



ffa



Finland Futures Academy

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Annual Report 2013

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FINLAND FUTURES
RESEARCH CENTRE



Turun yliopisto
University of Turku

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Turku School of Economics
University of Turku

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Finland Futures Academy

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Living Through Logics of Networks

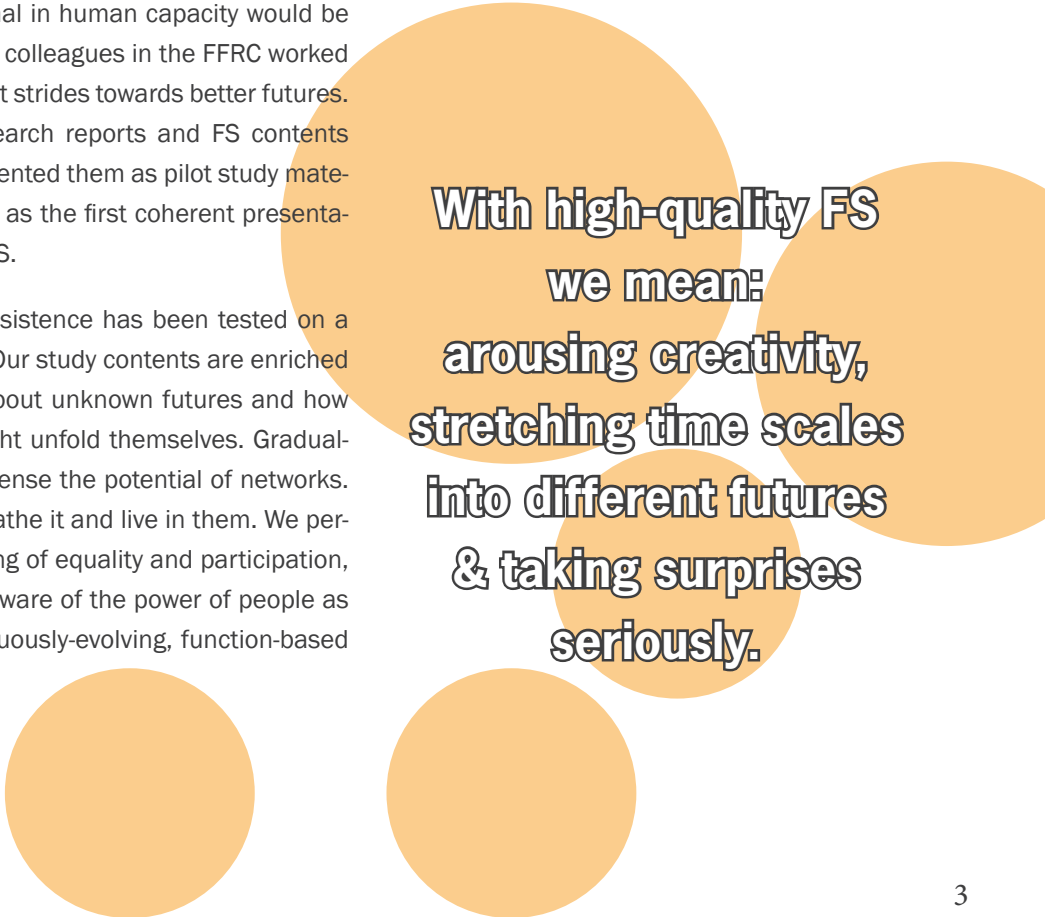
The Finland Futures Academy (FFA), a national university network, was established on February 2nd, 1998. Our goal was to launch a new scientific discipline called the Futures Studies (FS), and to spread it through FS education in Finnish universities. To reach this target, we developed a strategic collaboration, and the Finland Futures Research Centre (FFRC) was selected as the place for the coordinating unit.

At the time, the FFRC was an affiliated unit of the Turku School of Economics and Business Administration. Today, since August 1st, 2013, it is one of the scientific departments of the Turku School of Economics at the University of Turku.

This Annual 2013 is the story of the FFA, after 15 years of living through connected lives. However, this story is not about computers, structures and organisations, but rather about people and futurising minds connecting future-oriented human beings and ideas together. It took some time for us to fully understand the power of networks. Our main action modes are FS education, research and development, and we construct networks logics upon these.

Back in January 1998, there was only a collection of research papers with no uniform approach to FS contents. Internalising a “semi-exotic”, newly born science like Futures Studies turned out to be a personal challenge – it soon became clear that nothing normal in human capacity would be good enough. Our colleagues in the FFRC worked together with great strides towards better futures. We gathered research reports and FS contents together and presented them as pilot study materials, put together as the first coherent presentation of scientific FS.

Later on, this consistence has been tested on a persistent basis. Our study contents are enriched with new ideas about unknown futures and how these futures might unfold themselves. Gradually, we started to sense the potential of networks. We started to breathe it and live in them. We perceived the meaning of equality and participation, and we became aware of the power of people as a basis for continuously-evolving, function-based structures.



**With high-quality FS
we mean:
arousing creativity,
stretching time scales
into different futures
& taking surprises
seriously.**

The Art of Painting Big Pictures



*Picture:
An interactive Prezi-presentation of the FFA.*

Rousing hope and creating Bigger Pictures are unquestionable competences of FS. The word “hope” is laden with great expectations of human efforts and technological innovations. Now more than ever, transforming gloomy, global economy-driven dystopias into thinking about happy futures has been a laborious task.

In the FFA, collegial and equal co-elaboration replace hierarchical and bureaucratic limits when writing up thoughts and ideas about FS and designing challenging new learning contents. Novices and supervisors work together to search and finalise the contents that we want to explore and transform further – we are involved in a giant

learning process called the FFA. In 1998, our work first materialised as study guides and education plans. Today, we plan, pilot and demonstrate complicated and multiform learning surroundings. Internationalisation has been a part of this picture from the beginning and it now occupies a giant part of our daily lives.

In the beginning, there was a quick start and a handful of inspired persons. Experts from different scientific fields throughout our member universities were ready to challenge themselves. We soon realised that future-oriented “glasses” enabled us to see the world differently, and we wanted to share our discoveries with others.

The FFA reflected a joint feeling of togetherness and inspired people by building blocks of attractive futures. Even with fragmented and complicated environments, this feeling still exists. Peeking into futures and realising that we make our own futures supplies individuals – students, teachers and researchers – with extra energy.

Mental exercises need to be accompanied with practical demonstrations. Expert interaction is or-

Keeping Up Our Inspiration by Weaving Nets

ganised for high-quality futures research courses and elective seminars, and research and education training programmes for graduate and post-graduate students.

