



ePIC 2014

Evidence Based Learning

9-10-11 JULY
Greenwich **LONDON**



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Evidence Based Learning

The 12th International Conference on ePortfolio, Open Badges & Identity
Greenwich, 9-10-11 July 2014

We have great pleasure in publishing the proceedings of the 12th International ePortfolio and Identity Conference, an event attended in London 9-10-11 July 2014 by practitioners from 18 countries.

This year was marked with a lively debate between Alfie Kohn and Daniel T. Hickey on the issue of *intrinsic* vs *extrinsic* motivation (how the second tends to destroy the first) and its implication on Open Badge Practice.

The videos are accessible on Youtube:

- Alfie Kohn keynote: www.youtube.com/watch?v=p_98XcxJqkw
- Daniel T. Hickey responds to Alfie Kohn: www.youtube.com/watch?v=-laB8N6P4lc

The keynote addresses of Gill White, from the Chartered Institute of Personal and Development (CIPD), the leading professional body for human resources professionals, and Richard Speight, from Unison Cymru Wales, the leading public sector union in Wales demonstrated the potential for ePortfolios and Open Badges to have a positive impact on the world of work.

During the last plenary session, Stephen Downes, from the National Research Council of Canada, addressed a burning subject: *Beyond Assessment - Recognizing Achievement in a Networked World*.

You will find that these proceedings reflect the diversity and richness of ePortfolio and Open Badge initiatives happening at local, regional and national levels across all sectors of initial and continuing education.

They are organised in two main parts:

- the papers accepted for publication
- the abstracts of the contributions submitted to the conference

We hope that you will find in the proceedings the information you need to inform your actual and future projects.

We would like to thank again all the authors and presenters who came to London from across the globe, to share their enthusiasm and experience and make the ePortfolio and Open Badges a truly international community!

Serge Ravet and the ePIC Team

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Conference Programme

Wednesday 9 July			
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9:30	<table border="1"> <tr> <td> S1.1A: Balancing the two faces of ePortfolios - Vanguard Classroom - QA165 - Chair: Helen Barrett <i>Balancing the two faces of ePortfolios: emphasis on process/learning or product/evidence?</i> Helen Barrett Independent consultant, United States of America </td> <td> S1.1B: Create your Open Badge - Victory Classroom - QA175 - Chair: Don Present - Chair: Eric Roussele </td> </tr> </table>	S1.1A: Balancing the two faces of ePortfolios - Vanguard Classroom - QA165 - Chair: Helen Barrett <i>Balancing the two faces of ePortfolios: emphasis on process/learning or product/evidence?</i> Helen Barrett Independent consultant, United States of America	S1.1B: Create your Open Badge - Victory Classroom - QA175 - Chair: Don Present - Chair: Eric Roussele
S1.1A: Balancing the two faces of ePortfolios - Vanguard Classroom - QA165 - Chair: Helen Barrett <i>Balancing the two faces of ePortfolios: emphasis on process/learning or product/evidence?</i> Helen Barrett Independent consultant, United States of America	S1.1B: Create your Open Badge - Victory Classroom - QA175 - Chair: Don Present - Chair: Eric Roussele		
11:00	Coffee Break - Circulation Area - QA 163, 170, 177		
11:30	P1: Opening Plenary Session - Royal George Lecture - QA180 Welcome Address: Serge Ravet , ADPIOS, Europortfolio <i>The future of learning</i> , Gill White , CIPD, United Kingdom <i>Open Badges and lifelong learning in the workplace: A trade union perspective</i> , Richard Speight , Unison Cymru Wales, United Kingdom		
12:45	Lunch - Circulation Area - QA 163, 170, 177 Thematic tables are meeting points for delegates desiring to address a specific issue. Suggest a theme and join a theme using the panel situated next to the registration desk.		
14:00	<table border="1"> <tr> <td> S1.2A: mPortfolios - Vanguard Classroom - QA165 - Chair: Helen Barrett <i>mPortfolios (using mobile devices to support reflection)</i> Helen Barrett, Independent consultant, United States of America </td> <td> S1.2B: Open Badge for Competency Recognition - Victory Classroom - QA175 - Chair: Don Present - Chair: Eric Roussele The objective of this session is to respond to the question: <i>who are the people, resources and processes I need to make Open Badges work in an organisation to recognise competencies?</i> </td> </tr> </table>	S1.2A: mPortfolios - Vanguard Classroom - QA165 - Chair: Helen Barrett <i>mPortfolios (using mobile devices to support reflection)</i> Helen Barrett , Independent consultant, United States of America	S1.2B: Open Badge for Competency Recognition - Victory Classroom - QA175 - Chair: Don Present - Chair: Eric Roussele The objective of this session is to respond to the question: <i>who are the people, resources and processes I need to make Open Badges work in an organisation to recognise competencies?</i>
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15:30	Coffee Break		
16:00	<table border="1"> <tr> <td> S1.3A: ePortfolios to replace standardized assessments - Vanguard Classroom - QA165 - Chair: Helen Barrett <i>ePortfolios to replace standardized assessments</i> Helen Barrett, Independent consultant, United States of America </td> <td> S1.3B: Open Badges: Beyond Institutional Boundaries - Victory Classroom - QA175 - Chair: Don Present & Tim Riches The objective of this session is to explore Open Badge initiatives going beyond institutional barriers like Badge the UK or Cities of Learning: what benefits? How to proceed? </td> </tr> </table>	S1.3A: ePortfolios to replace standardized assessments - Vanguard Classroom - QA165 - Chair: Helen Barrett <i>ePortfolios to replace standardized assessments</i> Helen Barrett , Independent consultant, United States of America	S1.3B: Open Badges: Beyond Institutional Boundaries - Victory Classroom - QA175 - Chair: Don Present & Tim Riches The objective of this session is to explore Open Badge initiatives going beyond institutional barriers like Badge the UK or Cities of Learning: what benefits? How to proceed?
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17:00	Close		

