



FUTURES LITERACY METHODS



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The main aim of Futures Literacy Methods is to transform and convey [FUEL4Design](#) outcomes into learning processes.

Learning Future Literacies Methods concerns both the preparation of a complete Futurist Designer training course and the design of small Independent Learning Units to cross breed design studios or speculative/theoretical courses. The Units are specifically created to cater to the needs of future literacy and geared to acquire knowledge on anticipatory practice, critical future design and future making through the dedicated tools.

This booklet presents one orientation unit (Unit 00) and ten educational content Units (Unit 01 to 11). In the first section of this booklet, there are a set of “Maps” and paths to help educators in navigating through the eleven Units. These maps are meant to be used as suggestive paths rather than prescriptive ones. The basic concept behind these units is to be independent (yet connected). Educators are free to select the suitable units to their courses, put them together and structure their pedagogical paths based on their needs as well as the context of use .

In each Unit, there is a section for the tools and devices. These are tools and devices developed or assembled during the [FUEL4Design](#) project. They play an important role in supporting and facilitating the pedagogical process. Each of these tools or devices is linked to the [FUEL4Design](#) website, where you can further read about them.

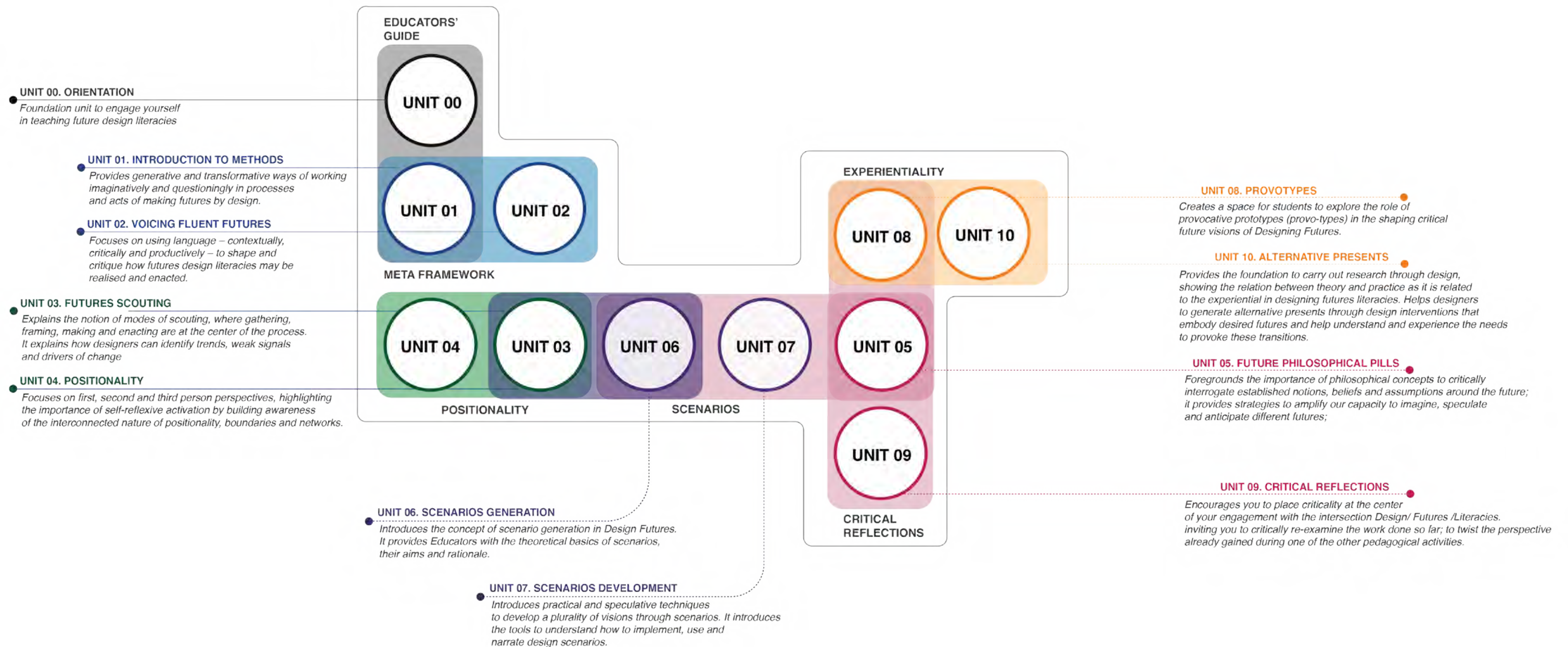
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EDUCATORS' GUIDE TO FUTURES LITERACIES METHODS AND METHODOLOGIES

