

Characterization of the professional identity of teachers in higher education in relation to comprehensive education

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Abstract

The purpose of this study was to characterize the professional identity of teachers in higher education in relation to comprehensive education. Data has been collected from a sample of 588 teachers in different professional fields. For this purpose, a Likert-type questionnaire was designed that explored three identity dimensions: beliefs, practical theories, and feelings of the teaching staff, in relation to ethical and axiological, aptitude, emotional and disciplinary training. The results were obtained through descriptive analysis, factor analysis and relative frequencies, showing the identity preferences of the teachers, within which the orientation towards the formation of feelings stood out and the existence of four factors that corroborated the dimensions under study, in addition to the homogeneous nature of teachers' preferences in relation to this field of teaching despite their professional differences. The results are relatively new in the context of identity studies.

Key Words: Higher education, professional identity, comprehensive education, emotions.

Introduction

In a pandemic scenario that highlights the need to consider individual and collective well-being, the importance of training human beings who are not only inclined to acquire and apply technical and disciplinary knowledge is corroborated. It is also necessary to contribute to the training of citizens with the ability to make decisions in relation to a variety of responsibilities. In this sense, it is imperative to continue with the task of a comprehensive education that tends to generate responsible citizenship, an issue that occurs not only in primary or secondary education, but also in higher education. In this context, this dimension does not occupy a preponderant place as content and practice, however, it is an aspect that is called for review with a view to post-pandemic scenarios. In general, it is a matter of beginning to identify how it is



assumed from the sense it has for teachers which may occupy a place in the professional identity of the teacher.

We found in the identity theories referents that allowed us to explore the way in which teachers in higher education assume integrality, because it is considered that professional identity reveals attitudes, values, knowledge, beliefs and competencies, or personal dispositions (Meihami, 2021) in addition to affective dispositions (Monereo & Badia, 2011) that somehow are projected together in action.

Identity of the teaching staff

When speaking of the teacher's professional identity, we allude to a manifestation of subjectivity that is related to beliefs, purposes, desires and feelings (Prieto, 2004; Monereo & Badia, 2011; Gómez, 2015) that teachers have when pursuing common goals, so identity suggests a type of person in a context (Gee, 2001); given the variability of the contexts through which the teacher transits, as a researcher, manager or educator, this identity is constantly changing (Beijard, et ál., 2004) therefore, it is

considered dynamic and in process. The way to access it is through the narratives that teachers use to explain the meaning of what they do in the development of their professional activity (Sfard & Prusak, 2005; Alsup, 2006), allowing the entrance to the polyphonic personal world that is in continuous dialogue about what it says it is and what it does in the different performances in which it is involved (Hermans, 2001; Salgado & Hermans, 2005).

Recent theories lean towards a non-essentialist conceptualization of identity, such as the proposal of Akkerman and Meijer (2010) who adduce the presence of three dimensions, one of individual and social character, which expresses identity as a participation of others in the configuration of the individual self. Another continuous and discontinuous dimension, which reveals the process of accommodation to the diverse circumstances of educational situations and contexts, but maintains a positioning of the individual relatively stable over time, and the last dimension, unique and multiple, understood in a dynamic process that is based on an effort between maintaining unity, but also providing

sub-identities or positioning of the self, in a constant process of negotiation.

According to this definition, it is assumed that the teacher’s professional identity emerges configured by the practice scenarios, it “unfolds” in the face of diverse demands, maintaining a certain unity and at the same time, developing versions that allow for adjustments to a context; in this identity, beliefs, feelings and performance dispositions are combined, which allow a person to define who he/she is at a given moment; Monereo and Badía (2011) have assumed these last aspects as dimensions that help explore their links in relation to teaching and learning. To address the professional identity of the teacher in relation to comprehensive training, we have specifically taken three dimensions: practical theories, beliefs, and feelings.

Practical theories are teachers’ propositions linked to action (Buitink, 2009; Levin & He, 2008); it is knowledge derived from experience that eventually guides actions in the classroom Levin & He, 2008; Zanting, et ál., 2003; Stenberg, et ál., 2014. We assume that they evidence actions towards integral formation. We differentiate practical theories from beliefs to the extent that the latter correspond to ideals in relation to the different aspects that are part of the teaching work, such as teaching, learning, the discipline being taught Meirink, et ál., 2009 as well as comprehensive training. In this sense, research has indicated that beliefs can serve as mediators in the possibility that teachers develop different practices (Patrick & Pintrich, 2001), identifying such beliefs about integral formation allows for an understanding of the principles that teachers hold about its importance in the training of students.

Regarding the affective dimension, we assume that emotions connect with teachers’ beliefs giving meaning to the experiences Hergreaves, 2000; Reio, 2005; Van Veen & Lasky, 2005; Rodgers & Scott, 2008; Hamman, et ál., 2010, affecting the way they perceive their tasks, whereby the

teacher’s experience cannot be detached from their emotions, they give a positive or negative connotation to the profession, its different situations and activities Sutton & Wheatley, 2003; Van Veen, et ál., 2005; Shapiro, 2010 and also, as indicated by Mahmood, et ál. are related to satisfaction and dissatisfaction towards different aspects of the profession.

