## I-dentity, We-dentity: Co-constructing Staff and Student Professional Identities within Academic Communities

## Presenters

Identity formation is an on-going process involving the individual but also the community, and the opportunities and experiences the community affords

Facilitators:

**Latha Ramakrishnan | Education Transformation Fellow**

**Anna Maria Jones | Education Transformation Fellow**

- **Anna Maria Jones** | Embedding professional identity development via critical thinking | MSc Immunology

- **Dr Latha Ramakrishnan** | Resilience learning through critical reflection | MRes Studentshapers research project

- **Dr Prabha Parthasarathy** | Changing identities of staff in the online environment | Senior Strategic Teaching Fellow, School of Medicine

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## Recording and Microphones

- Event will be recorded

- Recording will be available after conference end

- Please join the Conference Café at 1605 where microphones will be open

## Q&A

- Ask questions through the Q&A facility

- Mention which speaker your question is directed to.

- You will notice a delay

## Imperial Graduate Attributes

# Our aim for our graduates is that they will:

- Demonstrate deep conceptual understanding of their chosen discipline
- Work effectively in multi-cultural, international teams and across disciplinary boundaries
- Approach challenges with curiosity, critical thinking and creativity
- Innovatively apply their skills to tackling complex real-world problems
- Understand and value different cultures and perspectives
- Have developed into independent learners with high self-efficacy
- Display a strong sense of personal and professional identity

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## What is Professional Identity?

- **PI is a set of beliefs/attitudes/understandings about one's profession and reflects a sense of competence, commitment, connection and belonging within that professional community** (Lingard, et al., 2002; Slay & Smith, 2011; Adams et al., 2006).