Thursday 10 July			
8:00	Registration and welcome coffee - Circulation Area - QA 163, 170, 177		
9:00	S21A: Open Badges Track - Vanguard Classroom - QA165 <i>What have we learned from Open Badge Factory statistics and user feedback?</i> Eric Roussele, Heli Karjalainen Discendum Oy, Finland <i>Open Badges and ePortfolios: "We Don't Need No Stinking Co-Curricular Records"</i> Don Present Learning Agents, Canada <i>Wikifolios, Peer Endorsement, Peer Promotion, and Open Badges for Engagement and Achievement in a Big Open Online Course</i> Daniel Thomas Hickey, Rebecca Itow Indiana University, United States of America	S21B: Assessment - Victory Classroom - QA175 <i>ePortfolio as a tool for formative assessment of knowledge and skills</i> Tanja Rupnik Vec, Leonida Novak National Education Institute Slovenia (NEIS), Slovenia <i>Learner Reflective Behaviors in Web-based Portfolio Assessment</i> Chi-Cheng Chang, Cheng-Chuan Chen National Taiwan Normal University, Taiwan <i>What will we need to learn, and have evidence for?</i> Simon Grant University of Bolton, United Kingdom	S21C: Parallel Session - Edinburgh room - QA075 <i>Electronic portfolio to support career growth throughout the continuum</i> Joshua Jacobs Association of American Medical Colleges, United States of America <i>Let's Connect: ePortfolio's, competence data & labour market data in the Southeast of the Netherlands</i> Maartje Geenen¹, Marius Monen² 1: Provincie Limburg, The Netherlands; 2: Brainport Development <i>21st century Competencies and Communities in Higher Education</i> Penelope Jane Lister, Charlotte Fregona London Metropolitan University, United Kingdom
10:30	Coffee Break - Circulation Area - QA 163, 170, 177		