THE ROAD-MAP

Connections and overlaps between the units

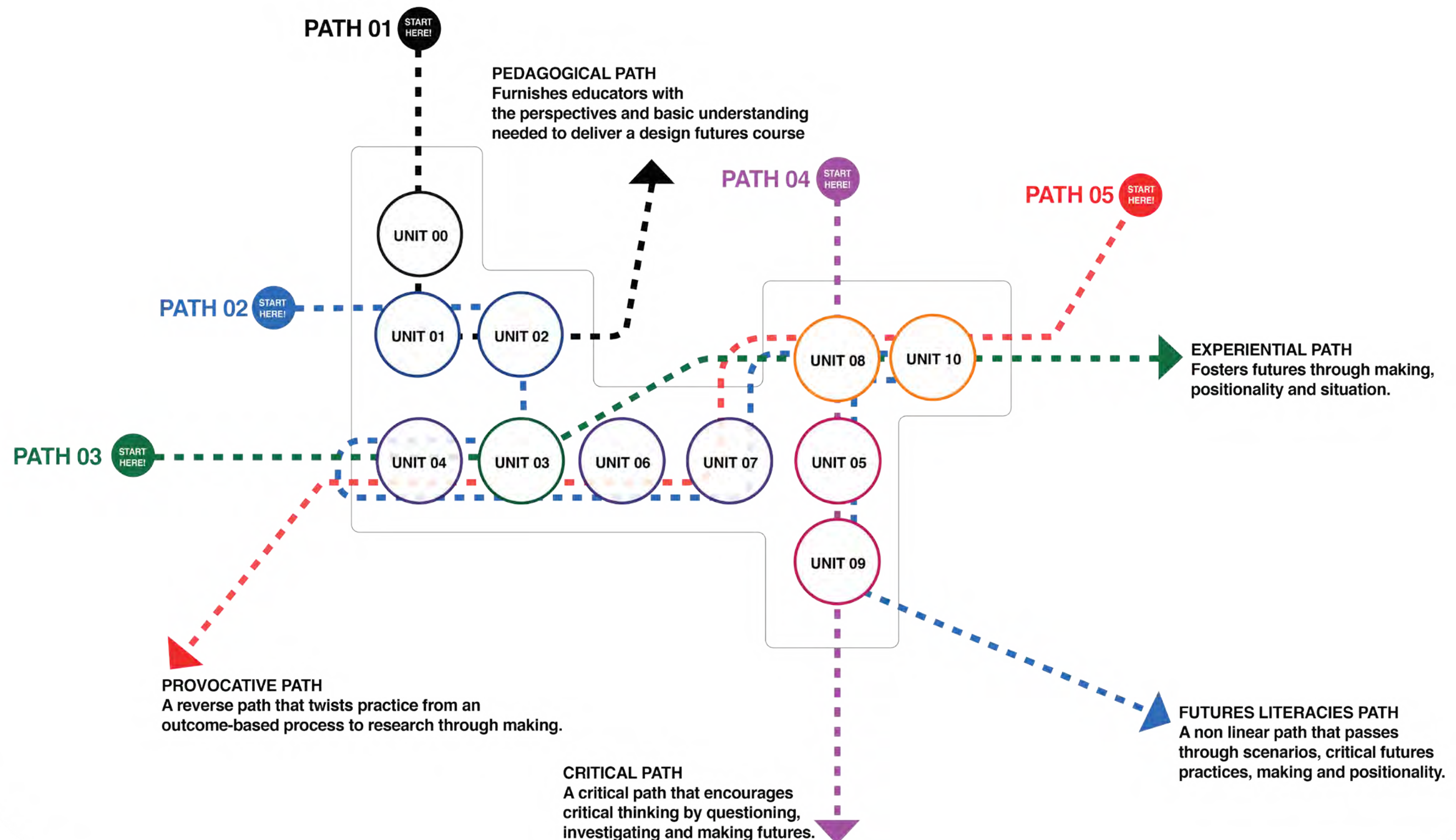


EDUCATORS' GUIDE

TO FUTURES LITERACIES METHODS AND METHODOLOGIES

THE PATHS

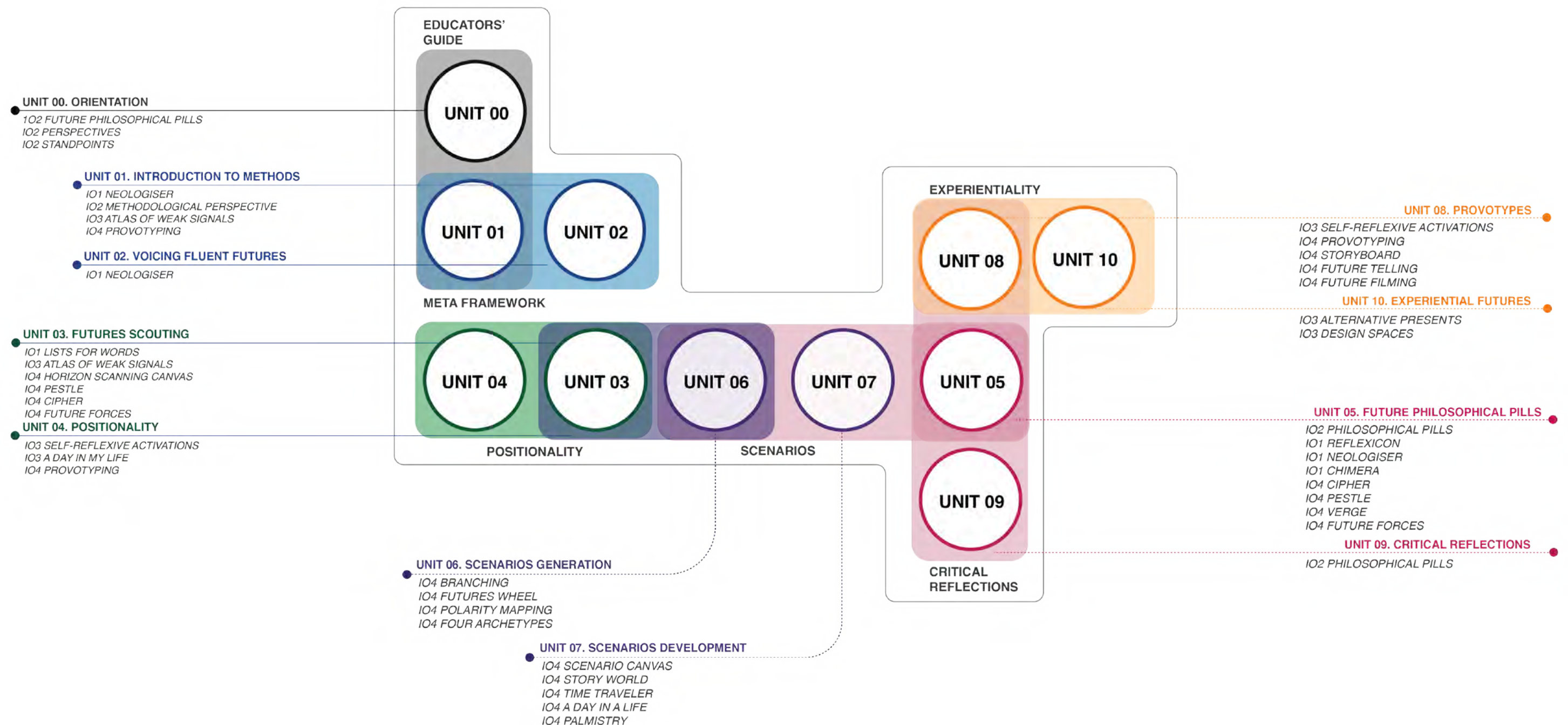
Suggested pedagogical paths through the units



