

El rol de la indagación en la identidad profesional docente: situación actual y retos en la formación inicial

Mireya Giralt Romeu

<http://hdl.handle.net/10803/669864>

ADVERTIMENT. L'accés als continguts d'aquesta tesi queda condicionat a l'acceptació de les condicions d'ús establertes per la següent llicència Creative Commons: <http://creativecommons.org/licenses/by/4.0/>

ADVERTENCIA. El acceso a los contenidos de esta tesis queda condicionado a la aceptación de las condiciones de uso establecidas por la siguiente licencia Creative Commons: <http://creativecommons.org/licenses/by/4.0/>

WARNING. The access to the contents of this doctoral thesis it is limited to the acceptance of the use conditions set by the following Creative Commons license: <http://creativecommons.org/licenses/by/4.0/>



El rol de la indagación en la identidad profesional docente. Situación actual y retos en la formación inicial

Doctoranda: Mireya Giralt-Romeu

Directores: Dra. Montserrat Castelló i Dra. Eva Liesa

La imagen de la portada ha sido creada utilizando el programa nuvedepalabras.es. La imagen es el resultado de introducir el redactado completo de la tesis y el cálculo de la frecuencia de las palabras más utilizadas en la totalidad del documento.

Aquesta tesi ha estat possible gràcies a la Secretaria d'Universitats i Recerca del Departament d'Economia i Coneixement de la Generalitat de Catalunya i als Fons Socials Europeus per l'ajut de contractació de personal investigador novell FI-DGR (2017 FI_B 00808, 2018FI_B1_00173, 2019 FI_B2 00166)



TESI DOCTORAL

Títol: El rol de la indagación en la identidad profesional docente:
situación actual y retos en la formación inicial

Realitzada per: Mireya Giralt-Romeu

en el Centre: Facultat de Psicologia, Ciències de l'Educació i de l'Esport,
Blanquerna, Universitat Ramon LLull

i en el Departament: Psicologia

Dirigida per: Dra. Montserrat Castelló Badia i Dra. Eva Liesa Hernández

ÍNDICE

Agraïments	6
Capítulu 1: Introducció.....	11
Conceptualizació de la noció de identitat professional	16
Identitat profesional docente.....	18
Identitat profesional docente desde la Teoría Dialógica (DST).....	22
La identidad profesional del docente como indagador.....	27
Los programas de formación inicial docente	32
Los Prácticums y el trabajo de fin de grado como espacios de formación de la identidad profesional del docente como indagador	40
Los profesores universitarios y el desarrollo de la identidad profesional	46
Estructura de la tesis.....	50
Referencias.....	57
Capítulu 2: I research, you research: do future teachers consider themselves researchers? (Yo investigo, tú investigas; ¿se consideran investigadores los futuros maestros?).....	80
Introduction.....	82
The teacher as an inquirer into professional practice	83
The perceptions of pre-service teachers of educational inquiry.....	85
Method.....	93
Design.....	93
Context of the study	93
Participants	94
Instruments	94

Data collection procedure.....	95
Data analysis	96
Results	97
Discussion.....	108
References.....	114
Capítulo 3: Student teachers’ positioning with regard to their key learning experiences in the first practicum...	121
Introduction.....	122
Identity as a dialogical construction: student teachers’ positioning	123
Key learning experiences during the process of positioning	125
Method.....	127
Context of the study	127
Participants	128
Data collection	129
Data analysis	129
Results	130
Discussion and conclusions.....	148
References.....	155
Capítulo 4: Teacher identity as inquirer: voices of teacher educators.....	163
Introduction.....	164
Professional Identity development from Dialogical Self Theory.....	166
Inquiry-oriented teachers: meanings and implications in the initial teacher education.....	169
The impact of teacher educators’ voices on the student-teachers’ professional identity development.....	171

Method.....	176
Participants and context	176
Instrument.....	177
Data collection	177
Analysis	178
Results	180
Discussion and conclusions.....	197
References.....	202
Capítulo 5: Conclusiones	213
Principales conclusiones de los estudios incluidos en la tesis.....	213
Estudio 1: Yo investigo, tu investigas; ¿Se consideran investigadores los futuros maestros?	213
Estudio 2: Student teachers' positioning with regard to their key learning experiences in the first practicum... ..	216
Estudio 3: Teacher professional identity as inquirer: voices of teacher educators.....	219
Conclusiones generales	222
Contribuciones principales	224
<i>Contribuciones teóricas</i>	224
<i>Contribuciones metodológicas</i>	227
<i>Contribuciones pedagógicas</i>	228
Limitaciones generales y futuras investigaciones	235
Capítulo 6: Reflexions finals.....	239

AGRAÏMENTS

El treball que presento és el fruit d'una llarga trajectòria que va començar fa ja uns deu anys quan vaig decidir iniciar, de nou, la meva formació acadèmica i universitària iniciant uns estudis que culminen en aquesta tesi. Tot i aquesta decisió, i com explico al llarg de la tesi, la meua identitat professional no s'hagués pogut forjar sense totes i cada una de les persones que, al llarg de la meua trajectòria de vida, m'han acompanyat i sense les seves veus que tant importants han sigut en la meua construcció identitària, tant personal com professionalment.

Aquest viatge, que ha esdevingut un dels millors de la meua vida, m'ha permès viure experiències, cultivar relacions i amistats, i adquirir aprenentatges que en un principi eren impensables. Resumir en poques paraules totes aquestes experiències, amistats, aprenentatges i permanent construcció identitària que m'han fet créixer és, simplement, impossible. No obstant, m'agradaria dedicar aquest espai a fer un agraïment solemne a totes aquelles persones que m'han ajudat, recolzat i acompanyat en aquest llarg viatge.

Aquesta tesi no hagués estat possible sense el suport, la guia, les seves veus promotores i els seus ensenyaments de les meves dues directores de tesi, la Montse i l'Eva. Moltes gràcies a les dues per tot el temps, paciència i energia que m'heu dedicat per tal que pogués desenvolupar i escriure aquest treball. Gràcies per compartir amb mi els vostres sabers i les vostres veus de manera desinteressada i creure en mi. Gràcies pel vostre pacient guiatge pel món desconegut de la investigació educativa i per obrir-me'n les portes i contagiar-me el vostre entusiasme vers ell. Gràcies Montse per ensenyar-me a escriure de nou i per aportar-me tota la teua gran experiència com a investigadora. Gràcies per compartir les teves classes a la universitat i per ser un gran exemple per a mi, com a

AGRAÏMENTS

docent i investigadora. Gràcies Eva per no deixar que perdi el contacte amb les escoles i per confiar en mi com a assessora i formadora de docents. Poder fer aquesta activitat en paral·lel a aquesta tesi m'ha permès “trepitjar el terreny” i adonar-me de la importància i rellevància actual dels estudis que conformen aquesta tesi i fer-me conscient de la necessitat de portar a terme investigacions en aquesta temàtica per la necessària millora de la qualitat educativa. Gràcies també per contar sempre amb mi en tots els projectes de recerca que has dut a terme i pels que encara compartim, fent-me sentir una més del grup de recerca i tenint en compte les meves aportacions. Això és molt important pel desenvolupament investigador de tot doctorand. Gràcies, també, per ser la persona que em proposés encetar aquest camí i per sempre estar al meu costat.

Gràcies a tots els membres que conformen el grup d'investigació Sinte-Lest: Paula, Mariona, Maribel, moltes gràcies per compartir xerrades conceptuals i projectes nous. Un especial agraïment al coordinador del grup de recerca SINTE, Carles Monereo, per la confiança mostrada vers mi en el moment de dur a terme projectes d'assessorament que m'han permès anar més enllà del context educatiu escolar i endinsar-me en la formació tant en el món universitari com en esferes més polítiques, per aportar-me la seva veu sobre la teoria del self dialògic, i per acompanyar-me en la redacció dels articles de divulgació, tant necessaris i importants (si no més) com els que conformen aquesta tesi. Gràcies també a tots els membres de SINTE-Identites. En especial al Toni i la Lorena per ajudar-me a aprofundir i comprendre la teoria dialògica i la importància i valor de la identitat investigadora del mestre i comptar amb mi pel projecte de recerca TAR.

AGRAÏMENTS

Agrair a totes aquelles doctorandes, doctorands, i doctores que han fet amb mi la totalitat o part del camí i amb els quals he pogut compartir neguits i coneixements: Marc, Jesús, Rosa, Núria, Andrea, Carla, Laura, Olga i Kelly. En especial el meu agraïment més profund a l'Anna per estar sempre on havies d'estar: al meu costat, i ensenyar-me a portar el doctorat de la millor manera possible, per les teves xerrades mentre dinàvem, per la teva amistat i confiança, per compartir la teva ment absolutament brillant i incomparable amb mi, i per aguantar les meves inseguretats i pors i fer-me veure que ho podia fer i tirar endavant; a la Núria, pel teu somriure i coratge, per la teva vitalitat, per a la teva fortalesa i amistat i per aixecar-me quan queia. Gràcies a les dues per tot el que meu donat i regalat. Gràcies, també, al Juan per les xerrades sobre la vida i la mort, per la teva gran humanitat, i per la teva capacitat de fer-me sempre riure amb la teva visió de la vida i del món.

Gràcies a la Montse Casanova, l'Eva Cañas, la Verònica Lara, la Ruth Babington i la Cristina Costa, de les oficines de recerca de la facultat i la URL pel seu suport administratiu i el seu temps per tal que la burocràcia no impedís la realització d'aquesta tesi i fer el camí més planer.

El meu profund i més sincer agraïment als tres més grans companys de viatge i de vida que mai ningú ha pogut tenir: Agustí, Víctor i David. Gràcies pel vostre amor incondicional i per fer-me perseverar davant totes les adversitats. Gràcies pels vostres somriures, per les grans partides de Rummi, Monopoli, Risk, Carcassone, Trivial, Virus, SushiGo, etc..., que m'obligaven a agafar perspectiva i distància de la tesi, gràcies per totes les excursions que hem fet per les muntanyes de Prades que m'han permès reflexionar sobre cada un dels aprenentatges que m'ha aportat aquesta tesi. Gràcies per tot el vostre suport, paciència i ajuda en el dia a

AGRAÏMENTS

dia i per acompanyar-me a fer realitat un somni. Gràcies per no qüestionar-vos en cap moment si ho aconseguiria i per tot el temps que m'heu regalat per poder-m'hi dedicar. Agustí, gràcies per ocupar-te i desocupar-me de moltes responsabilitats que no he pogut entomar i per deixar-te “enganyar” quan et vaig dir que sols serien quatre anys d'estudis de grau i al final han sigut més de deu anys de formació, per totes les tardes de diumenge que m'has regalat i per estar sempre al meu costat.

Gràcies Víctor i David per ser i existir. Sou la llum que sempre ha guiat aquest camí i els que sempre feu que les adversitats siguin més planeres. Gràcies per la vostra vitalitat, enginy, bromes, somriures i estimació. Sou les millors persones que una mare podria desitjar com a fills.

Moltes, moltes gràcies a tots tres per acompanyar-me en aquest llarg i emocionant camí. Us estimo i us estimaré sempre.

Gràcies als meus dos grans amics. Josep, gràcies pels més de 25 anys d'amistat. Gràcies per les xerrades al voltant d'unes canyes i unes braves sobre la incertesa de la vida i per aguantar totes les meves inseguretats personals i professionals. Gràcies Montse per la teva preuada i incomparable amistat, per tots els nostres insuperables sopars i per totes les estones de riure fins a plorar que hem compartit, per la teva enorme personalitat i amistat incondicional. Gràcies als dos.

Agrair també a les institucions que han finançat la meva recerca: a l'Agència de Gestió d'Ajuts Universitaris i de Recerca de la Generalitat de Catalunya i al Fons Europeus.

Per finalitzar, vull agrair a tots els estudiants de magisteri i al professorat que han participat en els tres estudis de la tesi, en els pilots i en els estudis

AGRAÏMENTS

futurs que ja estem portant a terme, per compartir el seu temps, les seves experiències i concepcions amb mi i amb l'equip de recerca.

També m'agradaria fer un especial agraïment, aquest cop sí, a la primera persona que em va dir i encoratjar a seguir amb el doctorat: Jordi Díaz-Gibson. Sense les teves paraules i perseverança per tal que publicués el TFG del Grau d'Educació Infantil, jo mai m'hagués cregut capaç d'acceptar l'oferta de l'Eva per tal que iniciés els estudis de doctorat.

Agrair també a tots els i les grans mestres, docents i professors que al llarg de la meva dilatada vida acadèmica, des de l'escola fins a la universitat, m'han aportat les seves veus i el seu saber fer.



Capítulo 1
Introducción

CAPITULO 1. INTRODUCCIÓN

La tesis que a continuación presentamos tiene como propósito general analizar algunos aspectos que consideramos clave del desarrollo de la identidad profesional del docente. En concreto, nuestra finalidad es generar conocimiento sobre la posición indagadora del docente, su conceptualización, su relación con otras posiciones de la identidad docente y los factores que contribuyen a su desarrollo desde la formación inicial de maestros.

La sociedad del siglo XXI se encuentra inmersa y debe enfrentarse a cambios sociales, económicos, culturales y ambientales imprevisibles. La rápida globalización (en el sentido más amplio de la palabra), el avance imparable de las nuevas tecnologías y el reconocimiento internacional del importante papel que tiene la educación para los valores sociales, el rendimiento económico y el desarrollo personal, obligan a repensar la educación y los programas de formación inicial de maestros (Snoek, 2015; OCDE, 2018).

Son muchas las voces que, desde ámbitos internacionales, reclaman un cambio en la concepción del trabajo y la identidad de los docentes con el fin que estos puedan dar respuesta a las complejidades que se encuentran en la escuela, las nuevas demandas educativas que requiere la sociedad y así devenir agentes de cambio educativo, profesionales autónomos y reflexivos en sus decisiones e innovadores en sus prácticas educativas (Caena, 2013; Darling-Hammond, 2017; Reis-Jorge, 2007; Taylor, 2017; OCDE, 2018, Villegas-Reimers, 2003; Toom, Kynäslähti, Krokfors, Jyrhämä, Byman, Stenberg, Maaranen, & Kansanen, 2010). Para ello, se requiere que los docentes sean capaces de utilizar los resultados aportados por la investigación y realizar ellos mismos indagaciones en los contextos escolares con el objetivo de

CAPITULO 1. INTRODUCCIÓN

evaluar y mejorar sus propias prácticas, así como contribuir a su desarrollo personal y a la mejora general de la calidad educativa (Baan, et al., 2019).

La importancia de la práctica reflexiva y la investigación en el trabajo docente quedaba ya de manifiesto en el dictamen realizado por el Comité Económico y Social y presentado al parlamento Europeo en 2008 *Improving the Quality of Teacher Education*”, en el que se afirmaba:

- “...al igual que los miembros de cualquier otra profesión, los profesores tienen la responsabilidad de desarrollar nuevos conocimientos sobre la educación y la formación. En un contexto de aprendizaje autónomo a lo largo de toda la vida, su desarrollo profesional implica que los profesores:

- reflexionen sobre su práctica de manera sistemática;
- realicen investigaciones en el aula;
- incorporen en su enseñanza los resultados de la investigación académica;
- evalúen la eficacia de sus estrategias de enseñanza y las modifiquen en consecuencia; y
- evalúen sus propias necesidades de formación.” (Commission of the European Communities, COM, 2007, p.14)

El reto de devenir un docente capaz de desarrollar nuevos conocimientos, un docente indagador, implica el desarrollo de una identidad profesional que va más allá de ser competente en el desarrollo de los roles que tradicionalmente se atribuyen a los docentes (tutor de aula, instructor, gestor o evaluador, entre otros). Implica disponer también de competencias vinculadas a la indagación (Zeichner, 2014) que se pueden concretar en: (1) comprender cómo las evidencias

CAPITULO 1. INTRODUCCIÓN

aportadas por la investigación se relacionan con la labor docente; (2) ser capaz de reflexionar sobre las prácticas educativas e investigar sus efectos en los procesos de enseñanza y aprendizaje de los alumnos con el objetivo de mejorarlos; (4) saber diseñar e implementar mejoras en las prácticas basadas en las evidencias científica; y (5) diseñar y aplicar instrumentos que permitan analizar, de forma sistemática y rigurosa, los resultados obtenidos, con el objetivo de compartir con otros agentes educativos las mejoras de sus prácticas educativas con evidencias fundamentadas (Asfors y Eklund, 2017; Butler, Schnellert y MacNeil, 2015; Cochran-Smith y Lytle, 2009; COM, 2007; Jenkins y Healey, 2009; Krokfors et al, 2011; Maaranen y Krokfors, 2008; Munthe y Rodge, 2015; Niemi y Nevgi, 2014; Taylor, 2017). Así mismo, el docente indagador debe ser capaz de enfrentarse a la complejidad creciente del aula, tanto por lo que se refiere a la diversidad del alumnado, como a la diversidad de competencias y contenidos curriculares a impartir (Darling-Hammond, 2006). Así, se espera que los docentes dejen de ser meros técnicos y se conviertan en profesionales de la educación. Ello implica concebir la investigación, desde y para la mejora de su práctica profesional, como una de las competencias centrales de los docentes (Liesa y Mayoral, 2019). Desde esta perspectiva, en los últimos años el desarrollo de esta posición investigadora o indagadora como eje central de la identidad docente ha sido un tema de estudio prolífico en psicología de la educación.

Devenir un docente indagador no es tarea fácil y requiere de unos programas de formación inicial que posibiliten la adquisición de las competencias antes mencionadas. Desde la perspectiva adoptada en esta tesis, conceptualizamos la identidad profesional docente de manera estrechamente vinculada al desarrollo de la actividad indagadora como

CAPITULO 1. INTRODUCCIÓN

resultado de la participación en diferentes escenarios disciplinarios y académicos (Castelló et al., 2015). En consecuencia, abogamos por otorgar un lugar central a la investigación en los *currículos* de los programas formativos de formación inicial de profesorado en los que el desarrollo de las competencias indagadoras y el pensamiento crítico deberían ser objetivos prioritarios (Baan et al., 2019; Darling-Hammond, 2017; Maaranen, 2009; Van der Linden, 2012; Flores, 2017).

Son varios los países que, a diferencia del nuestro, ya han rediseñado sus planes formativos iniciales con estos objetivos en mente. Finlandia, Inglaterra, Singapur o Estonia, por poner sólo algunos ejemplos, hace años que lo hicieron bajo el enfoque de la formación basada en la investigación (*research-based approach*). En los países nórdicos, con una larga trayectoria de formación basada en la investigación, los estudiantes de magisterio llevan a cabo, a lo largo de su formación inicial, varios proyectos que implican el uso de la indagación para resolver problemas pedagógicos que se dan en las escuelas y el uso de herramientas metodológicas de investigación (Krokfors, et al., 2011; Maaranen & Krokfors, 2008). Su ejemplo, y los excelentes resultados que obtienen en pruebas internacionales de evaluación (p.e. PISA; OCDE's Programme for International Student Assessment), nos interpela a la hora de repensar cómo los programas iniciales de formación docente en nuestro país pueden promover el desarrollo de docentes indagadores.

El rediseño de los programas iniciales de formación docente requiere, a nuestro entender, la exploración de, al menos, tres dimensiones estrechamente relacionadas: (1) las concepciones de los estudiantes sobre su identidad profesional docente y sobre el rol que

CAPITULO 1. INTRODUCCIÓN

atribuyen a la indagación; (2) los espacios de formación inicial docente, en especial los de prácticas externas (Prácticums) consideradas uno de los espacios formativos con mayor impacto identitario, y los dedicados al desarrollo de los Trabajos de Fin de Grado (TFG), puesto que pueden contribuir a desarrollar la posición del maestro como indagador; y (3) las voces de los profesores universitarios encargados de la formación inicial de los futuros maestros sobre la identidad profesional docente y sobre el valor, propósito y resultados de aprendizaje que otorgan a la indagación en el desarrollo de dicha identidad. Es en la creación de conocimiento de estas tres dimensiones, donde esta tesis se ha situado y ha centrado los tres estudios que la componen.

En su conjunto, la tesis adopta el marco teórico de la Teoría del Self Dialógico (Hermans, 2001; 2018). En los siguientes apartados analizamos en primer lugar, las principales perspectivas desde las que la investigación ha conceptualizado y definido la identidad profesional; en segundo lugar, acotamos el concepto de identidad docente; en tercer lugar, explicamos cómo se conceptualiza la identidad personal y profesional desde la teoría del self dialógico, y, posteriormente, definimos el concepto de la identidad profesional del docente como indagador. Seguidamente, nos adentramos brevemente en analizar diferentes programas formativos iniciales de educación docente y como conceptualizan los espacios de prácticas externas y del trabajo de fin de Grado para finalizar con el análisis del rol que juegan los profesores universitarios en el desarrollo de la identidad profesional docente. Ya para finalizar esta introducción explicamos brevemente la estructura que adopta esta tesis.

Conceptualización de la noción de identidad profesional

Los planteamientos contemporáneos abordan la conceptualización de la identidad mayoritariamente desde perspectivas constructivistas y post-positivistas (Castelló, McAlpine, Sala-Bubaré, Inouye & Skakni, in press) y, a grandes rasgos, comparten 4 asunciones básicas: a) la identidad se construye en función de los contextos en los que las personas participan; b) la identidad se desarrolla a través de la relación con otros e implica aspectos emocionales; c) la identidad es dinámica y, para algunos autores, múltiple; y d) la identidad implica la construcción y reconstrucción de significados a lo largo del tiempo (Rodgers y Scott, 2008).

Cada sociedad, históricamente, ha adoptado diferentes formas de entender y conceptualizar la identidad: “(1) *somos lo que somos debido, principalmente a nuestra “naturaleza”*; (2) *somos lo que somos, principalmente, debido a las posiciones sociales que ocupamos*; (3) *somos lo que somos, principalmente, debido a nuestros logros individuales reconocidos por la sociedad*; y (4) *somos lo que somos debido a las experiencias que hemos tenido con ciertos ‘grupos de afinidad’*” (Gee, 2000, p. 101). Estas cuatro formas de entender y conceptualizar la identidad si bien han sido predominantes en períodos históricos específicos, conviven en la actualidad y no son excluyentes de tal manera que una sociedad concreta puede entender la identidad como la suma de dos o más perspectivas.

De forma similar, pero algo más acotada, Smith y Sparkes (2008), distinguen cuatro perspectivas en el estudio de la identidad en función de si el énfasis se sitúa en el mundo interior de los individuos o en las interacciones sociales a lo largo de la vida: la perspectiva psicosocial, la

CAPITULO 1. INTRODUCCIÓN

perspectiva intersubjetiva, la perspectiva narrativa y la perspectiva dialógica. Estas diferentes perspectivas se mueven en un continuo de teorías que va desde aquellas que consideran que la identidad se desarrolla individualmente con lo que el foco se establece, principalmente, en el mundo interior del individuo (perspectiva psicosocial) hasta las que consideran que la identidad es el resultado de la interacción continua y el diálogo que se establece entre el sujeto y los contextos y la cultura en la que participa (perspectiva dialógica) (Körkkö, et al., 2016).

Los estudios realizados a lo largo de esta tesis se sitúan en la perspectiva que asume la identidad profesional como dialógica. Así, definimos la identidad profesional como una amalgama de formas de pensar, sentir y actuar resultado de la participación en una determinada comunidad profesional en la cual la persona se insiere. El desarrollo de la identidad profesional permite la identificación personal como miembro de dicha comunidad en contraposición a otras profesiones/comunidades (Meijers y Hermans, 2018; Tredea, Macklind y Bridgesa, 2012), en una continua negociación y redefinición tanto personal como profesional (Lee y Schaneller, 2016). La adquisición de unos conocimientos y habilidades específicas e idiosincráticas de una profesión determinada es el primer eslabón para el desarrollo de dicha identidad profesional.

Los contextos profesionales, en los que el profesional actúa e interactúa con otros profesionales, han sido concebidos por algunos autores como *esferas de actividad* (Castelló et al., 2015; Engeström y Sannino, 2010) y se caracterizan por el uso compartido de artefactos (herramientas), normas, actividades y conocimientos por parte de los

CAPITULO 1. INTRODUCCIÓN

miembros que las integran. Cualquier nuevo integrante debe apropiarse de estas herramientas, normas, conocimientos y formas de actuación para poder participar adecuadamente en las mismas (Bazerman et al., 2005; Sabaj, 2009). Es en estas esferas de actividad donde los docentes (en formación o en activo) pueden analizar y/o reconstruir su imagen de yo-como-docente, como parte del desarrollo de su identidad profesional (Danielewicz, 2001)

Identidad profesional docente

En las últimas décadas han proliferado los estudios que se han ocupado de dilucidar qué entendemos por identidad profesional del docente, cómo se construye, cuáles son los factores que influyen en su desarrollo y las dimensiones que la conforman (Akkerman y Meije, 2011; Alsup, 2008; Atkinson, 2004; Beijaard et al., 2004, Lee, 2016; Meijer y Hermans, 2018; Monereo, 2010; Monereo y Badia, 2011; Monereo, Weise y Álvarez, 2013; Smith y Sparkers, 2008; Trent, 2011).

El interés principal de estos estudios radica en cómo los docentes se identifican a sí mismos (Gee, 2000), dando respuesta tanto a la cuestión de *¿Quién soy yo en este momento y situación concretos?* (Batory, 2010; Monereo y Badía, 2011; Monereo, Badia, Bilbao, Cerrato & Weise, 2009) como a la que se refiere a *¿Quién quiero llegar a ser?* (Beijaard et al., 2004).

En la revisión de la literatura realizada por Beijaard et al. (2004) se describen cuatro características fundamentales en la manera de concebir la identidad profesional docente: “1) *conlleva un proceso continuo de interpretación y reinterpretación de las experiencias*, 2) *implica tanto aspectos individuales como contextuales*, 3) *está formada por distintas sub identidades vinculadas a los diferentes contextos de*

CAPITULO 1. INTRODUCCIÓN

actuación que interactúan y pueden estar más o menos armonizadas; algunas de estas sub identidades pueden unirse formando identidades centrales en la identidad del docente mientras otras actúan como periféricas; y 4) los docentes desempeñan un rol activo en el desarrollo de su identidad profesional” (p. 122). En consecuencia, podemos concluir que la identidad profesional docente no es un constructo estático, sino que se trata de un proceso dinámico, caracterizado por el cambio y mediado por el contexto, el tiempo y las interacciones sociales.

La investigación reciente muestra que el desarrollo de la identidad profesional del docente empieza mucho antes que los futuros estudiantes de magisterio entren en las universidades y se fundamenta en las concepciones acerca de la educación que estos estudiantes han ido forjando a lo largo de sus años de escolarización, la cultura en la que se desarrollan y las experiencias que han vivido como alumnos; dichas concepciones constituyen la base de las teorías prácticas (Levin y He, 2008; Stenberg, Karlsson, Pitkäniemi y Maaranen, 2014) que guiarán su docencia diaria. Por tanto, las creencias previas que tienen los estudiantes de magisterio sobre la educación juegan un rol crucial a la hora de determinar los conocimientos que adquirirán a través de su participación en los programas formativos así como la manera en que interpretarán esta formación y el consiguiente impacto de la misma en sus actuaciones docentes (Korthagen, 2004; Lee y Schallert, 2016; Levin, He, y Allen, 2013, Tiilikainen, Toom, Lepola y Husu, 2019), y en la formación de su identidad profesional (Beijaard et al., 2004).

Las teorías prácticas son conjuntos de conceptos organizados que forman las creencias pedagógicas sobre la enseñanza que los maestros utilizan activamente a la hora de enseñar (Körkkö et al., 2016; Stenberg et al., 2014). En la literatura especializada esta noción también se ha

CAPITULO 1. INTRODUCCIÓN

usado bajo la nomenclatura de *conocimiento práctico* (Levin y He 2008; Verloop, Van Driel, y Meijer 2001).

La adquisición de estas teorías prácticas continúa durante la etapa de formación inicial en la universidad, en la que de manera especial los espacios destinados a la realización y el análisis de prácticas educativas juegan un papel esencial, proporcionando a los estudiantes de magisterio aprendizajes situados y auténticos y promoviendo la aplicación de herramientas conceptuales a situaciones específicas de las aulas escolares (Körkkö et al., 2016).

Estas teorías prácticas, formadas social y culturalmente por las experiencias vividas a lo largo de los años de escolarización, y matizadas por la historia personal y el entorno cultural y social, influyen en el proceso de *devenir* docente (Beltman et al., 2015, Stenberg et al., 2014). En consecuencia, se hace necesario que el docente en formación sea consciente de estas teorías prácticas, que muchas veces se alejan de la complejidad educativa que podemos encontrar en las aulas y de los nuevos requerimientos formativos. Los conocimientos adquiridos a lo largo de su formación inicial deben ayudar a los docentes en formación a modificar/eliminar estas teorías prácticas en un proceso de interiorización y aplicación de los nuevos aprendizajes en su futuro desempeño profesional como docente (Bennett, 2013).

Los estudios que han explorado el desarrollo de la identidad profesional docente en los estudiantes de magisterio durante su formación inicial demuestran que este desarrollo está vinculado a los espacios formativos en los que los futuros docentes participan (Akkerman y Meijer, 2011; Hermans, 2003; 2014; Körkkö et al., 2016; Meijer y Hermans, 2018; Monereo y Badia, 2011, entre otros). Ello es así porque estos espacios formativos pueden propiciar un cambio en la

CAPITULO 1. INTRODUCCIÓN

comprensión de los estudiantes sobre la enseñanza y la educación en general (Lee y Schallert, 2016), es decir sobre sus teorías prácticas (Levin y He, 2008).

Estudios como los de Blumenreich y Falk (2006) y Van der Linden et al. (2015) remarcan la necesidad del desarrollo activo de la identidad profesional del docente como indagador en los espacios de formación, ya sea a través del desarrollo de experiencias basadas en la indagación, tanto de sus propias prácticas como de un tema educativo de su interés (Blumenreich y Falk, 2006), como a través del análisis de experiencias indagadoras realizadas por otros docentes de primaria y metodologías de indagación (van der Linden et al., 2015). El propósito final es convertir a los docentes en generadores de conocimiento y agentes educativos encargados de propiciar y liderar los cambios en la educación (Van der Heijden et al., 2015, Blumenreich y Falk, 2006)

Las concepciones sociales y culturales sobre la profesión docente tienen un peso importante en el desarrollo de la identidad profesional. Así, la propia visión de los docentes sobre su profesión y sobre lo que significa enseñar viene marcada por aquellas voces que prevalecen en su contexto social. Por ejemplo, definir a los docentes como *trabajadores de la enseñanza* y considerar la enseñanza simplemente como un *oficio estático*, es decir como la aplicación de un repertorio fijo de habilidades, lecciones y objetivos de aprendizaje diseñados por otros; o, por el contrario entender a los docentes como *profesionales de la enseñanza* y a ésta como una *profesión* o un *arte*, es decir concebir la docencia como un proceso de diseño, creación y reflexión de las prácticas educativas, no es sólo una cuestión de semántica. Las distintas concepciones del docente como *trabajador* o como *profesional* conllevan políticas

CAPITULO 1. INTRODUCCIÓN

educativas, creencias, valoraciones, estatus y realidades diferentes (Snoek, 2015; Villegas-Reimers, 2003).

La consideración de la docencia como profesión exige revisar el grado de autonomía del que disponen los docentes en sus lugares de trabajo. En aquellos países en los que los docentes disfrutaban de mayor autonomía para definir sus prácticas, los docentes se tienden a considerar a sí mismos como profesionales en mayor medida que los docentes de aquellos países donde las obligaciones, los roles y prácticas de los docentes vienen marcados por instancias políticas, supervisores y administradores (Villegas-Reimers, 2003). Esta autonomía permite a los docentes encarar el desafío de ser innovadores y emprendedores en su trabajo diario, así como críticos y reflexivos, y asumir la responsabilidad del crecimiento profesional y la mejora de la enseñanza y el aprendizaje (Snoek, 2015; Day et al, 2006).

Identidad profesional docente desde la Teoría Dialógica (DST)

La Teoría del Self Dialógico (DST acrónimo en inglés) postulada, entre otros, por Hermans, Kemper y Van Loon (1992) conceptualiza la identidad como un proceso continuo de interacción dialógica entre diferentes posiciones identitarias, denominadas posiciones del *yo*, *I-positions* en inglés (Meijers y Hermans, 2018).

Las *I-positions* son versiones identitarias que permiten a los sujetos adoptar posiciones diferentes en función de las demandas contextuales (Hermans, 2003, 2008, 2014). Las *I-positions* presentan dos dimensiones: (a) *La dimensión subjetiva/interna*: una determinada *I-position* es la posición personal que adopta un sujeto ante un evento, situación o suceso de la realidad; es decir, se refiere a cómo el sujeto se posiciona en función de su interpretación de una situación determinada.

CAPITULO 1. INTRODUCCIÓN

Esta dimensión está impulsada por las intenciones del Yo y permite posicionamientos personales ante la realidad y las demandas específicas del contexto; y (b) *la dimensión social/externa*: las diferentes *I-positions* de los sujetos pueden considerarse versiones concretas y particulares de posiciones socialmente determinadas en el seno de una comunidad o sociedad determinada. Estas posiciones socialmente determinadas, también denominadas *roles*, explican la conceptualización social y cultural de un desempeño concreto en la profesión docente.

Así, aunque las *I-positions* son idiosincráticas e individuales, tienen un origen social ya que emergen de la versión o adaptación de una posición genérica de las distintas comunidades de referencia que cada sujeto realiza en función de sus intenciones e intereses, de su bagaje personal y, en definitiva, de su propia manera de entender el mundo que lo rodea (Hermans, 2003). Estas *I-positions* implican la construcción personal del conocimiento, la construcción del Yo y el desarrollo de las distintas posiciones que conforman la identidad profesional docente (Chong, Low y Goh, 2011).

Las *I-positions* se construyen a lo largo de la vida, a través de un proceso de internalización de las voces que son significativas para una determinada persona, voces que son propias de los contextos donde actúa, y se despliegan en función de las demandas, interacciones y características específicas de estos contextos (Hermans et al., 1992; Hermans, 2003, 2008, 2014). Así, desde el enfoque de la DST se define y enfatiza la naturaleza múltiple, situada y dinámica de la identidad que se estructura de forma narrativa y que permite a los individuos versionarse para ajustarse a cada situación (Akkerman y Meijer, 2011, Day et al., 2006; Hermans, 2003; 2014; Monereo y Badia, 2011).

CAPITULO 1. INTRODUCCIÓN

De acuerdo con las premisas anteriores, asumimos el desarrollo de la identidad profesional como un proceso dinámico, de diálogo intra e interpsicológico a través del cual los recién llegados se insieren, en menor o mayor medida, en su comunidad profesional de referencia (Akkerman y Meijer, 2011, Bakhtin, 1981; Castelló et al., 2015; Monereo, Badia, Bilbao, Cerrato y Weise, 2009).

En el marco de esta conceptualización, la identidad de una persona se conforma de diferentes *I-positions*: yo como madre/padre, yo como esposa/esposo, yo como docente, etc. Cabe destacar que las *I-positions* pueden presentar *sub-positions*: yo como evaluador, yo como tutor, yo como instructor, yo como indagador, etc. activándose cada una de las *sub-positions* según la demanda de cada esfera de actividad concreta y la propia interpretación e intencionalidad que se otorga a dicha demanda (Akkerman y Meijer, 2011; Beijaard, Verlop y Vermunt, 2000; Monereo, 2019; Stenberg, et al., 2014).

Cada *I-position* implica una voz propia que entra en diálogo con otras voces individuales de otras *I-positions* del propio sujeto y con algunas voces externas significativas para el sujeto que provienen de los contextos donde actúa (Akkerman y Meijer, 2011; Hermans 2001b). Podemos distinguir tres niveles de voces: 1) El nivel interno: la voz del yo; 2) El nivel exterior: la voz de los otros en el Yo, y 3) El nivel externo: las voces de otros sujetos, grupos o instituciones en el mundo externo del Yo (Monereo, 2019; Raggatt, 2012). Así, diferentes posiciones se encarnan en diferentes voces internas o externas que están en continuo diálogo. Como resultado de estas relaciones dialógicas, surgen nuevos significados tanto a nivel externo, es decir entre diferentes sujetos, como internamente en los sujetos (Hermans, 2003). Son estas relaciones

CAPITULO 1. INTRODUCCIÓN

dialógicas entre las diferentes voces las precursoras de la aparición de nuevas posiciones en los sujetos.

Estas voces y, por ende, las *I-positions* entran en juego en diferentes lugares y momentos de la vida de una persona, están interrelacionadas y son personalmente asumidas a la vez que situadas socialmente (Hermans y Hermans-Konopka, 2010; Richardson, Rogers y McCarroll, 1998). Así, los docentes pueden invocar estas voces en diferentes escenarios o esferas de actuación y activar las *I-positions* que más se ajusten a su interpretación de una realidad específica (Monereo, 2019). En consecuencia, el diálogo interno o externo entre las diferentes *I-positions* (ya sean internas o externas) es la base del desarrollo de la identidad (Meijers & Hermans, 2018). Focalizándonos en la identidad profesional docente, las *I-positions* están directamente relacionadas con las actividades que los docentes ejecutan en su quehacer diario y dependen de cómo cada docente interpreta, ejecuta y experimenta cada uno de sus roles profesionales (Monereo, 2019).

Las investigaciones realizadas desde la DST aportan contribuciones relevantes tanto en el estudio de la identidad profesional del docente (Assen et al., 2018; Meijers y Hermans, 2018) como de la identidad del docente indagador (Taylor, 2017). De estos estudios se desprende que la identidad del docente indagador puede ser considerada tanto desde su dimensión intrapsicológica, es decir, los conocimientos individuales con respecto a la indagación, como desde su dimensión interpsicológica, las acciones e interacciones sociales de los docentes en relación con la indagación. Además, permite indagar cómo los docentes dan sentido a diferentes propósitos, funciones y actividades relacionadas con la indagación (Badia et al., 2020).

CAPITULO 1. INTRODUCCIÓN

En el marco de la teoría del self dialógico, el estudio de Stenberg, Karlsson, Pitkaniemi y Maaranen (2014) estableció cuatro *posiciones* en función de las teorías prácticas de los estudiantes de primer año de magisterio sobre la docencia: a) *posición de valores* educativos, donde se posiciona al docente como educador, es decir, el adulto referente que vela por el bienestar de sus alumnos desde un visión holística del desarrollo personal de los mismos; b) *posición de práctica* donde se posiciona al docente como el encargado de enseñar y, por tanto, el encargado tanto de crear entornos seguros de aprendizaje y los procesos de enseñanza-aprendizaje de los estudiantes (organización de la enseñanza y motivación) como experto en las materias impartidas en las aulas y su didáctica; c) *posición de profesor* que conectan con las creencias que tienen los docentes sobre sí mismos, las cualidades personales del docente o su desarrollo profesional; y d) *posición de contexto* relacionadas con la posición que adopta el docente en el establecimiento de relaciones con las familias o la comunidad educativa (otros docentes, profesionales externos, directores, etc.).

Así mismo, desde el enfoque de la DST, el desarrollo de la identidad profesional del docente puede ser visto como una forma de permitir que las “voces externas”, que el sujeto conceptualiza como socialmente significativas, se conviertan en una parte estructural de su pensamiento pasando a integrar sus distintas *I-positions*. Es mediante el diálogo continuo entre las *I-positions* desplegadas en cada momento y contexto y las voces, tanto propias como externas, que la identidad profesional docente es continuamente reconstruida. Este proceso constructivo de la identidad del docente incide tanto en la actuación de los docentes como en la creación de significados relacionados con la docencia (Rodgers y Scott, 2008). Las distintas voces (propias y

CAPITULO 1. INTRODUCCIÓN

externas) actúan como mediadores semióticos de los contextos sociales donde interactúan los docentes. El proceso constructivo de internalización y externalización de estas voces explica la creación de significados sobre la docencia y la educación (Leijen y Kullasepp, 2013).

La identidad profesional del docente como indagador

Hace ya casi un siglo Dewey (1929) describía al docente como el investigador más importante de los logros y fallos de la escuela y abogaba por que los docentes se implicaran en la *acción reflexiva* que les permitiría posicionarse en las aulas como *practicantes investigadores*; posteriormente Stenhouse (1975) definía su visión del profesor como investigador (*teacher as researcher*) enfatizando la necesidad de garantizar la actividad investigadora del maestro. Los conceptos de *reflexión en la acción y práctica reflexiva*, acuñados por Schön (1983) pueden también asociarse a la consideración del docente como agente investigador de su propia práctica. Ya en el siglo XXI, los estudios de Lendoux et al. (2009) abordan la necesidad e importancia de que el docente adquiera el rol de *recolector* de evidencias en su trabajo cotidiano que le ayuden a mejorar su actuación docente y, al mismo tiempo, contribuyan a incrementar el cuerpo de conocimientos dentro del mundo educativo (Van der Linder, et al., 2015).