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11:00	<p>S22A: Open Badges Track - Vanguard Classroom - QA165</p> <p>Show Me Your Badge: Using Open Badges to Provide Career and Educational Pathways for Pre-Service Blue Light Professionals Bryan Donald Eldridge High5U, United States of America</p> <p>Harnessing informal learning for accreditation: using open resources and personal learning records for academic and professional development Charlotte May Fregona, Pen Lister London Metropolitan University, United Kingdom</p> <p>Connecting Recognition, Assessment, and Motivation around ePortfolios with Open Badges Rebecca Itow, Daniel Thomas Hickey Indiana University, United States of America</p>	<p>S22B: Identity - Victory Classroom - QA175</p> <p>ePortfolios, Integrative Learning, and Identity in a Senior Capstone Seminar Susan Kahn, Karen Ramsay Johnson Indiana University-Purdue University Indianapolis, United States of America</p> <p>Authenticity: An Essential Characteristic of Evidence for Digital Myself Janice Smith¹, Shoji Kajita² 1: Three Canoes LLC, United States of America; 2: Kyoto University, Japan</p> <p>Dynamics of the learning process and specificities of the digital being in the university Samuel Nowakowski¹, Manuel Schneeweile², Isabelle Houot³, Nathalie Issenmann⁴ 1: Université de Lorraine, LORIA, MSH Lorraine France; 2: MSH Lorraine; 3: Université de Lorraine, LISEC; 4: Université de Lorraine, Service Universitaire d'Ingénierie et d'Innovation Pédagogique</p>	<p>S22C: Teacher Education - Edinburgh room - QA075</p> <p>ePortfolio and identity construction. A program for newly hired teacher training Loirella Giannandrea, Stefania Quattrocchi, Pier Giuseppe Rossi, Patrizia Magnoler University of Macerata, Italy</p> <p>Using E-portfolio in Teacher Education: A Case of Hong Kong Wai-Mui Christina YU Hong Kong Institute of Education, Hong Kong S.A.R. (China)</p> <p>From single evidence collection to reflection on learning over time: process and product eportfolio in Teacher Education. A case study. Gemma Tur, Santos Urbina University of the Balearic Islands, Spain</p>
12:30	<p>Lunch - Circulation Area - QA 163, 170, 177 Thematic tables are meeting points for delegates desiring to address a specific issue. Suggest a theme and join a theme using the panel situated next to the registration desk.</p>		
14:00	<p>P2: Plenary Session - Royal George Lecture - QA180 - Chair: Don Presant Alfie Kohn, author of <i>Punished by Rewards</i> Followed by a conversation with Daniel T. Hickey, Indiana University, author of the contribution <i>Connecting Recognition, Assessment, and Motivation around ePortfolios with Open Badges</i></p>		
15:30	<p>Coffee Break - Circulation Area - QA 163, 170, 177</p>		
16:00	<p>S23A: Europass/ Open Badges Workshop - Vanguard Classroom - QA165</p> <p>Europass and Open Badges Dik van der Wal, Erik van den Broek DUO / Europass, The Netherlands</p>	<p>S23B: Parallel Session - Victory Classroom - QA175</p> <p>Evidence-Based Learning – Organisation of ePortfolio in Academic Education and further Education at the West Saxony University of Zwickau Eric Forkel, Christian-Andreas Schumann West Saxon University of Zwickau, Germany</p> <p>Student Engagement: An evaluation of the effectiveness of explicit and implicit Learning Analytics Ed de Quincey, Ray Stoneham University of Greenwich, United Kingdom</p> <p>Ensuring Evidence in Research-Based Learning via ePortfolio Petra Muckel, Birte Heidkamp, David Kergel, Sebastian Hartong, Stefanie Brunner University of Oldenburg, Germany</p>	<p>S23C: Parallel Session - Edinburgh room - QA075</p> <p>Becoming and Belonging: The Web of Identity Development in an Interprofessional Community of Practice Mandia Mentis Massey University New Zealand, New Zealand</p> <p>Self-assessment - an appropriate tool for e-portfolios? Alex Haig, Karen Beggs NHS Education for Scotland, United Kingdom</p> <p>EPIC at EPIC! E-Portfolios for International Competence: Introducing Evidence-Based Learning E-portfolios for Healthcare Students on International Elective Placements Kirstie Coolin, Richard Windle, Mary Brown, Chris Booth, Helen Parsons School of Health Sciences, University of Nottingham, United Kingdom</p>
17:30	<p>Close</p>		
19:00	<p>Soc: Social Dinner</p>		

Friday 11 July

8:30	Registration and welcome coffee - Circulation Area - QA 163, 170, 177		
9:30	<p>S31A: Parallel Session - Vanguard Classroom - QA165</p> <p>Enhancing Evidence-Based eLearning Performance by Teaching eFolio Thinking Competencies</p> <p>Bruno Kappes, Mi Cao University of Alaska Anchorage, United States of America</p> <p>The learning outcomes-based ePortfolio implementation: a three-year journey</p> <p>Barbara Anne Nicolls Buckinghamshire New University, United Kingdom</p> <p>ePortfolio Practice: From Tertiary Classrooms to the Workplace</p> <p>Dominique-Alain Jan Gymnase de Nyon, Switzerland</p>	<p>S31B: Parallel Session - Victory Classroom - QA175</p> <p>ePortfolio and badges for job applications – insights from the German qualification program “Credit Points”</p> <p>Ilona Buchem Beuth University of Applied Sciences Berlin, Germany</p> <p>MOODLE ME: An ePortfolio community of learning for the graphic design student</p> <p>David Lewis Sinfield Auckland University of Technology, New Zealand</p> <p>Identity construction: a personal portfolio and e-branding plan for an academic purpose</p> <p>ANA MARÍA BELMONTE JIMÉNEZ MALAGA UNIVERSITY, Spain</p>	<p>S31C: Parallel Session - Princess Caroline Classroom - QA220</p> <p>Telling the Whole Story: Using ePortfolios to Assure Quality Learning</p> <p>Romy Lawson University of Wollongong, Australia</p> <p>Monitoring student progress and enhancing student engagement in a flexible environment with eportfolio blogs in a postgraduate medical sonography course: A case study from the University of South Australia</p> <p>Nayana Anupam Parange University of South Australia, Australia</p> <p>Eportfolio for Program assessment is not only a powerful tool for Program evaluation and external accreditation but also a useful reflective process for Program improvement. A case study from the Postgraduate medical sonography Programs, University of South Australia</p> <p>Nayana Anupam Parange University of South Australia, Australia</p> <p>ePortfolio for Students' Independent Learning (Master Program Course in Business English)</p> <p>Olga Smolyaninova, Elena Nazarenko Siberian Federal University, Russian Federation</p>
11:00	Coffee Break - Circulation Area - QA 163, 170, 177		
11:30	<p>P3: Plenary Session - Royal George Lecture - QA180</p> <p>Beyond Assessment: Recognizing Achievement in a Networked World</p> <p>Stephen Downes National Research Council of Canada, Canada</p>		
12:30	<p>Lunch - Circulation Area - QA 163, 170, 177</p> <p>Thematic tables are meeting points for delegates desiring to address a specific issue. Suggest a theme and join a theme using the panel situated next to the registration desk.</p>		
14:00	<p>Europortfolio Open Workshop - Vanguard Classroom - QA165 - Chair: Serge Ravet</p> <p>The aim of the workshop is to encourage participants to contribute to the reflection on <i>technologies and educational changes</i>, through a critical review of the "Open Badges and ePortfolio Maturity Matrix."</p> <p>Strategies for Educational Changes: What can we learn from the Development of ePortfolios & Open Badges?</p> <p>Serge Ravet Europortfolio / ADPIOS, France</p>		
15:00	Open Discussion around a Closing Cocktail - Circulation Area - QA 163, 170, 177		
16:30	Close		

