



Teacher identity

- Attention to **teacher identity** increased in recent decades (see e.g. Akkerman & Meijer, 2011).
- Teachers' sense of their professional identity manifests itself in **job satisfaction**, **occupational commitment**, **self-efficacy**, and changes in levels of **motivation** (Day, 2002).

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Current study

- We introduce a **questionnaire**, inspired by **socio-cultural tradition** and **Dialogical Self Theory**, that was developed to explore the formation of a teacher's professional identity.
- Pedagogical dilemmas



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Socio-cultural perspective

- Following the socio-cultural perspective, the formation of professional identity is **relational**, and thus interwoven with influences from the cultural context.
- The result of dialogue between the person and his or her social surroundings is the **adaption or creation of meanings** (Valsiner & Rosa, 2007).

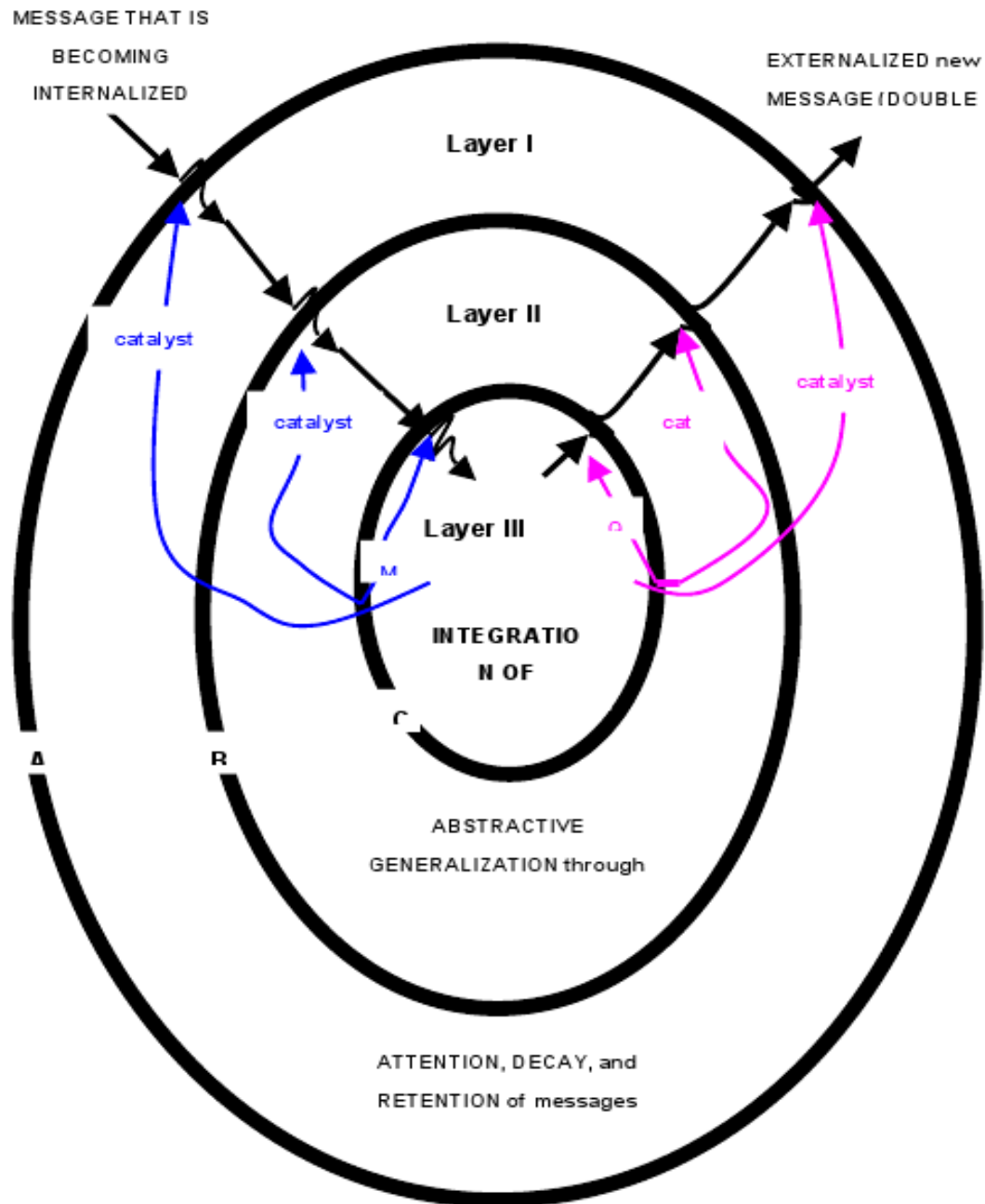
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Laminal model of internalization/externalization (Valsiner, 1997, p. 305)



