FUEL4DESIGN

FUTURES LITERACY
METHODS

FUTURES LITERACY
METHODS

FUTURES LITERACY METHODS

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.
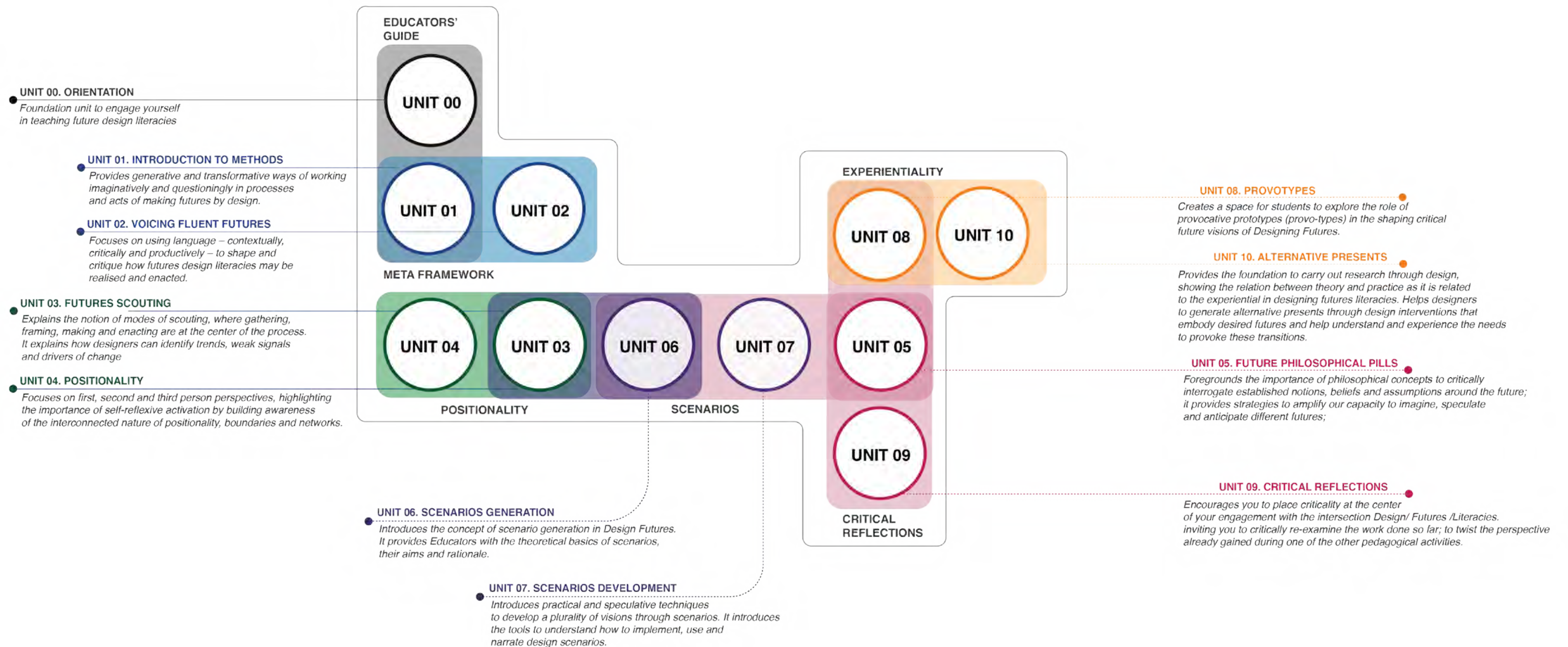
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EDUCATORS' GUIDE
TO FUTURES LITERACIES METHODS AND METHODOLOGIES

