

שאלתה: חינוך ואי וודאות

1.

TI: **The Essential Uncertainty of Thinking: Education and Subject in John Dewey**

AU: D'AGNESE, VASCO

SO: Journal of Philosophy of Education; Feb2017, Vol. 51 Issue 1, p73-88

Abstract:

In this paper, I analyse the Deweyan account of thinking and subject and discuss the educational consequences that follow from such an account. I argue that despite the grouping of thinking and reflective thought that has largely appeared in the interpretation of Deweyan work, Dewey discloses an inescapable uncertainty at the core of human thinking. This move is even more challenging given Dewey's firm faith in the power of intelligent action, and in education as the means by which human beings grow and create meaningful existence. I argue that throughout his work, Dewey dismantled the understanding of the subject as a detached and self-assured centre of agency. In Deweyan understanding, on one hand, the subject is empowered to reflect on experience and to use this reflection to evolve new ways of acting, thus pushing experience forward. On the other hand, by acting, the subject can create new points of interaction within experience. This understanding of thinking and subject has far-reaching consequences for education, which must be conceived not so much as the attempt to master and control experience but as the means to create new, unpredictable experience by putting new points of interactions into our relationship with the environment, changing our being-embedded-in-the-world. Dewey repositions educational, intentional agency away from control and mastery and in the direction of growth and openness.

2.

TI: **Facing uncertainty in education: Beyond the harmonies of Eurovision education.**

AU: Todd, Sharon

SO: European Educational Research Journal; Nov2016, Vol. 15 Issue 6, p619-627,

Abstract:

One of the most pressing concerns identified in current European educational discourse is about the transitions of students from school to higher education and from educational institutions to the labour market. Government anxieties over the precariousness of the future has led to increasing regulation and measurement of 'skills' and 'competences' for students in an attempt to suture over these transitions. However, in doing so, policies risk further alienating and dehumanizing students in turning classrooms into testing zones and places of high risk assessment that pigeon-hole students into limited futures. I argue in this paper that if youth are to contribute meaningfully to a future that is, by definition, not something that is certain or knowable in advance, a more appropriate response will be to think about the kinds of sensibility that would help students orient themselves toward a changing and unpredictable world. This paper outlines how a project of facing uncertainty (what the poet John Keats referred to as 'negative capability') actually shifts the terms upon which policies and curricular reform can be constructed.

3.

TI: **Education in the Age of Uncertainty: an eagle's eye-view**

AU: Kenway, Jane; Bullen, Elizabeth

SO: Compare: A Journal of Comparative Education; Oct2000, Vol. 30 Issue 3, p265-273

Abstract:

How are we to educate young people of, and for, these times in a way which takes into account the existential and moral dilemmas of our age? We argue that the current education system fails to address the full implications of historical change in relation to ethics and equity. In what follows, we offer some ways of describing and theorising contemporary life in an age of uncertainty. We offer it as a knowledge base from which teachers, principals and policy makers might draw in creating new morally and ethically sound policy discourses. We follow with some new frameworks for helping students to deal with the altered context of moral and political life

4.

TI: **Creativity, uncertainty and discomfort: teachers as writers.**

AU: Cremin, Teresa

SO: Cambridge Journal of Education; Sep2006, Vol. 36 Issue 3, p415-433

Abstract:

Teaching for creativity in writing requires not only knowledge, skills and understanding, but the emotional capacity to tolerate uncertainty, take risks and engage artistically. This paper reflects upon one strand of a research project which is examining the relationship between teachers' development as writers at their own level and their efficacy as creative teachers of writing. It draws on the compositional experiences of 16 English primary teachers, who wrote regularly in project sessions, in school and at home and documented the process. The multiple data sources include: questionnaires, writing histories, composing logs, interviews, observations and analyses of the writing produced. The teachers' lived experience of composing clustered around a number of themes, these included: constraints and intuitive insights, a sense of

the personal, and deep feelings of uncertainty and insecurity. This paper focuses on only one of these themes; it explores three teachers' uncomfortable encounters with ambiguity and risk and considers the diverse ways in which they responded to the emotional discomfort evoked. Pedagogical implications are also examined. It is argued that in order to support children's creative development as writers, teachers need extended opportunities to engage artistically and creatively as writers themselves.