Dialogical Self theory (Hermans, 2001; Hermans & Hermans-Konopka, 2010)

- The self is a system of relatively autonomous **I-Positions** between which the self fluctuates.
- These I-Positions have emerged through different historical, cultural and institutional experiences and social relationships and are supplied with “voices”.
- The migration of a group of students into a new socio-cultural environment of an institution is expected to feed into the creation of a new I-Position (**me as a professional**).

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- It is presumed that I-Positions (I as myself and I as a teacher) are not identical and therefore cause **ambivalence**.
- The ambivalence between the old and a new I-Position is for that reason a key phenomenon to focus on while studying someone's **professional role in progress**.

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Research question

A questionnaire – Investigate the use of different I-Positions (I as a person and I as a professional) when solving ambivalent professional situations.

The exact selection of the dilemmas was informed by the instructional core framework of teaching (see methods section).



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Research questions

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1. How do pre-service teachers solve the different pedagogical dilemmas?

2. What is the relationship between **work and study experience** and the **presentation of professional positions** in pre-service teachers' answers?



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Participants

- 234 pre-service teachers studying at a university in Estonia.
- 2 year teacher education module 24 ECTS subjects; 24 ECTS practicum
- 132 at the beginning; 102 at the end of the 3rd semester.

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Developing the questionnaire: selection of dilemmas