Desde esferas académicas internacionales, el reconocimiento de la investigación para fundamentar las prácticas educativas y potenciar la profesionalización docente, ha aumentado en las últimas décadas (Aspfors y Eklund, 2017; BERA, 2014; Cain, 2015; Caena, 2013; Cochran-Smith y Lytle, 1999,2009; Darling-Hammond., 2017; Flores, 2018, Munthe y Rogne, 2015; Taylor, 2017, entre otros). Así, hay

CAPITULO 1. INTRODUCCIÓN

consenso en considerar que la indagación permite docentes más autónomos y reflexivos y promueve la mejora educativa basada en evidencias y el estudio sistemático e intencional de la práctica docente (Reis-Jorge, 2005; Timperley et al., 2014; Toom et al., 2010).

Consideramos la posición indagadora como una posición específica de la identidad profesional docente que permite desplegar habilidades relacionadas con la interpretación y utilización de los resultados de investigaciones previas, la recolección de evidencias en escenarios educativos (Munthe y Rogne, 2015), la aplicación de metodologías para analizar estas evidencias, y la comunicación de los resultados, a través de canales orales y/o escritos. Esta posición, además, posibilita que el docente se implique en procesos que deben conducir, necesariamente, a la innovación y el cambio educativo, desarrollando nuevos enfoques de enseñanza que difieren de los procesos educativos tradicionales (Badia et al., 2020).

Entendemos por indagación aquellos procesos de exploración intencional, planificada, reflexionada y, a menudo, compartida, que realizan los docentes mediante la sistematización del análisis de sus prácticas educativas con la finalidad de mejorarlas, mientras dan respuesta a la creciente complejidad inherente al acto de enseñar (Butler, Schnellert y Mac Neil, 2015; Dana y Yendol-Hoppey, 2014). Estos procesos indagadores se inician cuando los docentes se enfrentan a una necesidad, reto o problemática a la que deben dar respuesta, planteándose preguntas desde la reflexión crítica que emana de las intersecciones que se crean entre la teoría y la práctica (Cochran-Smith y Lytle, 2009). Esta concepción de la indagación aboga por otorgar a los maestros un papel principal en su realización, tanto en el diseño como en la recolección e interpretación de los datos, así como en su finalidad que debería cifrarse

CAPITULO 1. INTRODUCCIÓN

en la respuesta a cuestiones relevantes en su contexto profesional. El impacto de las indagaciones educativas es local y contextual, a diferencia del de las investigaciones académicas que tienen como finalidad principal crear conocimiento general sobre la educación. Así mismo, la indagación educativa pretende dar respuesta a preguntas relevantes del quehacer diario del docente, lo que supone una diferencia sustancial con la acepción más común de investigación educativa habitualmente desarrollada desde esferas académicas, que tiene como propósito crear conocimiento y realizar avances en un campo de conocimiento educativo más amplio (Dana & Yendol-Hoppey, 2014). Cuando los docentes realizan una indagación, generan conocimiento desde la práctica mientras analizan, critican y comprenden las evidencias aportadas tanto por las evidencias científicas aportadas por la literatura académica como por el propio conocimiento tácito construido por sus propias experiencias como docentes (Cochran-Smith y Lytle, 1999).

La perspectiva desde la que defendemos que los (futuros) docentes desarrollen su identidad indagadora es compatible con lo que Cochran-Smith & Lytle (2009) han denominado como *inquiry as stance* hacia la educación; lo que van Katwijk, (2019) conceptualiza como *inquiry habit of mind*; o lo que Toom et al., (2010) denominaron como *inquiring attitude to teaching*. En la misma dirección, la noción de indagación profesional (*practitioner inquiry/research*) promueve la reflexión profunda sobre la identidad del docente y aspira a cambiar sus creencias sobre la instrucción promoviendo el cambio y la innovación de la práctica (Jacobs, Yendol-Hoppey y Dana, 2015). Es decir, asumimos que es necesario que los docentes adquieran la indagación sistemática e intencional como una posición inseparable de su identidad y de su quehacer diario.

CAPITULO 1. INTRODUCCIÓN

La investigación en este ámbito mantiene posturas controvertidas sobre quién o quiénes deben llevar a cabo procesos indagadores en educación. Por un lado, abundan los estudios que demuestran que los docentes consideran la investigación educativa formal muy alejada de su realidad, demandante en cuanto al tiempo que requiere, e incluso irrelevante (Beycioglu et al., 2010; Puustinen et al., 2018; Shkedi, 1998; Sjølie, 2014; Yancovic-Allen, 2018). Por otro lado, también son numerosos los que enfatizan la necesidad de que los procesos de indagación educativa se desarrollen de forma cooperativa entre investigadores universitarios y docentes de aula en un intento de crear puentes entre teoría y práctica. Los que defienden esta postura, abogan también por la creación de auténticas comunidades de práctica en las que los maestros sean parte interesada e implicada en la realización de procesos indagadores en las aulas y asuman su responsabilidad como agentes de cambio educativo (Dobber, Akkerman, Verloop, Admiraal, & Vermunt, 2012; Gay & Campbell-Evans 2002; Reis-Jorge, 2007; Taylor, 2017), reconociendo y valorando la implicación de diferentes perfiles profesionales (Vanderlinde & van Braak, 2010). En este caso, los resultados apuntan que implicar a los docentes de primaria en todo el proceso indagador (diseño, recolección e interpretación de los datos) permite que cambien sus concepciones sobre la investigación de manera que puedan dejar de considerarla como una actividad desarrollada por agentes externos (*outsiders*) que, mayoritariamente, se dirigen a una audiencia meramente académica y sobre tópicos poco relevantes en los contextos de práctica (Dana & Yendol-Hoppey, 2014).

Así, cuando los docentes son parte activa de las investigaciones que se realizan en las aulas (Niemi & Nevgi, 2014) y tienen la posibilidad de participar las mismas durante su formación inicial, adquieren mayor

CAPITULO 1. INTRODUCCIÓN

comprensión de la complejidad educativa y de los contextos de enseñanza (Dana & Yendol-Hoppey, 2014; Gray & Campbell-Evans, 2002), y son más conscientes de las evidencias que aportan estas investigaciones educativas y de su impacto en la mejora de la educación (Aspfors & Eklund, 2011; Gray & Campbell-Evans, 2002; Reis-Jorge, 2007; Taylor, 2017, entre otros).

Además, la investigación reciente también ha demostrado que cuando los docentes llevan a cabo procesos indagadores en las aulas, desarrollan un fuerte sentido de la propiedad (*ownership*) y auto eficacia (*Self-efficacy*) que les capacita para realizar cambios en las aulas (Dana & Yendol-Hoppey, 2014). Ello redundará en el desarrollo de sentimientos de control con respecto a las decisiones y acciones que llevan a cabo, lo

que, a su vez, permite diseñar procesos indagadores en función de sus propios objetivos, intereses y motivaciones (Vähäsantanen, 2015). Esta agencia docente debe entenderse como un continuum de adquisición de autonomía; cuanto más baja sea la agencia, más baja será la autonomía docente en la aplicación de procesos indagadores y de innovaciones educativas en las aulas y viceversa (Badia et al., 2020). También se hace necesario que los docentes desarrollen procesos de auto regulación (*self-regulation*) de estos procesos indagadores que les permitan conseguir los objetivos marcados. En este sentido, Butler y Schnellert (2012) basándose en un modelo socio-constructivista, proponen un ciclo recursivo de actividades indagadoras que incluye cuatro procesos generales: 1) acciones de planificación del proceso indagador, 2) diseño de estrategias, 3) seguimiento de los resultados y, 4) ajuste y revisión de los objetivos iniciales para el logro y la mejora de los resultados deseados.

CAPITULO 1. INTRODUCCIÓN

La investigación ha identificado tres propósitos diferentes, aunque no excluyentes, de la indagación: 1) transformar las prácticas docentes con el objetivo de mejorar los procesos de enseñanza y aprendizaje; 2) promover el desarrollo personal del docente y, en consecuencia, su aprendizaje, así como una mejor comprensión de su práctica sea en las aulas, en las escuelas o en la comunidad educativa; y 3) construir conocimiento educativo y ser creadores del mismo (Baan et al., 2019; Cochran-Smith y Lytle, 2009; van Katwijk et al., 2019).

En un estudio reciente, Badia et al., (2020) identificaron 10 subposiciones diferentes en la *I-position* indagadora de un docente cuando este tuvo que enfrentarse a la aplicación de una innovación pedagógica y conceptualizar las actividades que requería la aplicación de esta innovación. Además del desarrollo y consolidación de la *I-position* indagadora, el nivel de propiedad, eficacia y agencia del docente hacia las innovaciones educativas aumentó considerablemente, así como su consciencia de su posición agente de cambio en la educación.

A la vista de estos resultados, nos parece imprescindible que los programas formativos iniciales de nuestros estudiantes, futuros docentes, incluyan actividades y objetivos de aprendizaje dirigidos al desarrollo de las competencias críticas e investigadoras y la adquisición del hábito indagador para que, en último término, estas competencias formen parte inseparable y fundamental de su identidad profesional.

Los programas de formación inicial docente

Sabemos que la formación inicial es una de las etapas cruciales en la formación de la identidad profesional de los docentes que continúa a lo largo de toda su carrera profesional. La formación inicial sirve para dar forma al conocimiento, las habilidades y la mentalidad de los futuros

CAPITULO 1. INTRODUCCIÓN

docentes y sienta las bases de su capacidad para liderar y facilitar el aprendizaje de calidad y éxito de los estudiantes. Así mismo, para consolidar, desarrollar y compartir las mejores prácticas, es necesario que dicha formación se considere como el inicio de un recorrido de aprendizaje que continua a lo largo del desarrollo profesional (Snoek, 2015), así como el lugar idóneo para explorar las teorías prácticas de los docentes (Bullough, 1997).

El informe *Supporting teacher competence development for better learning outcomes* (Caena, 2013), detalla los acuerdos de la Comisión Europea respecto a las competencias que los docentes deben adquirir y desarrollar a lo largo de su formación inicial. A partir de las evidencias de la investigación y el análisis de experiencias educativas de éxito, estas competencias se relacionan con:

1) la adquisición de conocimientos especializados de las asignaturas que enseñan, así como de las habilidades pedagógicas necesarias para enseñarlas; conocimientos curriculares y contextuales;

2) la adquisición de habilidades docentes como la planificación de la docencia, el uso de las tecnologías en la docencia y el desarrollo y la creación de conocimiento investigador para basar las prácticas educativas, entre otras;

3) las actitudes, valores y creencias relacionadas con la consciencia epistemológica de la educación, la flexibilidad y el aprendizaje continuo, el desarrollo profesional y la participación en investigación e innovación, y la actitud crítica y reflexiva sobre las propias prácticas (ver más en Caena, 2013).

CAPITULO 1. INTRODUCCIÓN

Así, los países integrantes de la Comunidad Europea asumieron desde el 2013 que las competencias que han de adquirir los docentes deberían basarse en la concepción de la enseñanza como praxis, donde la teoría, la práctica y la capacidad de reflexionar críticamente, sobre la propia práctica y la de los demás, se relacionan y alimentan continuamente, más que en la concepción de la enseñanza como la adquisición exclusiva de habilidades técnicas a aplicar (Caena, 2013).

Las competencias docentes son combinaciones complejas de conocimientos, habilidades, significados, valores y actitudes, que guían la acción efectiva de los docentes en contextos educativos. De forma resumida, incluyen las siguientes características: 1) implican el conocimiento tácito y explícito, las habilidades cognitivas y prácticas y la motivación, las creencias, los valores y las emociones de los docentes; 2) permiten que los docentes puedan dar respuesta a demandas complejas movilizándolo y desplegando, de forma coherente, recursos psicosociales en los contextos educativos; y 3) posibilitan que el docente actúe de manera profesional y ajustada a las situaciones educativas, logrando los resultados deseados y optimizando recursos y esfuerzos (Caena, 2013). Los docentes actuales necesitan especialmente aquellas competencias de innovación y adaptación que incluyen actitudes críticas basadas en la evidencia que les permitan responder y adaptar sus prácticas a los resultados de los estudiantes, a los entornos educativos y al diálogo educativo entre profesionales.

La adquisición de tales competencias docentes facilita que los futuros docentes piensen, conozcan, actúen y sientan como maestros. En otras palabras, permiten a los estudiantes examinar, de forma crítica, sus creencias personales acerca de la educación y desarrollar la consciencia

CAPITULO 1. INTRODUCCIÓN

metacognitiva sobre su actuación mediante la reflexión crítica y continua (*learning to think as a teacher*); ser poseedores de conocimientos profundos de las materias y su contenido pedagógico así como de las características culturales e históricas de las áreas temáticas que enseñan y de los planes de estudio, currículos escolares, metodologías y teorías educativas y de evaluación que existen en educación (*learning to know as a teacher*); desarrollar actitudes, expectativas y liderazgo tales como la confianza y el compromiso, la búsqueda de información y el impulso para la mejora continua, la pasión por el aprendizaje y la flexibilidad que deben caracterizar la profesión docente e incorporarlas en su self y así, contribuir al desarrollo de su identidad profesional docente (*learning to feel as a teacher*); e integrar sus conocimientos y acciones en prácticas basadas en evidencias desplegando en los contextos escolares una amplia gama de habilidades, estrategias y patrones de acción (*learning to act as a teacher*) (Caena, 2013)

En el mismo documento, se destacan dos requisitos fundamentales en la preparación de docentes excelentes: 1) la capacidad de evaluar sistemática y críticamente sus conocimientos y sus prácticas profesionales, en base a unos criterios amplios procedentes de la práctica, la teoría y la investigación; y 2) la adquisición de actitudes críticas y receptivas hacia la innovación y la mejora profesional que les empoderen para indagar de forma colaborativa y adquisición reflexiva (Hagger y McIntyre, 2006)

En nuestro contexto, y después del cambio en la ordenación de los estudios superiores que supuso la entrada en vigor del Plan Bolonia en España, el Grado de Educación Primaria conlleva la superación de 240 créditos ECTS que se distribuyen en 4 años académicos (BOE, 2007,

CAPITULO 1. INTRODUCCIÓN

ORDEN ECI/3857/2007). El grado implica la adquisición de competencias relacionadas con: 1) el conocimiento de los aspectos de desarrollo cognitivo y psicológico de los alumnos de primaria; 2) conocimiento de los currículos y contextos escolares, conocimiento disciplinar y didáctico de las diferentes materias que se imparten en las aulas de primaria, y 3) el uso de la investigación en contextos educativos.

De la lectura de ambos documentos (BOE, 2007; Caena, 2013), se desprende la importancia de que, a lo largo de la formación inicial docente, los docentes adquieran competencias relacionadas en el uso y la conducción de procesos indagadores en las aulas como la manera más eficiente de mejorar las prácticas educativas en aras de la mejora de calidad educativa de todos los estudiantes y el desarrollo profesional docente.

Ya sea de voces provenientes de la investigación o desde las esferas administrativas y políticas, la necesidad de basar la formación docente en la investigación se conceptualiza como un requerimiento y objetivo principal de los programas formativos iniciales (Darling-Hammond, 2017; Dobber, Akkerman, Verloop y Vermunt, 2012; Snoek, 2015). Que el currículo de los programas formativos esté basado en el *research-based approach* significa, por un lado, que estos programas formativos se diseñan y estructuran basándose en los resultados y evidencias de la investigación sobre la formación de docentes; y por otro lado, que el objetivo principal de los programas es que los docentes desarrollen un pensamiento reflexivo que posibilita justificar las decisiones tomadas y las actividades realizadas a través de metodologías de investigación (Baan et al. 2019; Hökkä y Eteläpelto, 2014; Jyrhama

CAPITULO 1. INTRODUCCIÓN

et al., 2008; Krokfors et al., 2011; Maaranen, 2010; Niemi y Nevgi, 2014; Stenberg et al., 2014; Toom et al, 2010).

Las actividades de estos programas formativos basados en la investigación (*reseach-based*), están diseñadas con el objetivo de promover la indagación -frente a la adquisición de contenido- y ofrecen la oportunidad de argumentar y tomar decisiones de forma autónoma, a partir de evidencias científicas, ya sea aplicando resultados de dicha investigación en las intervenciones educativas (*evidence-based practices*) o adaptando el conocimiento generado por la investigación a los contextos escolares (*evidence-informed practice*) (Baan et al. 2019). Además, a lo largo de su formación, los estudiantes integran los resultados de las investigaciones científicas con las teorías promovidas desde ámbitos académicos que se contrastan en contextos de práctica (Krokfors et al., 2011; Niemi y Nevgi, 2014; Toom et al, 2010; Maaranen 2010).

En este tipo de programas formativos, el aprendizaje y uso de metodologías y procesos de investigación por parte de los estudiantes no se produce solo en el último año de su carrera¹, sino que los estudiantes empiezan a usar la investigación desde los primeros años de formación universitaria (Baan et al, 2019; Maaranen, 2010).

En líneas generales, estos programas formativos iniciales que promocionan el desarrollo de la práctica reflexiva y, por ende, de la indagación comparten una serie de variables (Clarke, 1995):

- Una multiplicidad de perspectivas teóricas amplia

¹ En España, el aprendizaje y uso de metodologías y procesos de investigación se realizan, principalmente en el último año de la carrera focalizado en la elaboración del trabajo de fin de grado (TFG)

CAPITULO 1. INTRODUCCIÓN

- La posibilidad de examinar y profundizar en las prácticas que realizan los estudiantes de forma intensa y continua
- La oportunidad de teorizar sobre las prácticas realizadas proporcionando espacio y tiempo suficientes y regulares para ello.
- La oportunidad de considerar la incertidumbre como parte fundamental de la profesión docente

Teniendo en cuenta las variables mencionadas, los programas formativos que permiten realizar vínculos entre la teoría y la práctica deberían cumplir los siguientes requisitos: 1) dar oportunidades y espacios a los estudiantes para la reflexión, 2) promover proyectos de investigación o indagación centrados en la escuela, 3) proporcionar enfoques de aprendizaje experiencial, es decir, aplicar, por ejemplo, metodologías como el trabajo de casos o el aprendizaje reflexivo basado en las indagaciones realizadas, con el objetivo que los estudiantes puedan aprender a enseñar de situaciones lo más reales posibles y, 4) ofrecer herramientas pedagógicas que puedan trasladarse a las aulas (Chong, Low y Goh, 2011; Korthagen et al., 2006).

En los currículos diseñados a partir del *research-based approach* (Niemi y Nvegi, 2014; Stenberg et al., 2014), se contemplan los cuatro requisitos mencionados anteriormente (Kansanen, 2003; Kyrö-Ämmälä, 2019; Körkkö, Ämmälä, y Turunen, 2016; Krokfors et al., 2011; Maaranen, 2009; 2010; Stenberg et al., 2014; Toom, Husu y Patrikainen, 2014; Toom et al., 2010)

Es importante señalar que cuando la formación docente está basada en la investigación (*research-based*), los estudiantes aprenden a la vez tanto los conceptos y competencias relacionados con la docencia, como aquellos relacionados con las diferentes metodologías y paradigmas de la investigación (Kansanen, 2014), algo que Krokfors

CAPITULO 1. INTRODUCCIÓN

(2007) ha denominado como práctica doble. El propósito es integrar ambas áreas en la actividad docente, de manera que los estudiantes aprenden métodos de investigación (cualitativos, cuantitativos y mixtos) al mismo tiempo que los ponen en práctica, ya sea en la realización de sus prácticas externas o en pequeños proyectos de investigación que llevan a cabo en los contextos universitarios desde el inicio de sus estudios (Kansanen, 2014; Toom et al., 2010; Snoek, 2015).

En los contextos donde se aplican este tipo de currículos, los docentes son considerados profesionales autónomos capaces de analizar y evaluar su propio trabajo tanto en solitario, así como con otros docentes. La reflexión y el desarrollo de habilidades cognitivas y metacognitivas de índole compleja se consideran muy importantes en la gestión de las demandas y los entornos educativos, así como en el desarrollo de la propia identidad profesional.

Aunque la literatura enfatiza que la adquisición de competencias indagadoras debería estar presente a lo largo de todo el currículo formativo se contemple (Cochran-Smith y Zeichner, 2005; Jyrhämä et al., 2008; Munthe y Rogne, 2015), las prácticas externas que requieren que estudiantes se posicionen como maestros y la investigación asociada a las tesis y trabajos de final de grado y máster (obligatorios en algunos países), son especialmente relevantes para el desarrollo de la identidad docente indagadora.

CAPITULO 1. INTRODUCCIÓN

Los Prácticums y el trabajo de fin de grado como espacios de formación de la identidad profesional del docente como indagador

En el estado español, y cómo podemos observar en el cuadro 1 del anexo, 50 ECTS de los 240 ECTS que conforman en Grado de Primaria corresponden a la realización de prácticas en centros escolares y al desarrollo del Trabajo de Fin de Grado (TFG). Según la orden ECI/3857/2007, el Prácticum debe garantizar la adquisición de cuatro competencias relacionadas con el docente como indagador: conectar los retos y los problemas reales de la práctica educativa con la literatura académica, diseñar intervenciones educativas obteniendo evidencias de mejora, analizar las evidencias obtenidas, extraer conclusiones, y redactar informes de indagación (BOE, 2007). Así mismo, la adquisición de estas competencias, entre otras, deberían verse reflejadas en el trabajo de fin de grado (TFG). No obstante, de la lectura de las directrices del documento, no se especifican si el TFG debe estar vinculado a las prácticas externas dando respuesta a las necesidades educativas de los contextos escolares.

De forma algo más específica, en el contexto catalán, las orientaciones recogidas en la *Guia per a l'avaluació de competències en el Practicum* (Calbó, 2009), señalan 3 competencias que deben adquirir los futuros docentes a lo largo de las prácticas externas: a) conocer y entender el contexto sociocultural del centro educativo y establecer relaciones con otros docentes, familias y profesionales; b) actuar profesionalmente en el contexto educativo, lo que conlleva conocer los contenidos de las diferentes áreas curriculares y diseñar unidades de programación, así como crear un ambiente de trabajo en las aulas apropiado para garantizar procesos de enseñanza, aprendizaje y

CAPITULO 1. INTRODUCCIÓN

evaluación; y c) investigar/innovar; reflexionar, analizar, indagar, hacer investigación para descubrir, evaluar, demostrar y/o mejorar el ámbito y/o contexto educativo determinado (Calbó, 2009).

A pesar de que esta última competencia está claramente vinculada al desarrollo de la identidad indagadora, de la lectura atenta del documento parece desprenderse que su desarrollo se considera exclusivamente relacionado en el Trabajo de Fin de Grado (TFG) que se lleva a cabo en el último año académico.

En este sentido, la investigación ha mostrado de manera reiterada las dificultades de los estudiantes para relacionar las prácticas que realizan en las escuelas con la formación teórica que reciben en las universidades (Allen y Wright, 2014; Körkkö et al., 2016; Lamote y Engels, 2010; Leijen y Kullasepp, 2013; Snoek, 2015; Danielewicz, 2001) y que alertan de la necesidad de repensar cómo estos programas formativos promueven la creación de vínculos entre teoría y práctica.

Algunos estudios, además, muestran que los espacios formativos del Prácticum son un punto de inflexión en la formación docente y en el desarrollo de su identidad profesional (Allen y Wright, 2014; Körklö, Kyrö-Ámamälä y Turunen, 2016; Lamote y Engels, 2010). Es en estos espacios, donde los estudiantes confrontan y conectan sus concepciones sobre qué significa enseñar y ser maestro, es decir, sus teorías prácticas con las teorías educativas y lo que sucede en las aulas. Desde nuestra perspectiva, dicha confrontación puede promover el diálogo entre las distintas *posiciones* de los estudiantes, ayudándoles a construir su identidad profesional (Leije y Kullasepp, 2013). Los prácticum son fuente de aprendizajes situados y auténticos que promueven la aplicación de herramientas conceptuales a situaciones concretas de las aulas escolares a través de lo que se denominan experiencias clave de

CAPITULO 1. INTRODUCCIÓN

aprendizaje (Ahonen, Pyhältö, Pietarinen y Soini, 2015; Meijer, De Graaf y Meirink 2011) porque promueven la reflexión de los estudiantes sobre sus concepciones y las experiencias vividas en las aulas (Körkkö et al., 2016; Toom, Husu y Patrikainen, 2014).

En estos espacios de prácticas los estudiantes se enfrentan por primera vez a incidentes críticos (Monereo, 2019; Sisson, 2016) o crisis (Meijer, 2017) que ponen a prueba y pueden crear tensiones en su identidad profesional docente (Alsup, 2006; Leijen y Kullasepp, 2013; Pillen, Den Brok y Beijaard, 2013; Gray, Wright y Pascoe, 2017). Además, en estos espacios de prácticas los estudiantes deben relacionarse con la comunidad educativa, lo que de nuevo implica confrontar sus concepciones sobre la profesión docente con las de la comunidad para ajustarlas, si es preciso, a las situaciones con las que se enfrentan (Allen y Wright, 2014; Izadina, 2018; Lamote y Engels, 2010).

Sin embargo, para que las prácticas sean reflexivas y promuevan los aprendizajes descritos, es preciso una acción educativa intencionalmente dirigida a promover esta reflexión. Algunos estudios (Allas, Leijen y Toom, 2016; Toom, Husu y Patrikainen, 2014) han desarrollado guías detalladas para que los estudiantes graben las sesiones prácticas que realizan en las escuelas. Posteriormente reflexionan, primero individualmente y después en parejas, sobre los incidentes que han experimentado, a partir de preguntas del tipo: ¿Qué pasó en este incidente? ¿Por qué? ¿Por qué fue importante y significativo? ¿Cómo ha afectado este incidente a tu manera de pensar y actuar como maestro? ¿Qué puedes hacer/harás con lo que has aprendido de este incidente? ¿Cuál es el significado que otorgas a este incidente en un contexto más global? Sus resultados demuestran que la reflexión que promueven sobre

CAPITULO 1. INTRODUCCIÓN

estos incidentes críticos (Monereo, 2019) o experiencias significativas (Toom, Husu, y Patrikainen, 2014) les permite analizar su forma de actuar y valorar la necesidad de mejora de sus actuaciones en las aulas, lo que, en definitiva, redundará en el desarrollo de su identidad profesional docente (Körkkö, Kyrö-Ämmälä y Turunen, 2016), y, particularmente, de la posición indagadora.

Otra manera de conseguir que los estudiantes desarrollen esta posición indagadora consiste en priorizar objetivos de aprendizaje específicos en cada uno de los períodos de prácticas (p.e.: la observación de contextos escolares, el análisis y la comprensión de metodologías docentes, el aprendizaje de materias específicas, entre otros). Ello permite acotar la reflexión a estos aspectos, combinando la propia indagación con las evidencias aportadas por la literatura científica/académica (Kansanen, 2000; Kyrö-Ämmälä, 2019; Körkkö, Kyrö-Ämmälä y Turunen, 2016).

En estos casos, los estudios proponen sesiones de reflexión pedagógica con los profesores universitarios, antes y después de los periodos de prácticas, para facilitar que los estudiantes evalúen la teoría pedagógica a la luz de sus experiencias prácticas (Krokkfors et al, 2011), y tomen consciencia de la multiplicidad de posiciones que deben desplegar en los contextos educativos (Stewart, 2018; Kyrö-Ämmälä, 2019; Körkkö, Kyrö-Ämmälä y Turunen, 2016; Heikonen et al., 2017). En la mayoría de estos estudios, la reflexión se materializa en la escritura de un portafolio semiestructurado con preguntas sobre aspectos específicos de las prácticas (Krokkfors et al., 2011; Maaranen. 2009).

Los portafolios tienen una larga tradición como herramientas para promocionar y desarrollar la reflexión, en especial, en los espacios de prácticas (Kyrö-Ämmälä, 2012). En muchos casos, la escritura de

CAPITULO 1. INTRODUCCIÓN

estos portafolios comienza el primer año de grado, con una reflexión (o autobiografía educativa) sobre sus experiencias previas como alumnos para que empiecen a ser conscientes de sus teorías prácticas sobre la educación. Posteriormente, a lo largo de los diferentes prácticum, los diarios de las sesiones prácticas permiten que los estudiantes analicen sus experiencias y este análisis sirve de base para la posterior reflexión sobre las mismas con sus supervisores. Los diferentes tipos de diarios y reflexiones durante y después de las sesiones de prácticas se inspiran en los conceptos de reflexión-en-la acción y de reflexión-sobre-la acción postulados por Schön (1987) y posibilitan que los estudiantes adquieran profundidad en su pensamiento reflexivo (Körkkö, Kyrö-Ämmälä y Turunen, 2016).

En ocasiones, además, se aboga por la realización del prácticum en parejas: dos estudiantes planifican conjuntamente todas las actividades que deberán realizar en la escuela y se alternan a la hora de actuar como docente en el aula (Heikonen et al., 2017). Ello facilita la discusión y reflexión entre pares y la coevaluación de las diferentes actuaciones docentes de los alumnos, así como un grado más elevado de reflexión y aprendizaje

La elaboración y realización de los trabajos finales de grado (TFG) o de máster (TFM) implica también la adquisición de las competencias necesarias para realizar indagaciones educativas. Con el TFG, punto culminante de la formación inicial, se pretende que los estudiantes demuestren: 1) la adquisición de conocimientos avanzados y comprensión de los aspectos teóricos y metodológicos propios de su profesión; 2) el uso de argumentos y metodologías, así como la habilidad para la resolución de problemas en ámbitos profesionales complejos y especializados que requieren el uso de ideas creativas e innovadoras; 3)

CAPITULO 1. INTRODUCCIÓN

la habilidad para recopilar e interpretar datos e informaciones sobre las que fundamentar sus conclusiones incluyendo la reflexión sobre asuntos de índole social, científica o ética en el ámbito de su profesión; 4) la capacidad de desenvolverse en situaciones complejas o que requieran el desarrollo de soluciones innovadoras tanto en el ámbito académico como profesional; 5) la posibilidad de comunicar a todo tipo de audiencias (especializadas o no) de manera clara y precisa, conocimientos, metodologías, ideas, problemas y soluciones en el ámbito profesional; 6) la capacidad de identificar sus propias necesidades formativas en su entorno profesional y de organizar su propio aprendizaje con un alto grado de autonomía en todo tipo de contextos (estructurados o no) (BOE, 2011 Real decreto 1027/2011).

En los currículos basados en la investigación (*research-based*), los estudiantes deben realizar tanto el trabajo de fin de grado como el de fin de máster² puesto que el máster es necesario para la obtención del título de docente y ejercer la profesión de forma autónoma. Las temáticas de las tesis pueden ser variadas, conectadas o no con los contextos educativos (realizando proyectos de investigación-acción en las escuelas o investigaciones más generales) y de propia elección del estudiante, que a menudo puede realizar la investigación en el seno de un grupo de investigación universitario (Niemi y Nevgy, 2014). Además, y como ya hemos comentado, a lo largo de toda su formación inicial, los estudiantes realizan diversas materias focalizadas en el aprendizaje de metodologías y técnicas investigadoras.

En otros países, como el nuestro, los estudiantes de magisterio no necesitan realizar ningún máster para poder acceder al mercado laboral

² En algunos contextos se les denomina tesis o disertación de grado (bachelor tesis or dissertation)

CAPITULO 1. INTRODUCCIÓN

y, por ello, puede que sólo hayan realizado un único trabajo de investigación en el último año de grado, cuando obtengan el título. Muchas veces, este trabajo de final de grado es su primer contacto con las metodologías y técnicas investigadoras que sustentan las competencias investigadoras.

En el contexto europeo, a pesar de las diferencias detectadas entre los programas formativos iniciales analizadas, frente a la realización de este trabajo de investigación es común la concepción subyacente del docente como profesional reflexivo, que explora la experiencia educativa con la finalidad de realizar aportaciones de mejora tanto en la práctica como en la teoría. Así, se concibe al docente como agente de cambio y transformación educativa, más allá de como mero aplicador de saberes y métodos.

Los profesores universitarios y el desarrollo de la identidad profesional

La gran influencia de los profesores universitarios en el desarrollo de la identidad profesional de sus estudiantes no es un tema nuevo. Ya en la década de los 90, Hernández (1998) mostraba la influencia de los docentes universitarios en las concepciones que los futuros maestros desarrollan sobre su profesión y la necesidad de que actúen como modelos docentes e investigadores, para sus estudiantes. En definitiva, ser profesor universitario de futuros docentes requiere mucho más que ser experto en una determinada área de conocimiento. Exige también conocimientos avanzados sobre pedagogía, los contextos educativos escolares y las leyes que los rigen, además de ser capaz de basar su acción docente en los avances de la investigación, creando así conocimiento e innovación (Tack et al., 2017).

CAPITULO 1. INTRODUCCIÓN

La investigación reciente muestra que los profesores universitarios juegan un importante rol en el desarrollo de la identidad profesional docente de sus estudiantes (Comisión Europea, 2013, Izadinia, 2018; Lunnenberg et al., 2014, Stewart, 2018; Van Katwijk et al., 2019). Las interacciones que los estudiantes crean tanto con sus mentores en las escuelas como con sus profesores universitarios, marcan la manera de entender su rol profesional en las escuelas (Izadinia, 2013, 2018; Stewart, 2018). En consecuencia, los profesores universitarios tienen la responsabilidad de ayudar a los estudiantes a reflexionar sobre lo que significa enseñar y actuar como docente en su profesión y ajustar la conceptualización de la profesión docente a las demandas profesionales que exige la sociedad (Beijaard & Meijer, 2017; Comisión Europea, 2013; Loughran, 2014; Lunnenberg, Kothagen y Sweennen, 2007).

Devenir creadores de situaciones y actividades y repensar los currículos formativos iniciales de formación docente y las estrategias pedagógicas a aplicar, no es una tarea fácil para los profesores universitarios, en especial en contextos de cambio curricular y social (Brew y Saunders, 2020).

Al igual que los estudiantes, los profesores universitarios tienen concepciones previas sobre la utilidad y uso de la investigación en educación. Estas teorías previas sobre la investigación están fundamentadas en sus propias experiencias como profesores e investigadores (Wilson, Howitt, Wilson y Roberts, 2012) y guían sus prácticas educativas universitarias, así como sus creencias sobre el propósito, utilidad y funcionalidad de la investigación en la actividad docente (Brew y Saunders, 2020). Además, la investigación sugiere que mientras algunos académicos parecen tener una idea jerárquica de la

CAPITULO 1. INTRODUCCIÓN

enseñanza de los procesos de investigación y de su utilidad en el aprendizaje global de los estudiantes (los estudiantes primero deben aprender el contenido disciplinar antes de participar en investigaciones), otros consideran que los estudiantes pueden introducirse en la cultura de la investigación y pensar como un investigador mientras aprenden el conocimiento disciplinar propio de la profesión docente (Wilson et al., 2012; Brew y Mantai, 2017).

El estudio reciente de van Katwijk, Berry, Jansen y van Veen (2019), pone de manifiesto que los profesores universitarios reconocieron como el propósito principal de la indagación que los futuros docentes desarrollaran el hábito indagador y que fueran capaces de realizar conexiones entre la teoría y la práctica para basar sus prácticas educativas en evidencias científicas relevantes. No obstante, dentro del grupo de profesores universitarios, aparecieron matices y discrepancias sobre el objetivo final de formar a los docentes en indagación. Mientras para unos el objetivo era que los estudiantes aprendieran una “estrategia de aprendizaje profesional”, para otros el objetivo fue que la indagación era necesaria para la “innovación educativa”. A pesar de estas discrepancias, todos los profesores universitarios estuvieron de acuerdo en que el desarrollo del hábito indagador en sus estudiantes durante la formación inicial, permitía que los futuros docentes se viesen capacitados para realizar indagaciones en los contextos escolares y sobre sus propias prácticas, lo que, en último término, contribuía al desarrollo de la propia práctica reflexiva y a la mejora general de la profesión docente (Dunn et al., 2008; Reis-Jorge, 2005; van Katwijk, 2019). Sin embargo, en los mismos estudios, se muestra que los estudiantes expresaron reticencias a recibir una formación específica en investigación durante su formación inicial argumentando que reducía el

CAPITULO 1. INTRODUCCIÓN

tiempo dedicado al aprendizaje de aspectos más “prácticos” del currículo formativo, restándole valor a dichos aprendizajes (Dunn et al., 2008; Joram, 2007). Incluso lo propios profesores universitarios expresaron que no tenían ninguna expectativa de que los futuros docentes realizaran indagaciones en los contextos educativos como parte inherente de su trabajo (van Katwijk et al. 2019)

Los profesores universitarios devienen modelos indagadores para sus alumnos y por ello, Tack (2017) sugiere el término *researcherly disposition*. El concepto de *researcherly disposition* (es decir, la disposición hacia la investigación) indica la predisposición mental que permite que los profesores universitarios utilicen la investigación, tanto como consumidores como como productores de la misma, como base para mejorar sus propias prácticas y crear conocimiento (Tack, 2017). En consecuencia, este concepto está fuertemente relacionado con los conceptos de hábito mental indagador (*inquiry habit of mind*) (van Katwik et al., 2019) o la posición indagadora (*inquiry as stance*) (Cochran-Smith, 2003).

Algunos estudios han puesto de manifiesto que formar a los profesores universitarios para que sean modelos indagadores y desarrollen una disposición hacia la investigación en su identidad profesional docente, puede resultar complicado sin la provisión de formación específica para que el profesorado aprecie la indagación como una herramienta útil y relevante para su desarrollo profesional (Jacobs, Yendol-Hoppey y Dana; 2015). En esta línea, en la formación de los profesores universitarios encargados de impartir docencia a los (futuros) docentes estos deberían involucrarse en la indagación profesional (*practitioner inquiry/research*) que les permite desarrollar su disposición activa hacia la investigación y utilizarla como una herramienta para

CAPITULO 1. INTRODUCCIÓN

desarrollar su futura docencia (Cochran-Smith y Lytle, 2009; Tack, 2017)

Para que los profesores universitarios sean capaces de enseñar y promover la indagación en sus estudiantes de magisterio, es importante que los profesores universitarios sean muy conscientes de, por un lado, la multiplicidad de posiciones que conforman la identidad profesional docente (Stenberg et al., 2014) y, por otro lado, de su gran influencia en el fomento de la posición indagadora en sus alumnos (Lee y Schallert, 2016; Pillen, Beijgaard y den Brok, 2013), así como de la importancia de la investigación en su futura docencia (Munthe y Rogne, 2015). En consecuencia, deben propiciar la creación de verdaderas comunidades de indagación en las que los estudiantes puedan implicarse activamente y participar en proyectos indagadores compartiendo metodologías y experiencia sea con profesores universitarios u otros estudiantes o docentes en activo (Cochran-Smith & Lytle, 2004; Meyer & Sawyer, 2006, Tack & Vanderlinde, 2014, 2016, Stewart, 2018).

Estructura de la tesis

Los estudios que conforman esta tesis doctoral son de carácter descriptivo-interpretativo y pretenden ser una primera aproximación al estudio de la identidad profesional del docente como indagador, una temática no explorada hasta el momento y, por lo tanto, única en nuestro contexto. Todos ellos adoptan una aproximación metodológica cualitativa basada en el análisis de contenido para interpretar los datos de los participantes.

El Capítulo 2 detalla el primer estudio, centrado en las concepciones de los futuros maestros sobre la indagación. Es un estudio

CAPITULO 1. INTRODUCCIÓN

de carácter interpretativo y de corte transversal que analiza los datos de un grupo de 12 estudiantes de último año del Grado de Educación Primaria, obtenidos a partir de un cuestionario (*Tepi- Teacher Professional Identity*) y de un grupo focal. Los objetivos se cifran en analizar como entienden la indagación y el rol que le otorgan en su (futuro) trabajo como maestros y maestras. Se categorizaron las concepciones de los estudiantes en relación al significado y los beneficios que reconocían a la indagación, así como a los procedimientos, la responsabilidad, y competencias indagadoras. Los resultados indican que, en general, los estudiantes no concibieron la indagación como parte integrante de su identidad profesional y sólo establecieron relaciones anecdóticas entre su utilidad para la mejora educativa y, en ocasiones, su propia responsabilidad al respecto. Además, reportaron dificultades para definir los procedimientos vinculados a los procesos de indagación sistemática y se consideraron poco competentes para llevar a cabo dichos procesos en sus futuros contextos escolares. De los resultados se desprende la necesidad de revisar los programas formativos teniendo en cuenta el enfoque basado en la investigación (*research-based*) con el objetivo de que los futuros docentes se vean capaces, responsables y competentes de indagar en las aulas y afrontar procesos de innovación en los centros escolares.

