

# Diversity in Society and Classrooms - Teacher Education Students' Perspectives on the World in 2040

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*„Diversity within classrooms and societies:  
Perspectives on Teacher, Moral, and Democracy Education”*

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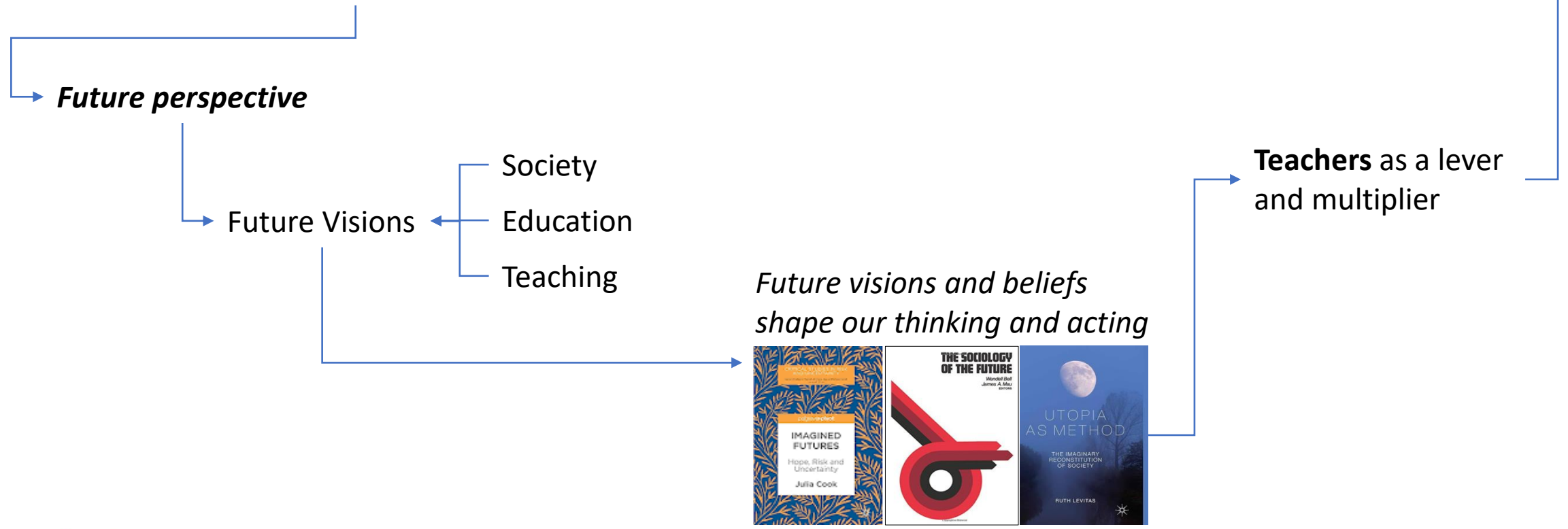


# Our approach ...

## Diversity within classrooms and societies

Perspectives on Teacher, Moral, and Democracy Education

Teacher Education Students

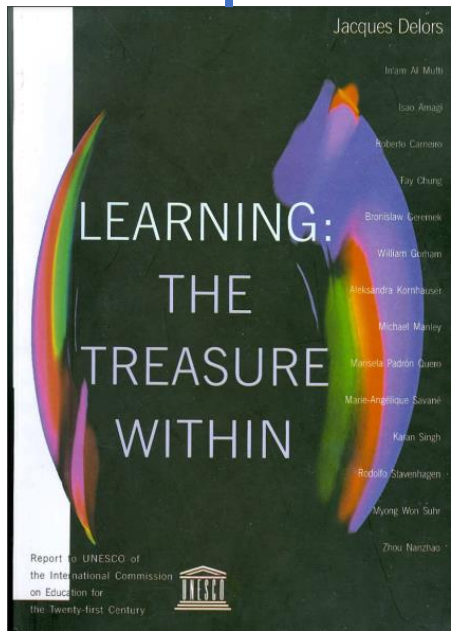




# Our journey ...

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1996



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2001

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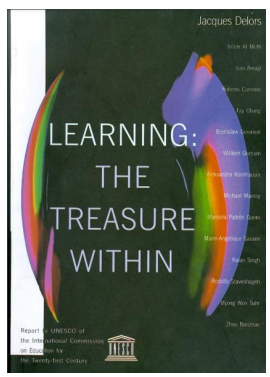
2020



