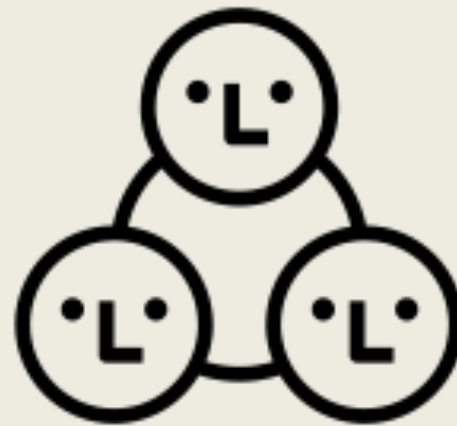


# Towards the Model of Studying Teachers' Worldview

- 1. Components of Worldview and Corresponding Transformations of Digital Society**
- 2. Epistemological and Ontological Worldviews**
- 3. Worldviews Realist-Relativist approach**



# Components of Worldview and Corresponding Transformations of Digital society





## Components of worldview

Florida, 2014

Self-conception

Mutual interactions

Conception of reality

Blurred distinction between reality and virtuality

Blurred distinctions between human, machine, and nature

Reversal from information scarcity to information abundance

Transformations of Digital society

On-line personality

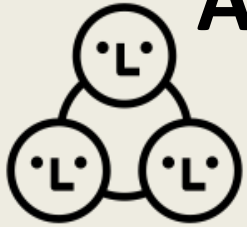
Enchanted objects

Data abundance

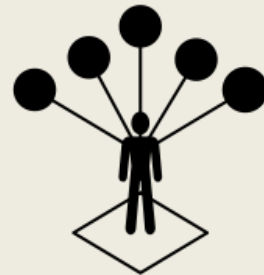
Phenomena of Digital society

# Self Conception

A blurred distinction between reality and  
virtuality

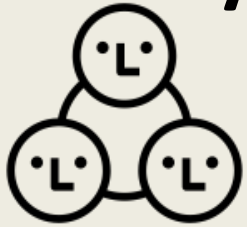


**Digital representations can be said to exist, and  
whether they can be said to be an extension of  
reality**



# Mutual interactions

A blurred distinction between human, machine, and nature



- Phenomenon of ubiquitous computing, embedded systems, and computer mediation of human activity (social networks, cloud computing)
- Redefinition of our environment through integration with technology, and the reevaluation of the nature of humanity through interaction with technology

# Conception of reality

Shift from the scarcity of information to  
abundance of information



Changes in learning and understanding caused  
by the growing accessibility of information  
worldwide, as well as the ease of gathering and  
creating information