It is an honourable task for the University of Turku to feed the FFA and become recognised as “Futures University”, and to give a powerful contribution to futurising the society at large. The FFA is about inspiration and attractions that are transmitted through human connectivity and expressed as future consciousness and wisdom.

If we stop weaving nets we will die. The history of the FFA is a story of reinforcing national and international connections for the purposes of quality assurance, shared knowledge and concrete co-creation. Grassroots networking and crowd-sourcing are places where internationalisation takes place. The weaving of these nets will never be finished, but – instead – the shape and design of the final product evolves.

Increasingly, we believe in co-operation and have – gradually – become driven by it. In 2013, the FFA fostered a distinctive coalition of futures studies experts, researchers, teachers and students as network nodes. It is fragile in facing the needs of the members and meeting the high expectations of even the most demanding partners. The focus is on generating better futures by liberating individual competences. The power of human beings is further oriented towards futures and the attraction lies on constant movement. Network actions are driven by future expectations. And flows in the network sometimes turn around: learning is a complicated setting of learners and learning targets.

What does the FFA offer for universities?

*A new way of organising
academic education*

*Equal partnership in enhancing
Futures Studies higher education*

*Generation of FS knowledge & skills
nationally & internationally*

*A place to co-operate with colleagues
in other universities for FS*

*A scientific community of developing
FS higher education*

*Joint planning & implementation
of FS courses*

*Co-creation of wise human /
network learning applications*

We want to be there for future generations and we want to help students, teachers and researchers to further reinforce their potential for creating better futures. For learners, the FFA offers relaxation and cosiness by attentive perception and

Constant Development as the Core of Net Dynamics

monitoring. The power of the FFA leans on making a difference between meaningful contents and quasi-spaces, selecting contents that might matter!

Whenever we see potential for learning, we tackle it. We develop distance and multiple form learning modes and test their usefulness in practice. We produce materials flavoured by creative combinations of knowledge and skills. We pamper our network with expertise and take care that everybody feels comfortable by avoiding any experiences of “facelessness” or “getting lost”. This is about weaving the net by enriching it with new designs, colours and forms. Finally, the end product emerges, but never fully formed, as continuous change ensures that its fabrics constantly get new forms.

The infographic features the 'ffa' logo with a row of seven orange circles below it. The text is organized into two columns: 'Members of the Board in 2013' and 'The Working Committee'. A blue tab labeled 'Board' is on the right side of the infographic.

ffa
Finland Futures Academy

The Working Committee

Members of the Board in 2013

Aalto University: Professor Raimo Lovio, Research Director
Päivi Hovi-Wasasjärva, 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 Satarauta (chair)

University of Turku: Professor Pekka Räsänen, Assistant
Jussi Lehtonen

Åbo Akademi University: University Lecturer Anna-Greta
Nyström

Board

In 2013, we finalised piloting a newly constructed study programme with new course contents, a well-defined pedagogy and increased share of distance learning (virtual or net-based). Considering that futures research has become a part of the Open University in Finland, 2013 was an especially lively year for piloting. In the Open University, students from public and private organisations turn their heads towards renewal by utilising

the potential of thinking about futures. Learning about periphery thinking, weak links and black swans may be more important than ever before.

The Millennium Project (MP) is our forerunner project for international research and education co-operation. The MP is a global network with nodes i.e. researcher groups located all over the world. These nodes weave the world together through research with policy implications and

global challenges that are continuously monitored. This internationalisation has borne fruit and become agile and ordinary by nature.

Since its establishment, the FFA has offered courses in English when needed and shared inspiration with its international partner universities abroad. The vision of the FFA is to enhance international co-operation between universities –

e.g. student exchange and joint course planning and implementation – and become the World Futures Academy (WFA). Foreign experts are invited to give presentations and lectures in courses such as the theme-specific Summer School that is organised annually. Selecting new research and learning contents flavours our own standard work days. Fragmented thinking and “military” style structures are replaced with cross-border

interaction, spontaneous action, social confrontations, sharing, energised discussions and delightful experiences.

Change in the ways of learning is evident and sometimes turbulent. This is why we have utilised multiform learning methods since the beginning. A robust strategy is needed for adaptive human systems in facing utmost uncertainty. It is fascinating to follow the march of new learning environments – how exiting and laborious it was to organise audio lecture ten years ago, and how easy it is to have imaginative sessions with a feeling of unlimited space and human presence nowadays.

In 2013, we prepared ourselves for the International Conference in 2015 with the main theme of “Future Consciousness”. Transforming unconsciousness into consciousness, human awareness and collective consciousness were among the main meta-level considerations. Human minds with electronic extensions offer inspiring future images where impossible futures soon seem possible.

FFA Tutors of Member Universities

Aalto University: Mikko Jalas (School of Business),
Mari Seppälä (School of Arts, Design and Architecture)

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



Tutors

FFA in 2013

642 Students
1523 Credits
10 Courses

*It is people
that matters!*

Values Knit Us Together

The FFA makes an effort to put “all their eggs in the same basket”, just the opposite of our grandmothers’ advice. We take a risk by exposing specific values. In 2013, we continued to love nets and let ourselves be driven by flows. We enhance expertise and shared knowledge on all levels and firmly believe in universities with openness, holism and wisdom. There is a world-wide spectrum of ideas that are waiting to be detected, utilised and shared as collective intelligence. In this world, everybody is a winner.

We now have 10 member universities, with the University of Eastern Finland joining the network in September 2013. FS continues as one of the main research focuses of the University of Turku (UTU). Since January 1st, 2014, FS became one of the academic scientific fields at UTU and has taken its place as a science among other sciences in Finland. During the autumn of 2013, we have evidenced the FFRC acting as a “proper” academic department by adopting traditional academic procedures. This includes a Master’s Programme and a Postgraduate Programme as a part of the Doctoral Programme of the Turku School of Economics. The FFA sustains as a national network at the Turku School of Economics at UTU. Three of

the FFA postgraduate courses are offered nationally and a part of the Postgraduate Programme among first offerings of the FS Major in doctoral studies.

We are in the beginning of a new storyline with a foggy agenda. Can or will FS take a wider role of academic renewal? What is the result of FS penetrating other sciences? Will the University of Turku take further steps towards the “futures university”? And finally: How can we reinforce a sense of “togetherness” among FFA member universities for the future? Even supposing that an organisation can have a “will” in general is far-reaching as such.

