The educational Profession Identity Development Is Promoted by Community Participation

Dr. Megan Ellis[1], Dr. Adam Foster[2]

[1]School of Nursing, University of Warwick, Coventry, United Kingdom
[2]School of Nursing, University of Warwick, Coventry, United Kingdom

Abstract

It is important that professional identity formation is a profound part of the nursing education and it helps students mature to good and caring practitioners. This paper dwells on Community involvement as a driver of professional identity formation in the nursing students. The importance of community-based health initiatives is manifold as, through their active engagement in them, students are not only able to develop their clinical and interpersonal skills but also learn to be responsible and show empathy and ethic commitment. Results have shown that real-world community-based experiential learning supports professional values and the growth of reflective practice and helps close the academic-professional gap. The findings bring out the transformative power of community-based engagement in equipping nursing students to overcome complexities in healthcare settings, with confidence and integrity.

Keywords: *Community engagement, professional identity formation, nursing education, experiential learning, reflective practice, student development, healthcare professionalism, service learning.*

1.Introduction

Becoming a nurse is a much longer process than the one that is defined by obtaining technical skills and knowledge of theory. Nursing is a career that is based on compassion, moral accountability, and service to the community at the heart of the issue. Professional identity development, i.e. the incorporation of knowledge, skills, values, and attitudes that constitute a description of a nursing role is a complex and multidimensional process that takes time. Although it is not restricted to classroom learning or the practice in a clinic environment; it is greatly affected by opportunities the students have outside the confines of a traditional learning environment or academic institutions. Community engagement is one of the most compelling of these opportunities because it is a mode of learning and knowing through which students can learn to engage a plurality of populations, within the context of responding to real world health issues and considering what they owe, as entering health professionals to support the health of populations.

Formation of professional identity has been explained in literature as the process of becoming a student to member of a profession. This work is usually accompanied by the emergence of self disciplines, ethics and professional values that go deeper beyond academic scores. Identity shaping, in relation to nursing, implies being taught to complete clinical tasks in a competent manner, as well as learning to empathize, overcome adversity, and make right ethical decisions(1). According to studies, the gap between theoretical teaching and clinical practices in the real world is the leading cause of confusion or misunderstanding about the identity of nursing students (Maranon & Pera, 2015). To fill this gap, there must be deliberate means through which students can relate the theory and practice in a meaningful manner. In such a way, the concept of community engagement as a mechanism of connecting classroom with actual, practice-grounded learning occurs.

Professional identity in the nursing system cannot overestimate their significance. Having a solid professional identity will help nurses make decisions which are aimed at serving patients safely, acting on the principles of ethics, and being a positive influence on the healthcare system. Nurses who can develop a strong sense of their professional identity would experience stronger resilience against the adversities in the workplace and take their positions with confidence as well as be able to handle leadership. Haghighat, Borhani, and Ranjbar (2020) state that developing inquiry, dependability, and benevolence are equally important and cannot be underestimated unlike clinical skills. Unless specific actions are taken to develop these aspects of nursing character then there is a risk of having graduating nurses who can technically work but are found empty of suitable character depth that is necessary in effective practice.

This growth can grow in the community. Nursing students learn about healthcare provision as it can be in different environments by attending the community-based opportunities such as disease prevention campaigns,

organizational conferences, community work, including service learning, or patient visits through their facilities. These experiences are demanding in ways that invite them to be critical, collaborative and to consider themselves as students and future professionals. Community engagement would not be featured with the strict traditional classroom activities since there is direct contact with patients, families, teams of healthcare providers, and the wider social structure. The multidimensional nature of such exposure expands the horizons of the students and enables them to understand how nursing relates to the well-being of the whole society(2).