A partir de los resultados obtenidos en el primer estudio, concretamente de la ausencia de reconocimiento por parte de los futuros maestros de su responsabilidad en la realización de indagaciones educativas, planteamos la necesidad urgente de un rediseño de los programas formativos iniciales para acercarlos al enfoque basado en la investigación. Consecuentemente, adoptamos los principios del *research-based approach* para rediseñar los programas

CAPITULO 1. INTRODUCCIÓN

formativos³ de dos prácticums de segundo año y las actividades que en ellos se realizaban. Como ya hemos señalado en apartados anteriores, entendemos que los espacios de prácticas externas son clave en el desarrollo de la identidad profesional docente y en la confrontación de las teorías prácticas con las realidades escolares. Así, en el Capítulo 3 se presenta el segundo estudio que tenía un doble objetivo: por un lado, identificar cuáles eran las experiencias significativas de aprendizaje prototípicas y, por otro lado, determinar cómo se posicionaron los estudiantes frente a dichas experiencias. 27 estudiantes del Grado de educación Primaria participaron en un prácticum rediseñado a partir del enfoque basado en investigación y en entrevistas presenciales retrospectivas al finalizar el curso académico. En estas entrevistas se les pedía a los estudiantes que identificaran las experiencias clave de aprendizaje que habían tenido que afrontar durante sus prácticas en los centros escolares. Una vez identificadas, los estudiantes debían explicar por qué consideraban la experiencia significativa, cómo habían actuado, qué sentimientos les había provocado, si la consideraban positiva o negativa y qué habían aprendido. Los resultados permitieron diferenciar cinco categorías de experiencias significativas de aprendizaje: *Instrucción en el aula*, *Socialización*, *Conflictos entre las concepciones previas y la realidad*, *Control del aula* y *Diversidad*; además, identificamos dos posiciones del *self*: *I as a student* y *I as a teacher*. Los estudiantes se posicionaron como maestros (*I as a teacher*) cuando fueron capaces de actuar y tomar decisiones de forma

³ Esta actuación forma parte del proyecto de investigación: *Teacher and Student-teacher identity, Teacher-inquirer Identity* liderado por la Dra. Eva Liesa y en el que la doctoranda participa, en el sí del grupo de investigación SINTE-Lest. Este proyecto de investigación se inició en curso académico 2018-2019 y tiene una duración de 3 años (APR-FCEE 1819/02; APR-FCEE 1920/03).

CAPITULO 1. INTRODUCCIÓN

autónoma, aplicando los conocimientos teóricos aprendidos en la universidad al entorno escolar y cuando asumieron posiciones de igualdad con sus tutores escolares u otros docentes del entorno escolar. No obstante, los datos también mostraron sus dificultades para posicionarse como maestros en relación a las experiencias significativas de aprendizaje diferentes de las relacionadas con la instrucción. Así mismo, los resultados mostraron cómo este posicionamiento, *I as a student* o *I as a teacher*, afecta el desarrollo de la identidad profesional docente y la reflexión que realizan, tanto de las experiencias significativas de aprendizaje como sobre su propia actuación docente.

El último estudio empírico se presenta en el Capítulo 4. El diseño de este estudio se desprende de los resultados de los dos estudios anteriores que indicaban la necesidad de promover, por un lado, la consciencia de los estudiantes de magisterio acerca de las múltiples posiciones que integran la identidad profesional docente y, por otro lado, y la integración de la identidad indagadora en el *self* docente. Ello implica el rediseño de los programas formativos, para lo cual resulta imprescindible la implicación de los profesores universitarios, encargados de la docencia de los futuros maestros y modelos de investigación, sobre la temática. Así, el último estudio de esta tesis tuvo por objetivo analizar las voces de los profesores universitarios sobre la identidad profesional del docente y sobre la posición indagadora; concretamente averiguar cuál es el valor, propósito y los aprendizajes que otorgan a dicha posición indagadora. Se analizaron las voces de 18 profesores universitarios. Los resultados permitieron establecer 3 posiciones en el *self* docente que los participantes establecieron como prioritarias: mediador, instructor e indagador. No obstante, los

CAPITULO 1. INTRODUCCIÓN

resultados también evidenciaron que las posiciones de mediador e instructor fueron más frecuentes que la de indagador, y que no todos los profesores universitarios valoraron inicialmente la posición indagadora como importante en la construcción de la identidad. En relación al propósito de la indagación educativa en las escuelas y de los aprendizajes que requería, las voces de los profesores universitarios que participaron en el estudio fueron también diversas. De estos resultados se desprenden dos conclusiones importantes: por un lado, la necesidad de tomar en consideración las distintas voces de los profesores universitarios a la hora de rediseñar los programas formativos actuales y basarlos en la investigación y, por otro lado, la necesidad de dialogar con las voces de los profesores universitarios para acercarlos a una visión más compleja de la identidad profesional docente que incorpore la posición indagadora.

En el Capítulo 5, desentrañamos las conclusiones más importantes de cada uno de los estudios, así como las principales aportaciones de la tesis y sus limitaciones. En este capítulo, también reflexionamos sobre la necesidad de desarrollar futuras líneas de investigación, alguna de las cuales ya hemos iniciado.

Finalmente, en el Capítulo 6, la reflexión versa sobre mi propio proceso de aprendizaje y las aportaciones tanto personales como académicas que se desprenden de la realización de esta tesis.

Los dos primeros estudios ya han sido aceptados en revistas científicas indexadas, mientras que el tercero se encuentra todavía en proceso de revisión. En concreto, el primer estudio ha sido aceptado en la revista *Infancia y Aprendizaje* (FI; SJR: 0.35 2019/Q3; JCR: 0.907 2019/Q4) y, en breve, estará publicado; el segundo estudio se publicará

CAPITULO 1. INTRODUCCIÓN

en la revista *Cuadernos de Psicología* (FI; SJR: 0.11; 2018/Q). El tercer estudio se ha enviado a la revista *European Journal of Theacher Education* (FI; SJR: 1.34; 2019/Q1; JCR: 2.250 2019/Q1) y se encuentra en proceso de revisión.

Desde el punto de vista formal, la presentación de los diferentes estudios se ajusta a las directrices de las tesis que se realizan por compendio de artículos. Por ello, hemos preservado el formato habitual que requieren las revistas científicas escogidas incluyendo el diseño, estilos de citación y referencias. Las referencias relativas a la introducción y las conclusiones se presentan también vinculadas a cada uno de estos capítulos siguiendo el formato de la APA.

CAPITULO 1. INTRODUCCIÓN

Referencias

- Allas, R., Leijen, Ä., y Toom, A. (2017). Supporting the construction of teacher's practical knowledge through different interactive formats of oral reflection and written reflection. *Scandinavian Journal of Educational Research*, 61(5), 600-615.
- Ahonen, E., Pyhältö, K., Pietarinen, J., y Soini, T. (2015). Student teachers' key learning experiences—Mapping the steps for becoming a professional teacher. *International Journal of Higher Education*, 4(1), 151.
- Akkerman, S., y Meijer, P. (2011). A dialogical approach to conceptualizing teacher identity. *Teaching and Teacher Education*, 27(2), 308-319. doi:10.1016/j.tate.2010.08.013.
- Allen, J., y Wright, S. (2014). Integrating theory and practice in the pre-service teacher education practicum. *Teachers and Teaching*, 20(2), 136-151
- Alsup, J. (2006). *Teacher identity discourses: Negotiating personal and professional spaces*. Routledge.
- Aspfors, J. y Eklund, E. (2017). Explicit and implicit perspectives on research-based teacher education: newly qualified teachers' experiences in Finland. *Journal of Education for Teaching* 43(4), 400-413
- Assen, J. H. E., Koops, H., Meijers, F., Otting, H., y Poell, R. F. (2018). How can a dialogue support teachers' professional identity

CAPITULO 1. INTRODUCCIÓN

development? Harmonising multiple teacher I-positions. *Teaching and teacher education*, 73, 130-140

Atkinson, D (2004) Theorising how students teachers form their identities in initial teacher education. *British Educational Research Journal* 30(3), 379-394.

Baan, J., Gaikhorst, L., van't Noordende, J., y Volman, M. (2019). The involvement in inquiry-based working of teachers of research-intensive versus practically oriented teacher education programmes. *Teaching and Teacher Education*, 84, 74-82.

Badia A., Liesa, E., Becerril, L., y Mayoral, P. (2020). A dialogical self approach to the conceptualisation of teacher-inquirer identity. *European Journal of Psychology of Education*, 1-15.

Bakhtin, M. M. (1981). *The dialogic imagination: Four essays by mm bakhtin* (m. holquist, ed.; c. emerson & m. holquist, trans.).

Batory, A. M. (2010). Dialogicality and the Construction of Identity. *International Journal for Dialogical Science*, 4(1), 45–66.

Bazerman, C., Little, J., Chavkin, T., Fouquette, D., Bethel, L. y Garufis, J. (2005). *Writing Across the Curriculum. Reference guides to rhetoric and composition*, Parlor Press and WAC Clearinghouse.

Beijaard, D., y Meijer, P. (2017). Developing the personal and professional in making a teacher identity. In J. Clandinin & J. Husu (Eds.). *The SAGE Handbook of Research on Teacher*

CAPITULO 1. INTRODUCCIÓN

Education. London, United Kingdom: SAGE Publications Ltd. (pp. 177-192).

Beijaard, D., Meijer, P., y Verloop, N. (2004) Reconsidering research on teachers' professional identity. *Teaching and Teacher Education, 20*, 107-128.

Beijaard, D., Verloop, N., y Vermunt, J. D. (2000). Teachers' perceptions of professional identity: An exploratory study from a personal knowledge perspective. *Teaching and teacher education, 16*(7), 749-764.

Beltman, S., Glass, C., Dinham, J., Chalk, B., y Nguyen, B. H. N. (2015). Drawing identity: Beginning pre-service teachers' professional identities. *Issues in Educational Research, 25*(3), 225-245.

Bennett, D. (2013). The use of learner-generated drawings in the development of music students' teacher identities. *International Journal of Music Education, 31*(1), 53-67

Beycioglu, K., Ozer, N., y Ugurlu, C. T. (2010). Teachers' view on educational research. *Teaching and Teacher Education, 26*, 1088-1093

Blumenreich, M. y Falk, B., (2016) Trying a new pair of shoes: Urban teacher-learners conduct research and construct knowledge in their own classrooms. *Teaching and Teacher Education, 22*, 864-873.

CAPITULO 1. INTRODUCCIÓN

Boletín Oficial del Estado. (2007). *ORDEN ECI/3857/2007, de 27 de diciembre, por la que se 1355 establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria*. Madrid: Ministerio de Educación y Ciencia.

Boletín Oficial del Estado. (2011) *REAL DECRETO 1027/2011, de 15 de julio por el que se establece el Marco Español de Cualificaciones para la Educación Superior*. Madrid: Ministerio de Educación y Ciencia

Brew, A., y Mantai, L. (2017). Academics' perceptions of the challenges and barriers to implementing research-based experiences for undergraduates. *Teaching in Higher Education*, 22(5), 551-568.

Brew, A., y Saunders, C. (2020). Making sense of research-based learning in teacher education. *Teaching and Teacher Education*, 87

British Educational Research Association. (2014). *The role of research in teacher education: Reviewing the evidence*. London: BERA.;

Bullough, R. V. (1997). Practicing theory and theorizing practice in teacher education. In J. Loughran, & T. Russell (Eds.), *Purpose, passion and pedagogy in teacher education*

Butler, D. L., y Schnellert, L. (2012). Collaborative inquiry in teacher professional development. *Teaching and Teacher Education*, 28(8), 1206–1220.

CAPITULO 1. INTRODUCCIÓN

- Butler, D. L., Schnellert, L. y MacNeil, K. (2015). Collaborative inquiry and distributed agency in educational change: A case study of a multi-level community of inquiry. *Journal of Educational Change*, 16(1), 1-26.
- Cain, T. (2016). Research utilisation and the struggle for the teacher's soul: a narrative review. *European Journal of Teacher Education*, 39(5), 616-629
- Caena, F. (2013). Supporting teacher competence development for better learning outcomes. *Education & Training, European Commission*, 5-59.
- Calbó, M. (2009). *Guia per a l'avaluació de competències en el pràcticum de mestre/a*. Agència per a la Qualitat del Sistema Universitari de Catalunya.
- Calderhead, J. y Shorrock, S. (1997). *Understanding teacher education: case studies in the professional development of beginning teachers*. London: The Falmer Press
- Castelló, M., Kobayashi, S., McGinn, M., Pechar, H., Vekkaila, J., y Wisker, G. (2015). Researcher identity in transition: Signals to identify and manage spheres of activity in a risk-career. *Frontline Learning Research*, 3(3), 39-54.
- Castelló, M., McAlpine, L., Sala-Bubaré, A., Inouye, K. y Skakni, I. (in press). Researcher identity review: how has identity been understood and used in the last two decades? *Higher Education (forthcoming)*

CAPITULO 1. INTRODUCCIÓN

- Chong, S., Low, E., y Goh, K. (2011). Developing Student Teachers' Professional Identities--An Exploratory Study. *International Education Studies*, 4(1), 30-38.
- Clarke, A. (1995). Professional development in practicum settings: reflective practice under scrutiny. *Teacher and Teacher Education*, 11(3), 243-261
- Cochran-Smith, M., y Lytle, S.L. (2004). Practitioner inquiry, knowledge, and university culture. In J. Loughran, M.L. Hamilton, V. Kubler and T. Russel, (2004). *International handbook of self-study of learning and teacher education practices*, 602-649, Dordrecht: Kluwer Academic Publishers.
- Cochran-Smith, M., y Lytle, S.L. (1999). Relationships of Knowledge and practice: Teacher learning in communities. *Review of Research in Education*, 24(1), 249-305
- Cochran-Smith, M., y Lytle, S. L. (2009). *Inquiry as stance: Practitioner research for the next generation*. Teachers College Press.
- Cochran-Smith, M y Zeichner, K.M. (2005). *Studying teacher education: The report of the AERA panel on research and teacher education*. Washington, DC: AERA
- Commission of the European Communities (2007). *Improving the Quality of Teacher Education*. Communication from the commission to the Council and the European Parliament 3.8.2007. Brussels.

CAPITULO 1. INTRODUCCIÓN

- Dana, N. F., y Yendol-Hoppey, D. (2014). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*. Corwin Press.
- Danielewicz, J. (2001). *Teaching selves: identity pedagogy, and teacher education*. Albany NY: State University of New York Press.
- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of teacher education*, 57(3), 300-314.
- Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education*, 40(2), 291-309.
- Day, C., Kington, A., Stobart, G., y Sammons, P. (2006) The personal and professional selves of teachers: stable and unstable identities. *British Educational Research Journal*, 32(4). 601-616
- Dewey, J. (1929). *The Sources of a Science of education*. New York, NY: Liveright Publishing Corporation.
- Dobber, M., Akkerman, S., Verloop, N., y Vermunt, J. (2012). Student teachers' collaborative research: Small-scale research projects during teacher education. *Teaching and Teacher Education*, 28, 609–617.
- Dobber, M., Akkerman, S., Verloop, N., Admiraal, W., y Vermunt, J. (2012). Developing desings for community development in four

CAPITULO 1. INTRODUCCIÓN

- types of student teacher groups. *Learning Environments Research*, 15(3), 279-297
- Dunn, M., Harrison, L. J., y Combe, K. (2008). In good hands: Preparing research-skilled graduates for the early childhood profession. *Teaching and Teacher Education*, 24(3), 703-714.
- Engeström, Y., y Sannino, A. (2010). Studies of expansive learning: Foundations, findings and future challenges. *Educational Research Review*, 5, 1–24. doi:10.1016/j.edurev.2009.12.002
- Flores, M. (2017). The complexities and challenges of be(com)ing a teacher and teacher educator. *European Journal of Teacher Education*, 40(1), 2-5
- Flores, M., (2018) Linking teaching and research in initial teacher education: knowledge mobilisation and research-informed practices. *Journal of education for teaching*, 44, 621-636
<https://doi.org/10.1080/02607476.2018.1516351>
- Gay, J., y Campbell-Evans, G. (2002). Beginning teachers as teacher-researchers. *Australian Journal of Teacher Education* 27(1), 4
- Gee, J. (2000). Identity as an Analytic Lens for Research in Education. *Review of Research in Education*, 25, 99-125. Retrieved from <http://www.jstor.org/stable/1167322>
- Gray, C., Wright, P., y Pascoe, R. (2017) There's a lot to learn about a drama teacher: Pre-service drama teacher' experience of stress and vulnerability during an extend practicum. *Teaching and Teacher Education*, 67, 270-277

CAPITULO 1. INTRODUCCIÓN

Hagger, H. y McIntyre, D. (2006). *Learning teaching from teachers. Realizing the potential of school-based teacher education*. Maidenhead: Open University Press.

Healey, M., y Jenkins, A, (2009). *Developing undergraduate research and inquiry*, York: The Higher Education Academy.

Heikonen, L., Toom, A., Pyhältö, K., Pietarinen, J., y Soini, T. (2017). Student-teachers' strategies in classroom interaction in the context of the teaching practicum. *Journal of Education for Teaching*, 43(5), 534-549.

Hermans, H. (2001). The Dialogical Self: Toward a Theory of Personal and Cultural Positioning. *Culture & Psychology*, 7(3), 243-281. doi: 10.1177/1354067X0173001

Hermans, H. J. (2003). *The Construction and Reconstruction of a Dialogical Self. Journal of Constructivist Psychology (Vol. 16)*.doi:10.1080/10720530390117902.

Hermans, H.J., Kempen, H.J. y van Loon. R.J., (1992). "The Dialogical Self: Beyond Individualism and Rationalism." *American Psychologist* 47 (1): 23–33. doi:10.1037//0003-066x.47.1.23.

Hermans, H y Hermans-Konopka, A. (2010). *Dialogical self theory: positioning and counter-positioning in a globalizing society*. Cambridge, UK: Cambridge University Press.

Hermans, H. J. (2008). How to Perform Research on the Basis of Dialogical Self Theory? Introduction to the Special Issue.

CAPITULO 1. INTRODUCCIÓN

Journal of Constructivist Psychology, 21(3), 185–199.
doi:10.1080/10720530802070684.

Hermans, H. J. (2018). *Society in the self: A theory of identity in democracy*. Oxford University Press.

Hermans, H. J. (2014). Self as a Society of I-Positions: A Dialogical Approach to Counseling. *The Journal of Humanistic Counseling*, 53(2), 134-159.

Hernández, A. C. (1998). *La preparación de los formadores de profesores*. Madrid:OEI.

Hökkä, P., y Eteläpelto, A. (2014). Seeking new perspectives on the development of teacher education. A study of Finnish context. *Journal of Teacher Education*, 65(1), 39-52

Izadinia, M. (2013). A review of research on student teachers' professional identity. *British Educational Research Journal*, 39(4), 694-713

Izadinia, M. (2018). Mentor Teachers. Contributions to the Development of Preservice Teachers' Identity. In P. A. Schutz, J. Hong & D. C. Francis, (Ed.) *Research on Teacher Identity*, (pp.109-119). Springer, Cham

Jacobs, J., Yendol-Hoppey, D., y Dana, N. (2015). Preparing the next generation of teacher educators: the role of practitioner inquiry. *Action in teacher education*, 37(4), 373-396

CAPITULO 1. INTRODUCCIÓN

- Joram, E. (2007). Clashing epistemologies: Aspiring teachers', practising teachers', and professors' belief about knowledge and research education. *Teaching and Teacher Education*, 23, 123-135
- Jyrhämä, R., Kynäslahti, H., Krokfors, L., Byman, R., Maaranen, K., Toom, A., y Kansanen, P. (2008). The appreciation and realisation of research-based teacher education: Finnish students' experiences of teacher education. *European Journal of Teacher Education*, 31(1), 1-16. DOI: 10.1080/02619760701844993
- Kansanen, P. (2000). Research-based teacher education.
- Kansanen, P. (2003). Teacher education in Finland: Current models and new developments. *Institutional approaches to teacher education within higher education in Europe: Current models and new developments*, 85-108.
- Kansanen, P. (2014) Teaching as a Master's Level Profession in Finland: Theoretical Reflections and Practical Solutions. In: McNamara O., Murray J., Jones M. (eds) *Workplace Learning in Teacher Education. Professional Learning and Development in Schools and Higher Education*, vol 10. Springer, Dordrecht 279-292
- Körkkö, M., Kyrö-Ämmälä, O., y Turunen, T. (2016). Professional development through reflection in teacher education. *Teaching and teacher education* 55, 198-206.

CAPITULO 1. INTRODUCCIÓN

Korthagen, F., Loughran, J., y Russel, T. (2006). Developing fundamental principles for teacher educational programs and practices. *Teaching and Teacher Education*, 22, 1020-1041.

Korthagen, F., (2004). In search of the essence of a good teacher: towards a more holistic approach in teacher education. *Teaching and Teacher Education*, 20(1), 77-97

Krokkfors, L., Kynäslahti, H., Stenberg, K., Toom, A., Maaranen, K., Jyrhämä, R., Byman, R., y Kansanen, P. (2011). Investigating Finnish teacher educators' views on research-based teacher education. *Teaching Education*, 22(1), 1-13

Krokkfors, L. (2007). Two-fold role of reflective pedagogical practise in research-based teacher education. In R. Jakku-Sihvonen & H. Niemi (Eds.), *Education as a societal contributor* (pp. 147–159). Frankfurt-am-Main: Peter Lang

Kyrö-Ämmälä, O. (2012). Teaching of researching and researching of teaching-constructing research-based teaching in teacher education]. In P. Atjonen (Ed.), *Learning in time - education for future: the best presentations of Conference on Educational Research*, Finnish Educational Research Association: University Press, 158-171.

Kyrö-Ämmälä (2019) Initial teacher education at the university of Lapland. En *Introduction to the Finnish Educational System*, 51-66

CAPITULO 1. INTRODUCCIÓN

- Lamote, C., y Engels, N. (2010). The development of student teachers' professional identity. *European Journal of Teacher Education*, 33(1), 3-18.
- Lee, S., y Schallert, D. (2016) Becoming a teacher: Coordinating past, present and future selves with perspectival understanding about teaching. *Teaching and Teacher Education*, 56, 72-83
- Leijen, Ä., y Kullasepp, K. (2013). All roads lead to Rome: developmental trajectories of student teachers' professional and personal identity development. *Journal of Constructivist Psychology*, 26(2), 104–114. <https://doi.org/10.1080/10720537.2013.759023>.
- Ledoux, G., Henk B., Marianne B., y Meta K. (2009). *Output Orientation: About the Value of Data-driven Education*. Amsterdam: SCO Kohnstamm Instituut
- Levin, B. y He, Y. (2008). Investigating the content and sources of teacher candidates' personal practical theories (PPTs). *Journal of Teacher Education*, 59(1), 55-68
- Levin B.B, He, Y y Allen, M.H. (2013). Teachers belief in action: A cross-sectional, longitudinal follow up study of teachers' personal practice theories. *The teacher Educator*, 48, 201-217
- Liesa E. y Mayoral Serrat, P. (2019). Pot a ver-hi innovació sense recerca? Una proposta des de les comunitats d'indagació. *Àmbits de Psicopedagogia i Orientació*, 50

CAPITULO 1. INTRODUCCIÓN

- Loughran, J. (2014) Professionally developing as a teacher educator, *Journal of Teacher Education*, 65 (4), 1–13.
- Lunenberg, M., Dengerink, J., y Korthagen, F (2014). *The professional teacher educator. Roles, behavior, and professional development of teacher educators*. Sense Publishers, Rotterdam, The Netherlands.
- Lunenberg, M., Kothagen, F., y Swennen, A. (2007). The teacher educator as a role model. *Teaching and Teacher Education*, 23, 586-601
- Maaranen, K. (2010). Teacher Students' MA These. A Gateway to analytic thinking about teaching? A case study of finnish primary school teachers. *Scandinavian Journal of Educational Research*, 54(5), 487-500
- Maaranen, K., y Krokfors, L. (2008). Researching pupils, Schools and Oneself: Teachers as Integrators of Theory and Practice in initial teacher education. *Journal of Education for Teaching* 34(3), 207-222
- Maaranen, K. (2009). Practitioner research as part of professional development in initial teacher education. *Teacher Development*, 13(3), 219-237. DOI: 10.1080/13664530903335574
- Meijer, P., De Graaf, G., y Meirink, J. (2011). Key experiences in student teachers' development. *Teachers and Teaching: theory and practice*, 17(1), 115-129.

CAPITULO 1. INTRODUCCIÓN

- Meijers, F., y Hermans, H. (2018). Dialogical self theory in education: an introduction. In F. Meijers, & H. Hermans (Eds.), *The dialogical self theory in education* (pp. 1–17). New York: Springer.
- Meyer, T., y Sawyer, M. (2006). Cultivating an inquiry stance in English education: Rethinking the student teaching seminar. *English education*, 39(1), 46-71.
- Monereo, C., Badia, A., Bilbao, G., Cerrato, M., y Weise, C. (2009). Ser un docente estratégico cuando cambiar la estrategia no basta. *Cultura y Educación*, 21(3), 237-256
- Monereo, C., y Badia, A. (2011). Los heterónimos del docente: Identidad, selfs y enseñanza. *La identidad en Psicología de la Educación: enfoques actuales, utilidad y límites*, 59-77. Madrid: Narcea
- Monereo, C. (2010). La formación del profesorado: una pauta para el análisis e intervención a través de incidentes críticos. *Revista Iberoamericana de educación*, (52), 149-178.
- Monereo, C. (2019). The role of critical incidents in the dialogical construction of the identity of the teacher. Analysis of a case of professional transition. *Learning, Culture & Social Interaction* 20, 4-13.
- Monereo, C., Weise, C. y Alvarez, I. (2013) Cambiar la identidad docente en la universidad. Formación basada en incidents

CAPITULO 1. INTRODUCCIÓN

dramatizados, *Infancia y Aprendizaje: Journal for the Study of Education and Development*, 36:3, 323-340

Monereo, C., Badia, A., Bilbao, G., Cerrato, M., y Weise, C. (2009). Ser un docente estratégico: cuando cambiar la estrategia no basta. *Cultura y Educación*, 21(3), 237-256.

Munthe, E., y Rogne, M. (2015). Research-based teacher education. *Teaching and teacher education*, 46, 17-24

Myrdal, S., Schratz, M., Snoek, M., y Stéger, C. (2013). *Supporting teacher educators for better learning outcomes*. Brussels: European Commission

Niemi, H y Nevgi, A. (2014) Research studies and active learning promoting professional competences in Finish teacher education. *Teaching and Teacher Education*, 42, 131-142.

OCDE (2018). *The Future of Education and Skills. Education 2030*.

Pillen, M., Beijaard, D., y den Brok, P. (2013) Tensions in beginning teachers' professional identity development, accompanying feelings and copy strategies. *European Journal and Teacher Education*, 30(1), 240-260.

Pillen, M., Den Brok, P., y Beijaard, D. (2013). Profiles and change in beginning teachers' professional identity tensions. *Teaching and Teacher Education*, 34, 86-97.

Puustinen, M., Sääntti, J., Koski, A, y Tammi, T., (2018). A practical or research-based profession? Teacher candidates' approaches to

CAPITULO 1. INTRODUCCIÓN

research-based teacher education. *Teaching and Teacher Education* 74, 170-179.

Ragatt, P. (2012). Positioning in the dialogical self: recent advances in theory construction. In H. Hermans and T. Gieser, *Handbook of Dialogical Self Theory* (pp. 29-45). United Kingdom: Cambridge University Press

Reis-Jorge, J. (2007). Teachers' conceptions of teacher-research and self-perceptions as enquiring practitioners—A longitudinal case study. *Teaching and Teacher Education*, 23, 402–417.

Richardson, F.C., Rogers, A. y McCarroll, J. (1998). "Toward a Dialogical Self." *American Behavioral Scientist* 41 (4): 496–515. doi:10.1177/0002764298041004004.

Rodgers, C. R., y Scott, K. H. (2008). The development of personal self and professional identity in learning to teach. In M. Cochran-Smith, S. Feiman-Nemser, D. J. McIntyre, K. E. Demers (Eds.). *Handbook of Research on Teacher Education: Enduring questions in changing context, Third Edition* (pp.732-755). New York: Routledge.

Sabaj, O. (2009). Descubriendo algunos problemas en la redacción de artículos de investigación científica (AIC) de alumnos de postgrado. *Revista Signos*, 42 (69), 107-127.

Schön, D. (1983). *The reflective practitioner: How professionals think in action basic*. New York, NY: Books New York Google Scholar.

CAPITULO 1. INTRODUCCIÓN

- Shkedi, A. (1998). Experienced teachers react to a case. *Teacher Educator*, 34(2), 116-133
- Sisson, J. (2016). The significance of critical incidents and voice to identity and agency. *Teachers and Teaching*, 22(6), 670- 682
- Sjølie, E. (2014). The role of theory in teacher education: Reconsidered from a student teacher perspective. *Journal of Curriculum Studies*, 46, 729–750.
- Smith; B. y Sparkes, A. (2008). Contrasting perspectives on narrating selves and identities: an invitation to dialogue, *Qualitative Research*, 8 (1), 5-35
- Snoek, M. (2015). *Shaping career-long perspectives on teaching: a guide on policies to improve Initial Teacher Education*. European Commission
- Stenberg, K., Karlsson, L., Pitkaniemi, H., y Maaranen, K. (2014). Beginning student teachers' teacher identities based on their practical theories. *European Journal of Teacher Education*, 37(2), 204-219.
- Stenhouse, L. (1975). *An introduction to curriculum research and development*. London: Heinemann.
- Stewart, T. T. (2018). Dialogue, inquiry, changing roles, and the dialogical self. In *The Dialogical Self Theory in Education* (pp. 35-47). Springer, Cham.

CAPITULO 1. INTRODUCCIÓN

- Tack, H y Vanderlinde, R. (2014) Teacher educators' professional development: Towards a typology of teacher educators' researcherly disposition. *British Journal of Educational Studies*, 62(3) 297-315.
- Tack, H. y Vanderlinde, R. (2016). Measuring teacher educators' researcherly disposition: ítem development and scale construction. *Vocations and Learning*. DOI: 10.1007/s12186-016-9148-5
- Tack, H., Valcke, M., Rots, I., Stryven, K., y Vanderlinde, R. (2017). Uncovering a hidden profesional agenda for teacher educators: A mixed method study on Flemish teacher educators and their profesional development. *European Journal of Teacher Education*, 41(1), 86-104
- Taylor, L. A. (2017). How teachers become teacher-researchers: Narrative as a tool for teacher identity construction. *Teaching and Teacher Education*, 61, 16-25.
- Tiilikainen, M., Toom, A., Lepola, J., y Husu, J. (2019). Reconstructing choice, reason and disposition in teachers' practical theories of teaching (PTs). *Teaching and Teacher Education*, 79, 124-136
- Timperley, H., Kaser, L., y Halbert, J. (2014). *A framework for transforming learning in schools: Innovation and the spiral of inquiry*, v.234. Melbourne: Centre for Strategic Education.

CAPITULO 1. INTRODUCCIÓN

- Toom, A., Husu, J. y Patrikainen, S. (2014). Student teachers' patterns of reflection in the context of teaching practice. *European Journal of Teacher Education*, 38(3), 320-340
- Toom, A., Krokfors, I., Kynäslahti, H., Stenberg, K., Maaranen, K., Jyrhämä, R, ... Kansanen, P. (2008). Exploring the essential characteristics of research-based teacher education from the viewpoint of teacher educators. In *TEPE 2nd annual conference teacher education in Europe: mapping the landscape and looking to the future. Proceedings. University of Ljubljana. Faculty of Education.* <http://www.pef.uni-lj.si/tepe2008/documents/TEPE%20proceedings.pdf> (Accessed: 21.08. 2015.).
- Toom, A., Kynäslahti, H., Krokfors, L., Jyrhämä, R., Byman, R., Stenberg, K., Maaranen, K., y Kansanen, P. (2010). Experiences of a Research-based Approach to Teacher Education: suggestions for future policies. *European Journal of Education*, 45(2), 331-344.
- Trede, F., Macklin, R., y Bridges, D. (2012). Professional identity development: a review of the higher education literature. *Studies in Higher Education*, 37(3), 365-384
- Trent, J. (2011). "Four years on I'm ready to teach": teacher education and the construction of the teacher identities. *Teacher and Teaching*, 17(5), 529-543

CAPITULO 1. INTRODUCCIÓN

Vähäsantanen, K. (2015). Professional agency in the stream of change: Understanding educational change and teachers' professional identities. *Teaching and Teacher Education*, 47, 1–12.

Van der Linden, W., Bakx, A., Ros, A., Beijaard, D., y Van den Bergh, L. (2015). The development of student teachers' research knowledge, beliefs and attitude. *Journal of Education for Teaching*, 41(1), 4-18. DOI: 10.1080/02607476.2014.992631

Van der Linden, W., Bakx, A., Ros, A., Beijaard, D. y Vermeulen, M. (2012). Student teachers' development of a positive attitude towards research and research knowledge and skills. *European Journal of Teacher Education*, 1-19

Van Katwijk, L., Berry, A., Jansen, E., y van Veen, K. (2019). “It’s important, but I’m not going to keep doing it!”: Perceived purposes, learning outcomes and value of pre-service teacher research among educators and pre-service teachers. *Teaching and Teacher Education*, <https://doi.org/10.1016/j.tate.2019.06.22>

Vanderline, R., y van Braak, J. (2010). The gap between educational research and practice: Views of teachers, school leaders, intermediaries and researchers. *British Educational Research Journal*, 36, 299–316.

Verloop, N., Van Driel, J., y Meijer, P. (2001). Teacher Knowledge and the knowledge base of teaching. *International Journal of Educational Research*, 35(5), 441-461

CAPITULO 1. INTRODUCCIÓN

Villegas-Reimers, E. (2003). *Teacher professional development: an international review of the literature*. Paris: International Institute for Educational Planning

Wilson, A., Howitt, S., Wilson, D., y Roberts, P. (2012). Academics' perceptions of the purpose of undergraduate research experiences in a research-intensive degree. *Studies in Higher Education*, 37(5), 513e526.

Yancovic-Allen, M (2018) Pre-service elementary teachers' perceptions of conducting and consuming research and consuming research in their future professional practice. *Teachers and Teaching: theory and practice*, 24(5), 487-499.

Zeichner, K., y Conklin, H.G. (2008). Teacher Education Programs as sites for teacher preparation. In *Handbook of Research on Teacher Education*, edited by M. Cochran-Smith, S. Feiman-Nemser, D.J. McIntyse, and K. E. Demers, 269-289, 3rd ed. New York Routledge

Capítulo 2

**I research, you
research: do
future teachers
consider
themselves
researchers?**

I research, you research: do future teachers consider themselves researchers? (Yo investigo, tú investigas; ¿se consideran investigadores los futuros maestros?)⁴

Mireya Giralt-Romeu, Eva Liesa and Montserrat Castelló Universidad Ramon Llull

Received 22 November 2018

Accepted 19 April 2020

Abstract

This interpretative, cross-sectional study analysed the perceptions of students in their last year of their bachelor's in primary school education with regard to educational inquiry. It explored their understanding of what this concept means and its benefits, as well as the procedures, stakeholders and competences involved in research. The data were collected using the TePi (Teacher Professional Identity) questionnaire and a focus group. The results indicate that overall the students did not view research as an integral part of their professional identity and established anecdotal relations between the usefulness of research in classrooms, its association with educational improvement processes and their own responsibilities. Furthermore, they had difficulties systematically defining the procedures associated with research and did not consider themselves fully competent to conduct research themselves. Based on the results, we can discern a need to revise training programmes to adopt a more research-based approach if we want future

⁴ Artículo publicado en *Infancia y Aprendizaje*: Giralt-Romeu, M., Liesa, E., & Castelló, M. (2020). I research, you research: do future teachers consider themselves researchers? *Journal for the Study of Education and Development*

teachers to gain competence in and take responsibility for innovation processes at schools.

Keywords: professional teaching identity; perceptions; research; educational inquiry; university education

Resumen

El estudio, de carácter interpretativo y de corte transversal, analizó las percepciones de estudiantes de último curso de Educación Primaria sobre la indagación educativa. Se exploraron tanto la comprensión de lo que conlleva como sus beneficios, procedimientos implicados, agentes involucrados y las competencias necesarias para su desarrollo. Los datos se recogieron a partir del cuestionario TePi (*Teacher Professional Identity*) y el desarrollo de un grupo focal. Los resultados indican que los estudiantes, en general, no concibieron la investigación como parte integrante de su identidad profesional y establecieron relaciones anecdóticas entre la utilidad de la investigación en las aulas, su vínculo con los procesos de mejora educativa y su propia responsabilidad. Además, tuvieron dificultades para definir los procedimientos vinculados a la investigación de manera sistemática y se consideraron poco competentes para su desarrollo. De los resultados se desprende la necesidad de revisar los programas formativos desde un enfoque basado en la investigación educativa (*research based approach*) si se pretende que los futuros maestros sean responsables y competentes para afrontar procesos de innovación en los centros educativos.

Palabras clave: identidad profesional docente; percepciones; investigación; indagación educativa; formación universitaria

Contact: Mireya Giralt-Romeu mireiagr3@blanquerna.url.edu, Facultad de Psicología, Ciencias de la Educación y del Deporte, (Blanquerna). Departamento de Psicología, Universidad Ramon Llull, C/ Císter, 34, 08022 Barcelona, España

Introduction

The European Union Member States pledged that their educational systems would move towards the Knowledge Society when they adhered to the Lisbon Declaration (2000) and with the educational shift entailed in implementation of the Bologna Plan (2010) at universities. As part of this progress, it is essential to promote student teachers' acquisition of research and innovation competences so that these future professionals can develop analytical skills which enable them to evaluate the validity of knowledge and its contextual application, as well as to formulate problems, debate them and draw conclusions in work settings yet to appear and in constant flux (Niemi & Nevgi, 2014).

Within this educational context, future teachers should be capable of meeting new educational challenges and incorporating new ways of teaching and learning at schools. Consequently, research and innovation are essential in order for teachers to be more autonomous and reflective (Toom et al., 2010) while also being capable of interpreting, designing and carrying out research to improve their professional practice (Munthe & Rogne, 2015; Reis-Jorge, 2007; Taylor, 2017).

By *research* we mean exploration processes in which teachers systematize the analysis of their educational practices with the goal of improving them. These research processes start when the teachers are faced with a need, a challenge or a problem to which they must respond

by asking questions based on critical reflection emanating from the intersections between theory and practice (Cochran-Smith & Lytle, 2009). Much of the literature using this conception of research, also called inquiry¹ by researchers in the field, advocates giving teachers a key role in its design, in data collection and interpretation, and in determining its purpose, which could respond to relevant questions in their professional context. Defined in this way, inquiry makes it possible for teachers to become generators rather than just consumers of knowledge (Dana & Yendol-Hoppey, 2014), which is a substantial difference compared to the more common understanding of educational research usually conducted in academia.

The teacher as an inquirer into professional practice

Regarding a teacher as a researcher or inquirer is not new. A century ago, Dewey (1929) described the teacher as the most important researcher in explaining a school's accomplishments and failures; later, Stenhouse (1975) defined the teacher as a researcher and stressed the need to guarantee teachers' research activity. The concept of reflection in action and reflective practice coined by Schön (1983) can also be associated with regarding teachers as agents inquiring into their own practice, provided that this reflection is conducted in a systematic, intentional, planned and shared way (Dana & Yendol-Hoppey, 2014). In the twenty-first century, studies by Ledoux, Henk, Marianne, and Meta (2009) have addressed the need and importance for teachers to take on the role of collectors of evidence in their everyday work in order to improve their teaching and increase their body of knowledge within the field of education (Van der Linden, Bakx, Ros, Beijaard, & van den Bergh, 2015).

CAPÍTULO 2. FUTURE TEACHERS AS RESEARCHERS

In today's context, the European Commission document entitled *Improving the Quality of Teacher Education* stresses the importance of reflective practice and teacher research, and it emphasizes the need for teachers to systematically inquire in the classroom, incorporate the results of academic research into their teaching, evaluate the efficacy of their teaching strategies and change these strategies as needed (European Commission, 2007a).

In Spain, the laws in force also posit the need for teachers to be capable of connecting the real challenges and problems of educational practice with the scholarly literature, designing educational actions, obtaining and analysing evidence of improvement, drawing conclusions and writing reports on their inquiry (Official State Gazette of Spain [BOE], 2007). According to regional regulations, the learning objectives of future teachers include 'to learn how to identify and diagnose research situations and to design, apply and evaluate research and/or innovation projects with the goal of being competent in conducting research that is used to innovative and/or improve in educational settings' (AQU, 2009, pp. 88–89).

However, until just one decade ago, the competences associated with research and participation in projects related to analysing teaching and learning situations were not considered particularly important in teacher training and development; instead, a priority was placed on competences such as oral and written communication, organization and planning, and recognition of diversity and multiculturalism (A.N.E.C.A., 2005; Guilbert, Lane, & Van Bergen, 2016).

