

Exploring Teacher Identity: Insights from University Educators

This study delves into the intricate dynamics of teacher identity among university lecturers, shedding light on their experiences, perceptions, and challenges. Drawing on qualitative research methods, this study examines the multifaceted nature of teacher identity through interviews and reflections from three diverse university lecturers. The research explores how these lecturers perceive their roles, negotiate their identities within the academic environment, and navigate the complexities of their professional identities. Through thematic analysis, the study elucidates the various factors that shape teacher identity, including personal experiences, pedagogical beliefs, institutional contexts, and societal expectations. Furthermore, it investigates the relationship between teacher identity and autonomy, exploring how educators assert agency in their teaching practices while balancing institutional demands and expectations. The findings reveal nuanced insights into the construction and negotiation of teacher identity, highlighting the fluidity and complexity inherent in the role of university educators. By providing a deeper understanding of teacher identity within the higher education context, this study contributes to ongoing discussions in educational research and informs efforts to support teacher development and well-being in academic settings.

Online Profile

Biography

Primary author: MAI, Thị Hiền (Hanoi University of Natural resources and Environment)

Presenter: MAI, Thị Hiền (Hanoi University of Natural resources and Environment)

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