- ✓ **Internal/external developmental process**
- ✓ **Influenced by interactions/experiences**
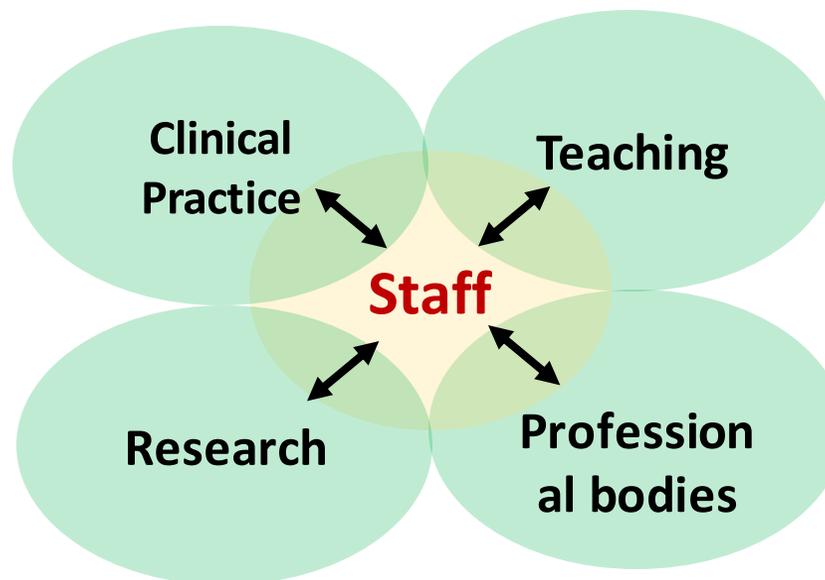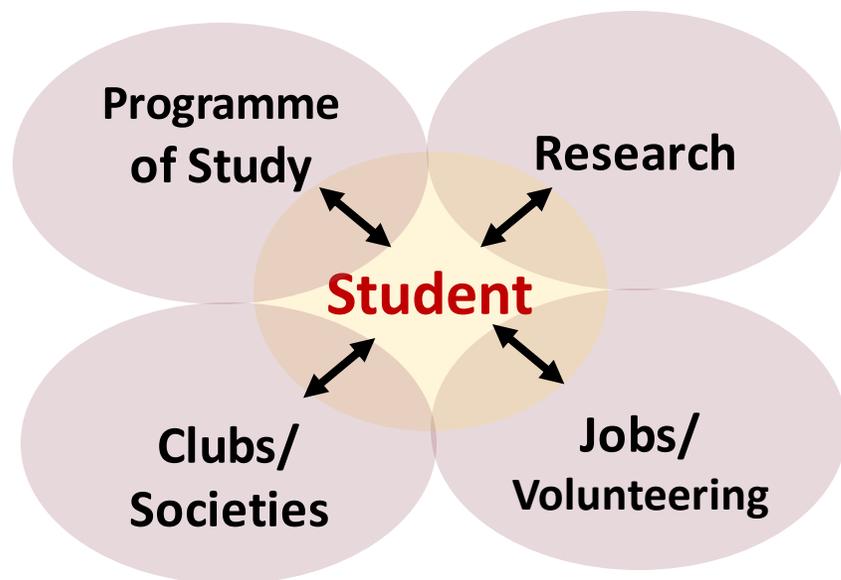- ✓ **Multiple (primary/secondary/tertiary) PIs possible, that can change over time**
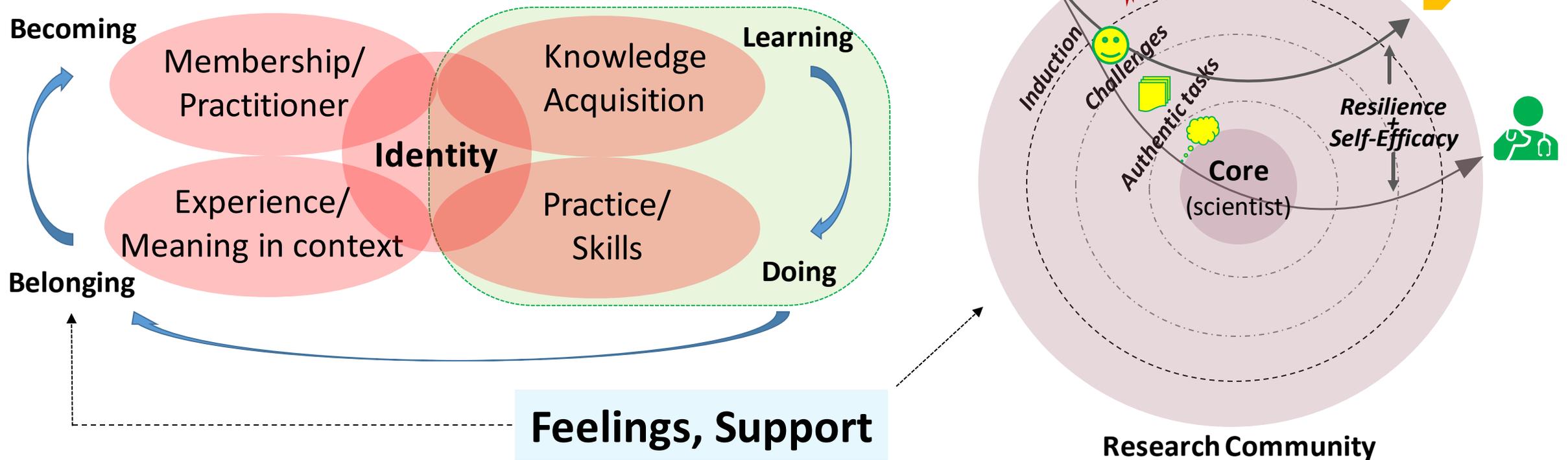
**Reflect!**

1. To what extent is professional identity development embedded within your programme?

2. Do you think it may be difficult to build a strong professional identity of the students in a remote environment?

## Dynamic Identities and Co-construction

## Reflect!

**Do you think your own professional identity as 'University Educator' is changing in the current remote environment?**

Programme of Study

Research

**Student**

Clubs/ Societies

Jobs/ Volunteering

Clinical Practice

Teaching

**Staff**

Research

Profession al bodies

**Beliefs/ Values of the individual ⟷ Culture of the community**

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| Physical communities had….. | Online communities will work with… |
|---|---|
| • Discipline | • Unhiding tacit/implicit aspects |
| • Motivation | • Monitoring trajectories |
| • Body language cues | • Well-being/loneliness radar |
| • Spontaneous interactions | • More community interactions |

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# Embedding professional identity development via critical thinking