Picture:

The meeting of the FFA Board. The chair of the board, professor Markku Sotarauta, in the front of the picture. After him, researcher Jussi Lehtonen and coordinator Sari Söderlund. Across the table education coordinator Hanna-Kaisa Aalto.



LUT Participates Actively in Creating the Future

The resources and possibilities to participate in the Finland Futures Academy (FFA) have differences between universities, and also futures thinking can take many forms in them. Even if a university is not offering local teaching in the futures subjects, belonging to the FFA network can bring many benefits.

In Lappeenranta University of Technology (LUT), the strategy of the university is based on the concept “together”, and is built around three very future-oriented focus areas: green energy and technology, sustainable competitiveness and expertise in Russian relations. The future-orientation is reflected in many ways from the strategy level to the daily operations in research and teaching.

Master’s level students have the possibility to include futures studies as a minor in their curriculum, either by participating the teaching in study groups in other cities through the FFA network, or as online distant courses. In addition, futures related themes are integrated in the teaching of many study programmes in LUT. This is based on individual teachers’ own interests and will to

include the relevant contents of futures studies in their teaching, as well as on the strong belief that the future does not just happen, the future is created. For the doctoral students, the national network of FFA offers peer support by a group of people interested in similar research themes or methodologies.

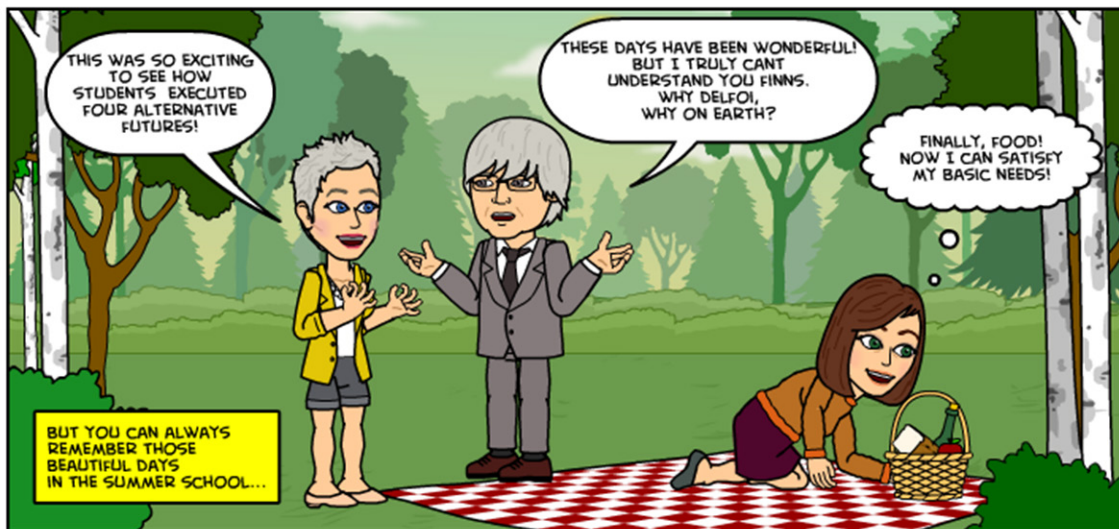
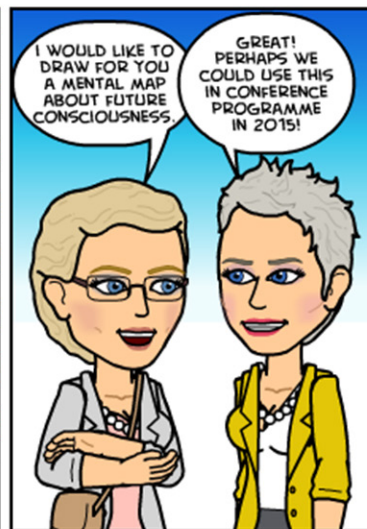
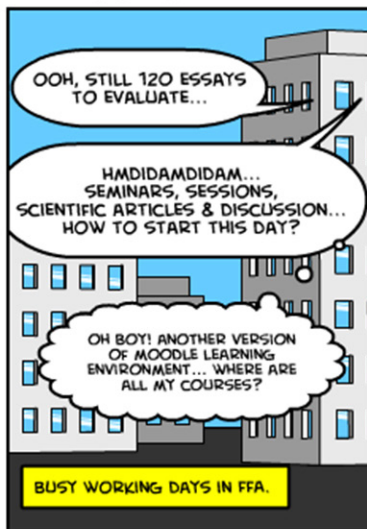
The methodologies and themes of futures studies are well integrated in the research work carried out at LUT, traditionally based on integrating technology and business – the researchers at LUT don’t necessarily identify themselves as futures researchers, but as active creators of the future. Futures orientation is a natural part of research and teaching in the areas of managing and developing new technology and business, for example on topics such as the green campus, energy production in the future, sustainable business, and so on.

The membership in FFA network has increased LUT’s presence and possibilities to participate in various national development programmes, projects and networks in their preparation stage.

The experts in FFA and the center for futures studies are also valuable collaboration partners for the internal development work done in LUT – together.

Hannele Lampela
Associate Professor
Lappeenranta University of Technology
FFA Member of Board 2009–2014





Holism as a Basis for Education

Acting as a network gives us the privilege to demonstrate network-based development tasks, with principles of holistic thinking, interdisciplinarity and internationalisation. Theories go hand in hand with applications, and each piece of new learning contents is evaluated against the best possible learning modes that can be attached to it. Meanwhile, there are uniform net-based values concrete activities are carefully defined according to specific needs. Since 1998 over 4700 students have taken part in FFA courses. In 2013, there were totally 642 students with 1523 credits.

We utilise a mutual symbiosis of learning pilots and increased quality – and sometimes increased quality can mean sustainability, by keeping the learning contents and modes that were already there. The process is dynamic and participatory: no attractive directions are left unexplored. Sometimes we leave the exploration to students and are constantly surprised by their capacity to adapt new social media tools for learning.

Oral and symbolic expressions enable us to exchange and learn from each other. Planned versions of learning environments are reduced pictures of reality – they cannot exclusively replicate imaginative and complicated situations where

real learning (and real life!) happens. Learning continues throughout our lives. It is possible to get closer to reality by simulation and, by launching sophisticated applications, take giant steps towards increased wisdom.

New virtual software is evaluated and piloted as soon as we learn of them and find them applicable. The roots of renewal are interim by nature. There is a challenge of coded (symbolic) expression. For example, the renewal of universities starts as an interim process of universities themselves, emerging first as an extended mental state and – later on – continuing as an expression of coded symbols, e.g. documents where a joint will is expressed. Launching future-orientation is a participatory process with teachers, researchers, administrators and students.

