




## Review of the concept of teaching professional identity

### *Revisión del concepto de identidad profesional docente*

**Sergio Olave<sup>1</sup>**

Universidad Americana de Europa, Cancún - estado de Quintana Roo, México

 <https://orcid.org/0000-0001-6900-0277>

DOI: <https://doi.org/10.35622/j.rie.2020.03.001>

Received 11/03/2020/ Accepted 25/07/2020 Published 25/07/2020

#### ORIGINAL ARTICLE

#### KEYWORDS

Teacher identity,  
training, teaching  
staff

This article aims to collect an approximation to the concept of the teaching professional identity from the conceptualization of other identities that intervene in its construction. The teaching identity is of great importance due to the current situation that education is going through with regard to new ways of seeing the role of the educator in virtuality. The narrative is carried out for this review. A bibliographic search and analysis was carried out in academic search engines, magazines, conferences and seminars; as well as in databases. Relationships and tensions were established between the concepts of identity (personal, cultural, social, professional and teaching). From the results, most of the studies indicate this identity as a non-static quality; however, some authors qualify it in social factors linked to the context. It changes when social and cultural patterns prevail. Most papers cover teacher identity from the initial teacher training, but studies are needed at other stages of the training that allow a deeper understanding of the concept.

#### PALABRAS CLAVE

Formación, identidad  
docente, profesorado

Este artículo tiene por objetivo recoger una aproximación al concepto de la identidad profesional docente a partir de la conceptualización de otras identidades que intervienen en su construcción. La identidad docente es de gran importancia por la situación actual que atraviesa la educación con respecto a las nuevas formas de ver el rol del educador en la virtualidad. La revisión realizada es de corte descriptivo. Se realizó un rastreo y análisis bibliográfico en buscadores académicos, revistas, congresos y seminarios; así como también en bases de datos. Se establecieron relaciones y tensiones entre los conceptos de identidad (personal, cultural, social, profesional y docente). De los resultados, la mayor parte de las investigaciones señalan esta identidad como una cualidad no estática; sin embargo, algunos autores la matizan en factores sociales ligados al contexto. Esta cambia cuando los patrones sociales y culturales prevalecen. La mayoría de las investigaciones abarcan la identidad docente desde la formación inicial de maestros, pero hacen falta estudios en otras etapas de la formación que permitan una mayor profundización del concepto.

<sup>1</sup> Correspondencia: [sergiolave\\_90@hotmail.com](mailto:sergiolave_90@hotmail.com)



## 1. INTRODUCTION

Currently teachers as professionals of education have had to face a series of cultural, social, political and economic patterns that have affected their identity as individuals, adopting a stereotyped professional identity established by society. This review of the concept seeks to point out the concept of teacher professional identity beyond a series of behaviors and characteristics that the teacher must possess and follow when deciding to opt for this profession. For this reason, the objective of this revision of the concept is to understand the professional identity of the teacher as a changing identity that is nourished by other identities and that should not be taken statically through the time.

Identity is linked to context and therefore cannot be detached from its historicity; however, it has always been the target of attacks, not warlike ones produced by some war, but those caused by the underlying customs of an immobile society that refuses to see the other differently. In the same way, it is important that each individual knows their role in society, so that they can live coherently. Hence, self-understanding is a project of the human being that never ends; then, it is understood that identity is not static; a source that emerges from the subjective; It is then, when emotions affect the being and causes it to mutate and transform (Barreto, 2018; Echarte and Erquiaga, 2019; Lagos and Polster, 2018; Crespo, 2019).

On the other hand, memory becomes that resource that preserves our identity in the individual and the collective (Crespo, 2016; Fernández, 2017). In this way, those memories are obtained and transformed over time; consequently, the conscience becomes more acute when some type of affection dominates us or we conflict with some custom; these situations generate a value in that something that affects us (Alvarado, 2016; López, 2016). Likewise, some memories support others and in this singularity there is no single model, since what is taken from the environment is taken to create a new unrepeatable personality and that can only be understood by itself (Vicente, 2019; de la Calle and Méndez, 2018).

Therefore, just as there is a personal and unique identity, cultural, social and professional factors also intervene in the construction of that identity; being these aspects the main purpose of school. The human being is a biological, psychological, social and moral creature (Shoemaker and Tobia, 2019). Cultural identity touches the past and future of each person and the traditions are determining in the construction of a people's identity; due to they can last or disappear in the dynamics of intersubjectivity of each individual (Cruz, Echevarría and Gutiérrez, 2019). Moreover, identity must be understood as a process of socialization that allows the subject to find own uniqueness. From certain approaches, it is affirmed that culture is inherited and transmitted

from generation to generation; however, the constructivist idea indicates that cultural identity is a social construct. Similarly, there is an otherness that is enhanced when there are common patterns in a relationship to difference.