The perceptions of pre-service teachers of educational inquiry

In the past decade, there has been a plethora of research into how teachers conceive of and develop their professional teaching identity, as well as the relationships between this identity and the way they understand inquiry, whether during their pre-service training (Alvunger & Wahlström, 2017; Aspfors & Eklund, 2017; Eklund, 2014; Gray & Campbell-Evans, 2002; Maaranen, 2009; Puustinen, Sääntti, Koski, & Tammi, 2018; Van der Linden et al., 2015; Waage & Haugalokken, 2013; Yancovic-Allen, 2018) or while working professionally (Beycioglu, Ozer, & Ugurlu, 2010; Everton, Galton, & Pell, 2000; Shkedi, 1998; Vanderline & van Braak, 2010; Zeuli, 1994).

These studies are extremely diverse and were conducted for a range of purposes. The first group focused on analysing teachers' perceptions of research (Puustinen et al., 2018; Stenberg, Karlsson, Pitkaniemi, & Maaranen, 2014; Van der Linden et al., 2015), specifically related to the role played by personal practical theories (PPT) in the construction of the professional teaching identity (Chong, Low, & Goh, 2011; Körkkö, Kyrö-Ämmälä, & Turunen, 2016; Lamote & Engels, 2010; Levin & He, 2008). The second group studied training programmes' effectiveness in encouraging teachers to engage in research as part of their professional growth as teachers, and consequently the development of their professional identity (Maaranen & Krokfors, 2007; Maaranen, 2009; Niemi & Nevgi, 2014; Yancovic-Allen, 2018, among others). We shall briefly survey their contributions in the following sections.

Perceptions of research

Future teachers' perceptions of education are based on personal practical theories (PPT) which guide their classroom action (Chong et al., 2011; Lamote & Engels, 2010; Levin & He, 2008; Stenberg et al., 2014) and shape their professional identity.

These PPTs are the outcome of the interaction between personal beliefs, contextual knowledge and practical everyday activity in classrooms, and they can be viewed as complex, organized webs, that is, theories on teaching that teachers actively use in the way they teach, often implicitly (Körkkö, Kyrö-Ämmälä & Turunen, 2016; Puustinen et al., 2018; Van der Linden et al., 2015). PPTs, which develop continuously throughout pre-service training, should be made explicit in order to compare them with both the reality of the teaching profession and with the results and evidence of educational research (Maaranen, 2009; Puustinen et al., 2018; Waege & Haugalokken, 2013; Yancovic-Allen, 2018). Ideally, this should take place in spaces where teacher trainees conduct and analyse educational practices and experience situated, authentic learning. These activities should promote the application of conceptual tools in specific classroom situations (Körkkö, Kyrö-Ämmälä & Turunen, 2016). Research in this field can be grouped into five main subjects that refer to the perceptions, benefits, procedures, responsibility and competences needed to engage in research or inquiry.

Perceptions of inquiry

The results of this line of research indicate that both pre-service student teachers (Maanaren & Krokfors, 2007; Maaranen, 2009) and in-service teachers (Reis- Jorge, 2007) prioritize addressing problematic aspects of

their day-to-day practice (students' difficulties and teaching methods) when they engage in systematic inquiry. Furthermore, they perceive inquiry as an opportunity for professional and personal growth as teachers (Niemi & Nevgi, 2014) and value a university education based on programmes in which real inquiry is undertaken (research-based teacher education), given that in their view, this education provides them with the professional competences needed to engage in their own inquiries in the classroom (Maaranen, 2009; Puustinen et al., 2018; Reis-Jorge, 2007).

However, some studies also report that teachers distinguish between formal research associated with academic studies carried out at universities and informal research associated with everyday practice and conducted to resolve real problems in the classroom, which they perceive as on a lower tier than formal research (Reis-Jorge, 2007). In this vein, the results of Puustinen et al. (2018) and Shkedi (1998) found a distinction, which we have adopted in this study, between the concept of inquiry, used to refer to research used to improve the teaching profession with an eminently practical purpose, and the concept of research, which they reserve for academic studies performed by professional researchers in school settings. The purpose of the former is to improve practices more than improve education in general, to prioritize change over explaining the different ways of teaching and to have a local impact (Dana & Yendol- Hoppey, 2014).

Benefits of inquiry

The results of studies indicate that when teachers apply the knowledge gained from education research to engage in inquiry in the classroom,

they are better able to acquire and implement new educational methodologies (Campbell, McNamara, & Gilroy, 2004) and to detect and resolve the practical problems that arise in day-to-day teaching (Toom et al., 2010). Furthermore, primary school teachers who regularly participate in inquiry activities develop an identity throughout their professional lives, one that includes a research dimension, meaning that the creation of knowledge becomes an important part of their professional competences (Niemi & Nevgi, 2014).

Inquiry procedures

The research has pointed to three different phases which valid, effective inquiry processes must have: (i) analysis and exploration of the problem or topic to be researched/inquired into; (ii) formulation of the research design and/or intervention and development of the research instruments to conduct it; and (iii) evaluation and reflection on the research/intervention conducted, which goes back to the original question to verify whether or not the initiative objectives were met (in this regard, see Booth, Colomb, & Williams, 2003; Hopkins, 2014; McKenney & Reeves, 2013; McNiff & Whitehead, 2010; Timperley, Kaser, & Halbert, 2014; Shagoury & Miller, 2012). These phases are not linear but are interactive and flexible and adapt to the needs of each inquiry and context; indeed, in many situations it is often necessary to go back to the previous phase in order to evaluate the inquiry processes themselves.

Responsibility for inquiry

The findings in the literature as to who should carry out inquiry processes in education are inconclusive. On the one hand, many studies

demonstrate that teachers view formal educational research as far removed from their reality, demanding in terms of the amount of time it requires and even irrelevant (Beycioglu, Ozer, & Ugurlu, 2010; Puustinen et al., 2018; Shkedi, 1998; Sjølie, 2014; Yancovic-Allen, 2018). On the other hand, many other studies stress the need for educational inquiry processes conducted in collaboration between university researchers and schoolteachers in an attempt to build bridges between theory and practice, and they advocate the creation of true communities of practice in which teachers are stakeholders involved in conducting inquiry practices in classrooms and taking responsibility as agents of educational change (Dobber, Akkerman, Verloop, & Vermunt, 2012; Gray & Campbell-Evans, 2002; Reis-Jorge, 2007; Taylor, 2017), recognizing and valuing the involvement of different professional profiles (Vanderline & van Braak, 2010). In this case, the results show that getting primary school teachers involved in the entire inquiry process (design, data collection and data interpretation) helps them change their conceptions of research so they cease considering it an activity conducted by outsiders, mostly targeted at a merely scholarly audience on topics that are not very relevant to contexts of practice (Dana & Yendol- Hoppey, 2014). Thus, if teachers become an active part of inquiries conducted in classrooms (Niemi & Nevgi, 2014) and have the chance to participate in these inquiries during their pre-service training, they are able to gain a better understanding of educational complexity and educational settings (Gray & Campbell-Evans, 2002) and become more aware of the evidence provided by educational research and its impact on improving education (Aspfors & Eklund, 2011; Gray & Campbell-Evans, 2002; Reis-Jorge, 2007; Taylor, 2017, among others).

Competences needed for inquiry

Research has repeatedly shown that engaging in inquiry processes in classrooms and becoming creators instead of mere consumers of knowledge is no easy task. To do it, teachers must learn how to use inquiry as a tool to improve their own classroom teaching in a well-grounded way, not solely based on their own experience (Hilton & Hilton, 2017). Some studies have shown that the basic competences required are related to analysing educational settings and their associated problems, searching for information related to the problem (which, in turn, entails reading, interpreting and analysing scholarly literature), designing and effectively using instruments to collect evidence, analysing the evidence, applying methodological measures to solve the problem and (as creators and not just consumers of knowledge) disseminating the findings of the inquiries (Afdal & Spernes, 2018; Gray & Campbell-Evans, 2002; Niemi & Nevgi, 2014).

Educational programmes that promote inquirer identity

The objective in this case is to analyse and determine the impact of research-based teacher education programmes. Studies like Allen and Wright (2014), Körkkö, Kyrö-Ämmälä & Turunen (2016) and Lamote and Engels (2010) highlight the importance of practicums in teacher training and the development of teachers' professional identity, especially when it comes to confirming and connecting student teachers' conceptions of what it means to teach and be a teacher, as well as confirming and connecting educational theories with what happens in classrooms through students' reflections on their conceptions and the observation of experiences (Körkkö, Kyrö-Ämmälä & Turunen, 2016).

CAPÍTULO 2. FUTURE TEACHERS AS RESEARCHERS

These academic scenarios allow future teachers to develop a high-quality professional identity associated with inquiry-based activities (Cochran-Smith & Lytle, 2009).

In this vein, Healey (2005) outlines four main ways of getting university students involved in research and inquiry: research-led (learning about current research in the discipline), research-oriented (developing research skills and techniques), research-based (conducting research and inquiry) and research-tutored (participating in discussions on research). In pre-service teacher training, the research-based paradigm is one of the most frequently employed. This paradigm advocates including educational research in all teaching and learning processes undertaken in university classrooms with the goal of educating reflective teachers who are both consumers and producers of scholarly knowledge (Jyrhämä et al., 2008). However, it seems plausible to assert that all four forms should be present in an integrated fashion in pre-service teacher training so that future teachers understand the complexity of inquiry processes, which might, in turn, lead to greater reflection on the possibilities of innovation in the situated context of their educational practices.

Prior results on the effectiveness of programmes (Healey & Jenkins, 2009) indicate changes in students' assessments of the integration of theory and practice and in their awareness of the usefulness and meaning of educational inquiry in the development and improvement of their own teaching (Afdal & Spernes, 2018; Byman et al., 2009; Maaranen & Krokfors, 2008; Niemi & Nevgi, 2014). Despite these results, there are also critical voices that claim that the teaching profession is eminently practical and therefore inquiry is not needed, and further that inquiry

requires an investment of time that teachers do not have (Puustinen et al., 2018).

While it is true that many researchers have examined these issues, the majority the of studies reviewed here were conducted in Scandinavian and English-speaking countries. Given the increasing number of studies conducted elsewhere, it is surprising that virtually no studies have been conducted in Spanish-speaking contexts to analyse future teachers' perceptions of educational inquiry and how these perceptions influence the construction of their professional teaching identity.

To address this gap, this study was designed with the primary goal of analysing how future teachers in Spain perceive educational inquiry. To achieve this goal, we posed the following specific objectives:

- (1) What meaning do future teachers assign to educational inquiry?
- (2) What benefits do they associate with educational inquiry?
- (3) What procedures do they deem necessary to undertake educational inquiry processes?
- (4) Who do future teachers believe is responsible for undertaking educational inquiry?
- (5) What competences do they deem necessary to undertake educational inquiry?

Method

Design

This is a cross-sectional (Creswell, 2005) interpretative study in which we analyse the perceptions of educational inquiry among future teachers in their last year of university education.

Context of the study

This study was conducted within the context of a practicum seminar in the fourth year of the bachelor's in primary school education at a Spanish university. The practicum seminars are spaces in which small groups of students (between 12 and 15) gather under the guidance of a professor to reflect on the knowledge they have acquired throughout their education, reproduce professional situations, work in teams and enhance their communicative and organizational skills. The groups meet four hours per week.

In these seminars, students learn the theoretical and practical underpinnings of the activities in which they are participating in the school context as part of their practicum. Likewise, in the seminars, the pre-service teachers design and plan classroom interventions which they later carry out in their practicum classrooms, share them and receive feedback and assistance from both their classmates and the university professor. These comments on the quality of the practice proposed by each student are related to both their suitability and the development of the different activities to be done in the classrooms, and they entail help among peers which also provides emotional and methodological support to students in practice.

Participants

The participants were 12 students in their last year of the bachelor's in primary school education, two males and 10 females between the ages of 18 and 25 (two of them over 26). We used non-probabilistic convenience sampling, given the university professor's interest in the topic and the students' willingness to participate in the study. On the other hand, the sample was representative of all the students in this context, given that the seminar groups are randomly assembled.

Students in their last year of the degree programme were chosen for two reasons: (i) these students had already done several practicums, so their knowledge of the teaching profession and the school setting was likely broad; and (ii) throughout this academic year, they were working on their end-of-degree project, in which they are explicitly asked to conduct research on an educational topic of interest to them, which they have to write using the format of a scholarly article, thus obliging them to put their research skills and techniques into practice.

No participant had had previous professional experience as a schoolteacher.

Instruments

The following two instruments were used to collect the data:

- (1) TePi questionnaire (Teacher Professional Identity): this questionnaire, which was specifically designed for this study, has three parts. The first collects demographic information (age, university and year). The second poses three hypothetical situations similar to the ones that teachers often face; each

situation offers four possible strategies to solve the problems, and the student has to choose which strategy they consider the best. These strategies are: (i) Avoidance: not doing anything or diverting the problem to third parties; (ii) Seeking social support: seeking the help or advice of an expert on the issue; (iii) Applying active strategies: observation, trial and error, etc.; and (iv) Planning/evaluation: conducting inquiry/research to seek possible solutions in the specialized literature on the topic and applying them in the classroom. Finally, the last section, entitled ‘Inquiry and evidence-based practice in classrooms’, explores the five dimensions outlined in the introduction, which we have adopted as the dimensions of analysis in this study.

- (2) Focus group: open-ended questions related to the dimensions that arose from the analysis of the questionnaire were designed with the goal of further exploring students’ perceptions and offering them a chance to explain and defend their responses to the questionnaire. The focus group entailed 1.5 hours of discussion, and the topics (dimensions) were introduced by the researcher gradually over the course of the discussion.

Data collection procedure

The questionnaire was administered in person in the third week of December 2017 and took 30 to 45 minutes to complete. The participants were previously told the objectives of the study, and their consent to participate in it was solicited.

Two weeks after responding to the questionnaire, after a preliminary data analysis had been conducted, the participants were gathered in the

seminar space to conduct the focus group. The researcher presented the results for each of the dimensions and encouraged the participants to debate them.

The focus group was audio-recorded after securing the students' consent. The discussion began with the topic of the activities that students had cited as the most important in their future teaching profession, and later the debate was focused on professional teaching identity and the students' conceptions of research.

The participants responded to the questionnaire anonymously. Furthermore, the seminar professor did not participate in the data collection but only served as the facilitator who provided the space and time for it.

Data análisis

To analyse the data from both the questionnaire and the focus group, a thematic content analysis was performed (Smith & Sparkes, 2013) in four phases. In the first phase, the

audios with information from the focus group were transcribed, and the data from the questionnaires were organized via several readings to understand the information and familiarize ourselves with the content. In the second phase, the statements were chosen and grouped into topics reflecting the predetermined dimensions. These groups were not mutually exclusive because the same statement could often refer to more than one dimension. In the third phase, the initial coding was carried out without changing the terms used by the participants, and therefore with a minimal inferential level. Finally, these initial codes were discussed

among a group of six researchers who were familiar with the research but not directly associated with the study in order to group them into categories, which then were fine-tuned in three successive rounds of analysis until the final category system for each of the dimensions was agreed upon.

Once the category system was established and validated, the three authors conducted the integrated analysis of the information from both of the instruments.

Results

The results are presented for each of the specific objectives, that is, associated with each of the dimensions analysed.

Dimension A: perception of the purpose of inquiry processes in education

Four categories emerged in this dimension (see Table 1). Despite the fact that all the participants stated that inquiry should be an inherent part of their teaching and therefore their day-to-day activity, they were not very sure of its purpose in their future profession.

Table 1. Perception of the purpose of inquiry processes in education.

Category
To improve educational practice in the classroom (methodology, special educational needs, etc.)
To improve education in general
Personal and professional growth
To publish

CAPÍTULO 2. FUTURE TEACHERS AS RESEARCHERS

Most of the students' statements referred to the fact that the purpose of educational inquiry is twofold: (a) to improve educational practice in classrooms and (b) to improve education (the discipline) in general. In many cases, the two categories appeared intertwined, with students saying that improvement in one's own classroom teaching practice (improvement of the educational methodologies used in classrooms and helping students deal with their special educational needs) may lead to a general improvement in education:

To be able to find and implement other methodologies that allow students to learn and develop better (Q1)

[...] You as a teacher can approach project-based learning in many ways ... I think that this is where research begins. You can do a project in many different ways and use a broad range of methodologies. So, which one are you going to use? Discovering the right one and discovering other ways of working on projects could be a kind of research. (FG, S5) Because it's the way to analyse students' needs and choose what you want to work on (Q2)

To identify ways of acting that serve as a reference methodology for other classrooms and to find elements that may be innovative (Q4)

Furthermore, they added that if they did not engage in this inquiry, we would still be using traditional teaching methodologies:

If we didn't do research, we'd still be teaching the traditional way. (FG, S7)

[...] I view inquiry as a way of analysing everything that happens in the classroom. If we want to significantly improve teaching practice, we have to engage in inquiry and learn about the realities of education. (Q10)

In reference to the third category, some students stressed that educational inquiry also leads to personal and professional improvement as teachers, albeit to a lesser extent:

If you're a good professional, you'll always have reasons [to engage in inquiry], there will always be more topics that you want to talk about and research ... You have to be professional enough to know whether you're fine doing what you're doing, and if not, if you have conflicts in the classroom, how to respond to them, so you engage in inquiry (FG, S5)

It's necessary to know how to analyse your own teaching in order to reflect and change what you don't think is working so well (Q4)

Despite the importance of these considerations associated with aspects of improvement that characterize inquiry processes, more than half the students stated that inquiry was exclusively related to publishing scholarly articles:

[...] Inquiring means writing a scholarly article (FG, S2)

Furthermore, many stressed that the need to publish was precisely where they encountered the most difficulty because they didn't feel capable of doing so; they considered publishing and writing a scholarly article a very complex activity which required certain conditions that educational

inquiries from the classroom do not meet, thus making a distinction between inquiry in the classroom and publishable research:

If you have a problem/need in the classroom, you can solve it by engaging in inquiry, but then there won't be a place to publish it because it won't be valid. I inquire in my classroom setting, but this can't be generalised. Methodology is really a drag (FG, S1)

Therefore, to some participants, the inquiries made in classrooms cannot be considered scholarly research per se since they are conducted informally and are aimed at solving specific classroom problems:

In other words, [your inquiry is] not going to be published depending on how you do it. If you do it informally or without the parts it's supposed to have ... That's how I see it [...] A scholarly article has more things; you have to follow many things, it has to be formal and have reliable sources, and experience doesn't count. [...] I would publish a teaching unit, but a scholarly article would be harder (FG, S2)

In this sense, it is interesting to note that in the opinion of the vast majority of participants, conducting research requires full-time dedication, which is incompatible with teaching. They state that teaching and inquiring are independent and even mutually exclusive tasks in the teaching profession:

I think that some people do engage in it [inquiry] [...] there are teachers who participate in scientific inquiry. [...] the people who engage in inquiry have time to do it and don't have two jobs: to be teachers and to engage in inquiry (FG, S1)

Only one participant stated that the problem of integrating inquiry as an activity inherent to teaching is that it is seen as something that is not part of their professional identity:

I think that inquiry is viewed as one thing and classroom teaching as another, but perhaps not together (FG, S9)

Dimension B: benefits of inquiry processes

All the participants understood that engaging in educational inquiry in school classrooms would benefit both students and the educational community, the latter meaning teachers as a whole:

They [educational inquiries] benefit children. [...] I find a problem in the classroom, I engage in inquiry on this problem, but for the children (FG, S8)

And teachers. What you inquire into and publish may work for me. (FG, S9)

Dimension C: procedures of inquiry processes

When the students were asked how this educational inquiry should be carried out, they all clearly understood that the point of departure should be observation and detecting needs (see table 2)

Table 2. Procedures of inquiry processes.

Category
Observing and detecting needs in the classroom
Reading the specialized literature on the topic

CAPÍTULO 2. FUTURE TEACHERS AS RESEARCHERS

Recording classes and observing, with two teachers in the classroom (Q1)

In inquiry, observing and analysing are two of the fundamental actions in order for it to turn out well (Q3)

I think that the first part of the inquiry process [observation] is something all teachers do when they find a need in the classroom. If I detect a need, now I'm going to be very selfish, but I'll conduct an inquiry, but in order to solve it for my students (FG, S1)

One-third of the participants' statements in this dimension highlighted that observing and detecting needs is not enough:

First, informing myself on what I want to inquire into. Reading articles, getting in touch with an expert on the topic and, based on my knowledge of my students, evaluating whether the changes to be made are feasible (Q10)

Imagine that you find a need, so you look here and there, you read an author that writes about the topic, you read another one and you do what these authors say. Then you write an article and you've done research. (FG, S9)

When the three hypothetical situations were posed and alternative strategies were offered to solve the problems, the students were capable of choosing the responses that reflected a deeper understanding of the problems and a choice to take action in line with more reflective inquiry processes in order to apply evidence-based solutions, sometimes even considering engaging in inquiry processes in classrooms. Thus, when they were posed the first hypothetical situation on an issue in students'

CAPÍTULO 2. FUTURE TEACHERS AS RESEARCHERS

reading comprehension, seven participants chose the response ‘You attend a training course on new reading teaching-learning methodologies’ (58.3%). In the second problem, which focused on relations among students, 58.3% of the participants ($n = 7$) chose the response ‘You read up on the topic and design different activities that allow you to work on class cohesion’. In the third hypothetical situation, which was related to implementing an educational innovation at school, 75% ($n = 9$) of the participants chose the response ‘You inform yourself on the innovation to be implemented and offer yourself as a volunteer to work with the idea of learning and improving your teaching practice’ as the most valid way to resolve the problem posed.

Dimension D: responsibility for engaging in inquiry processes

The majority of students observed a need for inquiry to be conducted collaboratively by primary school teachers and university researchers (see table 3), given that each of these two kinds of professionals is an expert in their field and that the combination of the two sets of knowledge ensured better inquiry.

Table 3. Responsibility for engaging in inquiry processes.

Category
Collaboration between primary school teachers and university researchers
Primary school teachers
Not identified

CAPÍTULO 2. FUTURE TEACHERS AS RESEARCHERS

Researchers know different methodologies and techniques, which should be combined with the knowledge that the teacher has on classroom teaching. (Q10)

I view university researchers as amazing professionals and experts on these topics, but they are located outside primary school classrooms, and nobody knows their students like the classroom teacher. Therefore, there should be a high degree of professionalism when working together towards a common objective. (Q11)

Furthermore, the students stated that if inquiry is only done by researchers outside schools, it is removed from the reality of school and teachers' day-to-day jobs. Therefore, they believe teachers should participate in these studies to learn about the evidence gleaned from them and to improve practices that are ineffective or obsolete in school settings.

Because if only experts do it, it [the inquiry] will remain very far from teachers. Conversely, if teachers participate, they will be more aware of everything that can be improved. (Q8)

The only three participants who stated that primary school teachers should conduct educational inquiry argued that they are the ones who best know their students and their needs:

Those who are with the children know how to best evaluate the results, as well as thinking about which inquiry is best for them. (Q4)

I think that the teachers themselves should conduct educational inquiry because they are the ones who are in contact with the students; they are the ones who should consider an educational change in the classrooms to make sure this change is for the better. Teachers are the ones who can make this change in society, which begins in the classrooms. (Q12)

It is surprising that many students stated that they did not know how to conduct inquiry because they had never encountered this situation (in either their schooling or their university education):

[...] because this is the first time [at university] that we have seen that professors also conduct inquiry. It was surprising the first time a professor gave me an article where he was an author and I thought: how brilliant! (FG, S1)

If you see it [inquiry] you may consider it important, but it is something we've never seen done. I've gone to practices at many schools and I've never, ever seen a teacher do research. (FG, S2)

Dimension E: competences needed to engage in inquiry processes

All the students said that conducting inquiry in classrooms was associated with attitudinal competences of motivation and the teacher's personal interest (see table 4)

Table 4. Competences needed to engage in inquiry processes

Category
Personal competences
Academic competences

I think that it's something personal. Maybe you take it a step further and begin to like it. You get motivated, you get motivated and begin to engage in inquiry. Plus, it also depends heavily on your education, on what you hope to find out. I think it's a very personal thing, it's about the teacher having a desire, being curious, wanting to learn more (FG, S9)

And I think — it's just a personal opinion — that to begin to conduct an inquiry you really have to have a very strong interest because if not laziness will win out. You have to read a lot, and it's hard. If there isn't a topic that really interests you, engaging in inquiry is really tough (FG, S1)

In this dimension, three of the participants also stated that inquiry is an inherent quality of all people:

[...] [Inquiry] is innate. Sometimes you're walking along the street and you see something that interests you and you begin to research it on your mobile phone (FG, S9)

But inquiry often happens unconsciously. For example, last year I chose to work on emotions in my school practicum, and I searched and searched unconsciously. Those hours searching unconsciously (FG, S2)

I think that if we had the mindset ... just like teaching, I think that teaching is assumed to be the teacher's job. Since we don't assume that [engaging in inquiry] is part of the teacher's job, if we did

CAPÍTULO 2. FUTURE TEACHERS AS RESEARCHERS

have this vision that doing inquiry is part of a teacher's job, I think we'd see it differently (FG, S7)

However, more than half the participants stated that many of the competences that inquiry requires should be taught and learned throughout pre-service training. Furthermore, they underscored the need to have role models of professors who engage in research both in universities and in the school context:

Knowing how to search for information; understanding different perspectives on the topic; applying inquiry to reality effectively (Q7)

You have to be a good observer and be capable of analysis (Q3)

[...] If throughout your education you have been provided with new methodologies and told you that you should innovate, and you've been trained to, you might venture to conduct an inquiry, but it's really difficult. Unless I have enough confidence because I've seen it, I know how it works or I've read and been trained, I'll be incapable of doing it. And I wouldn't venture to go further (FG, S5)

If you see it [inquiry], you may consider it important, but it is something we've never seen done. I have gone to practices at many schools and I've never, ever seen a teacher do research (FG, S7)

I think the first thing we should have is a model, you know? Our teachers ... we have to see our teachers inquiring too. Not only in primary and secondary school but at university as well (FG, S9)

If we had seen it done in primary, we would see it as more common and it wouldn't seem like such a foreign thing to do (FG, S6)

Discussion

Many have called for professional teaching identity to permanently incorporate inquiry competences that promote improvements in the quality of education, turning teachers into active agents in this improvement. The first step in making this possible is analysing future teachers' perceptions of these competences. This was the objective of this study, in which we used a questionnaire complemented with a focus group to analyse how students in the last year of their bachelor's in primary school education interpreted educational inquiry in relation to the dimensions related to their way of understanding inquiry, the benefits and procedures of inquiry processes, as well as the responsibility and competences needed to engage in this inquiry.

Generally speaking, the results do not differ from those found in other settings. On the one hand, the main reasons cited for students to conduct classroom research were methodological innovation and the need to detect and resolve both teaching problems and issues stemming from the educational needs of the children in their schools (Maaranen, 2009; Waege & Haugalokken, 2013; Yancovic-Allen, 2018), aligning their perceptions with the concept of inquiry (Dana & Yendol-Hoppey, 2014). According to the participants in this study, inquiry should arise from practice and day- to-day work, and it should be geared at solving real problems that occur in classrooms, thus benefiting learning and improving educational practices.

On the other hand, the majority of participants referred to the eminently procedural nature of the teaching profession, which means that they view their role as largely limited to teaching, without this necessarily entailing reflecting on their own actions or inquiring. Ultimately, inquiry is not perceived as an integral part of their professional teaching identity, something that previous studies in English-speaking settings have also found (Puustinen et al., 2018; Reis-Jorge, 2007; Taylor, 2017; Yancovic-Allen, 2018; Waege & Haugalokken, 2013). This lack of integration of inquiry processes into their professional identity is attributed to a lack of time and the complexity inherent in managing the classroom on a daily basis (Gray & Campbell-Evans, 2002), as well as the complexity inherent in writing and reading in the research genres (Beycioglu, Ozer, & Ugurlu, 2010; Gray & Campbell-Evans, 2002; Vanderline & van Braak, 2010). This latter aspect may particularly be due to the fact that the participants in this study were in their last year of their degree programmes and therefore were immersed in their end-of-degree projects, which required them not only to conduct research on a topic of their choice but also to present it in the guise of a scholarly article.

As mentioned in the introduction, any inquiry process must be undertaken systematically and following specific procedural phases which both allow for and require an increasingly in-depth reflection on the topic at hand. However, even though the participants in this study clearly understood that observation and analysis in educational settings is essential to inquiry processes, they did not mention the more advanced phases of inquiry processes until they were explicitly asked about these phases. This may be related to the fact that they view the teaching profession as dedicated to offering specific solutions to specific

problems based on systematic observations of everyday practice, without recognizing their own capacity and autonomy to find solutions to these problems based on scholarly evidence from educational research. Furthermore, both the lack of role models in their school and university experiences and the virtual non-existence of training in the need for and development of research processes (these students are currently in their last year of higher education and are working on their end-of-degree projects) in their pre-service training may be the reason why inquiry is so far removed from their professional teaching identity.

The results of this study also reveal that our participants view inquiry as a collaborative undertaking with university professors, in line with studies that argue that this collaboration reflects the attempt to make research activities accessible to teachers and facilitate its connection with their day-to-day jobs at school (Beycioglu, Ozer, & Ugurlu, 2010; Cochran-Smith & Lytle, 2009; Niemi & Nevgi, 2014; Vanderline & van Braak, 2010). This would ultimately help build bridges between theory and practice and promote teachers' autonomy and active involvement in improving educational quality (Toom et al., 2010), as well as shifting the responsibility for these changes from outside agents (researchers in academia) to the teachers themselves, who, as internal agents, can plan inquiries associated with real issues encountered in educational settings (Cochran-Smith & Lytle, 2009). Nonetheless, the participants in our study stated that over the course of their schooling they had not observed this role in their teachers, so they did not consider it their responsibility in their professional future. In line with some previous studies, we view this lack of role models as one of the reasons for the disconnect between

inquiry and professional teaching identity (Gray & Campbell-Evans, 2002).

In light of the results, it is urgent to encourage future teachers to reflect on the benefits of conducting inquiry processes in classrooms to both help them grow as professionals and improve the quality of education. This will increase their willingness to take on this role. Thus, we advocate instituting training programmes that include activities and spaces where these inquiry processes can be conducted in real contexts in order to ensure that our training model is more in line with the kind of research-based teacher education paradigm which serves society's professional teaching needs. The research indicates that the practicum spaces where students can compare the theories they have learned at university with classroom realities are ideal for carrying out activities that promote inquiry processes under the mentorship of university professors (Allen & Wright, 2014; Körkkö, Kyrö-Ämmälä & Turunen, 2016; Lamote & Engels, 2010).

Finally, both personal competences (curiosity, motivation, interest) and professional competences (interpretation of the scholarly literature, design of data-collection and data-interpretation instruments, academic writing) were associated with classroom research. However, similarly to previous studies (Puustinen et al., 2018), the future teachers who participated in this research did not believe they had acquired these competences throughout their education. The characteristics of the curricula in Spain, which limit conducting research (the end-of-degree project) and consequently the acquisition of these inquiry competences to the last year of the programme, may explain these results.

In this sense, we hope that the results of this study, which is pioneering in Spain, contribute to the much-needed reflection on what kinds of research experiences the training curricula of future teachers should include if we want inquiry to be a part of their professional competences and ultimately their teaching identity (Niemi & Nevgi, 2014). Furthermore, the results should allow teacher educators, as key stakeholders in the development of teaching identity (Izadinia, 2018), to reflect on the importance of learning about students' perceptions of inquiry in classrooms and designing educational activities throughout pre-service teacher training aimed at prompting a change in these future teachers' perceptions and developing the competences they need to conduct inquiry in classrooms and improve their educational practices.

We are aware that this study does have some limitations. The most obvious one is that only the perceptions of a small group of primary school education students at just a single university are explored and analysed, and consequently it may be difficult to immediately extrapolate the results to other settings with different characteristics. Nonetheless, it is noteworthy that the results strongly match those found in previous studies conducted in other settings, which does hint at their transferability (Smith, 2017). For this reason, and due to the dearth of studies on the topic in Spain, we believe that the data reported here can pave the way for future studies and represent a first step in the design and implementation of training programmes in primary school education degrees which are more in line with current needs in this field.

It is also worth noting that this study enabled us to test an instrument in the guise of a newly created questionnaire that has proven itself useful in exploring students' perceptions. We hope to validate this instrument in

future studies with both students in different years of their degrees and university professors that teach in the primary school education degree. We are confident that comparing the perceptions of both groups will enable us to further our knowledge of the competences needed to conduct educational inquiry processes in classrooms, which will in turn enable teachers to become producers of knowledge and agents of change in twenty-first-century education.

Note

Throughout this study, we shall adopt the concept of inquiry to refer to the educational research conducted by primary school teachers in classrooms with the goal of improving their educational practices, in order to distinguish it from the educational research conducted at universities.

Acknowledgements

This study was supported by the AGAUR (grant number 2018 FI_B1 000173). This research was partially funded by the Erasmus+ programme, European Union (Ref. 2017-1-ES01-KA203-038303), and by Aristos Campus Mundus Excellence Campus (Ref. ACM2018_08).

Disclosure statement

No potential conflict of interest was reported by the authors.

References

- A.N.E.C.A. (2005). Libro blanco para el título de grado en magisterio. Madrid: Agencia Nacional de Evaluación de la Calidad y Acreditación.
- Afdal, H. W., & Spernes, K. (2018). Designing and redesigning research-based teacher education. *Teaching and Teacher Education*, 74, 215–228.
- Agència per a la Qualitat del Sistema Universitari de Catalunya. (2009). Guia per a l'avaluació de competències en el pràcticum de mestre. Barcelona: Author.
- Alvunger, D., & Wahlström, N. (2017). Research-based teacher education? Exploring the meaning potentials of Swedish teacher education. *Teachers and Teaching: Theory and Practice*. doi:10.1080/13540602.2017.1403315
- Aspfors, J., & Eklund, G. (2017). Explicit and implicit perspectives on research-based teacher education: Newly qualified teachers' experiences in Finland. *Journal of Education for Teaching*, 43(4), 400–413.
- Beycioglu, K., Ozer, N., & Ugurlu, C. T. (2010). Teachers' views on educational research. *Teaching and Teacher Education*, 26(4), 1088–1093.
- Boletín Oficial del Estado. (2007). ORDEN ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria. Madrid.
- Booth, W. C., Colomb, G. G., & Williams, J. M. (2003). *The craft of research*. University of Chicago Press.

CAPÍTULO 2. FUTURE TEACHERS AS RESEARCHERS

- Byman, R., Krokfors, L., Toom, A., Maaranen, K., Jyrhämä, R., Kynäslähti, H., & Kansanen, P. (2009). Educating inquiry-oriented teachers: Students' attitudes and experiences towards research-based teacher education. *Educational Research and Evaluation*, 15(1), 79–92.
- Campbell, A., McNamara, O., & Gilroy, P. (2004). *Practitioner research and professional development in education*. London: Paul Chapman Publishing.
- Chong, S., Low, E. L., & Goh, K. C. (2011). Emerging professional teacher identity of pre-service teachers. *Australian Journal of Teacher Education*, 36(8), 50–64.
- Cochran-Smith, M., & Lytle, S. L. (2009). *Inquiry as stance: Practitioner research for the next generation*. Teachers College Press.
- Commission of the European Communities. (2007a). *Improving the quality of teacher education*. Brussels: Communication from the commission to the Council and the European parliament 3.8.2007.
- Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative approaches to research* (2nd ed.). Upper Saddle River, NJ: Merrill/Pearson Education.
- Dana, N. F., & Yendol-Hoppey, D. (2014). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*. Corwin Press.
- Dewey, J. (1929). *The Sources of a Science of education*.

CAPÍTULO 2. FUTURE TEACHERS AS RESEARCHERS

- Dobber, M., Akkerman, S., Verloop, N., & Vermunt, J. (2012). Student teachers' collaborative research: Small-scale research projects during teacher education. *Teaching and Teacher Education*, 28(4), 609–617.
- Everton, T., Galton, M., & Pell, T. (2000). Teachers' perspectives on educational research: Knowledge and context. *Journal of Education for Teaching*, 26(2), 167–182.
- Gray, J., & Campbell-Evans, G. (2002). Beginning teachers as teacher-researchers. *Australian Journal of Teacher Education*, 27(1). doi:10.14221/ajte.2002v27n1.4
- Guilbert, D., Lane, R., & Van Bergen, P. (2016). Understanding student engagement with research: A study of pre-service teachers' research perceptions, research experience, and motivation. *Asia-Pacific Journal of Teacher Education*, 44(2), 172– 187.
- Healey, M., & Jenkins, A. (2009). Developing undergraduate research and inquiry. Higher Education Academy.
- Hilton, A., & Hilton, G. (2017). The impact of conducting practitioner research projects on teachers' professional growth. *Australian Journal of Teacher Education*, 42(8), 6.
- Hopkins, D. (2014). *A teacher's guide to classroom research*. McGraw-Hill Education (UK).
- Izadinia, M. (2018). Mentor teachers. Contributions to the development of preservice teachers' identity. In P. A. Schutz, J. Hong, & D. C. Francis (Eds.), *Research on teacher identity* (pp. 109–119). Cham: Springer.

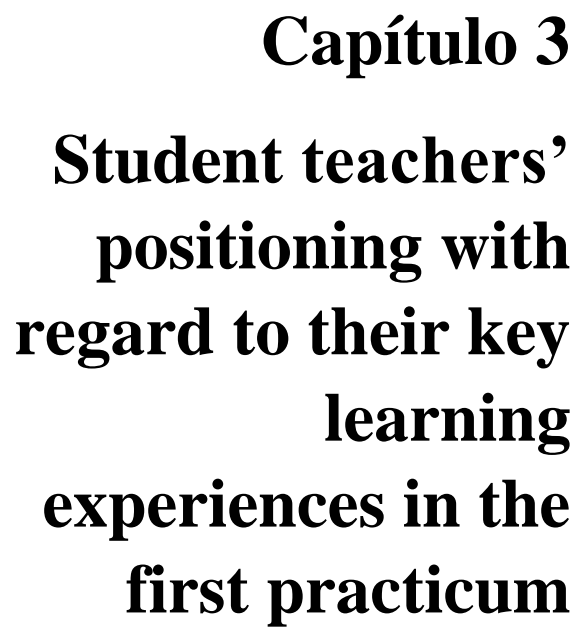
- Jyrhämä, R., Kynäslahti, H., Krokfors, L., Byman, R., Maaranen, K., Toom, A., & Kansanen, P. (2008). The appreciation and realisation of research-based teacher education: Finnish students' experiences of teacher education. *European Journal of Teacher Education*, 31(1), 1–16.
- Körkkö, M., Kyrö-Ämmälä, O., & Turunen, T. (2016). Professional development thought reflection in teacher education. *Teaching and Teacher Education*, 55, 198–206.
- Lamote, C., & Engels, N. (2010). The development of student teachers' professional identity. *European Journal of Teacher Education*, 33(1), 3–18.
- Ledoux, G., Henk, B., Marianne, B., & Meta, K. (2009). *Output orientation: About the value of data-driven education*. Amsterdam: SCO Kohnstamm Instituut.
- Maaranen, K. (2009). Practitioner research as part of professional development in initial teacher education. *Teacher Development*, 13(3), 219–237.
- Maaranen, K., & Krokfors, L. (2008). Researching pupils, schools and oneself. Teachers as integrators of theory and practice in initial teacher education. *Journal of Education for Teaching*, 34(3), 207–222.
- Mayoral, P., Liesa, E., Becerril, L., & Badia, A. (2018). Developing a teacher identity as Inquirer. Perceptions of student teachers about a teacher education process. *European Journal of Education*.
- McKenney, S., & Reeves, T. (2013). *Conducting Educational Design Research*. Florence, US: Routledge.

- McNiff, J., & Whitehead, J. (2010). *Action research for professional development: Concise advice for new action researchers*. Dorset: September books.
- Munthe, E., & Rogne, M. (2015). Research based teacher education. *Teaching and Teacher Education*, 46, 17–24.
- Niemi, H., & Nevgi, A. (2014). Research studies and active learning promoting professional competences in Finish teacher education. *Teaching and Teacher Education*, 42, 131–142.
- Puustinen, M., Sääntti, J., Koski, A., & Tammi, T. (2018). A practical or research-based profession? Teacher candidates' approaches to research-based teacher education. *Teaching and Teacher Education*, 74, 170–179.
- Reis-Jorge, J. (2007). Teachers' conceptions of teacher-research and self-perceptions as enquiring practitioners—A longitudinal case study. *Teaching and Teacher Education*, 23(4), 402–417.
- Schön, D. (1983). *The reflective practitioner: How professionals think in action basic*. Books New York Google Scholar.
- Shagoury, R., & Power, B. M. (2012). *Living the questions: A guide for teacher-researchers*. Stenhouse Publishers.
- Shkedi, A. (1998). Teachers' attitudes towards research: A challenge for qualitative researchers. *International Journal of Qualitative Studies in Education*, 11(4), 559–577.
- Sjølie, E. (2014). The role of theory in teacher education: Reconsidered from a student teacher perspective. *Journal of Curriculum Studies*, 46(6), 729–750.

