

FINLAND FUTURES ACADEMY

ANNUAL REPORT 2012

Pentti Malaska In Memoriam



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Finland Futures Academy

University of Turku

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LETTER FROM THE COORDINATOR

This Annual Report is written in English and offered to a wider audience for a certain reason. It could be said that, for us, 2012 was simultaneously both a miserable and memorable year. 2012 will live on in our memories, as it was the year when Pentti Malaska passed away, which saddened us greatly. His contribution to FS scientific society in Finland was unique, and it remains to be seen if anyone else will be able to fill the gap that his passing has left behind. With this Annual Report 2012, we honour his work of establishing the Finland Futures Academy (FFA).

In January 1998, a lot of pressure was placed on a coordinator and an education coordinator who started to work at the Finland Futures Research Centre (FFRC) for an effort named the FFA. For me as the first FFA education coordinator, internalising a “semi-exotic”, newly born science called Futures Studies was a challenge. Working with Pentti Malaska was one of the most inspiring times in my life and career. It soon became clear that nothing normal in human capacity was good enough. During that time, I felt like I was in a privileged position of laying grounds to a new scientific field. I and my colleagues in the FFRC worked with great strides towards something that we thought would be decisive for the future.

Pentti was an inspiring person with a capability of rousing hope and creating bigger pictures for futures studies. The word “hope” was laden with great expectations of human efforts. It was like being a novice under supervision when we managed to finalise the contents of the first FFA courses. I spent plenty of hours together with Pentti, writing up his thoughts and ideas about futures studies and designing the contents for our students. Our work materialised first as study guides and education plans for the FFA. In the end, I came to admire Pentti, and I still appreciate being among the lucky ones who had the privilege of working with him. Pentti dreamed about establishing an international scientific FS organization through the FFA. His vision of a World Futures Academy still lives on, with a further precision of grass



Prof. Pentti Malaska 11.4.1934-15.3.2012

root networking emerging as the way that internationalisation takes place. The history of the FFA is a story of reinforcing foreign connections for the purposes of quality assurance, shared knowledge and concrete co-operation.

Professor Pentti Malaska was the primus motor of establishing the FFA university network. Even after his retirement, he was always there supporting us. Therefore – even after his passing – we will always be here for him, for the implementation of his dreams. In remembering Professor Pentti Malaska, we have enriched the contents of Annual 2012 with his poems.

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Finding a Mind Pattern
 Source: Pentti Malaska, Lecture Dec 16 2010. Futurology and Futures Research, Finland Futures Academy.

THE FINLAND FUTURES ACADEMY IN A NUTSHELL

The Finland Futures Academy (FFA), a national university network, was established on February 2, 1998, in order to promote the integration of futures studies education in Finnish universities. The FFA is co-ordinated by the Finland Futures Research Centre (FFRC) at the University of Turku. In 2012, the FFA provided systematic activities, education and training, combined with new openings such as launching Futures Studies (FS) courses in the Open University.

Our Goals

The main goals of the FFA are to offer high-quality futures research courses and elective seminars, and to create research and education training programmes for graduate and postgraduate students. The FFA also regularly offers a Master's level subsidiary study programme and a national postgraduate programme. The FFA is financed by the University of Turku.

Together with the FFRC, the FFA offers a joint degree Master's programme of International M.Sc. in Strategic Innovation and Future Creation. The study programme is conducted in four European universities, providing a unique opportunity to experience learning at the heart of Europe: the University of Malta (Malta), the University of Potsdam (Germany), Teesside University (United Kingdom) and the University of Turku (Finland). The two-year Futures Studies Master's Programme has been offered in English by the FFRC since 2005, with an intake of every or every other year. The programmes are financed by the University of Turku.

Other tasks of the FFA include developing distance and multiple form education modes and testing their usefulness for the network; producing study materials; and taking care of network coordination and administration. In the field of research, the Millennium Project acts as one of the wider frameworks for international co-operation. There is research on education and learning modes and new openings in these fields are continuously monitored.

During 2012, we focused on reinforcing functional grounds for virtual co-operation and education. In addition, we reconstructed the study programme of the educational Master's level subsidiary. There are new course contents with a well-defined pedagogy and an increased share of distance (virtual) learning. 2012 was a period of transition with starting up a new subsidiary study programme with offering possibility of finalising the traditional subsidiary programme. Considering that – in 2012 – futures research has become a part of Open University in Finland, this was an especially lively education year for the FFA.

Internationalisation has borne fruit and become agile and ordinary by nature. Since its establishment in 1998, the FFA has offered courses in English when needed and shared by international partner universities abroad, when available. The vision of FFA is to enhance international co-operation between uni-

versities (e.g. student exchange and joint course planning and implementation) and become the World Futures Academy. Foreign experts are invited to give presentations and lectures in courses and other international occasions organised by the FFA and the FFRC, such as the Summer School.



Discussions about reinforcing Northern dimension of the MP Helsinki Node, St.Petersburg Jun 14-15. Sari Söderlund (Helsinki Node member, FFA, University of Turku), Tiina Jauhiainen (Northern Dimension Institute, Lappeenranta University of Technology) and behind camera Nadezhda Gaponenko (MP Russian Node Chair, Russian Institute of Economics, Policy and Law and a corresponding member of the Russian Academy of Natural Sciences, Moscow).

Activities and Vision

The vision behind the establishment of the Finland Futures Academy is that there is need for cooperation between European and global research and education futures studies networks. Competition and teamwork will overlap in a totally new way. Both competition and co-operation are present with regard to research funding and the production of new knowledge. Strategic partnerships with mutual respect arise. From these bases, the Finland Futures Academy's goal is to widen its scale by establishing an international university network: the World Futures Academy (WFA). Rather than appearing as a new international organisation, the WFA emerges as a collection of complicated connections with multiplicity in co-operation platforms and action that enhance internationalisation. There are projects and efforts reinforcing international exchange of ideas in futures studies education and research.