Cultural identity responds to interests, norms and characteristics that certain groups share. Many times, tradition is mobilized within a reconstruction to stay in modernity; therefore, the feeling of belonging to a certain social group with certain cultural traits different from the others, constitutes a cultural identity without confusing the previous meaning with the community feeling, which is expressed in cultural manifestations (Chenet, Arévalo, and Palma, 2017; Gómez, 2019; Cuesta, Jústiz, and Argilagos, 2019; Cascante, 2004; Ottone, 2017; Ortega, 2018).

On the other hand, social identity is legitimized from the relationships that exist in those cultural groups and comes into tension when there is a relationship with other cultures regardless of territory or language. This social identity is subject to nuances and like cultural identity, it is not static. Thus, it would speak of a social self-aware of its culture, its preferences and interests, but vulnerable to the restructuring and accommodation that occurs in the relationship with others (Cantor, 2018; Salas, 2019; Labrada, Barba-Tellez and González, 2016; Salcedo, Obando and Ordóñez, 2018; Acosta and Vargas, 2017). The university is a space that allows the encounter of different cultural identities and the development of social identity, whose common characteristic is education; however, another term arises, unlike the generality, underlies the tastes within that broad spectrum of education and which is called: professional identity.

Professional identity is developed from the relationship of personal identity and the historicity of the profession, this is called a vocation (Callata, Morales and Arias, 2017). Likewise, family and school are involved; they are critical points in the process of building professional identity. The experiences that are framed in these two dimensions have a direct impact on the first moments of the construction of professional identity (Pérez and Martínez, 2018).

**Table 1** Concept and characteristics

Analysis axes	Description	Characteristics
<b>Personal identity</b>	It can be defined as the conditions given by the psychological continuity between the personal stages, in relation to temporal persistence.	-Corporality -Temporality -Psychological continuity
<b>Social identity</b>	The aspects of an individual that are based on membership in social groups, along with their psychological and emotional aspects, among others	-Dynamic -It has an origin and development subject to specific historical conditions -It is enriched in the medical that the human being develops and acquires new knowledge that labels him/her in a certain social group. -It is based on daily life



<b>Cultural identity</b>	Historically defined through multiple aspects in which culture, language, social relations, rituals and own ceremonies, or collective behavior, value systems and beliefs are embodied.	<ul style="list-style-type: none"> <li>- The primary means of socialization such as family, school and church intervene in its configuration.</li> <li>-There is an essentialist and a constructivist position.</li> </ul>
<b>Professional identity</b>	The set of habits that a person has developed in the space of his work. It encompasses work experience and defines the vast majority of personal identity.	<ul style="list-style-type: none"> <li>-It is structured from school.</li> <li>-It is strengthened during professional training.</li> <li>-It consolidates with professional practice</li> <li>-The interests and vocational skills are its base.</li> </ul>
<b>Teaching identity</b>	It is the identity of a person who works in a specific work area of education. It is considered a process in continuous transformation made up of different dimensions. It is unique and cannot be replaced because it is created and evolves during life.	<ul style="list-style-type: none"> <li>-Professional and University world relationship.</li> <li>-Relation theory and practice.</li> <li>- Link knowledge and action</li> </ul>

In this order of ideas, it could be thought then that professional identity is formed from the social relationship that exists between a given group, conditioned by cultural characteristics that involve historical, emotional, affective, family and school dimensions. Therefore, the professional identity of teachers is not only framed within a merely personal, vocational or social identity, or by interaction between cultures in a given context; but also, by the memory and the intersubjective relations that the individual experiences in the environment and daily life.

## 2. METHOD

The objective of this review was to identify the relevant aspects of the concept of teacher professional identity and the theoretical approaches to it. Thus, in order to search the bibliographic documents, an exploration was carried out in different repositories and databases and several documentary sources such as Scopus, Mendeley and ScienceDirect were used. Descriptors corresponding to identity, personal identity, cultural identity, social identity, professional identity, professional teaching identity, scientific writing, literature review and critical reading were used between the period of 2016 and the beginning of 2020. The descriptors were combined from different ways in order to expand the findings. Similarly, an academic google search was performed with these terms including citations and patents in any language.