FFA experts have a key role in defining the limits to flexibility in curricula. Individual and unit-specific solutions of offering education in one's own science intertwine with collaborative value-added contents offered by FS.

Behind this vision is competition and teamwork that 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 FFA's goal is to widen its scale by reinforcing good partnerships. Rather than appearing as a new international organisation, the WFA aims to emerge as a collection of sophisticated connections with multiplicity in co-operation platforms and action that enhance internationalisation. Above all, internationalisation is a mental process. On the level of structural change, it matures slowly, but bears sweet "fruit" when the time comes. And most importantly: the future of international connectivity is about human knowledge and skills, and has little to do with titles or organisations.

Main action modes of education in 2013:

- 1.** *Five basic study courses* offered on Master´s level and in open university (25 cr), see more in section “FS Master´s Studies”
- 2.** *Basic Human Needs in Futures Studies?* International Summer School (5 cr) 4–7th June 2013, Turku, Finland
- 3.** *Futures of Asian Cities – Urban Planning and Lifestyles in China and India* -special course (5 cr) offered together with the Finnish University Network for Asian Studies, UTU
- 4.** *Managing Creative Economy* (4cr) -special course offered together with Turku School of Economics Pori Unit, UTU
- 5.** *Philosophical, Methodological and Pragmatic Approaches to Scientific Futures Research* -postgraduate course (4 cr) as a part of Graduate School of UTU
- 6.** *Foresight in Finland and Other Parts of the World* -post graduate course (4 cr)
- 7.** Three elective postgraduate seminars with thematic core and study guidance (non-credit courses)

Additionally, for foreign students we also offered the *FUTURES1 How Can We Explore the Future?* -course, implemented together with Tamkang University, Taiwan (5 cr).

Vision of the FFA is to compose a widened research & education network called World Futures Academy (WFA).

The WFA is constructed on reorganizing FS research & education for joint international action.

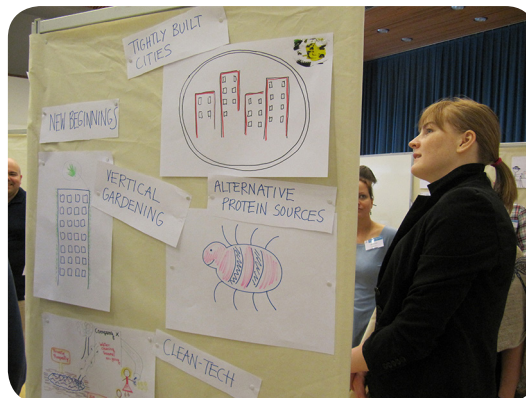
International Summer School

Together with FFRC, FFA organizes annually an International Summer Conference with a Summer School. In 2013, the selected themes were – respectively – *Futures for Food* and *Basic Human Needs in Futures Studies?* The conference is an important, international forum of latest research knowledge accompanied with academic FS training. There are courses organized for under- and postgraduates originated from different parts of the world.

After a long succession of practically-oriented themes, conference in 2015 is focused on a basic research issue, future consciousness, accompanied with Delphi methodology that is launched as the main topic of the Summer School.

Preparing for the future consciousness –theme there is a selection of article start-ups. In the EuMPI (European Millennium Project Initiative)-meeting, 21–22 November 2013 adjunct Professor Osmo Kuusi made an initiative about EuMPI having a meeting in Finland during Summer School and Conference 2015. EuMPI is a European dimension of MP composed of European nodes and – in recent years – it has shown special interest in enhancing quality of FS.

Pictures are representing “Basic Human Needs” – the Summer School theme in 2013.



Professor James Allen Dator, the University of Hawaii at Manoa, organised this workshop of “Four Alternative Futures”.



Both Occasional and Persistent Interaction Matter

The Charter of Foundation (February 2, 1998) and the Guiding Principles (original: September 17, 2001, renewed: September 27, 2004) form the basis for coded co-operation of FFA member universities. The Board is the highest strategic decision making unit. Each of the member universities elects its own representative to join the Board for three years at a time. Parallel to firm organising modes, peeking into futures (read: FFA) is welcomed. Occasional visitors keep us awake and we wonder about who peeked and why, and why they stayed or withdrew.

The FFA Board members are in charge of the content, level and development of the activities. The FFA Board has two meetings per year, with Professor Markku Sotarauta from the University of Tampere acting as the Chair during 2014-2016. During 2012, weak signals of the arising FS academic discipline were recognised and accompanied with lively discussions and a set of open questions. This included discussions about e.g. the Sixth Wave, FS knowledge theories and the scientific paradigms of FS. Finally, these discussions culminated as the first curriculum of the FS

Major in autumn 2013. Discussion about FS as an academic discipline at the University of Turku continues.

It was both a duty and a pleasure to contribute to introducing FS as a “newcomer” among sciences at the University of Turku in 2013.