- Smith, B. (2017). Generalizability in qualitative research: Misunderstandings, opportunities and recommendations for the sport and exercise sciences. *Qualitative Research in Sport, Exercise and Health*, 10(1), 137–149.
- Smith, B., & Sparkes, A. C. (2013). *Qualitative research methods in sport, exercise and health: From process to product*. Routledge.
- Stenberg, K., Karlsson, L., Pitkaniemi, H., & Maaranen, K. (2014). Beginning student teachers' teacher identities based on their practical theories. *European Journal of Teacher Education*, 37(2), 204–219.
- Stenhouse, L. (1975). *An introduction to curriculum research and development* (Vol. 46). London: Heinemann.
- Taylor, L. A. (2017). How teachers become teacher researchers: Narrative as a tool for teacher identity construction. *Teaching and Teacher Education*, 61, 16–25.
- Timperley, H., Kaser, L., & Halbert, J. (2014). *A framework for transforming learning in schools: Innovation and the spiral of inquiry* (Vol. 234). Melbourne: Centre for Strategic Education.
- Toom, A., Kynäslähti, H., Krokfors, L., Jyrhämä, R., Byman, R., Stenberg, K., ... Kansanen, P. (2010). Experiences of a research-based approach to teacher education: Suggestions for future policies. *European Journal of Education*, 45(2), 331–344.
- Van der Linden, W., Bakx, A., Ros, A., Beijgaard, D., & van den Bergh, L. (2015). The development of student teachers' research knowledge, beliefs and attitude. *Journal of Education for Teaching*, 41(1), 4–18.

CAPÍTULO 2. FUTURE TEACHERS AS RESEARCHERS

- Vanderline, R., & van Braak, J. (2010). The gap between educational research and practice: Views of teachers, school leaders, intermediaries and researchers. *British Educational Research Journal*, 36(2), 299–316.
- Waage, K., & Haugalokken, O. (2013). Reserach-based and hands-on practical teacher education: An attempt to connine the two. *Journal of Education for Teaching*, 39(2), 235–249.
- Yancovic-Allen, M. (2018). Pre-service elementary teachers' perceptions of conducting and consuming research and consuming research in their future professional practice. *Teachers and Teaching: Theory and Practice*, 24(5), 487–499.
- Zeuli, J. S. (1994). How do teachers understand research when they read it? *Teaching and Teacher Education*, 10(1), 39–55.



Capítulo 3

**Student teachers’
positioning with
regard to their key
learning
experiences in the
first practicum**

Student teachers' positioning with regard to their key learning experiences in the first practicum⁵

Mireya Giralt-Romeu, Eva Liesa, Paula Mayoral, Lorena Becerril

Abstract

This exploratory study consists of a description of which kind of key learning experiences student teachers' have to face during their first practicum in schools and how they positioned their selves in these situations. Twenty-seven second-year student teachers were interviewed. Five key learning experiences were identified: classroom instruction, socialization, conflicting between pre-existing conceptions and the reality, classroom management, and diversity. Two kinds of positions were adopted by them when they faced these experiences: I as a student and I as a teacher. They positioned as students when they focused their attention on observing educational practices and fully and unreservedly accepting their mentors' strategies and they positioned as teachers when they acted and made decisions with autonomy and applied the theoretical knowledge acquired. The difficulties students face in positioning themselves as teachers were found to relate to all the key learning experiences except for those connected to do with classroom instruction.

Keywords: Teacher training, Identity, Key learning experiences, I-position.

⁵ Artículo publicado en *Quaderns de Psicologia*: Giralt-Romeu, M., Liesa, E., Mayoral, P., & Becerril, L. (2020). Student teachers' positioning with regard to their key learning experiences in the first prácticum. *Quaderns de Psicologia*, 22(2),

Introduction

The past few decades have witnessed a great deal of new research into how teachers form their professional identities. Some of these studies have shown that student teachers' beliefs and biographies can play key roles in forming their professional identities as teachers (Beijaard Meijer & Verloop, 2004). However, definitions of the construct of teachers' professional identity have developed and shifted over time, as have the ideas as to what contextual and personal factors exert an influence on this identity formation (Colliander, 2018). It is clear, though, that professional identity at least partially emerges from the spaces and activities of students' initial teacher training.

Previous research has shown the great influence of the context of the Practicum in the formation of teachers' professional identity (Allen & Wright, 2014; Kärkkö, Kyrö-Ämmälä & Turunen, 2016). These studies emphasize the importance of Practicum as an opportunity for student teachers to test their previous conceptions about what it means to be a teacher and the educational theories they have learned against what really happens in the classroom. This friction usually appears during key learning experiences (Ahonen, Pyhältö, Pietarinen, Soini, 2015) or critical incidents (Monereo, 2019; Sisson, 2016). However, less is known about how student teachers tend to position themselves with regard to learning experiences and how these learning experiences can help student teachers develop their professional identities as teachers.

This study aims to contribute to the existing literature and to explore how student teachers perceive the learning experiences faced during their first practicum and how they position themselves as they face these experiences.

Identity as a dialogical construction: student teachers' positioning

Dialogical self theory (DST) helps shed light on how personal and social positions are coordinated at an intra-psychological level. Positions are not isolated entities fixed somewhere within the space of the self. Instead, they interact with each other and can form new combinations that are more than the sum of their parts (Hermans, 2001; Hermans & Hermans-Konopka, 2010).

The self is as a society of 'I-positions'. An I-position can be considered defined as a "voiced" position (Akkerman & Meijer, 2011). The term "I" refers to a subject-position, a first-person perspective from which the world and the self are perceived, experienced, and evaluated. Each I-position adopted by a subject can be considered an expression of his/her personal identity (Raggatt, 2015).

From this perspective, identity is individual but, at the same time, it is socially constructed over time through interactions with others, because it emerges from intrinsic contact with the social environment (Hermans & Gieser, 2012). On the individual level, the self is considered a sense-making system that is closely linked to the activity of creating meaning for the world. As a subjective space of negotiation, the dialogical self allows people to understand, explain and give meaning to themselves and the world, creating this meaning by interacting with themselves, significant others and the world (Linell, 2009).

A teacher's identity is a type of professional position, in that it takes shape through ongoing shifts between different I-positions. At the same time, however, this identity is continuous, in that the teacher maintains a

CAPÍTULO 3. KEY LEARNING EXPERIENCES

sense of self that transcends these changes, a self that is recognizable over time (Meijers & Hermans, 2018).

Some authors have defined teachers' identity as "being someone who teach as an ongoing process of negotiating and interrelating multiple I-positions in such a way that a more or less coherent and consistent sense of self is maintained throughout various participations and self-investment in one's (working) life" (Akkerman & Meijer, 2011, p.315). Although these authors questioned the usefulness of the popular distinction between 'personal' and 'professional' positions according to the DST, there is still some debate about how these two kinds of positions enter into dialogue with one another during the process of construction of teacher's identities (e.g., Leijen & Kullasepp, 2013a; Leijen & Kullasepp, 2013b; Leijen, Kullasepp, & Ots, 2013; Toompalu, Leijen, & Kullasepp, 2016). This process is called positioning, and it consists of positioning oneself in time and space (Meijer & Hermans, 2018). In addition, we may be repositioned by the signs and messages communicated to us by others.

Janet Alsup (2006) has shown the importance of coherence, or internal agreement, between different identity positions when entering the teaching profession. One mechanism that allows for dialogue between positions is 'coalition'. A coalition occurs when two or more positions are distinct from one another but are simultaneously activated as parts of a cooperative unit (Meijers & Hermans, 2018). Hubert Hermans and Agnieska Hermans-Konopka (2010) argue that coalitions of conflicting or opposing positions have the potential to engender strong motivation, their effects surpassing those of individual positions taken separately.

During initial teacher education, the mechanism of ‘coalition’ can appear in educational situations that bring with them a tension between student teachers’ positions of ‘I as a student’ and ‘I as a teacher’. In this article, we have explored these two positions and the possibility of forging coalitions between them during the key learning experiences mentioned by the student teachers.

Key learning experiences during the process of positioning

The Practicum in initial teacher education is a transition in(to) an educational institution, and it offers the student teachers ‘key learning experiences’ (KLE), representing their first opportunities to think and act as professionals. In broad terms perspective, KLEs are events that student teachers encounter during their studies that contribute to their learning. These KLE may be situated in different settings of teacher education, such as courses or teaching practice, can be both positive and negative and usually occur unexpectedly (Ahonen et al., 2015).

These events can often take the form of a ‘crisis’, in Meijer’s (2017) terminology. A crisis appears when "a struggle is taking place, and this usually involves the development of a new part of your identity" (p. 214). This struggle in the context of the practicum could imply a negotiation between two overarching positions: *I as student* and *I as teacher*. In this article, we explore the dialogue between these two positions as they occur in different KLE that appear in the context of the Practicum. Placing students in a new social environment (e.g., a classroom) can be considered an experience, which in turn helps them shape a new position (e.g., I as a professional/I as a teacher). But this transition between positions is not an easy process, because it implies different types of tensions (Alsup, 2006; Leijen & Kullasepp, 2013b; Pillen, Den Brok &

Beijaard, 2013). The findings revealed student teachers' tendency to maintain personal position(s) when managing tensions involving their values. These tensions that student teachers experience regarding their professional identity can sometimes prevent student teachers from successfully positioning themselves as teachers. The tensions can also make it difficult for them to see themselves as teachers and act as such, and, in consequence, can be an obstacle to the development of their professional identities as teachers (Alsup, 2006; Pillen, Den Brock & Beijaard, 2013). However, when the key learning experiences result from internally and intentionally orchestrated learning opportunities based on student behaviour, they can lead to profound changes in student professional identity (Ahonen et al., 2015).

The process of reflection about the emerging tensions is a useful training strategy and usually implies a 'repositioning' process (Meijers & Hermans, 2018). Throughout this process, student teachers move from one position (that of a student or learner) to another (that of a teacher or professional). At other times, they combine these two positions in a 'coalition'. For example, student teachers might act as mere students when they observe the classroom teacher, but in other situations may position themselves as teachers, for example, by planning and making decisions autonomously when they are conducting a group of pupils. In addition, they may be repositioned by signs and messages communicated by others. For example, when mentors give them the autonomy to take decisions it is easier for them to position themselves as teachers.

Dialogue between positions can be facilitated by oral or written reflexion about meaningful or key learning experiences (Ahonen, Pyhältö, Pietarinen & Soini, 2015; Leijen & Kullasepp, 2013a; Meijer, De Graaf

& Meirink, 2011). Hubert Hermans and Els Hermans-Jansen (1995) showed how the personal continuity of the self is assured by self-narration about meaningful experiences, which that are organized into a single structured narrative system.

In this study, we have explored how student teachers perceived key learning experiences during their first practicum and how they positioned themselves when they tried to cope with these experiences.

Method

To achieve the general aim mentioned above, we have posed three specific questions:

Research question 1: What type of key learning experiences do student teachers identify during their first practicum?

Research question 2: What was the relationship between the different positions activated by student teachers and the KLEs they faced?

Research question 3: Which are the student teachers' repertoires of positions?

Context of the study

This study was carried out at a Primary Teacher Education program in Spain. A degree program in teacher education at a Spanish university consists of four academic years. Out of a total of 240 ECTS (60 ECTS per year), a maximum of 60 ECTS corresponds to the practicum, in accordance with Spanish Ministry of Education (2014) requirements.

At the Faculty of Primary Education where the research was carried out, teaching practice accounts for a total of 38 ECTS, which are split into three different time periods. Traditionally, Practicum I (6

CAPÍTULO 3. KEY LEARNING EXPERIENCES

ECTS) takes place in the second year and is focused on classroom observation and the design of a short intervention. Practicum II (14 ECTS) is offered in the third year, with students responsible for planning and teaching a lesson. Finally, during Practicum III (18 ECTS), in the fourth and final year, students reflect about their professional identities as teachers and implement a long classroom intervention quite autonomously.

This study was carried out during Practicum I. Within this practicum period, student teachers spend 120 hours at a school workplace under the supervision of a mentor, as well as 22 hours at the university participating in a seminar (10- 12 students) led by a lecturer. During Practicum I, the activities conducted in the university setting include researching scientific literature about certain topics, planning a brief intervention at the school and designing an interview with the school teacher. At the school, meanwhile, the activities include observing the educational needs of pupils and carrying out the brief intervention in the classroom.

Participants

Twenty-seven student-teachers (23 females and 4 males) with an average age of 21.5 years participated in the study. 88.8% were pursuing their first university degrees, whereas 11.1% possessed previous university or vocational degrees. We used non-probabilistic, convenience sampling given the two professors' interest in participating in this research project and the students' availability to participate voluntarily in the study. The sample was representative of student teachers as a whole in this context in terms of their gender, age, and student status, because the seminar groups are randomly assembled.

CAPÍTULO 3. KEY LEARNING EXPERIENCES

Each of the participants was enrolled in one of two seminar classes that lasted eleven sessions. The main objective of these sessions was to guide students in the design of a brief intervention in the practicum school and to encourage them to reflect on the key learning experiences that they experienced during this period. All of them were enrolled in the first practicum of the education program, and none reported having any prior teaching experience.

Data collection

Data were collected through a semi-structured interview at the end of the practicum seminar in May and June 2017. The first author contacted each of the participants via email and interviewed them in person in the university setting. The interviews were audio recorded and transcribed verbatim. The duration of these interviews was between 38 minutes and 1 hour. The aim of the interview was to collect student teachers' perceptions of the KLEs they had encountered during their teaching practice. The interviewer asked each participant to identify (and write on a sheet of paper) the names of 6-8 KLEs. After that, student teachers gave a brief description of each KLE, explained how they had acted to deal with each KLE and what they had learned from the experience.

Data analysis

Data were analysed using qualitative content analysis (through MaxQda 2018). The iterative process of coding consisted of four steps. Firstly, we compiled all the KLEs reported by the participants in a single document. From this document, we selected the KLEs related to the student teachers' activity in the schools (for this analysis, we excluded the KLEs related to the university context). Twenty-two of the participants reported at least one KLE having occurred at the schools where they had

CAPÍTULO 3. KEY LEARNING EXPERIENCES

done their teaching practice, but five reported only KLEs occurring at the university.

Secondly, we created an individual document for each KLE (n=108), and we categorized all of them in terms of their content and according to with some prototypical problems of novice teachers noted by Veenman (1984). Thirdly, we made a second-order categorization of the key learning experiences, categorizing all the statements again according to the kind of position the student teachers had activated with regard to each KLE: *a) I as a student*; or *b) I as a teacher*. Fourthly, in order to illustrate the repertoire of positions adopted by each participant, we created a document for each participant with the KLEs identified and the various positions that he/she had activated when facing each of them.

In order to assess the reliability of the categories and coding, two researchers analysed 30% of the data. The inter-rater agreement level was 81.82%. The few questionable cases were discussed until a consensus was reached.

Results

Research question 1: What type of key learning experiences do student teachers identify during their first practicum?

The total number of KLEs described by students was 108. Each student reported between two and eight KLE related to the school setting. Typically, student teachers described short events that had occurred during their teaching practice. The majority of the experienced described were positive (75%). The students reported having learned useful lessons from these key experiences, or said that the experiences had been important in shaping their perceptions of teachers' work. Only in the

CAPÍTULO 3. KEY LEARNING EXPERIENCES

KLE category of *Conflicts between pre-existing conceptions and reality* did participants report more negative than positive experiences as a result of their first confrontation with the real complexity of school classrooms.

We have identified five types of KLE, according to their content. Table 1 shows the names of these categories, their frequency and the prevalence of positive and negative experiences within each.

KLE	n=108 (%)	Positive	Negative
Classroom instruction (CI)	29 (26.85%)	26	3
Socialization (S)	25 (23.15%)	22	3
Conflicts between pre-existing conceptions and reality (CR)	23 (21.30%)	11	12
Classroom management (CM)	16 (14.81%)	9	7
Diversity of learners (D)	15 (13.89%)	13	2
Total	108	81	27

Table 1: Number and percentage of KLE

Classroom instruction

This type of KLE was the most frequent in the student teachers' narrations (26.85%). These experiences were related to the student teachers' knowledge of how to teach in the classroom and guide educational activities. Some of the KLEs reported by student teachers refer to a lack of confidence in their self-efficacy in when guiding or

CAPÍTULO 3. KEY LEARNING EXPERIENCES

implementing their intervention in the classrooms, or to difficulties in planning and creating educational units to meet the needs of their pupils. However, the majority of the participants reported experiences of success in the KLEs in this category (26 of the 29 statements):

“When I designed the activities, I took into account that they were significant for the pupils. And I saw that it would be when the students showed great interest and motivation in doing it. The pupils were happy. As a future teacher, it is important to learn to plan and design activities that motivate students and help them learn to the fullest.” [Interviewed G2-06, p.i, June 2017⁶]

Socialization

This category of KLE involved the relationships (positive or otherwise) that the participants established with their mentors or other professionals at the schools, including the extent to which they were allowed to participate in teachers' meetings, as well as their relationships with other teachers and pupils. Twenty-five (23.15%) KLEs related to the socialization of the student teachers in the schools were reported by the participants, twenty-two of them positive experiences. Nevertheless, some negative KLEs did affect student teachers' view of their roles as teachers, especially when school teachers did not treat them as equals but simply as unskilled assistants:

“One day I went to another class. That day, they did an activity with water, and the classroom teacher said to me, ‘Girl, you will

⁶ In this study, participants have been coded to ensure their anonymity. Coding responds to: seminar/group 1: G1 or seminar/group 2: G2, the participant number: 01, 02, ...Example: G1-01; type of interview: personal interview (p.i), month and year.

CAPÍTULO 3. KEY LEARNING EXPERIENCES

mop up the water. ' It made me feel very bad. She only thought of me as the intern and did not recognize me as a teacher. It was interesting to see the different ways the teachers in the school had of dealing with the teacher trainees. My mentor teacher considered me another teacher." [Interviewed G1-06, p.i, May 2017]

Conflicting between pre-existing conceptions and the reality

This type of KLE referred to the tension generated between personal convictions or expectations about teaching and the educational practices or the reality observed at the school. Student teachers reported 23 (21.30%) cases of KLEs falling into this category. These preconceptions can be related both to the expectations that they have of their pupils and their learning abilities and to the way in which student teachers understand the processes of teaching and learning. Student teachers reported an equal number of positive and negative KLEs in this regard:

"Because I think ... it's something I did not expect, I did not think 4th-grade children were going to come out with that reasoning. I did not expect that they would say that. Whether or not I liked it, I did not expect to them to come up with such an elaborate reflection" [Interviewed G2-13, p.i, June 2017]

Sometimes, they reported problems in reconciling the social realities of the schools and the school realities they had experienced when they were younger/pupils:

"In my school, there were children with personal problems. Specifically, there was a 7-year-old boy whose father was in prison. Sometimes this child did not come to school because he had to take care of his younger siblings. One day, this child lost

CAPÍTULO 3. KEY LEARNING EXPERIENCES

control and began screaming for help. I had never seen this. I never imagined that such small children could have so many problems. It's an educational context that I wasn't aware of but I needed to learn about. At that moment, I didn't know how to act. I cried when I saw this reality." [Interviewed G1-09, p.i, May 2017]

Classroom management

Another type of KLEs reported by the student teachers involved difficulties with classroom management (14.81%). They reported not knowing how to prevent, deal with and improve pupils' behaviour problems in the classroom, such as the lack of silence and chaos. The student teachers expressed feelings of a lack of authority and an inability to impose limits and keep order in the classroom:

When I carried out my intervention, there was a time of great chaos. Pupils spoke all the time and I did not know how to control the situation. Knowing how to control a situation with students talking or an out-of-control class is important for me, because in the future if I am a teacher, I want pupils to respect me. Unfortunately, I was not able to learn control methods in these practices. " [Interviewed G1-01, p.i, May 2017]

Diversity of learners

Student teachers reported 15 KLEs (13.89%) related to challenges in dealing with students' differences and educational needs or in understanding and respecting the students' cultural, ethnic, racial, gender and religious diversity. However, the majority of the KLEs in this category reported by the student teachers were positive (13 statements).

CAPÍTULO 3. KEY LEARNING EXPERIENCES

Some of these KLEs referred to the lack of knowledge about how to address diversity in the classroom. Throughout their university training, the student teachers theoretically learn about inclusive methodologies that allow them to adapt educational activities to the range of educational needs that children can present in the classroom. For many of these students, being able to see these curricular adaptations in schools was important to their formation as teachers.

"We have learned that the child should be placed at the centre of education, the teacher is the one who must adapt the educational activities to the child, not the other way around. It's something we had studied, but I did not know if it really took place in the schools, and I saw that in the school they really did implement these ideas. The educational activities were adapted to the needs of the child and not to what the teacher wanted. My teacher-mentor tried to give students materials that really helped them learn and reach the same level as their classmates"

[Interviewed G2-03, p.i, June 2017]

Research question 2: What was the relationship between the different positions activated by the student teachers and the KLEs they were facing?

Placing students in a new social environment such as a school can act as a formative experience and give rise to a new position (e.g. teacher). When the student teachers faced the KLEs, they positioned themselves as students or as teachers, or they combined these two positions. Student teachers took different positions according to how they understood their role in the classroom. Table 2 shows how student teachers positioned themselves during each type of KLE.

KLE	I as a student (n=66; 61,1%)	I as a teacher (n=42; 38,89%)
Classroom instruction	8 (12,12%)	21 (50%)
Socialization	22 (33,33%)	3 (7,14%)
Conflicts between pre-existing conceptions and reality	19 (28,79%)	4 (9,52%)
Classroom management	7 (10,61%)	9 (21,43%)
Diversity of learners	8 (12,12%)	7 (16,66%)

Table 2: Student teachers' positions with regard to the different types of KLE

Student teachers positioned themselves as *students* in more than 60% of the KLEs. When they adopt this position, they observe educational practices, and the strategies used by their mentors are accepted without any reservations. In these situations, student teachers did not tend to act, and they reported feeling that they needed to learn more in order to be able to decide on the best course of action. The KLEs that fell into the categories of *Socialization* and *Conflicts between pre-existing conceptions and reality* the times when student teachers were mostly likely to position themselves as students (33.33% and 28.79%, respectively).

In the other 38% of the KLEs, student teachers positioned themselves as *teachers*. In this type of KLE, the student teachers acted and made decisions with autonomy. They applied the theoretical knowledge

CAPÍTULO 3. KEY LEARNING EXPERIENCES

acquired at the university to the school setting, or they adopted a position of equality to that of their mentors or other teachers at the school. This generally happened in the *classroom instruction* experiences (50%) when they carried out the brief instruction they had designed or, when they attended teachers' meetings.

From our analysis, it follows that how student teachers position themselves may be influenced by a series of both external and internal conditions. For example, if the student teachers perceived themselves as isolated outsiders or lacked the confidence to act in a specific KLE, they usually positioned themselves as students. On some occasions, they felt that they did not belong to the educational community, and at other times they felt the need for more assessment or guidance from their mentors. Another condition that can influence is the level of knowledge about the school community or the educational needs of the pupils.

However, if student teachers perceived themselves as professionals, they usually adopted the teacher position. This occurred frequently when they were planning and making decisions while they conducted groups of pupils with autonomy. Also, they tended to position themselves as teachers especially when they had the opportunity to express their theoretical knowledge and to share it with other teachers at the school (e.g. when they attended teachers' meetings).

In the paragraphs below, we show examples of how they positioned themselves as students or as teachers in each of the KLEs that we have identified.

CAPÍTULO 3. KEY LEARNING EXPERIENCES

When faced with the *classroom instruction* KLEs, the student teachers mostly positioned themselves as teachers (47.61%) when they led the instruction or when they made decisions with autonomy:

“When I started teaching in the classroom, the teacher told me, “You are alone with the pupils.” I felt good. I laughed with the children. They did have questions and I answered them. It was very easy. I felt that I was leading the group very well. That was when I thought, ‘Maybe I’ll be a good teacher.’” [Interviewed G1-06, p.i, May 2017]

“I did an activity in the class where the children had to work in pairs and one child did not come to school. I had to reorganize the groups so that everyone could do the activity. It was a moment of panic, but nobody knew because I was able to do it alone.” [Interviewed G1-12, p.i, May 2017]

Nevertheless, in this type of KLE, the student teachers sometimes found it difficult to act as teachers when they were uncertain of how to approach and talk to the pupils:

“We were doing a craft activity in class and the pupils were making a Sant Jordi card. There was a child whose card was very dirty and wrong. I said to him, ‘It is a disaster, you can do it better.’ It was full of blots. It was a moment of stress when I was helping other children and I don’t know exactly how I said it to the pupil. I think I talked to him kindly, but the child took it very badly. He looked very angry, and I asked him, ‘What’s wrong? And he said, ‘You told me I’m a disaster.’ No, my God, I did not say this. For me, it was important because I learned

CAPÍTULO 3. KEY LEARNING EXPERIENCES

how what you say to a child can affect them and that your opinion is very important to them. You are a model"
[Interviewed G2-11, p.i, May 2017]

When student teachers discussed KLEs related to *Socialization*, we could clearly observe that they positioned themselves because they needed to learn about their schools' cultures and the pupils' educational needs:

"We told her (the mentor) the three focus points, and she gave us her point of view, which was very interesting, and she gave us ... her opinion. We had only spent two days in the classroom and we did not know what the children were like. Her opinion was very important when I was designing my classroom intervention. The teacher helped me a lot, and she explained many things to me about the children and the school. I told her how I saw things and she helped me to see them in new ways. I was lucky that she gave me constant feedback. " [Interviewed G1-05, p.i, May 2017]

Only when student teachers attended teachers' meetings did they adopt an equal relationship with the other teachers at the school, contributing their theoretical knowledge and opinions about the process of education. They described some situations during the teaching practice in which they were able to identify or apply some theoretical knowledge they had studied:

"During the practice period, I was able to go to the teachers' meetings. It was for 5 or 6 days. At the University, I learned many theoretical concepts but, at the teachers' meetings, we also talked about many of these concepts. You could see how

CAPÍTULO 3. KEY LEARNING EXPERIENCES

they adapted this theoretical knowledge to reality. It linked theory and practice. I participated in these teachers' meetings by giving my opinion. We were not just spectators " [Interviewed G1-05, p.i, May 2017]

When we analysed the statements related to the KLEs categorised as *Conflicts between pre-existing conceptions and reality*, we noted that most of the student teachers positioned themselves as students when they were exposed to surprising or unexpected situations (e.g. when they had been unaware of the social reality at the school):

"I was at a school located in a troubled neighbourhood with a lot of immigration. One day when I got to class my mentor was scolding a student. This student, the day before, had beaten up another student just because he was an immigrant. It was a reality that struck me. I did not expect such younger children to act like that. I noticed how the teacher talked with the child and what he said to him. [Interviewed G2-09, p.i, June 2017]

Student teachers positioned themselves as teachers when they had to regulate their actions or decisions in order to adapt them to the context:

"I designed an activity that I thought the pupils... not that they wouldn't be able to do it but that it would be hard for them. But I saw that it wasn't when I corrected the activities and saw that they had known how to do it. It was important because I think that you shouldn't underestimate the abilities of children. I learned to value, to believe in students". [Interviewed G2-07, p.i, June 2017]

CAPÍTULO 3. KEY LEARNING EXPERIENCES

The participants in this study reported facing fewer KLEs as students than as teachers in their *Classroom management* experiences. In most cases, student teachers positioned themselves as students when they felt they lacked authority or confidence in their abilities. In some case, they expressed the need to be close to their pupils:

“I feel very close to the students but one day a student took a necklace and started playing with it and asking questions about my personal life without paying attention to the activities we were doing. And I did not know what to do. I have no authority. It's very hard for me.” [Interviewed G1-12, p.i, May 2017]

Sometimes when student teachers saw pupils behaving poorly or disrespecting one another, they adopted positions as teachers as they attempted to reflect with pupils about the situation:

“The treatment among the students was very bad. They insulted one another and exchanged racist words. I was very angry. When I saw that, I began to talk to pupils about respect. The students listened to me and stopped insulting one another.” [Interviewed G1-11, p.i, May 2017]

In relation to the *Diversity of learners* KLEs, student teachers adopted positions as students when they did not agree with their mentors' actions:

“In my class, there was a child with attention problems. We were doing a writing activity, and this child was bothering others a lot, and while everyone was doing the writing activity, the teacher gave him another assignment so that he would not disturb the class and to calm him down. I asked the mentor teacher why he was doing this and he answered that they wanted

CAPÍTULO 3. KEY LEARNING EXPERIENCES

him to be silent. I saw someone being excluded, and I was very sad to see that the child was not being included, especially when he had the skills to do the activity. I could not do anything either, I was there as an observer. I did not like seeing this” [Interviewed G2-12, p.i, May 2017]

However, some participants adopted positions as teachers when they were designing an inclusive lesson:

“In my class, there was a lot of diversity. I had never seen this before. I chose this class because the teachers told me that there were a lot of children with learning or behavioural difficulties, and I was interested in learning learn how to teach these children. When I designed the intervention, I considered these children and did group activities so they could help each other. When we did these activities in class, I went from group to group and helped them so that everyone could do it” [Interviewed G1-12, p.i, May 2017]

Research question 3: Which are the student teachers positions repertoires?

Table 3 shows how each participant positioned himself in each of the KLE that they mentioned. From the analysis of the data, we were able to identify three repertoires of positions of student teachers according to the positioning that they adopted in the KLEs reported.

Repertoire of Positions 1: *I as a student teacher* (18.18%)

Four participants (Interviewed G1-01, p.i, May, 2017; Interviewed G1-04, p.i, May 2017; Interviewed G2-13, p.i, June, 2017; and Interviewed G2-14, p.i, June 2017) positioned themselves as students in all the KLE

CAPÍTULO 3. KEY LEARNING EXPERIENCES

they reported. These narratives seem to have some common aspects that could influence the way they generally positioned themselves. One of these aspects was the lack of self-confidence in their own abilities to conduct their brief instructional activity. Some also expressed feelings of insecurity. In some cases, they said that they did not have enough information about the characteristics and educational needs of the students and that the mentors had not given it to them. Another common aspect recounted by these participants was that they felt the need to control all aspects of the educational process and had not been aware of how unforeseen circumstances can emerge in the classroom.

Repertoire of Positions 2: *I as a teacher* (4.55%)

Only one student teacher (Interviewed G2-05, p.i, June 2017) positioned herself as a teacher in all the KLE reported for him. In this case, the student showed a great degree of involvement in all the actions she took in the school setting in the school setting, as well as displaying a high level of autonomy when making decisions about how to act in the school. She conducted an in-depth analysis of all the mentor's actions, and she applied what she had learned from her observation when she conducted the group of pupils.

Repertoire of Positions 3: *Hybrid position* (77.27%).

The majority of participants positioned themselves both as students and as teachers, depending on the kind of KLE reported. However, the participants in this profile did not present the same number of KLEs for each position. While three of the participants (17.64%) did position themselves the same number of times in the two positions (Interviewed G1-03, p.i, May, 2017; Interviewed G2-09, p.i, May, 2017; and

CAPÍTULO 3. KEY LEARNING EXPERIENCES

Interviewed G2-12, p.i, May, 2017), 54.94% of the student teachers positioned themselves as students more often than as teachers. As we can see in Table 3, for the KLEs related to *Socialization* the participants the participants were more likely to position themselves as students, while in the *Classroom Instruction* KLEs they positioned themselves as teachers the most often. Only five (29.41%) student teachers presented adopted the position of teachers more often than that of students in the KLEs they cited. Those who did so positioned themselves as teachers most often in the KLEs related to *Classroom management*.

On some occasions, in the same type of KLE, the student teachers positioned themselves sometimes as teachers and others as students. When this happened, we have considered the positions to be in coalition with one another, meaning that the student teachers were engaged in a process of positioning or repositioning themselves with regard to this kind of KLE.

In this sense, six students displayed a coalition of positions in the KLEs related to *Classroom instruction*; three for the KLEs connected to *Socialization* and the same number for those related to *Diversity of learners*, and only two for *Conflicts between pre-existing conceptions and reality* experiences. No student was observed to have a coalition of positions when it came to *Classroom management* experiences. We have shaded the rows where coalitions appeared in Table 3. It seems that the KLE type does not determine the way students position themselves. Rather, it seems that student teachers tend to adopt positions as teachers when they gain confidence in their skills as teachers throughout their practicum period, or when their mentors provide positive feedback on their actions.

CAPÍTULO 3. KEY LEARNING EXPERIENCES

Interviewed	I as a teacher					I as a student					Total KLE
	CI	S	RC	CM	D	CI	S	RC	CM	D	
G1-01, p.i, May 2017						1			1		2
G1-02, p.i, May 2017	1	1	1				2		3		8
G1-03, p.i, May 2017	1									1	2
G1-04, p.i, May 2017								1		1	2
G1-05, p.i, May 2017		1		2			1				4
G1-06, p.i, May 2017		1	1	2	1		2				7
G1-08, p.i, May 2017	2			2				2			6
G1-09, p.i, May 2017			1				1	2		1	5
G1-10, p.i, May 2017	1						5		1		6

CAPÍTULO 3. KEY LEARNING EXPERIENCES

G1-11, p.i, May 2017				2		1	1	1			5
G1-12, p.i, May 2017	2				1		1	2		1	7
G2-01, p.i, May 2017	1				1	1	2				5
G2-03, p.i, June 2017	1					1	1			1	4
G2-04, p.i, May 2017	1					1	4		1		7
G2-05, p.i, June 2017	1			2	1						4
G2-06, p.i, June 2017	2					1					3
G2-07, p.i, June 2017	2						2	3	1		8
G2-09, p.i, May 2017	1				1			1		1	4
G2-11, p.i, May 2017	3					1		1			4
G2-12, p.i, May 2017	1		1		2	1		1		2	8

CAPÍTULO 3. KEY LEARNING EXPERIENCES

G2-13, June 2017	p.i,						1	1	1			3
G2-14, June 2017	p.i,						1	2				3
TOTAL		20	3	4	10	7	8	22	19	7	8	108

Table 3: Type and number of KLE for each participant and the type of position adopted

An interesting result was the case of Interviewed G2-12, p.i, May 2017, who adopted both kinds of positions in all the KLEs she reported. She recounted in one KLE that her mother is a teacher and that, probably, she has more knowledge than some others about the profession or about how to act as a teacher. So, for example, in the *Diversity of learners* KLE, she positioned herself as a student when she saw how her mentor conducted a group of pupils including one child with autism:

“In my class, there was a child with autism. One day, the teacher proposed to the pupils some mathematical games where they had to think very fast. The child with autism could not think so fast, and I saw how the teacher adapted the games so he could do them. I also had to adapt my activities to that child but I did not know how to do it. However, his classmates helped him and he was able to do the activities” [Interviewed G2-12, p.i, May 2017, as a student]

However, she acted as a teacher when she carried out her intervention in the classroom:

“There was another child in the class with some type of ADHD. The first day, the school principal told me, ‘Be careful this child.’ When I did my intervention, the mentor asked me if I wanted to take this child out of class because he would disturb the other pupils. I said no. The first time I did the class, he behaved badly. I talked to the boy and changed his seat. After that, he behaved well and did the activities. As a teacher, you must learn to deal with children like that.” [Interviewed G2-12, p.i, May 2017]

Discussion and conclusions

The aim of this study was to identify the KLEs that occurred during the first practicum of a group of student teachers and to determine how and why they positioned themselves with respect to these experiences and why they adopted these positions.

Related to the first research question, the types of KLEs reported by the participants in this study were *Classroom Instruction*, *Socialization*, *Conflicts between pre-existing conceptions and reality*, *Classroom management*, and *Diversity of students*, a list that reflected some of the most prototypical problems of novice teachers. The results of our study are in line with previous studies about beginning teachers in terms of how they cope with their first years of teaching and of the prototypical they face (see, for example Correa, Martínez-Arbelaiz, & Aberasturi-Apraiz, 2015; Dicke, Elling, Schmeck & Leutner, 2015; Farrell, 2016; Veenman, 1984). Unlike these studies, our results showed that *Socialization* and *Classroom instruction* were the most frequently reported kinds of KLEs, while the prototypical problems of beginning teachers usually tend to be more connected to *Classroom management*

CAPÍTULO 3. KEY LEARNING EXPERIENCES

and *Diversity of learners*. Thus, the students explained that the interaction with the educational community (teachers, students) generated great learning situations for them, and they said that these situations were only viewed as negative when the mentor failed to give the type of feedback that they expected. On the other hand, our students clearly positioned themselves as future teachers when they designed or implemented their classroom interventions.

Although some previous studies have dealt with the use of the reflections about KLEs in the development of teachers' professional identities (Ahonet et al., 2015; Meijer, 2017), the literature about what KLEs pre-service teachers have to cope with during in the practicum is scarce. However, research by Christina Gray, Peter Wright & Robin Pascoe (2017) has highlighted how some situations that pre-service teachers are exposed to during their practicum period, such as a lack of knowledge about pupils' background or school policy, are stressful for them. The results of this study corroborate these results and show the difficulty that student teachers have in adopting positions as teachers if they lack sufficient information about the classroom context or the community.

Our study defined five types of experiences that students tended to identify as keys to their learning processes as future teachers. The systematic reflection of these key learning experiences should be introduced into initial teacher education programs. Future teachers should learn about the best ways to act in different situations attending with regard to classroom instruction or management, socialization and learning personalization, always attending to the conditions of the particular context in which they are carried out.

CAPÍTULO 3. KEY LEARNING EXPERIENCES

The results with respect to our second research question show how the transition from a student teacher position to acting and thinking autonomously as a teacher is not an easy journey (Dang, 2013, Izadinia, 2016). The emotional impact of some of the experiences involved is called “reality shock” (Correa et al., 2015; Veenman, 1984). In other words, the development of teachers’ identities is a process of negotiation between different positions taken during their initial training and, especially, during the practicum (Allen & Wright, 2014; Kõrkkö, Kyrö-Ämmälä & Turunen, 2016). Experiences that student teachers have in the practicum period influences how preservice teachers see themselves as future teachers (Beijaard Meijer & Verloop, 2004).

In order to analyse the student teachers’ positions with respect to the different KLEs, we have considered two general positions that are usually present in dialogue with one another during a teaching practicum: *I as a student* and *I as a teacher*. A KLE is a challenge that forces the student to move from the position of a student to that of a teacher (Ahonen et al., 2015; Meijer, 2017).

In this study, our results showed that the participants positioned themselves mostly as students in all the KLEs reported, as they faced difficulties in viewing themselves as future teachers. This can be explained by the fact that our sample was made up of second-year students who, prior to this practicum, had not done any internships in schools.

Student teachers were most likely to position themselves as students more frequently in the KLEs related to *Socialization* and *Conflicts between pre-existing conceptions and reality*. In these experiences, students tended to position themselves as observers of educational

CAPÍTULO 3. KEY LEARNING EXPERIENCES

situations that they identified as important, but they displayed insecurities and uncertainties about how to deal with these situations autonomously and without the advice of their mentors, sometimes expressing concerns that they did not have sufficient knowledge.

Our data point to some ideas about the conditions that might influence the transition from the position of a student to that of a teacher. For example, in the KLEs mentioned above, the participants sometimes felt like intruders in the schools because they were unfamiliar with the schools' social context, norms and culture. They were also often unsure of their own roles in the school setting, uncertain of how to act and of the mentors' expectations (Gray et al., 2017). In these cases, mentors should play an important role in introducing the student teacher to the school culture, providing them with the information they need. In some cases, the tensions that we can observe in these KLEs could be related to those observed by Alsup (2006), and they could be caused by the collision between student teachers' personal convictions about teaching and the harsh and rude reality of everyday classroom life.

Another condition that could complicate the transition to a position as a teacher is a lack of a trusting relationship between student teachers and their mentors, especially in terms of the feedback given by mentors. Research shows that student teachers primarily expect their mentors to offer them instructional and emotional support (Becker, Waldis & Staub, 2019). Mentors and other teachers at the schools represent the profession, and they should help student teachers in the socialization processes that will allow them to join the field (Izadinia, 2018). When student teachers arrive at the schools that will host their practicum periods, they are unfamiliar with the school culture, what the pupils are like and their

CAPÍTULO 3. KEY LEARNING EXPERIENCES

educational needs, and what is expected of them. Thus, it is important to establish a strong relationship between mentor and student teacher. If the mentors treat them as mere interns and do not include them in the educational community as equals, student teachers could face difficulties in assuming positions as teachers. Meanwhile, the feelings of isolation reported by some participants in this study can damage their sense of belonging as professionals, as shown in studies by Farrell (2016) of novice teachers and by Bloomfield (2010) of pre-service teachers. Research shows how the relationships that student teachers establish with their mentors in the practicum allow them to share an understanding of their roles, responsibilities and expectations, as well as the different positions taken by student teachers during the practicum period (Trent, 2013).