From the above, the question was started: what is known about identity (personal, cultural, social, professional, teaching professional) and what are its characteristics? The types of documents (primary and secondary) were determined. Fifty articles that took account of these concepts were selected and classified according to the inclusion and exclusion criteria



corresponding to the descriptor categories. The documents were grouped into types of identities in the following order: identity (I), personal identity (PI), cultural identity (CI), professional identity (PRI) and teaching professional identity (TI). Then, the corresponding examination of each of the typologies was made, to find common elements and tensions between the concepts. Finally, some hypotheses and conclusions were stated around the concept. The studied literature was framed in a global search with preference in Spanish language in correspondence to places where there is a presence of Normal Schools.

The literature review allows for a compendium of studies in order to analyze and discuss a problem (Sánchez, 2011), in this case of the concept of teacher professional identity. A descriptive review was carried out, allowing the reader to have a closer look at the concept (Day, 2005 in Guirao, Olmedo and Ferrer, 2008). In this case, an approach to the identity of the teacher is made, from a review of the concept of identity, through personal, cultural, social and professional identity. The analysis of the documents followed a critical reading to determine the arguments and the strengths and weaknesses of the ideas raised (Garcés and Duque, 2007).

**Table 2** Research units

Universe of analysis (population)	Research axes	Research units
<b>Teaching Professional Identity</b>	Personal identity Social identity Cultural identity Professional identity Teaching identity	Concept and characteristics  What and how the teaching identity is conceived. The importance of teaching identity.

### 3. RESULTS

#### **The changing identity of the teacher**

Many assume the professional identity and the teaching identity as one; instead, the latter is framed in an established identity with the expression "must be", unlike other professions; the teacher "must be" or assume a pre-established identity, otherwise he cannot be called a teacher. These identity constructs are rooted in cultural and contextual characteristics, therefore, it is not constructed by the person who carries out the teaching work, but rather is assumed as a foreign identity that is classified in social canons, of example and of its role in the society. The question here is to determine if the teacher has a pre-established identity alienated, contrary to what some

authors previously presented on the term. So, we should ask ourselves if who assumes as a life project to be a teacher, should it give up the personal identity? Is there a pre-established cultural and social identity for the teacher?

Teaching professional identity is a process of self-construction, the result of socialization processes that are strengthened in the exercise (Bolívar, Domingo and Pérez, 2014). Through the imagination, individuals form meanings, meanings and perspectives that fortify their identities with new dimensions in time. (Yazan, and Percy, 2018). We would then assume that the teacher needs the imagination to build his identity as a professional. Additionally, it was identified that identity is negotiated, through language and discourse (Aristizábal and García, 2017).

The discourses on the construction of the teaching professional identity base their foundation on the perception of personal conscience as a commitment of goodwill and the perception of moral commitment, the latter thinking about what is supposed to be correct, which is to assume responsibility for the students, taking charge of the other in its entirety, would speak of a caregiver ethic. The teacher's identity seems to be a form of response to the expectations of other social groups. It is evident then, that the identity of an individual who works in the field of education, consequently is always in continuous construction and is transformed according to lived experiences; However, it is very important to recognize the uniqueness of each individual in the exercise of teaching and the recognition of the profession in a given context and social group (Pérez and Quijano, 2018; Bolívar, Fernández and Molina, 2004; Alfaya, Moya, Pérez, and García, 2019; Serrano and Pérez, 2018).

For the consolidation of the teaching professional identity, it is necessary to recognize the value that emotions and state of mind give to it, since they are essential for the teacher's exercise and practice (Buitrago and Cárdenas, 2017). The teachers' emotions and behaviors are projected to the other social sectors; in this way, the teacher is typified, stereotyped as someone who must be patient, respectful, ethical and morally correct, forgetting his origin and human nature, beyond a refinement or an example of difficult imperfection. The teacher reconfigures himself to historical patterns that underlie the culture, because the teacher is not worthy of that identity, he does not have the right to make a mistake, to feel disappointment, sadness, frustration and alternate emotions to those that should be planted in the students. So, it loses its first nature, changes its skin, mutates to another being paradoxically free and built by others. The teacher loses the first identity to assume another socially and culturally accepted one.