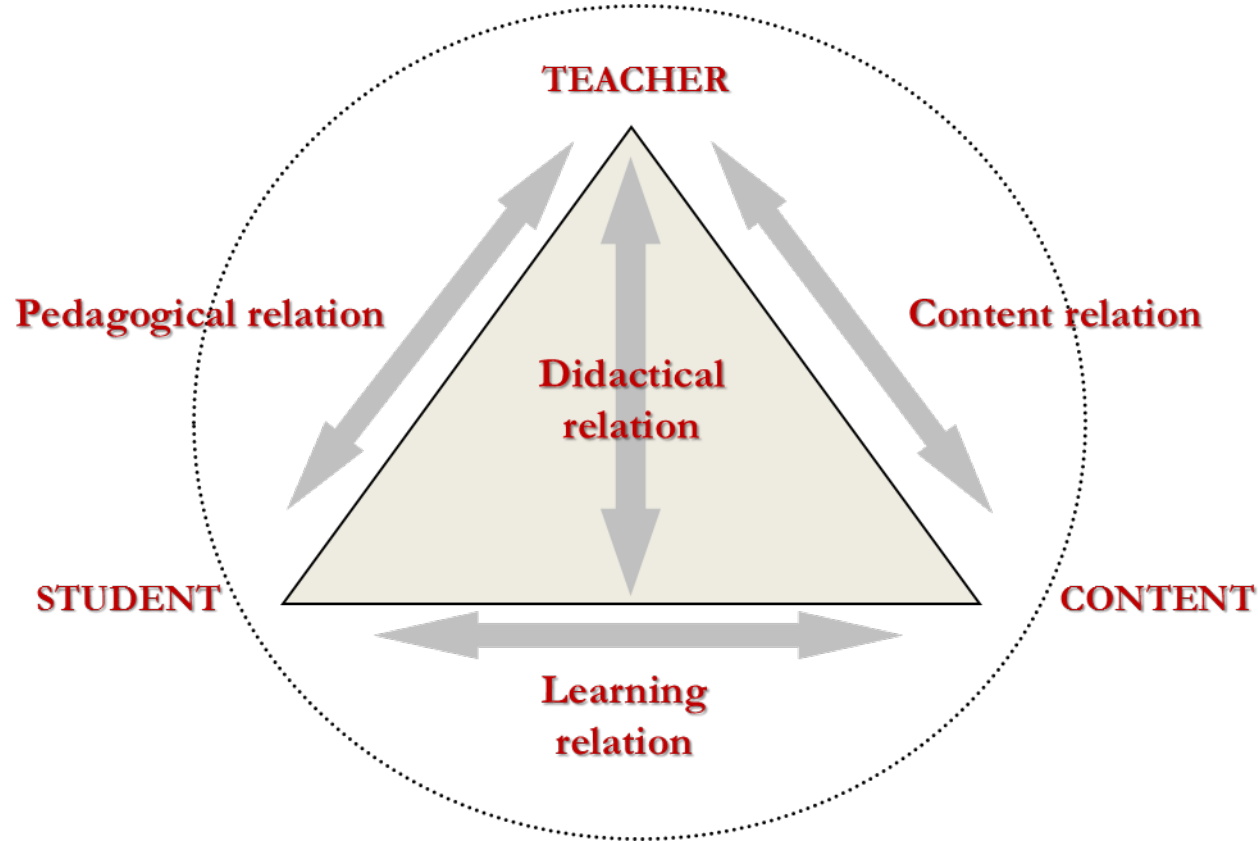


Figure: Framework for analysing challenging and empowering events (cf. Herbart, 1835, Kansanen & Meri, 1999; Toom, 2006)

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Example question

Table 1. The multiple choice answers presented in the instrument.

Description of dilemmas	Possible solutions
Content relation	(1) When the teacher has to teach themes that (s)he is not interested in, (s)he feels...
	<p>1.1. bad, since the teacher would actually not like to teach themes that (s)he is not interested in. (NEGPRSN)</p> <p>1.2. <u>good</u>, since the teacher can also teach the themes that are interesting to him/her. (POSPRSN)</p> <p>1.3. <u>bad</u>, since now the teacher has to start teaching the uninteresting theme. (NEGPROF)</p> <p>1.4. <u>good</u>, since it is teacher's job to teach the themes prescribed in the curriculum. (POSPROF)</p>



Reliability of the sub-scales

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- $\alpha(\text{negprsn}) = .74$, $M = 1.75$, $\text{Min} = 0$, $\text{Max} = 6$, $\text{SD} = 1.72$, $N = 178$
- $\alpha(\text{negprof}) = .65$, $M = 1.31$, $\text{Min} = 0$, $\text{Max} = 6$, $\text{SD} = 1.43$, $N = 178$
- $\alpha(\text{posprof}) = .65$, $M = 1.67$, $\text{Min} = 0$, $\text{Max} = 5$, $\text{SD} = 1.55$, $N = 178$
- $\alpha(\text{posprsn}) = .59$, $M = 1.26$, $\text{Min} = 0$, $\text{Max} = 4$, $\text{SD} = 1.33$, $N = 178$

Results: overview

Table 2. The communication of professional and personal role orientations and related feelings among pre-service teachers when solving ambivalent pedagogical situations.



Dilemma nr.	Valid N ¹	Role expectations and related feelings			
		Posprof ² (%)	Negprof ³ (%)	Posprsn ⁴ (%)	Negprsn ⁵ (%)
1.Content: uninteresting themes	207	40.1	12.6	20.3	27.1
2.Content: themes not known	213	6.1	12.7	40.4	40.8
3.Ped: unable to keep order in class	228	21.5	23.7	5.7	49.1
4.Ped: pupil unpleasant behaviour	215	42.3	21.9	17.2	18.6
5.Didactic: inability to make theme understandable	219	35.6	47.9	8.2	8.2
6.Didactic: not interested in using suggested teach.method	221	18.1	14.0	37.1	30.8

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Differences between 2 groups of students

Table 3. Mean Ranks of professional and personal orientation sub-scales of the questionnaire among two groups of pre-service teachers.

		Professional ¹	Personal ²
	N	Mean rank	Mean rank
Beginning of studies (1)	132	116.50	124.75
End of studies (2)	102	118.80	108.12

¹ Sum of professional role orientations chosen across the dilemmas; ² sum of personal role orientations chosen across the dilemmas

$Z = -1,915$; $U = 5775$; $p = 0.055$

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Differences between 2 groups of students

Table 4. Mean ranks four sub-scales of the questionnaire among two groups of pre-service teachers

		Posprof ¹	Negprof ²	Posprsn ³	Negprsn ⁴
	N	Mean rank	Mean rank	Mean rank	Mean rank
Beginning of studies	132	113.36	119.81	112.77	128.60
End of studies	102	112.85	114.50	123.62	103.14

¹ Sum of professional role orientations accompanied with positive feelings; ² sum of professional role orientations accompanied with negative feelings; ³ sum of personal orientations accompanied with positive feelings; ⁴ sum of personal orientations accompanied with negative feelings

Z= -2,927; U = 5267; p=0.003

e.g. I feel bad because I as person cannot realize some of my preferences, while solving ambivalent work-related dilemmas.