Additionally, we know that mentors' feedback affects student teachers' beliefs about their self-efficacy (Lamote & Engel, 2010). During the practicum, the students in this study received continuous support in the planning of their short classroom interventions, and likely made students more likely to position themselves as teachers in the classroom instruction experiences that they recounted to us.

Finally, with regard to the third research question, our results allow us to identify three different repertoires of positions. The most interesting is the hybrid position, where we can observe how student teachers moved between the position of a student and that of a teacher. In some KLEs, there seems to be a dialogue between positions. In these cases, we have concluded that a coalition is at work. This represents a natural mechanism whereby student teachers are trying to develop their identities as teachers (Meijer & Hermans, 2018).

CAPÍTULO 3. KEY LEARNING EXPERIENCES

Relations between different positions have implications for the development of a self-image as a teacher and, therefore for the construction of the professional identity of student teachers. Feeling like a teacher means acknowledging oneself as competent and self-efficient in school settings and as having the necessary skills to practice the profession. Thus, it was only in the KLEs where the student teachers had enough confidence in their skills or where mentors provided them with positive feedback that they were able to act as teachers (Mena, Hennissen and Loughran, 2017). This very issue would be an interesting topic for future studies, which could analyze how the type of feedback received by the mentor in each of the five key learning experiences identified can influence the positioning process.

In short, this study highlights the need for both teacher educators and mentors to be aware of the KLEs that students report and the difficulties that student teachers face, all in order to give them the support and guidance they need to develop their positions as teachers in the context of the practicum. Moreover, this study has yielded interesting results that have contributed both to the creation of knowledge about the types of prototypical KLEs that student teachers face in the practicum and to an initial approach to the subject that will allow future research into how these KLEs affect the development of professional teacher identity.

Educational implications

One implication of this study is that useful information can be gained by examining students' reflections through the analysis of how they positioned themselves with regard to key learning experiences. A metacognition position could also facilitate greater awareness of how

CAPÍTULO 3. KEY LEARNING EXPERIENCES

they position themselves during different key experiences and of their perception of self-efficacy in each of them.

Another implication of this study is need to prepare school mentors (Becker et al., 2019). There was a ‘voice’ that students usually evoke in their narratives. Currently, in our Catalan context, mentors don’t have any training in how to carry out their functions, and we know that their supervision is important to the development of teachers’ identities (Allas, R.; Leijen, A. & Toom, 2016). Student teachers need to feel welcome in the educational community of reference and to know that they will be treated as equals. Therefore, the mentors at the school must provide a climate of confidence and security that allows student teachers to apply all the theoretical knowledge learned at the university to the classroom.

Limitations

Firstly, the sample is too small to be able to generalize the results obtained. However, these results coincide with the literature reviewed, where beginning teachers report similar prototypical problems. Secondly, we believe that it is necessary to carry out future longitudinal investigations in order to investigate the extent to which these prototypical problems are repeated in subsequent practicums.

Acknowledgements

This study was supported by the AGAUR (grant number 2018 FI_B1 000173) and the Faculty of Psychology and Educational Sciences Blanquerna (APR-FPCEE1819/02).

References

- Ahonen, Elsi, Pyhältö, Kirsi, Pietarinen, Janne, & Soini, Tiina. (2015). Student teachers' key learning experiences—Mapping the steps for becoming a professional teacher. *International Journal of Higher Education*, 4(1), 151-165. <https://doi.org/10.5430/ijhe.v4n1p151>.
- Akkerman, Susanne, & Meijer, Pauline. (2011). A dialogical approach to conceptualizing teacher identity. *Teaching and Teacher Education*, 27(2), 308-319. <https://doi.org/10.1016/j.tate.2010.08.013>.
- Allas, Raili; Leijen, Äli; & Toom, Auli. (2016). Supporting the Construction of Teacher's Practical Knowledge Through Different Interactive Formats of Oral Reflection and Written Reflection. *Scandinavian Journal of Educational Research*, 61(5), 600-615. <https://doi.org/10.1080/00313831.2016.1172504>
- Allen, Jeanne, & Wright, Suzie. (2014). Integrating theory and practice in the pre-service teacher education practicum. *Teachers and Teaching*, 20(2), 136-151. <https://doi.org/10.1080/13540602.2013.848568>
- Alsup, Janet. (2006). *Teacher identity discourses: Negotiating personal and professional spaces*. New York: Routledge.
- Becker, Eva, Waldis, Monica, & Staub, Fritz. (2019) Advancing student teachers' learning in the teaching practicum through Content-Focused Coaching: A field experiment. *Teaching and Teacher Education*. 12-26. <https://doi.org/10.1016/j.tate.2019.03.007>

CAPÍTULO 3. KEY LEARNING EXPERIENCES

- Beijaard, Douwe, Meijer, Pauline, & Verloop, Nico. (2004) Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, 20, 107-128. <https://doi.org/10.1016/j.tate.2003.07.001>
- Bloomfield, Di. (2010) Emotions and 'getting by': a pre-service teacher navigating professional experience. *Asia-Pacific Journal of Teacher Education*, 38(3), 221-234. <https://doi.org/10.1080/1359866X.2010.494005>
- Colliander, Helen. (2018) The experienced newcomer – The (trans)forming of professional teacher identity in a new landscape of practice. *Teaching and Teacher Education*, 69, 168-176. <https://doi.org/10.1016/j.tate.2017.10.012>
- Correa, José Miguel, Martínez-Arbelaiz, Asunción, & Aberasturi-Apraiz, Estibaliz. (2015). Post-modern reality shock: Beginning teachers as sojourners in communities of practice. *Teaching and Teacher Education*, 48, 66-74. <https://doi.org/10.1016/j.tate.2015.02.007>
- Dang, Thi Kim Anh. (2013). Identity in activity: Examining teacher professional identity formation in the paired-placement of student teachers. *Teaching and Teacher Education*, 30, 47-59. <https://doi.org/10.1016/j.tate.2012.10.006>
- Dicke, Theresa, Elling, Jill, Schmeck, Annett, & Leutner, Detlev. (2015). Reducing reality shock: The effects of classroom management skills training on beginning teachers. *Teaching and Teacher Education*, 48, 1-12. <https://doi.org/10.1016/j.tate.2015.01.013>

CAPÍTULO 3. KEY LEARNING EXPERIENCES

- Farrell, Thomas. (2016). Surviving the transition shock in the first year of teaching through reflective practice. *System*, 61, 12-19. <https://doi.org/10.1016/j.system.2016.07.005>
- Gray, Christina, Wright, Peter. & Pascoe, Robin. (2017) There's a lot to learn about a drama teacher: Pre-service drama teacher' experience of stress and vulnerability during an extend practicum. *Teaching and Teacher Education*, 67, 270-277. <https://doi.org/10.1016/j.tate.2017.06.015>
- Hermans, Hubert. (2001). The Dialogical Self: Toward a Theory of Personal and Cultural Positioning. *Culture & Psychology*, 7(3), 243-281. doi: 10.1177/1354067X0173001
- Hermans, Hubert, & Gieser, Thorsten. (2012). *Handbook of dialogical self theory*. Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9781139030434>
- Hermans, Hubert, & Hermans-Jansen, Els. (1995). *Self-narratives: The construction of meaning in psychotherapy*. New York, NY, & London, UK: Guilford.
- Hermans, Hubert, & Hermans-Konopka, Agnieszka. (2010). *Dialogical self theory: positioning and counter-positioning in a globalizing society*. Cambridge, UK: Cambridge University Press.
- Izadinia, Mahsa. (2016). Student teachers' and mentor teachers' perceptions and expectations of a mentoring relationship: do they match or clash?. *Professional Development in Education*, 42(3), 387-402. <https://doi.org/10.1080/19415257.2014.994136>

CAPÍTULO 3. KEY LEARNING EXPERIENCES

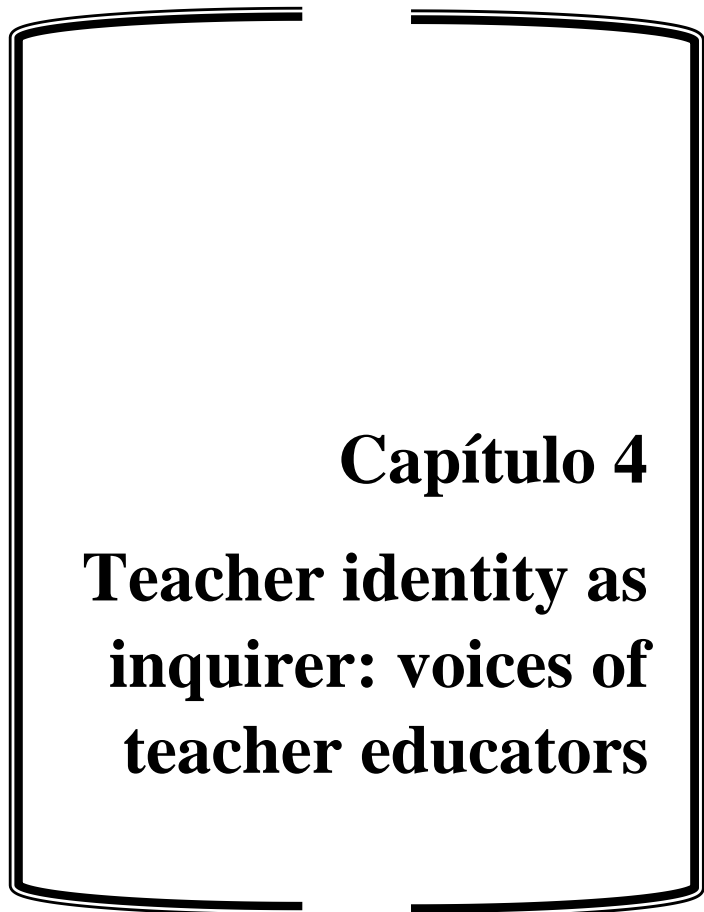
- Izadinia, Mahsa. (2018). Mentor Teachers. Contributions to the Development of Preservice Teachers' Identity. In Paul A. Schutz, Ji. Hong & Dionne Cross Francis, (Ed.) *Research on Teacher Identity*, (pp.109-119). Cham: Springer.
- Körkkö, Minna, Kyrö-Ämmälä, Outi, & Turunen, Tuija. (2016). Professional development through reflection in teacher education. *Teaching and teacher education* 55, 198-206. <https://doi.org/10.1016/j.tate.2016.01.014>
- Lamote, Carl, & Engels, Nadine. (2010). The development of student teachers' professional identity. *European Journal of Teacher Education*, 33(1), 3-18. <https://doi.org/10.1080/02619760903457735>
- Leijen, Äli, & Kullasepp, Katrin. (2013a). All roads lead to Rome: developmental trajectories of student teachers' professional and personal identity development. *Journal of Constructivist Psychology*, 26(2), 104–114. <https://doi.org/10.1080/10720537.2013.759023>.
- Leijen, Äli, & Kullasepp, Katrin. (2013b). Unlocking the potential of conflicts: a pilot study of professional identity development facilitation during initial teacher education. *International Journal for Dialogical Science*, 7(1), 67–86.
- Leijen, Äli, Kullasepp, Katrin. & Ots, Aivar. (2013). The evaluation of internalisation of Teachers' Professional Role among Pre-Service Teachers. *Estonian Journal of Education*, 1, 72-96.
- Linell, Per. (2009). *Rethinking Language, Mind, and World Dialogically*. New York: Information Age Pub Inc.

CAPÍTULO 3. KEY LEARNING EXPERIENCES

- Meijer, Pauline. (2017). Essential Issues in Developing a Professional Identity as a teacher. In Xudong Zhu, Lin Goodwin & Huajun Zhang (Eds.). *Quality of Teacher Education and Learning. Theory and Practice* (pp. 207-223). Singapore: Springer.
- Meijer, Pauline, De Graaf, Gitta, & Meirink, Jacobiene. (2011). Key experiences in student teachers' development. *Teachers and Teaching: theory and practice*, 17(1), 115-129. <https://doi.org/10.1080/13540602.2011.538502>
- Meijers, Frans, & Hermans, Hubert. (2018). Dialogical self theory in education: an introduction. In Frans Meijers, & Hubert Hermans (Eds.), *The dialogical self theory in education* (pp. 1–17). New York: Springer.
- Mena, Juanjo, Hennissen, Paul, & Loughran, John. (2016). Developing pre-service teachers' professional knowledge of teaching. The influence of mentoring. *Teaching and Teacher Education*, 66, 1-13. <https://doi.org/10.1016/j.tate.2017.03.024>
- Monereo, Carles. (2019). The role of critical incidents in the dialogical construction of the identity of the teacher. Analysis of a case of professional transition. *Learning, Culture & Social Interaction* 20, 4-13. <https://doi.org/10.1016/j.lcsi.2017.10.002>
- Pillen, Marieke, Den Brok, Perry, & Beijaard, Douwe. (2013). Profiles and change in beginning teachers' professional identity tensions. *Teaching and Teacher Education*, 34, 86-97. <https://doi.org/10.1016/j.tate.2013.01.003>

CAPÍTULO 3. KEY LEARNING EXPERIENCES

- Raggatt, Peter. (2015). Positioning: dialogical voice in mind and culture. *Theory & Psychology*, 25(6), 775-797. <https://doi.org/10.1177/0959354315590850>.
- Sisson, Jaime. (2016). The significance of critical incidents and voice to identity and agency. *Teachers and Teaching*, 22(6), 670-682. <https://doi.org/10.1080/13540602.2016.1158956>
- Trent, John. (2013). From learner to teacher: Practice, language, and identity in a teaching practicum. *Asia-Pacific Journal of Teacher Education*, 41(4), 426-440. <https://doi.org/10.1080/1359866x.2013.838621>
- Toompalu, Aivi, Leijen, Äli, & Kullasepp, Katrin. (2016). Professional role expectations and related feelings when solving pedagogical dilemmas: a comparison of pre- and in-service teachers. *Teacher Development: An international journal of teachers' professional development*, 21(3). <https://doi.org/10.1080/13664530.2016.1237985>.
- Veenman, Simon. (1984). Perceived problems of beginning teachers. *Review of Education of Research*, 54(2), 143-178. <https://doi.org/10.3102/00346543054002143>



Capítulo 4

Teacher identity as inquirer: voices of teacher educators

Teacher identity as inquirer: voices of teacher educators⁷

Mireya Giralt-Romeu, Eva Liesa & Montserrat Castelló

Facultad de Psicología, Ciencias de la Educación y del Deporte
(Blanquerna),

Universidad Ramon Llull, C/ Císter, 34, 08022, Barcelona, España.

*Mireya Giralt-Romeu: mireiagr3@blanquerna.url.edu. Universidad
Ramon Llull,
Barcelona, España.

Eva Liesa: evalh@blanquerna.url.edu. Universidad Ramon Llull,
Barcelona, España

Montserrat Castelló. montserracb@blanquerna.url.edu. Universidad
Ramon Llull, España.

*Corresponding autor

HIGHLIGHTS

- Teacher educators' voices regarding teacher identity were investigated
- Not all teacher educators value the inquiry position in the teacher identity
- Five clusters of teacher educators related to the inquiry positions' value, purpose and learning outcomes were identified
- The purpose and learning outcomes attributed do not always seem to be aligned.

⁷ This paper is submitted to the *European Journal of Teacher Education*

Abstract

This qualitative study explores teacher educators' –TEs- voices regarding teacher positions identity from a dialogical self-theory, particularly the position as inquirer. Content analysis from 18 teacher educators' self-reports showed 3 primary teachers' core I-positions. The results indicate that teacher educators believe that a teacher should be a mediator, rather than an instructor or an inquirer. Although all participants acknowledged the relevance of the inquirer process in the teacher's profession, their voices differ in the value, the purpose, and the learning outcomes of the inquiry position in the initial training teachers.

Keywords: Teacher identity, teacher educators' voices, inquiry identity, core I-positions

Introduction

Teacher professional identity has been a major topic of growing interest in the last fifteen years (Akkerman & Meijer, 2011, Alsup, 2008; Atkinson, 2004; Beijaard, Meijer & Verloop, 2004; Beauchamp & Thomas, 2009; Coliandre, 2018; Lee & Schallert, 2016; Meijer & Hermans, 2018; Rodgers & Scott, 2008). Studies in this field can be grouped in four lines of research that focus on the following: 1) how (in-service or pre-service) teachers conceptualise research or inquiry⁸ and how this conceptualisation relates to teacher identity (Baan, Gaikhost, Noordende, Volman, 2019; Cain, 2016; Dana & Yendol-Hoppey, 2014; Puustinen, Säntti, Koski, Tammi, 2018; Stenberg, Karlsson, Pitkaniemi,

⁸ We are aware that, although the terms "research" and "inquiry" can be considered as synonyms, they might also have different meanings and interpretations. In this study, they are used interchangeably following Munthe & Rogne (2015).

& Maaranen, 2014; Van der Linden, Bakx, Ros, Beijaard, & van den Bergh, 2015); 2) how practicum scenarios and the relationships with mentor teachers influence the identity development of student teachers (Allen & Wright, 2014; Izadinia, 2015a, 2015b, 2018; Körklö, Kyrö-Ámamäla & Turunen, 2016, Lamote & Engels 2010; Leijen & Kullasepp, 2013); 3) how research-based initial teacher education programs influence the construction of the teacher professional identity as an inquirer (Afdal & Spernes, 2018; Alvunger & Wahlström, 2017; Flores, 2018; Hökkä & Eteläpelto, 2014; Maaranen, 2009; Niemi & Nevgi, 2014; Taylor, 2017; Yancovic-Allen, 2018); and 4) what the influence of teacher educators are in the development of (future) research teachers' identity (Mydal, Schratz, Snoek & Stéger, 2013; Loughran, 2014), as well as how teacher educators use and understand research in their work during their professional development to become a research model for student teachers (Cochran-Smith, 2005, Geerdink et al., 2016), and what are the teacher educators' *researcherly disposition* (Tack & Vanderlinde, 2014, 2016).

The student teachers' voices about the development of teachers' identity and the influence of research-based initial training programs in the development of the teachers' inquiry identity are widely studied. However, studies that focus on teacher educators' voices about teachers' identity development and how they value and perceive pre-service teacher research are scarce (Gleeson, Sugre & O'Flaherty, 2017; van Katwijk, Berry, Jansen & van Veen, 2019). Moreover, little is known about what is the meaning that teacher educators give to inquiry in the teaching profession.

Currently, several countries are rethinking their initial teacher training programs to bring them closer to a model based on a research-based approach with an appropriate balance between theory and practice (Schleicher, 2011). In our context, a process of redesigning teacher education programs is just starting and, in this sense, it is important to explore the voices of the teacher educators.

Teacher educators' –TEs- voices are speeches, based on their knowledge, insights, and experiences that are a structural part of TEs' thinking and reasoning (Akkerman & Meijer, 2011). They are relevant because student teachers appropriate and integrate these voices through an internalization process and they act as referents in understanding their professional role and guiding their educational practices (Hermans & Gieser, 2012; Leijen, Kullasepp & Toompalu, 2018). From this perspective, TEs' voices correspond to one point of view regarding primary teachers' professional identity and the role of inquirer position on it.

Professional Identity development from Dialogical Self Theory

Developing a professional identity and becoming a professional always occurs within a socio-cultural context (Castelló, McAlpine, Sala-Bubaré, Inouye & Skakni, in press; Gee, 2000). Student teachers' different relationships with others (TEs, peers, family, friends, etc.) shape their understanding of what means becoming a teacher and how effective they can be at teaching. During the initial training, the formation of the pre-service teacher professional identity –TPI- is guided by the specific academic-educational representation of professional roles in a particular culture (Darling-Hammon, 2006; Izadinia, 2018; Leijen et al., 2018) and by specific educational discourse (Stewart, 2018).

CAPÍTULO 4. TEACHER EDUCATORS

Therefore, the development of professional identity is a social and context-dependent process that cannot be understood without taking into account the context where it takes place, the significant others involved in this context and the role of individuals in making sense of this environment and the others (Coldron & Smith, 1999; Beauchamp & Thomas, 2009; Meijers & Hermans, 2018; Stenberg et al., 2014; Sutherland, Howard & Markauskaite, 2000).

The current research shows how teachers' beliefs, values, and practices guide the teacher's actions within and outside the classroom, influence the stances and the voices that teachers adopt in their profession and therefore, are at the core of their identities (Levin & He, 2008; Maaranen, Pitkäniemi, Stenberg, Karlsson, 2016; Tiilikainen, Toom, Lepola, Husu, 2019).

The Dialogical Self Theory (DST) understands the teacher professional identity as a set of teachers' professional positions that can be activated in a particular context and situation, personally assumed and socially situated. A position refers to how particular teachers seek to perform the set of institutional functions or activities according to their understanding and the purposes of the teaching professional activity (Hermans, 2018). Positions are regulated by individual perceptions regarding what to do, as well as by what others understand or believe should be done in a given context and at a specific time. Therefore, a teacher position has the following two dimensions: a) the institutional and social dimension, which is aligned to the professional role, and b) the particular and subjective manner in which each teacher interprets the professional role (Leijen, Kullasepp & Toompalu, 2018).

CAPÍTULO 4. TEACHER EDUCATORS

From the educational perspective, the DST provides a framework to study TPI by means of identifying the different positions within the self (Meijers & Hermans, 2018) and can help student teachers and teacher educators to develop an awareness of the multiple positions they occupy and adopt in the schools setting (Stewart, 2018).

The different positions can be organized hierarchically in the self (Hermans & Hermans-Konopka, 2010). Thereby, the teacher I-position can contain other positions like mentor, instructor, evaluator, inquirer or content expert, among others, depending on the contextual demands (Badia, Liesa, Becerrill, Mayoral, 2020; Monereo, 2019). When one of these positions occupies a central location within the self and influences the overall functioning of other positions, it is called a *core position* (Hermans & Hermans-Konopka, 2010; Ragatt, 2012). Core positions of (student) teachers are linked to individuals' conceptions about teachers' role(s) and personal intentions, goals, and purposes (*personal identity* for authors such Leijen, Kullasepp, & Toompalu, 2018) that they attribute to the teachers profession.

From this perspective, identity is not a stable entity but dynamic, complex, and multifaceted, in continuous development (Akkerman & Meijer, 2011, Beijaard, Meijer & Verloop, 2004), and influenced by the context, the relationships that individuals establish with others and their voices (Hermans, 2001). This emphasis on the dynamics of the positions of the self and identity social development over time could help teacher educators understand the important role they play as teacher models (Myrdal et al. 2013) and can help guide student teachers in their transition from a student position to a teacher position (Hermans & Gieser, 2012; Stewart, 2018).

Inquiry-oriented teachers: meanings and implications in the initial teacher education

Excellent teachers, defined by Ariffin, Bush & Nordin, (2018), show multiple roles, as follows: as teachers (prioritizing their teaching), as content experts (writing textbooks, books, and articles), as facilitators (helping both students and teachers to improve teaching and learning), as mentors (helping other teachers and students by sharing knowledge, building networking, guiding on career development and providing psycho-social support), and as researchers and innovators (involving in innovation and research activities). Moreover, excellent teachers reflect on their practice as part of their daily tasks to ensure that they continue to enhance their pedagogical skills and promote better teaching and learning practices (Baan, Gaikhorst, Noordende, Volman, 2019). The researcher and innovator roles investigated by Ariffin et al (2018) are related to the concept of inquiry-oriented teachers.

Inquiry-oriented teachers are those who act as practitioner-researchers and handle the challenges of teachers' daily work through pedagogical thinking, and they approach their work in an inquiring manner (Byman et al., 2009; Jyrhämä et al. 2008; Toom et al., 2010) based on current research. Moreover, inquiry-oriented teachers reflect on their practice as part of their daily tasks with the purpose to improve this practice and become professional and reflective practitioners (Aspfors & Eklund, 2017). They also use the results of academic research and engage themselves in inquiry activities that allow them to improve teaching and learning (Toom et al. 2010) and to position themselves as researchers and innovators in the educational field (Ariffin et al., 2018). In summary, inquiry-oriented teachers become researchers and innovator

CAPÍTULO 4. TEACHER EDUCATORS

teachers, apply systematic and intentional reflection on their teaching, use the results of research directly (evidence-based practice) or indirectly (evidence-inform practice) in their local context for improving their educational practice, and they can conduct the inquiry process in their schools settings (Baan et al., 2019; Maaranen & Krokfors, 2008; Munthe & Rodge, 2015; Toom et al., 2010; van Katwijk, et al. 2019).

Research-based programs have proven effective in improving the quality of education (Jyrhämä et al. 2008; Zeichner & Conklin, 2008). A central purpose of these programmes is to educate autonomous inquiry-oriented teachers and helping student teachers learn and develop critical reflection and problem-solving, through the development of research skills and in-depth knowledge about scientific research (Körkkö, Kyrö-Ämmälä & Turunen, 2016). The main goal of research-based teacher education is that teachers acquire an inquiring attitude to teaching (Toom et al., 2010), an inquiry habit of mind (Van Katwik, et al. 2019) or an inquiry as stance (Cochran-Smith & Lytle, 2009) and adopt an inquiry-based working style (Baan et al., 2019), and ,thus, enable future teachers to position as knowledge creators rather than knowledge recipients (Afdal & Spernes, 2018; Niemi & Nevgi, 2014, COM, 2007; Taylor, 2017)

The research-based approach prepares teachers to deal with the complex and changing circumstances of school life and improving their professional growth (Cochran-Smith & Lytle, 2009, Krejins, Vermeulen, Evers, & Meijs, 2019). Developing an inquiry-oriented attitude helps future teachers to conceptualise everyday phenomena as part of a larger instructional process, justify decisions and actions made during this process and ultimately to become pedagogically thinking

teachers (Giralt-Romeu, Castelló & Liesa, 2020; Glesson, Sugrue & O’Flaherty; 2017; Krokfors, et al., 2011; Toom et al., 2010).

Recent research shows that student teachers have difficulties to identify the benefits of research in their teaching (Aspfors & Eklund, 2017). The traditional concept of teaching does not include doing research in the schools and, in-service teachers, who serve as models for student’s teachers, do not see themselves as researchers (Willegems, Consuegra, Struyven, & Engels, 2017). Moreover, some studies emphasized the different perceptions that both student teachers and teacher educators have about research (Dunn, Harrison, Coombe, 2008; van Katwijk, et al., 2019). However, there are few studies on how teacher educators conceive teacher professional identity and the role they attribute to research in this professional identity despite the relevance of these voices in the student teachers’ development of a professional identity, as is shown in the next section.

The impact of teacher educators’ voices on the student-teachers’ professional identity development

Teacher educators are defined by the European Commission as “all those who actively facilitate the (formal) learning of student teachers and teachers” (Myrdal et al. 2013, p.8), and one the most important agents in the improvement of high-quality teacher education. Moreover, TEs are significant agents in offering student teachers professional knowledge, technical support, helping them to develop their teaching style, supporting professional development and creating bridges between the theoretical formation and the real practice in the schools (Darling-Hammond, 2006; Izadinia, 2018; Lunnenberg, Dengerink & Korthagen, 2014; Meyer & Sawyer, 2006, Myrdal, et al. 2013); additionally, as

CAPÍTULO 4. TEACHER EDUCATORS

“significant others”, TEs play an important role in fostering teacher professional identity (Lee & Scahlert, 2016; Pillen, Beijaard & den Brok, 2013) and during the transition from student to teacher (Darling-Hammond, 2006; Lunenberg, Dengerink & Korthagen, 2014; Stewart, 2018).

For students to learn to reflect, use and conduct educational research, some studies emphasize the importance of teachers educators as role models (Myrdal, et al. 2013; Lunenberg, Kothagen & Sweennen, 2007) in promoting both the use of research for improving practice and the new views and theories about learning into actual teaching practices in the schools. This modelling by teacher educators, which we could summarize with the phrase “teach as you preach”, allows the introduction of new practices into teacher education and helps student teachers to become familiar with new ways of educational thinking (Loughran, 2016; Lunenberg, Dengerink, & Korthagen, 2014; Lunenberg, Kothagen, & Swennen, 2007); consequently, it helps them both in the innovation of education and the use of research in the school setting.

Research, which was conducted in different contexts (Gleeson, Sugrue & O’Flaherty, 2017; Krokfors et al., 2011; Munthe & Rogne, 2015; Toom et al. 2010; Van Katwijk, et al., 2019), showed that TEs perceive the benefits of initial programs based on research-based education and claimed that they can be appropriate to increase the teacher education quality and to promote student teachers acquisition of the inquiry skills and an inquiry habit of mind. Ultimately, TEs consider these programs to be useful for helping students to become excellent teachers and for improving educational standards.

CAPÍTULO 4. TEACHER EDUCATORS

Research has shown that research-based initial training programs have different impacts on teacher educator's knowledge and practices. First, TEs working on these programs articulate their teaching content in relation to recent research and design specific activities that promote the acquisition of inquiry skills (Krokkfors et al., 2011). Second, teacher educators that are working on research-based initial training programs must develop researcherly disposition, defined by Tack & Vanderlinde (2014, 2016) as "teacher educators' habit of mind to engage with research – as both consumers and producers to improve their practices and contribute to the knowledge on teacher education" (Tack & Vanderlinde, 2016). A researcherly disposition, which can be related to concepts such the inquiry habit of mind by student teachers (Van Katwijk et al., 2019) and inquiry as stance (Cochran-Smith, 2003), has a significant role in how student teachers perceive the role of research in teaching. Thus, it is also important that teacher educators value the importance of a research identity (Lunenberg, Dengerink, & Korthagen, 2014) and apply practice-oriented research in their work focused on changing/developing practice (Loughran, 2014; Smith, 2015). Practice-oriented research is research that targets the development of new knowledge to solve practical problem or research that supports decisions in day-to-day practice by collected and analyzed practices (Cochran-Smith & Lytle, 2009; Smith, 2015; Tack & Vanderline, 2018). Thus, TEs need to be conscious of the need to create conditions that support the development of their student teachers as inquiry-oriented practitioners through the way they approach their teacher education practices themselves (Loughran, 2014).

Recent results from Baan et al. (2019) showed three main forms to engaged student teachers in inquiry-based working, which are as

CAPÍTULO 4. TEACHER EDUCATORS

follows: 1) using systematic and intentional reflection related to a systematic reflection and a teacher's deeper understanding of his or her classroom, 2) using research, either by adopting the evidence-based practices approach or the evidence-informed practices approach, and 3) conducting research using the whole research cycle to analyse and evaluate problems in the teaching or educational scenarios.

Other studies highlighted the great impact of the dialogues and relationships that TEs establish with student teachers about the students' development as teachers – with their own voices and the cultural and social contexts external voices - during initial training programs for promoting a deeper reflection about the teachers identity (Beijaard & Meijer, 2017; Stewart, 2018). These dialogues, which student teacher and teacher educators establish at an external or internal level, allow the creation of new positions (see more in Meijers & Hermans, 2018), and promote shared meanings about professional identity. The type and quality of the TEs' academic dialogues and the quality of their modelling in the university scenarios influence what student teachers understand about their future identity and make them aware of the multiple positions they can develop in the school scenarios (Stewart, 2018). Moreover, these TEs dialogues and modelling are related to the student teacher's inquiry skills and inquiry habit of mind that student teachers acquire during the initial formation (Gee, 2000; Baan et al., 2019; Lunnenberg, Kothagen, & Swennen, 2007; Taylor, 2017; Track & Vanderlinde, 2014, 2016; Toom et al., 2010; van Katwijk, 2019)

In summary, the research indicated the need for TEs appreciate, model and promote inquiry abilities and inquiry attitudes throughout their teaching and into the development of teaching programs to promote

CAPÍTULO 4. TEACHER EDUCATORS

the student teachers' identity during the initial formation. Moreover, teacher educators should share same voice about the meaning of inquiry for primary teachers to promote student teachers to innovae (Flores, 2018) and acquire researcherly disposition (Tack & Vanderlinde, 2014, 2016; Lunenberg, Dengerink, & Korthagen, 2014).

Despite the relevance of these results, most of the reviewed studies were carried out in the context of the Northern and Anglo-Saxon countries. The absence of studies carried out in the Southern contexts is surprising. Moreover, while the teachers' inquiry identity has received increased attention (Hamilton & Clandinin, 2011 van der Liden et al. 2015) and the research on the student teachers' identity is wide (Bann et al. 2019; Stenberg et al. 2014), studies on how TEs understand the development of teacher professional identity and the role they attribute to inquiry in this professional identity are still scarce (Beauchamp & Thomas, 2009; Izadinia, 2013). Consequently, this study aims to explore those issues in the Spanish context and, more specifically, to examine the teacher educators' voices with regard to the meaning of inquiry in primary teacher identity.

Taking into account the results from the revised studies, more knowledge is needed regarding how TEs understand teacher positions and the value, purpose and learning outcomes they attribute to inquiry (van Katjwik, et al., 2019). Analysing TE's voices is relevant to understand the impact of TEs on the development of the student teacher identity, especially in those contexts where the initial teacher programme is research-based.

O1: What are the core I-positions that emerge when TEs characterize the dialogical self of primary teachers?

O2: What are the TEs voices related to the purpose, the learning outcomes and the value of inquiry in the dialogical self of primary teachers?

Method

Participants and context

The study participants were 18 TEs from a Spanish university teacher education programme⁹. All participants were volunteers. The final sample was intentionally selected through 2 phases. Initially, all the TEs participating in the practicum courses of the two last years of Primary education grade (n=25) were identified and contacted. The practicum aims to bridge practice and theory and, thus, the TEs conducting these courses have great impact on the professional identity development of student teachers. After informing them about the purpose of the study and inviting them to participate, 18 accepted (72% out of the total sample), 10 female and 5 males. All were part of different research groups and actively carried out research in different educational-related fields. Likewise, all of them have worked as schoolteachers at different educational levels and have different university positions, age and years of expertise (see table 1).

Age	30-40 years old	3 (16,66%)
	40-50 years old	5 (27,77%)
	More than 50 years old	8 (44,44%)

⁹ In Spanish all universities have a similar curriculum for the initial training formation of teachers and all university professors are both teachers and researchers

Experience as university teachers	0-10 years	3 (16,66%)
	11-20 years	11 (61,11%)
	More than 20 years	4 (22,22%)

Table 1: Participants.

Instrument

The participants' voices were collected through a written self-report called *Teacher Professional Identity* (TePi). The self-report was created for this study and had three sections: a) Sociodemographic information; b) "*The future primary teachers*", which asked for the main tasks (minimum three) that TEs consider as relevant in the primary teacher profession; and c) "*The research and the practice-based research in the classrooms*" in which TEs' attribute meaning to the "teacher as inquirer" position and to the value, purpose and learning outcomes of inquiry. Some example questions include the following: Do you think that research should be part of the primary teachers' tasks that they should carry out in school? Why? From your perspective, what do you think is the purpose of doing research in the school? What skills do you think primary teachers should gain from research?

Data collection

The data were collected during the academic year 2018-2019. Before collecting data, a pilot study was carried out with three TEs that were not included in the final sample to test the self-report and develop the final instrument (TePi).

The procedure to collect data consisted of three steps. Firstly, we contacted each participant and explained the main goal of the study and

the purpose of the self-report. Secondly, we sent the self-report by email to the participants and, if requested, the first author further answered any questions face-to-face. The participants had one month to complete the self-report. Throughout the month, two reminders were sent. Finally, when we received all the self-reports, we read them and, if a participant had not answered a question or it was not an in-depth answer, we contacted him/her and asked him/her to complete the report.

Analysis

The data analysis was based on an iterative coding process. Firstly, we recurrently read each self-report to understand the information and to become familiar with the content; second, we segmented the statements based on their meaning. The statements were categorized as referring to the primary teacher's tasks (I-positions) or the meaning that participants attribute to inquiry (TEs' voices). We established a total of 105 statements (76 primary teacher's tasks and 29 inquiry voices). Third, the statements referring to the primary teachers' tasks were analysed to identify how TEs position primary teachers in each one. To determine the positions, the data analysis focused on the tasks mentioned as the most relevant in the primary teacher profession. Three positions were identified: 1) *I as a mediator*, which is related to task such as establish relationships with students, colleagues or families, 2) *I as an instructor*, which is related to tasks such as planning or design teaching-learning activities; and 3) *I as an inquirer*, which is related to tasks such as professional teacher development or conduct research. To establish the core I-positions for each participant, the frequencies of the positions in the self-reports were taken into account. Thus, if a

participant named more tasks related to the position of a mediator than to the rest of I-positions, this was considered as his/her core I-position.

Categories regarding TE voices about inquiry were partially based on previous studies (Baan et al., 2019; van Katwijk, et al. 2019), and referred to three dimensions, as follows: the *purpose of the inquiry*, the *learning outcomes of the inquiry* and the *value of inquiry*. These three dimensions allocate the different emerging categories of TE voices about the inquirer position.

Regarding the first dimension –purpose- three categories emerged, as follows: *To promote inquiry habit of mind*, *to apply research in practice (evidence-informed decision making)*, and *to conduct research*. In the second dimension -learning outcomes- three categories were also established, as follows: *to develop a critical disposition*, *to gain an understanding the connection between theory and practice*, and *how to conduct research*. The third dimension –value- was analysed considering if inquiry position appears as a core position or not according to the I-positions analysis. Once these dimensions were established for each statement, we performed an intrapersonal analysis of each participant that allowed us to establish five different clusters of self-understanding of inquiry according the three dimensions, i.e., the purpose, value and learning outcomes that they promote to their students.

A first coding was carried out regarding I-positions and TEs' voices about the inquiry position without modifying the terms used by the participants and, therefore, with a minimum inferential level. Finally, the codes were refined and grouped into thematic categories in both cases. All the initial codes were discussed with a group of 5 researchers who knew the research aims and procedures but who were not directly

linked to the study. We developed three successive rounds of analysis, using content analysis software (MAXQDA 2018), until the final system of categories reached an agreement of 100%. Tables 3 and 4 summarize the entire categorization.

After data categorisation, we performed a probabilistic intrapersonal analysis to create clusters regarding the participants' understanding of inquiry. To do so, all the possible combinations of categories regarding the three dimensions were contemplated.

Results

O1: What are the core I-positions that emerge when TEs characterize the dialogical self of primary teachers?

We identified three emerging I-positions of primary teachers that account for all the statements referring to the main activities that TEs consider relevant for primary school teachers (see table 2 and 3).

Positions	n° statements
MEDIATOR (MP)	34 (44,74%)
INSTRUCTOR (IP)	32 (42,11%)
INQUIRER (IQP)	10 (13,15%)
Total	76 (100%)

Table 2: Number and percentage of statements in each core I-position

Core I Positions of primary teachers' professional identity	Examples of related activities
<p>As a Mediator</p> <p>Identification with those activities aiming to establish relationships with students, colleagues or families. Also, duties of school management and statements related to students' personal life development caring.</p>	<ul style="list-style-type: none"> • Collaborating with families and other external agents to allow them to work for common goals [TE11] • Accompanying the students should be the first function of primary teachers at school. [TE4] • Accompanying as being there, being at the students' side. [TE6]
<p>As an Instructor</p> <p>Identification with those activities implying intentional teaching and learning.</p> <p>Activities that primary teachers do with the purpose that students acquire some knowledge.</p>	<ul style="list-style-type: none"> • Designing activities to promote students learning [TE14] • Programming activities to respond to the learning objectives of the cycle or the course. Moreover, teachers must design activities to attend the diversity [TE18]
<p>As an Inquirer</p> <p>Identification with those activities linked to research or inquiry. Research or inquiry can be related to</p>	<ul style="list-style-type: none"> • Continuous learning. Undertaking the attitude of constant learning and training, based on the

professional development, training courses or knowledge creation, among others.	review and reflection of the teaching practice and the new demands that are emerging in society and, therefore, also on pupils. [TE13]
	<ul style="list-style-type: none"> • Doing research in order to make decisions and create knowledge in the educational field [TE7]

Table 3: Core I-positions categorization

a) Primary teachers' core position as a mediator (n=5)

Five of the participants in this study considered the *core I-position of a primary teacher self to be that of mediator*. The TEs that acknowledged the primary teachers' *core I-position as a mediator* mentioned activities related to the affective dimension of teachers' work such as establishing relationships with colleagues, pupils' families or other agents involved in the education and students' human development. For example, some TEs emphasised that this core I-position is linked with being in constant relationship with their colleagues, pupils' families, and the educational community:

If I were to say the main issues, for me, an important cross-cutting theme would be the ability to establish relationships. Ability to establish linkage with children, with whom they work, ability to establish relationships with other professionals outside the school, they are also influential for children, establish connections with families [TE3]

Establishing a close relationship with families [TE8]

Some teacher educators also emphasized activities linked with their affective support to students. In this sense, they considered this one of the primary teachers' main task, as exemplified in the following quote:

For me, the first function would be the student's support. It would be the main one. When I think of a school, I think of how to support students, to care for them. This would be the first.
[TE6]

Being a model for our pupils as are their parents. Sometimes, teachers say it in pejoratively sense: we must act as parents. If pupils' parents do not do it, then we must do it. It is necessary for children to have reference adults. [TE4]

b) Primary teachers' core I-position as an instructor (n=4)

They mentioned those activities that implying intentional teaching and learning as relevant, such as planning and designing pedagogical activities and didactic units aiming at students' knowledge acquisition or scenarios for students being able to learn.