THE ROAD-MAP

Connections and overlaps between the units

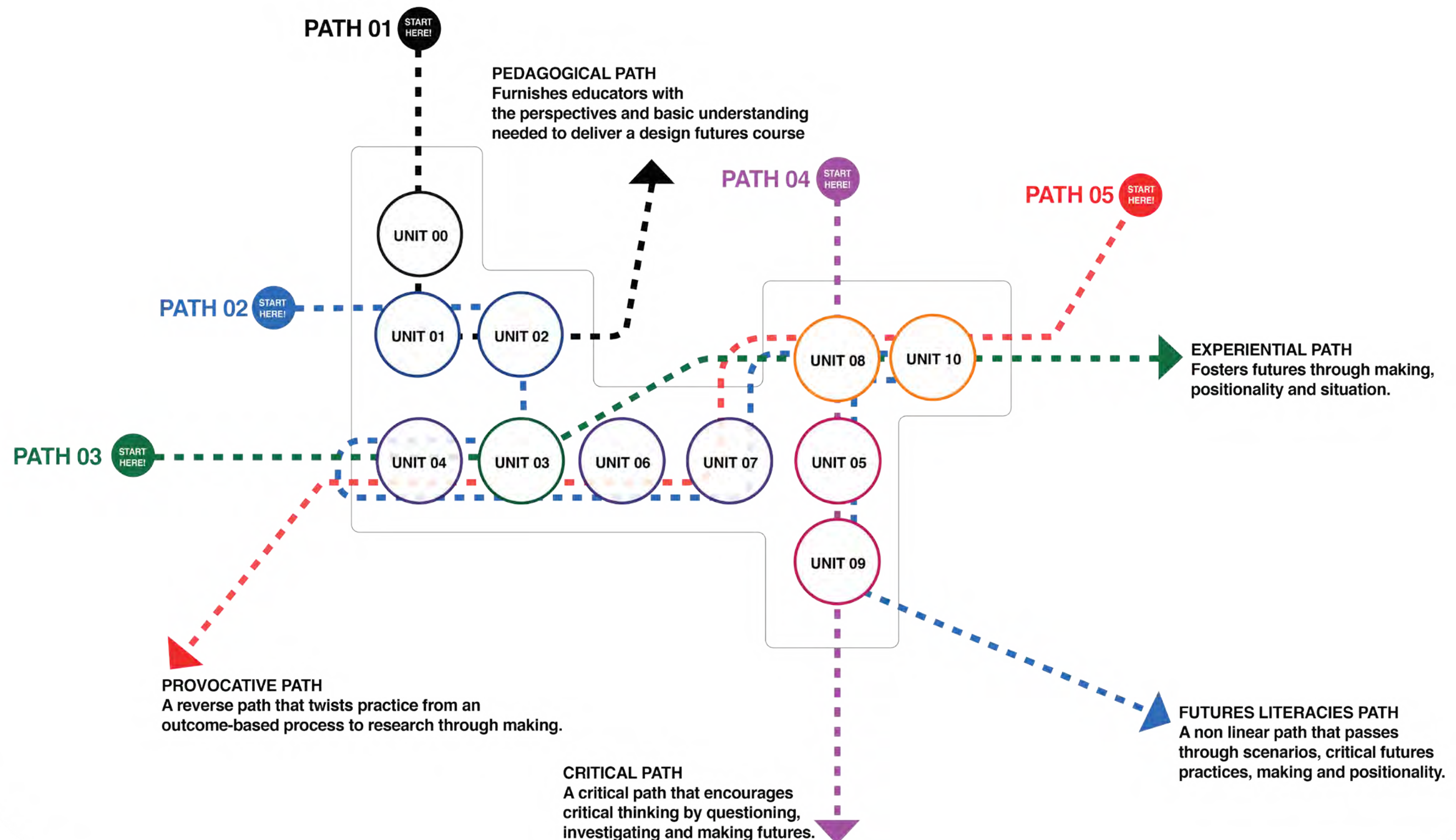**EDUCATORS' GUIDE**

UNIT 00

UNIT 00. ORIENTATION

Foundation unit to engage yourself in teaching future design literacies

UNIT 01. INTRODUCTION TO METHODS

Provides generative and transformative ways of working imaginatively and questioningly in processes and acts of making futures by design.

UNIT 02. VOICING FLUENT FUTURES

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

UNIT 01   UNIT 02

META FRAMEWORK

UNIT 03. FUTURES SCOUTING

Explains the notion of modes of scouting, where gathering, framing, making and enacting are at the center of the process. It explains how designers can identify trends, weak signals and drivers of change

UNIT 04. POSITIONALITY

Focuses on first, second and third person perspectives, highlighting the importance of self-reflexive activation by building awareness of the interconnected nature of positionality, boundaries and networks.

UNIT 04   UNIT 03   UNIT 06   UNIT 07   UNIT 05

POSITIONALITY   **SCENARIOS**

UNIT 09

CRITICAL REFLECTIONS

EXPERIENTIALITY

UNIT 08   UNIT 10

UNIT 08. PROVOTYPES

Creates a space for students to explore the role of provocative prototypes (provo-types) in the shaping critical future visions of Designing Futures.

