

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

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Rationale

- · Teacher identity is elusive (Izadinia, 2013).
- · The process of teacher identity construction is:
 - -Not easily identifiable or understood;
 - -Not often studied in preservice teachers; -A high-stakes proposition (Friesen et al.,

2013; Izadinia, 2013; Nguyen & Yang, 2018).

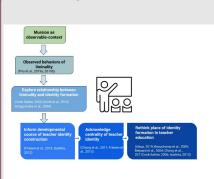
· Liminality is experienced in Mursion®; it is an observable context (Piro & O' Callaghan 2019a;

Statement of the Problem

- · A detailed exploration of the phenomenon of preservice teachers' formation of teacher identities will aid in enhancing the understanding of the connection between liminality and teacher identity.
- The research aims to contribute to the understanding of the developmental course of a teacher identity in

(Cook-Sather, 2006; Devitt & Kerin, 2014; Friesen & Besley, 2013; Izadinia, 2013; Smagorinsky, Cook, Moore, Jackson, & Fry, 2004)

Significance



Key Terms

reinterpretation of experiences;" predicated on a "... process of practical knowledge-building characterized by an ongoing integration of what is individually and collectively seen as relevant to teaching" (Beijaard, Meijer, & Verloop, 2004, pp. 122-123).

Liminality - Drawn from theory about "threshold concepts;" it is "conceived as a transformative state in the process of learning," which requires the learner to reformulate the meaning frame. Cognitive and affective implications exist (Meyer & Land, 2003; Land, Rattray, & Vivian, 2014, p.201; Rattray, 2016).

Mursion® - The specific mixed-reality simulation platform used by the teacher preparation program under study, identified in company literature as "the virtual environment where professionals practice and master essential skills they need to be effective in high-stakes careers" ("Mursion Services: Education," n.d.).

High leverage practices - (HLPs) are:

- · Core concepts related to the practice of the discipline;
- · "Commensurate with threshold concepts," given that the learning shares key characteristics with threshold concepts: transformative, integrative, irreversible, troublesome, and bounded;
- Used in the program for this proposed study to guide student learning outcomes (Piro & O'Callaghan, 2019).

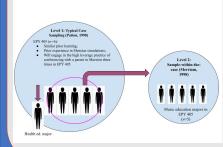
Related Literature



Research Question

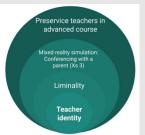
How do preservice teachers understand the formation of their teacher identities within the notion of liminality in mixed reality simulations of teaching?

Sampling Procedure



Research Design

- Interpretive case study design (Merriam, 1998). Characterized by the following intentions and outcomes: in-depth understanding of the situation and meaning made by research participants; interest in process over outcomes; contexts, rather than variables; and discovery not confirmation (Merriam, 1998).
- Object of study delimited to facilitate intensive and holistic description and explanation of a single phenomenon (Merriam,



Instrumentation





Demographic survey and Likert scale questions on self-assessment:

Interview data; observations; documents: Thematic analysis which provides a "systematic approach for identifying, analyzing, and reporting patterns - themes - across a dataset" (Braun & Clarke, 2013, p. 174), and offers the flexibility of inductive and deductive approaches (Braun & Clarke, 2013) will be used. Facilitated by:

- Complete coding (Braun & Clarke, 2013);
- Pattern analysis (Braun & Clarke, 2013).

Collection Timeline



References