

Future Visions of Teacher Education Students

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Outline

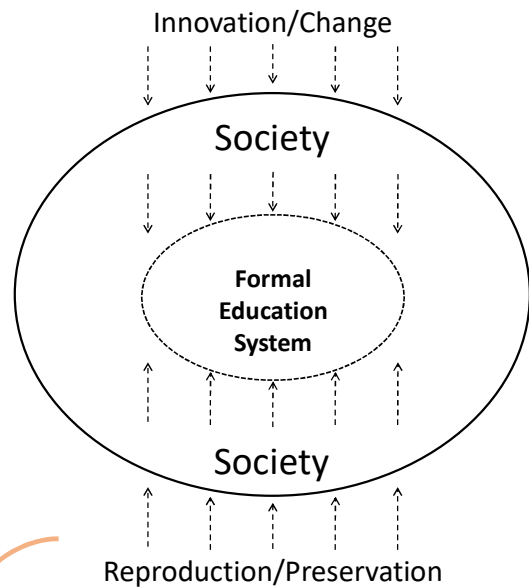
1. Theoretical Background
2. Methodology
3. Findings and Conclusion



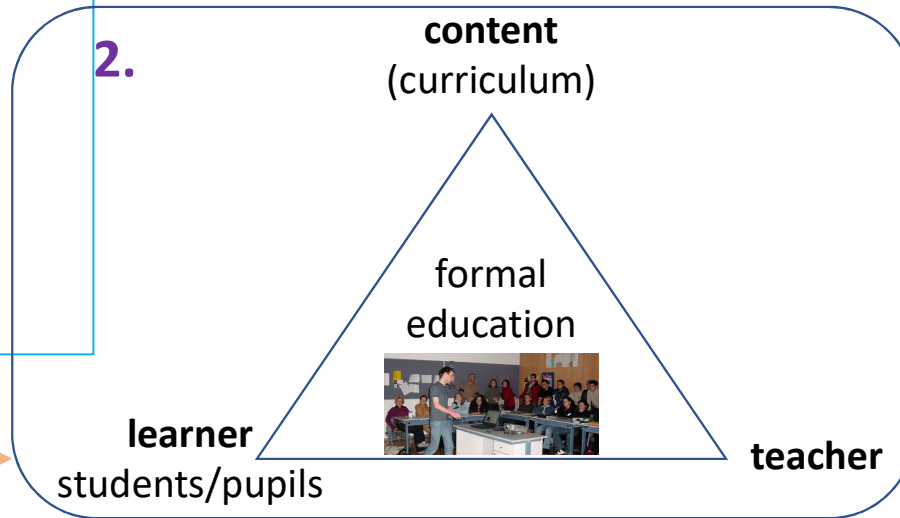
1. THEORETICAL BACKGROUND

Line of Argumentation

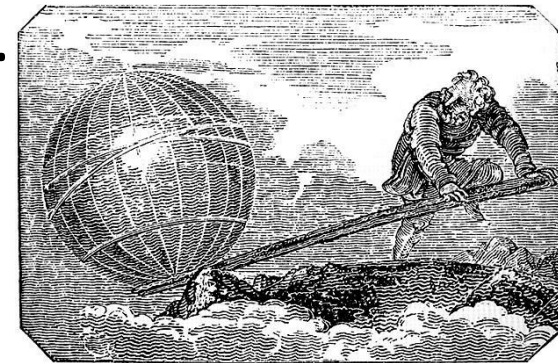
1.



2.

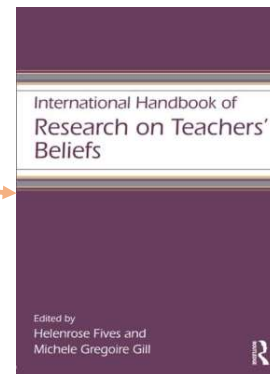


3.



Education as a lever
Teachers as a lever
Teacher Education as a lever

4.



Line of Argumentation

- 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*)

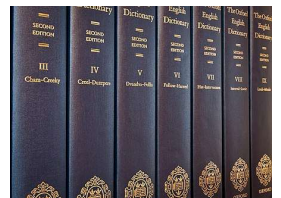
Visions

Definitions:

- Not about: sight, (visual) perspective, religious experience, drugs, foresight, ...
- “an idea or a picture in your *imagination*”
- “an idea or mental image *of something*” or “an imagined mental image of something”
- “the ability to imagine how a country, society, industry, etc. could develop in the future and to plan for this”

<https://www.oxfordlearnersdictionaries.com/definition/english/vision>

<https://dictionary.cambridge.org/dictionary/english/vision>



Visions & Future Thinking

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



2. METHODOLOGY



Research Questions

What do teacher education students think of the world in 2040?

What do teacher education students think of school in 2040?

What do teacher education students think will be important as teachers in 2040?