UNIT 10. ALTERNATIVE PRESENTS

Provides the foundation to carry out research through design, showing the relation between theory and practice as it is related to the experiential in designing futures literacies. Helps designers to generate alternative presents through design interventions that embody desired futures and help understand and experience the needs to provoke these transitions.

UNIT 05. FUTURE PHILOSOPHICAL PILLS

Foregrounds the importance of philosophical concepts to critically interrogate established notions, beliefs and assumptions around the future; it provides strategies to amplify our capacity to imagine, speculate and anticipate different futures;

UNIT 09. CRITICAL REFLECTIONS

Encourages you to place criticality at the center of your engagement with the intersection Design/ Futures /Literacies. inviting you to critically re-examine the work done so far; to twist the perspective already gained during one of the other pedagogical activities.

UNIT 06. SCENARIOS GENERATION

Introduces the concept of scenario generation in Design Futures. It provides Educators with the theoretical basics of scenarios, their aims and rationale.

UNIT 07. SCENARIOS DEVELOPMENT

Introduces practical and speculative techniques to develop a plurality of visions through scenarios. It introduces the tools to understand how to implement, use and narrate design scenarios.

EDUCATORS' GUIDE
TO FUTURES LITERACIES METHODS AND METHODOLOGIES
THE PATHS
Suggested pedagogical paths through the units

PATH 01 **START HERE!**

PEDAGOGICAL PATH
Furnishes educators with
the perspectives and basic understanding
needed to deliver a design futures course

PATH 04 **START HERE!**

PATH 05 **START HERE!**

UNIT 00

PATH 02 **START HERE!**

UNIT 01   UNIT 02

UNIT 08   UNIT 10

EXPERIENTIAL PATH
Fosters futures through making,
positionality and situation.

PATH 03 **START HERE!**

UNIT 04   UNIT 03   UNIT 06   UNIT 07   UNIT 05

UNIT 09

PROVOCATIVE PATH
A reverse path that twists practice from an
outcome-based process to research through making.

FUTURES LITERACIES PATH
A non linear path that passes
through scenarios, critical futures
practices, making and positionality.

CRITICAL PATH
A critical path that encourages
critical thinking by questioning,
investigating and making futures.

EDUCATORS' GUIDE
TO FUTURES LITERACIES METHODS AND METHODOLOGIES
TOOLS AND DEVICES

EDUCATORS'
GUIDE

UNIT 00. ORIENTATION
1O2 FUTURE PHILOSOPHICAL PILLS
IO2 PERSPECTIVES
IO2 STANDPOINTS

UNIT 00

UNIT 01. INTRODUCTION TO METHODS
IO1 NEOLOGISER
IO2 METHODOLOGICAL PERSPECTIVE
IO3 ATLAS OF WEAK SIGNALS
IO4 PROVOTYPING

UNIT 02. VOICING FLUENT FUTURES
IO1 NEOLOGISER

UNIT 01   **UNIT 02**

META FRAMEWORK

EXPERIENTIALITY

UNIT 08. PROVOTYPES
IO3 SELF-REFLEXIVE ACTIVATIONS
IO4 PROVOTYPING
IO4 STORYBOARD
IO4 FUTURE TELLING
IO4 FUTURE FILMING

UNIT 08   **UNIT 10**

UNIT 10. EXPERIENTIAL FUTURES
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IO3 DESIGN SPACES

UNIT 03. FUTURES SCOUTING
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IO4 HORIZON SCANNING CANVAS
IO4 PESTLE
IO4 CIPHER
IO4 FUTURE FORCES

UNIT 04. POSITIONALITY
IO3 SELF-REFLEXIVE ACTIVATIONS
IO3 A DAY IN MY LIFE
IO4 PROVOTYPING

UNIT 04   **UNIT 03**   **UNIT 06**   **UNIT 07**   **UNIT 05**

POSITIONALITY   **SCENARIOS**

UNIT 09

UNIT 05. FUTURE PHILOSOPHICAL PILLS
IO2 PHILOSOPHICAL PILLS
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IO1 NEOLOGISER
IO1 CHIMERA
IO4 CIPHER
IO4 PESTLE
IO4 VERGE
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UNIT 09. CRITICAL REFLECTIONS
IO2 PHILOSOPHICAL PILLS

CRITICAL
REFLECTIONS

UNIT 06. SCENARIOS GENERATION
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IO4 FUTURES WHEEL
IO4 POLARITY MAPPING
IO4 FOUR ARCHETYPES

