

How Teacher Education Students Imagine the World

Education and Teaching in 2040

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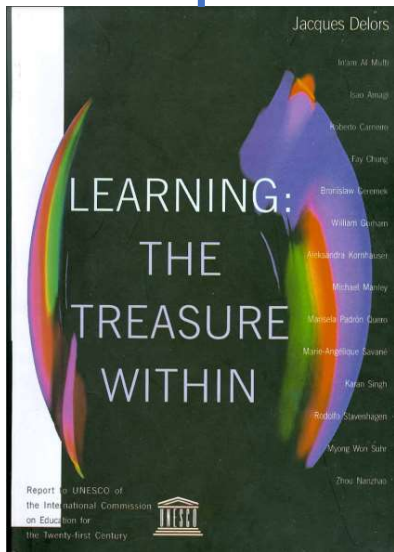
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Our journey ...

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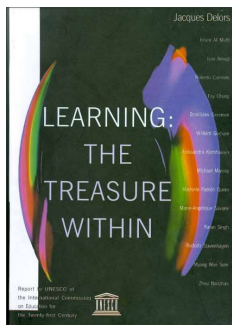


<https://www.helsinki.fi/en/conferences/reimagining-teachers-and-teacher-education-our-futures>



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Education: the necessary Utopia

Jacques Delors

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“In confronting the many challenges that the future holds in store, **humankind sees in education an indispensable asset in its attempt to attain the ideals of peace, freedom and social justice.** As it concludes its work, the Commission affirms its belief that **education has a fundamental role to play in personal and social development.** The Commission does not see education as a miracle cure or a magic formula opening the door to a world in which all ideals will be attained, but as one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war.” (p.13)

“At present **the ways we organize education across the world do not do enough to ensure just and peaceful societies, a healthy planet, and shared progress that benefits all.** In fact, some of our difficulties stem from how we educate. **A new social contract for education needs to allow us to think differently about learning and the relationships between students, teachers, knowledge, and the world.**” (p.3)



Literature on Utopia & Future Visions

Plato – "Republic" (around 375 BC)

Thomas Morus – "Utopia" (1516)

Francis Bacon – "New Atlantis" (1627)

H.G. Wells – "A Modern Utopia" (1905)

Karl Mannheim – "Ideology and Utopia" (1929/1936)

Aldous Huxley – "Brave New World" (1932)

George Orwell – "1984" (1949)

Ernst Bloch – "The Principle of Hope" (1954/1955/1959)

Bell, W. & Mau, J.A. (1971). *The Sociology of the Future*. Russell Sage.

Levitas, R. (2013). *Utopia as Method. The Imaginary Reconstitution of Society*. Palgrave.

Cook, J. (2018). *Imagined Futures. Hope, Risk and Uncertainty*. Palgrave-Macmillan.

& Articles

Background

- Formal education conveys and passes existing knowledge to the next generation (*stability* based upon the accomplishments of former generations), thus providing the basis for the creation of new knowledge, *innovation & change* (Bacher/Kraler/Schreiner, 2022) → **knowledge transfer**
- Setting: didactic triangle : content - teachers – learners → **teachers matter** (OECD, 2005)
- Teachers (knowledge and attitude mediators) as influential hub for the thinking and acting of future/next/coming at least 3 generation(s) (UNESCO, 2021)
- Their vision of our future shapes their professional activities in everyday school life → **Teacher belief research** (Kagan, 1992; Zhihui, 1996; Guerra/Nelson, 2009)

Background

Future thinking refers to the mental simulation of future events or circumstances that one might be personally involved in (*Atance & O'Neill, 2001*)

Approaches:

- biographical: life planning (e.g. Brooks & Everett, 2008), ...
- different groups: age (e.g. Steinberg et al., 2009), ...
- topic oriented: climate change (e.g. Norgaard, 2011), ...
- timescale oriented: short- and long-term future (e.g. Adam & Groves, 2007), ...

