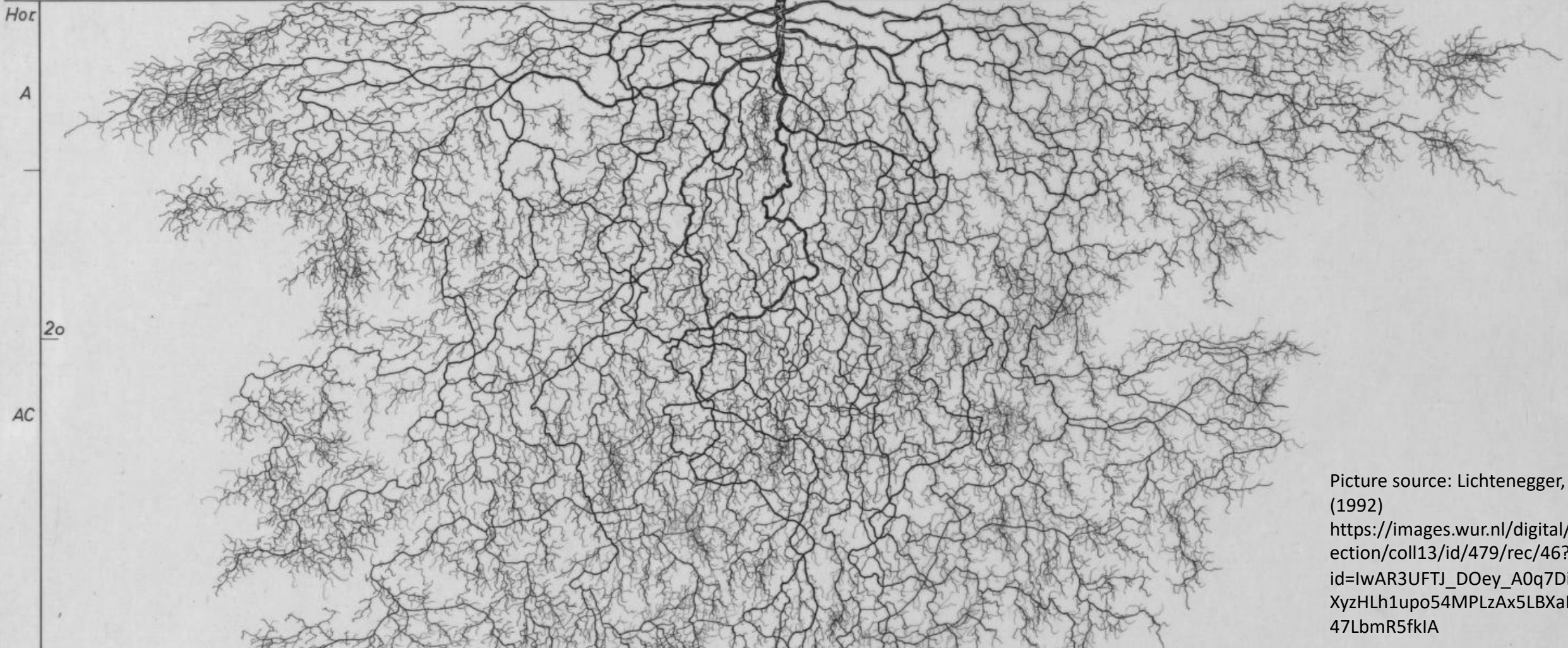
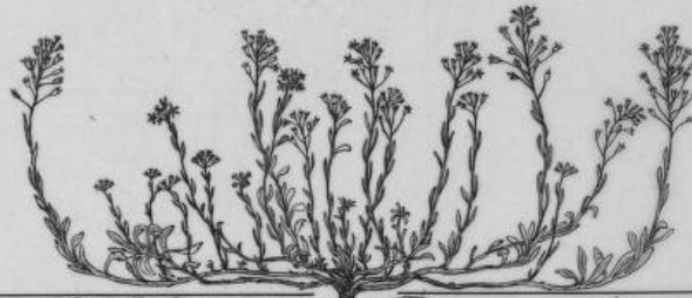



Expanding the possibilities of the present with futures thinking

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Picture source: Lichtenegger, E. (1992)
https://images.wur.nl/digital/collection/coll13/id/479/rec/46?fbclid=IwAR3UFTJ_DOey_A0q7DiQX_XyzHLh1upo54MPLzAx5LBXaP7ly47LbmR5fkIA



How do we take care of (the) future(s)?