EDUCATORS' GUIDE

TO FUTURES LITERACIES METHODS AND METHODOLOGIES

TOOLS AND DEVICES





FUTURES LITERACY METHODS

UNIT 00 ORIENTATION



Co-funded by the
Erasmus+ Programme
of the European Union

DESCRIPTION

This unit provides the foundation for educators to engage in teaching future design literacies. It enables you to deconstruct your prior learning. It challenges you to re-evaluate your teaching practice with a view to reframe the intersection future - design - literacies.

The subject of this Unit is Teaching- This is about understanding how to create a learning environment where to teach future literacies by actively re-imagining the practices of teaching. What is crucial, therefore, is how to unlearn. The content is centred on facilitating ‘change makers’ (i.e., your students) to develop the ability to navigate their way through uncertainty and complexity in their future-building practice. Through reflecting on

your positionality and its influence on your actions, you will be invited to identify spaces for inclusive interventions with the potential to transform peer / student experience.

The Unit is underpinned by the principles of collegiality and active participation. You will share your own knowledge and experience with the group, and give and receive feedback through presentations, discussion, micro-teaching and peer observation in an atmosphere of mutual support and solidarity. This is a space to foster self-criticality in relation to your teaching practice. This Unit suggests a series of teaching tools and learning activities which are framed through a collaborative, participatory, reflective, hybrid and transdisciplinary ethos.

COMPETENCIES

The core competence of the Unit is to refine ways of working together to engage with uncertainty in a creative, critical and open manner. Specifically, by engaging with this unit you will acquire and demonstrate the following competencies:

- Reflecting on your attitudes to, and experiences of, learning and teaching to develop ethical awareness of your current position, practices, and contexts.
- Learning how to be empathic, to be an active listener and enabling others.
- Demystifying academic research, its purpose, and philosophical underpinnings, and how to decentering research canons, questioning histories and disciplinary silos

- Developing meaningful relationships with the community of educators, professionals, researchers with each other, and with other species (paying attention to the role of the nonhuman)
- Responding responsibly and ethically to complex situations arising within teaching and learning situations
- Understanding, embracing, and modelling the ethos of the unit. In other words, being prepared to embody the collegial, participatory and hybrid spirit of the unit, which intends to nurture self- reflection, openness, and practices of care tailored to whichever situation you find yourself in.

AIMS

The Unit will enable you:

- To support you to critically relate educational theory and practice (pedagogical knowledge) to your own disciplinary knowledge (e.g., design studies, future studies, engineering, art, and any other domain you are working with). The aim is to foster an ongoing reflection on how your field of expertise is taught and learned, and to view this process as dynamic and situated. For instance, by learning strategies on how to work with, and facilitate, learners’ journey, group work and community building.
- To continually enhance your teaching practice in a way that responds to the complex and evolving contexts of institution, policy, and society. For instance, by examining the drive around decolonization, and other urgent matters emerging in society, by affirming education as a social purpose, which means reflecting on the future of design education, not on the future of educators only.

- To interrogate and demystify your current academic research language and practice so to be aware of gatekeeping mechanisms, and how they impinge on inclusivity and diversity. For instance, by looking at different modes of knowledge-production, hierarchies, and communication; challenging the status quo and developing awareness of alternatives (e.g., journals vs. zines).

DEPTH OF DETAIL

This Unit is a pre-requisite for educators before engaging with the rest of the material provided in Units 1-10. The purpose is twofold and concerns these two levels:

- **Level 1:** To provide a solid pedagogical platform ahead of engaging with the units 1-10. This unit will highlight and suggest practices in relation to ways of teaching with particular attention to groups dynamics, inclusivity, diversity, fairness and representation. It will also assist with making an informed choice among the units 1-10 through a selection of the pathways that best respond to your requirements, interests, and needs. It will introduce key terms (glossary) that you will encounter throughout.

- **Level 2 (meta-level):** To inspire educators to apply the learning gained through this unit to your own practice. The meta-level concerns how your way of teaching will change as you keep on engaging with the material and will impact on how your way of using the FUEL4Design material with your students. It fosters self-reflection and self-evaluation and is predicated on an ethos of education as transformative experience for educators and students alike. You, me, everyone: we are learning all the time.

EXPECTED LEARNING OUTCOMES

A. Knowledge and understanding	Articulate your positionality as educator and researcher, in relation to disciplinary practices, research philosophy and ethics.
B. Cognitive Skills	Explore new ways of knowing and sharing knowledge made possible through decentring research and design practice
C. Practical Skills	Identify a focused design topic/exercise/activity that has value for you as an educator/designer, demonstrating how this connects to relevant fields of future study
D. Generic Skills	Critically evaluate institutional, national, and global perspectives of equality and diversity, and their relevance to your academic practice context.
E. Collaborative Skills	Develop and enact heightened ways of working and being together through lived experience so to produce new knowledge

ACTIVITY

Individual task

To assist educators in the process of engaging with the levels indicated above, these tasks are recommended:

- a ‘positionality’ statement to reflect on who you are as an educator/designer, not only in relation to your disciplinary practices but also in considering research avenues that address the contexts in which you work and the individuals you work with.
- a 30-minute learning activity that activates discussion around a theme or issue emerging from your own research (e.g. workshop, seminar, other activity etc.) directed toward a mixed group of 5-8 students.

