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ABSTRACT

Designed for individualized instruction, this unit contains objectives, materials needed, and assignments for teaching about the future on the secondary level. The unit is designed to take different formats and directions and is applicable to any subject area. Objectives and assignments are both listed in brief numerical order. Some of the 17 objectives are that students will discuss techniques for forecasting the future, generate a scenario for the future, discuss diversified types of information systems, and show concern for the study of the future. Included in the 21 assignments are generating definitions of the future, discussing how the year 2000 will differ from the present, simulating "School of the Future," reading future-oriented books and periodicals, viewing films and videotapes, and joining the World Future Society. Student worksheets, a checklist for monitoring student progress, suggestions for followup activities, and a self-appraisal report are provided. (KC)

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NON-FORMAL BASIC DESIGN:  
IMAGINING POSSIBLE FUTURES

BY

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FALL, 1983

SD 014991

## NON-FORMAL BASIC DESIGN

Non-formal basic design is an approach to individualizing instruction that is teacher made. It can take many different formats and directions. It stipulates work to be done and how it will be evaluated. Learners know from the outset that they must work at certain specified topics; that they must complete the work within time limits; that work must reach a certain level of quality before it is accepted. Learners can pace themselves in meeting completion deadlines.

"Non-formal" means that the design does not have a precise, conventional format. "Basic" means that the topic is part of the basic curriculum of the school. That is, the topic can come from any subject area.

If you do not think learning centers are appropriate for your topic; if you do not believe in open experience; if you think modules are too stuffy; if you think that a diagnostic-prescriptive design is too cut and dried; you may want to develop a design referred to as non-formal basic. Such is the following model entitled "Imagining Possible Futures."

### Source:

Charles, C.M. Individualizing Instruction, Second Edition. St. Louis: The C.V. Mosby Company, 1980, 284 pp.

TOPIC AREA: IMAGINING POSSIBLE FUTURES

INTRODUCTION:

"No one will live in the world into which he was born, and no one will die in the world in which he worked in his maturity."

- Margaret Mead

Why study the future? Many people think that the future is a kind of faroff, never-never land that has nothing to do with practical matters like earning a living or making a success of one's life. Nothing could be further from the truth since all of us are going to spend the rest of our lives in the future. Glenn T. Seaborg said, "If we are to arrive at the year 2000 and view about us a world worth living in and worth turning over to future generations, we must conceive most of that world today and build it with every succeeding tomorrow."

OBJECTIVES (Behavioral)

1. Given a variety of "futures" experiences and definitions, the learner will generate his/her definition for futures in an oral response. (Assignments 1, 2, 6)
2. Given an opportunity to brainstorm about the world of 2000 A.D., the learner will originate an essay on how the world of the year 2000 A.D. will differ from today's world. (Assignments 1, 2, 6, 7)
3. Having read literature on futures, the learner will state in writing at least seven potential uses of the future. (Assignments 3, 4, 6, 8)
4. Given the world of 2000 A.D., the learner will discuss the primitive aspects of our present educational system with two other learners in a small group setting. (Assignments 4, 5, 6)

5. Following a guest speaker's lecture presentation on provisions needed in education for the future, the learner will summarize the important elements of the lecture by writing a two page report.  
(Assignments 4, 5, 6, 9)
6. Given a copy of the simulation "School of the Future," the learner will participate with other learners in this role-playing experience.  
(Assignments 4, 5, 6, 10)
7. Given a recent copy of The Futurist, a journal of forecasts, trends, and ideas about the future, the learner will read two articles of choice and orally report the insights gained.  
(Assignment 7)
8. From a list of diversified types of information sources on the future, the learner will discuss techniques for forecasting the future by writing a paragraph on each technique.  
(Assignment 12)
9. Given major references to futures publications, the learner will describe the kind of information each provides with 100% accuracy.  
(Assignment 13)
10. From a list of current books on the future, the learner will select one book, read it, and orally present his (her) report to the other learners.  
(Assignment 14)
11. Given John Naisbitt's best seller, Megatrends, the learner will summarize at least two of the ten trends transforming our lives by writing a paragraph on each.  
(Assignment 15)
12. In response to a request, the learner will generate a scenario for the future, flowchart the components, and visually display them on an overhead transparency for a discussion.  
(Assignment 16)
13. Given a list of futures topics, the learner will choose one and explore the topic by writing a five page report complete with footnotes and bibliography.  
(Assignment 17)
14. Given an opportunity to preview four brief films and a videotape in futures topics, the learner will state his/her personal reactions on how the films and video tape have or have not changed his/her thinking on the future.  
(Assignment 18)