Unlike other professions in society, the teacher must assume an identity that does not always correspond to him or her. Let's look at the example of a doctor: he may recommend that

his patients quit smoking, but be an active smoker, or suggest exercise and a balanced diet despite not complying with any of the above; in addition, the teacher is an example that can not get out of the rule or be the exception, since it is taken as the benchmark of the exemplary citizen, who everyone should be, but nowadays nobody wants to be, due to the fact that teaching professionalization has been lost and the teaching profession has been devalued due to social, economic, political and cultural factors. The transformations in the teaching professional identity do not take place in an isolated way and the context intervenes directly in this configuration (Aristizábal, 2019).

Gender barriers have permeated professions long ago; the socioeconomic and cultural differences that underlie in practice and in discourses have been more advocated for men, giving themselves a job segregation, pointing out the occupations and trades to which the female gender is determined. In this way, women have always been relegated as caregivers from motherhood and this has led us to believe that men are not in a position to care for the infant at certain stages of development and that it represents a certain danger in itself from the social constructs that are have given, from unfortunate events of abuse or assault.

The feminization of teaching work has also influenced the professional identity of teachers for men, who, faced with social prejudices, tend to develop a more resistant professional identity to deal with certain conceptions; similarly, a masculinization can be seen in the exact sciences in education. Due to the above, it is also necessary to think that the teacher's identity is conditioned by gender and the historical roles that certain professions have played (Varilla, 2016). Today, gender barriers are breaking down in the professions; even so, the presumptions of certain macho and feminist models interfere in the construction of the identity of those who decide to choose to be a teacher. This can be seen in that there are very few or almost no men in preschool education and very few women in the field of physics and mathematics.

Currently, a teaching identity crisis is taking place (Cervantes and Dengo, 2019), the terms pedagogy and didactics have come to play an important role in determining the identity of the teacher; since, that professional from any field other than education who maintains direct contact with pedagogy and didactics, tends to assume his professional identity to a teaching professional identity. Therefore, we should assume that the professional with a degree of pedagogy and didactics becomes a teacher and assumes this identity. In this way, as evidenced in the university, there is no professor in the architecture program who has identified himself from his vocation as a teacher of architecture, but as an architect, but due to circumstances of his social interaction he had an approach to pedagogy, he becomes a professor of architecture.



There are no individuals who study to be professors of medicine or law, the latter assume this teaching identity when they begin to develop as professors, they are doctors teaching others to be doctors, and lawyers teaching others to be lawyers. “The new conditions and orientations of educational policy in which a transition from a bureaucratic model to a pedagogical direction is demanded, aimed at improving learning and the results of school establishment, in accordance with the orientations reflected in international literature” (Botía and Real, 2016, p.7), knowing the motivations and concerns allows us to form our own teaching identity.

The identity of the teacher is also affected by the relationship that exists between the educational center and families (Rogero, 2007 in Santamaría, Torrego and Ortiz de Santos, 2018); the freedom that arises from these relationships will allow balancing personal identity and the teaching identity in the individual. The Pedagogical Renewal Movements have permeated teachers as a group, pointing out that teachers must have certain attitudes and skills with the goal of creating integral and critical people. But, it should be noted that within these attitudes there must be recognition as a teacher and as being unique with a particular identity in order to train students in well-structured emotional fields; because a teacher who does not have a teaching identity, is not happy in his or her work, and therefore is not consistent with this work, thus it will not be able to build beings beyond the academy and the epistemology of the discipline.

It can be said that teachers do not have a stable identity, which on the contrary is plastic and polymorphic according to historical and contextual elements that are always in the daily life of the teacher (Jarauta and Pérez, 2017). “The complexity and relevance of this object of study is part of a process that is organized during the subject's schooling and is configured during the career, that is, they are acquired in training instances in the teaching-learning processes, they are implicit in the curriculum, in the practices and in the ways of teaching and learning” (Sánchez and González de Álvarez, 2019, p.3).

The tension between government policies and the teaching profession is another dimension that deserves to be analyzed. Although the teacher is aware in his training of the challenges that he must face, it is in practice when he recognizes the reality that is mobilized in the speeches of the teacher educators. The belief in a professional status compared to other professions is overshadowed by the social and economic gaps in the education sector. The utopian thought of wanting to change a society to destroy inequalities is doomed to a professional crisis of self-recognition as the transforming and emancipatory axis of society. This can strengthen or reconfigure an identity that was believed to be solid.





The encounter with a reality directly leads many teachers to lose their horizon first and take refuge in a pessimistic identity where they describe their work as something mechanical and return again to their personal and social identity. This is clearly seen in the public sector where inequities, environments and pedagogical bets are given to regulate coverage rates and not of quality education. On the other hand, other teachers strengthen their professional identity by abandoning their identity as a person, their first motivations, their likes, their personal dreams, going from their first priority of self to otherness as a source of idealization and new motivations.