# Three Phenomena of Digital Society



**Online Personality**



**Enchanted objects**



**Data abundance**

# Online Personality





# Online Personality



## Online Personality

**Personal Identity  
Online**

**Digital Habitat**

**Infosphere**



**Personal Identity  
Online**

**Digital Habitat**

**Infosphere**

**Online Personality**



**Personal Identity  
Online**

**Digital Habitat**

**Infosphere**

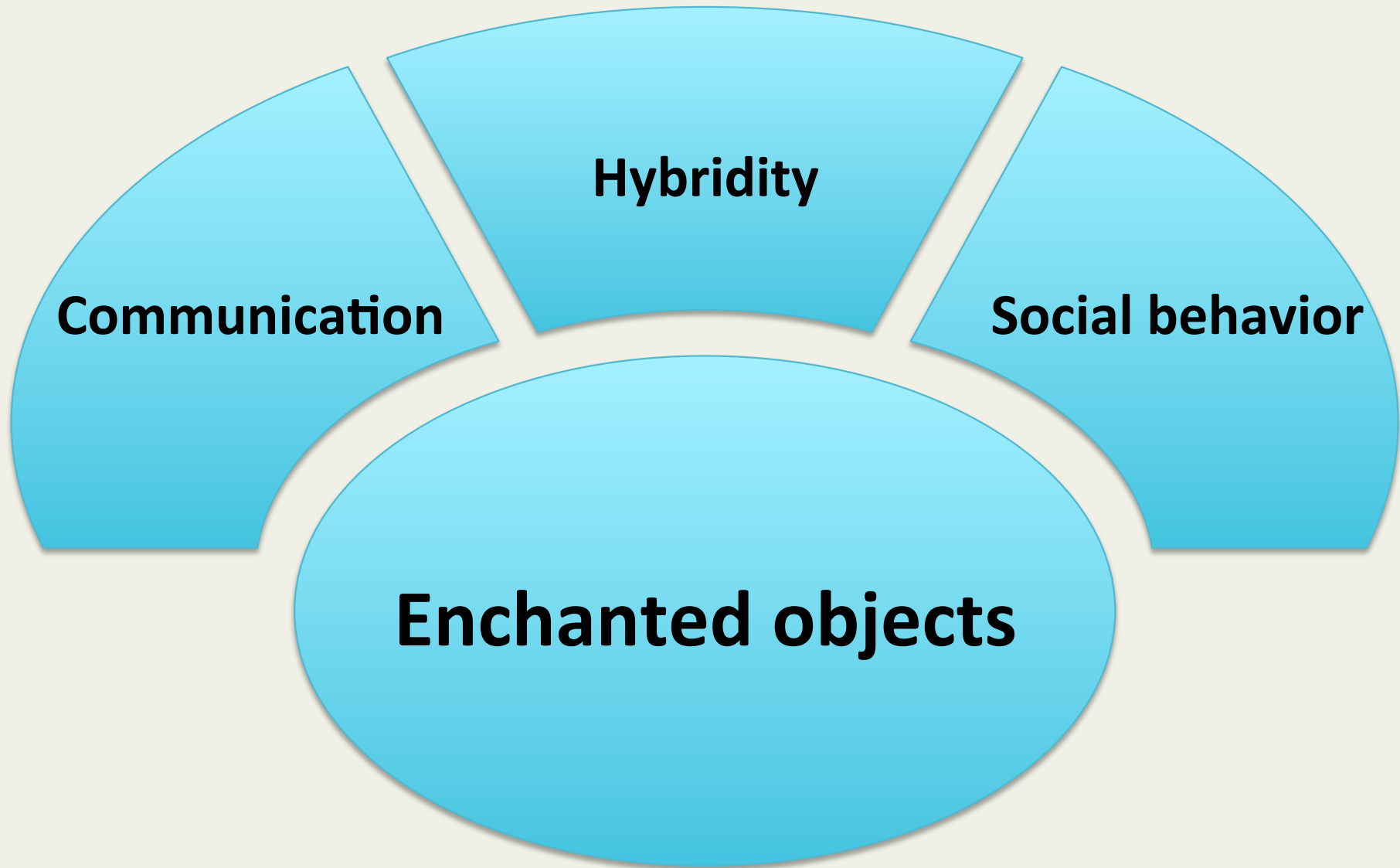
**Online Personality**



# Enchanted objects



# Enchanted objects



# Enchanted objects

Communication

Hybridity

Social behavior



**Enchanted objects**

**Communication**

**Hybridity**

**Social behavior**





**Communication**

**Hybridity**

**Social behavior**

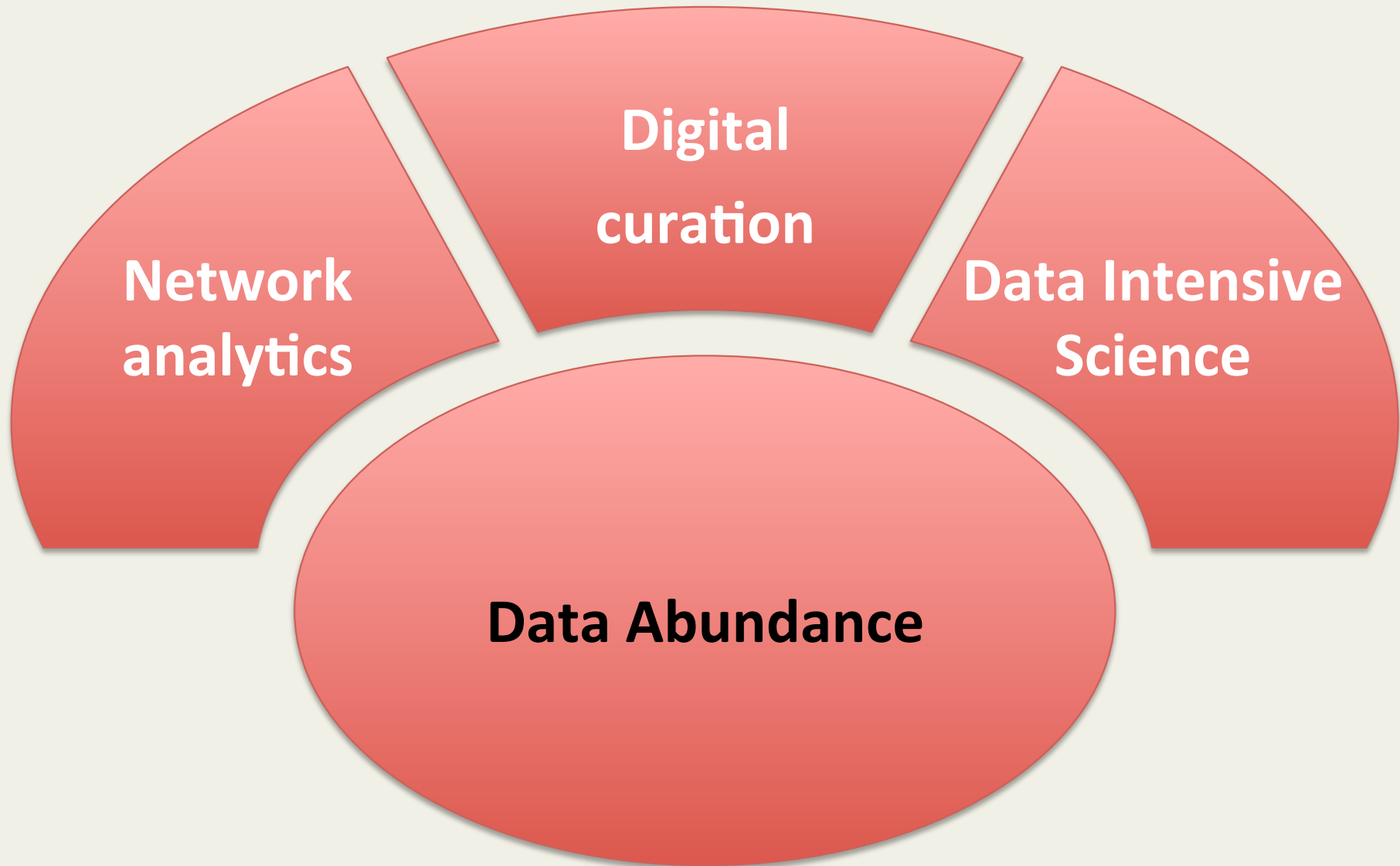