## OBJECTIVES (Experience)

1. Following an interview with a futurist, the learner will demonstrate commitment to futures studies by joining the World Future Society, a professional association for the Study of Alternative Futures. (Valuing experience) (Assignment 19)
2. Given information as stated in the media the learner will show concern for the study of the future. (Valuing experience) (Assignment 20)
3. Given your present knowledge of futures studies, discuss your personal reactions to this important discipline. (Assignment 21)

## MATERIALS NEEDED TO ACCOMPLISH OBJECTIVES:

1. Print materials (recommended books and journals on futures studies).
2. Overhead transparency and overhead projector.
3. Audiocassette and cassette tape recorder.
4. Filmstrip and filmstrip projector.
5. Video tape player.

## ASSIGNMENTS (Teacher made)

1. Listen to the audio lecture entitled "The Study of the Future." Audio lecture developed by author. Not available from commercial publisher.
2. Generate your own definition of the future. Share it with two other members of the group. Pool your resources and decide on a composite definition.
3. Read Yoneji Masuda's The Information Society As Post - Industrial Society. Tokyo, Japan: Institute for the Information Society, 1980.
4. Secure a copy of the filmstrip "Science Fiction: What It's All About" from your teacher. View it. Discuss your impressions with other group members. NY, ACE Company, 1971.
5. Read Phi Delta Kappa's Fastback, #155: The Third Wave and Education's Futures by William C. Miller, Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1981, 37p.

6. Read Edward Cornish's The Study of the Future: An Introduction to the Art and Science of Understanding and Shaping Tomorrow's World. Washington, D.C.: The World Future Society, 1977, 320p.

The book includes:

- A concise history of futurism, from ancient times to today.
- A description of the philosophy of futurism.
- A discussion of the various scenarios developed by scholars for the future of our civilization.
- A detailed explanation of how organizations carry out futures research.
- An annotated bibliography of selected books about the future.
- And much, much more.

7. With other members of your group, brainstorm how the world of the year 2000 A.D. will differ from today's world. Compose an essay about your results. (Your essay should include some of the following points of differences: more unified, more standardized, more affluent, more leisured, less integrated by family and kinship, more mobile, less religious, better educated, and more technology).

8. Through your own independent study and research, state in writing at least seven potential uses of the future.

9. Listen to the guest speaker's lecture on analyzing provisions needed in education for the future. Among the provisions mentioned are: competencies in problem-solving, career education; systematic citizen education; competencies in interpersonal relations; group participation and intergroup relations; interacting with multi-cultural groups; understand and appreciate people and cultures elsewhere in the world; education directed toward self-knowledge; leisure time interests and skills. Summarize the important components of this lecture in a two page report.

10. Secure a copy of the simulation "School of the Future" from the facilitator. Participants will play the following roles in small group session:

Teachers from the Far City School System  
Low socio-economic parent group  
Middle and upper class white parents  
Young community parents  
Established community leaders  
The School Board

After you have role played, share your feelings and observations.

11. Skim an entire issue of articles in The Futurist, a journal of forecasts, trends, and ideas about the future. Select and read two articles of choice. Orally report your findings.
12. The following techniques are used by futurists for forecasting the future:

Trends extrapolation  
Delphi forecasting  
Scenario forecasting  
Relevance tree  
Future wheels  
Simulation forecasting

Read about each technique from the various resources available to you. Write a succinct paragraph about the nature of each technique.

13. The following future-oriented periodicals are published by the World Future Society, an Association for the Study of Alternative Futures:

The Futurist - bi-monthly; explores all aspects of the future;

The World Future Society Bulletin - bi-monthly journal; intended for those with intense interest in the field.

Future Survey - monthly abstract journal

The following books are also published:

Cornish, Edward, ed. The Future: A Guide to Information Sources, Revised 2nd Edition, Washington, D.C.: World Future Society, 1979, 722p.

Martin, Marie. Films on the Future. Washington, D.C.: World Future Society, 1977, 70p.

Secure copies of the above references from your library. Peruse them thoroughly. Describe the type of information each contains.

14. The following current books on the future are available at your local bookstore or library. Select one book, read it, and present an oral report about its contents to other members of your group.