The dimensions that we have recognized for the approach (Table 1) proceed as part of the role carried out by the teacher (Korhonen & Törmä 2014), obey conditions of the teacher’s communities of practice (Beijaard, Meijer & Verloop, 2004), so professional identity is the result not only of training, but also of the socialization processes in which educators assume norms, rules and professional principles of a group Alonso Sáez, et ál., 2015, whereby teachers define themselves by participating in social practices in which they are confronted with the opinions, beliefs and values of other people and institutions; in this sense the formation of the whole person is a condition that has been endorsed to educators through the curriculum. It is therefore an interest and a goal that is part of their tasks, but it is not the center of their actions, however, in the current context and in the post-pandemic, it surely occupies a predominant place, which is why this characterization is researched.

Table 1. *Identity categories-dimensions*

Identity dimension	Definition
Beliefs	Ideas held by teachers in relation to comprehensive training, for example: I believe that, it is convenient, I prefer, I think that.
Practical Theories	They indicate actions, procedures and decisions in the planning, execution and evaluation of teaching and learning processes related to integral education, such as: I do, I make, I present, I incorporate in my classes.
Feelings	Affective manifestations in relation to integral formation that can be positive, negative, satisfactory, unsatisfactory, likes, preferences and affective states (worry, anger). It is identified by terms such as: it is satisfactory, unsatisfactory, it makes me angry, it worries me.

Identity of teachers in relation to comprehensive education

The professional identity of the teacher is built by his or her participation in practice contexts, in this sense, in the framework of higher education, the curriculum organized by competencies can influence the decisions made by the teacher on what and how to teach. It is traditional to classify competencies into generic, basic and specialized Huerta Rosales, et ál., 2017, which eventually make the curriculum look as it has separate compartments, however, knowing how to do in context requires the ability to integrate different knowledge: how to be, how to do, how to know and how to live together (Tobón, 2008).

In accordance with the above, comprehensive training is understood as the development of competencies seen as a set of attributes, knowledge, values, skills and attitudes that are used in different combinations to perform different tasks Villa & Villa 2007; Alcaraz, et ál., 2015, which emphasizes the need for a harmonious development of the various dimensions of the subject between the personal, social and professional dimensions Araiza, et ál., 2012; the aim is to provide the student with a general training that allows them to interact with their environment in an active, proactive and critical manner. With integral formation it is expected that, directly or indirectly, through the work of the teacher, students are guided not only in the learning of a disciplinary knowledge, but also in knowledge and practices that contribute to their personal growth. In this way, we assume that we are moving in higher education towards professional training, contributing to the formation of the whole human being, even if the emphasis is placed on disciplinary knowledge.

Tobón's (2008) distinction between generic and specific competencies allows us to appreciate the knowledge and skills required to contribute to integral development. Generic competencies include knowledge and skills associated with effective communication, the

development of logical thinking, information management and the capacity for teamwork, as well as instrumental skills such as analysis and synthesis, planning, organization and information management, and personal skills such as teamwork, management of interpersonal relationships and ethical commitment, in addition to systemic skills involving adaptation to new situations, creativity and leadership. On the other hand, specific skills are specific to the occupation. This distinction allows us to make a reclassification in terms of integral training facets to advance in the exploration and characterization of the teacher from the identity point of view: the ethical and axiological, the attitudinal, the disciplinary and the education of emotions, as shown in Table 2.

Table 2. *Facets of integral formation examined in relation to identity*

Face	Definition
Ethical-axiological	Teacher's dispositions for the promotion of an ethical attitude assumed in the exercise of the profession. It presupposes promoting an ethos, as character, a professional moral conscience that helps make decisions based on principles such as honesty, responsibility, commitment, and solidarity.
Discipline	It expresses the teacher's interest in the relationship between disciplinary knowledge and the environment; preponderance of disciplinary content independent of other knowledge; interrelation between disciplinary content and the different knowledge of integral education.
Attitudinal	It implies the teacher's inclination or interest in incorporating formative aspects associated with competencies for the development of critical and reflective thinking, skills to search for and understand information, reading, writing and oral skills, and to work cooperatively.
Emotional	Willingness of the faculty to work on the emotional empowerment of students, in achieving their motivation to assume responsibilities, risks and failures, fostering interest and confidence, committing to permanent improvement, and maintaining commitment to the work until goals are achieved.

Ethical and axiological training in relation to the professional is a practical knowledge on how to act in order to contribute to the solution of human problems Espinoza & Pérez, 2003 and in relations with the environment Araiza, et ál., 2012; Sierra, 2014.

The attitudinal facet is related to the skills or abilities that allow for increased efficiency in certain tasks, especially for the processing of relevant information (Walker, 2011). Regarding disciplinary knowledge, we propose to explore the disposition of teachers in relation to the link it may have with other knowledge beyond the scientific and technical appropriation of knowledge Orozco, 1999; Martínez, 2006; Reynoso, et ál., 2014.

Finally, in the education of emotions, emotional competencies are recognized as the basis of skills related to self-knowledge, self-esteem, self-control, motivation, creativity, decision-making, and as qualities that favor communication, empathy, teamwork, and conflict resolution (Zahonero & Martín 2012).