UNIT 07. SCENARIOS DEVELOPMENT
IO4 SCENARIO CANVAS
IO4 STORY WORLD
IO4 TIME TRAVELER
IO4 A DAY IN A LIFE
IO4 PALMISTRY

FUTURES LITERACY
METHODS

UNIT 00
ORIENTATION

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 hightened 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
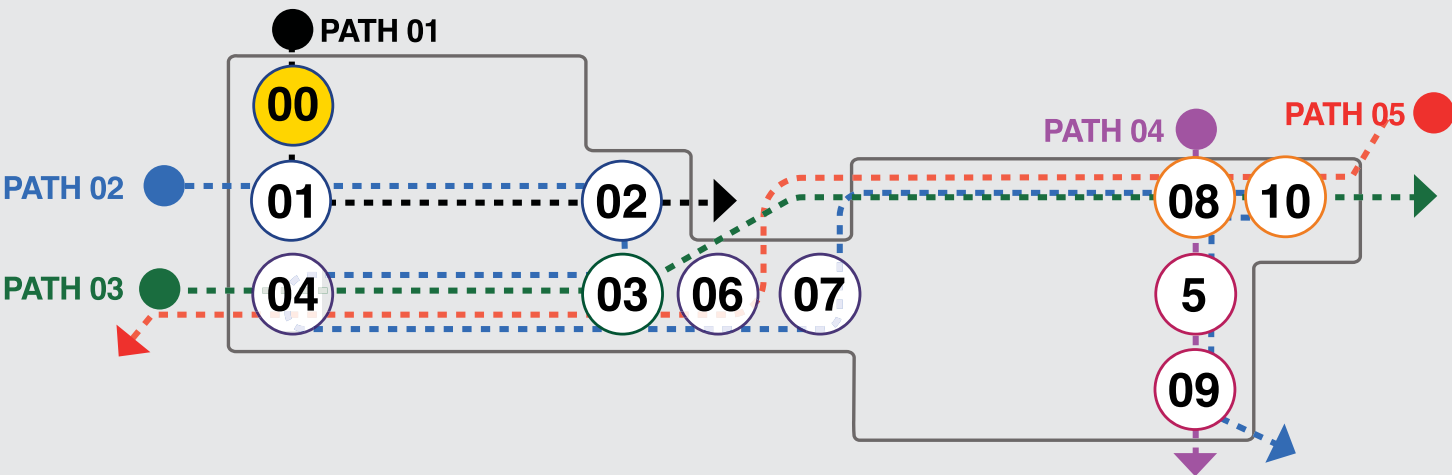
🟡 The yellow color indicates the position of the current Unit.

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 05
FUTURES PHILOSOPHICAL PILLS

AHO
Arkitektur- og designhøgskolen i Oslo
The Oslo School of Architecture and Design

POLITECNICO
MILANO 1863
DIPARTIMENTO DI DESIGN

ELISAVA
Escola Universitària de Barcelona
Disseny i Enginyeria

ual: university of the arts london

AHO
Arkitektur- og designhøgskolen i Oslo
The Oslo School of Architecture and Design

POLITECNICO
MILANO 1863
DIPARTIMENTO DI DESIGN

ELISAVA
Escola Universitària de Barcelona
Disseny i Enginyeria

ual: university of the arts london

DESCRIPTION

The future can be envisioned in so many ways: as a space of the unknown, as a horizon of potential, as a risk to manage, as a problem to pre-empt. It can be said that this variety of approaches is what drives humanity to a constant search for strategies of inquiring, forecasting, divining, and prophesying. These are, however, always culturally and contextually determined.

Powerful narratives circulating in any given society sustain the formation of situated collective imaginaries where society's hopes, anxieties, fears and aspirations tend to coalesce. Often crystallizing around utopian and dystopian themes, these stories colonize the imagination in ways that can be self-actualizing and, by fostering denial, polarisation and disavowal, acutely disenfranchising. It becomes necessary

to counteract this capture of futures by inserting new stories and new configurations of what kind of futures may be possible.

The Philosophical Pills Unit shows how philosophical theories can be deployed to this task. It foregrounds the importance of philosophical concepts to critically interrogate established notions, beliefs and assumptions around the future; it provides strategies to amplify our capacity to imagine, speculate and anticipate different futures; it enables learners to generate ideas for practical implementation that will feed into pragmatic-speculative design propositions.