Scheduling and designing their interventions. I consider that they should be expending more hours to the preparation, updating, and planning of the activities than to the intervention itself. Therefore, they should also be enjoying this work before the application, since it is necessary to dedicate time (quantity) and effort (quality), and only in this way, their subsequent work with the students will make sense. [TE17]

Moreover, TEs included activities for assessing the students' knowledge acquisition when defining this core I-position, as follows:

To assess, in the most formative sense, that is, to allow students to regulate their learning process. And also, evaluating with the purpose to know if the learning objectives have been achieved.

[TE14]

c) Primary teachers' core I-position as an inquirer (n=9)

The TEs that mentioned the *core I-position as an inquirer* all mentioned activities related the rest of the primary teachers' identity positions. When these TEs referred to the core I-position as an inquirer, they mentioned activities such as training and continuous learning as the main activities in the teachers' work, as the following quote exemplifies:

Then this teacher, what we said is a good academic formation, training that does not end once the university is finished but continues in summer schools, with courses, with interest in culture, going to the theatre or cinema, reading, going to the museums...[TE1].

Continuous training activities, individually and collectively as teachers' team. I include the research. [TE16]

Moreover, some TEs included tasks of reflection on the teaching practice to improve their educational practices and the pupils' learning, as follows:

Continue to learn at all times. Undertake the attitude of constant learning and training, based on the review and reflection of the teaching practice itself and the new demands

that are emerging in society and, therefore, also on children.

[TE13]

Our data shows that 75% of the TEs acknowledged mixed positions. These mixed positions were as follows:

- The core I-position as a mediator usually appeared with the instructor position (n=4). On the other hand, only one TE in this group related this position, as a mediator, to the inquirer position.
- The core I-position as an inquirer also appear with the rest of the other primary teachers' positions in the primary teachers' self.

Only when the TEs recognized the core I-position as an instructor as the principal core position in the self of teachers did they present a single vision of a primary teachers' self, and they did not relate any activities regarding the rest of the positions in their self-reports.

O2: What are the TE voices related to the purpose, the learning outcomes and the value of the inquiry in the dialogical self of primary teachers?

To answer this second research question, we present the results in two separate but complementary ways. First, we summarise the results from the individuals' distribution of categories, depending on whether TEs valued inquiry or not as a core I-position, emphasizing which one of the other two dimensions, -purpose and learning outcomes- they considered to be most important. Following Baan et al. (2019) and van Katwijk, et al. (2019), we considered purpose as the reason or the goal that TEs gave to the inquiry and we consider the learning outcomes as the learnings that primary teachers achieve through inquiry. Second, the aggregated results considering the whole sample and crossing of these

two dimensions are presented. See table 4 for the description of the categories.

Dimensions	Categories	Definition
Purpose	<i>To promote an inquiry habit of mind</i>	A critical thought process that teachers do with the purpose of gaining a deeper understanding of his/her classroom: observations, test results, etc. It implies a systematic and intentional reflection on their teaching
	<i>To apply research in practice</i>	The research results are not directly applied in practice but teachers adapt research knowledge to their local context and use it for improve their practice and innovate.
	<i>To conduct research</i>	Using skills such as analysing a problem related to practice, undertaking a literature review, formulating research questions, choosing and using research methods...
Learning outcomes	<i>To develop a critical disposition</i>	To be a reflective teacher through observations and evaluation of their classrooms and their practices.
	<i>To gain and understanding of the connection between</i>	To use the research results to how they base their decisions related to practices. To do that, teachers must understand the research literature.

*theory and
practices*

<i>To learn how to conduct research</i>	To gain skills to conduct research such as share experiences with others, going to congress, collect dates, reading scientific literature, use a scientific method, do collaborative research (with academic researchers or other teachers), do applied research, etc.
-------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Table 4: Definition of purpose and learning outcomes

When asked about the I-position as an inquirer, only nine TEs valued this I-position in the primary teachers' professional identity as a core I-position (see table 5). Almost half of these TEs (44.45%) related the purpose of the inquiry *to applying research into practice*. Statements such as “The teacher must design the educational activities based on the results provided by the educational research” [TE15], “Research serves to promote innovation within the classroom. An evidence-based innovation provided by the highlights results of educational research” [TE2] fit with this category.

Regarding the learning outcomes that teacher gain through inquiry, TEs identified *learning how conduct research* as the most important (66.66%). The majority mentioned aspects such “reading academic literature and design and use instruments to collect data” [TE2], “using a scientific method as the base of their work” [TE5], “doing applied research in the classroom” [TE1] or “doing collaborative research with others (academic researchers or colleagues)” [TE15]

CAPÍTULO 4. TEACHER EDUCATORS

Participa	T	T	T	T	TE	TE	TE	TE	TE
nts	E1	E2	E5	E7	12	13	15	16	19
Purpose									Freque
									ncy
<i>To</i>					X				X
<i>promote</i>									
<i>inquiry</i>									
<i>habit of</i>									
<i>mind</i>									
<i>(n=2)</i>									22,22%
<i>To apply</i>		X	X				X	X	
<i>research</i>									
<i>in</i>									
<i>practices</i>									
<i>(n=4)</i>									44,45%
<i>To</i>	X			X		X			
<i>conduct</i>									
<i>research</i>									
<i>(n=3)</i>									33,33%
Learning									Freque
outcomes									ncy
<i>To</i>					X				X
<i>develop a</i>									
<i>critical</i>									

<i>dispositio</i>							
<i>n (n=2)</i>							
<i>To gain</i>						X	11,12%
<i>understan</i>							
<i>ding of the</i>							
<i>connectio</i>							
<i>n between</i>							
<i>theory</i>							
<i>and</i>							
<i>practices</i>							
<i>(n=2)</i>							
<i>To learn</i>	X	X	X	X		X	X
<i>to conduct</i>							
<i>research</i>							66,66%
<i>(n=6)</i>							

Table 5: Purpose and learning outcomes of the TEs that value the inquiry position

Regarding the quotes from the group of TEs that did not value the position as inquirer as a core I-position (table 5) regarding the purpose of the teacher inquiry, the majority (77.78%) fit with the promoting *inquiry habit of mind* category. Responses such as a “research attitude must be implicated in teaching. Teachers cannot simply repeat what they already know” [TE14], and “it is interesting to empower the teacher to do research in his or her classrooms and to detect in more detail the aspects that can improve the teaching and learning process that develops in the classroom” [TE10] fit within this category.

Regarding the learning outcomes, the self-report responses match with two categories, as follows: *to develop a critical disposition and to gain an understanding of the connection between theory and practice*. In the first learning outcomes, the TEs mentioned aspects such as “to do systematic observations in the classrooms” [TE8] or “to develop a critical and reflective attitude” [TE11]. In the second learning outcomes, the aspects were related to learnings, such as “teachers need to connect their teaching both the theoretical and practical levels, and, for do that, teachers must questioning their educational practices in the classrooms” [TE3] or “the research makes you change your view of education. The contrast between practice and theory is what moves us forward.” [TE6]

Participa	T	T	T	T	TE	TE	TE	TE	TE	
nts	E3	E4	E6	E8	10	11	14	17	18	
Purpose									Freque	
									ncy	
<i>To promote inquiry habit of mind (n=7)</i>		X	X	X	X	X	X		X	77,78%
<i>To apply research in practices (n=2)</i>	X							X		22,22%

CAPÍTULO 4. TEACHER EDUCATORS

<i>To</i>						
<i>conduct</i>						
<i>research</i>						
<i>(n=0)</i>						
Learning						Freque
outcomes						ncy
<hr/>						
<i>To</i>		X	X	X		X
<i>develop a</i>						44,44%
<i>critical</i>						
<i>dispositio</i>						
<i>n (n=4)</i>						
<hr/>						
<i>To gain</i>	X	X	X			X
<i>understan</i>						44,44%
<i>ding of the</i>						
<i>connectio</i>						
<i>n between</i>						
<i>theory</i>						
<i>and</i>						
<i>practices</i>						
<i>(n=4)</i>						
<hr/>						
<i>To learn</i>						X
<i>to conduct</i>						11,12%
<i>research</i>						
<i>(n=1)</i>						

Table 6: Purpose and learning outcomes of the TEs that not value the inquiry position

CAPÍTULO 4. TEACHER EDUCATORS

The intrapersonal analysis allowed us to identify five different clusters covering the variation of TEs self-understandings about the inquiry teacher position (see table 7):

TEs Self-understandings about inquiry position	Voices about inquiry position purpose	Voices about inquiry position learning outcomes	Participants' identification number
Cluster 1	<i>To promote inquiry habit of mind</i>	<i>To develop a critical disposition</i>	TE8, TE10, TE11, TE12, TE18, TE19
Cluster 2	<i>To promote inquiry habit of mind</i>	<i>To gain understanding of the connection between theory and practices</i>	T4, T6, TE14
Cluster 3	<i>To apply research practices</i>	<i>To gain understanding of the connection between theory and practices</i>	T3, TE16

Cluster 4	<i>To apply research practices</i>	<i>To learn in research</i>	T2, T5, T15, TE17
Cluster 5	<i>To conduct research</i>	<i>To learn to conduct research</i>	TE1, TE7, TE13

Table 7: Five self-understandings about purpose and learning outcomes of the inquiry position.

Cluster 1: Promoting an inquiry habit of mind developing a critical disposition (n=6)

This cluster includes the TEs that acknowledged that the inquiry teacher position allows teachers to develop a critical disposition towards their profession and is the way to develop the skills of the teacher profession. It is also the cluster that has a higher frequency of participants (33.33%). The following comment is illustrative of the TEs statements:

The only way for a teacher to stop exercising a "job" to carry out a "profession" consists, in my point of view, in having competence for reflection, analysis, formulation of search questions, etc. that remove the educational task of the tradition and inscribe it in the field of science, more mature and autonomous, riskier and compromised. [TE12]

The TEs included in this cluster stated that teachers can learn how to detect both the personal and academic needs of students thought inquiry. They mentioned systematic observation, analysis of the classrooms, as well as the adoption of a critical and reflective attitude as the best ways to improve their practice.

CAPÍTULO 4. TEACHER EDUCATORS

Cluster 2: Promoting an inquiry habit of mind understanding of the connection between theory and practice (n=3)

The TEs in this group understand the purpose of inquiry as a way of improving the quality of education through reflecting on the teachers' practices and applying the new knowledge of the academic and scientific literature according to the characteristics of the educational context.

Teachers cannot be repeating homogeneously what they have to do in their classrooms, because if they are not able to understand the different educational contexts, the uniqueness of each context, what is needed in each case for improving teaching and learning, and what they have to do for resolves problems, then, they are lost. [TE6]

As in the anterior cluster, the TEs expressed that inquiry is a teachers' vital attitude that allows them to build bridges between theory and practice. Moreover, through the inquirer process and applying the research results, teachers could reflect about the teacher profession and create a space for professional growth.

Cluster 3: Applying research in practice through the connection between theory and practice (n=2)

Only two TEs had this self-understanding about the inquirer position. In this case, the TEs acknowledged that it is important to apply the results of scientific research to informed practice (*evidence-informed practices*). Only through the use of research results is it possible to review and improve education, as the following quote exemplifies:

Research enables the school to move towards continuous improvement. Moreover, research allows teachers to build

CAPÍTULO 4. TEACHER EDUCATORS

bridges between theory and practice, using the evidence provided by research and those gathered from the educational contexts to build a different, tailored answer. Research serves to review and establish ways of educational improving. [TE3]

In this cluster, the TEs claimed that teachers should learn to gain a deeper understanding of the scientific research and results so that they can apply it to their specific educational contexts.

Cluster 4: Applying research in practice learning how to conduct research (n=4)

In this group, the TEs acknowledged inquiry as a base to design teachers' educational practices and the importance of using scientific research results to do so.

Teachers have to design activities based on the research results on how students learn and the research results obtained from other proposals applied in different contexts. [TE15]

Moreover, the TEs declared the need for research in the classrooms as a way of guiding the teachers' job and value the use of the scientific method to identify needs and offer fit responses to those needs. Thus, primary teachers need to learn, develop and gain research skills such as reading and understanding the scientific literature, designing instruments to collect data, analysing data, performing collaborative research, and to sharing educational experiences and practices with others.

Research provides teachers with a rigorous way of working and engaging in the classroom, and rigorous methods, a scientific method. And it gives them guidelines and a coherent and logical way to identify needs, set goals, proceed, evaluate. Research

methods must be part of the profession and the way teachers work.

[TE5]

Cluster 5: Conducting research learning how to design and implement a research process (n=3)

In this cluster, the TEs mentioned that the purpose of the inquirer position is to allow primary teachers to carry out research in their school setting as a part of their teacher professional identity.

I do not understand the primary school teacher's job without questioning methodologies, organization, materials, etc., and using a scientific method of research to do this is essential. Teacher must conduct inquirer process in their schools with the purpose to make decisions and create knowledge in the educational field. [TE7]

In this case, the TEs stated that teachers need to learn how to use the scientific method as follows: 1) to analyse the educational context and detect areas for improvement; 2) to consult the existing academic literature on the topic to be improved; 3) to design a research question; 4) to design data collection instruments; 5) to design an educational intervention based on scientific evidence to improve the topic; 6) to apply educational intervention in the school context; 7) to collect data; 8) to analyse and evaluate the data according to the research question; 9) to make appropriate changes to improve the educational intervention; and 10) to share the results with the educational community.

This self-understanding was linked with the distinction between the research that researchers carry out in the academic context and the

research performed in the school setting. In this case, the TEs claimed it would be applied research, as the following quote exemplifies:

The research should not be at the academic level as well as publishing, it must be applied research. If the teachers have evidence and have done well-done research, they already have more material to say they can change, they cannot change, it's been going well, (...) We do not pretend that the research should be purely academic to be presented in a journal but may be applied research for the good of the school. [TE1]

Notwithstanding the positive self-understanding of TEs about the inquiry position and the purpose and learning outcomes about it, some of them expressed reservations, as follows: “*research is not essential for all teachers*” [TE4], or “*teachers don't have enough time in the schools for carrying out inquiry process. Teachers don't have space or time for thinking and reflecting on their own practices*” [TE1], or “*the dynamics of schools do not leave you time to think. It's a continuous action, it's action after action. The time you have to think is very little. Is the school reflective? No. In general, the school is destined to do, not to think. The teacher's day is not oriented to think.*” [TE3]

Discussion and conclusions

This study aims to explore for the first time in the Spanish context how TEs understand the teacher's identity (positions) from the dialogical self theory and how they conceptualized the purpose and the learning outcomes of the inquiry.

The results show that the TEs acknowledged three core positions in teacher identity, i.e., mediator, instructor, and inquirer. The first two

positions are clearly related to the didactical and contextual positions discussed by Stenberg et al. (2014). In our study, a new position was identified based on the TEs' self-reports, i.e., the inquirer position. Nonetheless, 50% of the TEs positioned primary teachers mostly as mediators or instructors rather than as inquirers in the school setting. In this line, and in the vein of the study mentioned above with student teachers, our data show that mixed positions are common. As Steiner et al. (2014) mentioned, this may indicate that TEs understand the dynamic and multidimensional nature of the teaching profession.

Only the core position as an instructor did not appear with the other two positions identified. The importance given to this position is in line with that reported by Ariffin et al., (2018), which highlighted that the main responsibility of an excellent teacher is teaching. In other words, these TEs emphasized that teachers should spend more time planning lessons and thinking about effective educational strategies and innovative approaches rather than reflecting on their practice to improve their educational practices and create knowledge.

As explained, the TEs valued the inquiry position differently and displayed varied meanings about the purpose and learning outcomes of inquiry. Those TEs that positively valued the inquirer core I-position mostly considered its purpose to be applying research in practice, and they stated that its main learning outcomes were to conduct research, to acquire research skills, such as reading and understanding the academic literature, to design research instruments to collect data, to know how to analyse data, and to create and share knowledge with educational communities. The prior literature shows that if primary teachers conduct research in their classroom, teachers gain more autonomy, become

change agents in education and are able to respond to the high complexity of the current teaching work (Afdal & Spernes, 2018, Niemi & Nevgi, 2014, COM, 2007, Taylor, 2017). According to our results, only three TEs mention that the purpose and learning outcomes must involve conducting research (cluster 5).

If future teachers should learn how to conduct research, the purpose should go beyond applying research in practice itself since using research is different than learning to conduct educational research (Baan et al., 2019). The learning outcomes should be coherent with the purpose, and our results indicate that this does not always occur. Based on our data, it seems that the learning outcomes can be defined in a more complex way than the inquiry purpose, as in cluster 2 and cluster 4.

In a similar way, the TEs that did not value inquiry as core to the teacher professional identity mentioned a purpose based on *the inquiry habit of mind* but defined complex learning outcomes, for example, *understanding the connection between theory and practice*. In this case, the results are in line with the previous studies (Cochran-Smith & Lytle, 2009; Krejins, et al., 2019; van Katwijk et al., 2019) that show the importance of a fundamentally critical attitude towards learning from one's own professional environment and making decisions for an evidence-based practice. However, the question again is whether using research is enough or whether future teachers should also learn how to conduct research? The distinction proposed by Baan et al., (2019) between three main ways (systematic and intentional reflection, using research or conducting research) to engage student teachers in inquiry-based working is important to comprehend the teachers' voices and to decide which type of faculty support is more appropriate for each one.

CAPÍTULO 4. TEACHER EDUCATORS

Our results also highlight the distinction that TEs make between the forms of inquiry carried out in the schools from that which they called *pure research*, that is, research developed in academia. This result seems to indicate that applied research is understood by our participants as less sophisticated than academic research. A similar finding was reported by Glesson et al., (2017) which referred to action-research as a particular type of school-based research approach. Moreover, the TEs expressed some reservations about primary teachers conducting research in their classrooms or schools. These reservations, such as the lack of time for teachers to engage in inquiry, are in line with the previous studies (Bann et al., 2009; Cochran-Smith & Zeichner, 2009; Yancovic-Allen, 2018).

Our results showed that only nine teacher educators appreciated the teacher inquiry position as being relevant in the teacher professional identity, while the rest of the participants did not acknowledge inquiry as a core position in the teacher identity. This evidence, which is in line with the previous research (Maaranen, 2009; Puustinen et al., 2018), highlights the need for attending to the TEs' voices and understandings about the notion of inquiry to guarantee success when moving forward to research-based program initiatives. As Tack (2014) pointed out, TEs must become "teacher educator-researchers" (as student-teachers must become inquiry-oriented teachers) and have the ability to engage in research on his/her teaching practices, modify those practices and share the research findings with the broader community in teacher education (Tack, 2014, 312).

We are aware that the study is not without limitations. The most obvious is that only the perceptions of a small group of TEs from a single university are explored and analysed; consequently, the results cannot be

immediately extrapolated to other contexts with different characteristics. Even so, the results discussed are highly coincident with those from previous studies carried out in alternative contexts, which indicates to their plausible transferability (Smith, 2017). Moreover, and due to the lack of studies on the subject in the Spanish context, we consider that the findings reported might serve as a first step to be contrasted and discussed by future research and as a baseline for designing and implementing research-based programmes in teacher education.

Acknowledgements

This study was supported by the AGAUR (grant number 2019 FI_B2 00166). This research was partially funded by the Erasmus+ programme, European Union (Ref. 2017-1-ES01-KA203-038303©), and by Aristos Campus Mundus Excellence Campus (Ref. ACM2018_08).

Disclosure statement

No potential conflict of interest was reported by the authors.

References

- Afdal, H. W. & Spernes, K. (2018). Designing and redesigning research-based teacher education. *Teaching and Teacher Education*, 74, 215-228.
- Akkerman, S. F., & Meijer, P. C. (2011). A dialogical approach to conceptualizing teacher identity. *Teaching and Teacher Education*, 27(2), 308-319.
- Allen, J.M. & Wright, S.E. (2014). Integrating theory and practice in the pre-service teacher education practicum. *Teachers and Teaching*, 20(2), 136-151
- Alvunger, D. & Wahlström, N. (2017). Research-based teacher education? Exploring the meaning potentials of Swedish teacher education, *Teachers and Teaching: theory and practice*, DOI: 10.1080/13540602.2017.1403315
- Ariffin, T. F., Bush, T. & Nordin, H. (2018). Framing the roles and responsibilities of Excellent Teachers: Evidence from Malaysia. *Teaching and Teacher Education*, 73, 14-23
- Aspfors, J. & Eklund, E. (2017). Explicit and implicit perspectives on research-based teacher education: newly qualified teachers' experiences in Finland. *Journal of Education for Teaching* 43(4), 400-413
- Atkinson, D. (2004). Theorising how student teachers form their identities in initial education. *British Educational Research Journal* 30(3), 379-394
- Baan, J., Gaikhorst, L., van't Noordende, J., & Volman, M. (2019). The involvement in inquiry-based working of teachers of research-intensive versus practically oriented teacher education programmes. *Teaching and Teacher Education*, 84, 74-82.
- Badia, A., Liesa, E., Becerril, L. & Mayoral, P. (2020). A dialogical self approach to conceptualisation of teacher-inquirer identity. *European Journal of Psychology of Education*, 1-15.

CAPÍTULO 4. TEACHER EDUCATORS

- Beijaard, D., & Meijer, P. (2017). Developing the personal and professional in making a teacher identity. In J. Clandinin & J. Husu (Eds.). *The SAGE Handbook of Research on Teacher Education*. London, United Kingdom: SAGE Publications Ltd. (pp. 177-192).
- Beijaard, D., Meijer, P. & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, 20(2), 107-128
- Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of education*, 39(2), 175-189.
- Byman, R., Krokfors, L., Toom, A., Maaranen, K., Jyrhämä, T., Kynäslahti, H., et al. (2009). Educating inquiry-oriented teachers: Students' attitudes and experiences towards research-based teacher education. *Educational Research and Evaluation*, 15(1), 79-92.
- Cain, T. (2016). Research utilisation and the struggle for the teacher's soul: a narrative review. *European Journal of Teacher Education*, 39(5), 616-629
- Castelló, M., McAlpine, L., Sala-Bubaré, A., Inouye, K. & Skakni, I. (in press). Researcher identity review: how has identity been understood and use in the last two decades? *Higher Education (forthcoming)*
- Cochran-Smith, M. (2005) Teacher educators as researchers: multiple perspectives, *Teaching Teachers*, 21 (2), 219–225.
- Cochran-Smith, M., & Lytle, S. L. (2009). *Inquiry as stance: Practitioner research for the next generation*. Teachers College Press.
- Cochran-Smith, M y Zeichner, K.M. (2005). *Studying teacher education: The report of the AERA panel on research and teacher education*. Washington, DC: AERA

CAPÍTULO 4. TEACHER EDUCATORS

- Coldron, J., & Smith, R. (1999). Active location in teachers' construction of their professional identities. *Journal of Curriculum Studies*, 31(6), 711-726
- Commission of the European Communities (2007a). *Improving the Quality of Teacher Education*. Communication from the commission to the Council and the European Parliament 3.8.2007. Brussels.
- Dana, N. F., & Yendol-Hoppey, D. (2014). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*. Corwin Press.
- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of teacher education*, 57(3), 300-314.
- Dunn, M., Harrison, L. J. & Combe, K. (2008). In good hands: Preparing research-skilled graduates for the early childhood profession. *Teaching and Teacher Education*, 24(3), 703-714.
- Flores, M., (2018) Linking teaching and research in initial teacher education: knowledge mobilisation and research-informed practices. *Journal of education for teaching*, 44, 621-636
<https://doi.org/10.1080/02607476.2018.1516351>
- Gee, J. (2000). Identity as an Analytic Lens for Research in Education. *Review of Research in Education*, 25, 99-125. Retrieved from <http://www.jstor.org/stable/1167322>
- Geerdink, G., Boei, F., Willemse, M., Kools, Q., & Van Vlokhoven, H. (2016). Fostering teacher educators' professional development in research and in supervising student teachers' research. *Teachers and Teaching*, 22(8), 965-982.
- Gleeson, J., Surugruge, C. & O'Flaherty, J. (2017) Research capacity and initial teacher education reform: Irish experienced, international perspectives.

- Giralt-Romeu, M., Liesa, E. & Castelló, M. (Accepted, 2020). I research, you research: Do future teachers consider themselves researcher? *Journal for the Study of Education and Development*.
- Hamilton, M. L., & Clandinin, J. (2011). Becoming researchers in the field of teaching and teacher education. *Teaching and Teacher Education*, 4(27), 681-682.
- Hermans H. J. M. & Hermans-Konopka, A. (2010). *Dialogical Self Theory: Positioning and counter-positioning in a globalizing society*. Cambridge, UK: Cambridge.
- Hermans, H. J. M. (2001). The dialogical self: toward a theory of personal and cultural positioning. *Culture & Psychology*, 7(3), 243–281.
- Hermans, H. J. (2018). *Society in the self: A theory of identity in democracy*. Oxford University Press.
- Hermans, H.J. M. & Gieser, T. (2012). *Handbook of dialogical self theory*. Cambridge: Cambridge University Press
- Hökkä, P., & Eteläpelto, A. (2014). Seeking new perspectives on the development of teacher education. A study of Finnish context. *Journal of Teacher Education*, 65(1), 39-52
- Izadinia, M. (2013). A review of research on student teachers' professional identity. *British Educational Research Journal*, 39(4), 694-713
- Izadinia, M. (2015a). Student teachers' and mentor teachers' perceptions and expectations of mentoring relationship: do they match or clash? *Professional development in Education*, <http://dx.doi.org/10.1080/19415257.2014.994136>

CAPÍTULO 4. TEACHER EDUCATORS

- Izadinia, M. (2015b). A closer look at the role of mentor teachers in shaping preservice teachers' professional identity. *Teaching and Teacher Education*, 5, 1-10
- Izadinia, M. (2018). Mentor Teachers. Contributions to the Development of Preservice Teachers' Identity. In *Research on Teacher Identity*, pp.109-119. Springer, Cham.
- Jyrhämä, R., Kynäslahti, H., Krokfors, L., Byman, R., Maaranen, K., Toom, A., & Kansanen, P. (2008). The appreciation and realisation of research-based teacher education: Finnish students' experiences of teacher education. *European Journal of Teacher Education*, 31(1), 1-16. DOI: 10.1080/02619760701844993
- Kreijns, K., Vermeulen, M., Evers, A., & Meijs, C. (2019). The development of an instrument to measure teachers' inquiry habit of mind. *European Journal of Teacher Education*, 42(3), 280-296.
- Körkkö, M., Kyrö-Ämmälä, O., & Turunen, T. (2016). Professional development thought reflection in teacher education. *Teaching and teacher education* 55, 198-206.
- Krokfors, L., Kynäslahti, H., Stenberg, K., Toom, A., Maaranen, K., Jyrhämä, R., Byman, R. & Kansanen, P. (20011). Investigating Finnish teacher educators' views on research-based teacher education. *Teaching Education*, 22(1), 1-13.
- Lamote, C. & Engels, N (2010) The development of student teachers' professional identity, *European Journal of Teacher Education*, 33(1), 3-18, DOI: 10.1080/02619760903457735.
- Lee, S., & Schallert, D. (2016) Becoming a teacher: Coordinating past, present and future selves with perspectival understanding about teaching. *Teaching and Teacher Education*, 56, 72-83

- Leijen, Ä., & Kullasepp, K. (2013). All roads lead to Rome: developmental trajectories of student teachers' professional and personal identity development. *Journal of Constructivist Psychology*, 26(2), 104–114. <https://doi.org/10.1080/10720537.2013.759023>.
- Leijen, Ä., Kullasepp, K. & Toompalu, A. (2018). Dialogue for bridging student teachers' personal and professional identity. In F. Meijers, & H. Hermans (Eds.), *The dialogical self theory in education* (pp. 97-110). New York: Springer.
- Levin, B. & He, Y. (2008). Investigating the content and sources of teacher candidates' personal practical theories (PPTs). *Journal of Teacher Education*, 59(1), 55-68
- Loughran, J. (2016). Teaching and teacher education: The need to go beyond rhetoric. In Brandenburg et al Teacher education, (pp. 253–264). Singapore: Springer Science & Business Media
- Loughran, J. (2014) Professionally developing as a teacher educator, *Journal of Teacher Education*, 65 (4), 1–13.
- Lunenberg, M., Dengerink, J., & Korthagen, F (2014). *The professional teacher educator. Roles, behavior, and professional development of teacher educators*. Sense Publishers, Rotterdam, The Netherlands.
- Lunenberg, M., Kothagen, F., & Swennen, A. (2007). The teacher educator as a role model. *Teaching and Teacher Education*, 23, 586-601
- Maaranen, K. (2009). Practitioner research as part of professional development in initial teacher education. *Teacher Development*, 13(3), 219-237. DOI: 10.1080/13664530903335574
- Maaranen, K., & Krokforts, L. (2008). Researching pupils, Schools and Oneself: Teachers as Integrators of Theory and Practice in initial teacher education. *Journal of Education for Teaching* 34(3), 207-222

CAPÍTULO 4. TEACHER EDUCATORS

- Maaranen, K., Pitkäniemi, H., Stenberg, K., & Karlsson, L. (2016). An idealistic view of teaching: teacher students' personal practical theories. *Journal of Education for Teaching*, 42(1), 80-92
- Meijers, F., & Hermans, H. (2018). Dialogical self theory in education: an introduction. In F. Meijers, & H. Hermans (Eds.), *The dialogical self theory in education* (pp. 1–17). New York: Springer
- Meyer, T., & Sawyer, M. (2006). Cultivating an inquiry stance in English education: Rethinking the student teaching seminar. *English education*, 39(1), 46-71.
- Monereo, C. (2019). The role of critical incidents in the dialogical construction of teacher identity. Analysis of a professional transition case. *Learning, Culture and Social Interaction*, 20, 4-13
- Munthe, E., & Rogne, M. (2015). Research-based teacher education. *Teaching and teacher education*, 46, 17-24.
- Myrdal, S., Schratz, M., Snoek, M., & Stéger, C. (2013). *Supporting teacher educators for better learning outcomes*. Brussels: European Commission
- Niemi, H & Nevgi, A. (2014) Research studies and active learning promoting professional competences in Finish teacher education. *Teaching and Teacher Education*, 42, 131-142.
- Pillen, M., Beijaard, D., & den Brok, P. (2013) Tensions in beginning teachers' professional identity development, accompanying feelings and copy strategies. *European Journal and Teacher Education*, 30(1), 240-260.
- Puustinen, M., Säntti, J., Koski, A & Tammi, T., (2018). A practical or research-based profession? Teacher candidates' approaches to research-based teacher education. *Teaching and Teacher Education* 74, 170-179.
- Ragatt, P. (2012). Positioning in the dialogical self: recent advances in theory construction. In H. Hermans and T. Gieser, *Handbook of Dialogical Self Theory* (pp. 29-45). United Kingdom: Cambridge University Press

CAPÍTULO 4. TEACHER EDUCATORS

- Rodgers, C. R., & Scott, K. H. (2008). The development of personal self and professional identity in learning to teach. In M. Cochran-Smith, S. Feiman-Nemser, D. J. McIntyre, K. E. Demers (Eds.). *Handbook of Research on Teacher Education: Enduring questions in changing context, Third Edition* (pp.732-755). New York: Routledge.
- Schleicher, A. (2011). *Building a High-Quality Teaching Profession. Lessons from around the world*. OECD Publishing.
- Smith, B. (2017). Generalizability in qualitative research: Misunderstandings, opportunities, and recommendations for the sport and exercise sciences. *Qualitative Research in Sport, Exercise and Health, 10*(1), 137-149.
- Smith, K. (2015). The role of research in teacher education. *Research in Teacher Education, 5*(2), 43–46.
- Stenberg, K., Karlsson, L., Pitkaniemi, H., & Maaranen, K. (2014). Beginning student teachers' teacher identities based on their practical theories. *European Journal of Teacher Education, 37*(2), 204-219.
- Stewart, T. T. (2018). Dialogue, inquiry, changing roles, and the dialogical self. In *The Dialogical Self Theory in Education* (pp. 35-47). Springer, Cham.
- Sutherland, L., Howard, S., & Markauskaite, L. (2010). Professional identity creation: Examining the development of beginning preservice teachers' understanding of their work as teachers. *Teaching and Teacher Education, 26*, 455-465
- Tack, H., & Vanderlinde, R. (2018). Interlude: Towards a Better Understanding of Teacher Educators' Professional Development: Teacher Educators' Researcherly Disposition as a Promising Concept. In *Teaching, Learning, and Enacting of Self-Study Methodology* (pp. 229-241). Springer, Singapore.

CAPÍTULO 4. TEACHER EDUCATORS

- Tack, H., & Vanderlinde, R. (2014) Teacher educators' professional development: Towards a typology of teacher educators' researcherly disposition. *British Journal of Educational Studies*, 62(3) 297-315.
- Tack, H. & Vanderlinde, R. (2016). Measuring teacher educators' researcherly disposition: ítem development and scale construction. *Vocations and Learning*. DOI: 10.1007/s12186-016-9148-5.
- Taylor, L. A. (2017). How teachers become teacher-researchers: Narrative as a tool for teacher identity construction. *Teaching and Teacher Education*, 61, 16-25.
- Tiilikainen, M., Toom, A., Lepola, J., & Husu, J. (2019). Reconstructing choice, reason and disposition in teachers' practical theories of teaching (PTs). *Teaching and Teacher Education*, 79, 124-136
- Toom, A., Kynäslähti, H., Krokfors, L., Jyrhämä, R., Byman, R., Stenberg, K., Maanaren, K., & Kansanen, P. (2010). Experiences of a Research-based Approach to Teacher Education: suggestions for future policies. *European Journal of Education*, 45(2), 331-344.
- Van der Linden, W., Bakx, A., Ros, A., Beijaard, D. & van den Bergh, L. (2015). The development of student teachers' research knowledge, beliefs, and attitude. *Journal of Education for Teaching*, 41 (1), 4-18. DOI: 10.1080/02607476.2014.992631
- Van Katwijk, L., Berry, A., Jansen, E., & van Veen, K. (2019). "It's important, but I'm not going to keep doing it!": Perceived purposes, learning outcomes and value of pre-service teacher research among educators and pre-service teachers. *Teaching and Teacher Education*, <https://doi.org/10.1016/j.tate.2019.06.22>
- Willegems, V., Consuegra, E., Struyven, K. & Engels, N. (2017). Teachers and pre-service teachers as partners in collaborative teacher research: A

CAPÍTULO 4. TEACHER EDUCATORS

systematic literature review. *Teaching and Teacher Education* 64, 2030-245

Yancovic-Allen, M (2018) Pre-service elementary teachers' perceptions of conducting and consuming research and consuming research in their future professional practice. *Teachers and Teaching: theory and practice*, 24(5), 487-499.

Zeichner, K., & Conklin, H.G. (2008). Teacher Education Programs as sites for teacher preparation. In *Handbook of Research on Teacher Education*, edited by M. Cochran-Smith, S. Feiman-Nemser, D.J. McIntyse, and K. E. Demers, 269-289, 3rd ed. New York Routledge



Capítulo 5
Conclusiones

CAPÍTULO 5. CONCLUSIONES

Esta sección se divide en tres partes. En la primera presentamos, de forma resumida, las principales conclusiones de los tres estudios incluidos en esta tesis. En la segunda parte, describiremos las principales aportaciones teóricas, metodológicas y pedagógicas de la tesis y finalmente, en el último apartado, comentamos las limitaciones y futuras líneas de investigación.

Principales conclusiones de los estudios incluidos en la tesis.

Estudio 1: Yo investigo, tu investigas; ¿Se consideran investigadores los futuros maestros?

Nuestro primer estudio tenía por objetivo conocer la percepción de los futuros docentes de primaria en relación a su identidad profesión y la concepción que tenían sobre la indagación en su futura profesión. Los resultados de este estudio son, en líneas generales, coincidentes con los obtenidos en otros contextos. En este sentido, los resultados subrayan que los estudiantes no conciben la indagación como una posición nuclear e integrante de su futura identidad profesional.

Los participantes en este estudio, mayoritariamente, no concibieron la investigación como parte integral de su identidad profesional, estableciendo relaciones meramente anecdóticas entre la utilidad de la investigación en las aulas y su propia responsabilidad y vínculo con los procesos de mejora educativa. Atribuyeron distintos motivos que dificultan la realización de procesos de indagación. Entre ellos destacan la falta de tiempo, la complejidad de la gestión de las aulas en la actualidad, la dificultad de comprender y escribir artículos científicos, la falta de modelos indagadores a lo largo de su formación académica (tanto en los contextos escolares como en la universidad) y la falta de formación específica durante su formación inicial como

CAPÍTULO 5. CONCLUSIONES

maestros, lo que conlleva que tuviesen dificultades en definir los procesos vinculados a la indagación de manera sistemática y se definiesen como poco competentes para su desarrollo.

A pesar de las dificultades encontradas, los participantes sí que fueron capaces de poner de manifiesto que los propósitos principales para realizar investigaciones en las aulas y en los centros educativos eran diseñar y evaluar procesos de innovación metodológica y resolver problemas docentes o de los estudiantes de manera fundamentada. Por otro lado, también reconocieron que los principales beneficiarios de realizar procesos indagadores en las aulas eran los alumnos y el colectivo de docentes.

La representación que tuvieron los estudiantes sobre la investigación educativa se alinea con el significado que la literatura científica otorga al concepto de indagación que enfatiza que ésta debe surgir del análisis de la práctica del quehacer docente y orientarse a resolver aquellos problemas reales que se dan en las aulas, más que con la creación de un conocimiento académico centrado en contextos universitarios. Estudios realizados recientemente, distinguen tres formas de conceptualizar la indagación: (1) realizar reflexiones sistemáticas e intencionales sobre algún aspecto docente; (2) hacer uso de la investigación científica ya sea para aplicar directamente los resultados que de ella se desprende o para adaptar estos resultados a los contextos específicos escolares; y (3) conducir procesos investigadores que implican el análisis y detección de problemas educativos en su docencia, en las aulas o en las instituciones educativas, diseño e implementación de una investigación y/o intervención que permita resolverlo; ello implica consultar literatura académica específica sobre el tópico, diseñar

CAPÍTULO 5. CONCLUSIONES

instrumentos de recogida de datos y análisis, y evaluar las mejoras que se están implementando. Nuestros participantes reconocieron la primera forma de conceptualización de la indagación educativa y señalaron que el objetivo principal de la misma era el aprendizaje y mejora de las prácticas educativas.

En esta misma línea, nuestros participantes solo reconocieron la primera fase del procedimiento indagador: la detección de necesidades mediante la observación y el análisis de los contextos educativos. Las fases de diseño de la investigación y/o intervención con el diseño de instrumentos de recogida de datos y análisis y la fase de evaluación de la investigación y/o intervención solo fueron reconocidas por los participantes cuando se les plantearon *ex professo* situaciones educativas problemáticas prototípicas y se les ofrecieron posibles soluciones, basadas en las características de las fases del proceso indagador. Esta falta de reconocimiento de las fases que debe tener todo proceso indagador, puede relacionarse con su concepción de la profesión docente como abocada a ofrecer soluciones concretas a problemas específicos basadas en observaciones sistemáticas de la práctica cotidiana, sin reconocer su propia capacidad y autonomía para encontrar soluciones a estos problemas basadas en evidencias científicas provenientes de la investigación educativa y con la realización de todo el proceso indagador.

Otro resultado relevante de este estudio fue que los estudiantes no supieron identificar quién o quiénes debían ser los responsables de realizar procesos indagadores en los contextos escolares. Como ya se ha indicado, la falta de modelos indagadores a lo largo de su formación puede ser un elemento explicativo de este resultado. No obstante, durante

CAPÍTULO 5. CONCLUSIONES

el desarrollo del grupo focal, los participantes consideraron que era necesaria una tarea colaborativa entre la escuela y la universidad para el desarrollo de procesos de indagación educativa, con el objetivo de tender puentes entre la práctica y la teoría, promover la autonomía y la actuación activa de los docentes en la mejora de la calidad educativa y realizar indagaciones vinculadas a problemáticas reales de los contextos educativos.