Group task

Working in collaboration with a small peer group (2-5 or more) to develop a document inclusive of code of conduct / set of principles/ core values informing your teaching practice within a diverse environment. This could be a manifesto-type

document, a flow-chart, a diagram etc. and the outcome of a mutually enriching process of discussion, negotiation and collaborative engagement (co-design).

Self and Peer-to-Peer evaluation

It is recommended that educators do self-evaluation throughout this unit. Self-evaluation can be a reflection journal, a series of blog entries or a mini-portfolio of notes and insights. Its purpose is to document your response to teaching practice as it evolves, and your responses to literature and other sources on teaching and learning.

Whenever possible, include Peer-to-Peer evaluation where colleagues come together to share experiences and reflection in a supportive and critically constructive environment.

Ongoing evaluation whether self or peer-to-peer will encourage skills such as risk-taking, independent enquiry, effective negotiation skills, as well as critical and civic engagement.

TOOLS AND DEVICES

Tools and devices appropriate to this Unit are those that encourage educators to reflect on their positionality, to critical appraise their learning and to experiment with ways of exercising agency, even in a ‘risky’ or disruptive mode. For instance, the Perspectives and Standpoints (from the Prompts cards in IO2) assist with questioning the nature of the future you envision, the knowledge it produces, the values and politics attached to it etc. (Perspectives). Also, they assist with reflecting on what can (or cannot) be achieved through the position you express (Standpoints).

Equally relevant here are tools that enable you to question your own learning and experiment with unlearning activities, for instance the Neologiser prompts you to work with imaginative words, each envisioning a

different futurescape, with potentially innovative and alternative roles to cast a new light on the space of future-making

Perspectives

- Ontological Perspective
- Epistemological Perspective
- Methodological Perspective
- Axiological Perspective
- Political Perspective
- Technological Perspective

Standpoints

- Declarative
- Disruptive/ Re-framing
- Reformative
- Rejective

CASES AND EXPERIENCES

In this unit you might want to use the following methods, test them out and embed them in your teaching practice. Feel free to adapt them to your own teaching style. They can be used online and IRL.

- Silent brainstorming: working in silence is a powerful pedagogical technique that affords sustained reflection. It is ideal for intense idea-generation and pattern and vision-building; by diluting the clamour of dominant voices in a group dynamic, it empowers all participants equally
- Vision-building: using image research to collectively populate a board (or a wall if IRL) illustrating a specific future vision (e.g. around a year/theme), usually best initiated in silence. Participants add keywords and comments on each other’s images.
- I DO ARRT (adapted from KaosPilot*): a guided way of setting the scene when

facilitating a group. The acronym stands for Intention, Desired Outcome, Agenda, Rules & Roles and Time. Participants co-design the items, making assumptions explicit and building a common culture where everyone feels represented.

**a creative leadership and educational accreditation [HERE](#)*
In more detail: how to apply IDOARRT and Micro-teaching

1.IDOARRT

The purpose of IDOARRT is to aid you in co-designing your roadmap across the 1-10 Units in IO5.

It is a tool you can use to set and define your boundaries and scope in relation to IO5. It is predicated on a group working together, thus it requires negotiation and communication skills, and teamworking.

CASES AND EXPERIENCES

As said above, IDOARRT is a way of setting the scene. The acronym stands for Intention, Desired Outcome, Agenda, Rules & Roles and Time. Participants are invited to co-design each item, making their own assumptions explicit and striving to build a common culture where everyone feels represented and heard. Principles:

- Intention: why are we here?
- Desired Outcome: what will we leave with?
- Agenda: Build your own roadmap according to your own trajectory, needs, and requirements, goals, the gaps you are identifying (but you may not be certain of as yet)
- Roles and Rules: who are we? Who are you?

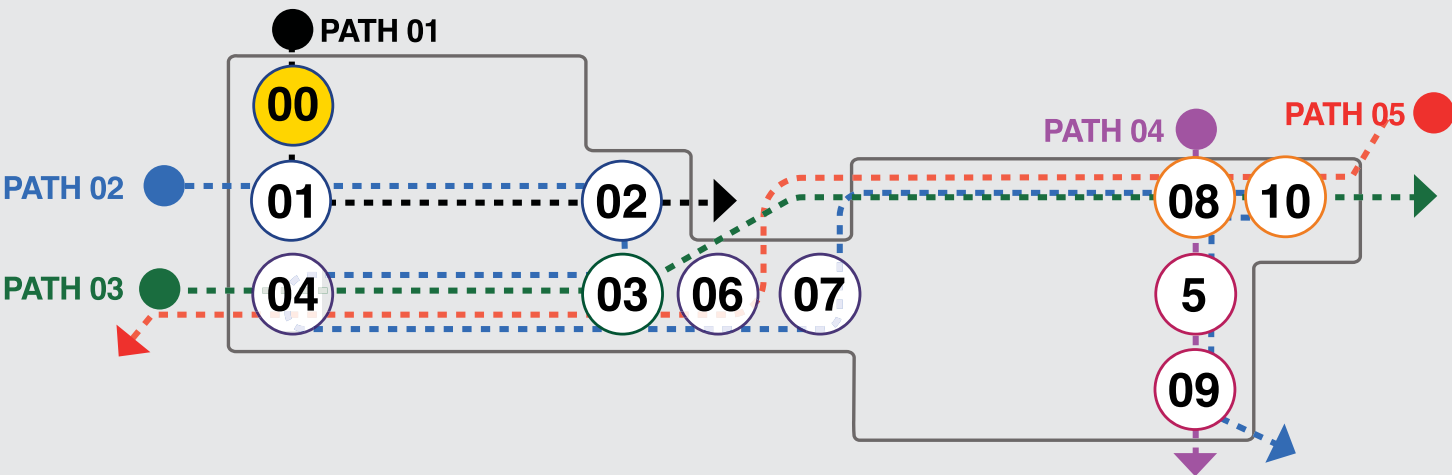
- Time: what is the timeframe you want/can allocate to their learning to ? Eg 2 hours? 2 days?