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



Data Collection

- Department of Teacher Education and School Research, University of Innsbruck
- Survey period: November 2022 – June 2023
- N = 113 teacher education students (secondary education; 25 different school subjects in total)
- Master: ~80% / Bachelor: ~20%



Survey instrument

Core:

Three long 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 class)

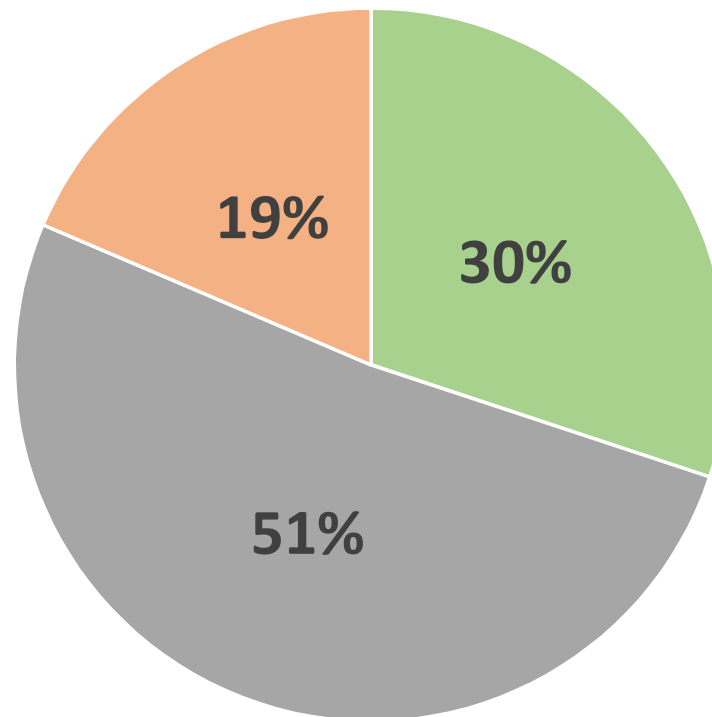
Data Analysis

- Qualitative content analysis (Kuckartz & Rädiker, 2022)
- Computer-assisted with MAXQDA
- Triangulated coding (3 coders)
- Inductive coding for main- and subcategories



3. FINDINGS AND CONCLUSIONS

Optimistic or pessimistic?



■ optimistic ■ neutral ■ pessimistic

(% of students; N=113)

“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%

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

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Views on Technologization and Digitalization in the World in 2040

MAIN CATEGORIES

Technologization and Digitalization

Society

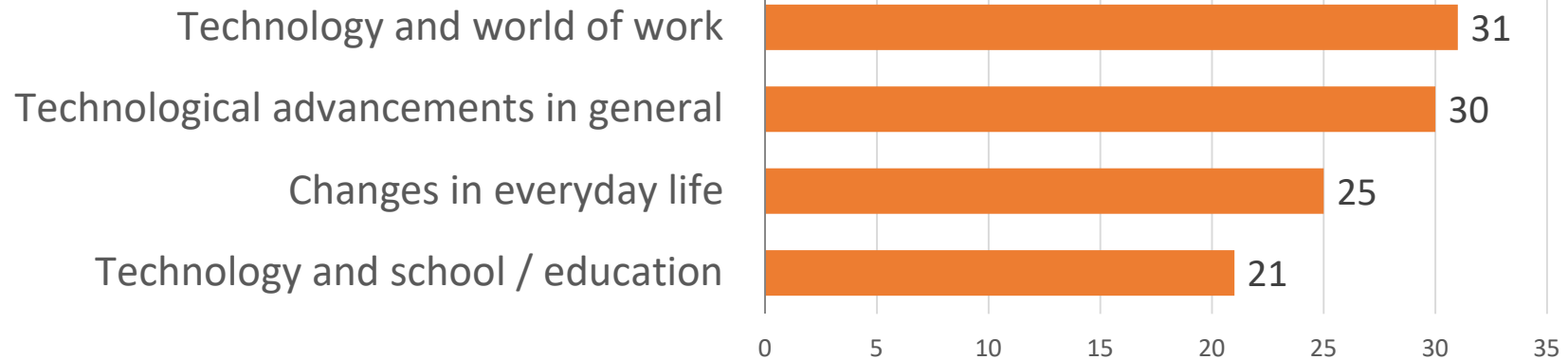
Economy

Sustainability and Climate

Formal Education

Conflicts, Crises, and Concerns

SUB-CATEGORIES



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

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

31

Societal changes

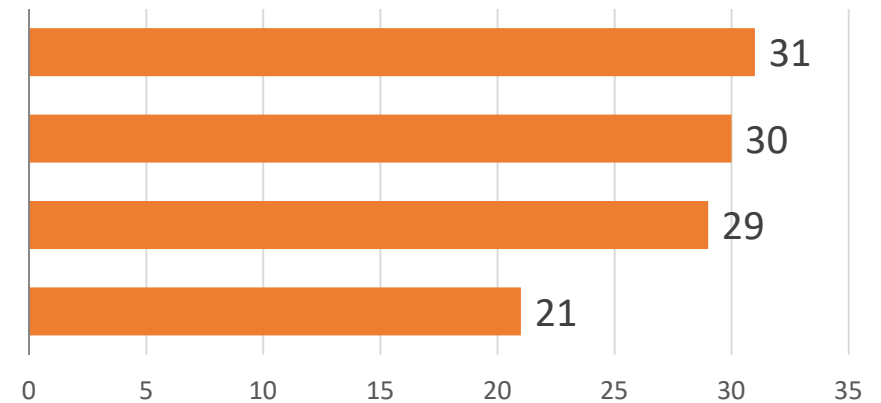
30

Tolerance / human rights

29

Social justice

21



(# of coded segments)

