

Future Orientation

... a reflection matrix for teaching materials

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The materials presented here were developed as part of the "OERLe BNE" project. The aim of the project is to promote the participatory design of Open Educational Resources (OER) and Open Educational Practices (OEP) in the second phase of teacher training.

The focus is on Education for Sustainable Development (ESD), which is being established as an integral part of modern teacher training in Saxony-Anhalt. The materials are the result of close cooperation between the Geography Education Department at Martin Luther University Halle-Wittenberg (MLU) and the State Institute for School Quality and Teacher Training Saxony-Anhalt (LISA).

The materials were developed in cooperation with the seminar locations in Halle and Magdeburg and are based on practical, participatory approaches. These materials are intended as dynamic resources that are openly available for further use, adaptation and dissemination in line with the OER movement. When using them, please note the following licence information:



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A Dream Journey into the Future of Education



Objective: Participants will be able to visualise alternative sustainable future scenarios by conceiving and developing alternative scenarios.



Contents: Your own vision of the future of education



Materials: printed dream journey for teachers (p. 2); moderation cards and pens



Time: 25 minutes

In summary

In the context of sustainability, future orientation means that people are able to imagine alternative scenarios for the future, including preferred visions of a sustainable world. They recognise that the future is not predetermined but can be shaped through individual and collective decisions. Future orientation encompasses an awareness of uncertainty and complexity, the ability to distinguish between expected, alternative and preferred future scenarios, and the recognition of one's own power to shape developments for a sustainable future.

1

Dream journey

The dream journey is read aloud with appropriate pauses. Participants listen to the dream journey in a relaxed position.



2

Your own vision

Participants write down their impressions of the dream journey.



3

Bringing the visions together

Participants discuss their visions in small groups. What are the differences and similarities? The results are recorded on moderation cards and then presented to the whole group.



A Dream Journey into the Future of Education



Journey into the future of teacher training

Make yourself comfortable in your chair. Find a comfortable position for your back and head. Now close your eyes. Your chair is transforming into the seat of a time shuttle that will beam you into the future. Your shoulders relax, your breath flows in and out calmly. Your body is completely relaxed.

You are now embarking on a journey into the future of teacher training. The shuttle is ready for takeoff. You read the passenger information: "The future of teacher training is different! Structures, methods, and roles have changed—but don't worry: it is inspiring and full of possibilities! Let yourself be swept away."

And so the journey begins. Welcome to the future. You have arrived at your workplace for today – but it looks completely different. You take a closer look. What do you see? *(Pause)* You meet a future trainee teacher. How do you interact? What is the atmosphere between you like? *(Pause)* You talk about training. What topics are you discussing? *(Pause)* What experiences in training are you talking about? *(Pause)* Without haste and without time pressure, you stroll through the place, observing the people around you. What new encounters do you have? *(Pause)* Who works here, who learns here? *(Pause)* What roles have changed? *(Pause)* You discover a group of people. Who are these people? *(Pause)* What are they doing right now? *(Pause)* How do they work together? What do they use? *(Pause)* You go to the window and look out. The sun shines on your face. What does the environment look like? *(Pause)* What changes can you see? *(Pause)* What new structures or spaces have been created? *(Pause)* You open the window. What voices and sounds do you hear? *(Pause)* A short beep reminds you that your return journey will soon begin. You pause and consciously take in the atmosphere, the people, and the surroundings. What impressions would you like to take back with you to the present?

You re-enter the time shuttle and it starts moving. *(Pause)* You feel the chair beneath you, slowly move your hands and feet. Take a deep breath, wait a moment, and when you are ready, open your eyes.

Welcome back.

Building Utopias and sharing them



Objective: Participants can visualise alternative future scenarios by conceiving and developing alternative scenarios.



Contents: Visions of the future of education



Materials: Building blocks or other materials for creating structures



Time: 50 minutes

In summary

By building visions, abstract thoughts and visions of the future can be made visible, as participants translate their thoughts into models. Through building, learners can learn to deal with open possibilities, uncertainties and complex interrelationships in a playful way. These models embody possible futures – and help to make visions tangible and negotiable. By explaining their constructed ideas, learners engage with their own values, desires and assumptions about the future. When several models are then combined to form a common vision of the future, collective action is also promoted. The models can be changed and further developed during the merging process – just like future scenarios. The ability to design alternatives and think ahead is central to the development of “future competence”.

1

Building one's own vision

Based on a brief brainstorming session or dream journey, participants construct their own visions of how they imagine education in the future.



2

Presenting one's own visions

The participants describe their vision to the other participants with the help of the model they have built.



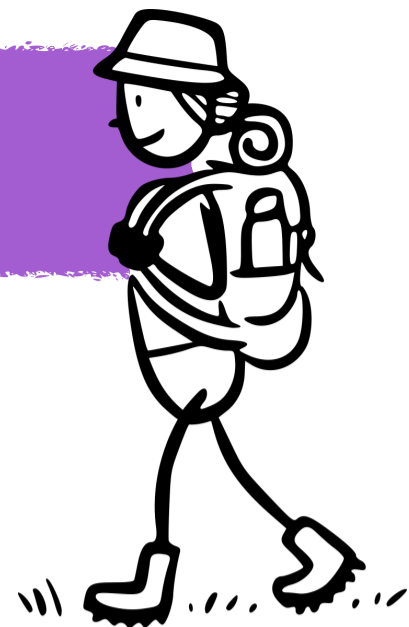
3

Assembling the visions

The participants consider the interfaces, similarities and differences between the visions. How can the individual visions be combined to form a common vision? Which aspects need to be negotiated?



Reflection on steps to take



Objective: Participants will be able to visualise alternative future scenarios and identify the steps necessary to achieve a preferred sustainable future.



Contents: Visions of the future of education and implementation steps



Materials: Reflection image with task (Options: Individual work/group work)



Time: 25 minutes

In summary

The method invites participants to develop their personal vision of education and reflect on concrete steps for its implementation. This involves not only planning, but also anticipating what it takes to actively shape a sustainable future while enduring uncertainty and complexity. The method supports this on several levels: based on the vision developed, the ability to act is strengthened. The baby steps make it clear that change begins in small ways. This promotes self-efficacy and shows that the future can be shaped. The lane changes encourage participants to question existing patterns and think in new ways. The milestones help to identify major stages and put them into a temporal perspective – a central element of future-oriented planning.

1

Describe one's vision

Key thoughts on individual visions of the future are captured in the reflection image.



5
min

2

From baby steps to lane changes to milestones

The next step is to note down various levels of action: – Baby steps: small initial steps that can be implemented starting tomorrow – Lane changes: conscious changes of course that open up new paths – Milestones: major, significant stages that are aimed for in the long term. All ideas are recorded in writing in the reflection chart.



10
min

3

Identify challenges and support

The final step involves identifying potential obstacles and hurdles that could stand in the way, as well as aids and tools that could help to realise the vision. These aspects are also documented in the reflection image.



10
min



1. Note down key thoughts about your vision for the future in the reflection image.
2. Think of three levels of action and write them down in the reflection box: – Baby steps: What small steps can you take tomorrow? – Lane changes: What conscious changes will enable you to change lanes? – Milestones: What major milestones do you want to achieve in the long term?
3. On the path from baby steps to milestones, you will encounter challenges – but also support. Consider obstacles and hurdles (What could slow you down or hold you back?) as well as aids and tools (What can help you realise your vision despite these challenges?).