In addition to the two Master's level Programmes, the course "Futures1 How Can we Explore the Future?" is a pivotal platform for new learning contents, modes and partners. In 2012, we offered "Futures1" course in spring and autumn terms.

Since 2002, the Helsinki Node, a national group of futures studies experts, has been a part of the Millennium Project (MP), a global researcher network and think tank. In 2012, the MP launched a worldwide virtual framework by offering the Global Futures Collective Intelligent CIS as software with vast information storage and global expert interaction. The CIS is a system to produce synergies for greater intelligence. For more information about the Helsinki Node, see page 24.

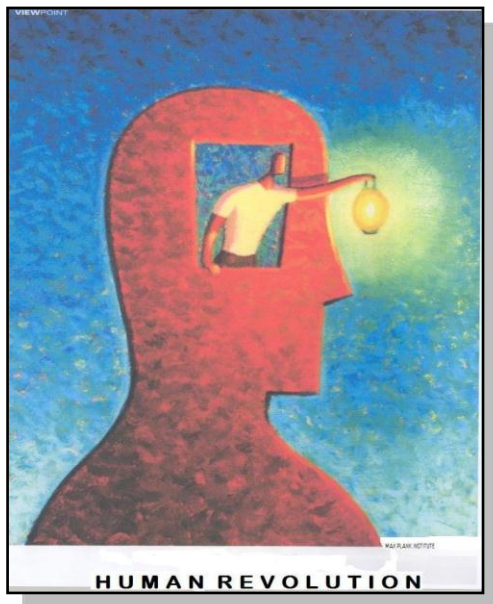
Time flows to the present from two directions: from the Past and from the Future.

From the Past as our deeds accomplished, events realized, as all materializations.

From the Future as our aims and intentions, hopes and despairs decisions taken, according to our free will.

The present - like a cosmic black hole – absorbs the Past and Future, moulds the flows together and the time cannot escape from becoming real.

Poem: Time Flows by Pentti Malaska. A Lecture Dec 16 2010. Futurology and Futures Research, Finland Futures Academy.



In the forthcoming sections, internationalisation is seen as a natural part of all FFA actions. International FS scientific society is continuously present. Study materials and contents are monitored throughout the global society. There are virtual and intensive learning sessions with foreign experts and courses with a notable amount of exchange students. In addition, in later sections internationalisation is also seen from the perspective of special frameworks of the MP Helsinki node and a European Journal of Futures Research (EJFR) that was established gradually during 2012 and appearing as one of the most challenging new openings of internationalising FS in 2012.

Source: Viewpoint, Max Plank Institute. A Lecture by Pentti Malaska Dec 16 2010. Futurology and Futures Research, Finland Futures Academy.

Actors

The Charter of Foundation (February 2, 1998) and the Guiding Principles (original: September 17, 2001, renewed: September 27, 2004) form the basis for co-operation between the FFA universities. The Board is the highest strategic coordination unit of the FFA, whereas the Working Committee is established for submitting issues to the FFA Board. Each of the member universities has elected its own representative to join the Board for three years at a time. The FFA's Coordinator officiates as the Board's secretary.

Finnish Member Universities

Currently, the FFA Board consists of nine representatives from member universities with different scientific disciplines. Professor Markku Sotarauta from the University of Tampere chairs the Board. The FFA Board members are in charge of the content, level and development of the activities in the field of FFA futures studies education. The FFA Board is assisted by the Working committee with four Board members.

The current three-year period of the FFA Board was initiated in the beginning of 2011. The FFA Board and the Working committee were appointed in the Board meeting on February 2, 2011 in Helsinki.

**Blind evolution,
with no future but only the ever present,
made us learning creatures,
as no other species.**

**We regarded the whole globe
as our own lebensraum,
As by no other species.**

**Do we continue
the blind evolution
with no future in the ever present?**

**Or do we awaken to futures awareness?
The awakening is of no necessity,
but a free human choice,
As of no other species.**

*Poem: Conscious Evolution by Pentti Malaska.
Lecture Dec 16 2010. Futurology and Futures Research, Finland Futures Academy.*

FINLAND FUTURES ACADEMY
Members of the Board in 2012

THE BOARD OF FFA

Aalto University

School of Business: Professor Raimo Lovio

School of Arts, Design and Architecture: Research Director Päivi Hovi-Wasastjerna

School of Science: Professor Matti Vartiainen

University of Helsinki

Professor Matti Sintonen

University of Lapland

Professor Jari Stenvall

Lappeenranta University of Technology:

Professor Hannele Lampela

University of Oulu

University Lecturer Erkki Urpilainen

Tampere University of Technology:

Professor Jorma Mäntynen

University of Tampere

Professor Markku Sotarauta (Chair)