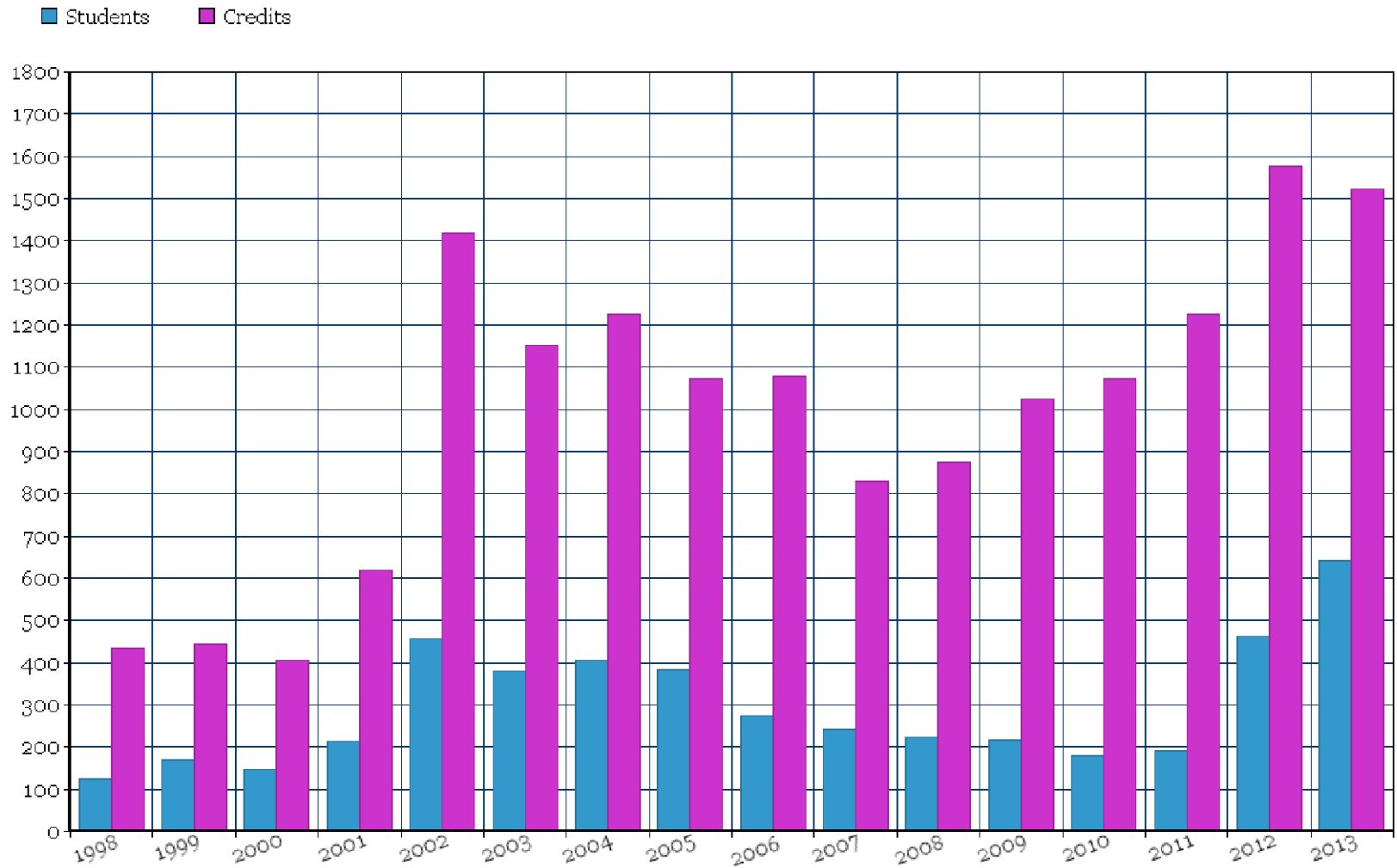
In the beginning of 2014, the process is still under construction and it remains to be seen which kind of a new scientific department will emerge. In this “game” we are not assistants, but key actors. There are options of a more traditional idea of a “scientific department” or a future-oriented version called the “futures university”, with shared knowledge, intensified co-operation and new creative working modes. Whichever becomes the mode of the FS university department, the FFA sustains as a net-based university actor. Parallel to a better-established role for FS, the role of the University of Turku as the coordinating university of the FFA is stronger than ever before. The FFA appears as a networked campus with an academic department as a “home” for the coordination unit. Networking is seen as important from the perspective of increased quality: through net-

works we have a widened framework for self-evaluation. The best expertise is selected for the generation of shared knowledge and the quality of contents is constantly monitored and reflected.

What differs from previous years is that the coordinating unit is an academic department (or more specifically: “alike”) instead of an affiliated unit, and that some of FFA study contents are also available to the FS Major curriculum.



Finland Futures Academy 1998-2013



Futures Studies Master's Studies

Global competition for educated specialists and the production of knowledge-based expertise is stepping up. It is possible to further the success of Finland with effective and rightly aimed policies for higher education, research and innovations. Since 2010, under the new Universities Act, Finnish universities are independent corporations under public law. This increased autonomy means that the future of universities is in their own hands.

In 2013, a newly constructed curriculum of five courses was offered within an academic year and piloted by the FFA. The idea was to break down some of the "chains" that kept courses together and give more options for single course selection.

In 2013, FS education was more easily available for anyone interested in studying the field through the network of the Finnish Open University. Adult learners as students in FFA courses challenged our course contents from business relevance and working life perspectives. After the FFRC decided to continue offering the FS Master's Programme in English language as the FS Major there is a challenge of cultural sustainability. Meeting the needs of Finnish working life and the development of Finnish language FS academic contents

(e.g. concepts and methodologies) are high on the agenda.

In 2013, there were discussions about the role of FS in meeting the needs of public and private organisations in Finland. Finnish working life needs employees who are able to carry out futures scanning and strategy processes in Finnish, and we found ourselves in a position of speaking for the creation of better employment opportunities for students through sophisticated foresight skills and expression in our mother tongue.

**Demonstrating
Futures Studies
as a scientific discipline
has been a joint target
for both FFA and FFRC
for over 15 years &
it came true in 2013!**

What does the FFA offer for students?

Fascinating FS learning contents

*Energy-laden
personal & collaborative challenges*

Peeking into surprising futures

A place of creative & proactive thinking

Opening avenues to FS scientific society

Access to international student contests

Inspiring net-based learning modes

Participatory learning with learn-by-doing

Futures Studies Study Programme 25 cr

The meaning of futures studies is to invent, evaluate and suggest possible and probable futures. And to help people to go through different options in order to be able to make decisions on what is the future like they would want. This way it is possible to make effective plans to facilitate the best possible future to come true. In their work, futures researchers make use of research results and findings gained in other fields of science, and make conclusions on what different possible, probable and preferable states of the future there are facing us.

In public and private organisations futures perspectives are utilised in development, planning and strategy work. There is hindsight, insight and foresight as futures knowledge for decisions and actions. Monitoring changes in outer environment helps organisations in evaluating the scale, amount and extent of their own actions. There are strategy workshops and scenario working methodologies and a multiple of other tools and methods developed for needs of tracking long-term futures.

Courses 1, 2 and 5 can be performed as single independent courses, whereas courses 2, 3 and 4 need to be performed chronologically. More information: www.tvanet.fi

Futures Studies courses are available for undergraduate and postgraduate students at Finnish member universities and open university students. Courses can be taken as individual study modules or as a tailored study programme of 25 ECTS credits, and can be included in a master's degree or postgraduate studies. Futures Studies courses are based on a blended learning model, consisting of learning methods such as collaborative and independent studying, distance education with virtual learning tools, and traditional lectures.

TUTU 1
Futures Thinking and Scenarios
5 cr

TUTU 2
Basic Knowledge of Futures Studies 5 cr

TUTU 3
Futures Studies Methodologies
5 cr

TUTU 4
Futures Studies Methodologies in Practice 5cr

TUTU 5
Changing Futures Theme: Summer School 5 cr

In addition to our study programme, we provide individual courses in English, according to a separate decision. The *Futures 1* course sustains as our source of inspiration and as a platform of international co-operation. Through multiform learning modes it is possible to invite foreign partners and share learning environments and knowledge with them.

