



WFS Learning Section  
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FUTUREtakes publishes the *WFS Learning Section Bulletin* by special arrangement with the World Future Society (WFS) Learning Section Steering Team. Issues of the *WFS Learning Section Bulletin* typically include foresight education exercises, an educator spotlight column, and synopses of the annual WFS Education Summit.

## World Future 2009 – additional sessions of interest to educators

*contributed by Susan Echard,  
Vice President, Membership and Conference Operations  
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The following additional sessions scheduled for “World Future 2009: Innovation and Creativity in a Complex World,” will be of interest to educators and others interested in education (for updates or additional details, visit [www.wfs.org](http://www.wfs.org)):

### Engaging Global Youth through Innovation Design Challenges

Destination Imagination is the world's largest creative problem solving program for kindergarten through college-aged learners. DI participants develop life skills while solving challenges through their unique, hands-on experiences in the sciences, technology, mechanics, engineering, theater, improvisation, goal setting, time and budget management, team building, and leadership. The University of Minnesota's Leapfrog Institutes builds positive futures for human capital development through the infusion of creativity and innovation in education. DI's collaboration with Leapfrog Institutes extends the organization's creativity and imagination program with knowledge construction, innovation, and active futuring components.

**Who should attend:** All those interested in youth and the development of life skills.

**What you'll learn:** Attendees will learn how youthful participants respond to specific Innovation Design Challenges (e.g., in energy, environment, social capital development, communications, conflict resolution, etc.) and how to continue and expand youth involvement in Innovation Design Challenges into the future.

**How this new knowledge can be applied:** Participants will be presented with innovation design challenges in a random “surprise” process. The Leapfrog Institutes and DI organizers will discuss their experiences in engaging youth in active futuring and will present a framework for opening the futures to younger generations.

**Arthur Harkins**, faculty director, Leapfrog Institutes, University of Minnesota, Minneapolis, Minnesota.

**John W. Moravec**, director, Leapfrog Institutes, University of Minnesota, Minneapolis, Minnesota.

**Pamela F. Schroeder**, affiliate director, Minnesota Destination ImagiNation, Minneapolis, Minnesota.

### **Youth Can Change the World: International Models and Networks for Addressing Global Challenges of the 21st Century**

David Bornstein's book and PBS TV series *How to Change the World* tells stories of remarkable individuals whose vision, foresight, and creative action have had a major impact on improving the world. This panel showcases three international models of how youth can collaborate in a similar way to create the conditions, generate inventions, or be catalysts for projects that can improve the world and address some of humanity's major global challenges. Some of the projects discussed include kids creating inventions for handicapped people in Israel; student-inspired community projects to promote clean drinking water through behavioral changes in homes in rural India; and three groups of high-school students and teachers from three continents who traveled to meet with the Dalai Lama in Dharmasala, India, to understand the nature and practice of happiness.

**Who should attend:** Educators, teachers, parents, and anyone who values the energy and creativity of youth to be able to help address global challenges and to help make positive changes in the world.

**What you'll learn:** Attendees will learn about three major international education projects that have directly involved or have been influenced by students' creativity and collaboration.

**How this new knowledge can be applied:** This panel presents the power of creativity and energy of having young people directly involved as co-participants in helping address global challenges for the twenty-first century. The projects, technologies/digital media, and community project-based learning approaches used by all these projects can help others learn how they can be involved in these or similar projects, and are models of how to best engage students.

**Ted Kahn**, CEO and chief learning officer, DesignWorlds for Learning/DesignWorlds for College and Careers, Cupertino, California.

**Sherman Rosenfeld**, project director and senior education researcher, Weizmann Institute of Science and Davidson Institute of Science Education, Rehovot, Israel.

**Linda D'Acquisto**, president and founder, KidCurators, LLC, Middleton, Wisconsin.

**Miriam von Guggenberg**, summer intern, Brandeis University, Project Happiness, Waltham, Massachusetts.

**Max Marmer**, senior, Lick-Wilmerding High School (San Francisco) and student intern, Institute for the Future, Palo Alto, California.

**Koki Moribe**, junior, Cupertino High School, Cupertino, California. He is a student client of DesignWorlds for College and is active in a major global science philanthropy project of his senior class, called Kenya Dream.

### **Complexipacity**

In 1970, British cyberneticist Stafford Beer forecast that the great challenge of the Information Age would be "managing modern complexity." Today, universal connectivity is making us all "parallel-processors" and "multi-taskers," while the Internet is inundating our decisions with input. Every day, science tells us more about how we affect the environment and how our environment affects us. With growing transparency, every institution exudes information, while the pace of innovation and change continues to accelerate.

Do humans—individual and collectively—have the capacity to assimilate all the newly accessible knowledge and use it to improve our policy decisions, buying habits, and personal choices? Will educators be able to equip us with the skills to manage our complex new world, or will our increasingly complicated decisions ultimately have to be made for us by computer algorithms and intelligent systems?

**Who should attend:** Educators from pre-K to postgraduate, human resource managers and recruiters, computer games developers and players, parents.

**What you'll learn:** Latest findings on new workplace skills and the growing use of serious games to teach skills; problematic trends that will constrain the future of traditional education and training.

**How this new knowledge can be applied:** Educators can use examples of successful cyber-learning to promote the adoption of edu-gaming by their schools and in their communities; employers can implement online recruitment programs and adopt eLearning in-house.