University of Turku

Professor Pekka Räsänen

Assistant Jussi Lehtonen

Åbo Akademi University

University Lecturer Anna-Greta Nyström

THE WORKING COMMITTEE

Aalto University

Director Päivi Hovi-Wasastjerna

University of Tampere

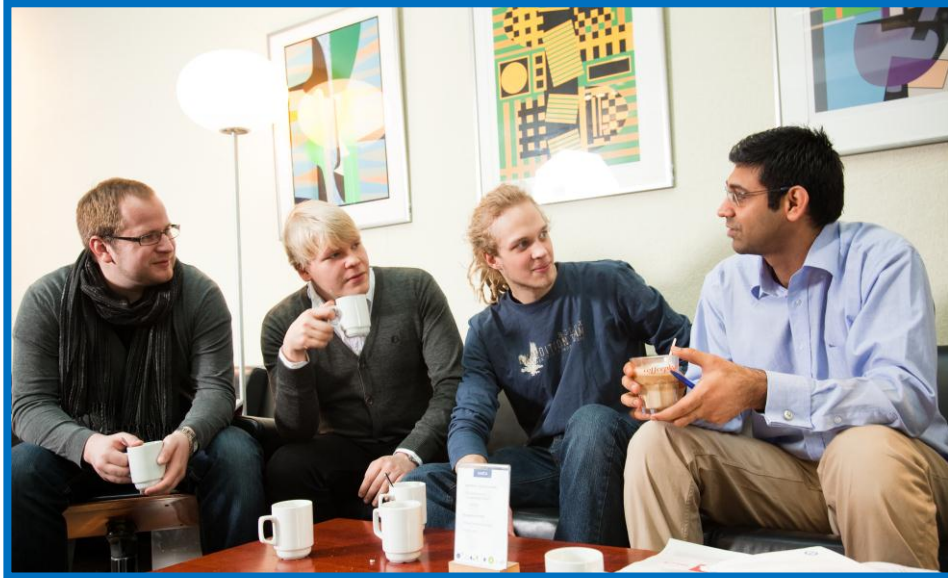
Professor Markku Sotarauta (Chair)

University of Helsinki

Professor Matti Sintonen

University of Turku

Assistant Jussi Lehtonen



From a member of the Working Committee of FFA:

“Established in 2010, the Aalto University is a new university with centuries of experience. The Aalto University was created from the merger of three Finnish universities: The Helsinki School of Economics, Helsinki University of Technology and The University of Art and Design Helsinki. Aalto University School of Science and Technology has been divided into four new schools starting from 1st of January 2011.

The six schools of Aalto University are all leading and renowned institutions in their respective fields and in their own right. After reconstruction, there were 20 students starting their Futures Research studies in *TUTU1 How Can We Explore Futures?* course, autumn term 2012.

There were students coming from the University of Art and Design with different scientific fields such as design, arts, architecture, movies, media etc. A variety of sciences genuinely reflect the multidisciplinary nature of futures studies (FS). Obviously, students are interested in FS. They found their way to futures studies courses within newly-constructed environments and made efforts in getting access to FS contents in difficult circumstances.

In the future, putting more effort on extended delivery of information and establishing more study groups would probably end up in increased amount of students. It took some time to launch FS courses among students coming from different scientific fields at the School of Arts and Design and Architecture. Further on, there is a challenge to make FS courses available for students coming from all the six schools at the Aalto University.”

*Päivi Hovi-Wasastjerna, Director
Aalto University
School of Art and Design*



Coordinating Unit

The coordinating unit of the FFA operates from the Finland Futures Research Centre at University of Turku.



From the left: Director Juha Kaskinen (FFRC), Coordinator Sari Söderlund, Education Secretary Sari Miettinen, and Education Coordinator Hanna-Kaisa Aalto.

THE COORDINATING UNIT

University of Turku

Rector Kalervo Väänänen/
Professor Pekka Räsänen (1.8.2012-)

Finland Futures Research Centre

Director Juha Kaskinen

Coordinator Sari Söderlund
administration, coordination, postgraduate programme, international issues

Education Coordinator Hanna-Kaisa Aalto
course planning and implementation, study materials

Senior Researcher, Lecturer Anita Rubin
teaching, research & development: future of education

Education Secretary Sari Miettinen
student administration., virtual platforms, information delivery

Tutors within the Finnish Member Universities and Foreign Partner Universities

Soon after establishing the FFA Board, a network of Tutors was established. The Tutors are responsible for teaching and guiding the students and taking care of course practicalities together with the education coordinator and secretary. Some of the Tutors have been involved since the FFA's establishment in 1998, whereas some have joined the FFA more recently.

THE FFA TEACHERS / TUTORS of Member Universities
Aalto University School of Business Mikko Jalas School of Arts, Design and Architecture Mari Seppälä
University of Lapland Mika Laakkonen
Lappeenranta University of Technology Hannele Lampela
University of Oulu Erkki Urpilainen
Tampere University of Technology Markus Pöllänen
University of Tampere Jari Kolehmainen
University of Turku Jussi Lehtonen Lenita Nieminen (Pori unit)
Åbo Akademi University Anna-Greta Nyström

In 2012, the Cornivus University of Budapest in Hungary, Tamkang University in Taiwan and University of Alicante in Spain were the foreign partner universities of the FFA. They had different roles in implementing the course *Futures1 How Can We Explore the Future?* (spring and autumn terms 2012) and the International Summer School *To be Young! –Utopias and Dystopias* in June 4-7, in Turku.

The foreign partner Tutors in 2012 were Assistant Professor Meimei Song from the Graduate Institute of Futures Studies at Tamkang University of Taiwan and postgraduate student Eszter Monda from the Cornivus University of Budapest.

Teacher's Experience

"I've been having a blast with the cooperation with Finland Futures Research Centre on the course "How can we explore the future?" With teachers and students from Finland and other countries, the course helps students make other cultures more real and tangible. To many of the students, it was an incredible experience that they have never had before. Students stated that they were more interested in Finland and felt closer to the country after the course. Through the curriculum, students are also able to get in contact with a broader spectrum of futures thinking and methodologies; frankly, so am I. Both the students and I enjoy the practicality of the Finland's approach to Futures Studies, which in some parts is different from the pedagogy at GIFS.

An impact of the course that I really did not anticipate before the course was the ability to build the sense of a "futures community." Being the only futures program in Taiwan, GIFS students couldn't help but feeling a little isolated from other communities in the field. They expressed that it was the first time they were able to get in touch with *students* (not just *teachers*, as Futures teachers from other lands often visit GIFS) of Futures Studies and it was comforting for them to meet other young people with about the same level of knowledge in FS.