## A case study

**Sophie Rutschmann** and **Ania Jones**

# INTRODUCING 'CTI'

- **Critical Thinking & Identity (CTI)** "Invisible" long-thin module implemented across the entire course of a STEM MSc programme (28 students) to better prepare graduates for workplace/ PhD study

- **Informed by Halpern** (1998)
  Students explicitly learn about CT, actively develop their CT skills and dispositions in a contextualised manner, followed by opportunities for transfer (research project)

- **Formative assessment** Reflective blogs (OneNote)

- **Summative assessment** (2.5%)

  **Written reflection** on the development of **CT skills and dispositions**, and impact on **professional identity**

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# CT 'DISPOSITIONS'

Attitudes or "states of mind" that **enhance personal readiness** for CT

| Dispositions arising in relation to self | Disposition arising in relation to others | Dispositions arising in relation to world |
| --- | --- | --- |
| Desire to be well informed | Respect for alternative view-points | Interest |
| Willingness to seek or be guided by reason | Open-mindedness | Inquisitiveness |
| Tentativeness | Fair-mindedness | Seeing both sides of an issue |
| Tolerance of ambiguity | Appreciation of individual differences | |
| Intellectual humility | Scepticism | |
| Intellectual courage | | |
| Integrity | | |
| Empathy | | |
| Perseverance | | |
| Holding ethical standards | | |

**Critical Thinking Dispositions (Adapted from Davies and Barnett, 2015)**
Developed by Wales and Nardi, borrowed by Halonen and presented by Davies and Barnett (2015: pp12-13) to define CT dispositions.

# RESEARCH QUESTIONS

- How do students perceive the development of their CT skills through their Masters programme and (how) does this impact their professional identity as a scientist?

- Do Masters students have a change in professional identity throughout their course of study, and does this relate to a sense of belonging to the scientific community of practice?

How?

Sense of Belonging

Why?

Professional Identity

Student Perceptions

Reflective Practice

# REFERENCES

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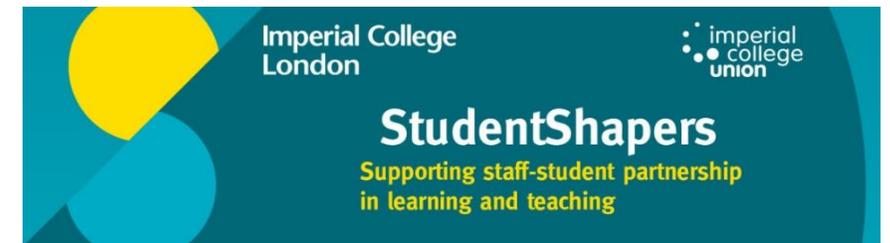
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# Resilience learning through critical reflection