**Enchanted objects**



# Data Abundance



# Data Abundance

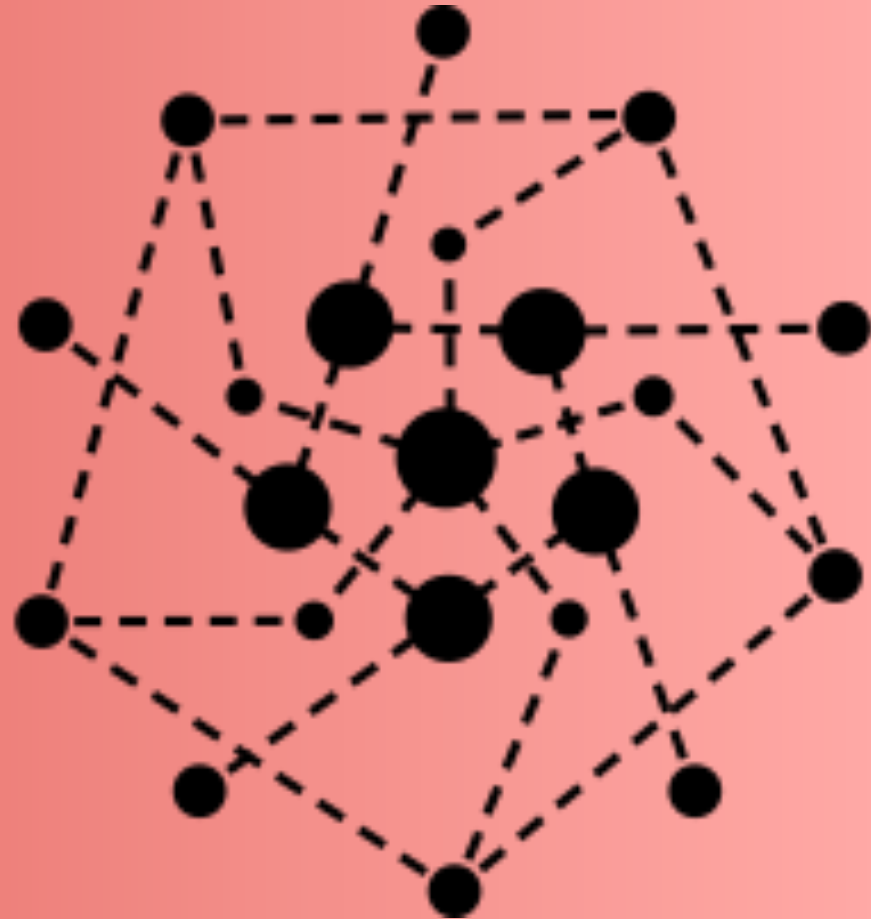


## Data Abundance

**Network analytics**

**Digital curation**

**Data Intensive Science**



## Data Abundance

Network analytics

Digital curation

Data Intensive Science



## Data Abundance

Network analytics