To me, as a teacher, the cooperation forces me to reflect on and approach the material I was familiar with in a different way — which I probably would not have done otherwise — in order to coordinate with the Finnish group. It was very empowering to be able to collaborate with another futures teacher on a regular basis. Online-sessions with the group really made every Thursday a day to look forward to for my students and me."

*Thank you and I hope the fruitful co-operation continues,
Assistant Professor MeiMei Song
Graduate Institute of Futures Studies, Tamkang University, Taiwan*



FUTURES STUDIES EDUCATION

**The mission
of human beings
is not to confirm our own existence.
It does not solely mean anything.**

**Our mission
is not to secure life,
because life takes better care of itself.
Life will always win and prosper
in entire,
it may do it with humans
but even without us.**

**Our mission
is to prove that richer and more precious life in entire
is possible with us rather than without us.**

**This mission calls us to awaken
into ethical self-awareness.
It raised already some upright,
Those who stay on all fours
do not approve.**

*Poem: Gaia's Eye by Pentti Malaska.
Lecture Dec 16 2010. Futurology and Future Research. Finland Futures Academy.*

Master's Level Studies

2012 was busy year for the FFA. The global competition for educated specialists and the production of knowledge-based expertise is stepping up. It is possible to further the success of Finland in the global competition with effective and rightly aimed policies on higher education, research, and innovations. Under the new Universities Act, Finnish universities are independent corporations under public law (since 2010). This new situation has had many implications and all subjects – Futures Studies among others – have been restructured. There are renewed contents and intended learning out comes. During the year there were two overlapping curricula. More detailed course descriptions can be found on our website: www.tvanet.fi/en/.

In addition to our subsidiary study programme, we provide individual courses conducted in English. There was a new interesting opening of initiating co-operation with the network of Finnish Open Universities. For the first time in the FFA's history we also invited ordinary citizens to study academic futures studies.

Basic study courses on the theoretical and methodological foundations of futures studies cover altogether 25 ECTS-credits. In 2012, we offered the following courses:

- Futures1: How Can we Explore the Future? 5 ECTS Organized in English, Spring 2012 (Old curriculum)
- TUTU2: Scientific Futures Research Methods 8 ECTS, Spring 2012 (Old curriculum)
- Special course: Futures of Asian Cities 5 ECTS, Spring 2012 (Old curriculum)
- TUTU4 Summer School "Utopias and dystopias" 3 or 8 ECTS, Spring 2012 (Old curriculum)
- TUTU3 Futures Research in Practice 3 or 8 ECTS, Autumn 2012 (Old curriculum)
- TUTU1 Futures Thinking and Scenarios 5 ECTS, Autumn 2012 (New curriculum)
- TUTU2 Foundations of Futures Studies 5 ECTS, Autumn 2012 (New curriculum)
- Futures1: How Can we Explore the Future? Executed in English, Autumn 2012 (New curriculum)

Though we are in the middle of delivering a new curriculum, it can already be stated that basic rationality behind restructuring has been reinforced:

- ***SIMPLICITY***
constructing a more balanced set of courses with 5*5 credits
- ***EFFICIENCE***
giving a chance to perform the entire study programme in one academic year
- ***SYNERGY***
sharing learning processes with the Open University
- ***BASIC KNOWLEDGE***
offering a course palette with less reliance on previous studies
i.e. a possibility to select single courses instead of the whole palette
- ***MULTIPLE LEARNING MODES***
introducing a course-specific set of learning modes including e.g. ACP-meeting techniques, *Mr. & Mrs. Futures board game*, and *Second Life*.

The efficient work would not be possible without our priceless network of local teachers and tutors in our partner universities. They are an essential part of our high-quality courses. Together, we collect best practices and experiences and share them online and during our annual get-togethers. Adopting new teaching modes and virtual platforms happen by natural interaction with peer-to-peer pilots and support. In 2012, our Tutors met in Tampere. The main topic during our meeting was the new syllabus. All courses are introduced on Moodle virtual learning environment with a general and course-specific set of learning materials that are updated on a continual basis.

Teacher´s Experience

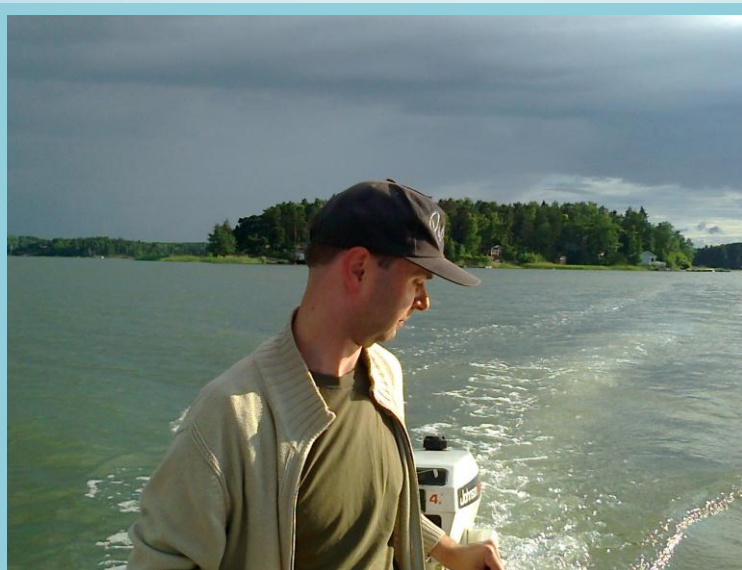
“As a teacher in the courses TUTU1 and TUTU3 I see a whole-hearted passion of students who take part in the courses. They are very motivated and active – in many cases the scientific knowledge they get in lectures is not enough but they want to know more and details. Discussion after the lecture is the rule rather than the exception: desire for futures studies knowledge is great and keeps also the teacher active.