Cetron, Marvin and Thomas O'Toole. Encounters with the Future: A Forecast of Life into the 21st Century. New York: McGraw-Hill Book Co., 1982, 308p.

Naisbitt, John. Megatrends: Ten New Directions Transforming Our Lives. New York: Warner Books, Inc., 1982, 290p.

O'Neill, Gerard K. 2081: A Hopeful View of the Human Future. New York: Simon and Schuster, 1981, 284p.

Toffler, Alvin. Previews and Premises. New York: William Morrow and Company, Inc., 1983, 230p.

Weil, Robert ed. The OMNI Future Almanac. New York: Harmony Books, 1982, 319p.

15. John Naisbitt in Megatrends: Ten New Directions Transforming Our Lives (New York: Warner Books, Inc., 1982, 290p.) presents ten trends affecting our lives. Read and summarize any two of the ten trends. A succinct paragraph on each trend is sufficient.
16. You are planning a workshop on the study of the future. Your boss has requested that you write a scenario about some aspect of the future. Choose a topic. Flowchart the essential components. Use an overhead transparency to discuss your results with others.
17. After an in-depth study of one of the following topics, choose and write a five page report on it. Footnote your sources and include a bibliography.

General Background on Social Futures  
Communication and Transportation in the Future  
Community and Habitat in the Future  
Futures in Education  
Family Life Futures  
Energy and Other Natural Resources in the Future  
Food and Agriculture in the Future  
Government and Economics in the Future  
Health Futures  
International Affairs in the Future  
Values, Attitudes and Lifestyles in the Future  
Work and Leisure Futures

18. Preview the following 16mm films and videotape. State your personal reactions regarding how they have or have not changed your thinking on the future.

"Future Shock" - 42 minutes/color. NY, McGraw Hill Textfilms, 1972.

"Cities of the Future" - 18 minutes/color. NY, McGraw Hill Textfilms, 1967.

"Energy for the Future" - 17 minutes/color. Encyclopaedia Britannica Educational Corp., 1974.

"Computer Revolution" - 23 minutes/color. Bailey Film Assn., 1988.

"Planning Curriculum with a Futures Perspective" 21 minutes/3/4" videocassette. Association for Supervision and Curriculum Development, 1983.

19. The World Future Society is an association of people who are interested in how social and technological developments will shape the future. It is chartered as a non-profit scientific and educational organization in Washington, D.C. Review WFS's objectives as outlined in its charter. Inquire about joining this professional organization.
20. Peruse your local newspaper for one week focusing on futures articles or news items. Clip them. Annotate them. Paste them into a scrapbook. Share your findings.
21. After you complete this program, discuss your personal reactions to it with your teacher during conference time.

ASSIGNMENTS (Student Made)

1. Plan an input on your own focusing on futures studies.
2. Plan a practice of your own focusing on futures studies.

EXHIBIT A FOR RECORDING STUDENT PROPOSAL

NAME \_\_\_\_\_ STARTING DATE \_\_\_\_\_  
 ENDING DATE \_\_\_\_\_

Write Your Own Instructional Objective:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

| <u>INPUT</u>  | <u>ATTEMPTED</u> | <u>COMPLETED</u> |
|---|------------------|------------------|
|   | ✓                |                  |
| <u>PRACTICE</u>   |                  |                  |
| <u>ASSESSMENT</u><br>At the completion of this objective I will be able to: |                  |                  |

Approval \_\_\_\_\_  
 Student Signature

Approval \_\_\_\_\_  
 Teacher Signature

Attach Assessment Papers and submit to teacher when completed.



EXHIBIT B FOR RECORDING PROPOSAL

NAME \_\_\_\_\_

TOPIC: IMAGINING POSSIBLE FUTURES

My plans for the week beginning \_\_\_\_\_ are as follows:

| ACTIVITY | EXPECTED COMPLETION DATE | ASSESSMENT |
|----------|--------------------------|------------|
|          |                          |            |

I plan to use: (✓)

- \_\_\_ Overhead
- \_\_\_ Filmstrip
- \_\_\_ Videotape
- \_\_\_ Slides
- \_\_\_ 16mm motion picture
- \_\_\_ 8 mm motion picture
- \_\_\_ Record
- \_\_\_ Audio tape
- \_\_\_ Programmed instruction materials
- \_\_\_ Computer assisted instruction program
- \_\_\_ Book
- \_\_\_ Journal
- \_\_\_ Field trip
- \_\_\_ Lecture
- \_\_\_ Discussion
- \_\_\_ Interview
- \_\_\_ Library
- \_\_\_ Flow chart
- \_\_\_ Other (name) \_\_\_\_\_

Notes:

Signed:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

Monitoring Student Assignments:

A file folder for each learner is prepared. Records and examples of work are included.