[https://www.oecd.org/en/publications/2020/09/back-to-the-future-of-education\\_4fa8c90a.html](https://www.oecd.org/en/publications/2020/09/back-to-the-future-of-education_4fa8c90a.html)



2021



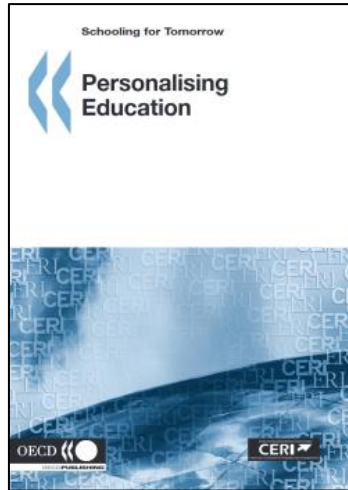
# Education: the necessary Utopia

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)

- The tension between the *global* and the *local*.
  - The tension between the *universal* and the *individual*.
  - The tension between *tradition* and *modernity*.
  - The tension between *long-term* and *short-term* considerations.
  - The tension between the need for *competition* and the concern for *equality of opportunity*.
  - The tension between the extraordinary *expansion* of knowledge and human beings' *capacity* to assimilate it.
  - The tension between the *spiritual* and the *material*.
- (p. 17/18)



- “We all *live in the Now* with some idea of where we came from – the Past – and some notions of *where we are heading, the Future.*”
- “*Decisions that will affect the future must be made today*, however difficult that future may be to grasp, and we all have expectations of how the future will turn out, some conscious and others unconscious.”
- “The importance of considering the future applies even more forcefully when shaping the educational system as it ‘manufactures goods’ which have to last for at least 60 to 80 years.” (Paludan, 2006, p. 85)



- “Much of our *thinking of the future is linear*, and based on extending currently existing trends.”
- “The *future cannot be passively observed*. It *must be actively discussed* in order to learn from it and identify and agree upon actions for today. Imagining multiple scenarios for the future thus recognises that there is not only one pathway into the future, but many.”
- “*Scenarios* themselves have no intrinsic value; it is the process of creating or using them in the context of strategic dialogue that makes them worthwhile.” (OECD, 2020, p. 10 f.)



## 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.

& Research articles (cf. Literature)



## 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 (Kraler, Bacher & 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 – Background/Methodology

- Department of Teacher Education and School Research, University of Innsbruck
- Survey period: November 2022 – March 2024
- 1<sup>st</sup> wave:  $N_1 = 113$ , 2<sup>nd</sup> wave:  $N_2 = 200$ ,  $N = 313$  (294/313 questionnaires complete)
- teacher education students (secondary education; 25 different school subjects in total)
- Master: 91% / Bachelor: 9%; 64% f / 34% m / 2% d; Age:  $18 \leq x \leq 25$  (majority  $23 \leq y \leq 25$ )
- Qualitative content analysis (Kuckartz & Rädiker, 2022), computer-assisted with MAXQDA
- Triangulated coding (3 coders)
- Inductive coding for main- and subcategories