5.

TI: Effectiveness of a Labor-Admission Education Program on Anxiety, Uncertainty, Locus of Labor Control, and Labor Outcomes in Pregnant Women

AU: Liang, Hui-Min; Gau, Meei-Ling; Chen, Chie-Pein; Liu, Chieh-Yu.

SO: Taipei Vol. 66, Iss. 2, (Apr 2019): 36-47

Abstract:

The process of hospital admission undergone by expectant mothers readily induces feelings of loss of control, anxiousness, and uncertainty. Thus, education to promote the proper response of women to their impending hospital admission may be beneficial in terms of minimizing the number of labor-related hospital trips and the wastage of medical resources. Purpose: To explore the effects a labor-admission education program on perceived anxiousness, uncertainty, locus of control, and labor outcomes in expectant mothers. Methods: A quasi-experimental research design was used to recruit participants. Eligible participants were primipara women who were expected to experience a complications-free pregnancy with a single fetus. A total of 151 participants were enrolled, with 76 assigned to the experimental group and 75 assigned to the control group. The experimental group received the labor and delivery education program intervention while the control

group received standard nursing guidance. Participants received the education program in their regular prenatal checkup after the 35th gestational week. The intervention (education program) lasted an hour and included three parts: normal labor signs and appropriate timing of labor admission, self-care strategies at home, and indicators of the onset of labor. A structured questionnaire, including a basic OB/GYN datasheet, the Visual Analogue Scale (VAS) of uncertainty and anxiety, the Labor Agency Scale (LAS), and birth-outcome information, was used to collect data. Participants completed the three scales at two time points: 1) prior to admission and after the education program and 2) at 3-days postpartum. Results: The findings support the effectiveness of providing a pre-admission education program in terms of lowering perceived uncertainty and anxiousness ($p < .001$), enhancing the locus of control during birth ($p = .001$), increasing awareness of the proper time for admission after the onset of labor ($p = .001$), and reducing the numbers of repeat trips to the hospital ($p = .007$) and consultations ($p < .001$). Further, the education program may improve the rate of 3cm-or-greater cervical dilation at admission ($p < .001$) and reduce the need for induced deliveries ($p = .002$). Conclusions/Implications for Practice: In the absence of contraindications, this education program should be provided to expectant mothers as an effective method to maximize the duration of the at-home, latent phase of labor in order to increase locus of control over delivery, reduce uncertainty and anxiousness, and attain optimal birth outcomes.

6.

TI: **Secondary technology teachers' perceptions and practice: Digital Technology and a future-focused curriculum in New Zealand.**

AU: Reinsfield, Elizabeth

SO: Waikato Journal of Education (2382-0373); 2018, Vol. 23 Issue 2,
p61-74

Abstract:

The Technology Learning Area statement in the New Zealand Curriculum has been recently reviewed to prioritise Digital Technology as a context for learning (Ministry of Education (MoE), 2007, 2017a). The emphasis provides the opportunity for teachers of technology education to guide learning in a future-focused manner, whilst also accommodating their students' social and academic needs. Four potential school-based responses are proposed, which are asserted as being likely to emerge from this recent change. Findings from a qualitative research project inform discussion about how secondary technology teachers' perceptions and interpretation of the Technology Learning Area curriculum statement can have an impact on their practices. The implications are discussed in relation to how teachers' practice can be affected by the discourse within which they teach, and to assert that a personalised approach to professional learning is necessary to enable a future-focused Technology Learning Area curriculum

7.

TI: **Perceived Affordances, Tensions, and Complementarities in the Physical and Digital Environments Frequented by Future Teachers.**

AU: Pruneau, Diane; Kerry, Jackie; Freiman, Viktor

SO: Discourse & Communication for Sustainable Education; Dec2016,
Vol. 7 Issue 1, p68-81

Abstract:

Is future teachers' contact with the physical environment significant enough for them to choose to educate their students about

sustainability? These digital natives stand out from previous generations by their way of living. The research based on grounded theory was aimed at understanding future teachers' relationships with physical and technological environments. The analysis of interviews, with Moncton and Montreal teacher education students, reveals that future teachers maintain a sporadic relation to the natural environment. They are still conscious that nature provides them calmness, rejuvenation and beauty. The Internet offers them distraction, social affiliation, personalized information, and facilitates their tasks and contact with the World. Future teachers are critical and cautious in their use of ICT but are however not much involved in the environmental cause. The research emphasizes the need to work on future teachers' relationship to the physical environment with outdoor activities to get to know, appreciate, analyze and improve the natural and urban environments

8.