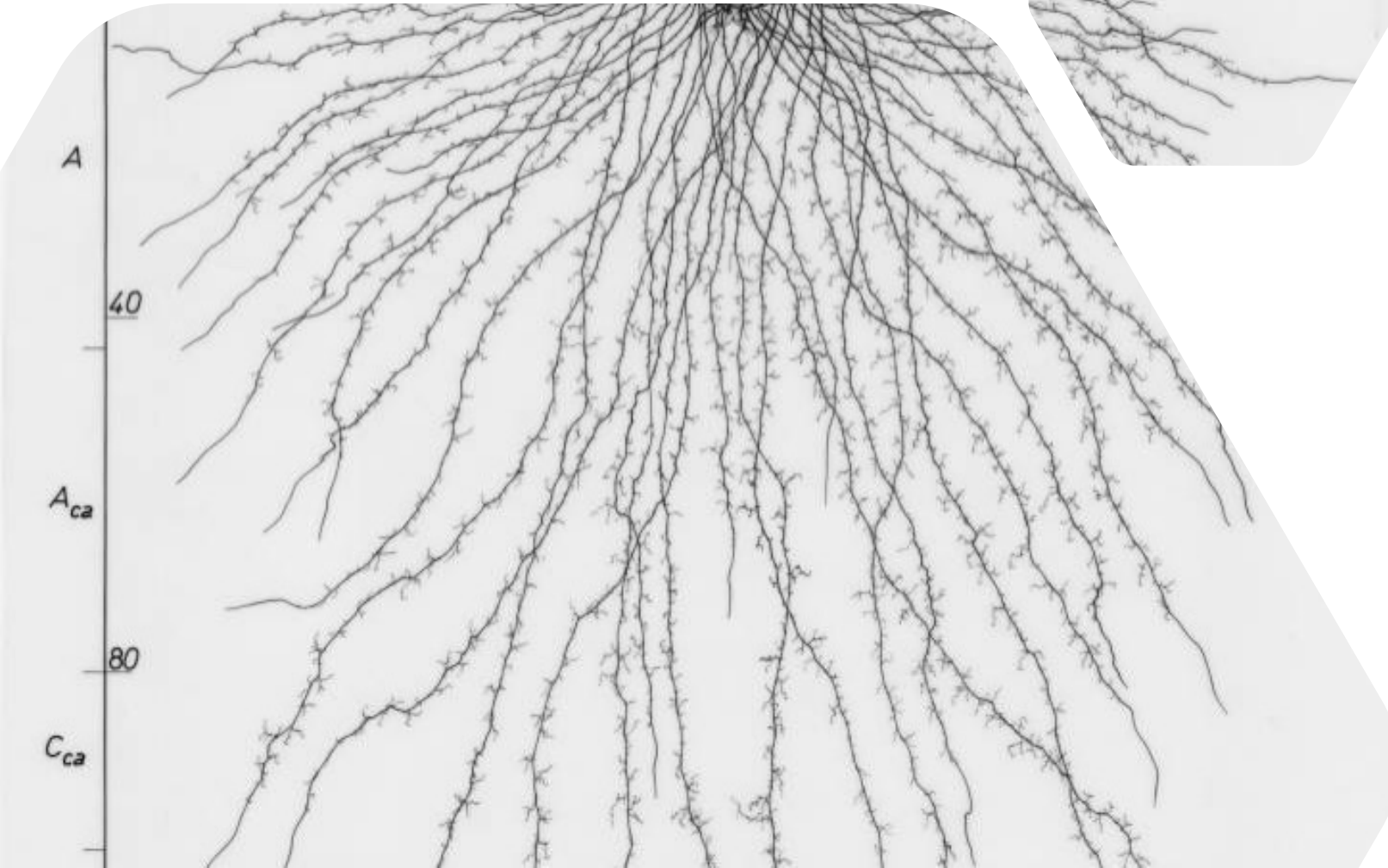
A question that gestures towards our relationships on a lively planet

