
Poster

**CROSSING THE THRESHOLD TO TEACHER: THE ROLE OF LIMINALITY IN THE FORMATION OF
TEACHER IDENTITY IN PRESERVICE TEACHERS**

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Dissertation

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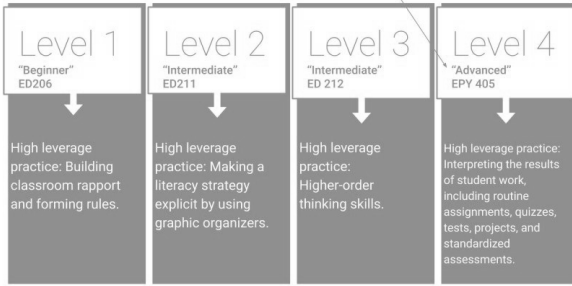
Abstract

Although the educational research literature of the last twenty years attests to a growing interest in the subject of professional identity; specifically, teacher identity, the teacher identities of preservice teachers have not received as much attention. Further research is required, given the connection between teacher identity and factors that immediately and directly impact the quality, effectiveness, and staying power of in-service teachers. The research design for this study is an interpretive case study. The intent is to explore how preservice teachers understand the formation of their teacher identities within the notion of liminality, foregrounded by their experiences in mixed reality simulations of teaching. Data collection includes a demographic survey, an observational protocol, pre/post simulation brief interviews, a comprehensive end-of-course semi-structured interview protocol, and documents. Data will be analyzed via deductive and inductive means. As the context for the liminal experiences for the proposed research is mixed-reality simulations of teaching, and research on processes related to mixed-reality simulations in educator preparation indicates that the simulations effectively activate liminality, it is hoped that the study will contribute to a growing body of literature on the uses of mixed reality simulations in teacher education programs and a better understanding of the nature of the connection between teacher identity formation and liminality.

Population

The specific context for the rehearsal of the high leverage practice is a parent-teacher conference. Whereas previous courses vary the simulation task, this course varies the simulation intensity. The avatar is accepting in the first simulation, she then becomes confrontational, and demanding in subsequent simulations.

Population for proposed study



Research context



A Graphic Representation of Parent-Teacher Conference in Level 4 course, in Mursion via Zoom

Additional Literature (not included on poster)

Review of the Literature: Teacher Identity, cont'd

Author	Finding
Lamote & Engels, 2010	Identity is perceived differently across first, second, and third year preservice teachers. Professional identities are vulnerable when confronted with teaching practice.
Chong, Ling, & Chuan, 2011	Professional identity declines from entry to exit of teacher preparation program. Teacher self-efficacy impacted the decline. Identity is contextual .
Alsop, 2019	Identity is situated, contextual , based on perception, changes over time .
Nguyen & Yang, 2018	For student teachers: Identity is experiential and contingent on the "interaction of three activity systems": the preservice teacher, the university mentor; the supervising teacher (pp.640-641).

Review of the Literature: Liminality in Educational Contexts, cont'd

Author(s)	Finding
Land, Rattray, & Vivian, 2014	Liminality renders "existing certainties" " problematic and fluid ," therefore the learner can experience "a sense of loss."
Rattray, 2016	Affective dimensions of liminality include motivation, agency, self-efficacy, and resilience.
Dawson et al., 2017; Hudson et al., 2019; Peterson-Ahmad et al., 2018; Piro et al., 2019a	Cognitive challenges associated with liminality include the reconfiguration of knowledge structures as the preservice teacher transitions from student to professional identity; this includes the exposure to and facilitation of the initial acquisition of targeted skills, and the opportunity to bridge the gap between learning about a strategy and implementing it; a.k.a. the theory/practice divide

Review of the Literature: Research on Mixed-reality Simulations in Educational Contexts, cont'd

Author(s)	Finding
Badiee & Kaufman, 2015; Dawson & Lignugaris/Kraft, 2017; DeSantis, 2018; Hudson et al., 2018; Kaufman & Ireland, 2016; Peterson-Ahmad et al., 2018; Piro et al., 2019a, 2019b	Key experiences are necessary to improved outcomes; critically the need for opportunities to bridge the gap between learning about a strategy and implementing it; a.k.a. the theory/practice divide.
Thompson et al., 2019; Schepens, Aelterman, & Verick, 2009	MRS provides opportunity to " practice critical competencies in low-stakes settings ," such practice is critical given that perception of preparedness is a primary indicator of self-efficacy and professional orientation.
Thompson, et al., 2019	"...digital simulations hold promise for increasing opportunities to approximate professional practice " (p. 144).

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