Vision &
Future
Thinking:

imagined future of the world in 2040 (societal, technological, economical)
with an additional focus on education and the teaching profession

Study – Questions

Three open-ended questions -> free-writing approach

- 1) “The world in 2040...” What are your visions of the future (societal, technological, economical)? Write about three paragraphs.
- 2) What will schools be like in 2040? Describe your ideas in about three paragraphs.
- 3) Based on your preliminary considerations, what will be important for you as a teacher in 2040? Write about three paragraphs.

(online survey during classes)

Study – Methodology

- Department of Teacher Training and School Research, University of Innsbruck
- Survey period: November 2022 – June 2023
- 1st wave: N = 113 teacher education students (secondary education; 25 different school subjects in total)
- Master: 81% / Bachelor: 19%; 66% f / 32% m; Age: $20 < x < 25$
- Qualitative content analysis (Kuckartz & Rädiker, 2022), computer-assisted with MAXQDA
- Triangulated coding (3 coders)
- Inductive coding for main- and subcategories

Study – First Findings

“The world in 2040...” What are your visions of the future (societal, technological, economical)?

MAIN CATEGORIES	# of coded segments	# of students	% of students
Technologization and Digitalization	145	102	90%
Society	111	80	71%
Economy	80	59	52%
Sustainability and Climate	60	53	47%
Formal Education	43	32	28%
Conflicts, Crises, and Concerns	60	23	20%

Study – First Findings

Views on Technologization and Digitalization in the World in 2040

MAIN CATEGORIES

Technologization and Digitalization

Society

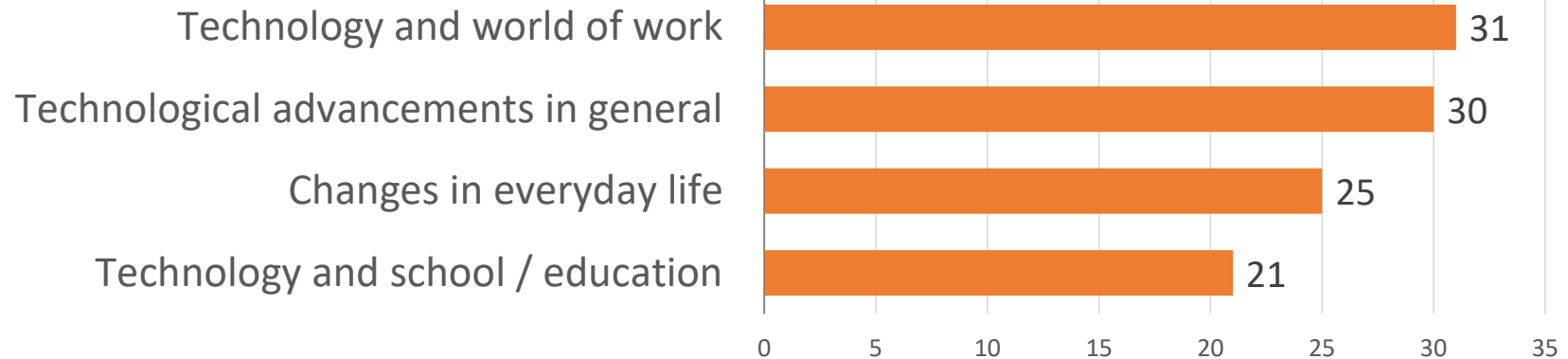
Economy

Sustainability and Climate

Formal Education

Conflicts, Crises, and Concerns

SUB-CATEGORIES



(# of coded segments; plus 5 further categories with less than 10 coded segments)