Consequently, fewer and fewer young people interested in pursuing a teaching career can be seen (Eguren and Belaunde, 2019). Identity crises in young people are becoming more frequent. The dynamics of the school means that students are not identified with their teachers, generating a gigantic gap in what the teacher wants and what the student wants.

It is urgent to tear down the image of the teacher as an inert being devoid of emotions and full of virtues and perfection, on the contrary to build a common self-image that does not create a way of being teachers but multiple ways of being and living the profession (González and Sánchez, 2017), rescuing the singularities, so that when the teacher talks about himself he can do it referring to his own identity, what he is, what he thinks he is and not what he is supposed to be.

Finally, the teacher responds to a context in a personal way. In this way, we would speak of sub-identities in the relationships established in that context, which although they may occur harmoniously or in conflict are also dimensions that reconfigure the teacher's identity (González, 2018; Juárez and Hernández, 2017; Alfonzo and Ortiz, 2019). In some studies found in this review, teachers in initial training relate their identity to knowledge of the discipline and state that emotions affect school settings, but that the teacher must be oblivious to them. Meanwhile, a wise and creative teacher is expected who can reflect to modify their immediate reality (Cruz y García, 2018; Laspina, 2018).

The teacher in training integrates previous habits that will define their professional identity, and thus strengthen their concept of being a teacher; this will configure teachers who abandon their profession, others who will choose being teacher for admiration of the profession, those who resign themselves to the chosen profession and finally those who adapt their motivations and expectations to what they find on the way (Reyes y García, 2019 ; Mayo, García and Rodríguez, 2017; Quilaqueo, Quintriqueo, Segundo and Riquelme, 2016). To sum up, there is a diversity of social and psychological conditions that are related to each other, in this way there are processes of a biological, psychological and social order (Rodríguez and Pedrajas, 2016), but also personal,



historical and cultural dimensions in the construction of a teaching identity, unlike other social identities.

#### 4. CONCLUSIONS

Differences were found between concepts as well as similarities that helped to define that the professional identity of the teacher is not static but changing and that this depends on biological, psychological, social, cultural, personal and professional factors. It is not possible to talk about a professional identity of the teacher, since it is a reflection of the interaction in the context and its meaning face to the profession. This identity must then be understood under different perceptions that are not equal in time, nor is it an innate identity that is born with the person, what they call vocation is nothing more than the set of patterns that solidify in the interaction with reality and the different social groups, where common elements converge to support a teaching identity that is being built.

No person can build an identity based on what others say. The teacher's identity is an identity for itself, complementary to the social processes and relationships that emerge; the significance that the teacher gives to his or her identity is configured in an intersubjectivity of comings and goings within the framework of the subjectivity and objectivity of this work.

To understand the professional identity of teachers, it is necessary to understand the concepts of personal, social and cultural identity that make part of the teacher's identity. It is through social relationships that characteristics that have been attributed to each group through history are recognized; thus, professional identity is part of social identities where they are valued or dismissed according to context and culture. Thinking about the teaching profession beyond a task with a social sense forces us to ask ourselves what makes it so unrelated to others and so difficult to assume as a single identity, since it is a changing identity that cannot be approached from a single perspective, but rather recognized in its complexity.

Finally, the teaching professional identity is not determined when choosing to be part of the teaching staff; it is constituted from home and school. Teachers do not identify themselves as teachers at any specific stage of their life; they are in constant acceptance of their role, in the framework of political and social relations in practice. An identity that is easily influenced and volatile from the social representations of the teacher, through time and history.