The groups are very heterogeneous and there are students from six different faculties in the University of Turku. This keeps the discussion also alive along with teaching and many different opinions and questions are discussed.

As a teacher in FFA, I have enjoyed the open atmosphere of teaching. The framework of courses is given by the TVA but you can decide yourself how you will do it in the course.

In many cases FFA give’s new ideas for the teacher, for example this year we tried the first time a futures study game as a part of TUTU1 course. The teacher was inspired of it as well as a new experience!”

*Jussi Lehtonen, Assistant
European Ethnology
University of Turku
Tutor Teacher of the FFA courses*

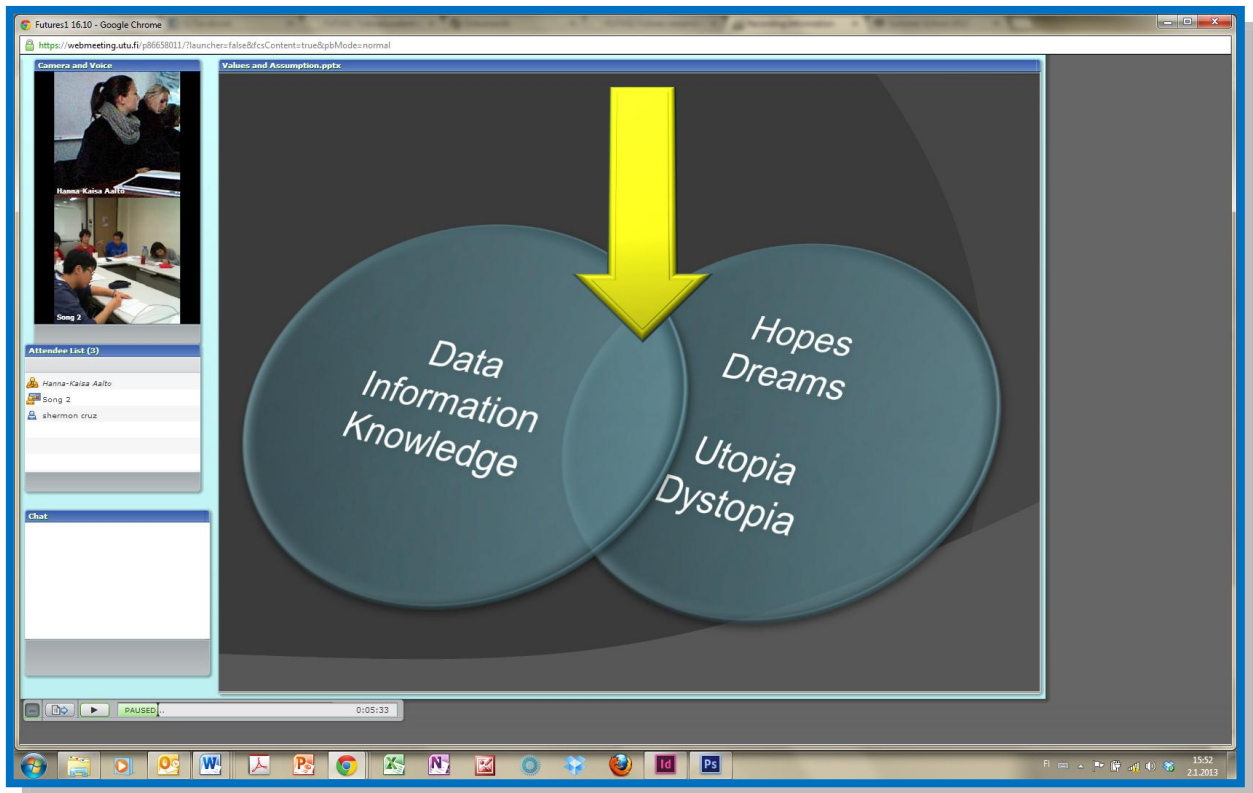


It's not surprising that growth continues,
even though the earth is finite.
Most people, rich or poor
see expansion and obtaining more
as the only
viable alternative
to their real and immediate desires.
Even though the earth is finite.
In the world of the riches
striving for more appears
as the meaning of life,
necessary for status or power
or for existence
defined solely through
things and matter.
Even though the earth is finite.
In the world of the poor
obtaining more seems
the only way
out of poverty and despair
where even children may become,
not a source of joy and love,
but things of trade and exchange.
Even though the earth is finite.
Until better understanding
will be found,
neither rich nor poor will give up
their hopes and desires
invested in the idea of growth.
Even though the earth is finite.
BUT THE EARTH IS FINITE!