Views on Sustainability and Climate in the World in 2040

MAIN CATEGORIES

Technologization and Digitalization

Society

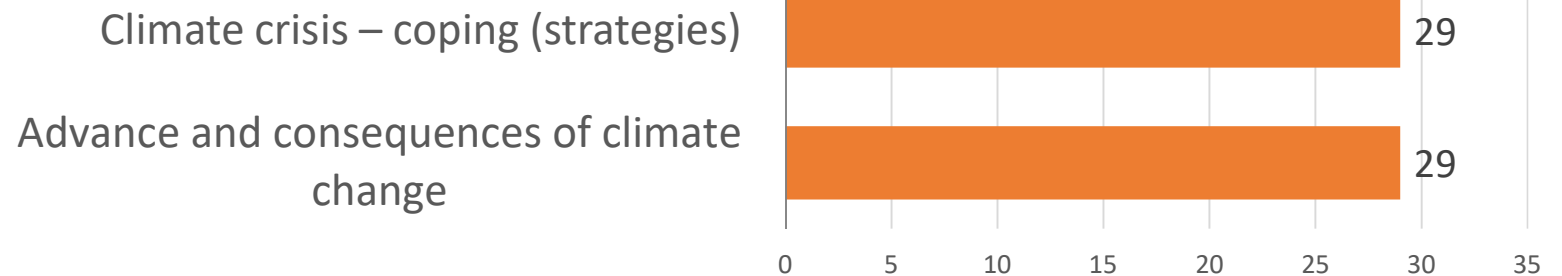
Economy

Sustainability and Climate

Formal Education

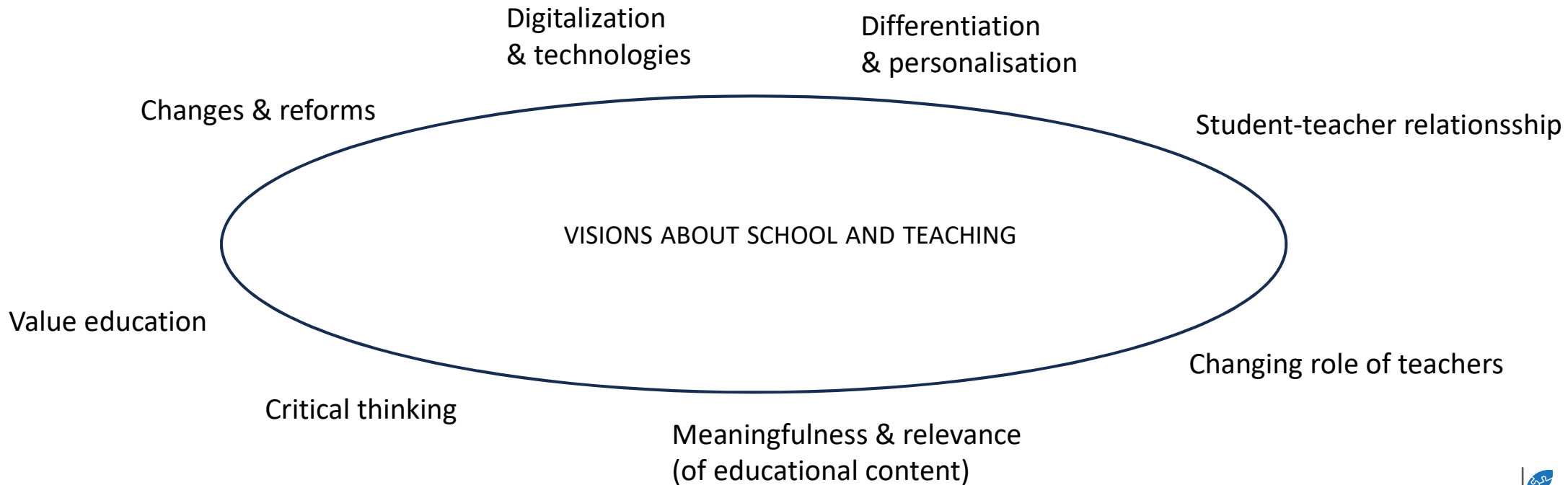
Conflicts, Crises, and Concerns

SUB-CATEGORIES



(# of coded segments; plus 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



Future Visions on Future Research

- 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
- Internationalization (South Africa, USA, ...)
- First results of the study resonate with the relevance of the conference theme.

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THANK YOU FOR YOUR ATTENTION!

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