TI: **"Digital Futures in Teacher Education": Exploring Open Approaches towards Digital Literacy.**

AU: Gruszczynska, Anna; Merchant, Guy; Pountney, Richard

SO: Electronic Journal of e-Learning; Aug2013, Vol. 11 Issue 3, p193-206

Abstract:

This paper reports the findings of a project "Digital Futures in Teacher Education" (DeFT) undertaken as part of the third phase of the Joint Information Systems Committee (JISC) UK Open Educational Resources (OER) programme. It builds on previous work (Gruszczynska and Pountney, 2012, 2013) that has addressed attempts to embed OER practice within the teacher education sector, and which has informed practice in teaching and learning in the school

system involving digital literacy (Burnett and Merchant, 2011; Davies and Merchant, 2009). A framework for digital literacy is outlined, drawing heavily on socio-cultural models of digital practice (Merchant, 2011), that has the potential to re-imagine teachers and teaching, as well as learners and learning and which, at the same time, address the 'why' as well as the 'how' of digital literacy. This framework takes into account current debates (primarily within the UK but of relevance to European perspectives) focusing on issues of ICT, digital literacy and media literacy in the curriculum, which reflect a tension between digital literacy as a set of skills and competencies on the one hand and understandings that arise from socio-cultural and communicative practices on the other. Current understandings of digital literacy in the context of teacher education and OERs are explored and the potential for digital literac(ies) for openness is examined. This draws on data collected in the context of the DeFT project and includes meanings and perspectives on digital literacies as expressed by project participants. The effectiveness of a methodology that prizes reflexivity and participation is examined including a range of voices, including children's voices, in the meaning-making process and recommendations on the basis of the findings are made. In terms of a digital future for teacher education the paper highlights the need for practices, learning packages and tools to continue to evolve, in close cooperation with their potential users, and linked directly to classroom and schools as the site of this production

9.

TI: **Exploring pre-service teachers' future intentions to use technology through the use of comics.**

AU: McGarr, Oliver; Gavaldon, Guillermina

SO: Teaching & Teacher Education; Jul2019, Vol. 83, p99-109

Abstract:

Pre-service teachers' attitudes and future intentions to use digital technologies have been explored through both quantitative and qualitative studies. This study adopts an alternative approach through the use of student generated comics. Analysis of the pre-service teachers' comics highlighted that technology was presented in very positive or negative ways. In addition, half of the students' work presented technology as a 'hero' coming to aid the teacher and alleviate student boredom. The paper discusses the reasons for these perspectives and what it reveals in relation to the students' attitudes towards technology.

- Study explored pre-service teachers' attitudes towards technology using comics.
- Teacher-centred pedagogies dominated the images presented in the comics.
- Technological artefacts replaced many of the traditional visual markers of teaching in classrooms.
- Technology was presented in very positive or negative ways as either a hero or villain.

10.

TI: **Interpersonal communication competence and digital citizenship among pre-service teachers in China's teacher preparation programs.**

AU: Xu, Shun; Yang, Harrison H; MacLeod, Jason; Zhu, Sha

SO: Journal of Moral Education; Jun2019, Vol. 48 Issue 2, p179-198

Abstract:

The Internet, new media and social change have created issues requiring digital citizenship education, particularly within the socio-cultural context of Chinese education. Recent digital citizenship standards for education developed by organizations such as the International Society for Technology in Education (ISTE) highlight the importance of this issue. Researchers have explored digital citizenship

with some mediated behavioral determinants; however, the critical influence of interpersonal communication competence (ICC) has not yet been explored. To expand understanding of the components needed for improving the appropriateness of digital citizenship among future role models of society, this study investigates the relationship between ICC skills and digital citizenship with a sample of 905 pre-service teachers. The results showed that 10 ICC skills were positively predictive of digital citizenship. Environmental control and immediacy were found to be the strongest predictors of digital citizenship among the skills examined. These results theoretically emphasize the importance of ICC skills in mediated behavior and provide practical direction for improving pre-service teachers' digital citizenship, which can positively enable the behavior instructors display and convey to their future students

11.

