Pre-Service Teachers Establishing Professional Identities in the 21st Century

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**Introduction**

An increasing number of programs utilize web-based portfolios to measure teachers' learning outcomes (Lynch & Purnawarman, 2004). This study emphasizes the notion of the e (Brown, Freeman, & Gallagher, 2015) and employs a multimodal approach to professional learning. The purpose of this qualitative study is to investigate how pre-service teachers document their developing professional identities and learning outcomes in an electronic portfolio project.

**Theoretical Framework**

Electronic portfolio assessment. Three components are necessary for effective web-based portfolios: (1) appropriate content and design of multimodal compositions; (2) purposeful use of graphic devices offered by commercialized programs; (3) integration of Web 2.0 technologies.

Literacy as a social, multimodal practice. Meanings are constructed and communicated through multiple representations (Kress, 2010).

The notion of professional identities. Professional identity refers to “the relatively stable and enduring constellation of attributes, beliefs, values, motives, and experiences in terms of which people define themselves in a professional role” (Schein, 1978, cited in Ibarra, 1999).

**Methods**

- The project was implemented in a combination of a flip classroom model and a studio format, which provided design consultation (Carpenter, Apostel, & Hyndman, 2012) with graphic designers over seven sessions.
- Data were collected from multiple sources: ePortfolios and other relevant assignments, work logs, participant observations, and semi-structured interviews.
- Data were analyzed through content and visual analysis.

**Results**

Symbolic Components

(1) Using quotes to convey teaching beliefs.

(2) Using Visual Features is another common symbolic component.

Strategic use of color: e.g. using blue background to illustrate a sense of professionalism.

Writing Process in a Digital Space

(1) Students demonstrated their knowledge and teaching practices in different manners.

(2) Different writing qualities bring forward issues and concerns regarding editing and revising processes in digital and public spaces.

**Implications**

1. Documentation of students’ learning outcomes
2. Potential for future student use for employment
3. Supporting instruction-improvement cycle
4. Documentation of program effectiveness