

Abstract Submitted
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Cultivating Physics Teacher Identity¹ HUNTER CLOSE, ELEANOR CLOSE, JESSICA CONN, SHAHRZAD HESAARAKI, Texas State University — How do physics teachers become who they are, and how can we support physics students in developing an identities as teachers? Drawing on written and video data from our Physics Learning Assistant (LA) program and TIRs, we will explore relationships between physics identity and teacher identity, both self-perceived and enacted. We find that LA program activities allow for LAs to have discussions incorporating physics content ideas, ideas about how to assist introductory students in learning these ideas, and reflections on how the LAs themselves initially learned (and continue to learn) them. We will engage workshop participants in discussion around video data and develop principles participants can adopt/adapt in their local contexts.

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