ePortfolio and identity construction. A program for newly hired teacher training

Lorella Giannandrea, Stefania Quattrocchi, Pier Giuseppe Rossi, Patrizia Magnoler,
Università di Macerata

Abstract. The paper aims to investigate the construction of a professional identity of newly hired teachers during their first year in school. The issue of identity has been the subject of numerous studies in recent years, perhaps because we are witnessing a crisis of professional identity linked to a more general questioning of social identities (Dubar, 2004). As pointed out by Barbier (1996), identity is a construct that social actors operate on themselves or about other social beings with whom they are in contact, within a specific situation. To support the development of professional identity, newly hired teachers were prompted to use an ePortfolio in their first year of access to the teaching profession. Following the suggestions of the studies on the “didactique professionnelle” (Mayen, 1999; Pastré, 2011), it was decided to start from real situations of lived experience and from their analysis, to build relevant and contextualized pathways to training. The results, emerging through the reading and the coding of the materials produced by the teachers involved in the program, show the dynamics involved in the construction of the professional identity of newly hired teachers and the ability of an ePortfolio to enlighten these movements and to favor them.

Introduction

During the last twenty years there has been an increasing interest in investigate teacher identity. This phenomenon is partly due to the occurred perspective shift from a traditional vision that saw professional development mainly as acquisition of assets (competences, knowledge, and so on) to a postmodernist perspective which assumes a more holistic interest in “what it means to be a teacher” instead of “what is meant to be learnt by teachers” (Akkerman & Meijer, 2011).

Within this new vision, identity is assumed to be a complex construct with many different form of expression (social identity, personal identity, professional identity, political identity, cultural identity) that cannot be reduced to one of them because of their interrelation (Kaddouri, 2007).

Identity is studied with different disciplinary approaches. Avice and Wittorsky (2008) identify three of them: a psychological approach, focused on individual dynamics, a psychosocial approach, addressing mainly the social process of identity construction within groups, and a social approach, that focuses on the professional aspects of the identity, viewed as the final result of a social negotiation. According to the authors they differ mainly in the way they consider the identity dynamic but they assume as general acknowledgment that identity has to be viewed in a relation individual-others-environment (Dubar, 2004). Similarly Akkerman & Meijer (2011) state that, in recent years, the dispute between scientists “has moved from choosing either the individual or the social environment as primary unit of analysis to discussing how the interrelatedness between the individual and the social should be conceptualized”.

Furthermore, Beauchamp and Thomas (2009) have recently pointed out that, despite the different approaches, there is a shared vision to consider identity as a dynamic and multifaceted construct that evolves during life under the influence of many factors, both internal to the individuals, such as emotions and interest, and external such as working and life experiences in different contexts. However, it is not proper to consider identity construction as just a sum of experiences but rather as rearrangements and integration efforts more or less successful (Marc, 1997 quoted in Kaddouri, 1999) in the tension between the self and the others.

Day et al. (2006) found that teachers balance three relevant dimensions in their work: a personal dimension (their life outside school), a professional dimension (social and policy expectations of what constitutes a good teacher and a teacher’s own educational ideals) and a situational dimension (the teacher’s immediate working environment). Different professional identities are formed through the ways these dimensions interact (Flores & Day, 2006).

In line with this recent literature, in our research we assumed identity not just as a fixed concept but, rather, as a development dynamics, as an ongoing process that is “a way to be and to become” (Wittorski, 2007). According to Dubar, the professional identities development could be recognized in two kinds of transactions: (1) the biographical transaction that pertains the identity inherited from the past (trajectory) and the ideal (or desired) identity as a project of a possible future; (2) the relational transaction that pertains the relation between the self-identity and the identity

attributed by others and aims to be recognized within a space of institutional exchange (Dubar, 2004). Similarly, Kaddouri (2002) argues that the self is confronted with two identity orientations: (a) the one which regards the individual that, in the relation with others, struggles to construct his/her own self, and (b) the one that regards the others and what they pretend from the individual in terms of the way to be and the behavior to assume.