## Studentshapers Research and Curriculum Development Project

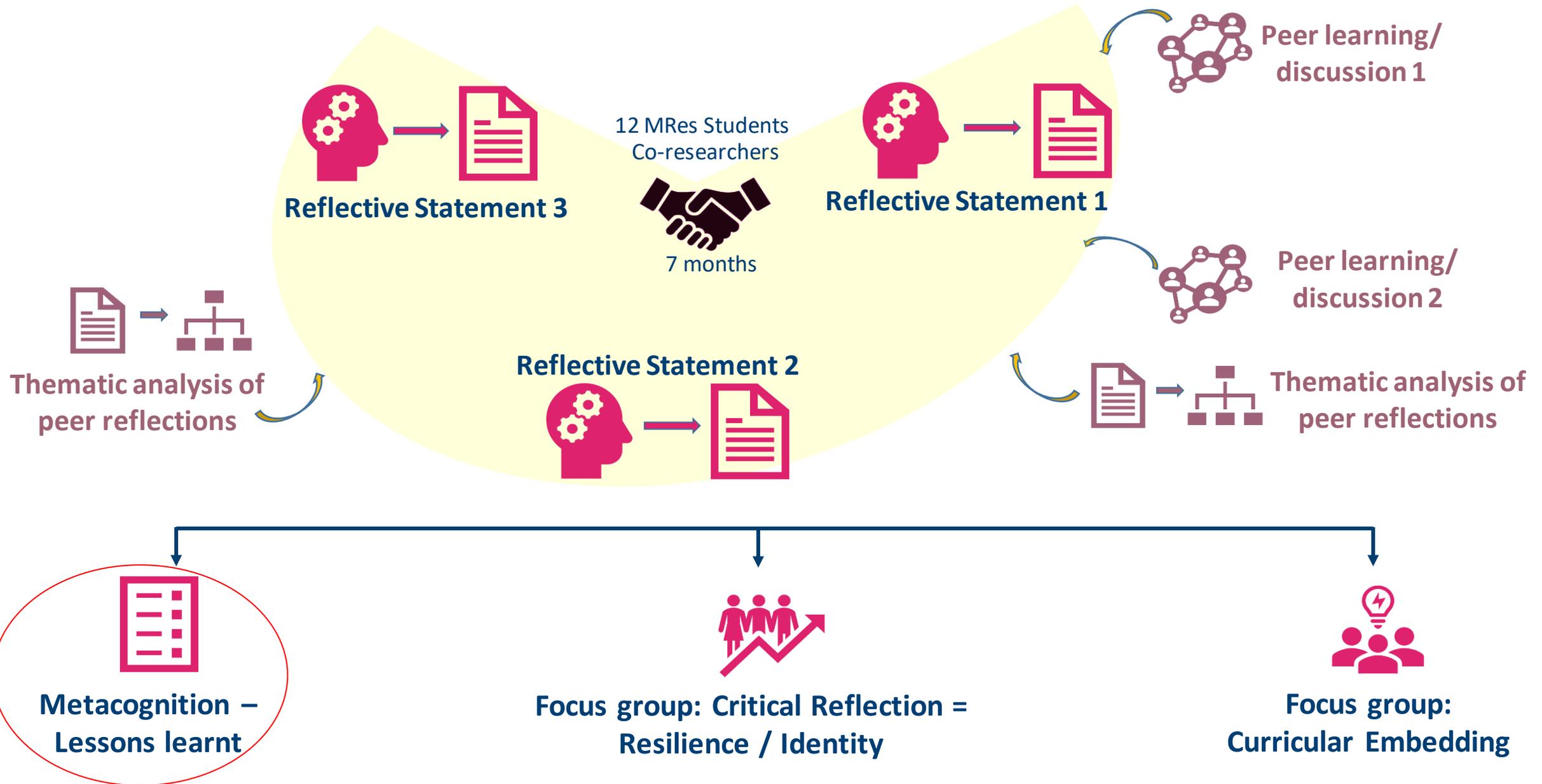**Dr Latha Ramakrishnan PhD, PG-Dip ULT, FHEA**
**Ms Anna Maria Jones MSc, FHEA**
Education Transformation Fellows, PG Education, FoM

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**StudentShapers**
Supporting staff-student partnership
in learning and teaching