Methodological Development

In accordance with the above, the research question is: How is the professional identity of teachers in higher education characterized in relation to comprehensive training? The objectives defined to answer the question are:

1. To define the identity preferences of faculty in higher education in relation to comprehensive training.
2. To identify the factors that explain the identity position of teachers towards comprehensive training in the context of higher education.
3. To infer the identity variations that may occur in relation to comprehensive training, depending on the disciplinary field in which teaching is provided.

The approach is quantitative and the study is ex-post facto, the participant population corresponds to 588 professors of higher education in Colombia, from different disciplinary fields, selected by incidental sampling, with more than three years of teaching experience, graduate studies and from different professional fields. The above aspects guarantee a process of consolidation of the teacher's professional identity. The classification of professional fields for the information in Table 1 has been made following the standardized international classification Instituto de Estadística de la UNESCO, 2013.

Table 3. *Characteristics of the population*

Category		Type	Total	
			Frequency	%
Type of university	Private		569	97
	Public		19	3
Gender	Male		324	55
	Female		263	45
Level of Education	PhD		30	5
	Master's		412	70
	Specialization		146	25
Disciplinary field	Science and Technology		75	13
	Human and Social Sciences		180	31
	Economic and Administrative Sciences		190	32
	Education Sciences		87	15
	Languages		18	3
	Communication Sciences		38	6

Instrument and the process of data collection and analysis

The information was collected using a Likert scale, defining the items based on the categories that emerged from the theoretical review, both for the identity dimensions (Table 1) and for the facets of integral formation (Table 2). The formulation of the items was based on the interrelation between the dimensions and

facets, for example, the identity dimension belief is linked to each of the factors of integral formation, and the same is done for the other dimensions and facets. The items are formulated with a brief statement and five response options: (1) strongly disagree, (2) disagree, (3) indifferent, (4) agree and (5) strongly agree, and to control problems of acquiescence, items with direct (+) and inverse (-) orientation were included, which helps observe the teachers' positions, since the questionnaire has greater discriminatory power.

The questionnaire obtained was subjected to study and the data were processed in SPSS. In the first instance, the discrimination index of the items is analyzed, through which those with the highest score were selected, reaching 1 or higher than 1, this discrimination of the item helps us distinguish between individuals with high favorability and low favorability. The closer to zero the difference means that the discrimination of the item to differentiate the groups is not very good.

Secondly, the item-test correlation coefficient was obtained, ensuring that it was above 0.4, and finally, the correlation coefficient between items, discarding those with a high correlation, 0.8 or higher, to avoid similar items measuring the same thing. Thirdly, the Cronbach's alpha was obtained by looking for levels of acceptability, taking into account Nunnally's postulates,

greater than 0.75. In this case it was 0.91, and we considered not to eliminate some of the items, because the data was not significantly improved.

On the other hand, a qualitative study of the categories in relation to the items was carried out through a panel of experts, analyzing the concordances by means of the Kappa index. For this purpose, 6 judges with knowledge and experience in the field of the project were selected. The judges were asked to classify the items, after selecting 10% of the total, considering that each category will be represented. A concordance index higher than 0.7 was sought; the index achieved was 0.75. In addition, the questionnaire design was evaluated in its form, following the suggestions of Asunción, (2002), assessing qualitatively if the item was unclear and ambiguous and if its meaning is univocal, each item was rated from 1 to 5. Items with a score lower than 3.5 were eliminated; the average score was 4.1. After all the process carried out, 52 items were obtained. Table 4 indicates the number of items in the questionnaire, located in the correspondence between dimension and facet and the direct (+) or inverse (-) orientation. The questionnaire consisted of the items shown in Table 5. The questionnaire was applied through a virtual platform.

Table 4. *Distribution of the items in the questionnaire*

	Ethical-axiological		Disciplinary		Attitudinal		Feelings	
	Item +	Item -	Item +	Item-	Item+	Item-	Item+	Item-
Beliefs	9, 2	51, 52	43, 47,	8,10	15,20	24,37	18,22	38,36
Practical Theories	50, 4	3,42	11,49	27,5	13,16,17	48,35,25	33,26	23,32
Emotions	12, 44, 7	41,6,45	46,39	1,14	30,40	19,21	31,34	28,29

Results

The results are presented below according to each of the proposed objectives.

Identity preferences in relation to comprehensive training

The identity preferences of higher education teachers in relation to comprehensive training are located according to a descriptive analysis carried out with the best and worst evaluated items. When the inverse item scores high, it means that there is a position contrary to that expressed by the item, since, previously, in the organization of the data, the conversion of each inverse item to direct was made. The results are presented assuming the distinction between beliefs, practical theories and feelings defined in the theoretical framework, in relation to the dimensions of integral formation: ethical and axiological, disciplinary, attitudinal, and emotional formation.

The items related to beliefs have scored higher on the scale, the teachers maintain ideals in which they place integral formation as a priority aspect in teaching, especially the ethical component, and consider that the formation of an ethical character is a priority

for a good professional practice (items 2 and 9). In this same identity dimension, regarding attitudinal training, they emphasize the need for activities that promote communication skills (item 15) and linking disciplinary contents with human development processes (item 43). This last aspect highlights the need for teacher training processes in which they can learn to integrate, within the framework of disciplinary training, the contents, topics and processes of integral training.