TI: Cheating or legitimate support? Student-Teachers' attitudes toward digital tools in school.

AU: Karlsudd, Peter;

SO: Support for Learning; Nov2018, Vol. 33 Issue 4, p338-359

Abstract:

Sweden has easy access to digital technology, and the majority of the country's teachers have good digital skills. Despite this, in comparison with teachers in other European countries, there are few teachers who integrate digital tools on a daily basis into their teaching. It is not uncommon for computers and word-processing programmes in the realm of schooling to be regarded as compensatory aids for pupils who need special support. For written examinations, usually the only implements permitted are pencil and paper, and at most schools to use the computer requires special certification. The present study has

investigated future teachers' attitudes toward digital tools and their willingness to allow pupils to use these to help them read and produce texts. How do student-teachers regard digital artifacts? Do they see these as compensatory aids or daily, legitimate tools? Are there any significant differences in their views depending on the type of teacher education programme or how far the student has advanced in his or her education? To investigate these questions, an online survey was conducted in which 247 students from five different teacher education programmes participated. The results show that future teachers' acceptance of digital tools is varied. Roughly, one can divide the respondents into three groups, where the first group, making up more than a third, has clearly a positive attitude toward the use of digital tools in instruction. The second group, which makes up a smaller proportion, has an ambivalent stance towards the use of digital tools and expresses uncertainty in questions regarding their use in instruction and during examinations. The third group is much more reserved about ICT-use in school and in several cases openly negative. Based on these results, it is critical to discuss how the different types of teachers can ensure equivalence in the school mission. If teacher education wants to work towards encouraging and legitimizing the use of digital resources, there must be a clear effort made in their education and application. That knowledge and skills open up for change is one of the most important results shown in this study.

12.

TI: **Competency Profile of the Digital and Online Teacher in Future Education.**

AU: Ally, Mohamed

SO: International Review of Research in Open & Distance Learning;
Apr2019, Vol. 20 Issue 2, p302-318,

Abstract:

As education progresses in the digital era and in the Fourth Industrial Revolution, learning will be adaptive and individualized to meet the needs of individual learners. This is possible because of emerging technology, artificial intelligence, and the internet of things. This study is making significant contribution to future education by identifying forces that are shaping education and developing a competency profile for the digital teacher of the future. The research conducted focus groups and interviews with education experts from six countries to identify the forces shaping education in the future and the competencies required by the digital teacher to function effectively. The Competency Profile for the Digital Teacher (CPDT) can be used to train and orient the digital teacher of the future.

13.

TI: **'Next thing you know, her hair turned green': absurdity and uncertainty in high-stakes teacher test space.**

AU: Petchauer, Emery; Baker-Doyle, Kira J.

SO: Critical Studies in Education; Jan2019, Vol. 60 Issue 1, p19-36

Abstract:

This article explores what happens behind the closed doors and in the 'black box' of high-stakes educational testing. Our specific concern is licensure exams that are often gatekeepers into teacher education programs and the profession. Leveraging the spatial turn across critical social theory and other disciplines, we conceptualize the test space of these exams in order to account for the powerful reach that test companies have into teacher education and the 'ideal' restrictive space that test takers navigate. Against this conceptual background, we share findings from a larger qualitative study to illustrate how test takers 'practice' test space into something more manageable and familiar by

leveraging various affordances presented to them. Overall, our study accounts for the spatial dimension of high-stakes educational tests and initiates productive ways to begin thinking about the structure and agency of these spaces

14.

TI: The uncertainty and fragility of learning to teach: a Britzmanian lens on a student teacher story.