Teacher Identity, teacher professional development and professionalization

According to Beijaard et al. (2004), the identity construction is guided by the question "Who am I at this moment?" but also by the question "Who do I want to become?" because of the connection between past experiences and future expectations (Montalbetti, 2005). So, in a more specific pedagogical perspective, it becomes useful to investigate the construction of teacher identity, in order to find how identity "*shifts and reshapes*", to develop intentional ways to foster a conscious process of professional growth throughout a teacher career.

The connection between teacher identity and teacher development is crucial, it is through the exploration of their own identities that teachers can find their own way to professional development because the reflection on the self makes individuals able to establish routes to move toward a better (professional) self (Lisimberti, 2006; Magnoler, 2008). Here we consider that professional development cannot be intended merely as acquisition of knowledge and skills but rather as "an access door to conditions of greater significance of personal and professional history." The process is favored by allowing in the individual the appropriation and redefinition of the knowledge generated in working experience (Montalbetti, 2005). The issue of professional development and professionalization was addressed by Wittorski and his team (Wittorski & Briquet-Duhazé, 2010). They outline a conceptual route between professionalization and professional development defined by the following characteristics:

- by one hand there is a social intention of professionalization issued by an institution or an organization; it is the injunction due to individuals in training to begin a process of building/transformation of their activities in order to reach a greater effectiveness and readability of their work;
- on the other hand, there is a dynamic of professional development from the point of view of the individual; it is a joint movement of development of skills and knowledge, development of identity strategies and dynamics that accompany the professional construction/transformation.

This distinction is based on the assumption that the professional construction occurs in a transaction individual-environment between professionalization and professional development; the authors state that this transaction is a kind of identity transaction.

The identity characterizes the "game" (in a strategic and dynamic sense) between the individual, with his/her emotions and representations regarding also his/her action in the environment (past, present and future position) and the social recognition of the subject by the environment. Inside this game the individual acts strategies to be recognized while the "social side" put into play a set of situations to allow the attribution of competences related to a specific "way of doing". Furthermore, "identity is not just about social negotiation, it is also structured in the heart and in the course of the action so professionalization and professional development are at the same time action and identity dynamics" (Wittorski & Briquet-Duhazé, 2010, p. 214). According to this frame, we can state that the professional construction processes occur inside the space between training and action and it can be investigated through the identification of three kinds of dynamics:

- a dynamic of production/transformation of knowledge and skills;
- a dynamic of individual transaction within an "institutional" professionalization and the ways of professional construction considered effective by the individual as teacher in action;
- a dynamic of individual transaction between the "inherited" identity and the identity that individual recognizes for him/herself.

In designing the professionalization course we followed these general principles together with the adult education principle according to which adult education induces transformations that involve the whole person so professional development and personal shifts are indissociable (Paquay & Wagner, 2006; Quaglino, Carrozzi, 1995). Therefore the adult education system should accompany the adult professional development providing a space for reflecting and questioning their own professional self taking into account the deep personal implication involved (Lisimberti, 2006).

Thanks to the contribution of the studies on the “didactique professionnelle” (Mayen , 1999; Pastré, 2011), it was decided to start from real situations of lived experience and from their analysis, to build relevant and contextualized pathways to training.

Teacher ePortfolio, reflection and identity construction

Building a teacher ePortfolio means to activate a path of recognition in which an individual describes him/herself documenting its trajectory with artifacts (evidence). But the ePortfolio process regards also a decision about how to move forward and to plan a working and education path to develop and enhance his/her own operational and cultural modes (Giannandrea, 2012). The portfolio then creates a strong connection between past and future, memory and promise (Ricoeur, 2005). This dialectic between memory of the past and commitment for the future, is also favored by the longitudinal characteristic of ePortfolio: the diachronic comparison allow to give meaning to the experiences and also to inquire any possible discrepancy between what was planned and the results of its implementation.

In this regard, it is often recalled the importance of ePortfolio as a tool for teacher education and training (Laurillard, 2012; Hallman, 2007; Strudler & Wetzel, 2005). Reflective processes fostered by the ePortfolios are now at the center of many professionalization programs as they allow a conceptualization of the practice. The ePortfolio can adequately support these processes by creating a network between artifacts and narratives and an analysis of them, in order to reflect on objectives achieved and to reach (Granberg, 2010; Bruneau & Bie, 2010; Wetzel & Strudler, 2005).

In this perspective it can be traced the main aim of building an e-portfolio: the process of reflection and awareness that it triggers allows the authors to first to gain awareness of their own personal and professional identity, while the projection into the future allows them to direct their own evolutionary and transformative trajectory towards the realization of their life project. (Giannandrea, 2012)

In a sociocultural perspective Berrill and Addison (2010) presented the teacher ePortfolio as a tool of mediation in the process of identity negotiation of a novice teacher entering the teaching professionals community. This perspective is based on the Wenger assumption that there is a profound connection between identity and practice, so teachers entering the profession negotiate their identities through the meaning of their participation in the community of teaching practice. The authors concluded stating that “by re-framing the portfolio in terms of the shared repertoires of the teaching profession, portfolios may, in fact, be able to serve the dual purposes of enabling reflection on practice for learning purposes and for credentialing purposes” (Berrill & Addison, 2010, p. 1184).