Teachers' practical theories indicate concrete actions carried out to favor reflection on the sense of responsibility, solidarity and justice in the professional field, in addition to showing the relationship between the social context and the disciplinary content (items 4 and 11) and in terms of the development of skills, they carry out collaborative work strategies.

The dimension explored in relation to feelings shows that teachers are enthusiastic about emphasizing the ethical training of professionals (item 7), appreciate the existence of complementary training courses for the development of communication skills (item 30) and, in terms of skills development, are satisfied with the design of activities that promote the development of critical thinking (item 40).

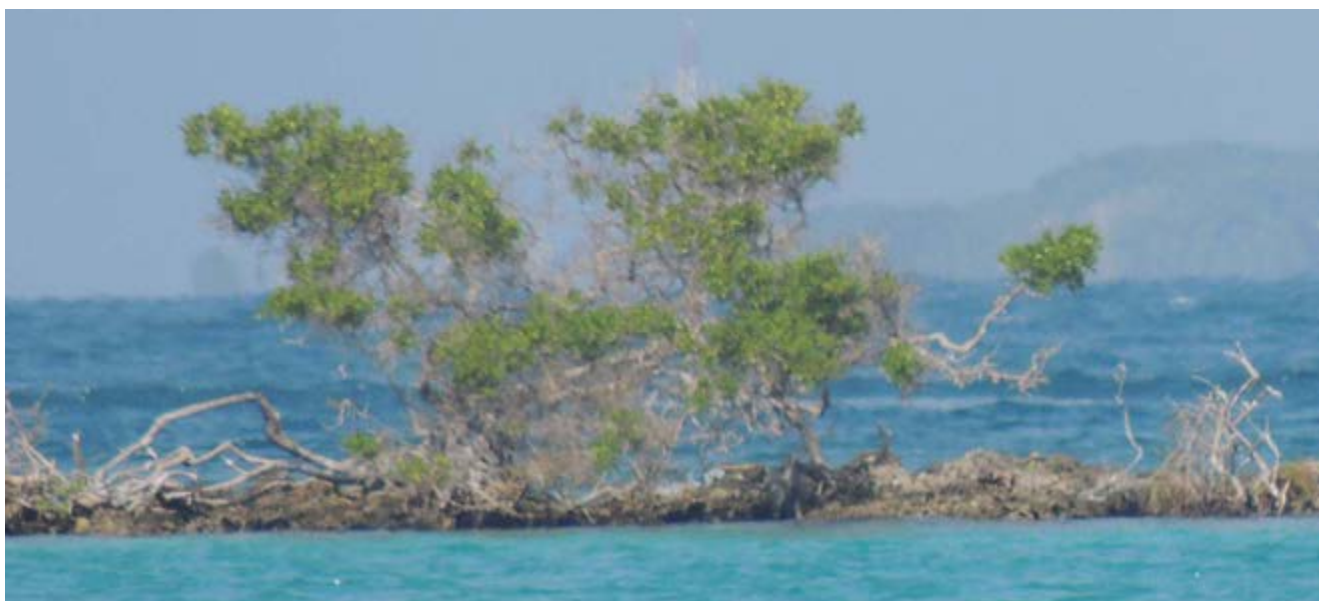


Table 5. *Descriptive analysis of each item*

Item	Mean	DS
1. I feel that the spaces of integral formation should be reduced in pursuit of the disciplinary formative processes.	3,82	1,111
2. University education should pay attention to the training of professionals from an ethical perspective.	4,68	0,673
3. When I teach my subject, I avoid interfering with issues related to the ethics of professional practice.	4,16	1,146
4. I carry out reflection exercises in my classes on the sense of responsibility, solidarity and justice in the professional field.	4,62	0,757
5. I feel that professional disciplinary knowledge alone promotes the well-being of the individual and society.	3,53	1,287
6. I am uncomfortable with classes in which socially relevant topics are discussed.	4,44	0,805
7. I am enthusiastic about emphasizing the ethical training of professionals.	4,59	0,753
8. I believe that the link between disciplinary content and human development processes should be avoided.	4,5	0,808
9. I am convinced that the formation of an ethical character is a priority for a good professional practice.	4,72	0,647
10. I believe that the most important thing in professionalization is disciplinary knowledge.	3,46	1,191
11. I always show the relationship between the social context and the disciplinary content.	4,55	0,619
12. I feel that I deal very effectively with ethical issues related to the profession.	4,4	0,683
13. I carry out activities related to literacy training.	4,4	0,721
14. I am affected by the reduction of disciplinary formative spaces in favor of integral formation spaces.	3,14	1,259
15. I believe that academic activities that promote communication skills should be developed.	4,57	0,604
16. I normally carry out collaborative strategies in my classes.	4,51	0,605
17. I guide students in the search for information in databases.	4,35	0,737
18. I believe that the professional training of students should include topics related to emotion management.	4,32	0,702
19. I feel that the incorporation in the curricula of complementary training courses for the development of communication skills is inadequate.	4,04	1,083
20. I value the training of basic competencies in students' learning.	4,43	0,668
21. I am dissatisfied with the development of activities oriented to improve critical thinking.	4,29	1,106
22. I believe that self-control and fortitude in the face of frustration are fundamental in the training of any professional.	4,48	0,711
23. I avoid including activities related to the topic of emotion management in my classes.	4,06	0,958
24. I think that few academic activities aimed at developing communication skills should be carried out.	4,35	0,825
25. It is the duty of students to learn how to search for information in databases.	2,19	1,116
26. In my classes, I carry out activities that seek to awaken students' emotions such as social sensitivity	4,41	0,717