Mentorship as a part of community engagement also is also instrumental in professional identity formation. Faculty mentors provide an important part to play as role models, whom the students look up to on how to interpret experiences, clarify values, and reflect on their practice. As an example, a visit to a professional conference with a mentor would not only provide the knowledge-enhancing factor but also show how nurses approach their professional interactions, share their research, and discuss changes to the healthcare system. This behavior modeling enables the students to realize themselves as future practitioners who can make relevant contributions to the discipline.

FIGURE 1 Professional Identity Formation in Nursing

Also, the feeling of belonging, that is crucial to the development of professional identity, will be cultivated with the help of community engagement. Some of the issues that trouble the nursing students include trying to figure out where they belong. When students have the opportunity to actively contribute to areas where their input is appreciated, e.g., presentations at local conferences, health education workshops or interdisciplinary assignments, they start to view themselves as members who have a legitimate place in the nursing community. This feeling of belonging improves levels of confidence, increases levels of motivation and improves the rate of internalizing the professional norms. Silva et al. (2019) point out that the process of developing professional identity is social and is developed in the course of socialization, communication, and engagement in professional communities.

The importance of community engagement cannot be restricted to short-term success that is applied to its educational value but valued on long term educational influence of producing community-friendly, morally upright and capable professionals(3). Graduates who nurse and have interacted with the communities that train in are more sorted to serve the diverse population, deal with health inequities and be ready to tackle the challenges of the contemporary healthcare settings. Another way in which these graduates will be more likely to be motivated to apply their cultural humility to their work is acknowledging the fact that it is imperative to understand the backgrounds, values, and special needs of patients.

Finally, incorporating community involvement in the field of nursing education helps solve the shortcomings of the traditional approaches to learning. It opens the possibility to the students of testing their knowledge in the real settings, to taking a firsthand look at the challenges of professional practice, and to consistent reflection regarding their positions. These engagements and activities are also not meant to make students learn what it means to be a nurse but to become a nurse in the most real sense of the term. It is the transformative process, where they are endowed with not only the technical competence, but also the moral vision/and emotional strength needed to survive in the demands of the healthcare profession.

2. Value of Mentoring and Professional Conferences in Developing Nursing Students' Identity

Formation of a professional identity in nursing is a process rather than a passive event of academic learning as well as a complicated process involving active exposure to professional communities, mentored learning and experiential opportunities beyond the confines of the classroom. Narratives of higher nursing education have long rested on the twin support posts of theory teaching and clinical experience. These are the focal points as they can often be seen to have been identified by scholars and educators that the profession of nursing as a professional identity requires other aspects of learning, a space where the student can both come into contact with the larger profession of nursing and place themselves within it. Among these dimensions, two, professional conferences and faculty mentorship are memorable experiences in helping close the bridge between the novice learners and upcoming professionals.

Nursing conferences are very crucial avenues that serve to open the eyes of the students, to the depth and dynamism of the discipline they have chosen to pursue. Such conferences allow practitioners, scholars, researchers, and policy leaders to interact, and students get a chance to glimpse at the new horizon of nursing practice. By attending conference sessions, networking meetups and research presentations, students access such knowledge, which is not always easily answered in textbooks or during classroom discussions. To give an example, new clinical innovations, conversations about the healthcare policy, ethical challenges in nursing issues expose students to the innovative fronts in the field. Such exposure does not just widen their knowledge base, but also provides them with the dreams on how to go about their careers through internalizing the various paths that their careers could have which is important in shaping the dreams(4).

Besides the knowledge that conferences bring, they also create this sense of belonging, which is an important feature of professional identity construction. By taking students to these events, the students are welcomed to participate in discussions normally held by practicing professionals; this places them firmly within the community of nurses. By discussing and asking questions or submitting their work, by spending time with more experienced nurses, students will be able to internalise the notion that they are also legitimate members of the discipline. This experiential confirmation of place is formative in the extreme, giving the students a sense that they are not outsiders but in-trainee professionals whose voices are worth listening to. Studies note that formation of identity is largely enhanced by way of socialization and involvement in communities of practice (Silva et al., 2019). Just these kinds of opportunities are created by conferences, which are the microcosm of the larger nursing profession in which the student may observe, imitate and become involved.