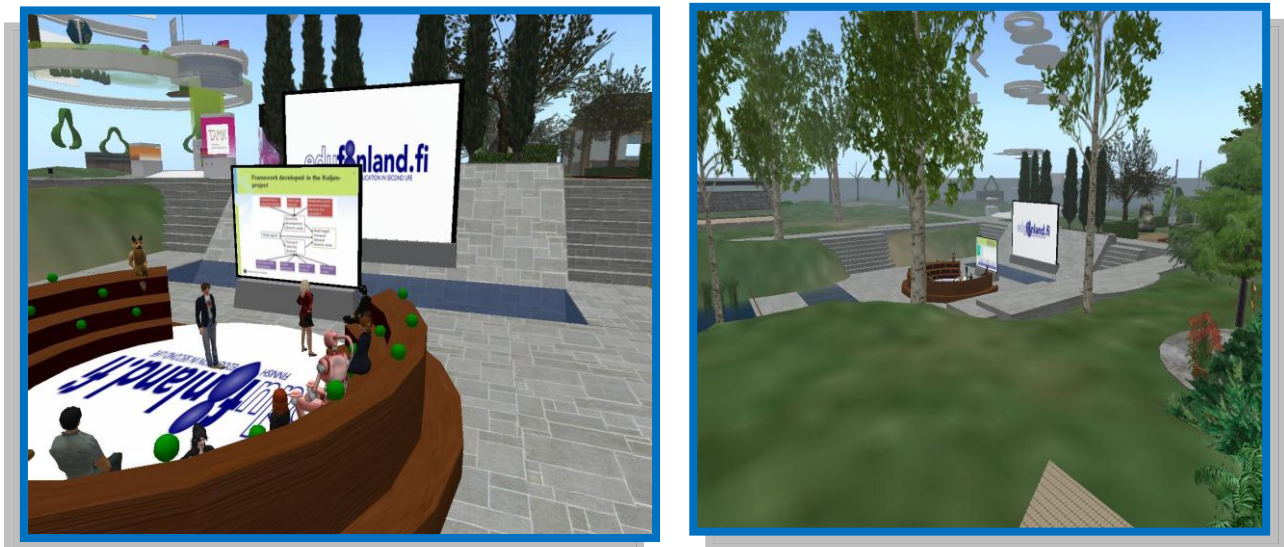
*Poem: Growth Continues! by Pentti Malaska.
Lecture Dec 16 2010. Futurology and Futures Research, Finland Futures Academy.*

In addition to the basic study courses, we offer special modules where futures prospects are seen in the context of another scientific discipline. In Spring term 2012 there was a *Futures of Asian Cities - Urban planning and lifestyles in China and India* special course (5 ECTS) offered by the FFA together with the Finnish University Network for Asian Studies, University of Turku. In this course, students analysed major trends and challenges of sustainable developments in urban China and India. The course is offered

every year and it provides students with general skills in carrying out a scenario process and applying futures perspectives to regional development with major challenges.



Using Adobe Connect Pro on How to Explore Futures? course. Students from Taipei and Turku attended the lecture at the same time.



A lecture room in the future? Learning in the Futures Research Methods in Practice is partly carried out through Second Life with 3D virtual presence.

Postgraduates

In autumn 2001, the FFA became one of the national, highly respected and professional higher education organizations offering special study programmes for postgraduates in Finnish universities. The basic requisite from students participating in the postgraduate education of futures studies is a valid right to doctoral or licentiate studies in one of the member universities of the FFA. However, the seminars have also been open for advanced undergraduate students who might benefit from deeper approaches and theoretical discussion in futures-oriented topics, or who are planning their postgraduate studies.

In 2012, we offered the following thematic or elective seminars:

- *Akateeminen matkailu avartaa (Extend Your Mind Through Academic Travelling)*
April 17, Helsinki. Project Manager Sofi Kurki was a visiting researcher at Institute for the Future, IFTF, in Palo Alto (US). She explained about future megatrends and changes of media, and gaming as a method of futures research.
- *Kohti tieteellisempää tulevaisuudentutkimusta- Towards More Scientific Futures Research*
March 22, Turku. Senior Expert Osmo Kuusi explained about recent research in the field of futures studies science philosophy. He reviewed ideas presented by Wendell Bell in comparison to recent publications in the field such as Alan Musgrave.
- *Philosophical, Methodological and Pragmatic Approaches to Scientific Futures Research*
November 28 – 30, organized as a part of the University of Turku UTUGS (University of Turku Graduate School) transferable skills education. The aim is to explore a variety of sciences in the context of futures research. There is place for contextualizing futures research as a part of doctoral studies in different scientific fields. The course is a covering selection of FS contents issues from research methods to applications and other scientific perspectives. Main lecturers: Senior Expert Osmo Kuusi, Professor Sirkka Heinonen and Senior Researcher Petri Tapio.
- *Futures of Environment, Excellence in Generating Multidisciplinarity*
November 14, Tampere. The aim of the Research Day was to bring together researchers and post-graduates in the field of environment futures. There were new openings of methodology and training in the field. The Research Day was meant for those who want to update their knowledge and exchange experiences with researchers sharing the same field of interest. Main lecturers were Senior Researcher Vilja Varho and Project Manager Minttu Jaakkola.

International Summer School

Together with the FFRC, The FFA annually organizes an International Summer Conference with a Summer School. In 2012, the selected themes were *To be Young! Youth and the Future* conference and *To be Young! – Utopias and Dystopias* Summer School June 4-8, in Turku. The conference is an important, international forum of latest research information, accompanied with academic futures studies training and courses organized for undergraduates and postgraduates from different parts of the world.

Memories of the Summer School

“Summer School 2012 *Utopias and Dystopias in Futures Studies*” consisted of two different parts. In the first two days we listened lectures and joined in some exercises, f.ex. in a simulation workshop. The topics were interesting and international lecturers gave us a lot of new prospects to think about.

The Summer School included taking part in the International Conference on the Futures Studies *To Be Young! Youth and The Future* held in Turku. For me, as a student, the conference gave solid information about the latest academic studies and researches from different kinds of views on how to be young in the futures world. It really widened my knowledge about all the kind of possibilities which the futures studies can give us in a working life and in an academic field, and encouraged me to continue with my own futures studies.

I also felt that the conference was a good place for networking. In my opinion making the link between students, researchers and professors is important and these kinds of conferences provide excellent possibilities for that kind of associating.”

