenario. This will be a personal scenario in which you forecast the future events of your personal and professional life well into the next century. The scenario will include a primary, secondary and tertiary forecast. The forecasts will be shared with your class members. The personal details need not be shared. While this is a work of original scholarship based upon personal experience, it is entirely appropriate to include properly referenced material from outside sources.

Literature Evaluation

As a part of our study of the future we are considering two of the great classics of science fiction, H.G. Well's The Time Machine, and Mary Shelly's Frankenstein. As is the case with all worthy literature, these works can be read and appreciated on several levels. Many of us read these books as children and enjoyed them as stories of fantasy and adventure. Now as adults, scholars, and students of future studies, we have an opportunity to consider them in the scholarly spirit in which they were written.

Your assignment is to evaluate these books in terms of the message they convey to you as a scholar. You are to identify the main points, issues or questions that the authors pose. Enumerate the characters that appear in the novels and identify who or what they represent. Identify the conclusions or universal questions that the authors express. Apply the "test of time" question to the books - are the questions or issues explored still pertinent today? Comment on the accuracy of the authors' forecasting abilities and evaluate the general utility-value of the works in question. A comparison/contrast format would be entirely appropriate for this type of evaluation.

Field Experience:

Field experience is an important requirement of this course. Fifteen hours of field experience is required for each student and will be verified through the presentation of a journal which documents the students observations and evaluations of school practices in the area of educational futures.