But mentorship is not just a natural part of the process, but it is very likely that without it the conference will become all the more beautiful and useful when it comes in combination with mentorship. Faculty advisors are particularly useful in walking students through these unknown career-inclined sceneries. All these, lack of mentorship, the number of sessions, the demands on topics and the dynamics of networking in a conference can be daunting to a student who attends a conference without a mentor. Mentors are the scaffoldings to help negotiate such experiences. They expose students to professional networks, assist them to contextualize new knowledge and develop critical thinking on what they are exposed to. As an example, a mentor may debrief the students following a keynote presentation and may ask the students to reflect on the ways the presented information relates to their course work, their clinical experiences, or their values. Indeed, this type of guided reflection turns a passive exposure into the meaningful learning experience that must support the identity development.

Mentorship is as well an effective pattern of expert conduct. A student can also teach just by observing the way his/her mentors communicate with their peers and conduct presentations as well as professional discussions. The soft skills exemplified in this modeling, which should be applied as much as technical competencies to identity formation are professionalism characteristics of confidence, humility, respect, and advocacy. Mentors, in a way, represent the professional standards that aspirat students intend to follow. The fact that they are present shows that identity formation is not only about acquiring skills but the necessity to develop attitudes, values and moral commitments that would correspond with the major principles of nursing profession.

The importance of mentorship is enhanced more when students are advised to share the learning they have with their communities and peers. After professional conference, when the students give posters, talks, produce learning materials, they are not only integrating their learning but they are also adding to the sum of knowledge in their learning and professional communities. This disclosure activity boosts their self-esteem, vindicates their knowledge and develops leadership competencies. To illustrate, the students can give presentations in a local nursing conference demonstrating their potential ability to influence others and reinforce a sense of their identity as professionals with a role to play in their community.

It should be mentioned that access to the conferences and mentorship is not always equal. The lack of financial support, time conflicts and frequent unavailability of faculty mentors may limit the opportunities of the students. Numerous organizations are trying to target these obstacles with scholarships, grants or formal mentoring schemes but there are nevertheless gaps. The awareness of these issues points to the role of nursing schools in placing a special emphasis on professional development of all students, so that they do not allow the issues of identity formation to arise at random, but actively help them progress(5).

The other important element of the relevance of conferences and mentorship is that it fills in the gaps in the assumptions that students make and gets them to open up their views. Students in nursing programs start their experience with ideas of what nursing is expected to be like- these ideas are usually formed based on personal experience with healthcare either as a patient or through the common media images of healthcare. Conferences also shatter these tunnel-like views and open up the world of various opportunities in nursing, including research and policy advocacy, advanced clinical practice and global health leadership. Mentors can assist the students as they cope with this diversity, they can motivate the students to broaden their conception of being a nurse. Such enlarged knowledge creates flexibility and adaptability, which forms the invaluable asset in current healthcare systems.

In conclusion, professional conferences and mentorship play an important role in nursing education because they are synergistic in their contribution to the nurturing of identities. Conferences are able to give one the room to explore, to be exposed and to belong, mentorship does the same by translating the experiences to relational growth. Collectively, they bring forth students who not only produce technically competent but also self-confident, reflective and ethically sound. These students are ready to face the hardships of this profession with persistence, defend their patients with determination and provide their input in the growth of nursing with creativity and good ethics.

3.Involvement as Hands-on Education for Nursing Identity Development

1. Community Engagement as the Experience Learning

The concept of experiential learning is at the center of forming an identity in nursing as a professional. Whereas in traditional classroom lesson, learning is usually subjected to more emphasis on rote and theoretical masteries, experiential learning gives a chance to the students to practice knowledge in the reality. This principle is represented by such an approach toward the work as community engagement that helps the nursing students cross the border of simulation labs and classrooms to the world of dynamic lives where they can observe healthcare in natural conditions, its realization, and practice. Service-learning activities, involvement in the health promotion program, or attendance at professional conferences are the types of activities in which students are challenged in combining academic learning and practice(6).