Nora Leo
Student
Summer School 2012



The main interest of pilots and benchmarking in 2012 was on learning by playing games, or gaming. Gaming is seen as a way of edutainment, a combination of joy, excitement and learning. Virtual gaming is seen as a virtual learning process with exclusive characteristics of entertainment. In the FFRC, there is research on (virtual) gaming as a way of learning and inspiring career selections made by students. (Note. Angry Birds and the Finnish game-industry in general have an influence on anticipated national prosperities). In 2012, the following gaming applications were piloted or benchmarked:

- *Mr. and Mrs. Future Discovery board game* - to scan the global landscape for new information, inspiration and perspectives. www.mrandmrsfuture.com/
- *RealGame*, a business simulation game developed to enhance management business know-how. Through the process-based view it gives the participants a holistic view on how a business organization should adapt to its environment. www.realgame.fi/index2_eng.php
- Institute for the Future online Foresight Engine game “*Catalysts for Change - Paths out of Poverty*” 48 hour online session with 1 600 participants. www.iff.org/future-now/article-detail/catalysts-for-change-summary-of-an-experiment-in-global-engagement/

FFA has been utilizing multiform learning methods from the very first day since establishing the network. It has been fascinating to follow the march of new learning environments. How exiting and laborious it was to organize audio lecture ten years ago and how easy it is now days to have imaginative sessions with a feeling of unlimited space.

Here are examples of virtual learning environments in FFA courses:

- Moodle learning environment
- eDelphi (online Delphi software)
- Ning – online platform
- Trendwiki – online wiki for trend spotting
- On line process writing e.g. Google docs
- Adobe Connect Pro – web conferencing (meeting) software
- Second Life virtual 3D virtual world
- Electronic online study materials
- Get a Life! – career simulation

In 2012 there were totally 462 students taking part in 12 basic and postgraduate courses.
The students earned totally 1576 credits.

BASIC COURSES	PARTICIPANTS	CONDUCTED	CREDITS
Futures1 How Can we Explore the Future? (in English) <i>Spring 2012 (Old curriculum)</i>	15	12	60
TUTU2 Scientific Futures Research Methods <i>Spring 2012 (Old curriculum)</i>	46	28	224
Special course: Futures of Asian Cities <i>Spring 2012 (Old curriculum)</i>	24	7	35
TUTU4 Summer School "Utopias and dystopias" <i>Spring 2012 (Old curriculum)</i>	19	13	89
TUTU3 Futures Research in Practice <i>Autumn 2012 (Old curriculum)</i>	17	16	103
TUTU1 Futures Thinking and Scenarios <i>Autumn 2012 (New curriculum)</i>	70	59	295
Open University	51	30	150
TUTU2 Foundations of Futures Studies <i>Autumn 2012 (New curriculum)</i>	95	70	350
Open University	51	30	150
Futures1: How Can we Explore the Future? (in English) <i>Autumn 2012 (New curriculum)</i>	19	15	75
<i>All together</i>	407	280	1531

POSTGRADUATE COURSES	PARTICIPANTS	CONDUCTED	CREDITS
Extend your mind through academic travelling <i>Spring 2012</i>	10	10	-
Towards more scientific futures research <i>Spring 2012</i>	12	12	-
Futures of Environment, Excellence in Generating Multidisciplinarity <i>Autumn 2012</i>	16	16	-
Philosophical, Methodological and Pragmatic Approaches to Scientific Futures Research <i>Autumn 2012</i>	17	15	45
<i>All together</i>	55	53	45



Students in the “Futures Research in Practice” course.

HELSINKI NODE OF THE MILLENNIUM PROJECT

Strategic guidelines for internationalisation are drawn by the FFA Board. However, there are limits to the power of planning. Changing environments carry surprises that work both for and against planning. Rather than appearing as a coherent wholeness or well-coordinated action, internationalisation is a complicated collection of different occasions, actions and contacts. There are both occasional and persistent implications. Whichever way internationalisation might take place, it is always useful. There is benchmarking surplus and increase in personal competence. There are new education contents and inspiring people that leave a fadeless impact.

Helsinki Node of the Millennium Project since May 2002

The Finland Futures Academy is proud to be one of the international partners of the Millennium Project (MP) since 2002. As a partner organisation, the Finland Futures Academy is a Millennium Project Helsinki Node, which is composed of a self-organising group of individuals, recognised by the project, which will facilitate the project's research or conduct autonomous research in support of the project. Through the MP, the FFA participates in the identification of incipient world issues and opportunities. Furthermore, the Helsinki Node studies their potential paths and resolution, as well as methods for accomplishing research into such issues.

The Helsinki Node of the Millennium Project was established on May 22, 2002 by the decision of the FFA Board. A press conference was held on June 11, 2002. Through the MP, the personnel, students and teachers of the FFA are facilitated with new knowledge about global developments and emerging issues.

HELSINKI NODE Members in 2012

Mika Aaltonen

StraX - The Research Unit for Strategic Intelligence and Exploration of Futures
University of Aalto

Toni Ahlqvist

VTT Technical Research Center of Finland
Academy of Finland

Sirkka Heinonen

Finland Futures Research Centre FFRC
University of Turku

Juha Kaskinen (General Secretary)
Finland Futures Research Centre
University of Turku

Osmo Kuusi (Chair)
Government Institute for Economic Research
University of Turku

Sari Söderlund
Finland Futures Academy
University of Turku

In 2012, the Helsinki Node had four meetings: March 8, June 13, November 26 in Helsinki and September 20 in Turku. The general secretary Juha Kaskinen took part in the MP Planning Committee meeting July 25-27 in Toronto Canada. There was a CIS (Collective Intelligence System) tutorial with discussions about virtual contents, modes of interaction and MP action modes. Through CIS, a major step towards virtualizing MP working modes was taken in 2012.