AU: Hinchion, Carmel; Hall, Kathy

SO: Cambridge Journal of Education; Dec2016, Vol. 46 Issue 4, p417-433

Abstract:

This paper turns the kaleidoscopic lens of Professor Deborah Britzman's writings on a student teacher story of learning to teach. It begins by briefly setting the context for the research. It then explains the study's ontological and epistemological focus on experience and how student teacher and researchers create expressions of experience through an interpretative process. This leads to the design for interpretation in this study and to an explanation of why the work of Britzman became part of the interpretative layering for understanding student teacher Ciara's texts. It continues by explicating Britzman's concept of 'struggle for voice' as a metaphor for learning to teach and briefly makes comparison with the work of Bakhtin and his concept of the dialogical imagination. It then presents the layered interpretation in the form of indicative excerpts in a chronological story. Finally it focuses on the salient and pervading theme of affect and offers a brief commentary on its significance in initial teacher education and the need for developing an understanding for the feeling world of learning to teach

15.

TI: **Teacher education as uneven development: toward a psychology of uncertainty**

AU: Britzman, Deborah P

SO: International Journal of Leadership in Education; Jan2007, Vol. 10 Issue 1, p1-12,

Abstract:

I deconstruct the myth of development that presupposes a chronology from immaturity to maturity. More generally, I suggest this imagined march of progress serves as a foundational wish for any education that is at once defined as the movement from ignorance to knowledge and serves to defend against the problem of regression, hatred, and not learning from experience. I propose a view of development as uneven and as 'out of joint,' made stranger by the postmodern university where teacher education occurs. I then consider development as a problem of trying to know the mind that resists being known, as responsibility for the other, and as capable of containing frustration, or experience. To make this argument, I juxtapose three views of development that centre the question of uncertainty and unevenness: William James the psychologist who focused on the mind, Hannah Arendt, the philosopher who focused on the world, and Wilfred Bion, the psychoanalyst, who focused on affective relationships. With these views, I propose an ethics of teacher education

16.

TI: **Being "Challenged" and Masking my own Uncertainty: My Parallel Journey with Elementary Prospective Teachers.**

AU: Simpson, Amber

SO: Studying Teacher Education, Aug2019, Vol. 15 Issue 2, p217-234

Abstract: This research utilized self-study methodology to examine my experience as a novice elementary mathematics teacher educator whose foundation was a high school mathematics teacher and graduate training in secondary mathematics education. By analyzing video data of the weekly mathematics methods course, I relived moments in which I masked my uncertainties through engaging the class in discussion, putting up a wall of defense, and through walking away or leaving the discussion unresolved. However, my perspective of these moments was reframed through stimulated recall interviews with two of the prospective elementary teachers enrolled in the course. Our experiences were similar in terms of our tensions and professional growth, our understanding of mathematical concepts, student thinking, and appropriate instructional practices. The insights from this study raised questions regarding a community of learners among teacher educators and prospective teachers.

17.

TI: **Supporting teachers to negotiate uncertainty for science, students, and teaching.**

AU: Manz, Eve; Suárez, Enrique

SO: Science Education; Jul2018, Vol. 102 Issue 4, p771-795

Abstract:

Abstract: This study addresses how to help elementary science teachers explore the uncertainty inherent in scientific activity and support elementary students to engage in more complex and authentic investigations. We describe a district partnership focused on understanding how to support elementary teachers to adapt curricula to promote science practices. We then present a close analysis of how teachers navigated ideas about uncertainty during their work exploring tools to adapt their curriculum. We argue that an essential aspect of

the teachers' work was developing a more nuanced view of scientific uncertainty, including more precise goals for students' engagement in scientific activity and a repertoire of strategies for supporting students to engage with scientific uncertainty without unduly increasing uncertainty for teachers. We trace three strategies that appeared to help teachers negotiate and develop this more nuanced view: beginning with complex phenomena, iterating on investigations, and leveraging variability in students' ways of conducting investigations. The findings have implications for the design of professional development programs for elementary teachers, particularly the support that teachers might need to negotiate a nuanced set of teacher and student roles when seeking to engage students more authentically in science practices

18.

TI: Higher standards for prospective teachers—what's missing from this discourse?

AU: Cochran-Smith, Marilyn.

SO: Journal of Teacher Education; May/June 2001, Vol. 52 Issue 3, p179-181

Abstract:

The debate about higher standards for future teachers often fails to discuss outcome measures that make teaching harder for teacher candidates rather than more straightforward. These measures would recognize the inevitable complexity and uncertainty of teaching and learning and recognize that there are often competing claims to justice in the decisions future teachers must make every minute of every school day.