**Maintaining a 'sense of self' through changing contexts/landscapes/times and negotiating any challenges to one's identity...**
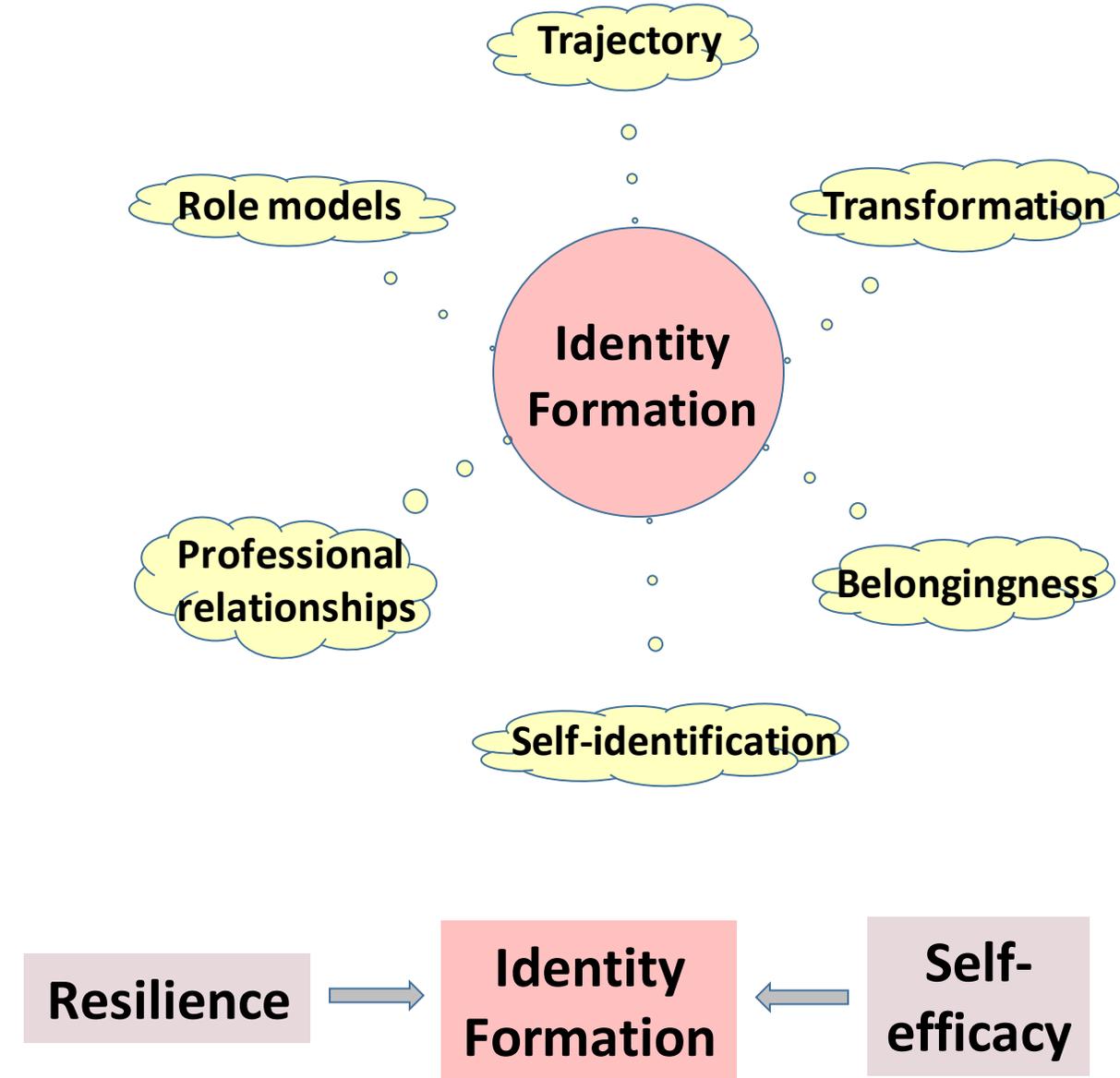
# Methodology

12 MRes Students
Co-researchers

7 months

Reflective Statement 3

Reflective Statement 1

Reflective Statement 2

Peer learning/
discussion 1

Peer learning/
discussion 2

Thematic analysis of
peer reflections

Thematic analysis of
peer reflections

Metacognition –
Lessons learnt

Focus group: Critical Reflection =
Resilience / Identity

Focus group:
Curricular Embedding

Personal resilience and change

Negative emotions   Cultural differences   Unpredictability

**Emotions**
- Self-awareness
- Optimism
- Empathy
- Robustness
- Partitioning
- Mindfulness

**Relations**
- Professional support
- Social support
- Fairness & consistency
- Help and be helped

**Actions**
- Vision and purpose
- Confident decisions
- Consistency
- Building momentum

**Being**
- Life balance
- Maintain perspective
- Replenish energy
- Stay healthy
- In the moment

*Doug Parkin, 2014*

Trajectory   Transformation   Role models   **Identity Formation**   Belongingness   Professional relationships   Self-identification

**Resilience** → **Identity Formation** ← **Self-efficacy**

# What the students say ?

**I consider this project as an essential and much needed step forward in the importance of resilience in the academic world**

**Developing resilience is not such an isolating and internal development as I used to think**

**Confronting difficult situations using the introspective exercise of reflexion, has opened a new way of dealing with adversity**

## Resilience

**This allowed me to draw solutions without being emotionally entangled, which contributed significantly in developing resilience**