The Philosophical Pills are philosophy-in-action informing future-building by design.

AIMS

Unit 5 is built around the Philosophical Pills: critical lenses to examine, interrogate and position existent notions of futures, and to furnish design educators and design learners with theoretical tools that can amplify their capacity to imagine different futures. Drawn on a selected philosophical corpus (with emphasis on process philosophies), the Philosophical Pills should be seen as both portals to alternative notions of future, and as diagnostic devices to decode the present as it morphs into futures. The Philosophical Pills are packaged into a deck of cards for ease of use, better communication and a more playful engagement. Cards may be either chosen or picked blindly to enable randomness entering the process.

The key aim is to kickstart the cultivation of novel imaginaries that can introduce different non-existent futures into the present so to shape practice and design outcomes. Further aims:

·Understand the role of imagination, anticipation and speculation in building narratives of the future

·Familiarize with key theoretical concepts and examine their relevance in unpacking existing narratives and build others

·Interrogate and discuss one's own positionality as a practitioner in relation to futures

·Draw insights from key theoretical concepts to inform design research and the generation of pragmatic-speculative design interventions

·Connect anticipatory skills to design multiple ways of interpreting and enacting the future.

COMPETENCIES

Critical thinking competency: developing the capacity to think critically through a range of sources and materials; applying criticality to researched outputs
Anticipatory competency : refining the capacity to identify and think about a wide range of future positions and possibilities

Self-Awareness /reflective competency : cultivating the capacity to embed your own positionality in the work suggested by the Unit, by bringing your own voice

and experience in the interpretation of the Philosophical Pills

Collaboration competency : developing and enacting strategies to work and negotiate and communicate effectively in diverse teams, and relying on, and growing, through peer – to – peer feedback, and discussion.

DEPTH OF DETAIL

While learners' competences in grasping and managing increasingly sophisticated concepts are expected to develop as learners progress in their studies, each level (BA/MA/PhD) introduces in the process an increased self-diagnostic capacity, together with the ability to respond to randomized inputs. As the post-qualitative methodological approach suggests – doing inquiry by capitalizing on the unknown as a field of potential – students learn to engage with meta-inquiry: using the unknown (random card) to explore the unknown (futures).

LEVEL 01 – BACHELOR

Tutors identify one or more cards for learners to work with and to respond to. The deliberate intervention (e.g. "your project needs this Pill") is informed by an understanding of learners' existing competences and by the requirements of their current projects. The constraint is designed to enhance learners' focus.

LEVEL 02 – MASTERS

Learners randomly extract one or more cards, and this unpredictability of the inputs is the key factor they work with and respond to. Learners are expected to show cognitive flexibility, lateral thinking, improvisation and creative skills.

LEVEL 03 – PhD

Learners examine the whole deck and choose one or more cards based on self-assessment and self-initiative. They are expected to justify their choice, identify connections across the selected Pills, and build systematic mapping. They must evidence advanced skills in analysis, interpretation, systemic thinking, and self-diagnostics.

EXPECTED LEARNING OUTCOMES

A. Knowledge and understanding	Identify key philosophical concepts and theories to use to interrogate narratives of the future. Learn how to use fundamental philosophical concepts in identifying and questioning future narratives.
B. Cognitive Skills	Develop theoretical and critical skills for the interrogation of future narratives.
C. Practical Skills	Develop research questions to support your project, design brief and scenario generation.
D. Generic Skills	Develop critical responses to theoretical discourses, methodologies and practices, incorporating a critical dimension in your own practice.
E. Collaborative Skills	Develop a collaborative mindset and an ability to negotiate roles within multidisciplinary and cross-cultural teams.

ACTIVITY

Build your future scenario (120 min): Develop your storytelling; think who, what, when, how, why. Be specific. Synthetise your proposition for group presentation followed by discussion. [see Unit 7]

Task/Assignments:

•Research and produce a Visual essay/sound piece/or other media agnostic intervention
•Produce annotated bibliography + design precedents examples as support to research

Facilitated activities

Flipped classroom: the workshop detailed above to be facilitated before the talk on futures

*All activities described are meant to take place remotely using collaborative working platform (e.g. Miro)

ACTIVITY

Taking the Pills (workshop)

How the decks work
• Tutor to explain the 10 different clusters, using examples on how to use the cards

•Tutor to explain ways of 'taking the pill' either by prescribing one or more cards, or by asking students to randomly select their own cards (blindly).