As an example, during the attendance of professional events, such as Quality and Safety Education for Nurses (QSEN) conferences, students may get exposed to the science and art of nursing. Such incidents put them to the test as they are required to critically reflect on patient safety, evidence-based practice, and interdisciplinary collaboration, at the same time being exposed to the way more experienced professionals live the values they hold dear to the nursing profession. Experience of such engagements necessarily precludes an accumulation of knowledge but resolves into a practice. Given that the students are actual observers of balancing the considerations of compassion and ethics with technical expertise in clinical decision-making, understanding is emphasized in the developing professional identity.

Resilience also exists because of the nature of experiential learning within the community. Nursing students are challenged to grow through exposure to diverse patient groups, health disparities, multifaceted systems, and the need to adapt, problem-solve, and recognize a sense of belonging in greater health ecosystems. Such experiences empower them in terms of both clinical competence and confidence and the capacity to view themselves as active members of the nursing profession.

2. Cultural Relevance and Developing Identity

The kind of community involvement cannot be an all-time experience, the effect thereof varies according to the cultural and social environment that the learners are submerged in. In the case of nursing students, especially those who belong to multicultural or indigenous society, often the thus formed engagement projects bear cultural value that enforces their professional identity. Community engagement, culturally relevant strategies Programs like the Ho olu Scholarship in Hawai i illustrate the need of culturally relevant community engagement. This program is

focused on making scientific and professional education rooted in science in the Hawaiian and Pacific cultural values, and, thus, it allows students to integrate their personal identities with their new professional selves(7).

The reflection of their cultural heritage in the educational process will make the professional identity construction not merely an academic study and process, but also a personal transition. It is this sense of community that manifests in community projects that are based on cultural values and that strengthen the notion that nursing is not an impersonal technical skill set but a person-centered vocation that is defined by empathy, compassion and cultural humility. As an example, nursing students on community placements might be taught that patient care does not only embrace medical treatment, but also respect of cultural practices, family ways and community practices. Internalization of these lessons makes the students have a comprehensive perspective of nursing that matches personal values with professional demands.
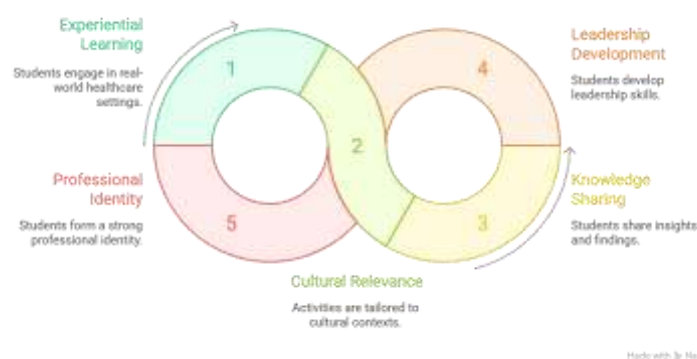

FIGURE 2 Cycle of Community Engagement in Nursing Education

Moreover, cultural participation counters alienation some of the students feel in academic institutions. Once these students participate in projects that are congruent with their sense of selves and values, they will be more likely to recognize themselves as valid nursing community members. This `belongingness is central to the formation of professional identity since it will motivate students to proudly take ownership of their roles, be confident, and themselves.

3. Sharing knowledge and Professional Development

Among the most influential effects of community engagement is the possibility to provide students with knowledge obtained in the system of the experience learning. The sharing of new knowledge via presentations, workshops, posters, or videos enables students to become enlightened educators and leaders of their own academic/professional circles. Such a teaching act secures their personal learning knowledge, as well as firmly grounds them in the role of professionals ready to build up the nursing practice.