MP issues and framework were explored in several presentations and lectures by the Node members such as:

- *JokuVeli Valvoo – Ubiyhiteiskunnan haasteet (A Brother Watches You – Challenges of Ubique Society)* in Mikkeli, August 16–17, Mika Mannermaa in memorandum, organized by the Helsinki node together with the Finnish Futures Society
- *To be Young! Youth and the Future* Summer Conference June 5-8 in Turku, two interviews of MP Director Jeremy Glenn
- *To be Young! Utopias and Dystopias* Summer School June 4-7 in Turku, a presentation of MP basic idea and research process
- *Dream Society? Ubiquitous Society? No Society?* Futures for Finland August 15 in Helsinki, Professor Jim Dator from Hawaii Research Centre for Future Studies (US) visited Finland Hamed Mehr worked as a MP intern for three months in 2012 at Helsinki office of FFRC.

The futures research methodology 3.0 software was used as study material in several Master's level courses.

EUROPEAN JOURNAL OF FUTURES RESEARCH (EJFR)

A new scientific European annual named the European Journal of Futures Research (EJFR) was launched gradually since spring 2012. As a collaborative effort, the Institut Futur at the Free University of Berlin and the Center for Futures Studies at the Salzburg University of Applied Sciences, together with renowned scholars from the Berlin University of Technology, the RWTH Aachen University, and the BAT-Foundation for Future Studies initiated the new journal.



EJFR in Nutshell

The European Journal of Futures Research provides an international platform for leading and upcoming scholarly work on possible, probable and desirable European and global futures. The EJFR invites submissions of articles focusing on both interdisciplinary and disciplinary studies of future societal developments in politics, economics, science and technology and other emergent (and cross-cutting) issues. The journal will publish empirically oriented articles as well as contributions of a more methodological, epistemological or theoretical nature.

A central objective of the journal is to strengthen the European dimension of futures research. It also seeks to foster comprehensive analyses of key European policies, such as those for research and education. The *EJFR* addresses readers in academia, business, government, and civil society in Europe and beyond.

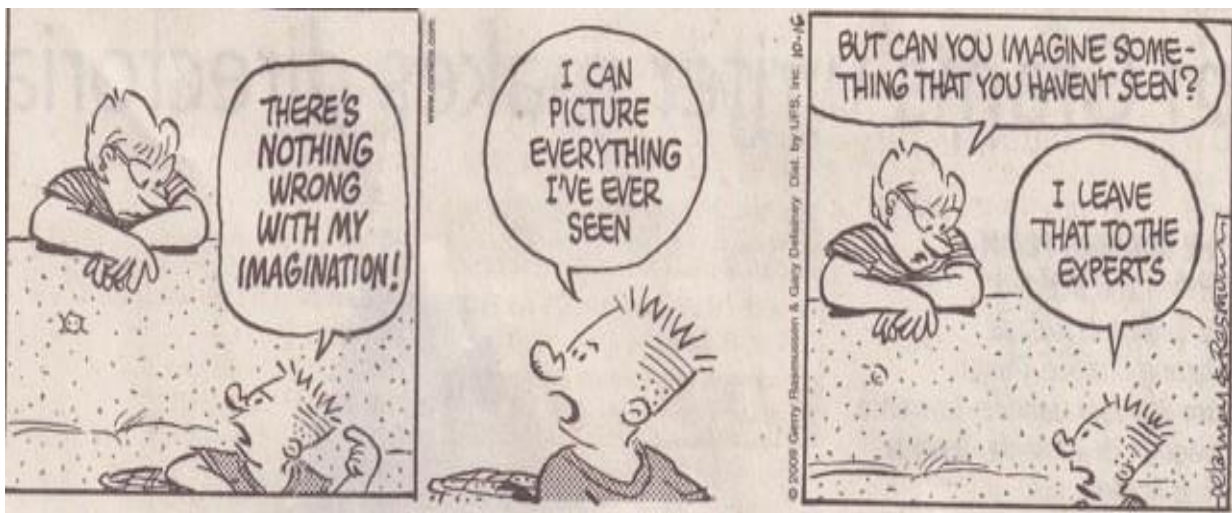
The deadline for the first abstracts was November 5, 2012 and there was a call for articles that evoke *Visions of Europe* and address the *uncertainties and challenges* that lie ahead in the next 20 to 40 years. It is notable that in the journal there is a special section called the Supplement where e.g. study outputs are welcomed. As a new delivery media and a route for publishing students' reports, the FFA warmly welcomes the new journal and started to actively deliver information about it among the Finnish FS society.

FUTURE PROSPECTS OF THE FFA

What will be the role of the FFA in the future? Promoting FS educational targets e.g. by generating study contents and new knowledge and increased international connections between students and experts sustains as the main target of the FFA. There are efforts of promoting FS education and international cooperation between those other universities which offer Master's level and postgraduate courses.

Through the rise of Internet-based information delivery, traditional ideas about education have become outdated. It is easy to answer questions of "what" by picking up information through the Internet. Ever more often, the value of "knowing" leans on human competence of making surplus sense of knowledge by answering questions of "why" and "how". Rare talents lean on those contents that cannot be picked up from the Internet straight away. Making use of the available information is one of the main challenges of FS education. Consequently, learning processes are equal to research processes with a demand of creating further-developed interpretations and reinforcing the creation of new knowledge. In education planning, there is a paradigm change towards designing research environments. On the other hand, researchers need to accept students as knowledge co-creators on their way towards full expertise and peer-researchers, and also as part of business networks.

Traditionally, study guides used to include knowledge of FS, study contents and training and learning methods, whereas now their key role is rather in appointing virtual and real places of acquiring knowledge about FS. Being inspired by cyber worlds, we need to follow time-specific procedures.



Source: Pentti Malaska: Lecture Dec 16 2010. Futurology and Futures Research, Finland Futures Academy.
From Karen Hurley/WFSF-list/ Gerry Rasmussen and Gary Delainey.

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