The efficient and qualified 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.

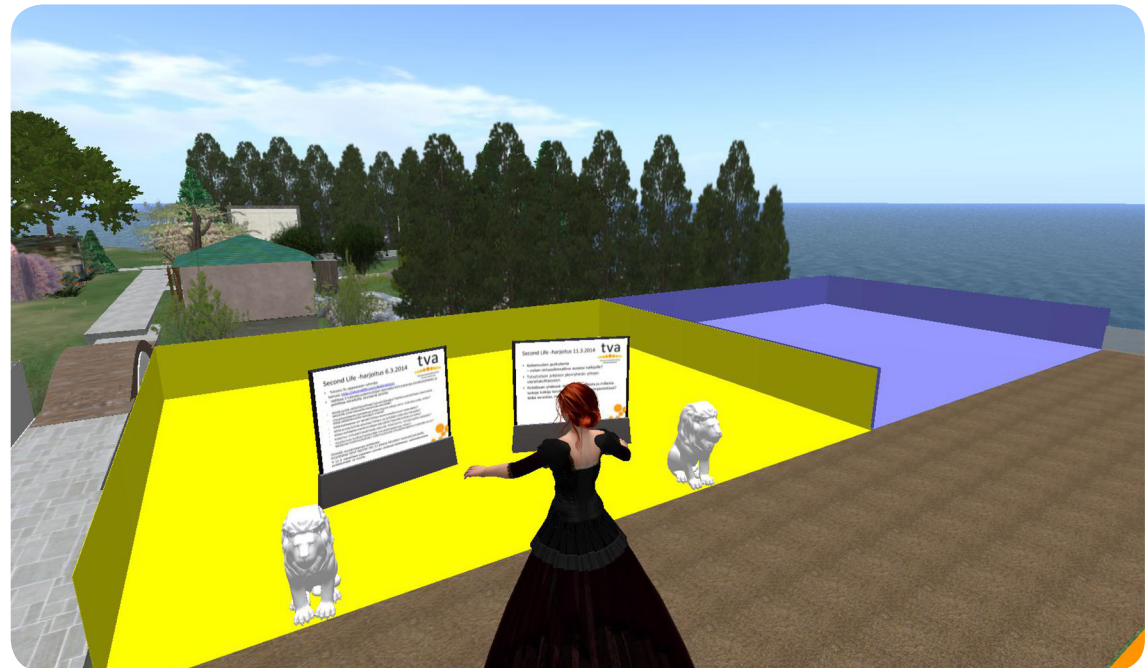
In a “messy” – even if well organised – network, it is highly important to know where we stand and what we face. Giving a unique contribution is possible only after “seeing” the whole picture, even if we know about the unbalanced nature of development. In general, this is the way we contextualise ourselves as part of the world. Anarchy is not a solution to needs of meaningful action. Even a vaguely internalising wider context is better than nothing.

Our tutors are experienced in mastering learning surroundings and interaction. All courses are

introduced on the Moodle virtual learning environment with a general and course-specific set of additional learning surroundings i.e. “sub-systems”. Adopting new learning modes and virtual platforms are implemented by natural interaction with peer-to-peer pilots and support, through individual and joint “flows”. Launching new study materials and contents are continuously fitted to suitable delivery and interaction modes. Our tutors are in a key role in combining futures studies contents within their own scientific field. They rec-

ognise “pieces” of FS contents that matter and carry their potential from the perspective of their own research and education content field.

Picture: Second Life 3D environment.



New virtual software is evaluated and piloted as soon as it is brought to our attention. Examples:

Moodle learning environment

eDelphi (online Delphi software)

Ning – online platform

Trendwiki

– online wiki for trend spotting

*On line process writing,
e.g. Google Drive*

*Adobe Connect Pro
– web conferencing*

(meeting) software

Second Life - 3D virtual world

*Electronic online study materials,
e.g. videos*

Get a Life! - career simulation

Mr. and Mrs. future -game

In addition to our basic study courses, we offer special modules where futures prospects are seen in the context of another scientific discipline. In 2013, we featured a special module *Changing Futures Theme: Futures of Asian Cities – Urban planning and lifestyles in China and India* (5 cr), organised together with the Finnish University Network for Asian Studies. After the course, students were equipped to analyse major trends and challenges of sustainable development in urban China and India. The course also provided students with general skills in the method of scenario working: how to select futures research targets and conduct a study by scenario working.

This special course featured a 100% net-based learning mode with both individual learning and self-organised small group sessions. In 2013, a couple of basic study programme courses “joined the club” when TUTUS2 and TUTUS4 were offered as completely “virtualised” courses. The experience was liberating, with more time left for monitoring research in the field, selecting new study contents and designing new assignments. Indeed, 2013 was filled with auditing, recording and videotaping.

The Basic Human Needs in Futures Studies (5 cr) course was offered at the International Summer School, June 4–7, 2013. The main guest lecturer

there was Professor James Allen Dator from the University of Hawaii at Manoa, Hawaii Research Center for Futures Studies, Department of Political Science. The course consisted of two sections: Lectures and exercises by Professor Dator and the *Futures for Food* conference. Students carried out a computer-based Delphi study in another course, and they continued with the same theme during Professor Dator’s functional scenario workshop: What are basic human needs? Have they changed over time and what are they going to be in the future? Students were asked to think about multiple futures, having at least four generic futures in mind and at least ten different future images of various themes.

Creativity, visionary thinking and innovations are among the most appealing and requested study contents of FS and – therefore – a good starting point for co-operation. *The Managing Creative Economy* (4 cr) course offered contents of visionary and strategic management, product development and new business models for students focused on creative businesses.

We promote a rich and well-organised setting of actors and processes that support students in reaching fully-fledged expertise. Virtual tutors, education contact persons and the education coordinator constantly generate up-to-date study ma-

terials and blogs. We feature interaction between teachers and special experts, and a course-based selection of learning modes such as Moodle, the ACP videoconference system and Second Life. We also feature both individual assignments and exercises, and student-to-student and tutor-to-student support in small groups. Virtual study materials consist of both learning contents and study guidance. No matter how imaginative the idea, it can materialise in the future – at least theoretically. We believe that after facing complicated learning environments, students are better facilitated for working life. And by using their own social media tools for learning, they assimilate the principle of life-long learning. All contexts can emerge as learning environments.