Item	Mean	DS
27. I scarcely connect the disciplinary contents with the social context.	4,34	0,882
28. I am unhappy that topics such as knowledge and education of emotions are part of the curriculum.	4,39	0,86
29. I am concerned that the institution promotes the teaching and practice of emotional competencies.	4,2	1,069
30. I appreciate the existence of complementary training courses for the development of communication skills in the curricula.	4,54	0,66
31. I am satisfied that topics such as knowledge and education of emotions are part of the curriculum.	4,44	0,704
32. In my classes, I avoid emotion-related activities such as social sensitivity.	4,27	0,902
33. I usually carry out activities in my classes related to the topic of emotion management.	3,99	0,931
34. I am enthusiastic that the institution promotes the teaching and practice of emotional competencies.	4,35	0,756
35. In few situations do I promote collaborative work in my classes.	4,38	0,851
36. I believe that aspects such as self-control and resilience in the face of frustration cannot be developed in a classroom.	4,09	1,059
37. It is the sole responsibility of the students to learn basic competencies	3,99	0,963
38. I believe that in professional training it is less relevant to include topics related to the management of emotions.	4,19	0,853
39. I am concerned about the decrease of integral formation spaces due to the increase of disciplinary spaces.	3,48	1,233
40. I am satisfied with designing activities that promote the formation of critical thinking.	4,57	0,668
41. I feel that I deal ineffectively with the development of skills to relate ethical issues to professional practice.	4,13	0,995
42. I avoid reflecting with my students on responsibility, solidarity, and justice in the practice of the profession	4,44	0,832
43. I think that the disciplinary contents should be linked to human development processes.	4,52	0,646
44. I am satisfied with a class in which socially relevant issues are discussed.	4,47	0,734
45. It bothers me to emphasize ethical issues in the profession.	4,48	0,847
46. I feel that training scenarios should be reduced in disciplinary knowledge in search of integral training processes.	2,32	1,165
47. I think that higher education focused on the teaching of disciplinary content is incomplete.	3,9	1,133
48. I develop few literacy training activities.	4,27	0,824
49. I feel that the teaching of disciplinary content alone does little to promote the well-being of the individual and society.	3,5	1,349
50. I use examples of situations with ethical implications of professional practice.	4,45	0,7
51. University education must train in a competent professional framework because the ethical ideal is a complement	2,61	1,437
52. I believe that in the professional practice it is less important to form ethical character.	4,34	0,865

According to Table 3, of the inverse items, the one with which there is greater agreement, exceeding the average of 4.5, is the item referring to: believing that the link between disciplinary contents and human development processes should be avoided (item 8), which corroborates the results so far, that the group in general shares the importance of integral education.

On the other hand, the lowest rated items were taken considering that they are below indicator 3 (indifferent). Teachers express beliefs in relation to ethical training, indicating that university education should train in a competent professional framework because the ethical ideal is a complement (item 51); this contrasts with what was previously appreciated, because the low score implies a level of agreement in which, in any case, ethics is not seen as a central aspect. We therefore agree that training scenarios should not be reduced to disciplinary knowledge, giving space to integral training processes (item 46), so teachers consider integral training spaces necessary, but they are not necessarily the central axis of training and disciplinary training should not be sacrificed. The importance of integrality lies in the fact that it contextualizes any disciplinary field and puts knowledge in function of society. This raises the importance of working with strategies that help teachers link the contents and formative

processes of a discipline with those related to integral education.

Factors that explain the teachers' identity position

In this second part we conducted an exploratory factor analysis (EFA) with a view to solving the second proposed objective of identifying the factors that explain the identity position of teachers towards comprehensive training in the context of higher education. We assessed the initial criteria that authorize the use of EFA following the recommendations expressed by Lloret-Segura, et ál. (2014), which result in the fact that the scale used has a communality of 0.4, has a minimum of three items per factor found and was applied to a total of 588 cases, exceeding the recommended 200. On the other hand, the suitability of the test has been proven because the KMO index and the significance of Barlett's test of sphericity was .93, which is considered adequate at .70. Finally, a maximum likelihood factor estimation method is employed and to achieve the highest interpretation, a varimax rotation.

The factor analysis indicates (Table 6) that teachers' professional identity in relation to comprehensive training is made up of four distinguishable factors.