2. Micro-teaching

Prepare a 30-min learning activity of your choice (i.e. workshop, seminar or intervention) directed towards a mixed-student cohort that

activates discussion around an emerging themes or issue in relation to design and futures. The purpose of this session is both to highlight your existing practice in relation to design futures and to foster reflection on your teaching. Draw on your existing knowledge and your specialism. What are the aims of the session? How are you engaging your students? What do you want them to achieve? How are you going to self-evaluate?

ROADMAP AND CONNECTIONS



●The yellow color indicates the position of the current Unit.

UNIT CONTENT

This unit is called Orientation because it intends to assist you with navigating the complex terrains of future-making throughout the IO5 set of units, by enabling you to find your own mode (of teaching, working, learning, unlearning) . What this Unit does not wish to do is to provide you with a map: in this sense orientation is about you developing your own compass, rather than following a given blueprint. It is your journey of discovery, and is about developing agency, rather than been given all the answers. This also is in line with the meta-level of this project which asks what are futures made of?

Key features of the orientation process:

Building Community: The unit could start with a 3-day induction workshop to build an online cohort dynamic; to share and exchange cultural values; to communicate design tales and backgrounds; to introduce the unit/course ethos and provide key induction sessions. Peer learning is embedded into the course, allowing for the creating of a multidisciplinary community of practice that capitalises on diverse disciplinary, professional, and practice-based ways of knowing.

Testing Tools: Tutors are encouraged to run a pilot of the tools that they will be applying in the different units. A way of doing this is to engage in a Micro-teaching workshop. (Micro-teaching concerns leading a short activity with a peer group as if they were your students). The workshop takes place with tutors working with each other in order to become familiar with the chosen material, adapting it to their own situations and getting ready to implement it (for instance a micro-teaching capsule using the Pills or the Lexicon for a short session). This is a way to enhance your pedagogic ideas, experience, and expertise in collaboration with other members of the programme/course community; moreover, it actively

encourages participants to evolve traditional design research and practice approaches by surfacing deep knowledge of creative and professional practice and amalgamating it into their research.

Positioning Yourself: Opening with an introduction to varied ontological and epistemological approaches to constructing knowledge, we will explore together how as researchers and practitioners we situate ourselves in the pursuit and communication of knowledge. By reflecting on your positionality, mapping your positionality, and sharing it with others you create conditions to develop sensitivity and evaluate the impact of your teaching.

Transdisciplinary practices: Educators are encouraged to think and act transversally to unsettle both verticality and horizontality, and the hierarchies these might conceal. They are encouraged to explore the value of transdisciplinary in breaking boundaries and questioning existing disciplinary silos. Investigating and playing with a range of methodologies drawn from diverse disciplinary fields will enable you to develop an experiential understanding of your own knowledge production. Acknowledging expertise in the classroom and voicing the voiceless surfaces issues of how to stay with divergence and engage in bridge-building rather than pushing for consensus.

Educators will be invited to critique research traditions and practices, considering decolonial imperatives and consider what it means to decentre academic research and practice traditions in the 21st century.

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FUTURES LITERACY METHODS

UNIT 02 VOICING FLUENT FUTURES



Co-funded by the
Erasmus+ Programme
of the European Union

DESCRIPTION

The focus is on using language contextually, critically and productively to shape and critique how futures design literacies may be realised and enacted.

FRAMING, UNPACKING, MAPPING

Unit 2 aims to clarify relations and practices between the ‘whats and whys’ of how ‘futures’ is shaped and how we have arrived at futures as a plural, diverse and dynamic concept and knowledge domain. This is connected to ways in which language and power relations may be applied to understand these futures and to position our pedagogies and design productions and analyses, pragmatically and in terms of world views. A critical mapping of the futures field is included.

VOICING, ENACTING, POSITIONING

Central here are ways to work critically with relations between language and power, words and discourse. This is important for how we go about shaping and analysing design futures, as pedagogies and as literacies. It extends to how we may enact and perform these where language is a medium, a material and a marker of the world views and methods in individual and collaborative use. Selected elements of the [DESIGN FUTURES LEXICON](#) are taken up to support fluency in an emergent critical ‘linguaging’ of futures by design. This involves working with words to frame, position and re-orient our notions and senses of future. In doing this, links are made to the [FUTURES PHILOSOPHICAL PILLS](#). Most of this material is housed in the ACTIVITIES section of this Unit and inside the LEXICON.

COMPETENCIES

- Collaborative competency
- Critical thinking competency
- Fluency in critical futures vocabularies
- Self-awareness competency
- Affective competencies

DEPTH OF DETAIL

The 3 ACTIVITIES aim to support knowledge and understanding that language and futures are embedded and articulated in dynamic relations of context, culture and world views. These relations are connected to matters of positionality, voice, purpose and power. While futures may be appreciated to be plural and where design anticipatory approaches are growing, the methods we meet for futuring are often infused with logics and practices from Foresight. Such methods and tools are typically located in and directed towards strategic decision-making and linear modes of planning. Anticipatory Design methods ask instead that we engage ourselves and students in dynamic explorations and critical assessments of how futures are languaged and positioned and expressed as design futures fluencies: by whom and in relation to what status of futures we are working with, for what purposes and how terms are linked to specific approaches and positions.

Needed is that we connect related pedagogies to: design domain area knowledges; support for independent critical voices and meta-cognitive awareness of methods and language relations in futures-facing experimentation; and language-multimodal discourse relations and learning by futures designing for long term change with collaborative agency in the present.