**Reflective writing is definitely one of the best tools to gaining perspective, changing behaviour and building resilience**

**I think I was able to learn something new about myself, as well as new techniques I can adopt in the future to become a more resilient person**

**It has also been gratifying to keep a log of all those situations and circumstances that «a priori» were understood and processed as totally negative and unfortunate, have turned out to be scenarios of growth and strengthening of resilience capacities**

# Studentshapers Recommendations

## Reflective statements

- **Compulsory, Non-credit**

- **3x statements + 1x lessons learnt**

- **300 – 700 words**

- **Choice of topics/themes to write**

## F2F interactive sessions

- **Optional / Online**

- **Basic education theories**

- **NO academic tutors**

- **Set-up peer support groups**

THANK YOU

Dr Sophie Rutschmann & Dr Jeffrey Vernon, PG Education, FoM

Dr Mike Streule & Bryony Marwick, Imperial Studentshapers

12 MRes Studentshapers and their programme leads

'Inclusion' helps build organisational resilience

Metacognition

Professional Identity                    Resilience

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Anna Maria Jones: anna-maria.jones@imperial.ac.uk

Staff-student partnership projects

Reflection

# Changing staff identities in an online environment

Dr. Prabha Parthasarathy

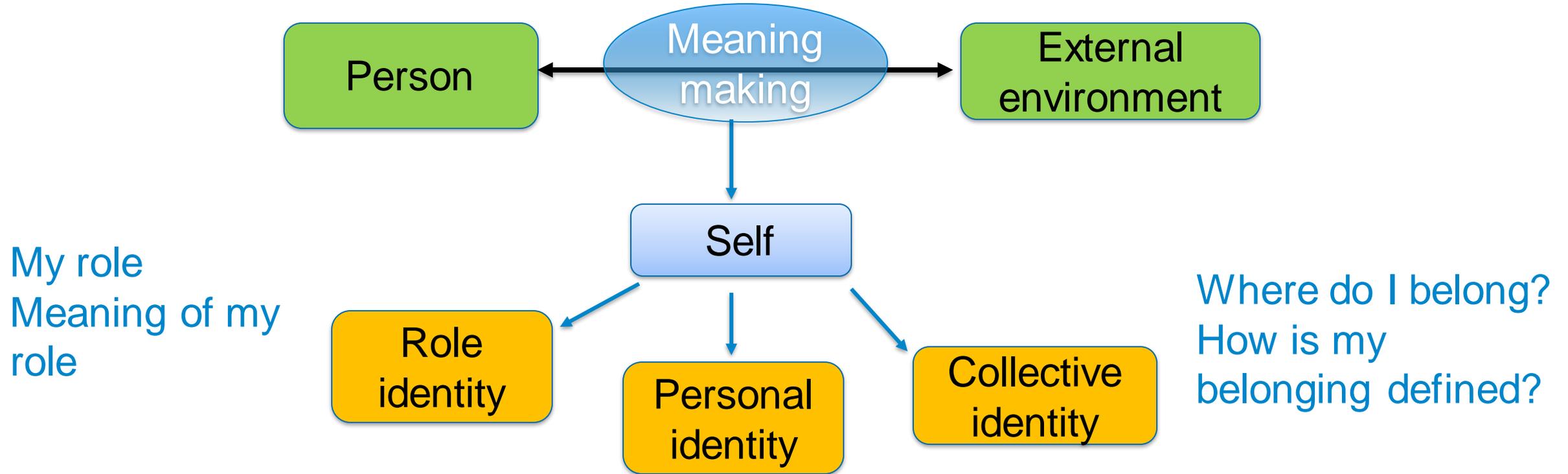Senior Strategic Teaching Fellow

Phase 2 Medicine

# Why focus on staff identity?

work identity is "the collection of meanings attached to the self by the individual and others in a work domain" (Gecas, 1982)

Gecas, V. (1982). The self-concept. Annual Review of Sociology, 8, 1–33.

Image from https://pixy.org/255741/

## Q&A

- **Please type your questions through the Q&A facility**

- **Please indicate which speaker your question is for!**

## Thank you and please join us for

**Day 2 - Tuesday 22nd September**

- 16:05 Conference Café