Table 6. *Factors-dimensions of integral training*

Item	Factors			
	Factor 1. Integral development orientation	Factor 2 Affective orientation and emotional development	Factor 3. Axiological and ethical orientation	Factor 4. Disciplinary training orientation
32	,637			
28	,633			
35	,609			
38	,548			
23	,543			
45	,540			
29	,529			
42	,510			
52	,509			
36	,506			
8	,489			
24	,488			
41	,477			
37	,475			
27	,462			
19	,460			
34		,683		
33		,669		
18		,636		
31		,620		
26		,514		
7			,642	
12			,629	
11			,622	
4			,518	
2			,465	
9			,451	
50			,408	
47				,550
10				,477
49				,466
5				,419

Factor 1. Orientation to integral development

This factor makes it possible to identify the priorities established by teachers from the identity point of view. In the first place, in terms of beliefs, the ideals of a professional practice with an ethical character stand out, in which the teacher links the disciplinary contents with aspects of human development, involving the improvement of communication skills, in addition to helping individual strengthening in matters such as self-control and fortitude in the face of frustration (items: 52, 8, 24, 36, 37).

Secondly, the factor reveals in terms of practical orientations, activities oriented to the development of social sensitivity and emphasis on the ethical issues of the profession, as well as the reflection with students on responsibility, solidarity, and justice in the exercise of the profession, in addition to connecting the disciplinary contents with the social context (items: 32,35,45,42,27).

In third place, the feelings expressed correspond to items that are positively oriented to the fact that the knowledge and education of emotions should be part of the curriculum, that it is pertinent in professional training to include topics related to the management of emotions, and that the institution should promote the teaching and practice of emotional competencies. In this same aspect of the factor, positive feelings of teachers are mentioned to deal effectively with the development of skills to relate ethical issues to professional practice and positive towards the incorporation in the curricula of complementary training courses for the development of communication skills (items: 28, 38, 23, 29, 41, 19).

Factor 2. Affective orientation and the formation of feelings

The second factor also gathers items of the three dimensions under study: beliefs that the professional training of students includes

topics related to the management of emotions; practical theories in relation to the realization in academic spaces of activities that involve the management of emotions and that seek to awaken social sensitivity in students. On the other hand, positive manifestation of feelings related to the institution promoting the teaching and practice of emotional competencies (items 34,33,18,31,26).

Factor 3. Axiological and ethical orientation

The third factor gathers items that imply beliefs that university education should pay attention to the training of professionals from an ethical perspective and that this training is a priority for a good professional practice. Feelings such as: I am enthusiastic about emphasizing the ethical training of professionals and I feel that I deal very effectively with ethical issues related to the profession, and orientations to action that imply that: I always show the relationship between the social context and the disciplinary content; I carry out in my classes exercises of reflection on the sense of responsibility, solidarity and justice in the professional field; I usually use examples of situations with ethical implications of professional practice (items: 7,12,11,4,50,2,9).

Factor 4. Disciplinary training orientation

The fourth factor groups items that indicate faculty positions in relation to the discipline that are evidenced in beliefs such as: I think that higher education centered on the teaching of disciplinary content is incomplete; assuming affective perspectives such as: I feel that the teaching of disciplinary content alone does not favor the well-being of the individual and society and I feel that professional disciplinary knowledge alone does not favor the well-being of the individual and society (items: 47,49,5,10).

In sum, we can see that the exploratory factor analysis shows the existence of four factors that indicate the positioning of teachers in higher education towards comprehensive training

and reflect the three components of identity under study. Of all the dimensions previously mentioned, the identity positioning in relation to the emotional formation of students and, to a lesser extent, the development of specific aptitudes, stand out. The EFA effectively allowed us to identify the number and composition of the factors common to the group of teachers.

Differential orientations according to groups of teachers

In this last section we explore whether there are identity variations in relation to comprehensive training, depending on the disciplinary field in which they teach (Table 1). The results are obtained from relative frequencies and are quite homogeneous: teachers believe, act, and feel similarly in relation to the different aspects of comprehensive training, despite disciplinary differences. The description of results below shows what has just been mentioned.

Beliefs

Regarding the ethical dimension, 97% of the teachers believe that attention should be paid to such training (item 2). In addition, 96% believe that ethics is a priority for good professional practice (item 9). However, 56% believe that what is important is to train in a competent professional framework, because the ethical ideal is a complement.

With regard to the disciplinary aspect, 96% believe that disciplinary content should be linked to human development processes (item 43) and 78% think that an education centered on disciplinary content is incomplete (item 47), although in the control item only 63% share this belief (item 10). In the disciplines where this belief seems to be least shared is in economics and administrative sciences, with only 54%, and languages, with 61%.

Regarding the formation of skills, 97% believe that activities that develop communicative



skills should be promoted (item 15), 96% value the learning of basic skills (item 20), although 84% believe that this type of skills is the exclusive responsibility of the students (item 37). The disciplinary fields that most believe that it is the exclusive responsibility of students to learn basic competencies are human and social sciences, with 66%, and economic and administrative sciences, with 58%. In languages, only 4% share this belief.

In relation to the training of emotions, 94% consider that self-control and integrity are fundamental in professional training (item 22), and the management of emotions in general, 91% (item 18). These same beliefs are found in the control items, although not with the same level of agreement, 83% and 89% respectively (items 36 and 38).