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Discussion

- Results revealed that across the two questions that focused on a particular element of the instructional core (content relationship, pedagogical relationship, and didactical relationship) students came **very different answers.**

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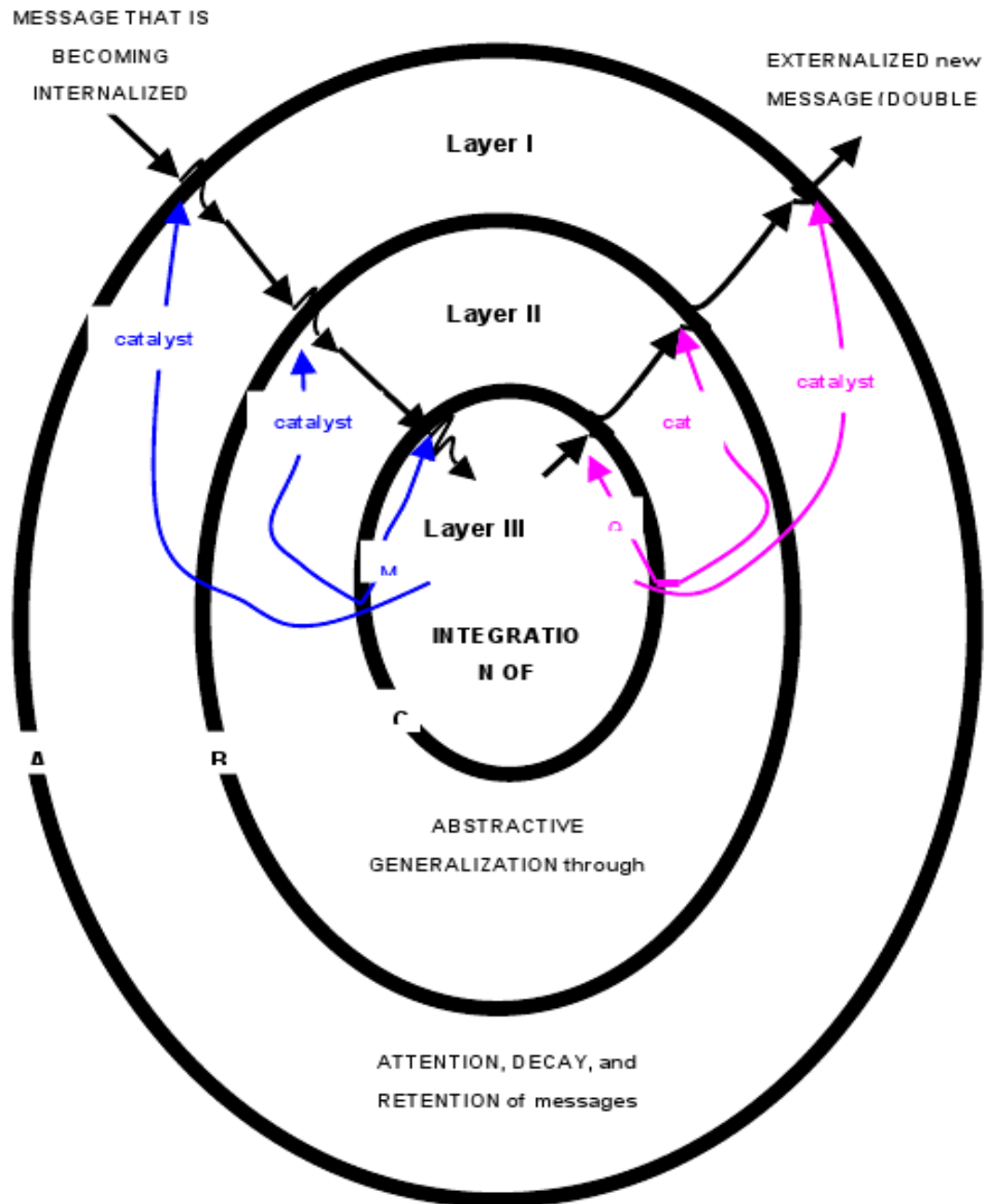


- A higher level of **school practicum and study experience** is related to **less frequent** presentation of **personal orientation** accompanied with **negative feelings** when solving ambivalent work-related dilemmas.
- Not related to professional orientation.

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Laminal model of internalization/externalization (Valsiner, 1997, p. 305)



Discussion in the context of IT studies

- How could be the results taken into account in changing the teachers' practice in introducing IT studies and career choices in schools?

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Thank you!

Questions?

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