Hesperis matronalis *
S.W. Arb. 286



Areas of interest

- Creating experimental settings
- Stakeholder experiences – how we see ourselves in the world influences present action toward preferred futures





Theoretical Framing

Environmental Futures
And
Anticipation

Application in Thesis

- Support design of open-ended and futures-oriented workshops
- Games offer opportunities to reflect on and play with rules that shape anticipation (ingrained habits and techniques)
- Support analysis of the way we think about sustainability, how we make change, and our relationship to land, the non-human, and the material
- Brings an equity perspective on who and what kinds of knowledge are considered valid and legitimate in creating futures

A close-up photograph of coastal vegetation, including green succulent-like plants and brown, dried plant matter, growing on a dark, possibly volcanic, surface. The plants are illuminated by bright sunlight, creating strong highlights and deep shadows.

Futures Methods

CLA and Games for Change



Causal Layered Analysis

(Inayatullah)

- create distance from the present
- examine underlying assumptions, values, and myths
- e.g. taxonomical, imaginative, multiple perspectives

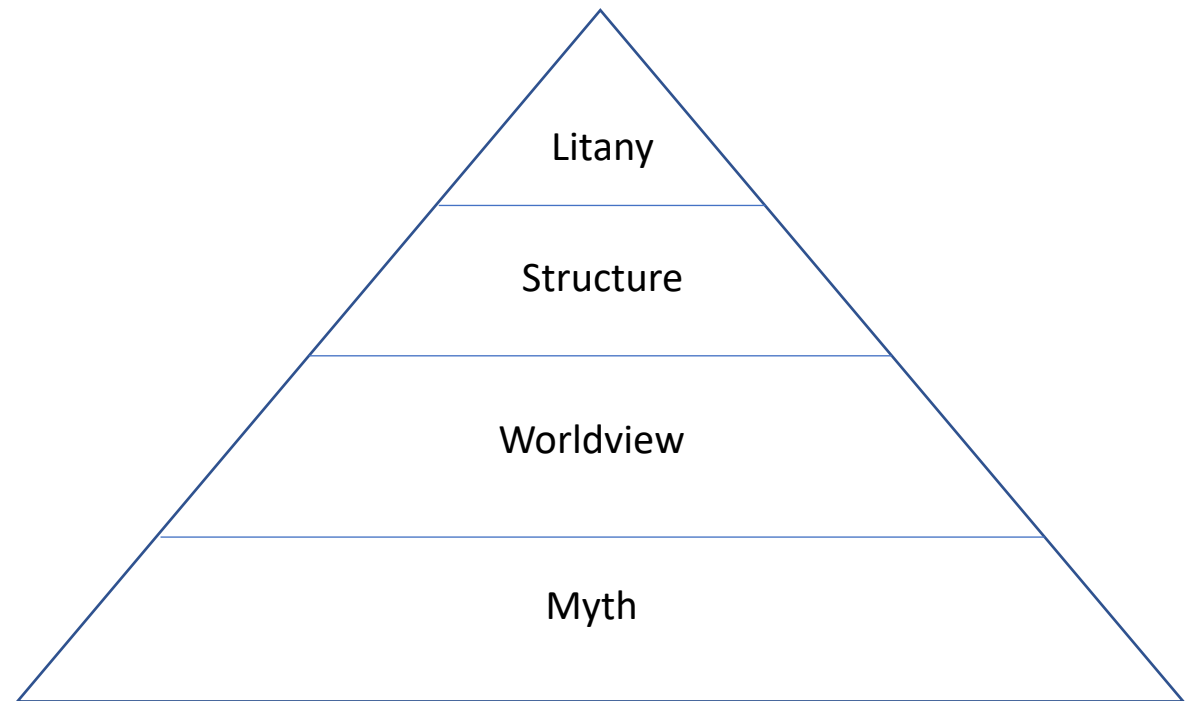




Table 1 - Causal Layered Analysis

<p>Litany - what we <i>talk</i> about with regards to a topic, challenge, or future.</p>	<p>E.g., What are the types of practices, measurements that give carbon farming legitimacy in our current system?</p>	<ul style="list-style-type: none"> - Focuses on quantitative problems, empirical data and trends - Assumptions rarely questioned - Headline level: issues and trends not connected and appear discontinuous - Official public description of issue and the public buzz
<p>System - how we <i>act</i> within a particular context relating to a topic, challenge, or future.</p>	<p>E.g., What kinds of policies/frameworks /economic models and partnerships are needed to support carbon farming?</p>	<ul style="list-style-type: none"> - Consider systemic factors (social, technological, economic, political, historical, cultural) - Interpretation based on the social scientific explanation of quantitative data and systemic connections of data and technical explanations - Short-term historical facts and technical explanations
<p>Worldview - why we <i>think</i> about a topic, challenge, or future in a particular way.</p>	<p>E.g., How do we know these policies/frameworks /models are the right ones?</p>	<ul style="list-style-type: none"> - Examines the ideologies and discourses that underpin or challenge - Paradigms, mental models, culture, and values