Practical theories

Regarding the ethical dimension and its teaching, 93.7% are oriented to incorporate ethical elements in the teaching of the discipline, likewise, in relation to the axiological value principles, 95% are inclined to incorporate principles such as responsibility, solidarity and justice. Regarding the disciplinary dimension, 97% indicate that it shows the relationship between the social context and the disciplinary content.

In relation to skills, specifically literacy training, the results are also homogeneous, 93% consider this activity within their work, they are also in favor of implementing collaborative strategies (96%) and 92% indicate that database management is taught. However, in this last aspect, when examining the item with reverse orientation, it indicates that the possibility of learning in databases is explored, but only as long as the students assume the responsibility of doing the search. The orientation towards disagreement is 79%, therefore, it is not the teacher's responsibility to say how to do it- but rather, to suggest the use, in this case, the score is high for the case

of teachers in economic and administrative sciences, science and technology and languages.

As for working on the topic of managing students' emotions, although the level of agreement is high, the relative frequency does not reflect the same level, in the sense that 77% of the teachers are oriented to carry out some activity on the management of emotions, (even the control item shows that 19% are negatively inclined) indicating less emotional work with the students. In this same facet, 93% of the teachers try to work on the subject of social sensitivity.

Feelings

Teachers are enthusiastic about emphasizing the ethical training of professionals (item 7), with 94.9%, they even estimate disagreeing with 90.81% when asked if they are uncomfortable with classes in which topics of social relevance are discussed (item 6).

Regarding disciplinary training, 75.51% express disagreement in feeling that the spaces for comprehensive training should be reduced in pursuit of disciplinary training processes (item 1). While 64.63% feel that the teaching of disciplinary content alone does little to favor the well-being of the individual and society (item 49), the score is high for programs such as Science and Technology, Educational Sciences and Economic and Administrative Sciences.

Regarding the development of skills, there is a level of agreement of 96.76% that expresses a degree of appreciation for the existence in the curricula of complementary training courses for the development of communication skills (item 30). Moreover, 95.75% state that they are satisfied with the design of activities that promote the development of critical thinking (item 40).

Regarding the training of emotions, teachers expressed 93.88% satisfaction

with the fact that topics such as knowledge and education of emotions are part of the curriculum (item 31). Similarly, 92.52% of the teachers expressed their agreement with the enthusiasm that the institution generates when it promotes the teaching and practice of emotional competencies (item 34).

However, teachers -namely from the Communication Sciences, Human and Social Sciences and Languages areas- express a greater dissatisfaction with 68.71% of the possible reduction of disciplinary training spaces in favor of comprehensive training spaces (item 46). Moreover, programs such as Economic and Administrative Sciences, Communication Sciences, Education Sciences and Languages, express with 28.91% that they are not concerned about the decrease of spaces in integral formation in favor of the increase of disciplinary ones, highlighting a level of indifference of 11.90% in this regard. Furthermore, programs such as Economic

and Administrative Sciences and Human and Social Sciences, with 48.64% feel that they are affected by the decrease of disciplinary training spaces in favor of integral training spaces (item 14), and 15.99% show greater indifference, as are the Science and Technology and Languages programs.

Discussion

In the field of studies on professional identity, there is no research that relates the dimensions addressed in the perspective of comprehensive training with the components mentioned above. In this sense, the research addressed an aspect that is related to the leading role of teachers in society, which goes beyond disciplinary knowledge, implies a role and an assumption of responsibilities that are incorporated into the exercise of the profession, as seen in other studies (Martínez, 2006; Sierra, 2014), but not from the identity vision. The results indicate that in higher education,



comprehensive training implies making decisions about the teaching task; therefore, it is possible to differentiate beliefs and concrete activities under the presentation of practical theories, beyond the disciplinary content. We know that it is necessary to extend the inquiry to the observation of such practices. In any case, the research methodologically provides tools and processes that can be followed to explore similar phenomena, which is why it has been necessary to present the methodological treatment of the instrument.

The results corroborate that the teacher's attributions of meaning to their work are influenced by the rules and professional principles of the reference group to which certain knowledge and actions are required (Alonso Sáez, et al., 2015), meaning that regardless of their disciplinary training, teachers adopt integrality, assuming practices that accompany specialized disciplinary training; the evidence is that, except for small variations that we have seen in the disciplinary fields, teachers maintain ideals about the central aspects that should be worked on in training and, apparently, carry out activities that seek to improve the conditions of their students.

In addition, the homogeneity of the data indicates the existence of a "collective identity" that emerges in relation to integral training. It is a field in which identities meet, the boundaries between professional fields are blurred, the slight differences due to the various disciplines of the participants in the study show that there is not a total distancing from the particular professional identities, but the professional approach to integral training requires moving from a conception of the teacher as a transmitter of knowledge to another in which he/she plays a more complex role: promoting, enabling and energizing teaching, learning and content processes of various kinds (Monereo, 2014). It may be necessary to develop training processes that facilitate the acquisition of conceptual and procedural knowledge to address the integrality

within each disciplinary knowledge; integral training requires a professionalism that breaks with the delimitations of being a professional in a certain field and delegating responsibility to other specialists. Therefore, compared to a time in which university teachers were only attributed a scientific capacity, we are moving to a very different scenario in which they are also required to have a pedagogical capacity for which, in most cases, they have not been trained (Alonso Sáez, et al., 2015).