As an example, those students who have attended a national conference can go back to their institutions and present the findings to their peers, faculty and clinical adjuncts. Production of educational products, e.g. posters or electrical materials, enables students to convert inaccessible knowledge into translatable knowledge, which is a competence necessary to educate patients effectively and communicate between professions. In this process, students would not only be strengthening themselves professionally, but would also be building a greater academic community overall.

Leadership skills are also cultivated because of knowledge sharing. Finding their voice and taking up position in the roots where their voices are welcome, students are empowered to be effective patient advocates and propose changes to the care practices and take scholarly discourse. The opportunities to exercise leadership expand their self-image as future nursing professionals and help bridge the gulf between being a learner and being a practitioner. Besides, constructive feedback in the form of peer and faculty feedback in presentations encourages a culture of reflection and constant self-improvement, which is relied upon in professional nursing practice.

Knowledge spreading ripples are of importance as well. By introducing new knowledge to the community, students open the way to their communities in the realm of communal development. Clinical adjuncts, colleagues, and even patients are impacted by renewed views of safety, teamwork and caring. This makes community engagement go beyond the development of identity on an individual level, helping shape the professional development of the nursing ecosystem as a whole.

4.Discussions

Reflective Practice as an Identiational Method

Practicing is not a static thing but an understanding of professional identity and how to maintain that approach. Nursing students then establish their identities as professionals not merely through the completion of a clinical task but through critical reflection on their experiences and incorporation of their experience into the development of their worldview. Reflective practice has since been popularly cited as the key that will play a crucial role in this process as it provokes the students to think past what they did but concentrate on why they did it and how it contributed to their evolution as a nurse(8).

The combination of reflective opportunities with any professional conferences, service-learning and other community projects can prove life-altering. Learners who make entries on journals, even in debriefing discussions with advisors or in group reflection, tend to express on a more profound level on what it is to work in the profession of healthcare providers in the future. As an example, a student syndicating on a conference session on patient safety can appreciate the need to accept a culture of accountability and open communication as opposed to being scared of making errors. Such inversion of the worldview is of particular importance since it redefines error not as a personal fault but as a learning experience and a chance to make the system better.

Reflective practice also improves moral and ethical decision making, extremely important parts of professional identity. By examining scenarios that deal with patient advocacy, cultural sensitivities, or ethics, the students will perfect their personal values and develop an ability to operate with integrity within the historically challenging medical setting. Such reflections serve to influence abstractions into lived commitments, making identity formation stronger than simply in technical competence.

Faculty Role Modeling

The literature on the professional identity formation will remain unfinished without mentioning mentorship. Faculty mentors are role models who not only act as guides to the students, but they also set a model of how professional nurses are supposed to behave, and think. Not only do they transfer knowledge but also give an understanding of how to interact with others in the workplace and overcome ethical dilemmas, strike a balance between compassion and clinical skills.

Mentorship also gives the support required in order to see students leave their comfort yews. Mentors can get students to take chances to present research, work on community projects or to become leaders that they would have not considered otherwise. Such empowerment cultivates confidence and the notion that they fit into the professional fraternity. Faculty mentors can, in this way, be viewed as a sort of facilitator, enabling students to move out of their brightening status as tentative learners into their budding professionalism where they can compete with peers, colleagues, and communities as agents on equal footing.

The other form of mentorship is subtle but powerful form of role modeling. Students adopt the behaviours as norms when the faculty practice professional networking, are involved in advocacy, or exemplify the values of lifelong learning. They start perceiving professionalism not as sphere of abstract expectation but as matter of fixed things which they can follow. These modeled behaviors end up to be part of the students identities in the long run and equip them to mentor their juniors in future and create a cycle of professional development.