Background and context

This study has been conducted in the context of a professionalization course based on the construction of an ePortfolio. Twenty-four teachers of diverse school grades attended the course in 2013, during their first year after the hiring as a teacher. This “first year” is a crucial moment in the career of the Italian teachers because it represents a preparatory phase before the assumption of a stable position. This new professional identity positioning usually places the teachers in a tension between their project for themselves, in line with their identity aspirations, and the project that others attribute to them - in this specific case the educational Institution - which sets out what they will be expected to be and to do.

In the Italian educational system this “first year” usually occurs after a variable number of year of teaching and it is institutionally accompanied by a compulsory teacher training that is strictly regulated by the Ministry of Education. Since the early 2000s this teacher training is delivered, at national level, by a unique institution, INDIRE, that is closely connected to the Ministry of Education. INDIRE provides the teacher training path within a e-learning environment supported by e-tutors. Teachers in their “first year” are also supported by a personal tutor, an experienced teacher usually of the same content subject or similar, working in the same school department. At the end of their “first year” teachers are evaluated by a committee formed by the school principal and a group of teachers including their personal tutors. Whether this evaluation step is positive the candidate is “confirmed” as permanently hired.

Even if this passage is still a crucial moment in the career of a teacher, the process of accompaniment of that passage has lost its significance becoming more formal than substantial and it is criticized by many parts because of the intrinsic potential, even symbolic, of that moment that is not exploited in order to improve the professionalization of teachers. It must also be stressed that, at the moment, this

is the unique moment in the teachers career where is contemplated a compulsory training and a related evaluation.

Thanks to an agreement between Macerata University and the Emilia Romagna regional office of the Ministry of Education we had the opportunity to organize an alternative teacher training for a group of newly hired teachers of Piacenza province. According to the theoretical framework assumed and the specific context, the course was conceived to be a fertile space to foster the focus on professional self, through the proposal of activities of review of experience, analysis of practice, and reflection during and on action; all the artifacts realized by teachers became part of the construction of their ePortfolio. The course was provided in a blended way with the support of the Mahara platform and it lasts about six months.

In designing the course we assumed that to foster a teachers professional development, the first step is to guide them to acquire more awareness of their professional self and action. The action of teachers is almost always governed simultaneously - although in different proportions depending on the context - by rational thinking, that is knowledge acquired, and by the reaction to the context that is ruled by less conscious schemas rooted in the personal and professional experience (Magnoler, 2011). According to this view, to carry on a discourse on professional development it is necessary to invite teachers to look at and consider in depth their own past and present experience, to self-evaluate it and to plan a future development in order to shape their professional identity (Magnoler, 2008).

More specifically, the educational objectives of the training path can be stated as:

the acquisition of new knowledge and skills in terms of:

- a. acquisition of a professional language
 - acquisition of pedagogical concepts and teaching strategies (eg, pedagogical tool concept, collaborative learning strategies, new assessment strategies)
 - improving the skills of didactical planning; and
- b. the acquisition of awareness of one's self through:
- c. a deep reflection on the previous professional and personal meaningful experiences,
 - a critical reflection on their own action,
 - the comparison between planned and acted,
 - the clarification of implicit knowledge/nodes.

We intend reflection as described by Montalbetti (2005) according to which the reflexive disposition is not the outcome of particular methodologies but rather a training orientation that puts teachers in the condition to learn from experience. Experience appears to be the first educational source for teachers, even though not always they master the basic tools to read and interpret it critically. So, our effort was to foster a reflexive posture in teachers through all the activities proposed trying also to shift reflection from the pragmatic pole (reflect to solve a problem) to the identity pole (reflect to shape their own identity).

Finally, in order to plan the course we also considered the following portfolio practice guidelines (Rossi, Magnoler & Giannandrea 2008):

- to provide both mandatory and non-mandatory activities;
- to use software that provides flexible and redundant tools so that the author can choose on the basis of his/her own style the media and the language suitable to carry out the activities;
- to design an accompanying path that is consistent with the objectives of the portfolio itself;
- to reckon on the presence of experts (teachers, tutors, coaches) in order to provide the necessary scaffolding.

Teacher training details

The course was divided in four phases:

1. reflection on the experience;
2. the didactical planning cycle I;
3. the didactical planning cycle II (cooperative learning);
4. recrossing the training path.

Every phase was introduced by an on-site meeting that was generally dedicated to: give feed-back, present and discuss the assignments, develop group work and to provide theoretical insights. After every on-site meeting, teachers were requested to carry out one or more assignments.

During the first phase they were invited to carry out a written reflection about their personal and professional experiences that particularly contributed at the definition of their professional self. They had also to self-evaluate their planning lessons competence using a rubric. And, finally, they were invited to write a narrative about how they usually plan lessons, such as, which mental process they act to prepare lessons, which elements they consider first, and so on.