Study – First Findings

Views on Society in the World in 2040

MAIN CATEGORIES

Technologization and Digitalization

Society

Economy

Sustainability and Climate

Formal Education

Conflicts, Crises, and Concerns

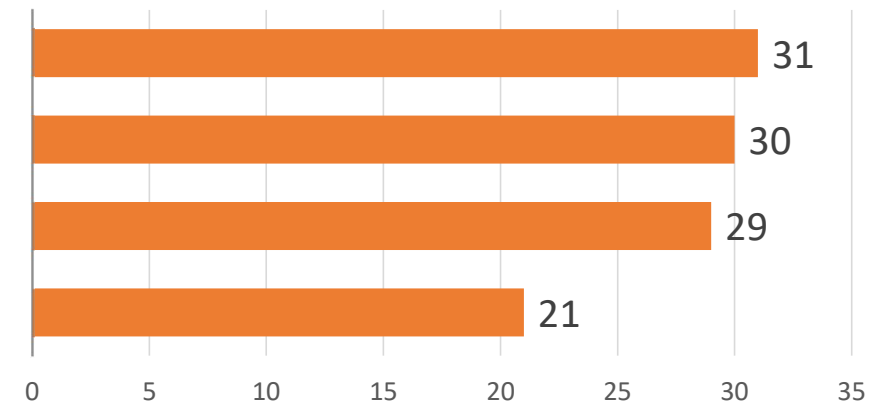
SUB-CATEGORIES

Societal / socioeconomical division

Societal changes

Tolerance / human rights

Social justice



(# of coded segments)

Study – First Findings

MAIN CATEGORIES

Technologization and Digitalization

Society

Economy

Sustainability and Climate

Formal Education

Conflicts, Crises, and Concerns

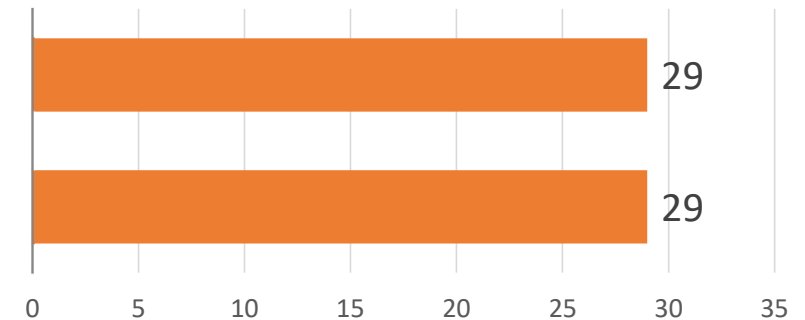
SUB-CATEGORIES

Climate crisis – coping (strategies)

29

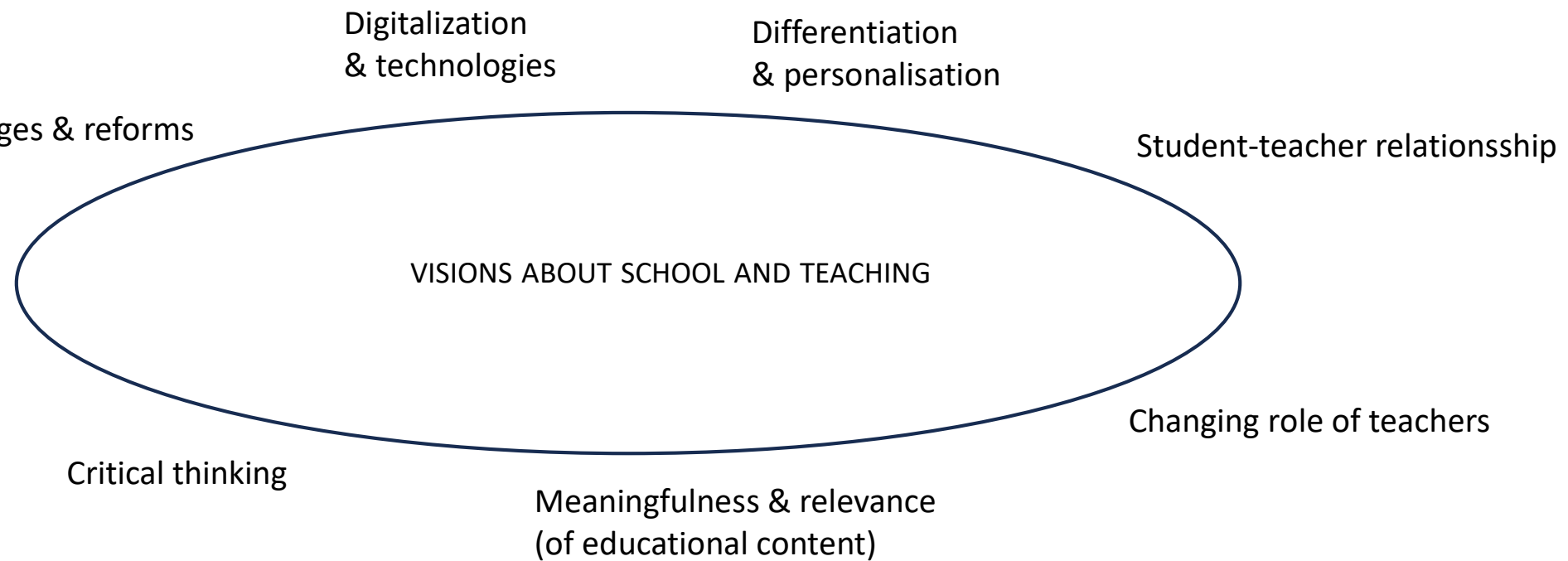
Advance and consequences of climate change