Además, los participantes expresaron la poca formación que a lo largo del grado se ofrece para poder adquirir las competencias necesarias para realizar procesos indagadores en las aulas, reclamando que este tipo de competencias formaran parte de todo el currículo de formación y no fueran solo focalizadas en el último año del grado cuando deben elaborar, presentar y defender su Trabajo de Fin de Grado (TFG).

Estudio 2: Student teachers' positioning with regard to their key learning experiences in the first practicum

Los objetivos del segundo estudio de esta tesis implicaban el análisis de las experiencias significativas de aprendizaje a las que los estudiantes hacen frente durante las prácticas en contextos escolares, además de las posiciones que adoptan cuando les deben dar respuesta. Los resultados permitieron identificar cinco tipologías de experiencias significativas de aprendizaje (*Key learning experiences*) relacionadas con: *Classroom Instruction*, *Socialization*, *Conflicts between pre-existing conceptions and reality*, *Classroom management*, y *Diversity of students*. Los participantes reportaron mayor número de experiencias significativas en las categorías de *Socialization* y *Classroom instruction*, difiriendo de las que reportan los estudios centrados en docentes en

CAPÍTULO 5. CONCLUSIONES

activo que se relacionan con las categorías de *Classroom management* y *Diversity of learners*.

Frente a estas experiencias significativas de aprendizaje los estudiantes adoptaron dos posiciones claramente diferenciadas: como estudiantes (*I as a student*) o como maestros (*I as a teacher*). En el primer caso, consideramos que los participantes se posicionaban como estudiantes cuando no eran capaces de tomar decisiones de manera autónoma frente a dichas experiencias significativas de aprendizaje, dejando a los tutores de aula como responsables para que los orientasen sobre la respuesta más apropiada a cada situación.

Los estudiantes se posicionaron mayoritariamente como *I as a student* en todas las experiencias significativas de aprendizaje, especialmente en las situaciones categorizadas como *Socialization* y *Conflicts between pre-existing conceptions and reality*. Los participantes consideraron que aún no tenían suficientemente adquiridas las competencias que les permitían actuar autónomamente como haría un docente.

Consideramos que los participantes se posicionaban como maestros cuando fueron capaces de tomar decisiones y dar una respuesta autónoma y ajustada a las experiencias significativas de aprendizaje. Parece ser que algunos adoptan esta posición en situaciones vinculadas a las experiencias significativas de aprendizaje relativas con la instrucción en las aulas. Este resultado se podría explicar por el hecho que los estudiantes debían diseñar y realizar una pequeña intervención educativa en sus aulas escolares como objetivo final del prácticum, por el cual sí que habían recibido formación específica y, en consecuencia,

CAPÍTULO 5. CONCLUSIONES

se veían competentes para enfrentar este tipo de experiencias de aprendizaje y posicionarse como docentes.

Cuando se realizó el análisis intrapersonal de los participantes con el objetivo de caracterizar los repertorios de posiciones de los mismos, mayoritariamente, los estudiantes presentaron un repertorio de posiciones híbrido, es decir, se posicionaron como estudiantes o maestros en función del tipo de experiencia significativa de aprendizaje que mencionaban. En este caso, el constante reposicionamiento que presentaron, nos permitió considerar la existencia de un continuo diálogo entre posiciones y la naturaleza contextual y temporal que caracteriza la adopción de una posición u otra.

La transición que deben realizar los estudiantes de magisterio de una posición de estudiantes a una posición de maestros durante su formación inicial y, especialmente, durante las prácticas que realizan en los contextos educativos, puede resultar crítica y es lo que en la literatura se conceptualiza como un “choque de realidad” (“*reality shock*”). Esta transición, conceptualizada como una negociación y reposicionamiento entre estas dos posiciones, es la base del desarrollo de la identidad profesional docente.

En este estudio los participantes reportaron que posicionarse como maestros en las aulas de prácticas no es fácil e identifica algunos factores actuarían como barreras, dificultado la transición hacia la posición de maestro. En primer lugar, los estudiantes expresaron sentimientos de soledad e incluso algunos de ellos declararon sentirse “intrusos” en los contextos educativos debido a que desconocían el contexto escolar, las normas y la cultura de las escuelas, qué rol se esperaba de ellos en las aulas, y las expectativas que los docentes de las

CAPÍTULO 5. CONCLUSIONES

escuelas tenían de ellos. Estos factores pueden estar relacionados con la dificultad que mostraban los estudiantes en tomar decisiones de forma autónoma, mostrándose altamente dependientes del tutor del aula. En segundo lugar, la relación con el tutor de prácticas también se reveló como crítica en el momento de posicionarse en una u otra posición. En algunos casos, los participantes también mencionaron sentimientos de soledad y poca comunicación con el tutor del aula motivados por la consideración de que no fueron valorados suficientemente por ellos ni tratados como iguales. En cambio, los estudiantes mostraron una mayor confianza en sus competencias docentes cuando recibieron un feedback positivo por sus tutores durante sus intervenciones.

Estudio 3: Teacher professional identity as inquirer: voices of teacher educators

El último estudio llevado a cabo tenía por objetivo investigar cuáles eran las voces de los profesores universitarios en los Grados de Primaria sobre la identidad profesional docente. Para ellos identificamos cuáles eran las *core I-position*, es decir, aquellas posiciones centrales que adopta el docente y que ejercen influencia en el general funcionamiento de las otras posiciones llegando a crear coaliciones entre ellas e incidiendo de manera notable en la forma de actuar de los docentes frente las demandas del contexto. Estas *core I-position*, al igual que las otras *I-positions*, tienen un carácter contextual y temporal y, en consecuencia, pueden ser cambiantes.

Los resultados de este estudio nos permitieron identificar que los profesores universitarios identifican tres *core I-positions* en el self dialógico de los docentes de primaria: *I as a mediator*, *I as an instructor* y *I as an inquirer*. Las dos primeras core-positions (*I as a mediator* y *I*

CAPÍTULO 5. CONCLUSIONES

as an instructor) son coincidentes con posiciones aparecidas en otras investigaciones previas y otorgan un carácter técnico a la profesión docente, en línea con los resultados obtenidos en el primer estudio. Los profesores universitarios que identificaron la *core-position* de *I as an instructor* no reportaron las otras dos posiciones, mientras que los profesores universitarios que identificaron la *core-position* de *I as a mediator* sí que la relacionaron con las demás posiciones. El 50% de los profesores universitarios reconocieron también, como parte integrante de la identidad profesional docente, la *core-position* de *I as an inquirer* y la relacionaron con las dos posiciones antes mencionadas.

El significado que otorgan a la posición del maestro como *inquirer* varía en función del valor que le otorgan en la profesión docente. Así pues, si aparece como *core I-position* los procesos de indagación educativa se entienden fundamentalmente como la aplicación de los resultados o de las propuestas de las investigaciones científicas a la práctica escolar, tendiendo puentes entre teoría y práctica. Desde esta perspectiva, se entiende que los futuros maestros deben aprender a realizar investigaciones en las aulas durante su formación inicial, siendo necesaria la lectura y la comprensión de literatura científica, el diseño de instrumentos de recogida de datos ajustados a los contextos y tipos de problemáticas a indagar y las indagaciones colaborativas compartiendo experiencias educativas fundamentadas con toda la comunidad educativa, entre otras competencias.

Cuando la indagación no es considerada una posición central ésta es entendida fundamentalmente como un proceso de detección de los problemas y las necesidades educativas de los contextos educativos específicos, a través de la aplicación de la observación sistemática y de

CAPÍTULO 5. CONCLUSIONES

la reflexión sobre la propia práctica. Desde esta perspectiva se aboga para que los futuros maestros aprendan fundamentalmente a desarrollar una disposición crítica frente a la profesión y a utilizar los resultados de las investigaciones académicas como base para argumentar y justificar sus decisiones pedagógicas.

En ambos casos, el análisis entre la finalidad que se otorga a la indagación y los resultados de aprendizaje que se consideran que debería perseguir la formación inicial nos permite identificar alguna tensión o falta de coherencia entre ambos. Así pues, en futuras investigaciones creemos que deberíamos profundizar en dicha cuestión, incidiendo en el tipo de ayudas o soportes necesarios para que los estudiantes aprendan, por ejemplo, a diseñar, implementar o evaluar investigaciones en el contexto escolar.

A pesar de que la gran mayoría de los profesores universitarios estuvieron de acuerdo en que el docente de primaria debía aprender a llevar a cabo procesos de indagación en su actividad profesional, también aparecieron voces críticas al respecto. Los factores que alegaron fueron fundamentalmente dos. En primer lugar, algunos profesores universitarios expresaron la idea que solo aquellos docentes que “necesitasen romper la rutina”, “motivarse” o “crecer profesionalmente” debían incorporar esta *core I-position* en el self del docente; y, en segundo lugar, declararon que, quizás, la escuela no es el mejor lugar para realizar indagaciones ya que el docente no dispone del tiempo necesario para reflexionar sobre sus propias prácticas y que lo que se le reclama es acción continua.

Una conclusión importante de este estudio fue que muchos profesores universitarios expresaron que el tipo de investigación que se

CAPÍTULO 5. CONCLUSIONES

debía llevar a cabo en contextos escolares debía tener un carácter aplicado. Es decir, que permitiera dar respuesta a los problemas reales de la escuela, acercándose al concepto indagación y diferenciándola de la investigación más académica que se realiza en esferas universitarias.

Conclusiones generales

A lo largo de los tres estudios que integran esta tesis hemos podido analizar cómo la identidad del docente en la escuela es representada con voces similares por futuros maestros y profesores universitarios.

Ambos colectivos presentaron dificultades en reconocer como parte integrante de la identidad profesional docente una *I-position as an inquirer* y otorgaron un carácter meramente técnico a la profesión docente. Es decir, ambos colectivos reconocieron a los docentes de primaria una función meramente de transmisores de conocimientos y aplicadores de innovaciones provenientes de contextos académicos, sin que la reflexión sobre su propia práctica o la realización de innovaciones surgidas de los propios contextos escolares fuesen tareas idiosincráticas de la profesión. Esto es debido al rol que tradicional y socialmente se ha otorgado a los docentes, como aquellos profesionales encargados solamente de enseñar al alumnado contenidos, ya sea conceptuales, procedimentales o actitudinales. En consecuencia, no reconocieron la complejidad de la identidad profesional docente, la multiplicidad de posiciones que este debe activar en función de las demandas contextuales y el rol de agente de cambio e innovador que actualmente se les demanda.

No obstante, ante la complejidad creciente en la educación y ante las demandas que socialmente se requieren a la profesión docente, un

CAPÍTULO 5. CONCLUSIONES

maestro de primaria actualmente no puede limitarse a ser transmisor de unos conocimientos y/o aplicador de programas o innovaciones promovidos por entidades externas a la escuela, sino que debe aprender a fundamentar sus decisiones desde el conocimiento científico generado desde esferas académicas y devenir autónomos en sus decisiones.

Para ello, integrar en la identidad docente una *I-position as an inquirer* se revela imprescindible. Esta *I-position*, que debería devenir una *core I-position*, debe permitir a los docentes realizar esos procesos indagadores que no solo les permitirá mejorar y crecer en su profesión, sino que los empoderarán como agentes de cambio y creadores de conocimiento. Estos procesos indagadores, entendidos como investigación aplicada a contextos reales tanto por estudiantes como profesores universitarios, debe posibilitar dar respuesta a las necesidades educativas y al cambio de la educación tan demandado actualmente.

En consecuencia, es necesario e imprescindible que, desde la formación inicial, se ayude a los (futuros) docentes en la adquisición de competencias y habilidades indagadores y en el desarrollo de un hábito mental indagador que permita que los (futuros) docentes basen sus actuaciones en las aulas en evidencias científicas, mediante el análisis sistemático de las realidades y necesidades escolares, la aplicación del método científico y la evaluación de resultados.

Además, los profesores universitarios encargados de esta formación inicial y que, necesariamente, deben realizan investigaciones académicas en educación, deberían ser conscientes de su responsabilidad en ayudar a los estudiantes a adquirir y desarrollar la posición indagadora deviniendo modelos investigadores y haciendo explícitos los mecanismos que se deben seguir para realizar indagaciones en contextos

CAPÍTULO 5. CONCLUSIONES

educativos, la importancia de estos procesos indagadores para la mejora de la educación y la obligación de que todo profesional educativo adquiera e integre como parte idiosincrática de la profesión y, por ende, de su identidad profesional, del hábito indagador.

Contribuciones principales

Debido a la práctica inexistencia de estudios realizados en nuestro contexto en relación a profundizar en el conocimiento de la identidad profesional docente, esta tesis constituye un primer eslabón que aporta datos relevantes para futuras investigaciones centradas en la temática. Además, los datos reportados en los tres estudios son relevantes para fundamentar el diseño e implementación de programas formativos basados en la investigación que den respuesta a las necesidades actuales en educación.

A continuación, expondremos brevemente las principales contribuciones a nivel teórico, metodológico y pedagógico.

Contribuciones teóricas

La principal contribución teórica de esta tesis se relaciona con la aplicación de la *Dialogical Self Theory* para estudiar la identidad profesional docente. Esta perspectiva, innovadora en nuestro país en el ámbito educativo, nos ha permitido captar la complejidad dinámica y situada del constructo identitario de los docentes. A diferencia de los modelos tradicionales, que consideran la identidad como un fenómeno lineal, unidimensional y estático, adoptar esta perspectiva nos ha permitido analizar la pluralidad de posiciones identitarias que configuran el *self* de los docentes de manera contextual y situada. Así mismo, también nos ha permitido caracterizar cómo los profesores universitarios

CAPÍTULO 5. CONCLUSIONES

reconocen repertorios de posiciones en función de cómo sitúan las posiciones centrales que otorgan a la profesión docente.

En relación a la *position as an inquirer*, los estudios que conforman esta tesis ponen de manifiesto que no hay un discurso compartido, por parte de profesores universitarios o de los futuros docentes, en relación a la importancia, utilidad y sentido de la indagación educativa y, en consecuencia, de la posición como indagador en la identidad profesional docente. Una posible explicación a la disparidad de voces encontradas, la podríamos tener en que, en nuestro contexto formativo, la introducción de la indagación y la formación de la posición indagadora en el self de los docentes a lo largo de su formación inicial es un tema nuevo e incipiente y que requiere, por un lado, un cambio en la concepción de la profesión docente, y, por otro lado, el rediseño de los programas formativos iniciales basándolos en la investigación. Este cambio de concepciones y rediseño de los programas formativos redundaría en el desarrollo y adquisición de la *posición as an inquirer* que permitirá a los docentes realizar una reflexión crítica y sistemática de su propia práctica con el objetivo de mejorarla y permitiéndoles devenir innovadores en su contexto educativo y creadores de conocimiento.

Además, esta tesis nos ha permitido comprender qué posiciones adoptan los estudiantes de magisterio en los contextos de prácticas frente a las experiencias de aprendizaje clave que encuentran en las escuelas, caracterizándolas y creando un cuerpo de conocimiento sobre aquellas que son prototípicas en la formación inicial de docentes y, en concreto, durante la realización de sus primeras prácticas externas. Asimismo, el análisis de cómo, los estudiantes de magisterio se posicionaban (*I as a*

CAPÍTULO 5. CONCLUSIONES

student, I as a teacher) en diferentes experiencias clave de aprendizaje nos ha permitido aportar datos sobre los factores, tanto positivos como negativos, que influyen en la adopción de estas posiciones. Estos datos deben permitir a los profesores universitarios y a los tutores escolares tomar consciencia del importante rol que tienen en la construcción de la identidad profesional docente y en establecer las ayudas necesarias para que los (futuros) docentes puedan tomar decisiones autónomas y fundamentadas a las principales experiencias a las que deben dar respuesta en los espacios formativos del prácticum.

Finalmente, esta tesis también aporta otra contribución teórica en el estudio de las voces de los profesores universitarios. Este estudio ha puesto de manifiesto la complejidad de visiones que tienen los profesores universitarios sobre el sentido y funcionalidad de la indagación educativa que deberían realizar los docentes de primaria. Por un lado, la gran mayoría de profesores universitarios presentan una visión compleja de la indagación que se ajusta a la funcionalidad y sentido que le otorga la literatura especializada, pero, por otro lado, sorprenden las voces críticas acerca de que todos los docentes deban realizar indagaciones o la visión simple de la indagación como una forma de crecimiento personal de los maestros. En este último caso, somos del parecer que estos datos proporcionan luz sobre la necesidad de la creación de verdaderas comunidades de investigación en las universidades tanto entre profesores universitarios como entre profesores y estudiantes de magisterio y entre las universidades y los centros escolares, que deberían garantizar la adquisición por parte de todos de la visión compleja sobre la indagación, entendida esta como el camino de mejorar la educación en todos los niveles.

CAPÍTULO 5. CONCLUSIONES

Contribuciones metodológicas

En relación a las contribuciones metodológicas, esta tesis aporta un instrumento diseñado ad hoc que nos ha permitido recoger y analizar datos relevantes sobre la relación existente entre las posiciones y la indagación.

El cuestionario TePi (*Teacher professional Identity*) utilizado en el primer estudio y en el tercero (con alguna modificación) permite la rápida identificación de las posiciones centrales de la identidad docente en base a las actividades más relevantes que debe realizar un docente de primaria en las aulas. Además, al preguntar directamente sobre la indagación, nos permite profundizar en la conceptualización de la misma en relación a su significado, utilidad, beneficiados, procedimientos, competencias y necesidad en la profesión docente, haciendo aflorar en los participantes la consciencia sobre la importancia y multiplicidad de posiciones que conforman la identidad profesional docente.

Así mismo, complementar el cuestionario con entrevistas y grupos focales, ha permitido ahondar en sus concepciones y voces sobre la identidad profesional docente y la indagación que han permitido enriquecer tanto en relación a la identificación de las posiciones como crear repertorios de posiciones que caracterizan la identidad profesional docente. Estos dos instrumentos se han revelado muy útiles para hacer conscientes a nuestros participantes de la multiplicidad de posiciones que debe adoptar un maestro de primaria en el contexto escolar y que deben ser potenciadas y desarrolladas a lo largo de la formación inicial de docentes.

CAPÍTULO 5. CONCLUSIONES

En relación a la metodología utilizada de análisis de datos, aunque no es novedosa, si aportamos la innovación del análisis de posiciones que nos ha permitido crear repertorios de posiciones docente tanto en los estudiantes de magisterio como en los profesores universitarios en relación a las posiciones adoptadas en las aulas escolares.

Contribuciones pedagógicas

La tesis que presentamos ha aportado dos tipos de contribuciones pedagógicas. Por un lado, las aportaciones realizadas se centran en el contexto de la formación inicial de maestros donde los resultados de los estudios de esta tesis han sido fundamentales en el diseño del pilotaje de los nuevos programas formativos de los prácticum que hemos realizado en los últimos tres años. Los nuevos programas formativos, basados en la investigación (*research-based*), pretenden poder proporcionar a los estudiantes herramientas y recursos que les permitan dotar de significado conceptual, procedimental y actitudinal a la *I-position* como indagador, integrarla como *core I-position* en su identidad profesional y ayudarlos a tomar consciencia del amplio repertorio de posiciones que integran la *I-position* como docente, así como del constante proceso de posicionamiento y reposicionamiento que llevan a cabo a lo largo de su proceso formativo.

Estas aportaciones se concretan, en primer lugar, en la creación de conocimiento sobre cómo conceptualizan la identidad del maestro, tanto estudiantes como profesores universitarios en relación a las posiciones que los docentes de primaria despliegan en los contextos educativos y cuáles de ellas consideran como centrales (estudios 1 y 3). En segundo lugar, el análisis y caracterización de las experiencias

CAPÍTULO 5. CONCLUSIONES

significativas de aprendizaje (estudio 2) que los estudiantes de magisterio afrontan durante sus prácticas externas, ha permitido, por un lado, diseñar un instrumento de recogida de datos consistente en que los propios estudiantes graven una sesión de su intervención educativa con la finalidad de que seleccionen una experiencia significativa de aprendizaje positiva y otra negativa, las analicen críticamente y reflexionen sobre la posición que han adoptado, las causas que han propiciado que se posicionen de una u otra forma, y qué deberían cambiar en su forma de actuar para posicionarse como maestros en el aula; y por otro lado, disponer de un cuerpo de conocimiento sobre las experiencias de aprendizaje significativas que nos debe permitir formar a los profesores universitarios y tutores escolares con herramientas y recursos para ayudar a los estudiantes hacerles frente y que tomen consciencia de la complejidad existente en educación.

Repensar los prácticums que se ofrecen en la Facultad de Psicología, Ciencias de la Educación y del Deporte, Blanquerna (URL) desde la perspectiva del *research-based approach* ha supuesto dos fases. La primera fase, se realizó durante el año académico 2016-2017¹⁰ en dos seminarios de prácticum del segundo año del Grado de Educación Primaria. Durante esta fase se testaron distintos instrumentos como: a) los autoinformes de actividades basadas en la indagación educativa: los estudiantes valoraban el sentido, la utilidad, la satisfacción, los aprendizajes realizados, la dificultad y la disponibilidad de tiempo de las diferentes actividades propuestas; b) el informe de posiciones donde los estudiantes explicaban qué actividades creían que deberían realizar en

¹⁰ Proyecto de investigación: “*La construcció de la identitat indagadora dels futurs Mestres durant la seva formació inicial: una proposta d'intervenció en els pràcticums*” (ref. APR-FCEE 1819/02)

CAPÍTULO 5. CONCLUSIONES

las aulas como futuros maestros, su sentido y finalidad y aportaban también un ejemplo; y c) el informe y la posterior entrevista de las experiencias clave de aprendizaje donde los estudiantes reportaban aquellas experiencias significativas de aprendizaje que habían vivido y que habían tenido algún impacto sobre el significado que le otorgaban a la profesión docente. El segundo estudio de esta tesis se ha focalizado en el análisis de esta última parte, identificando cuáles son las experiencias de aprendizaje clave durante su período de prácticas y analizando en qué tipo de experiencias a los estudiantes les resulta más fácil posicionarse ya como futuros maestros, demostrando mayor autonomía y seguridad en su toma de decisiones y/o actuaciones finales.

Durante el curso académico 2019-20¹¹ se está llevando a cabo la segunda fase de la implementación y el pilotaje de los prácticum basados en la indagación en los niveles de tercer y cuarto curso del Grado de Educación Primaria. El objetivo principal del proyecto de investigación es valorar y mejorar la enseñanza universitaria de las competencias vinculadas al desarrollo de la identidad como investigadores/indagadores de los futuros docentes con la finalidad de hacer posible que los futuros docentes promuevan y mantengan procesos de innovación educativa en las escuelas.

Se ha diseñado una secuencia de actividades que dan respuesta a seis fases que podemos encontrar en los procesos indagadores: (1) *Escaneo y foco del contexto educativo*, (2) *Comprensión y desarrollo de una pregunta de indagación*, (3) *Diseño de una práctica educativa*

¹¹ Proyecto de investigación: “*Identitat docent i competència investigadora: un model formatiu basat en pràctiques educatives fonamentades*” (ref. APR-FPCEE 1920/03)

CAPÍTULO 5. CONCLUSIONES

fundamentada, (4) *Implementación*, (5) *Análisis e interpretación de la práctica educativa*, y (6) *Comunicación profesional*. A lo largo de estas fases, los estudiantes realizan las siguientes actividades: a) un análisis previo del contexto aula a través de la realización de una entrevista a los tutores del aula que tienen asignada, la observación sistemática de los alumnos y sus necesidades educativas y, si fuere necesario, realizando entrevista a alumnado, dirección del centro y otros agentes educativos (docentes especialistas, familias, psicopedagoga, etc.); b) análisis de los datos recabados con la finalidad de escoger un foco de investigación que se concreta con la formulación de una pregunta de investigación que guiará el diseño y la intervención que llevarán a cabo en el aula; c) buscar literatura científica que les ayude a centrar su foco de investigación y que aporte evidencias científicas que justifiquen el diseño de la intervención educativa y de las actividades educativas que la conforman; d) implementación en el aula escolar de la intervención educativa fundamentada diseñada; e) evaluación de los resultados de sus intervenciones educativas, para aportar evidencias de su efectividad, reflexionar sobre su propia práctica y realizar propuestas de mejora; y e) comunicación pública de todo el proceso indagador realizado ante toda la comunidad educativa académica. Esta secuencia de actividades ha de permitir a los estudiantes fundamentar sus intervenciones educativas a partir de un análisis sistemático de las necesidades del aula que tienen asignada y del conocimiento científico disponible.

Los objetivos que se ha marcado en este proyecto de investigación son: (1) Diseñar, implementar y evaluar el desarrollo de una propuesta formativa basada en el modelo del *research-based teacher education* en los prácticums de tercero y cuarto curso del Grado de Educación Primaria; (2) Comprender y analizar la evolución del proceso

CAPÍTULO 5. CONCLUSIONES

de construcción de la identidad de los futuros maestros como indagadores en la práctica educativa; y (3) Analizar la relación entre la actitud indagadora, percepción de auto eficiencia en competencias de investigación y la agencia profesional.

Los instrumentos de recogida de datos que se están utilizando son:

- Narraciones individuales que nos deben permitir recoger datos sobre cómo interpretan la posición del maestro como indagador y su vínculo con los procesos de mejora educativa. Los estudiantes deben escribir unas narrativas para dar respuesta a preguntas-guía del tipo: ¿Cuáles crees que son las principales funciones de un docente en la escuela?; ¿Qué significa para ti innovar en las aulas?; ¿Qué crees que significa ser un docente indagador en el aula?; ¿Crees que es necesario que los docentes realicen indagaciones educativas? ¿Por qué? Se prevé que los estudiantes realicen 3 informes: al iniciar el prácticum, al finalizar el primer periodo de prácticas, y al finalizar el segundo periodo de prácticas. La evolución de las respuestas de los estudiantes nos debe permitir analizar si hay cambio y en qué sentido en el significado que otorgan a la posición del maestro como indagador en el repertorio de posiciones que identifican en la profesión docente.
- Informe de posiciones donde los estudiantes deben reflexionar sobre aquellas actividades centrales que como maestros de primaria creen que deben realizar en las aulas, su finalidad y poner un ejemplo claro de cómo las llevarían a cabo en los contextos educativos.

CAPÍTULO 5. CONCLUSIONES

- Entrevistas y tarjetas de elicitación donde se recogen las principales actividades (*I-positions*) que los estudiantes creen que como docentes deberán realizar en las aulas y las relaciones existentes entre las diferentes actividades. Se harán dos entrevistas: al iniciar el prácticum y al finalizar el mismo.
- Grabación en vídeo de una sesión durante la aplicación de su intervención educativa en las aulas. Los estudiantes, en parejas, deberán visualizar las grabaciones, escoger aquellos momentos significativos (uno positivo y otro negativo) de su actuación en el aula y reflexionar sobre ellos en relación a: ¿qué ha sucedido?; ¿Qué estás haciendo tú y qué hacen los alumnos?, ¿Cuál es la relación entre lo que haces y lo que hacen tus alumnos?; ¿Por qué esta situación es importante para ti?; ¿Qué has aprendido de esta situación?; ¿Qué posición docente has adoptado (tutor, gestor, instructor, etc.)?. Posteriormente deberán escribir un informe reflexivo individual respondiendo a las preguntas: ¿Qué estrategias docentes se visualizan en las situaciones analizadas?; ¿De qué manera la literatura da respuesta al problema surgido en la situación negativa? ¿De qué manera la literatura aporta evidencias a la situación positiva? El objetivo general de esta actividad es el de conocer cuáles son las voces que utilizan para analizar y fundamentar sus intervenciones educativas y hacerles conscientes de la multiplicidad de posiciones que deben adoptar en los contextos escolares

Del análisis de los datos recabados, se prevé investigar la efectividad del diseño de estos Prácticums en el desarrollo de la identidad indagadora de los estudiantes.

CAPÍTULO 5. CONCLUSIONES

Posteriormente a este pilotaje, se pretende diseñar un plan formativo para los tutores universitarios encargados de la docencia en los espacios de los prácticums que permita implementar el modelo formativo a todos los seminarios de prácticas de la facultad.

La segunda contribución pedagógica de esta tesis se sitúa en el contexto de formación de los docentes en activo. Esta se ha concretado en la escritura y publicación en la revista de divulgación *Dossier* (ed. Graó) de dos artículos: *Evidencias: desde la didáctica de las competencias transversales*¹²; y *Lo evidente, lo científico y lo conveniente*¹³. En el primer artículo, se proporciona a los docentes recursos teóricos y metodológicos que les ayuden a fundamentar, desarrollar e implementar en sus aulas actividades para promocionar y trabajar en sus alumnos la competencia transversal de Aprender a aprender, estrechamente vinculada a la identidad indagadora. En este artículo también se enfatiza la necesidad de que los docentes adquieran y desarrollen la identidad indagadora en su identidad profesional docente con la finalidad de convertirse en generadores de conocimiento e innovadores en sus contextos escolares.

En el segundo artículo, en forma de artículo de opinión, se desgranar los argumentos de porqué es importante que los docentes utilicen evidencias científicas para fundamentar sus prácticas sin menoscabar la importancia de las evidencias que aporta el análisis de las propias prácticas docentes, en un intento de desvelar el vínculo que necesariamente se debe realizar entre teoría y práctica. Además, se

¹² Giralt-Romeu, M & Monereo, C (2020). Evidencias: desde la didáctica de las competencias transversales. Pp. 59-63, *Dossier*, Ed. Graó

¹³ Monereo, C & Giralt-Romeu, M (2020). Lo evidente, lo científico y lo conveniente. *Dossier*, Ed. Graó

CAPÍTULO 5. CONCLUSIONES

perfila el uso de las espirales de indagación como metodología de investigación que permite a los docentes y a toda la comunidad educativa, establecer, en los centros educativos, verdaderas comunidades de indagación para realizar las innovaciones educativas adecuadas a las necesidades educativas específicas del contexto educativo.

Limitaciones generales y futuras investigaciones

Como todo proceso de investigación, esta tesis y los estudios que la conforman no están exentos de limitaciones. En esta sección se discuten las principales limitaciones, así como las líneas futuras de investigación.

Para realizar los estudios de esta tesis se diseñó ad hoc un cuestionario que nos ha permitido capturar, por un lado, las posiciones que tanto estudiantes (estudio 1) como profesores universitarios (estudio 3) reconocen en la identidad profesional docente y, por otro lado, que entendían como posición indagadora. No obstante, su efectividad para recoger este tipo de datos, estos solo hacían referencia a posiciones profesionales de los participantes sin tener en cuenta ni recabar datos de otras posiciones personales que también influyen en la construcción de la identidad profesional de cualquier sujeto. Desde la DST sabemos que las I-positions de un sujeto son múltiples (personales y profesionales), que están en constante diálogo unas con otras, influenciándose recurrentemente y cambiando en los diferentes contextos de actuación (personales y profesionales). En consecuencia, en futuras investigaciones consideramos necesario complementar la recogida de datos conseguida con el cuestionario con otro tipo de instrumentos (entrevista, grupos focales, narrativas, etc.) con la finalidad de que las voces de las otras *I-positions* que conforman el self de los docentes (yo

CAPÍTULO 5. CONCLUSIONES

como estudiante, yo como hijo de, yo como cooperante, yo como profesor universitario, etc.) pudieran ser reconocidas y ver cómo influyen en la construcción del yo como maestro y que influencia ejercen en dicha construcción y en el desarrollo de la identidad profesional del docente y de la posición indagadora.

Por otro lado, somos muy conscientes que la muestra utilizada en los tres estudios es modesta y limitada a un único contexto universitario. No obstante, los resultados indican una realidad que en varios aspectos coincide con la de estudios realizados en otros contextos, lo que apunta su validez y permite comprender mejor el fenómeno que ocupa en nuestro contexto. Es posible que con muestras diferentes en otras universidades españolas se obtengan resultados diferentes que pueden contrastarse con los aquí desarrollados y que constituyan un primer eslabón para diseñar e implementar programas formativos que den respuesta a las necesidades observadas.

Como ya hemos señalado, la metodología utilizada en los tres estudios es de corte cualitativo, faltando la utilización de métodos cuantitativos que nos hubieran permitido combinar datos cuantitativos de una muestra más amplia con el análisis más profundo de los datos obtenidos cualitativos de las muestras que hemos utilizado. No obstante, una vez se finalice el pilotaje del programa formativo que actualmente estamos implementando y se generalice a todos los cursos, utilizaremos un diseño metodológico mixto para recoger datos que nos permitan asegurarnos de la validez, adecuación e idoneidad del programa formativo en el desarrollo de la identidad indagadora de los futuros docentes.

CAPÍTULO 5. CONCLUSIONES

En relación con las futuras líneas de investigación, alguna de ellas ya se está realizando en el pilotaje de las nuevas propuestas formativas de los prácticums del Grado de Educación Primaria de la Universidad Ramon Llull, tal y como hemos explicado en el apartado de contribuciones pedagógicas, y en donde esta doctoranda ha participado activamente tanto en el diseño de las actividades programadas y de los instrumentos de recogida de datos como en el análisis de los mismos.

Así mismo, otra línea de investigación en la cual es muy necesario que se realicen estudios en profundidad y a gran escala teniendo en cuenta los resultados aportados en los estudios que conforman esta tesis, es explorar qué posiciones reconocen los profesores universitarios en la identidad profesional docente y si consideran que la posición indagadora debe o no formar parte de esta identidad profesional. Es de vital importancia que, como agentes educativos encargados de la enseñanza de los futuros docentes y modelos para ellos, los profesores universitarios ajusten las actividades educativas que diseñan a lo largo de los estudios universitarios y sus discursos educativos a la visión del maestro indagador, ajustándose a las demandas de formación en competencias indagadoras que actualmente se reclama en el contexto internacional.

Todo el profesorado universitario responsable de la formación de docentes, como modelos de multiplicidad de posiciones (docentes e investigadoras), debe desarrollar una “disposición activa de investigación” (*researcherly disposition*) que les permita ser conscientes de la importancia de la *I-position as inquirer/researcher* tanto en su quehacer diario docente en las aulas de la universidad como en el quehacer diario de los docentes de primaria en los contextos escolares.

CAPÍTULO 5. CONCLUSIONES

Además, esta disposición activa hacia la investigación debe permitir aplicar las investigaciones educativas que realizan en esferas académicas a su propia docencia, realizando una transferencia directa y aplicación de los resultados obtenidos.

Otra línea importante de investigación que se debería desarrollar es la de investigar cómo los contextos universitarios pueden devenir auténticas comunidades de investigación donde, profesores universitarios con la colaboración del alumnado y maestros de escuela llevasen a cabo verdaderos proyectos indagadores. Con la creación de estas comunidades de indagación, los (futuros) maestros se verían empoderados y adquirirían las competencias necesarias para aprender a realizar procesos indagadores en el contexto escolar. Además, participar en estas comunidades de investigación les ayudaría a desarrollar un “habito mental indagador” (*inquiry habit of mind*) o una “actitud indagadora” (*inquiry attitude*) que haría que la posición central (*core I-position*) como indagador fuese la que, verdaderamente, guiase sus actuaciones en las aulas.



Capítulo 6
Reflexions finals

CAPÍTULO 6. REFLEXIONS FINALS

Sempre m'ha agradat escriure. Escriure em permet reflexionar i (re)pensar, (re)crear-me i (re)explicar-me, i en moltes ocasions, agafar distància de mi mateixa i dels fets de la meua vida. I en aquest cas no és diferent. Diria més, crec que en aquest cas encara és més necessari per tal que tots aquests anys, tot el procés de formació i tota la feina realitzada tinguin el sentit que ha de tenir i que, sobretot, es pugui deixar constància, en algun apartat d'aquesta tesi, de tots els aprenentatges i del desenvolupament personal i professional que ha suposat la realització d'aquest treball.

M'enganyaria i us enganyaria si us digués que aquest desenvolupament i aprenentatges van començar amb aquesta tesi. Van començar fa quasi ja una dècada i en aquesta tesi s'evidencia sols un punt d'inflexió, de fi d'una etapa del camí, de parada i fonda per dir-ho d'alguna manera, que m'ha de permetre seguir caminant i descobrint nous paratges en l'aprenentatge constant i al llarg de tota la vida que tots, i en especial els que ens dediquem d'alguna manera a la docència, hem de realitzar.

Aquesta tesi és molt més del que el format propi del gènere deixa entreveure. És la descoberta de la recerca, de la docència, del coneixement compartit, i de milers i milers d'esborranys, revisions i pensaments que encara dormen al meu ordinador. És les dades que encara estan pendent d'analitzar, valorar i, si s'escau, compartir; son totes les xerrades "off the records" que he tingut amb els estudiants i els professors, participants en el estudis d'aquesta tesi, i que m'han aportat molt més que les dades "fredes i impersonals" que els estudis reflecteixen. És la compilació de les errades, part imprescindible, inseparable i valuosa de tot creixement i aprenentatge, que he comés i seguiré cometen.

CAPÍTULO 6. REFLEXIONS FINALS

És la meva participació en els projectes de recerca que, en paral·lel, s'han desenvolupat en l'equip de recerca; és el compendi de totes les lectures, xerrades, cursos i seminaris als quals he assistit i que m'han ajudat en el meu creixement com a investigadora i com a docent, aportant-me maneres de fer i idees que, en major o menor, mesura s'han incorporat en aquest producte final; és el resultat de les presentacions i congressos als quals he assistit i participant, on he pogut fer front a pors i inseguretats i conèixer altres formes de fer, de conceptualitzar la recerca i de compartir punts de vista diferents.

És el recull de totes les pràctiques i formacions que he realitzat a les escoles, de “trepitjar el terreny” real de l'educació i d'on sorgeix la necessitat, neguit i vàlua d'aquest treball. És la docència compartida, aprenent de les més grans professionals, que al llarg d'aquest temps he pogut fer, on realment pots adonar-te que la manera d'aprendre que tenen els alumnes ha canviat i que l'escola, l'institut i, inclús, la universitat ja no són els únics proveïdors d'aprenentatges i que es requereix, de manera urgent, un canvi de paradigma de l'educació i de la docència.

Aquesta tesi, en el format acadèmic que adopta i que és el requisit pel doctorat, és, també, l'acomodament i aprenentatge a un gènere d'escriptura que, en ocasions i malauradament, queda allunyat d'aquells a qui veritablement hauria d'arribar aquesta (i totes) tesi. En aquest sentit, recordo en especial una de les conferències a la que he assistit al llarg d'aquests anys anomenada *“Investigación e innovación en educación: una mirada sobre las prioridades de investigación educativa en Cataluña”* a càrrec de la Mònica Ruiz, cap de projectes de la Fundació Bofill, on es feia palesa la necessària transferència de coneixement que ha d'existir des de l'acadèmia cap a la societat i la reivindicació, perquè

CAPÍTULO 6. REFLEXIONS FINALS

aquesta transferència sigui possible, de l'ús d'un llenguatge accessible per aquesta societat, juntament amb la realització d'investigacions amb col·laboració estreta amb els diferents agents dels diversos àmbits socials. Aquesta mateixa reivindicació l'he pogut escoltar de boca de molts dels participants en els estudis que conformen aquesta tesi i l'he pogut llegir en els resultats de molts dels articles (curiosament acadèmics) que he consultat al llarg d'aquest treball. En molts casos, el gènere discursiu que s'utilitza i els tòpics que la recerca acadèmica investiga (allunyats, en ocasions, de la realitat educativa) fa que la distància entre teoria i pràctica, aquest gap que posen de manifest moltes de les investigacions llegides, sigui més gran, i que la tasca que hem de portar a terme per tal de construir el "pont" que les ha d'unir, resulti faraònica. Soc del parer que, tal i com reclamem i es reclama des de molts àmbits, les investigacions científiques en l'àmbit educatiu necessiten d'un llenguatge, d'un gènere discursiu, que permeti que tots els implicats (docents, investigadors, i inclús, usuaris del sistema educatiu) puguin sentir-la com a seva, amb un paper actiu i col·laboratiu, on el llenguatge, com a eina de comunicació i creació de coneixement que és, sigui aquest pont que ens permeti construir lligams entre la teoria i la pràctica i no l'abisme que els separa. Per tant, queda com a repte personal en un futur proper, poder transformar aquesta tesi en un recurs que tingui impacte real en la pràctica educativa, tot ajudant a construir aquest pont d'unió entre la investigació i la realitat.

Per acabar, aquesta tesi, producte final d'aquesta etapa del viatge, de part de la meva trajectòria de vida, i a on el procés queda emmascarat, és el recull de tot un seguit d'experiències, vivències, veus i posicions que he anat incorporant en el meu self i de les que m'he apropiat, les quals he

CAPÍTULO 6. REFLEXIONS FINALS

fusionat amb la meua pròpia veu i, en definitiva, a la meua pròpia identitat.

