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Kamla-Raj IJES 2023

PRINT: ISSN 0975-1122 ONLINE: ISSN 2456-6322

Int J Edu Sci, 43(1-3): 1-10 (2023)

DOI: 10.31901/24566322.2023/43.1-3.1308

Construction of the Professional Identity of University Research Professors: A Systematic Review of the Case of Colombia

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KEYWORDS Knowledge Construction. Systematic Review. Teacher Identity. University

ABSTRACT This paper characterises the factors involved in the construction of the professional identity of the research teacher, as well as its purpose and the relationship it has with the construction of knowledge in the university context, through a review of the literature and accompanied by a bibliometric analysis. The research had a qualitative approach and had a hermeneutic analysis of descriptive scope, and as a methodological tool an analysis matrix based on inclusion and exclusion criteria was used. It was found that the construction of the professional identity of the teacher-researcher involves satisfaction, expectations, social expectations and projection expectations, and each of them as an element of negotiation between their environment, vocation and role in society. The relationship with the construction of knowledge lies in the ethical commitment that the teacher sustains with their context and with the transformation that they can effect from their knowledge.