On the other hand, when reviewing the results of the first and second objectives, at the level of beliefs and practical theories, the professional identity of teachers in higher education in relation to comprehensive training can be characterized in terms of beliefs that value the importance of a professional practice with an ethical nuance, they believe that disciplinary content should be linked to human development issues, because they consider that higher education focused on the teaching of disciplinary content is incomplete, they assume that it is possible to include issues related to the management of emotions and give greater emphasis in terms of skills to the development of communicative abilities.

In terms of practices, we have that they: emphasize ethical issues of the profession and reflections on the sense of responsibility, solidarity and justice, using examples of situations with ethical implications of professional practice; show the relationship between the social context and the disciplinary content; perform activities that seek to awaken social sensitivity in students, in fact, involve the management of emotions and skills to promote; and focus on promoting collaborative work. Similar aspects have been exposed by Martínez (2006) delimiting three formative dimensions of ethics education: the deontological one related to the exercise of the different professions, citizenship and civic training and personal and human training, but in the face of this categorization it seems

that teachers are oriented to the development of citizenship training and especially to encourage awareness of social problems that can be solved through professional practice.

When comparing what they think (beliefs) with what they do (practical theories), we notice that, in the field, practice implies carrying out issues linked to the development of emotions, the realization of teaching ethics through examples, interrelating the disciplinary content with the social context, in such a way, that integrality as a practice is developed adjusted to demands that go beyond ideals; in reality, teachers creatively face the integration between the teaching of the discipline and integrality, perhaps in a knowledge to be systematized.

As for affective attitudes, this dimension shows positive feelings towards the ethical formation of the profession, the incorporation of emotional education in the curriculum and the promotion of communication skills and the strengthening of critical thinking, in addition to feeling that the teaching of disciplinary content alone does little to favor the well-being of the individual and society.

In this identity characterization of teachers, the position towards the ethical and axiological aspects of training is not a strange one; Stenberg, et ál. (2014) found a similar identity position in the dialogic perspective, which they called "value position" to refer to the fact that teaching has a moral commitment, which implies the need to form the values of students in conjunction with disciplinary teaching; this is the idea of the teacher as an educator.

About the other dimensions, we cannot help noticing the identity positioning in relation to what the teacher feels regarding integral formation and in particular to the possibility of participating in the emotional formation of the students and the lesser importance evidenced in the development of specific aptitudes, even

when through the feedback to the different tasks and by means of diverse strategies the latter can be favored; in any case, the interest in communicational skills prevails.

In relation to the emotional aspects studied, it should be clarified that the results have shown us their involvement with the teaching of integral training, unlike other studies such as those of Sutton and Wheatley (2003), Vloet, (2009) or Vloet and Van Swuen, (2010) that have mainly focused on classifying emotions, here we make a contribution by working on what teachers feel in relation to the possibility of addressing the educability of emotions, in relation to which we have yielded some preliminary data. In this regard, it is feasible that the needs in the training to be provided are making demands in this perspective, in any case we know from this study that teachers express availability in this sense.

Regarding communication skills as an emphasis of the attitudinal training with which teachers identify themselves, it is an interest that comes from the importance of communication for professional development in the university, focused on writing and reading, but this is an activity that is also left to professional experts in the area who focus their work on the characterization of different canonical texts such as the essay, the protocol, among others, however, we have no further clues about the type of communication skills, we can say in this regard that this is a weakness in the context of the research. However, it is an aspect that is part of the teaching concerns in higher education referred to the set of dimensions of comprehensive training Araiza, et ál., 2012.

Conclusions

In general terms, we note that our concern with comprehensive training does not seek to transfer to the university responsibilities that have already been delegated to the

school, in the sense that we do not expect higher education, headed by teachers, to fulfill the training and socialization functions that were previously the responsibility of families (Beauchamp & Thomas, 2009) and even of the state, through different entities, and are now being left to the educational system. However, we note that, at the current juncture, teachers are experiencing changes in their roles that force them to adjust their professional identity in relation to contexts that are transforming in unexpected ways.

As stated by Díaz and Pérez (2008), the teacher is the main mediator, but not the only one, in the university context, for the development of the dimensions that are linked to the professional life of their students, especially those that are not related to the training routes established through the curriculum. It is usual that the training programs are segmented and that it is not easy to establish links between transversal and disciplinary subjects, so it is the teacher who must create the bridge through training scenarios that prepare students for the challenges of professional life, beyond the assimilation of content and curricular transversality, which is usually not easy for students to do.

Finally, in this research it has become evident that the identity perspective is a reference that allows inquiring about attitudes in terms of ideals, practices and feelings, that is, it can be understood as a lens Gee, 2000 to analyze different aspects of the teacher's professional work, which in this case evidences a favorable position towards a multidimensional education that includes how to develop practices that link the disciplinary contents of disciplinary training, with the development of emotions, training in communicative skills and the infusion of professional ethics in the field of technical and scientific knowledge that constitutes a body of knowledge.

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