<p>Myth/metaphor - what we <i>believe</i>, how we come to believe, and why we believe something.</p>	<p>E.g., What are the metaphors that make sense of the worldviews? (e.g., the Factory, the Machine, the forest or field?)</p>	<ul style="list-style-type: none"> - Explores the deep stories and collective archetypes that give meaning to disconnected events and concepts - Visual images, emotional responses, and metaphors - Provides a gut / emotional level experience to the worldview under inquiry.

Table 1 (from Inayatullah [1998], Camrass [2020], Coetzee [2021])

CLA workshop example

The future of university education – imagine the future 30 years from now, what is university education like?

- Keep in mind, there are no right or wrong answers! The future doesn't exist 😊
 - How do universities certify young scholars? What are the grounds for this certification? What are the things we need to be certain about young scholars (e.g. what do they know)?
 - What kinds of frameworks are needed to support this certification? Who creates them?
 - What kind of language do we use in these certification frameworks? What are the assumptions underpinning them? What are the qualities valued in this framework?
 - What images or metaphors represent this university? Is there a core metaphor that describes this situation? (you can paste images here too)
- Great. Now you have gone through the layers of analysis to see what kind of university(ies) will exist in 30 years. Now you are going to reframe this future university.
 - Reframe the story: what alternative images or metaphors can you think of that could frame an alternative story about the future university?
 - Are there new or revised value statements that better align with the new images of your emerging university?
 - What frameworks support these values? Who is enacting them?
 - What is your future university called? What would the title of newspaper article written about this university be?



Games for change

Can they build anticipatory
imaginations?

(Serious) Games

- Work through complex relationalities in climate futures (Flood et al., 2018)
- Facilitates interaction and understanding of diverse perspectives (Jean et al., 2018)
- Getting specific (Hunt et al., 2012; Moore et al., 2014 in Pereira et al., 2018)
- Participatory (Cairns et al., 2013; Wangel, 2011) and iterative (Heinonen et al., 2017)





Anticipatory gaming processes

(Vervoort et al. 2022)

- Enabling learning and knowledge creation. This can involve introducing novel concepts or creating usable or active knowledge (Vervoort et al., 2010).
- Enhancing futures literacy
 1. Critical futures literacy (the ability to interpret, understand and see the biases in existing futures);
 2. Generative futures literacy (the ability to imagine new futures) and
 3. Actionable futures literacy (the ability to consider how futures could be realized in the present) (Mangnus et al., 2021).

EMPLOYMENT
URBANISATION

RISK

POTENTIAL

PLACEMAKING

COMMUNITY

PRIVATISATION

Commodification.

CONFLICT:
GLOBAL
MARKET
VS
LOCAL
COMMUNITY

ART



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