- LEVEL – BACHELOR’S**
We suggest Activity 1 is suited here.
- LEVEL – MASTER’S**
We suggest Activities 1 and 2 are taken up at this level.
- LEVEL – PhD**
Moving from Activity 1 through to 3 would suit PhD supervisors and students.

AIMS

Unit 2 has two sets of aims:

a) FRAMING, UNPACKING, MAPPING

- orient you to a framing of what has influenced the development of the field of ‘futures’ and its disciplinary variations
- support you to unpack why dominant, prevailing and emergent approaches to futures work as they do - and how we might work them otherwise
- engage you in critically mapping some of the methods used in how ‘futures’ is framed with a focus on the temporal

b) VOICING, ENACTING, POSITIONING

- focus on how we ‘voice’ futures through language and relations to world views, context, membership, participation and power (why, with what, by whom, when, where, how)
- develop, facilitate and enact fluency in key vocabulary and terminology to support the teaching and learning of Design Futures Literacies and needs and interests of diverse audiences
- motivate and position the ‘timely’ positioning of pedagogies and literacies for ‘futuring by design’ that actively select, embody and articulate how these may be voiced in designerly ways for futures teaching, learning and researching.

EXPECTED LEARNING OUTCOMES

A. Knowledge and understanding	Exercise a critical, generative capacity to place and critique where languages of futures originate and circulate
B. Cognitive Skills	Develop meta cognitive framing of futures to ‘deconstruct’ futures terms and position critical design futures vocabularies and power
C. Practical Skills	Facilitate fluency and independence in activating situated vocabularies in methods and pedagogies
D. Generic Skills	Developing and appoint words to methods in pedagogical approaches and practices domains and disciplinary work
E. Collaborative Skills	Realise connected, shared practices for interrogating and articulating futures vocabularies and discourses

ACTIVITY

What affinity or distance is there between given definitions and concepts you have visualised? Redefine/rename the terms and add a small visual to each of them (icon, flow diagram etc).

(See also + [UNIT 8.4. HYBRIDISING FUTURES DESIGN LANGUAGE](#)) and [PHILOSOPHICAL PILLS](#) (Anticipation and Speculation).

Turn this activity into one suited to a visual aspect of your pedagogy.

ACTIVITY

ACTIVITY 1. Critically wording a futures design brief Identify a futures topic.
Orient it to the future (near, middle distance or far flung).

Think of a short brief (Master’s or PhD)

[Go to 50 FUTURES WORDS \(with definitions\).](#)

Select 3 items that cohere with your aims. Write the brief using the terms. Do they reflect what you intend? What needs clarification?

ACTIVITY 2. Sharpening words and modes of knowing

Write a short brief on futures topic in your discipline/s.
Choose a mode of knowing: Abductive/ deductive/inductive (see [PHILOSOPHICAL PILLS](#)).

What kinds of futures words have you used in describing and defining the brief?

Where do the terms originate: professional

or pedagogical practice, a design or other discipline, popular use? Are there terms that need to be decolonised?

[Go to the 50 FUTURES WORDS](#) (with definitions). Do terms you use appear and align with ones there. What do you need to alter?

Repeat the activity with [SURPRISING FUTURES DESIGN WORDS](#) (with definitions). Choose 5 items that challenge your sense of a futures vocabulary.

ACTIVITY 3. Further shaping design futures terms

Please consult [NEOLOGISER](#) and [UNIT 8.2. MAKING NEW FUTURES DESIGN WORDS](#)
Think of two new terms to decolonise assumed values in vocabularies of design futures.
Refer to [LEXICON CHIMERA](#) to generate 4 random terms. Use them as prompts to draw a concept diagram or future scenario.

TOOLS AND DEVICES

IO1 NEOLOGISER

CASES AND EXPERIENCES

Case title:
BALLUSION CASE.

Online BALLUSION - Supporting Master’s Students in Service Design By Palak Dudani, member F4D. AHO

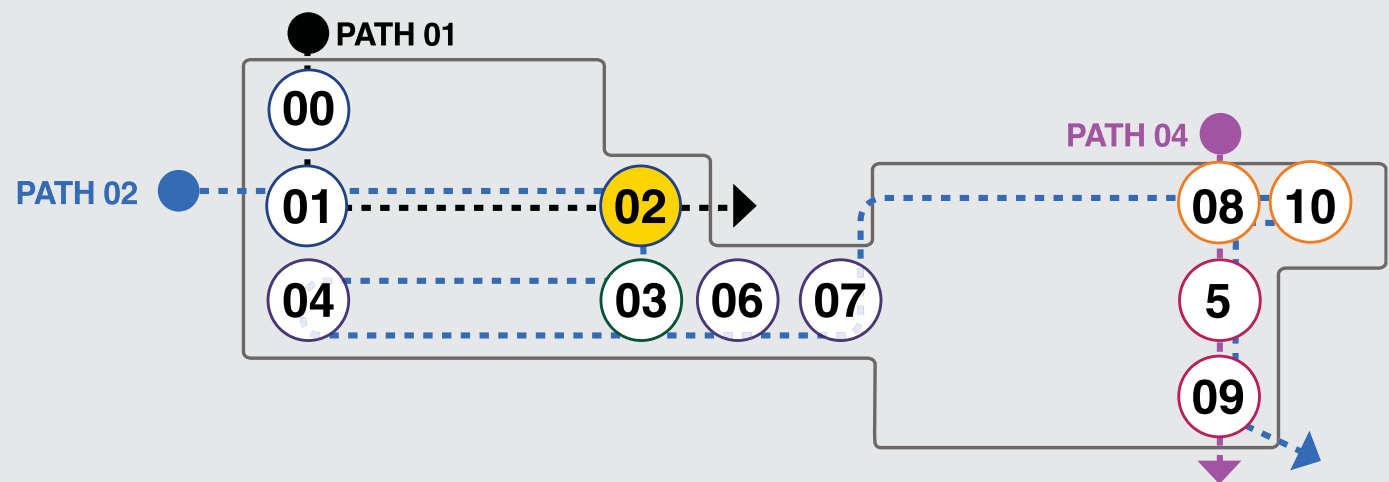
Description:
Palak reflects on a workshop developed for Service Design master’s students. It drew on a device in the LEXICON called BALLUSION designed to look more closely at the role of language in a course and design project/s. The focus here was on relating futures terms to service design of public healthcare.