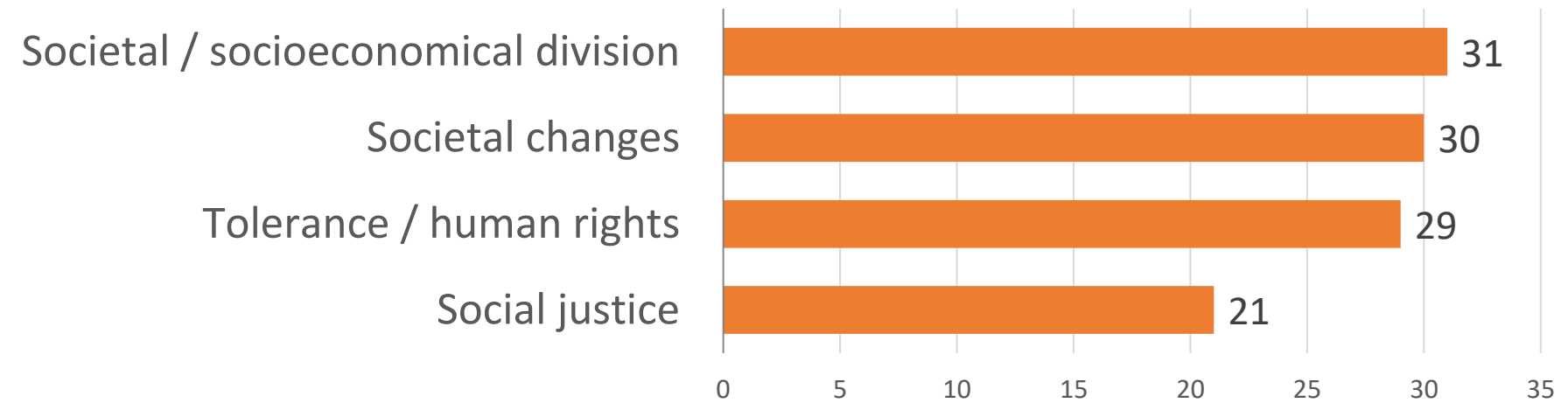


# Study – First Findings

## Views on Society in the World in 2040

MAIN CATEGORIES
Technologization and Digitalization
<b>Society</b>
Economy
Sustainability and Climate
Formal Education
Conflicts, Crises, and Concerns

