

XXVIII SCIENTIFIC CONFERENCE

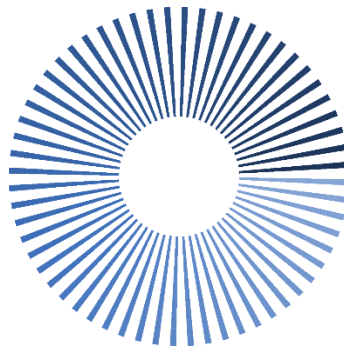
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LABORATORY FOR EXPERIMENTAL PSYCHOLOGY
FACULTY OF PHILOSOPHY, UNIVERSITY OF BELGRADE

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Electromagnetic tuning fork for direct time recording on kymographic band (E.Zimmermann, Leipzig-Berlin)

From the collection of old scientific instruments of the Laboratory of experimental psychology, Faculty of philosophy, University of Belgrade

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.22, $p = .00$). It was concluded that emotions, especially Enjoyment, significantly impact academic achievement through mathematics identity, and not vice versa. Implications for the theory and practice will be discussed.

Keywords: academic emotions, mathematics identity, mathematical achievement

THE AGONISTIC SELF MODEL: STABILITY AND TRANSITION OF TEACHER
IDENTITY

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We explore teacher identity, starting from the model of agonistic self, which implies that the experience of oneself is based on the struggle of voices to impose one's own value position and direction of action. In this paper, we will show how broad patterns of power relations between voices of the self, exterior voices and social context, which we call constellations, can be used in order to understand the constitution and mutability of teacher identity. Based on interviews with 9 teachers (all teaching social subjects; years of experience: 1-10 ($N = 3$), 10-20 ($N = 4$), > 20 ($N = 2$)) from two primary schools, we conducted multiple cases study analysis, which led to categories for the description of the functions and relations of voices. The next iteration of cross-case synthesis was aimed at mapping constellations. The process involved multiple changes as a result of intersubjective agreement and participant validation. Six constellations have been defined: 1) 'King and his kingdom'; 2) Crisis intervention; 3) Defense of purpose; 4) Conflict of ideologies; 5) Temporary inclusion of sidelined perspectives and 6) Subsequent evaluation. The example of the King's constellation shows that identity is most often the result of the relatively stable domination of certain voices, which implies the continuous defense of the prevailing subjectivities from those that would create an alternative experience of themselves in the changed power relations. However, identity can also be the result of the temporary prevalence of certain voices, which is evident in the constellations related to the "crisis" dynamics of the agonistic self. For example, teacher identity is constituted situationally, when voices that personify socially and personally undesirable behaviors prevail (as is the case with Crisis Intervention), voices that personify alternative ideologies (as in Conflict of Ideologies and Temporary inclusion of sidelined perspectives) or subversive and questioning voices (as in the case of Defense of purpose and Subsequent Evaluation). Finally, when constellations related to crisis dynamics are too frequent, that can indicate an identity crisis or identity transition.

Keywords: teacher identity, agonistic self, constellation, identity stability, identity transition

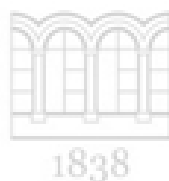
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