[HERE](#)

Case title: SCENARIOS THINKING CASE.
Voicing futures scenarios - Reflections for PhD Methods Pedagogy
By Corbin Raymond, PhD Fellow, AHO

Description:
Corbin reflects as how he used a selection of resources from the LEXICON in a shift from his work as a design educator to being a PhD student. He makes suggestions as to how PhD teachers may access, activate and critically engage with the LEXICON in designing scenario thinking. This is part of a wider project into building scenarios in a ‘futures by design’ view relating to collaborative governance around water access and resources in a South African city. Link: (blogpost F4D site to be added)

ROADMAP AND CONNECTIONS



● The yellow color indicates the position of the current Unit.

UNIT CONTENT

1. FRAMINGS OF FUTURES

Futures concepts and contexts
Gidley (2017: Kindle) writes that ‘The future has been prophesied, divined, imagined, colonized, feared, forecast, strategized, and created. As multifaceted as humanity itself the future can never be fully known, predicted, or controlled, but it can be better understood.’ So how might the future, or rather futures as it is now commonly referred to, be better understood? And whose futures are these and who owns them? (For one view, see: Jarnier 2013). How do they matter to design teachers but also to our students as young citizens? (Gidley & Inayatullah, 2002).

This Unit seeks to facilitate sensitivity to and fluency with how work around ‘futures’ has been developed. Here fluency refers to being able to articulate ‘a design futures view’ verbally and in relation to multimodal expression, rhetoric and critically positioned worldviews in a design work or project (see Unit 9).

How we select approaches to ‘futures’ and related methods may inform, identify and support ways we can teach, learn and work with futures in a futures-by-designing mode of making and knowing. (see PHILOSOPHICAL PILLS). Contemporary futures views are pluralistic and participative and are concerned with alternatives not predictions. We need to examine their genesis, methods and circulation

Alternatively, Adam and Groves (2007) provide two thematics that may guide us: The Future (Told, Tamed, Traded, Transformed, Traversed) and Futures (Thought, Tended, Transcended). In centring on methods in Design Futures Literacies, we alter result type past tense verbs to gerunds or ‘-ing’ forms (Lury, 2018; Unit 1). Processes, action and agency are essential to how futures may be shaped and ‘voiced’ via concepts, language and multimodal discourse.

Futures: plurality and positionality

Today, the future is considered to be plural (Escobar 2018). Futures need to be examined for diversity and for their positionality: historically (Rosenberg & Harding, 2005; Adam, 2010; Jameson, 2007), socio-technically (Dourish & Bell 2011) and culturally (Appadurai, 2013). Augé (2014: Kindle) writes that, ‘Including oneself in the knowledge of what is (the ethnologist’s multiple journeys make the task easier) means making progress, embarking on a route and understanding that the movement itself is both the means to knowledge and its object.’

In Design Anthropological Futures, Smith, et al. (2016) considered multiple and heterogeneous relations of futures and cultures: as a multiplicity of ideas, collaborations into possibilities, futures in and of design anthropology, and dominant takes on ‘singularity, linearity, locality and novelty’ (Gislev Kjærsgaard et al. 2016: Kindle). Acts of positioning knowledge to methodologically open out spaces for the possible are central. Moti (2019: 16) argues that ‘a) the future is not trivial, b) the future has priority now, and c) the future is open to critique.’

Mapping Futures Studies

‘Futures’ are realised within the domain areas of Futures Studies, Foresight, Anticipation and more recently Anticipatory Design and Design Futures. Needed is examination of the histories of futures (Adam; 2010) argues and approaches and processes in reframing futures (Jarratt & Mahaffie, 2009). Many of the futures methods we meet are from Futures Studies: a research field within which foresight research sits, but equally in the practical work of foresight practitioners. Gidley (see e.g, 2013) has a five-part taxonomy of approaches to futures studies. This categorisation is contextual, not linear, and may in effect be used inter-sectionally

UNIT CONTENT

by designers, teachers, futurists and researchers alike: 1) Empirical-Positivist, 2) Critical-Normative, 3) Cultural-Interpretative, 4) Empowerment-Activist, and 5) Integral-Transdisciplinary. For an elaboration, see World Futures Studies Federation site <https://wfsf.org/about-futures-studies/>). Gidley has recently updated this mapping. From FUEL4DESIGN, we argue (Morrison, et al. 2021) there is a need to interrogate the modes of design ideation, cultural and technical imaginaries, and mental and material projections of futures.

Futures, imaginaries, time and transformation

Sardar (2021a: online), writes that the ‘Future is about time: it is about how we perceive time in our lived present, it is about memory and anticipation, it is about how time is presented in our worldviews, it is about how we give meaning and a sense of direction to our lives, and it is about collective undertakings. Time itself is, of course, all about change.’ Haraway (2016) coins the notion of the ‘thick present’ on the now as lumpy and fibrous, one that is linked to the past but not an ‘instant’ present. This concept raises important potential for design making and inquiry: it asks us to explore assumed (modernist) notions and practices of linear time, directive planning, and strategic decision making (prominent in Foresight work). Key futures concepts are presented in a process framework taxonomy (Voros, 2003; Voros, 2017: online) with nested classes: preferable, probable, projected, plausible, possible and preposterous. Voros (2017: online) notes that ‘This taxonomy finds its greatest utility when undertaking the Prospection phase of the Generic Foresight Process...’.