## REFERENCES

- Acosta, H. B., & Vargas, R. H. T. (2017). Precisiones conceptuales para explicar la historia inicial de la identidad social de algunas profesiones en Colombia. *Diálogos de saberes: investigaciones y ciencias sociales*, (46), 41-58.
- Alfaya, E. G., Moya, M. M., Pérez, A. C., & García, M. D. L. Á. O. (2019). Construcción de la identidad profesional docente en educación infantil en Córdoba (España). *Revista de ciencias sociales*, 25(3), 30-41.
- Alfonzo, I., & Ortiz, C. (2019). La identidad profesional docente de profesores de educación superior en La región meseta comiteca tojolabal del estado de Chiapas. *Revista Electrónica de Investigación e Innovación Educativa-REIIE* ISSN: 2448-556X, 4(3), 115-130. Consultado de [http://cresur.edu.mx/OJS/index.php/CRESUR\\_REIIE/article/view/441](http://cresur.edu.mx/OJS/index.php/CRESUR_REIIE/article/view/441)
- Alvarado, J. (2016). Identidad personal y ontología de la persona. *Universitas Philosophica*, 33(66), 77-112. <https://doi.org/10.11144/Javeriana.uph33-66.ipop>
- Aristizábal, A. (2019). Fortalecimiento de la identidad profesional docente en el ámbito personal del profesor. *Tecné Episteme y Didaxis: revista de la Facultad de Ciencia y Tecnología*, (46), 189-204.
- Aristizábal, A., & García, A. (2017). Fortalecimiento de la identidad profesional docente a través del trabajo en comunidades de desarrollo profesional que trabajan con la historia de las ciencias. *Enseñanza de las ciencias*, (Extra), 3599-3604.
- Barreto, M. (2018). La Identidad. *RedPensar*, 6(1), 1-11. <https://doi.org/10.31906/redpensar.v6i1.128>
- Bolívar, A., Domingo, J., & Pérez, P. (2014) Crisis and Reconstruction of Teachers' Professional Identity: The Case of Secondary School Teachers in Spain". *The Open Sports Sciences Journal*, vol. 7, (Suppl-2, M4), 2014, pp. 106-112 <http://benthamopen.com/contents/pdf/TOSSJ/TOSSJ-7-106.pdf>
- Bolívar, A., Fernández, M. y Molina, E. (2004). Investigar la identidad profesional del profesorado: una triangulación secuencial. [Documento en línea]. FQS Recuperado el 12 de agosto 2006 en <http://www.qualitative-research.net/fqs>.



- Botía, A. B., & Real, M. R. (2016). Identidad profesional de los directores escolares en España. Un enfoque biográfico narrativo. *Opción: Revista de Ciencias Humanas y Sociales*, (79), 163-183.
- Buitrago, R., & Cárdenas, R. (2017). Emociones e identidad profesional docente: relaciones e incidencia. *Praxis & Saber*, 8(17), 225-247. <https://dx.doi.org/10.19053/22160159.v8.n17.2018.7208>
- Callata, M., Morales, A., & Arias, W. (2017). Identidad profesional y preferencias profesionales en estudiantes de la escuela profesional de administración de negocios de una universidad privada de Arequipa. *Revista de Investigación en Psicología*, 20(1), 147 - 176. <https://doi.org/10.15381/rinvp.v20i1.13529>
- Cantor, M. I., Pérez, E., & Carrillo Sierra, S. M. (2018). Redes sociales e identidad social. *Aibi Revista de investigación, administración e ingeniería*, 6(1), 70-77. <https://doi.org/10.15649/2346030X.477>
- Cascante, F. R. (2004). Modernidad e identidad cultural en América Latina. *Revista Artes y Letras. Universidad de Costa Rica*. 17(2), 237- 255.
- Cervantes, G., & Dengo, M. (2019). Identidad Profesional y formación docente universitaria: Un proceso en construcción desde la mirada del estudiantado. *Actualidades Investigativas en Educación*, 19 (1), 196-215.
- Crespo, M. (2016, July). Fenomenología, sentimientos e identidad. La contribución de la fenomenología husserliana de los sentimientos a la cuestión de la identidad personal/Phenomenology, Feelings and Identity: The Contribution of Husserlian Phenomenology of Feelings to the Problem of Personal Identity. In *Anales del Seminario de Historia de la Filosofía, Universidad Complutense de Madrid* 33 (2), 605.
- Crespo, M. (2019). Emociones morales, revelación de la identidad personal y evidencia del corazón. *Quién: revista de filosofía personalista*, (10), 137-152.
- Cruz, D. S., Echevarría, A. M., & Gutiérrez, R. P. (2019). Fortalecimiento de la identidad cultural a través del rescate de tradiciones en la niñez/Strengthening cultural identity through the rescue of traditions in childhood. *Islas revista de Humanidades y Ciencias Sociales de la UCLV*, (192), 177-190.
- Cruz, J.P., & García, A. (2018). 3B006 Las emociones y su relación con la identidad profesional de docentes en formación inicial de química de la Universidad Distrital Francisco José de