•Tutor to ascertain workshop content and format according to whether students are already working on their own design project, or not. If they are, then the Philosophical Pills can be used to mobilize their existent work ("Examine your project through the lens provided by this/these Pil(s) and this/these Prompt(s)". Show an example.

• In the latter case, students will use the Pill(s) and Prompt(s) as described in the workshop activity above and furthermore to mobilize discussion, as brainstorming devices and icebreakers. Show an example.

Workshop*: Students work in small groups (5-7 participants), explore their visions of the future, take the Pill(s) (either prescribed by

tutor or randomly picked) and apply them as critical filters to develop future scenario.

Set the scene (40-45 min): Imagine/ anticipate 2050. How do you imagine this near future (provide students with typologies e.g. Wellbeing/Community/Technical machines/ Scalability/ Infrastructures etc)
• Silent brainstorming (5 min max)
• Find images & keywords for your chosen category in 2050: Populate the board
• Use images as prompt for discussion: what kind of future they evoke?

Take the Pill(s) (80-90 min)

•Research the Pill(s) using the reference material provided as a guide. Conduct own supplementary research.
•Continue populating board with relevant images, keywords and insights.
•Formulate a collective question to inform the development of a future scenario. This can be a research question, a design question, a question for the future…
•Add one or more Prompts from the Prompts deck to insert extra filters and constraints

TOOLS AND DEVICES

For the beginner learner (with no background knowledge of philosophy):

Experiment with using the Pills in combination with Self-reflexive activations, and support research through the Lexicon activity no.3

IDENTIFYING FUTURES DESIGN TERMS

HERE
HERE
AND HERE

For the more advanced learner (with some knowledge of philosophy):

Deepen the understanding of key terms through the following Lexicon activities:
•Reflexicon
•Neologiser
•Chimera

Activate emerging interpretation through:

• Atlas of Weak Signals
Expand the directions of research and potential intersections with practice through the Framing Signals activities

• CIPHER
• PESTLE
• VERGE
• FUTURE FORCES

CASES AND EXPERIENCES

Case title: Hybrid Futures Hackathon

Short descriptions: The Hybrid Futures Hackathon took place during the Digital Innovation Season – a series of talks, lectures, events and technical skills workshops bringing together critical thinking and creative expression around the theme of human-machine encounter at Central Saint Martin UAL (October 2020-January 2021). Facilitated and delivered entirely remotely, the Hybrid Futures Hackathon was designed as a platform for community-building, exchange and cross-course learning for UG and PG students engaging with the key themes of the season [How can we re-imagine human-machine encounters?]. A selection of Pills (Animism; Counterfactuals; Decolonization; Heterotopia; Post-Anthropocene; Superstition) were prescribed to mobilize students' different expertise, locate a shared theme/research question, and as a gravitation point to form the hackathon teams with the final objective to land on a research question which would inform the production of short video submissions.

The Pills proved highly versatile as they performed a variety of functions: icebreakers, brainstorming devices, critical lens for the production of the research questions. The Hackathon had a total of 40 participants, with 9 competing teams, 6 shortlisted and 4 winners. Produced by international teams working across several subject disciplines, nationalities and time zones, the videos were showcased during the Hybrid Futures symposium which concluded the season, vividly illustrating, anchoring and counterpointing the debate.

ROADMAP AND CONNECTIONS
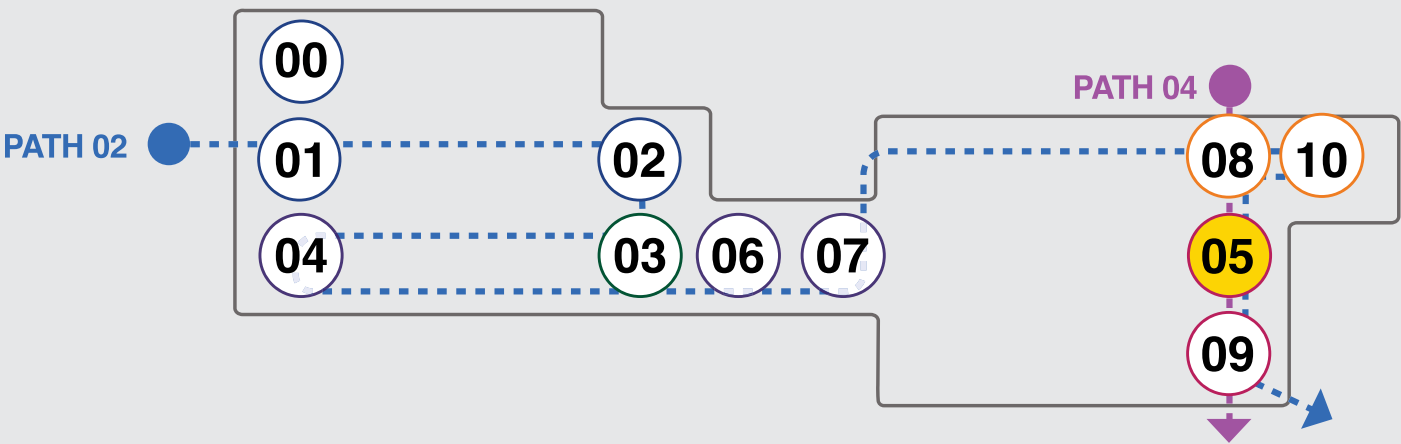
●The yellow color indicates the position of the current Unit.