Nonetheless, mentorship has drawbacks. Faculty have been characterized by excessive workloads, time constraints and competing demands that may limit their time to perform intensive mentoring. Institutions should thus realise that mentorship is an important component of professional development so it should supply faculty with resources and support they require in carrying out the mentor roles with effectiveness. Even the chances of being able to successfully build your identity with the help of many opportunities will be lost if there is no deliberate mentorship.

Recommendations to Capacitate Professional Identity in Nursery Education

In order to ascertain that nursing students develop strong professional identities successfully, a number of recommendations are generated in the process of discussing the community engagement, reflection, and mentorship.

First, institutions must have easy and budget friendly access to professional development activities like conferences, service-learning programs and community-based programs. Costs can also be a prohibitive force in the involvement of students in these experiences and this especially extends to students with marginalized or underrepresented backgrounds. The ability to ensure that all students receive identity-shaping opportunities, which level the playing field, may be achieved through scholarships, grants, and institutional partnerships.

Second, reflective practice in nursing would need to be integrated into the schooling. It is not possible to consider reflection as a side or optional process but as the main pedagogic means. Strategically placed reflective assignments, structured debriefing meetings and peer discussions would facilitate helping students critically process their experiences and adding them to their professional selves.

Third, mentorship should be institutionalized and it should be valued as a part of faculty role. Schools must find ways of establishing formal mentorship programs to assign students under faculty or professional nurses who will guide them through their school contribution. Including mentor behavior as part of faculty evaluation and the rewarding of mentors can promote more participation. Also, mentorship should not simply be restricted to the faculty; mentorship programs exist among peers and alumni can also be fruitful frameworks of support to the students.Fourth, learning institutions are supposed to motivate student drives that enhance leadership and community outreach. Through such mechanisms as offering students the opportunity to organize workshops, give presentations, organize health promotion projects, schools support autonomy and self-confidence, and further instill a sense of professional identity. Such initiatives foster the mentality that the professionals in the field of nursing should not be treated as passive recipients of knowledge but active agents in their communities and the field of nursing in general.

Lastly, research and assessment are required in the future as a follow-up to keep working on the best identity development techniques. The answers to that question may be illuminated by longitudinal studies that followed nursing students through their academic careers and early professional lives as well. This knowledge would enable the educators to structure initiatives that can better accommodate the overall growth of nursing learners.

5.Conclusion

The development of professional identity in nursing is not an event that has an end, or occurs within the time frame of the academic preparation years, but a process that continues throughout other phases in life. Nurses develop identities over years of clinical practice and reflection, as well as interaction with communities of professional practice, but their formation begins in the first days of nursing school. The evaluation of identity formation as an ongoing process indicates the significance of learning to perceive identity formation as a movable process, but not the result.

The primary target of this journey is that nursing students themselves have to face the theory-practice gap. They soak in knowledge and paradigms inside the classroom on how nursing is supposed to be. Their experience in clinical practice exposes them to the intricacies of humanity care, the uniqueness of the patients, and the expectations of their different families, and the problems that may be witnessed in healthcare systems. Field Experience To mediate between these two worlds, it is not enough to be technically competent, but to be resilient, empathic, and be able to understand one position in a changing professional environment.

That is why it is more appropriate to see professional identity as an experience-reflection-adaptation cycle. Every new experience, be it with patients, mentors, or professional organizations, contribute to another layer of self-understanding of the students as future nurses. This process is not concluded because the nurses become graduates but it does the same when the nurses encounter ethical dilemmas, when they take leadership positions or when they become life time learners. By instilling an excellent education at the time of nursing school, the schools will ensure that the students have purpose, confidence and determination to kick start this walk.

The key factor that can theorize the rapid development of a professional identity is community engagement. In contrast to the didactic approach to instruction, engagement offers real, lived-in experiences that teach a student to view themself as a key member of the nursing profession. Students are embedded in settings that require accountability, critical thinking, and collaboration whether its conference attendance; local health event presentations; or service-learning projects.