In 2013, we participated as visiting experts in *The Sustainable Cities* course (actor-perspective) offered by the University of Fudan and the University of Turku in October 25 – November 2 in China. This included a Futures Clinique process carried out with students, teachers and organizers coming from six universities: the University of Turku (Turku, Finland), the University of Fudan (Shanghai, China), USTC University of Science and Technology (Hefei, China), Tongji University (Shanghai, China), Aalto University (Helsinki, Finland) and Tampere University of Technology (Tampere, Finland). We also visited the Universi-

ty of Science and Technology USCT in the city of Hefei, and Professor Heinonen was selected as a guest professor, followed by ceremonies. This was a very important act, because there will be concrete follow-ups – e.g. symposiums, courses, researcher seminars – in the years to come.

Finally, it is easy to get excited about unknown futures, and for those who “want more”, we offer two wider programmes:

The Master’s Degree Programme in Futures Studies at the Turku School of Economics at the University of Turku admits approximately 20 students annually. The obligatory (6) and optional (6) courses of the programme are organised annually. In 2013, we celebrated the first graduation of the new and improved programme that began in 2011.

Picture:
Adjunct Professor Osmo Kuusi lectured about technologies that potentially make a change in the future. Big data and tools adopted by work life (distance work, net-based companies) are among technologies that owe potential for major change until 2020.

The International M.Sc. in Strategic Innovation and Future Creation is a joint degree programme of the University of Malta, the University of Potsdam and the University of Turku. During 2013, the programme underwent major structure and content revisions to ensure that it meets the demands of potential students and employers. This programme is a part of the international education exchange and owes potential for Finnish actors in the future.





Picture:
Dr. Jianxun Chu, Professor Sirkka Heinonen and
Professor Rongting Zhou at USTC University of
Science and Technology of China, City of Hefei,
China.

Further elaboration
of knowledge,
wisdom,
skills & expertise
are among
the main targets
of the FFA.

We see students
as knowledge
co-creators &
“peer-researchers”,
i.e. persons
on their way
towards fully-fledged
expertise.

Pictures:

Professor Petri Tapio is lecturing in the
Futures Studies Methodologies -course.



Futures Studies Doctoral Studies

In 2013, the University of Turku reorganised its postgraduate studies around 13 doctoral programmes with more systematic monitoring and guidance. The FS Major is a part of the Doctoral Programme of the Turku School of Economics, and the FFA continues to offer postgraduate courses for all FFA member universities. There is also synergy between the FS Major and the network programme. *Philosophical, Methodological and Pragmatic Approaches to Scientific Futures Research, Foresight in Finland and Other Parts of the World*, and the *Summer School* postgraduate courses are offered both as a part of the FS Major and the network programme of the FFA.

The FFA offers courses and study guidance for postgraduates in Finnish universities. The basic prerequisite for students participating in the postgraduate education of FS is a valid right to doctoral or licentiate studies in a FFA member university. However, our 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 2013, we offered the following postgraduate courses and thematic or elective seminars:

One Hundred New Possibilities for Finland: Radical Technology Solutions elective seminar (non-credit). Based on the publication: Risto Linturi, Osmo Kuusi & Toni Ahlqvist (2013). Suomen sata uutta mahdollisuutta: radikaalit teknologiset ratkaisut. Eduskunnan tulevaisuusvaliokunnan julkaisu 6/2013. ISBN 978-951-53-3514-2 (nid.) ISBN 978-951-53-3515-9 (PDF) (note: will be translated into English during spring 2014). Turku.

Foresight in Finland and other parts of the world course (4 cr). This course was linked to the national foresight study launched by the Finnish Committee for the Future. This included a symposium organized by the Prime Minister's Office in Helsinki, which was also available for the students. After the symposium, the students wrote 1–2 page long blogs that were included in the interactive website of the foresight study and then further developed these as essays for the course performance. Helsinki and Turku.

Philosophical, Methodological and Pragmatic Approaches to Scientific Futures Research course (4 cr). This course was organized as a part of the University of Turku Graduate School (UTUGS) transferable skills education. Its aim was 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. Turku.

Interdisciplinarity in Evaluation of Scientific Research - what, why, how? A thematic and elective seminar (non-credit), Dr. researcher Katri Huutoniemi, University of Helsinki, Department of Social Sciences and AGUADIGM project & a research setting (non-credit), researcher Nina Nygrén, FFRC Helsinki office.

A review to Activities of the Committee for the Future at Finnish Parliament – What is Futures Policy? (non-credit), Olli Hietanen, permanent expert member of the Finland Futures Committee and development director of the FFRC, FFRC Helsinki office.

FS Adjunct Professors in Finnish Universities:

Sirkka Heinonen

Turku School of Economics, University of Turku

Jarmo Hukka

Tampere University of Technology

Jari Kaivo-oja

University of Lapland, University of Helsinki

Tomi Kallio

Turku School of Economics, University of Turku

Auli Keskinen

Turku School of Economics, University of Turku

Finnish National Defence University

University of Tampere

Osmo Kuusi

Aalto University

Jyrki Luukkanen

Turku School of Economics, University of Turku

Mika Pantzar

Aalto University

Anita Rubin

Turku School of Economics, University of Turku

Markku Sotarauta

Tampere University of Technology

Petri Tapio

Turku School of Economics, University of Turku

Research in Futures Studies

In 2013, we needed to crystallise basic indicators for scientific FS. Discipline-specific scientific annuals are an indicator of maturity for scientific contents and the scientific society. Annuals can be seen as a meeting place for researchers and target areas. In the picture (below) there is a list of FS scientific annuals with each annual's name, level of appreciation (1–3), year of establishment and publisher.

The FFA is open
to partnerships
varying from
occasional contacts
to more persistent
interaction &
co-creation.

The European Journal of Futures Research (EJFR)

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. 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. In 2013, the Journal met its targets by publishing 28 scientific articles. The EJFR includes a special section called the Supplement where e.g. study outputs are welcomed. The EJFR is a newcomer that challenges traditional FS Annuals

Research and Internationalisation

The European and global FS scientific society is continuously present. Study materials and contents are monitored throughout the global society. This includes virtual and intensive learning sessions with foreign experts and courses with a notable amount of exchange students. In this section, internationalisation is also seen from the perspective of a special framework called the Millennium Project (MP) and its Finnish extension, the Helsinki node.