The second phase focused on the didactical planning, intended as the “anticipation” moment where teachers think about what to realize in the classroom. Starting from the work of Altet regarding the teacher practice and the work of Schön regarding the reflective professionalist, Rossi and Toppano (2009) have implemented the model F-V-P (Purposes-Variables-Path) that we assumed for this second phase of the teacher training course. This second phase was structured in the following steps: (1) anticipation, (2) review, (3) action and documentation, (4) reflection based on the comparison of what was planned and what was actually realized. The third phase was organized in the same way, the only difference was that participants were requested to focus on a cooperative learning activity. The last phase was dedicated to the reflection on the training experience.

Along the entire training path the Mahara platform provided the participants a place where uploading assignments, organizing their e-portfolio, sharing artifacts and communicating with tutor, teachers and peers. At the end, every participant created his/her own final page to show their learning process and results during the evaluation phase.

The analysis

Trying to understand the identity dynamics and strategies of the teachers in the context of a teacher training program is useful for at least two purposes: to ameliorate teacher education in order to favorite their professional development in a lifelong perspective (Beauchamp & Thomas, 2009) and to comprehend under which conditions the request to reflect on the self can be effective (Kaddouri, 2007). Within this frame we conducted our research to investigate the professional identity dynamics of newly hired teachers occurred during the training path presented above. Our hypothesis were:

1. a training program structured into phases of immersion in the experience and phases of distancing/ reflecting favours the professional development towards an identity position of reflective practitioner (Schön, 1993);
2. ePortfolio is an effective tool to support and give meaning to identity dynamics in the context of the training path;
3. the more is the matching between the training process and the identity project of the participant the greater is his/her engagement and the formative gain.

Methods

We carried out a qualitative research analysis and, assuming a phenomenological perspective, we analyzed the artifacts developed by the participants during the program and the interviews we realized one year later. Our aim was to identify any potential signs of identity dynamics and, more in general, to comprehend the meanings given by participants to the training experience.

In this paper we present the result of the analysis of ePortfolios and interviews of four teachers enrolled in the training course, one working at kindergarten, two at primary school and one at secondary school. We analyzed the initial resumé, the final reflection (and projection) and the transcription of the interviews realized one year after the end of the educational program in order to gain a diachronic view of the teacher professional development.

The analysis was conducted using a Grounded Theory approach (Glaser & Strauss, 1967). During an initial stage two researchers read independently and separately all the writings to determine recurring traces or salient aspects. Researchers defined their own indicators and at the end they compared their coding in order to come to a negotiated unique version. The analysis process continued refining the coding until a final version containing thirty-four disjointed categories related to five axis or trajectories.

Categories	Absolute Frequency	Category occurs in N documents
1 - The training path and the transition year toward the permanent employment		
feed-back on the training path	37	5
formative gain perceived	33	8
the experienced emotions	31	5
ePortfolio's properties	11	4
the video's revision	8	2
the reflection in and on action	6	3
cooperative-learning	4	2
perception of a change	4	1
formative gain related to ePortofolio	3	3
2 - Educational philosophies		
educational philosophy	26	9
the teacher that learns from the experiences	10	3
the teacher as a life model	8	4
the teacher that does	5	1
the teacher that cares for students	4	3
teaching by discovery	3	2
3 - The relationship with knowledge		
the relationship with knowledge	12	6
the relationship with technologies	9	6
technology applied to didactics	7	4
4 - the self and the others		
distance between the self and the other teachers	37	4
the colleagues as a resource and reinforcement	22	7
the importance of the working context for the self-expression	22	6
teacher's representation	19	5
contraposition between the self and a certain image of teacher	12	1
the relationship with parents	7	4
the importance of experienced teachers for the growth of the novice	4	3
5 - identity strategies and dynamics		
Reflection on professional self	24	10
student's posture	20	3
professional's posture	19	6
awareness of professional self - identity positioning	19	4
the self and the future	18	4
role assumption - identity positioning	10	5
dynamics from student to professional	7	1

Categories	Absolute Frequency	Category occurs in N documents
training as a strategy for realization of the own identity project	7	4
memories of the experiences as student and of the own significant teachers	7	5

Table 1 – Categories' list

The table shows the categories' name, the related number of occurrences and the number of documents where each category appeared.

The five trajectories - representing different tracks of the teachers' reflection – that emerged from the analysis of the categories are: (1) the teacher training and the condition of the transition year toward a permanent employment; (2) the teachers personal conception of teaching and learning; (3) their relationship with knowledge; (4) the relationship between the self and the others; and (5) the identity strategies and dynamics.

Identifying the identity dynamics was part of the interpretive process, acted by researchers on the basis of the participants' voices. As Kaddouri (2002) stated, it is quite rare that an individual is completely aware of the identity strategy he is acting in order to reach a new identity position. The reason is that an explicit identity strategy requires not only self-awareness but also to formalize and to act in a conscious, voluntary and deliberative way.

