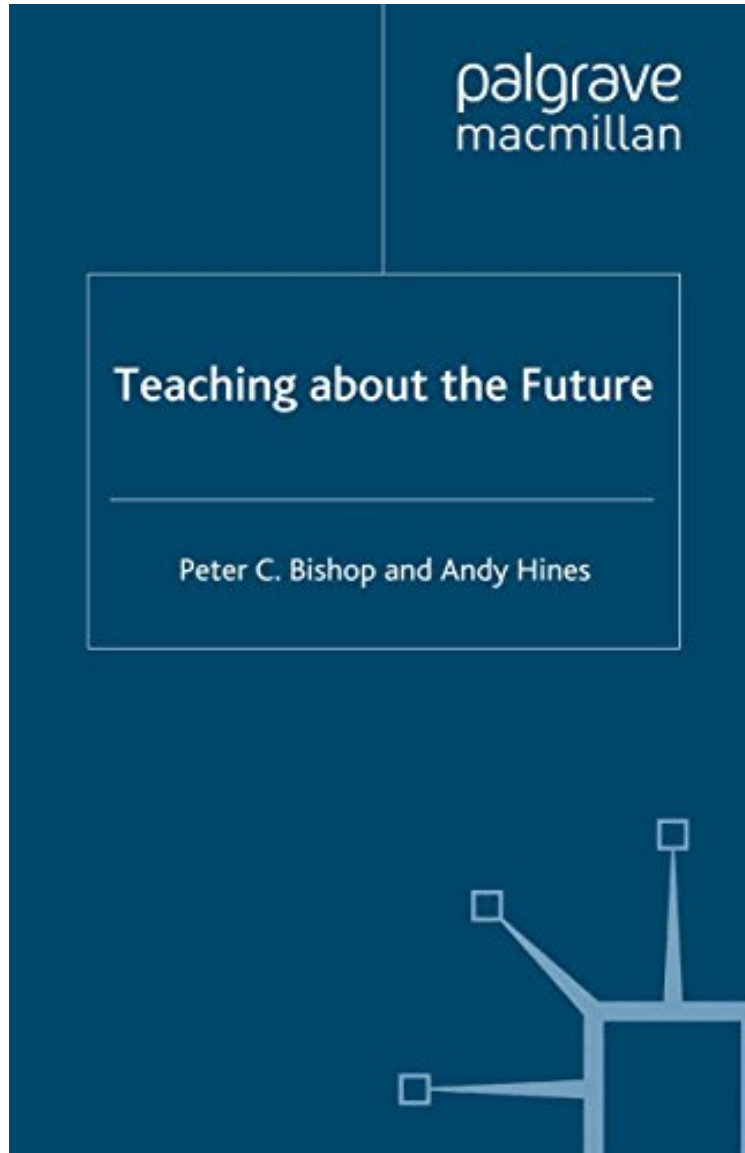


(Free pdf) Teaching about the Future

## Teaching about the Future

*P. Bishop, A. Hines*

*audiobook / \*ebooks / Download PDF / ePub / DOC*



 Download

 Read Online

#1229359 in eBooks 2012-06-26 2012-06-26 File Name: B008RWZK7G | File size: 75.Mb

**P. Bishop, A. Hines : Teaching about the Future** before purchasing it in order to gauge whether or not it would be worth my time, and all praised Teaching about the Future:

8 of 9 people found the following review helpful. Master the Craft of Foresight By J. Gary For over 35 years the University of Houston has offered a masters program to train futurists. Now two professors from that program have authored a seminal book on the practice of strategic foresight for any trend analyst, manager or consultant who wants an overview of the field. This book is broken down into three parts, 1) how to understand the future through models, systems and theory, 2) how to map a range of futures through research, forecasting and scenarios, and 3) how to

influence the future through leadership, vision, planning, and change management. Each chapter introduces a foresight practice, describes its history, explains its key concepts, and considers how it is taught. Resources are also annotated for further study. In keeping with its title, *Teaching about the Future* is also designed to help educators create their own courses based on a core curriculum that has shaped the futures field. For that audience more support could have been offered through learning objectives for modules of study or competencies of foresight professionals. Beyond this omission, the book contains unique forms that support two key deliverables that foresight professionals provide clients: a horizon scanning report and a forecasting template. If you are serious about mastering the craft of foresight, *Teaching about the Future* is worth the price. It should be widely used in any futures studies course in a university context, in any MBA program that does environmental analysis, or by any executive development program focused on strategic thinking and adaptive planning.

1 of 1 people found the following review helpful. Learn the fundamental from a true authority  
 By TomI watched and worked with Andy Hines on futures projects over several years. It was no surprise that he set out to define the full landscape of futures work. It's an interesting read. But most importantly, I think the tools and examples will give the reader an authoritative vocabulary on how to do this work in practice. I work in corporate strategy and find that many people in corporate life either just lean on consultants or buy reports to guide them on defining their future. And the results usually disappoint. I think this book helps you either define the work of others, or guide you to successful and convincing internal studies.