UNIT CONTENT

The Philosophical Pills use a transdisciplinary and transversal perspective to articulate call philosophy-in-action or practical philosophy (Deleuze 1988). The key characteristic of this approach concerns working at the hinge of the speculative and the pragmatic so to develop intellectual interrogations that can scaffold tangible design-led interventions which in turn are able to feedback on to speculation. It's important to stress this point: the speculative and the pragmatic are not opposed to each other: pragmatic doesn't mean practical as opposed to speculative or theoretical. Rather, we talk about speculative pragmatism (Massumi 2011): how to stay open to invention and future making (speculative) while staying with what is happening, the now, and figure out ways (methods) to enact this (pragmatism). The 'how' is crucial. It means that philosophy in action is in the business of activating ideas through prototyping techniques that engage with what does not exist yet, that turn uncertainty into modes of knowing, that use uncertainty as an opportunity to create meaning.

The Philosophical Pills are critical lenses to furnish design educators and design students alike with theoretical tools to amplify their capacity to think about possible futures, diagnostic devices to cultivate imagination and introduce different non-existent futures into the present in order to shape practice. This again is a crucial point: to connect these anticipatory skills to design – and design's many ways of seeing, interpreting and enacting the future.

Consolidate into two distinct decks of cards, the Philosophical Pills offer 40 concepts. For each of them a short introduction is available together with key reference texts – written thinking about an audience of design students. While all these terms belong to a repository of concepts that we can use to articulate multiple versions of the future, at this stage this is highly situated work which draws largely on European thought (process philosophy in particular)

Why Pill?

The metaphor of the 'pill' should be read in two ways. On a first immediate level, the pill suggests that these philosophical ideas are like active ingredients, they possess curative properties, they are easily digestible, produce tangible effects, and can be prescribed as fast, reliable, effective and targeted cure to assist design students with their inquiry. The second layer evokes the 'pharmakon', which in Greek stands for both medicine and poison, something that according to dosage and mode of intake can be either beneficial or disruptive.

The ambivalence inherent in the act of 'taking the pill' – where curative properties coexist with side effects or even with the risk an overdose, and where the remedy may turn to poison – is an appropriate metaphor that reinforces the methodology and the ethos of using a practical philosophical approach that interrogate futures by staying with uncertainty, and indeed turning uncertainty into a material to work with.

The ethos

The Philosophical Pills use chance-based interrogations into the unknown to generate opportunities to make meaning, create inspiration and build knowledge. This 'divinatory' ethos is embedded in their method of use. By the random selection of one (or more) Pill card and of several Prompt cards users are able to build a random transversal collection of insights, ideas and references. The way these insights resonate with each other, producing further thoughts, is a combination of the 'chance-based' together with the individual engagement of the participant – and interpretation – co-production. Your own way of interpreting the cards that chance has served you, and the content each card has to offer, become a narrative journey to help you reflect critically

UNIT CONTENT

on your design practice and its future orientations.

This chance-based method is significant for a number of reasons
·It is based on a radical openness to what the future may (or may not) bring, thus counteracting ingrained risk-averse tendencies to predict, control, and prepare for the future (futureproofing).