We may also ask and shape futures in which past-present-futures relations are dynamic assemblages, re/configurations and enactments of designing and contexts

of situated and emergent collaborative and collective (re)use. On working with language and time, see [DESIGN FUTURES NEXUS](#) and [UNIT 2.5. FUTURES DESIGN, WORDS AND TIME](#). Tibbs (1997) proposed a ‘psychological landscape of the future’ and three types: cognitive, affective, and conative (Tibbs 2020). These we can use to develop methods and pathways in shaping futures pedagogically and methodologically, e.g. through scenarios.

Political economies of futures are influence expectations of consumption, imagination and change. Beckert (2016: 285) writes that ‘Modern capitalism entails much more than instrumentally rational actors and calculative devices—it includes the creativity expressed in imagined futures’. Yet, these are futures infused and even co-opted by the methods and means we shape futures by design; Frase (2016) proposes ‘mixing imaginative speculation with political economy’ in a post/industrial model of four futures (communism, rentism, socialism, and exterminism). Sardar (2021a: online) positions futures in a frame of postnormal times where ‘... the future is represented as three tomorrows, which are simultaneously distinct and diffused: extended present, familiar futures and unthought futures..... Time in the framework of three tomorrows is complex and contradictory, characterised simultaneously in the singular as well as plural – time and times.’ Our futures, likely or imagined, near of remote, sort or long term, may be realised via a variety of means and methods. In addition to the other Units here, the LEXICON offers a diversity of tools and methods for working with futures, time and the articulation of shaping futures by design.

UNIT CONTENT

2. VOICING FUTURES: LANGUAGE, POWER & PARTICIPATION

On shaping Anticipatory Design

We see design, futures and literacies as

being realised and made material through anticipatory and futures literacies (Miller,

2018; Bishop & Hines, 2012) and 21st century contexts of futures framings (e.g. Attali, 2011). In our work in F4D, we take an additional turn towards design futures literacies: as regards to making, anticipation and multimodal emergent practices. (See LEXICON: [UNIT 2.3. SPECIFYING DESIGN FUTURES LITERACIES](#)). This is taken up in the [MATRIX OF DESIGN FUTURES LITERACIES](#). We do this to position and query futures related methods and tools as part of our emergent design futures literacies practices and how they may be enacted

and critiqued through the tools and methods through which we embody and reflect on them. Here we draw on the notion that the future is a culturally realized (Appadurai, 2013), generated via the methods we use.

Language, power and multimodality

This Unit takes matters of framing futures to a series of pedagogical activities that address concerns with ways verbal and visual communication construct, communicate and may be used to analyses how futures are articulated, mediated and changed. The activities take up how we may ‘voice’ futures via language and relations to context, membership, participation and power. This is to do with questions (why, with what, by whom, when, where, how) and responses to ways we variously position, enact and reflect on designing, teaching and learning, and researching (Dudani & Morrison, 2020). Motti (2019:16) reminds us

that ‘The plural conceptualization of futures rests on limits of natural languages and their cultural articulations.

[The DESIGN FUTURES LEXICON](#) covers a range of topics on vocabulary, terms and concepts (lexis) and their relations to contexts of use, meaning making and circulation (discourse). While F4D focuses

on English, the world’s many languages all enact relations of sense and reference between words and their sites of use and processes of participative performance, power and change. English is a language with regional and national varieties, spoken most by speakers who do not have it as their first language; it has been appropriated and re-directed in dynamic processes of localisation and standardisation outside metropolitan colonial centres (see e.g Griffiths 2021; Ndhlovu & Makalela 2021).

Extending beyond the verbal, ‘language’ covers a variety of modes of communicating: proxemic, kinetic, gestural, graphic, spatial etc (e.g. Morrison 2010). The activities in this unit provide some examples of ways to engage with the materiality of words and images in futures design pedagogies in processes of uptake, change and expression. In a post-representational view, following Deleuze (1990), language is realised via social semiotic practice but also in motion, being multi-modal, multi-agential.

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LIST OF TOOLS AND DEVICES

IO1	LISTS FOR WORDS
IO1	FRAMES FOR FUTURES
IO1	FUTURES DESIGN LITERACIES MATRIX
IO1	WORD-O MAP
IO1	NEXUS
IO1	SEMANTIC CATEGORIES
IO1	BALLUSION
IO1	REFLEXICON
IO1	FUTURES DESIGN DISCOURSE MOVES
IO1	CHIMERA
IO1	NEOLOGISER
IO1	UNMAKER
IO2	AFFECTIVE MODES
IO2	PERSPECTIVES
IO2	STANDPOINTS
IO2	PILLS (STEWARDSHIPS)
IO2	PILLS (CAPACITIES)
IO2	PILLS (BELIEFS)
IO2	PILLS (CHARTS)
IO2	PILLS (CRISES)
IO2	PILLS (STORIES)
IO2	PILLS (STRATEGIES)
IO2	PILLS (TRAJECTORIES)
IO2	PILLS (UNKOWNS)
IO2	PILLS (VISIONS)
IO3	ATLAS OF WEAK SIGNALS
IO3	ALTERNATIVE PRESENTS
IO3	SELF-REFLEXIVE ACTIVATIONS
IO3	1PP DESIGN INTERVENTIONS
IO3	DESIGN SPACES
IO4	HORIZON SCANNING CANVAS
IO4	CIPHER
IO4	PESTLE
IO4	VERGE
IO4	FUTURE FORCES
IO4	FPP CANVAS
IO4	BRANCHING
IO4	FUTURES WHEEL
IO4	POLARITY MAPPING
IO4	4 ARCHETYPES
IO4	SCENARIO CANVAS
IO4	A DAY IN A LIFE

IO4	STORYWORLD
IO4	TIME TRAVELER
IO4	PALMISTRY
IO4	PROVOTYPING
IO4	STORYBOARD
IO4	FUTURE TELLING
IO4	FUTURE FILMING

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