### SUB-CATEGORIES

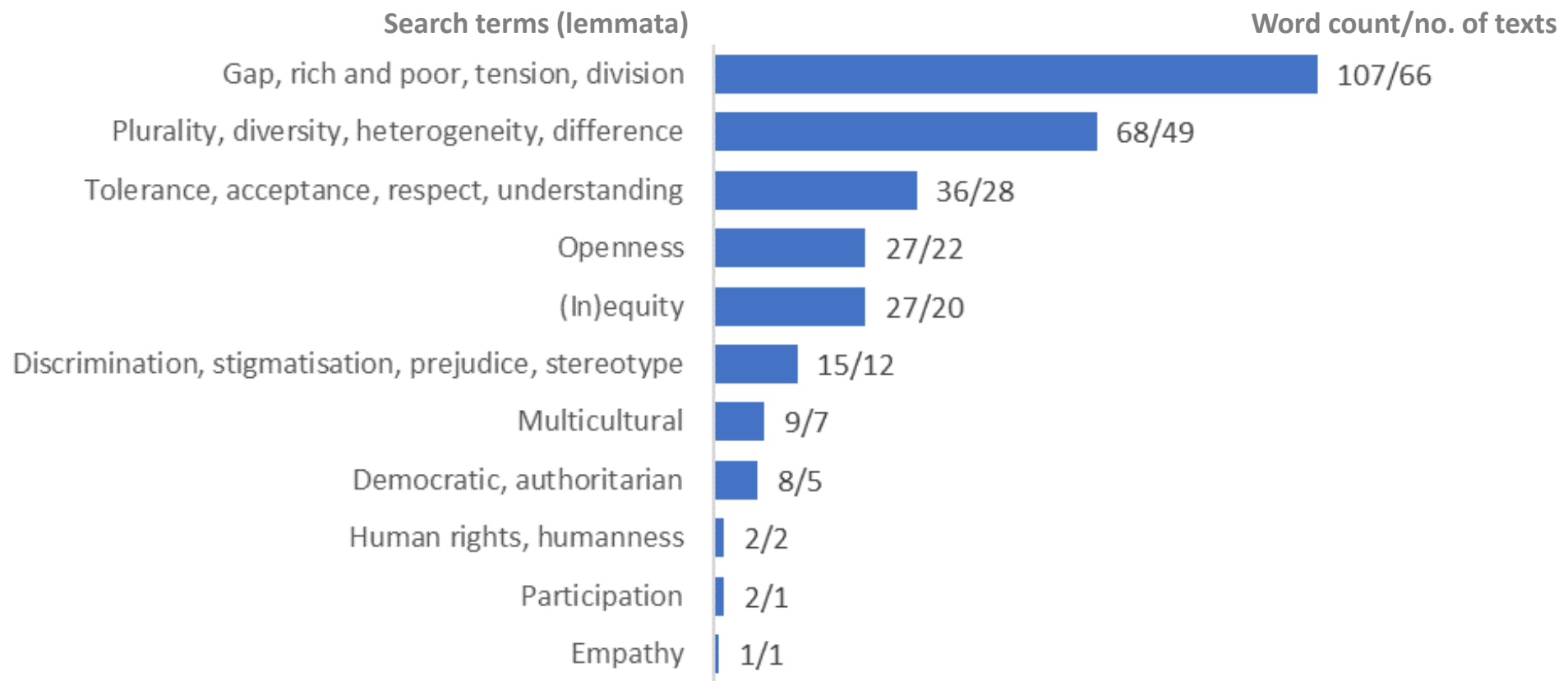


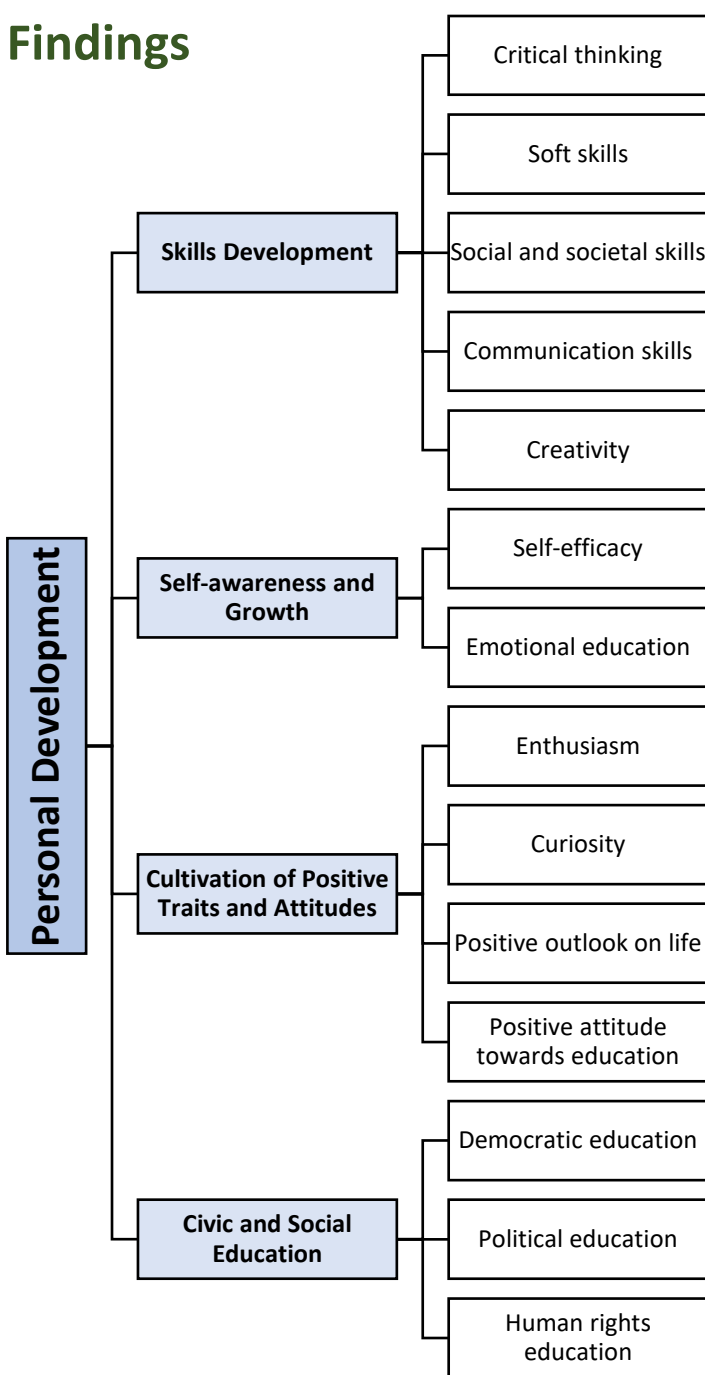
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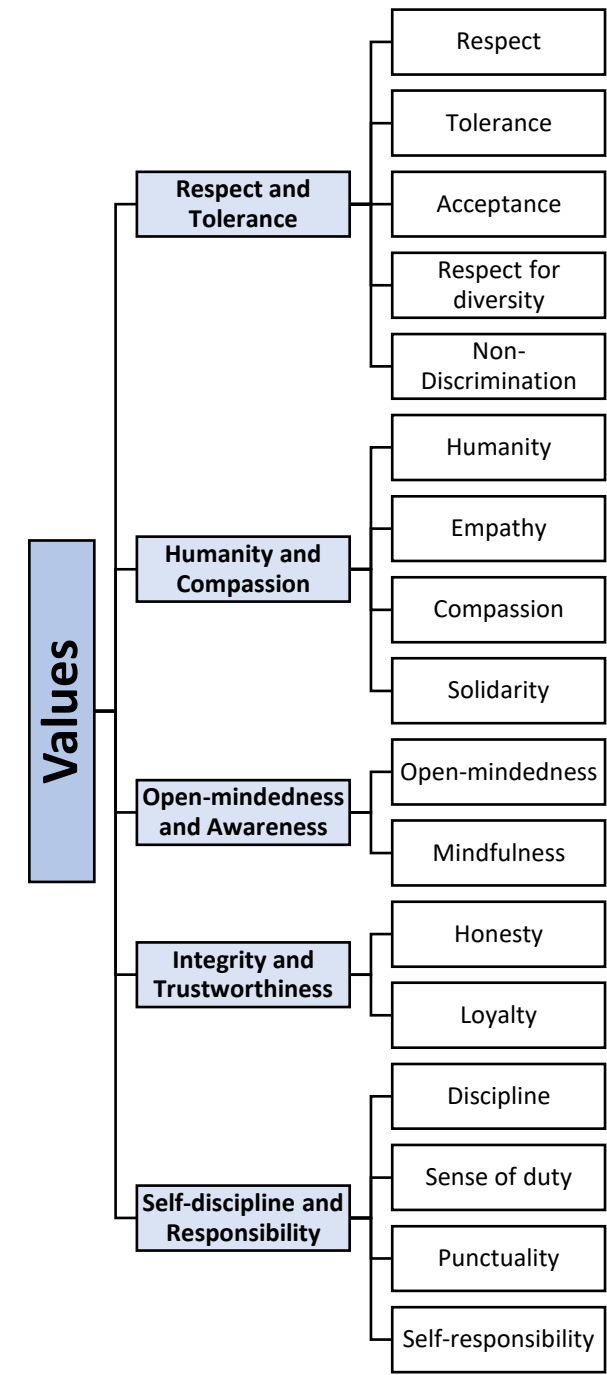
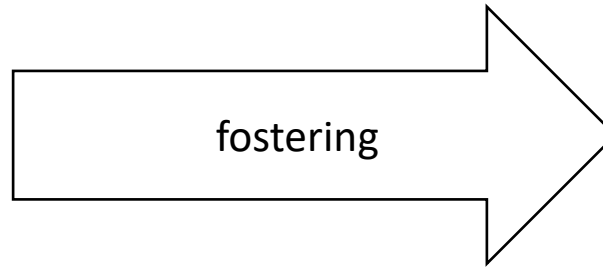
## Study – Findings: Text search in complete data set

In 144 out of 313 texts (46%), terms related to diversity in society are used.





