Education in 2030. Prospects of the future by teachers' trainees

EDUCATION IN 2030

This research examines 389 science fiction narratives about future education written by students from the Master's programs in Teacher Training and Educational Research at the University of Alicante between the academic years 2009-2010 and 2019-2020. These narratives were written during the "Education in 2030" practice and are openly available on the blogs of various subjects.

SCIENCE FICTION

A mixed-method research approach is employed, utilizing qualitative analysis of the narratives and quantitative expression through descriptive statistics in the longitudinal study. The results classify the narratives into two major categories: Positive Predictions and Negative Predictions, with greater relevance placed on the latter (52.94% total), which are related to dystopian science fiction models.

FUTURE FACULTY

Within these two overarching categories, three main codes are established: Negative Predictions—Teacher-Student Relationship, Learning Process, and System; and Positive Predictions—Teaching Methodology, Content, and Model. These codes further structure the analysis with sub-codes and frequencies of the various ideas' occurrences. Notably, codes addressing the role of the teacher as a "mediator" or "clandestine" figure emerge as two educational models that are recurrently depicted as future faculty.

CONCLUSIONS

Excerpts from the analyzed narratives are included to exemplify the employed codes. Crafting educational narratives from science fiction provides a rich, critical, and diverse perspective on the future. The studied narratives unveil significant shifts in teaching praxis and technology integration, while also revealing concerns regarding dehumanized aspects and the gap between ideals and reality in areas such as labor improvements, inclusive education, and environmentalism.