They are transformative as they do not only introduce some changes into student perspective. A discussion of patient safety in a classroom can only stay theoretical until students listen to national experts debate tactics at a meeting or see those tactics being played out in the community. Learning is even more personal and relational when engagement is present, giving it a sense of context. Professional values (compassion, cultural sensitivity and ethical responsibility) are also integrated into the professionalism of the students through internalizing these concepts through their students, i.e. as not part of a syllabus, but as principles to practice.

As important is the sense of empowerment which manifests itself because of community involvement. Their participation in presenting research, heading health education programs, or jointly working with more experienced

workers will give their belonging to the nursing community a point. They start feeling that they are not just learners but definitely can make a difference, are able to make a change of some kind. There will be overarching in identity making, and establishing the belief that their voices and their actions can be heard in the larger landscape of healthcare.

Moreover, participation in communities will promote cultural sensitivity and inclusiveness. Engagement projects based on cultural relevance affirm the identities of students of diverse backgrounds and portray to them that their cultural heritage can be seen as an asset enabling them to be professionals instead of an obstacle. In every student, the interaction with different communities is a way of nurturing empathy and flexibility, to be fit to enable them to serve patients with regard and integrity in a more globalized world.

Although activities of the community and mentorship have been found to be of great value in professional identity development, the discussion also reflects on the areas that the nursing education still needs to move onward. First is by institutions responding to impediments to equitable participation. Opportunity to engage it is often limited by financial, scheduling, and workload demands among the faculty. Increasing scholarship, creating network with professional associations, and institutionalizing mentorship in faculty job descriptions can help alleviate these issues, and promote equity in identity-forming experiences by all students.

Second, structured reflection as a pedagogical strategy should be incorporated in the nursing curricula. Reflecting allows students to turn experience into learning by critical analysis of their behaviour, feelings and principles. Integrating reflective journals, facilitated discussions and mentorship-oriented debriefings into courses would instill the habit of effective self-evaluation in the student--a skill that long after they have graduated, continues to nurture their professional growth.

Third, the schools must foster an environment whereby the process of professional identity formation is seen as a deliberate process and not as an accident by-product. This involves rethinking nursing education as preparation, not just a transfer of knowledge and skills, but the process of shaping ethical, competent and loving professionals. This vision has to be supported by policies, faculty development programs and institutional priorities in order to be achieved.

Lastly, it is imperative to have continuous research to improve and develop best practices. Longitudinal research may assist teachers in realizing what about community work and mentoring has the longest-lasting effect on the professional identity of graduates. These studies would offer evidence-based approaches to the curricular design that can be academically rigorous and transformationally personal at the same time.

Conflicts of interest

The authors have no conflicts of interest to declare

References

1. Beauchamp C, Thomas L. Understanding teacher identity: An overview of issues in the literature and implications for teacher education. Cambridge Journal of Education. 2009;39(2):175–189.
2. Wenger E. Communities of practice: Learning, meaning, and identity. Cambridge University Press. 1998;1(1):1–318.
3. Sachs J. Teacher professional identity: Competing discourses, competing outcomes. Journal of Education Policy. 2001;16(2):149–161.
4. Korthagen F. In search of the essence of a good teacher: Towards a more holistic approach in teacher education. Teaching and Teacher Education. 2004;20(1):77–97.
5. Day C, Kington A, Stobart G, Sammons P. The personal and professional selves of teachers: Stable and unstable identities. British Educational Research Journal. 2006;32(4):601–616.
6. Beijaard D, Meijer P, Verloop N. Reconsidering research on teachers' professional identity. Teaching and Teacher Education. 2004;20(2):107–128.
7. Lave J, Wenger E. Situated learning: Legitimate peripheral participation. Cambridge University Press. 1991;1(1):1–138.
8. Mockler N. Beyond 'what works': Understanding teacher identity as a practical and political tool. Teachers and Teaching. 2011;17(5):517–528.