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.
**Additional Literature** (not included on poster)

**Review of the Literature: Teacher Identity, cont’d**

<table>
<thead>
<tr>
<th>Author</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alsup &amp; Traple, 2018</td>
<td>Mental representations differ across five, instead, and find their professional roles. Professional identities are validated when combined with teaching practice.</td>
</tr>
<tr>
<td>Alter, 2019</td>
<td>Identity is a social construct, based on perceptions, changes over time, and is dependent on the social context.</td>
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<tr>
<td>Nguyen &amp; Ting, 2010</td>
<td>Identity is a social construct that depends on perceptions and the social context.</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Author</th>
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<tbody>
<tr>
<td>Lund, Rattray, &amp; Voisan, 2014</td>
<td>Liminality renders “existing categories” problematic and fluid; therefore the learner can experience “a sense of loss,”</td>
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<tr>
<td>Rattray, 2016</td>
<td>Affective dimensions of liminality include motivation, agency, self-efficacy, and resilience.</td>
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<tr>
<td>Dawson et al., 2017</td>
<td>Cognitive challenges associated with liminality include the accommodation of knowledge constructs on the presence of the practical identity of the learner; the opportunity to bridge the gap between learning about a strategy and implementing it; i.e., the theory/practice divide</td>
</tr>
<tr>
<td>Paton et al., 2019</td>
<td>Me provides opportunities to “practice critical competencies in low-stakes settings” such as critical group that understands preparation is a primary function of self-efficacy and professional identity.</td>
</tr>
</tbody>
</table>

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

<table>
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<tbody>
<tr>
<td>Badiee &amp; Kaufman, 2015</td>
<td>Key experiences are necessary to improved structures.</td>
</tr>
<tr>
<td>Dawson &amp; Lignugaris/Kraft, 2017</td>
<td>Design of the research for opportunities to bridge the gap between learning about a strategy and implementing it; i.e., the theory/practice divide</td>
</tr>
<tr>
<td>Thompson et al., 2016</td>
<td></td>
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</tbody>
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**Complete References**