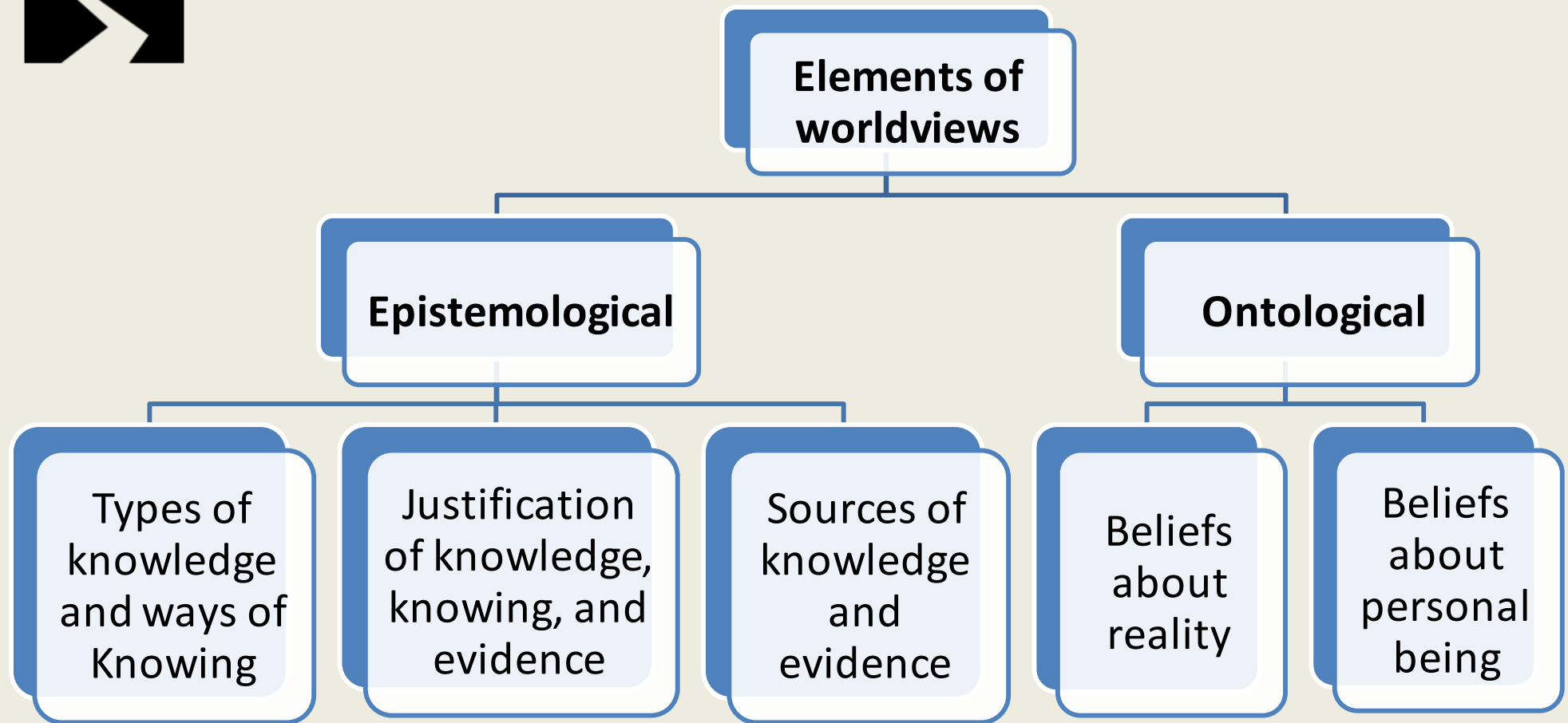
Digital curation

Data Intensive Science



# Epistemological and Ontological Worldviews









# Ontological Worldview

- **Individual's collective beliefs about the nature of reality and being**
- **Explicit and implicit beliefs, attitudes, and assumptions about the nature of reality and being in Digital Society**