**David Pearce Snyder**, principal partner, The Snyder Family Enterprise, Bethesda, Maryland; contributing editor, *The Futurist*, *Trend Letter*, *On The Horizon*, and *Innovate*.

### Do Libraries Have a Future?

Are libraries, institutions we've treasured for millennia, going the way of the horse and wagon? Is there a role for libraries and librarians in the age of Google search and at a moment when Google is beginning to digitize all the books of the world's great libraries for easy Internet access? Even as many cities and towns continue to build or expand their libraries, we need to ask: Will we really need brick-and-mortar libraries in 40 years? And even if libraries will exist only on the Internet, what will their role be? Will there be a profession called librarian by mid-twenty-first century, and if so, what will librarians' duties be? These hard, vital questions about libraries' future are inseparable from questions about maintaining the freedom of information—a traditional role of libraries—and about erasing the worldwide unequal access to new information technology, the so-called digital divide.

**Who should attend:** Anyone interested in discussing the future of libraries.

**What you'll learn:** Presenters will focus on the new trends affecting libraries and the steps libraries must take if they are to continue as vital, useful community institutions.

**How this new knowledge can be applied:** Attendees will be able to return to their communities with specific, concrete recommendations for restructuring and updating their libraries to fit twenty-first-century requirements.

**William Crossman**, founder and director, CompSpeak 2050 Institute, Oakland, California

**Stacey Aldrich**, deputy state librarian, California State Library, Sacramento, California

**Rivkah Sass**, executive director, Omaha Public Library, Omaha, Nebraska

### The Status of Online Education in the 21<sup>st</sup> Century

The advent of internet education in the twenty-first century has changed the world, and how they communicate, learn, and interact with other cultures. We will bring you

up-to-date on the most current technologies, delivery mechanisms, virtual worlds, applications, and trends in global online education. We will highlight global education and show how it has not only influenced the United States and Europe, but Third World countries as well.

**Who should attend:** Those interested in using the Internet to disseminate education and information, and those who wish to use that information to further their community.

**What you'll learn:** The status of online education and what the current trends in global education are.

**How this new knowledge can be applied:** By utilizing the newest technologies and networks, individuals and organizations can further their influence and ability to network with other individuals around the world.

**Diana J. Muir**, director, The Personal Learning Center, LLC, New Windsor, Illinois  
**Solomon Negash**, professor, Computer Science, Kennesaw State University, Kennesaw, Georgia

**David Glick**, director, Midwestern iNACOL Committee, St. Paul, Minnesota

**Andy Ross**, director, Global Services, Florida Virtual High School, Orlando, Florida

### What Students Need to Know and Be Able to Do To Be Prepared for the Future

Education is the engine of our civil society and our economy, wherever we live on the planet. However, discussions about education rage about everything from the mechanics of organization to test scores. Often, schools and colleges become political footballs as candidates run for or against certain programs or advocate a one-size-fits-all approach that they hope will get them through the next election. What will students need to know and be able to do to be prepared for life in a fast-moving global knowledge/information age? What academic training, skills, attitudes, and behaviors will be essential? A viable education system should meet the needs and cultivate the talents and abilities of individual students while providing society with civil, employable, and fulfilled people who are eager to enrich us with their genius.

**Who should attend:** educators; business, government, and nongovernmental organization professionals; futurists and forecasters

**What you'll learn:** Participants will learn from ongoing observations about what students might need to know and be able to do to be prepared for life in an always-on, non-stop world. They will be involved in a process they can use to stimulate that conversation in their own communities or countries. They will learn why simply pursuing one-size-fits-all biases about one education remedy or another might not be constructive.

**How this new knowledge can be applied:** Leaders at all levels in every type of organization or community can apply this information and approach in considering what people know, what they might need to know, and the unrealized opportunities that are embedded in the diversity of genius that surrounds us.

**Gary Marx, author;** president of the Center for Public Outreach, Vienna, Virginia.

### How to Start a New Career as a Futures Educator

Have you ever watched those “Extreme Makeover” reality shows and wondered what you might look like—in a new career as a professor of Futures Studies? Have you ever dreamed about rolling over your work experience into a teaching position at the college or graduate level? Despite the small numbers of foresight educators today, the prospects have never been brighter. In this session, speakers will share the “ins and outs” of recreating yourself as a professor of foresight for academic programs ranging from business to organizational leadership to technology and the political and social sciences. Join the new vanguard of futurists who have decided to build their next career now.

**Jay Gary**, director and professor, of Strategic Foresight, School of Global Leadership & Entrepreneurship, Regent University, Virginia Beach, Virginia

**Sue Whitfield**, president, White Tree Consulting; member, Association of Professional Futurists; Crystal Lake, Illinois

**Who should attend:** Consulting futurists, business leaders, entrepreneurs, anyone who has something to give as a foresight educator.

**What you will learn:** Attendees will learn how to: 1) assess your own personal, professional, and academic assets, 2) deepen your understanding of how foresight relates to various disciplines, 3) identify schools that are more likely to hire futurists, 4) engage in "just-in-time" learning when asked to create online courses, 5) avoid the three common pitfalls that sideline those making this journey, and 6) find foresight educators who can mentor you, while you exceed all expectations.

**How this knowledge can be applied:** Participants can use this knowledge to recreate the second half of their life as futures educator.

**FOR MORE INFORMATION CONTACT:**

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