- Caldas. *Tecné Episteme y Didaxis: TED*, (Extraordin), 1-8. Recuperado a partir de <https://revistas.pedagogica.edu.co/index.php/TED/article/view/9247>
- Cuesta, L., Jústiz, M., & Argilagos, Z. (2019). La identidad cultural en los escolares de la Enseñanza Primaria. Una alternativa desde las actividades complementarias y extraescolares. *Opuntia Brava, 11*(Especial 2), 134-151. Recuperado a partir de <http://opuntiabrava.ult.edu.cu/index.php/opuntiabrava/article/view/907>
- De la Calle, M., & Méndez, M. (2018). *La influencia familiar en la construcción de la identidad personal. Fundamentos y métodos para la formación permanente de los maestros de Educación Infantil. Análisis y prospectiva en la CAM* (Doctoral dissertation, Universidad Complutense de Madrid).
- Echarte, L., & de Erquiaga, J. (2019). Del yo narrativo a la identidad personal. *Humanidades: Revista De La Universidad De Montevideo*, (5), 111-148. <https://doi.org/10.25185/5.5>
- Eguren, M., & Belaunde, C. (2019). *No era vocación, era necesidad: motivaciones para ser docente en el Perú. Instituto de Estudios Peruanos, Documento de Trabajo; 256, 7-63.*
- Fernández, D. (2017) La identidad personal como imperativo social: Una aproximación desde Foucault y Derrida. Granada: Universidad de Granada. [<http://hdl.handle.net/10481/48949>]
- Garcés, J., & Duque, E. (2007). Metodología para el análisis y la revisión crítica de artículos de investigación. *Innovar, 17*(29), 184-194. Retrieved March 01, 2020, from [http://www.scielo.org.co/scielo.php?script=sci\\_arttext&pid=S012150512007000100011&lng=en&tlng=es](http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S012150512007000100011&lng=en&tlng=es).
- Gómez, A. (2019). Identidad cultural y globalización. *Revista De Filosofía Odos / ISSN(E): 2322-8369*, 8(10), 67-75. Consultado de <http://www.revistaodos.com/revista/index.php/odos/article/view/81>
- González, R. I. (2018). La construcción y desarrollo de la identidad profesional docente en Educación Infantil: características y peculiaridades en el caso de los hombres.
- González, M.; Sánchez, A. (2017). *La construcción de la identidad profesional del profesor de educación física durante la formación inicial: Una mirada desde los estudiantes en la carrera del profesorado de Educación Física en el año 2017 de la Universidad Nacional de Tucumán*. 12º Congreso Argentino de Educación Física y Ciencias, 13 al 17 de noviembre 2017, Ensenada, Argentina. Educación Física: construyendo nuevos espacios.



- EN: Actas (2017). Ensenada: Universidad Nacional de La Plata. Facultad de Humanidades y Ciencias de la Educación. Departamento de Educación Física. Disponible en: [http://www.memoria.fahce.unlp.edu.ar/trab\\_eventos/ev.10102/ev.10102.pdf](http://www.memoria.fahce.unlp.edu.ar/trab_eventos/ev.10102/ev.10102.pdf)
- Guirao-Goris, J. A., Olmedo Salas, A., & Ferrer Ferrandis, E. (2008). El artículo de revisión. *Revista iberoamericana de enfermería comunitaria*, 1(1), 1-25.
- Jarauta, B., & Pérez, M. J. (2017). La construcción de la identidad profesional del maestro de primaria durante su formación inicial. El caso de la Universidad de Barcelona. *Profesorado. Revista de Curriculum y Formación del Profesorado*, 21(1), 103-122.
- Juárez, Á. I. R., & Hernández, F. H. (2017). La reconfiguración de la identidad profesional del docente de educación básica ante sus procesos de evaluación.
- Labrada, A. R. G., Barba Tellez, M. N., & González, E. (2016). Identidad Social y Cotidianidad, Categorías Esenciales en la Relación Universidad-Comunidad. Experiencias y Realidades. *Educación, Arte, Comunicación: Revista Académica Investigativa y Cultural*, (5), 49-58.
- Lagos, G., & Polster, J. (2018). *David Hume y el problema de la identidad personal* (Doctoral dissertation, Universidad Católica de la Santísima Concepción).
- Laspina, A. J. (2018). La Identidad profesional docente: un estudio desde las representaciones de los estudiantes del profesorado en educación primaria.
- López, J. B. (2016). Invención y disolución moderna de la identidad personal. *Boletín Millares Carlo*, (23), 151-165.
- Mayo, I. C., García, S., & Rodríguez, R. C. (2017). Construcción de la identidad profesional en los futuros maestros de infantil. *Revista Infancia, Educación y Aprendizaje*, 3(2), 612-617.
- Ortega, J. C. (2018). Una aproximación al concepto de identidad cultural a partir de experiencias: el patrimonio y la educación. *Tabanque. Revista Pedagógica*, (31), 244-262.
- Ottone, E. (2017). "El concepto de acumulación civilizatoria. Entre universalismo e identidad cultural". *Estudios Públicos* (147), 251-262
- Pérez, M., & Quijano, R. (2018). Análisis del discurso de los estudiantes de magisterio sobre la contribución del practicum al desarrollo de su identidad profesional docente. *Educatio Siglo XXI*, 36(2), 331-352. <https://doi.org/10.6018/j/333091>