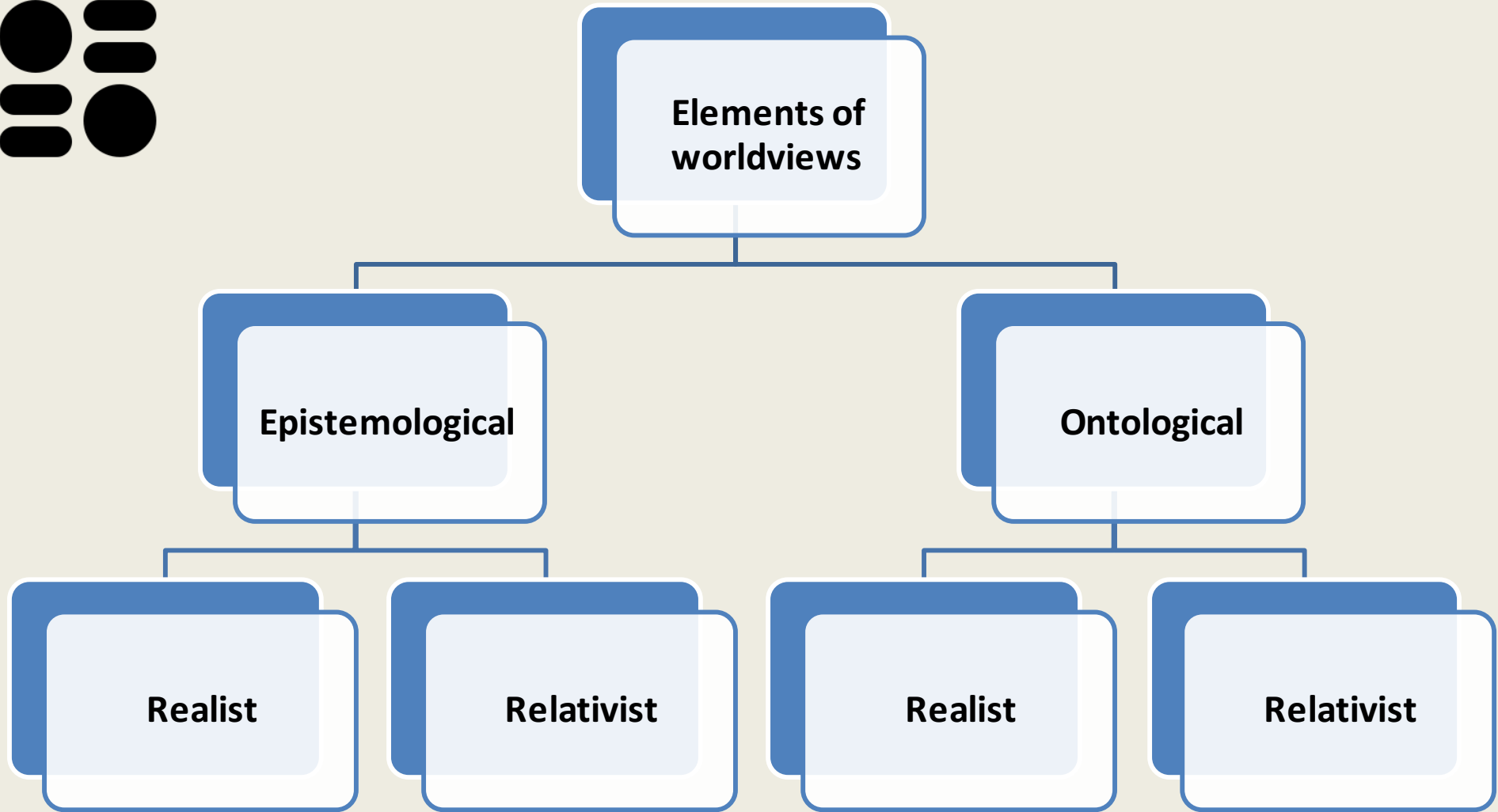
# Epistemological Worldview

- **Individual's collective beliefs about the nature and acquisition of knowledge, and about the knowledge justification**
- **Explicit and implicit beliefs, attitudes, and assumptions about the informatisation of education**

# Worldviews

## Realist-Relativist approach





**Shadish's et al., 2002**



# Ontology

## Realist

- **One underlying reality that is the same for everyone**
- **Identifies specific ideas which reflect the 'true' and 'fundamental' nature of reality**
- **Fundamental nature and role of ICTs has already been reflected in their early manifestations**

## Relativist

- **Different people have different realities**
- **Teachers are collaborators, co-participants, and facilitators of learning who work to meet the individual needs of students**
- **Nature of ICTs is flexible, changing, and dependent on the user**



# Epistemology

<b>Realist</b>	<b>Relativist</b>
<ul style="list-style-type: none"><li>• <b>Limited set of methods needed to instruct</b></li><li>• <b>Curriculum is fixed and permanent</b></li><li>• <b>ICTs have a specific and fixed role in all aspects of their use</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Variety of methods for learning and a wide range of potential learning goals</b></li><li>• <b>Curriculum is changing and student-centered</b></li><li>• <b>ICTs have varying roles and uses in the modern classroom</b></li></ul>

# Model for Studying Teachers' worldviews



<b>Components of worldview</b>	<b>Transformations of Digital Science</b>	<b>Ontology</b>	<b>Epistemology</b>
<b>Self-conception</b>	<b>A blurred distinction between reality and virtuality</b>	<b>Realist-Relativist</b>	<b>Realist-Relativist</b>
<b>Mutual Interactions</b>	<b>A blurred distinction between human, machine, and nature</b>	<b>Realist-Relativist</b>	<b>Realist-Relativist</b>
<b>Conception of reality</b>	<b>Reversal from information scarcity to information abundance</b>	<b>Realist-Relativist</b>	<b>Realist-Relativist</b>