0 of 2 people found the following review helpful. Future Forecasting in Public Health Injury and Violence Prevention  
 By lesInjury and Violence Prevention  
 Future Forecasting  
 What value does future forecasting offer Injury and Violence Prevention, (IVP)? For today's and tomorrow's extremely dramatic social changes; we must study, teach and use future forecasting. This process is more than developing a program plan, budget, evaluations; a significant complex shift in our IVP paradigms (1). Over many decades, researchers, practitioners and advocates published IVP related journal articles on evaluating the causes and prevention of accidents and injury; however, much without incorporating any framework forecasting specifications for the drivers of change of history, technology, politics, psychology, economic and sociology; that trump that era's science and art of evaluation (2). Moreover, few attempted to minimize those limitations by incorporating, for future changes, the earlier findings on in vivo dynamic discontinuities, into their developed plan. Today's journal articles about violence prevention research and practice (3) face similar prior era's published difficulties of evaluating sociological limits many without framework forecasting projects, up front. While our classical physical public health sciences offer much cleaner evidence-based evaluations for applied translational sciences, projecting the future impacts of IVP, without projecting use of the behavioral sciences, will continue to limit IVP outcomes or newer insights for our translational research and practice.

During spring 2016, I, appreciatively, audited and, at times, mentored students at Professor David Hochfeld's SUNY-Alb History 290: History and Future. Several students chose final project papers that apply historical skills to analyze probable future social issues, with implications that help create preferred futures for public health IVP: Concussions, opiates / heroin drug incarcerations, and violence by social media. The course syllabus summarized requirements and deadlines for each phase of the final project: Annotated bibliography from websites, publications, newspapers; a submitted weekly scanning blog of chosen sources, a 4-6 pages trend analysis of 'drivers', and 3-5 scenarios exploring how the subject might evolve in the next five, ten and fifty years and citing which scenarios are most probable; which are the students' researched preferred outcome, including 'black swan' scenarios. Haddon, the father of modern injury epidemiology, and others, were seminal to lead our field. His lenses were outside the classical box of cause and prevention as he creatively linked his medical background to his engineering expertise for our modern IVP epidemiology and practices. So, must we today, also track our repeated past, learn from other disciplines' frameworks, analyze drivers and explore how the subject might develop for probable and preferred outcomes. We must publish relevant past and present historiographies for future policy debates, enhance citizenship and help analyze and create real world preferred futures.

1. Bishop PC and Hines A. *Teaching about the Future*. Palgrave MacMillan. 2012. (See especially: Leadership 282 ff and Framework Forecasting Specifications, 282ff) and Peter C. Bishop and Kay E. Strong. Why Teach the Future? Symposium. USA Journal of Futures Studies, June 2010, 14(4): 99-106.  
 2. For some classical historically repeated conclusions facing injury research and intervention evaluation studies, see my Historiography. [...] Samples on page 26-27.  
 3. Jeffrey A. Butts, Caterina Gouvis Roman, Lindsay Bostwick, and Jeremy R. Porter. Cure Violence: A Public Health Model to Reduce Gun Violence. *Annul. Rev. Public Health* 2015. 36:39-53. Symposium. First published online as a Review in Advance on January 7, 2015  
 Les Fisher, M.P.H. Archivist/Historian Injury Control and Emergency Health Services, APHA Executive Leadership Mentor and Coach  
 My opinions are mine alone and not necessarily those of any others individuals, groups nor organizations

In 1975 the University of Houston-Clear Lake created the first degree program in Futures Studies. Now the faculty of that program share their approach to preparing foresight professionals and others doing foresight projects. This volume contains a comprehensive and integrated approach that practitioners and educators alike can use to understand the theories, methods, and applications of this new field. Based on 35 years of teaching, this volume reveals how to systematically deal with change, how to develop scenarios that describe alternative futures and how to develop visions

and plans for influencing those futures. The systematic description of the past (history) was established 2,500 years ago. Unfortunately, educational systems around the world have failed to prepare their students for their changing and challenging future. It is now time to establish a systematic approach to the future. Teaching about the Future is an important step in that direction.

About the Author PETER C. BISHOP is associate professor of Strategic Foresight and Director of the graduate program in Futures Studies at the University of Houston, USA. He arrived there in 2005, having taught futures studies at the Clear Lake campus since 1982. His doctorate in sociology came from Michigan State University in 1974. ANDY HINES is lecturer and executive-in-Residence at the University of Houston's Graduate Program in Futures Studies, USA, where he graduated in 1991, and now speaks and consults through Hinesight. His futurist experience includes working inside the Kellogg Company and Dow Chemical, and consulting with Coates Jarratt and Social Technologies.