·It disrupts established academic research by leading the participant through an 'unchosen' path where serendipity trumps intention, and where you are called to co-create meaning

·Finally, it wants to make a stand in favour of uncertainty and reclaim it from the rhetoric of contemporary capitalism where it is deployed (together with agility, resilience, mobility, flexibility) as a mode of anxiety-inducing neoliberal governance

Put differently, the Philosophical Pills are a response to the challenge of conducting inquiry when conditions are volatile, times are turbulent, and complexity increases. How do we attend to the multiple instabilities and contingencies of a world in continuous transformation, and how do we capture this unfolding of events within our inquiry? What kind of conceptual frameworks and methodological practices can be used to engage with becoming and all the mess it entails? The Philosophical Pills offers a possible way: by firmly knitting together theory and practice, thinking and making, design and philosophies, the speculative and the pragmatic.

This is not only a methodological but also an epistemological shift: from seeing inquiry based on the analysis of data (and the assumption that data are raw and mute and will acquire meaning only by external coding) to seeing inquiry and knowledge-production

as 'diffractive' (Barad 2007) – rooted in the entanglement of theory and practice, of researcher and research, speculative and pragmatic, and in the awareness that as researchers, educators, practitioners we are never external observers but always implicated with the research we are co-producing within the flow of events. Seen in this way, the Philosophical Pills are an experiment in post-qualitative methodology: a way of doing inquiry that capitalizes on the unknown as a field of potential, rather than imposing a blueprint (St Pierre 2019), and an instance of "serious play of rigorous experimentation" (MacLure 2020) through which uncertainty finds its way into the frameworks and methods of research to produce creative encounters with the unforeseen (Manning 2015).

To sum up, the Futures Philosophical Pills we have produced help to imagine and enact a plurality of futures by design. They are

· Philosophy-in action: working at the hinge between the speculative and the pragmatic.
· Transdisciplinary: Devised by a hybrid team of theorists and designers with design practitioners in mind
· They pertain to post qualitative inquiry – based on understanding becoming
· They do meta-inquiry: they use the unknown to capture the unknown
· They are diagnostic devices: to decode the present as it morphs into futures

Crucially, while they concern futures, they are "not about predicting predicting, but being attentive to the unknown knocking at the door (Deleuze 2006, 346)

1: Interrogating Futures (tutor's content)

01. Introduction: Narratives of the Future
In this section students learn about different viewpoints and perspectives that can be used to describe "the Future". This section

UNIT CONTENT

introduces a range of ideas (from western and non-western cultures, and from other fields such as science, physics and ancient philosophy) and definitions of key terms (imagination, anticipation, speculation). The aim is to offer learners a broad understanding of the many ways in which the things called 'future' can be conceptualized and constructed culturally.

02. Why do we need Philosophy?

This section explains the methodological approach underpinning the Philosophical Pills and its philosophy-in-action ethos. It explains the notion of the 'pharmakon' (the idea that something can be both remedy and poison); it positions the Philosophical Pills within post-qualitative modes of inquiry concerning the process of becoming (rather than the essence of being) and methodologies fit for a world that is continuous (rather than discrete), uncertain (rather than determinate) and volatile (rather than predictable).

03. Working with Uncertainty

This section deepens students' understanding of uncertainty (e.g. from physics, risk management, philosophy, epistemology) and suggests ways in which it can be used as a material to work with, including the awareness of the limits of one's one knowledge. Two trajectories are offered: negative knowledge (the knowledge of the boundaries around unknown objects of research); and conjectural knowledge (knowledge that allows for elements of chance and unpredictability to enter the outcome).

04. What are the Philosophical Pills?

This section explains in detail what the Philosophical Pills are: a series of curated philosophical insights to interrogate and

challenge established approaches and assumptions around the future and catalyze research. It explains how the Philosophical Pills came to be, and the key purpose of doing philosophy in action by scaffolding the development of design propositions through the means of selected philosophical concepts with the aim to amplify, disrupt and expand existing visions. The broad objective is to push students outside their received notions, prompt them to question and justify their choice, and build increased awareness around the social construction of collective future imaginary, so that they can be exercising a more fine-tuned sense of agency and openness in relation to possible futures.

05. The decks

There are two decks of cards: the Pills deck and the Prompts deck – each containing 40 cards. By combining cards from the two decks participants can create a number of chance-based, situated 'readings', where the philosophical terms (Pills) intersect with directives, questions, provocations and nudges (offered by the Prompts). This process has been designed to open routes for adventurous thinking, conceptual exploration, and playful philosophy-in-action to amplify and disrupt the speculative-pragmatic hinge and inform design practice.

2: Taking the Pills (workshop) - see above section 06 for details

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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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