The following record is used to monitor student progress of objectives. In addition, conference time is built into the class time so that students can discuss progress with their teacher.

CHECKLIST FOR MONITORING STUDENT PROGRESS

NAME OF STUDENT \_\_\_\_\_

TOPIC: IMAGINING POSSIBLE FUTURES

|  | <u>DATE COMPLETED</u> | <u>COMMENTS</u> |
|--|-----------------------|-----------------|
| ____ Student listened to audio lecture entitled "The Study of the Future"  |                       |                 |
| ____ Definition of <u>Future</u><br>- personal<br>- composite  |                       |                 |
| ____ Student read Masuda's text  |                       |                 |
| ____ Student viewed/discussed filmstrip  |                       |                 |
| ____ Student read Eastback #155  |                       |                 |
| ____ Student read Cornish's text   |                       |                 |
| ____ Brainstorm and essay: how world of 2000 A.D. will differ from today's world   |                       |                 |
| ____ Write seven potential uses for the future   |                       |                 |
| ____ Student listened to and summarized components of lecture on analyzing provisions needed in education for the future |                       |                 |
| ____ Student participated in simulation "School of the Future"   |                       |                 |
| ____ Student read two articles from <u>The Futurist</u> and reported findings orally                                     |                       |                 |
| ____ Forecasting techniques paragraphs   |                       |                 |

- Student could describe contents of selected future-oriented references
- Oral report on one current futures-oriented book
- Summarization of two of Naisbitt's Megatrends
- Student flowcharted components of scenario of choice and shared results
- Five page indepth study on a topic of choice
- Personal reactions to films and videotape
- Student joined World Future Society
- Newspaper scrapbook
- Student planned input focusing on futures studies
- Student planned practice focusing on futures studies

Follow-Up Activities:

1. The following questions can guide the oral and written reports:

- Give a summary of the basic ideas you encountered.
- State the new ideas you encountered.
- State the points with which you agree or disagree.  
Why?
- State the practical value of this assignment to you in your particular job situation.

2. A crossword puzzle can be developed on futures-oriented topics.

3. Complete the statements in the incomplete sentence blank.

- a. With respect to time in the future \_\_\_\_\_
- b. Our only choice with respect to the study of the future \_\_\_\_\_
- c. Because of the breadth and scope of the futures field \_\_\_\_\_
- d. My own personal image of the future \_\_\_\_\_
- e. Alternative futures \_\_\_\_\_
- f. Future social relationships \_\_\_\_\_
- g. The basic idea of a multiple option society \_\_\_\_\_
- h. The world of the year, 2000 A.D. \_\_\_\_\_
- i. Global problems \_\_\_\_\_
- j. True freedom of choice \_\_\_\_\_
- k. The family of the future \_\_\_\_\_



Self Appraisal:

1. One on one interaction with instructor during conference time.
2. Response to the following WORK PROGRESS REPORT.

WORK PROGRESS REPORT

Name: \_\_\_\_\_

|   | Very<br>Satisfied | Fairly<br>Satisfied | Neither<br>Satisfied<br>nor<br>Dissatisfied | Somewhat<br>Dissatisfied | Very<br>Dissatisfied |
|---|-------------------|---------------------|---|--------------------------|----------------------|
| I knew what I was supposed to do.           | _____             | _____               | _____                                       | _____                    | _____                |
| I understood the objectives.                | _____             | _____               | _____                                       | _____                    | _____                |
| The assignments were clearly written.       | _____             | _____               | _____                                       | _____                    | _____                |
| Conferencing time was well-spent.           | _____             | _____               | _____                                       | _____                    | _____                |
| How do I feel about the quality of my work? | _____             | _____               | _____                                       | _____                    | _____                |

3. Write a one page commentary on your personal reactions to the study of the future.
4. For those activities which involved discussion with classmates:  
 The best aspect of this discussion was \_\_\_\_\_  
 The thing that had the least impact on me was \_\_\_\_\_  
 If I could do it over again, I would \_\_\_\_\_