- Pérez, J. M. R., & Martínez, J. D. J. C. (2018). Identidad profesional en estudiantes de comunicación. *Revista Iberoamericana de Producción Académica y Gestión Educativa*, 4(8), 1-15.
- Quilaqueo, D., Quintriqueo, S., & Riquelme, E. (2016). Identidad Profesional Docente: Práctica Pedagógica en Contexto Mapuche. *Estudios pedagógicos (Valdivia)*, 42(2), 269-284. <https://dx.doi.org/10.4067/S0718-07052016000200015>
- Reyes, A. L. P., & García, P. C. (2019). Los Inicios de la Identidad Profesional en la Formación del Profesorado de Secundaria en Guanajuato, México. *Profesorado, Revista de Currículum y Formación del Profesorado*, 23(3), 53-70.
- Rodríguez, R. S., & Pedrajas, A. P. (2016). Concepciones sobre la identidad profesional docente en la formación inicial del profesorado de ciencias experimentales de educación secundaria. *Educadi*, 1(1), 55-71.
- Salas, L. (2019). Identidad Social – Cultural en la formación de futuros docentes en la Universidad del Atlántico. *Assensus*, 4(7), 66-81. Recuperado a partir de <https://revistas.unicordoba.edu.co/index.php/assensus/article/view/1870>
- Salcedo, M. A., Obando, L., & Ordóñez, E. J. (2018). La identidad social en la ciudad global. *Departamento de Ciencias Sociales*.
- Sánchez, A., & González de Álvarez, M. L. (2019). La construcción de la identidad profesional del profesor de Educación Física durante la formación inicial. En *XIII Congreso Argentino y VIII Latinoamericano de Educación Física y Ciencias (Ensenada, 30 de septiembre al 4 de octubre de 2019)*.
- Sánchez, A. (2011). *Manual de redacción académica e investigativa: cómo escribir, evaluar y publicar artículos*. Fundación Universitaria Católica de Norte.
- Santamaría, N., Torrego, L., & Ortiz de Santos, R. (2018). Identidad profesional docente y movimientos de renovación pedagógica. *Tendencias Pedagógicas*, (32), 177-192.
- Serrano, R., & Pérez Gracia, E. (2018). La motivación, la formación psicopedagógica y el practicum facilitadores del desarrollo de la identidad profesional docente. *Revista Científica Ecociencia*, 5(6), 1-21. Recuperado a partir de <http://revistas.ecotec.edu.ec/index.php/ecociencia/article/view/128>

Shoemaker, D., & Tobia, P., Personal Identity (October 1, 2019). *Oxford Handbook of Moral Psychology*, Forthcoming. Available at SSRN: <https://ssrn.com/abstract=3198090>.

Varilla, L. (2016). Romper estereotipos de género en la identidad profesional docente: una propuesta de paz. *Educación y ciudad*, (31), 71-81.

Yazan, B., & Percy, M. (2018). “Pedagogically speaking, I’m doing the right things”: Three preservice ESOL teachers’ identity formation. *Teacher Learning and Professional Development*, 3(1), 1-18.

**Agradecimientos / Acknowledgments:**

Expreso mi agradecimiento a los docentes del Doctorado en Educación de la Unidad de posgrado de la Universidad Americana de Europa, México.

**Conflicto de intereses / Competing interests:**

El autor declara que no incurre en conflictos de intereses.

**Rol de los autores / Authors Roles:**

No aplica.

**Fuentes de financiamiento / Funding:**

El autor declara que no recibió un fondo específico para esta investigación.

**Aspectos éticos / legales; Ethics / legals:**

El autor declara no haber incurrido en aspectos antiéticos, ni haber omitido aspectos legales en la realización de la investigación.