The main activities of the MP Helsinki Node in 2013:

Helsinki node meetings, March 12 and May 23, Helsinki

Planning Committee meeting of the MP Baku, Azerbaijan May 29 – June 1

Futures Forum in Baku, Azerbaijan June 3

Meeting of the European Initiative of the Millennium Project (EuMPI), November 21–22

Evolving environments carry surprises that work both for and against planning. Rather than appearing as a coherent entity or a well-coordinated action, internationalisation is a complicated collection of occasions, actions and contacts, with both occasional and persistent implications. Whichever way internationalisation takes place, it is always useful. Benchmarking is a tool for monitoring environments and knowing “where we stand”. Especially, the World Future Society (WFS) and the World Futures Studies Federation (WFSF) are seen as the “gatekeepers” of the quality of scientific FS. Internationalisation facilitates us with new education contents and meeting inspiring people leaves a lasting impact.

In 2013, the MP finalised and launched the Global Futures Intelligence System (GFIS), a worldwide virtual framework with a vast amount of information and global expert real-time interaction. The GFIS is a system to produce synergies for greater intelligence.

Picture:

Futures studies scientific annuals presented as an administrative document by Professor Petri Tapio June 3rd, 2013.

Lehden nimi	Jufo	Alku v.	Kustantaja
Technological Forecasting & Social Change	3	1969	Elsevier
Long Range Planning	2	1969	Elsevier
Futures	1	1969	Elsevier
Foresight	1	1999	Emerald
International J. of Foresight and Innovation Policy	1	2004	Inderscience
World Futures	1	1962	Taylor & Francis
World Future Review	1	2009	Sage
The Futurist	1	1967	World Future Society
Futuribles	1	1975	Société Futuribles
Futura	1	1982	Tulevaisuuden tutkimuksen seura
Journal of Futures Studies	1	1996	Tamkang University
European Journal of Futures Research		2013	Springer
Lähialojen lehtiä, joilla voimakas tulevaisuusorientaatio			
Land Use Policy	3	1984	Elsevier
Environment and Planning B: Planning & Design	3	1974	Pion Ltd
Global Environmental Change	3	1990	Elsevier
Energy Policy	2	1973	Elsevier
Transport Policy	2	1993	Elsevier
Policy Futures in Education	1	2003	Symposium Journals

The FFA is proud to be one of the international partners of the MP since May 22, 2002. As a partner organisation, the FFA established the MP Helsinki Node, which is composed of a self-organising group of individuals recognised by the project. The group facilitates the project's research or conducts 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. Through the MP, the personnel, students and teachers of the

FFA are facilitated with new knowledge about global developments and emerging issues.

Professor Sirkka Heinonen took part in the MP Planning Committee meeting and the Futures Forum in May – June 2013 in Baku. Adjunct Professor Osmo Kuusi participated in the meeting of the European MP Initiative (EuMPI) in Warsaw, Poland, November 2013. The MP issues and framework are explored in several presentations and lectures by the Helsinki Node members such as (examples) FFA courses, a session of lectures at the University of Science and Technology USCT, Hefei, China, and during

the meeting of the EuMPI, in Warsaw, Poland, November 2013. The futures research methodology 3.0 software by the MP is used as study material in several FS courses.

Helsinki Node – Members in 2013

Toni Ahlqvist (Chair)
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
Finland Futures Research Centre,
University of Turku

Sari Söderlund
Finland Futures Academy (FFRC)
University of Turku

Picture:
Professor Sirkka Heinonen in Korea,
April 2013.



Resources for Action

The coordination of the FFA is facilitated by the University of Turku. The FFA has a coordination unit with an education coordinator, a coordinator and an education secretary.

Member universities have an important role in supporting joint action by appointing teachers – and other experts – and physical facilities (e.g. lecture rooms, audio & video) in their own university.

We promote a principle of openness with mutual benefits. Sharing teaching resources and study contents through networks produces added value that would otherwise be difficult to detect and utilise.

The Future of the FFA

When we consider FS in the near future, the most relevant questions are trivial: Do we live in a knowledge society? Are we interested in knowledge? Are universities “places for thinking”? Do they reflect wisdom and ethics in decision-making?

Thinking is an abstract cognitive procedure. As a research target (scientific pragmatism), the future is also abstract. Without thinking, we have no wisdom or futures. “Thinking ahead” should start from “thinking” in general. If we cannot think, we cannot think about futures, either. If we put intensive effort into enhancing standardised and coded processes, we easily forget what all of this is about: people and thinking. This annual is a focused effort of opening up routes to human perspectives.

Is a FS network superior in knowing about its own future? The modern futures studies paradigm classifies probable futures as trivial futures with minor interest and hardly anything new. More generally: futures are actually never probable, they are always surprising or novel. For the FFA, this means that the future will bring up surprises and we cannot know about our futures beforehand, no matter how knowledgeable we are. As

natural as human interaction should be, co-operation and shared knowledge are often seen as being against the mainstream and as pro-disruptive-thinking in university contexts. By showing an enriched picture of a networked reality – with complexity, deviations and non-harmony – we are against the mainstream. We leave aside the illusion of individual omnipotence by claiming that, in the future, human beings still need each other for a meaningful life.

Promoting FS educational targets – e.g. generating study contents, new knowledge and learning processes – sustains as the main target of the FFA. However, the ways of implementation change. There is ever more place for internationalisation, launching new contents globally and reinforcing international connections. This includes efforts to promote FS education by accompanying those universities that offer Master’s level and postgraduate courses.

This keeps the network vivid. Finally, we cannot forget the needs of Finland and Finnish working life. Our foresight, practical applications and development need to stay in focus and – from a competence building point of view – it is as challenging as internationalisation. In 2013, com-

binning logics of foresight and basic research appeared as an arising new paradigm and a giant challenge of further developing FS. This is one of the key questions in further enhancing the quality of FS in the future.

It has also become clear that we need to take social media seriously. The value of “knowing” leans on human competence and sophisticated perception. Knowledge becomes valuable when it is rare and unique, and a part of valuable knowledge

should be produced contextually through human interaction, which – ever more often – is based on social media.

In the future, technology is needed to express and further enhance human potential. Technology is penetrating characteristics that, earlier, were seen as unique for human beings. Fitting together increasing amounts of fragmented and contextual virtual lives is hard for humans and might carry unexpected implications. In complicated environ-

ments, technology can offer comfort with logical processes and clarity as an illusion of reality. We should not forget that reality – and future realities – is often just the opposite: unclear, chaotic and rudimentary, i.e. human by nature.

The Coordinating Unit



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*“The Future is not predictable,
nor is it predestined.”*

Coordination

ffa



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