A way to help individuals to recognize their strategies is to create the right conditions to encourage them to do a critical reflection on themselves in respect of their past, present and future identity. Nevertheless it remains mainly a matter of the researchers to infer, where possible, identity strategies and dynamics, even through the identification of "movements" that can be captured by comparing materials of the same individual along the time.

Findings and results

Through the analysis of the participants' writings we observed, first of all, that they reflected on themselves toward a greater professional self-awareness. We also identified the following identity dynamics: (1) the assumption of a more mature identity, (2) the identity reinforcement or consolidation, (3) the confirmation of their own professional identity from others and (4) the self-recognition. Moreover, the analysis showed, for some of the participants, the tension between the identity they recognize for themselves - or which represents the aim of their project for themselves - and the identity attributed by others. So, for example, some teachers considered this institutional transition as a starting point to develop their identity project, while some others have in mind a teacher representation so little desirable that in taking this step they see mainly the risk to be forced/ constrained in it as in this interview's passage:

"This year I'm becoming a teacher and this is worrying me. I mean I don't see the word 'teacher' pejorative, but I don't want people that see me around think that I'm a teacher because teachers are recognizable" (itw_1_ICA_B11).

In another passage she clarifies what she intends when she talks about that particular kind of teacher:

"The one that takes root, that is always firm and fixed in the same place, who is quiet and thinks that everything is okay, for a matter of not having too much responsibility and that the less I do the better I stay" (itw_1_ICA_B11).

This teacher showed an identity shift during the educational program assuming a more mature concept of professional identity to be compared with her personal representation of teacher profession, being more aware of her ideal self. From the analysis of the interviews emerged the transition, occurred during the teacher training, from a student's posture, focused on a strict relationship between task and assessment, to a professional's posture where the focus is on taking responsibility of their own decisions and actions and on assuming the risk to experiment new teaching strategies:

"When we started in January, I was very much... in the first report, I was very formal, that is, I wrote a sort of academic report where there was nothing inside. Then I realized that I

started to write things as I say them, that is, the thoughts of the children, what emerged, what I have done.” (itw_1_ICA_B9)

And also:

“I think of it as my work and I don't consider it as a mandatory work as newly hired teacher. It has been like you gave me the go and then I went, but I didn't do it for passing the exam because in that case probably I would have done, I don't know, a little schema or a simple lesson and nothing else. Instead I felt the work very much mine” (itw_1_ICA_B9).

Regarding the process of identity reinforcement, during the interview a participant stated:

“As long as an individual is not aware he says ok, here people do in this way and I have to make the best of it, but when an individual becomes aware he doesn't adapt himself so easily, i.e., before doing so, he acts a process of mediation with colleagues. I believe that [the course] definitely has influenced me a lot” (itw_2_ICA_B50)

Here she told about how she feel inside the teacher community, and the importance to be aware of how you are as teacher in the negotiation with colleagues. In another passage of the interview she confirmed that the course helped her to become more confident about her professionalism.

In another case we could identify a different dynamics, the constant need of this participant to be recognized by others to confirm herself as she said in this interview's passage (and in many others):

“if you have parents that make you compliments, congratulations, children who love you, then it means that you are “arrived”, that you met the objectives” (itw_4_ICA_B57).

Finally, another participant told about what she perceived as a result of the reflection process:

“This process of reflection gave me the opportunity to verify and confirm that my 'educational philosophy' is effective and my teaching paths are well structured” (fr_3_ICA_B57).

This participant stressed the importance of the program for self-appraisal and as a final result she gained to self-confirm her identity of professional teacher:

“...you come out of a classroom and you know it, I know whether the lesson went well, or went less well, you feel more satisfied or less satisfied and you already know, you've already made an appraisal, it comes to myself automatically, so then you start from that point” (itw_3_ICA_B50)

Conclusions

The program, and the ePortfolios, had given voices to the shifts that have occurred during these two years in the professional identities of the teachers. The influence of the context, of the colleagues and of the community is strongly perceived, but the teachers showed that they had taken the challenge of developing a personal and professional identity in a positive and original way. The construction of the ePortfolio, thanks to its specific process of gathering evidence and artifacts and the reflection involved, has favored especially the motion to give meaning at the identity dynamics occurred. We therefore believe that the training model implemented can be useful also for in-service teachers who hardly in their careers are put in the condition to reflect on their professional self.

Finally, we want to report the different participation's quality between the teachers involved that emerges both from the artifacts and from the ePortfolio final pages. This can be justified by the fact that the training path was imposed by the institution and not chosen by the subjects. In these cases, according to Kaddouri (2002), a training path can be effective only if it meets the identity project of the subject, becoming a useful strategy for him/her to bring him/her closer to the realization of its objectives.

The educational program presented has proved, throughout the participant's artifacts and narratives, to be potentially effective in order to foster a stronger and more positive sense of identity. Thanks to the process of ePortfolio construction teachers had the possibility to collect evidence of their practice and to reflect on it. The connection between teacher identity, teacher development and ePortfolio leads us to conclude that further research is needed in order to find effective way to encourage an harmonic and conscious teacher professional growth.

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