29



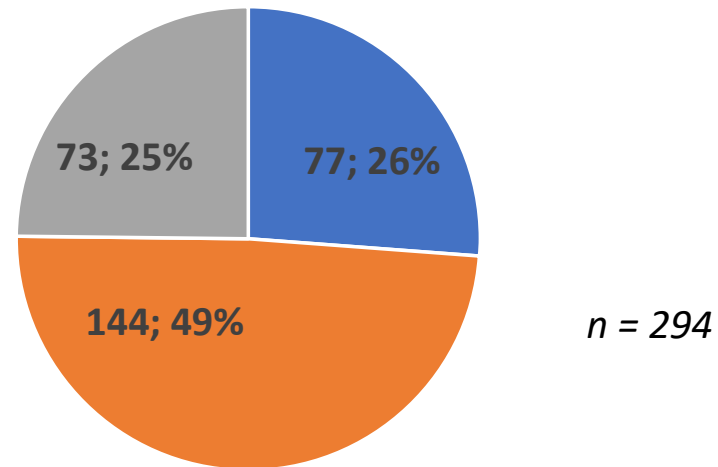
(# of coded segments; plus 1 further category with 2 coded segments)

How teacher education students' views of the world in 2040 impact visions about school and their work as teachers?



Study – Findings

Estimating the Future



■ optimistic ■ neutral ■ pessimistic

Conclusion

- Future visions of (prospective) teachers are relevant because
 - visions shape teachers' professional thinking and acting
 - teachers serve as multipliers for society
- Approach of this study proved to be fruitful
- Currently limited to one institution
- 2nd wave: Dec23 – Jan24 -> N= 294 (saturated at UIBK)
- Ongoing detailed analysis
- Internationalization (USA, South Africa, ...)

Teacher Education Students' Visions Shaping Future Generations

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Abstract

Teacher education programs shape prospective teachers, and teachers (can) shape future generations. Teachers serve as multipliers for society; their beliefs and visions have a high influence on their teaching, independently from curriculum directives.

This paper describes a study in which we reconstructed teacher education students' (n = 113) visions of the future in general as well as their future visions on learning and teaching. Methodologically, we chose an open, explanatory free-writing approach (micro-articles) to provide room for emotional expression and creativity. The analysis shows a wide variety of themes, approaches, and dispositions. The results indicate that teacher education programs can build awareness on future visions of prospective teachers. Thus, it appears important to allow them room in their training to reflect and further develop their expectations and visions of the future, so they realize their responsibility towards the future in their role as teachers.

Keywords: teacher education; future visions; higher education, society; future generations; responsibility



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