# Values Education





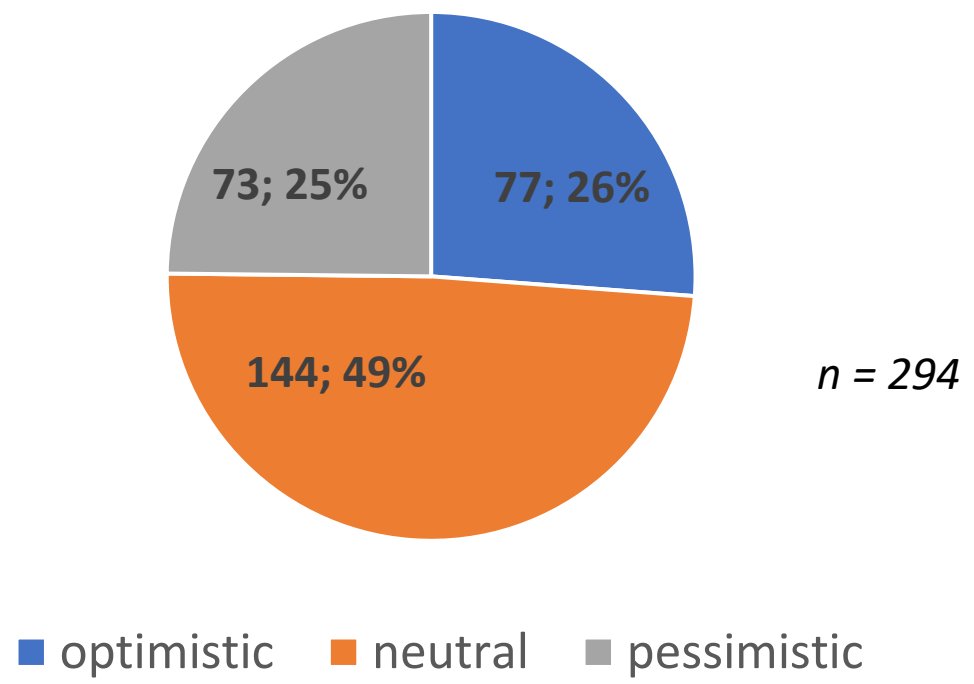
## Study – Quotes

- "As a teacher, it will be important to me to *educate students to become a sustainable, democratic, and critical generation.*" (Text 15)
- "Furthermore, it is important to me to *raise students' awareness of diversity*, so that in the future, there will be *less discrimination* in all areas of life." (Text 68)
- "It is particularly important to me *to focus on tolerance and to foster mutual respect* among the learners. Whether it concerns *ethnicity, sexual orientation, gender, preferences, hobbies, etc.* - everyone should be able to be themselves and feel comfortable. In this regard, I also want to design my lessons accordingly." (Text 57)
- "*They should learn tolerance, acceptance, and compassion.* Additionally, they should learn to navigate society. But most importantly, they should learn to be happy in life and to do something that makes them happy." (Text 19)



# Study – Findings

## Estimating the Future








# Conclusion

- Future visions of (prospective) teachers are relevant
  - 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
- Ongoing detailed analysis
- Internationalization



## 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.*

### 1. Introduction

The future lies with our young generations. Teachers (can) have an enormous impact on them (UNESCO, 2021) because what and how they teach influences and shapes students' knowledge and attitudes (Lee, 2019; Ross-Hill, 2009; Tang & Hu 2022; Hill, 1971). Thus, teachers serve as multipliers for society. Therefore, visions of teachers become important. They shape their professional beliefs (Lachner, Jarodzka, & Nückles, 2016) as well as behavior (Guerra & Nelson, 2009), and influence their performance (Muijs & Reynolds, 2015). In short: what teachers believe has a high influence on how and what exactly they teach, independently from curriculum directives (Bonner, Diehl & Trachtman, 2020).

With regard to the urging global societal and environmental challenges (Steger, 2020; Beck, 2000; De Haas et al., 2019; Barry, 2005; Rosa, 2015) but also ideas to tackle them (eg. SDGs,





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**THANK YOU FOR YOUR ATTENTION!**

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