

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

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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.

INTRODUCTION

When talking about the professional vocation of teachers, Freire (2004) masterfully identifies two recurrent motivations in the choice of being a teacher. One is the impossibility of being able to exercise another profession due to social inequalities, and two the wait for a better option, reinforcing the idea that being a teacher is nothing more than an empty profession without foundation, which he calls being an uncle or aunt. The above allows revealing that a great part of the teacher's professional identity is not given in their initial motivation, but in the development of the training process, in which pedagogical practices play a fundamental role.

Monereo and Domínguez (2014) state that university teaching assumes a high degree of responsibility when faced with the task of decisively influencing the training of professionals whose action is aimed at transforming the dynamics of society. This path is strongly based on the choice of each one of those involved in the teaching exercise, which highlights a purely vocational choice, supported by elements such as personal satisfaction, professional projection and the continuous training and development of their work. In this way, the authors state that a professional teaching identity is constructed, articulated in large part by the constant updating of their discipline, the sympathy for the values inherent to the profession and

the voluntary decision to assume the commitment to form individuals of high value for the community (Monereo and Domínguez 2014).

Identity is a construction process that constantly absorbs sources of meaning, and its agency traces a path of permanent re-construction as a product of its presence in social activity, both of humans interacting in the contexts, as well as of those who operate externally to them (Cocco 2003). It is the process of coupling variables of contents that are charged to the subjectivity of the individual and structure a panorama of meanings to give meaning to the world. The professional identity of the teacher is a work that has been gaining importance in research for some years. The network of experiences that each individual can acquire represents a turning point that should not be overlooked for the understanding of the teacher's personal and professional identity. The network of relationships and interpretations that one builds throughout their life and professional trajectory allows one to understand their notion of the world, and in particular, their conception of teaching. In the words of authors Guzmán and Quimbayo (2013), "Identity has to do with our life history, and with the worldview we have acquired in the world in which we live" (p. 23). Hence, professional identity is of great relevance for the research projects that have been carried out for years.

Objectives

The purpose of this study is to determine the factors that intervene in the identity construction process of the research teacher in the university context, as well as to describe the purpose of the research teacher in the Colombian university context and to identify the relationship of the research teacher with the construction of knowledge in the university context.

Brief Review of the Topics

When referring to the research teacher, some authors point out their nature as a guide, a being who marks a route of knowledge through an exposition of practices and development sequences based on their formative experience and knowledge (Hernández 2009a). Research in formative contexts, then, seems to sustain a close relationship with teaching, and this binomial, is articulated with the pretension of generating knowledge, formulating solutions and solving conflicts that although it is an arduous task, resides in the primary purposes of research (Zúñiga-Rodríguez 2015). Therefore, to speak of the construction of the professional identity of the research teacher implies a recognition of the research activity as a fundamental axis of their work.

Caballero (2009) exposes professional identity as a process of permanent construction that is affected by the intersection of factors that are added one after the other. A continuous adjustment of characteristics that are developed and strengthened according to the professional and personal life of each individual. The internal factors are characterised as vocation, conception of the profession, pedagogical knowledge, integration of the professional culture, self-concept and self-esteem, and the external factors are prestige of the profession, category, recognition and professional interaction, which allows understanding professional identity as a dynamic process of continuous mobility, avoiding preemptory and definitive aspects in its construction (Cuadra et al. 2021; Pérez et al. 2022).

The university context demands answers, which implies formulating questions and in this way activates an investigative attitude, expressed in the capacity to search, permanent reflection and systematic analysis that links the contents that are

learned in the classroom. Therefore, the research teacher is conceived as a participant in the articulation of theory and practice whose union is supported in orderly and hierarchical processes in sequences of knowledge from their pedagogical practice and their disciplinary knowledge are materialised in the development of investigative accompaniment to their students (Alonso et al. 2015). For this reason, the work of the research teacher is characterised by direct contact with knowledge, the promotion and understanding of the metalanguage of their scientific discipline, the creation and addressing of specific needs and problems, and pedagogical and research training (Hernández 2009a).

The relationship between the university research professor and the construction of knowledge is extremely close. The university professor, more than any other actor in society, is part of the knowledge agenda from its construction process, as well as its permanent advancement and dissemination. The research practice, therefore, is configured as the methodological force to make the necessary transitions in the community in general, making the teacher a human being who participates actively and integrally in the situations of their context. This context includes not only the community, but also the academic institution, which feeds much of the didactic construction that ends up being transmitted to the students. Therefore, the university context is relevant to determine the impact of teaching research in these formative processes (Hernández 2009b). The following questions arise then:

1. What factors intervene in the process of identity construction of the research teacher in the Colombian university context?
2. What is the purpose of the research teacher in the university context?
3. What is the relationship between the research teacher and the construction of knowledge in the university context?

METHODOLOGY

General Context

Methodologically, the research was developed under the qualitative approach, which is characterised by the understanding of the phenomenon (Hernández and Mendoza 2018) from the particu-

lar case study (Creswell and Poth 2016). The systematic review by phases based on the PRISMA model was used as a method (Page et al. 2021). Two searches were performed in the SCOPUS database, the first characterised between the years 2018 and 2022 without discriminating language or geographical scope, taking into account the title of the paper, abstract and keywords (TITLE-ABS-KEY) with the following search criteria (“*teaching professional identity*”) OR (“*teaching professional identity*”) OR (“*teaching researcher*”) OR (“*teaching researcher*”) OR (“*teaching researcher*”) OR (“*university context*”) OR (“*university context*”) AND (LIMIT-TO (SUBJAREA, “*soci*”) OR (SUBJAREA, “*arts*”)) AND (LIMIT-TO (SRCTYPE, “*j*”)) AND (LIMIT-TO (PUBYEAR, 2022) OR LIMIT-TO (PUBYEAR, 2021) OR LIMIT-TO (PUBYEAR, 2020) OR LIMIT-TO (PUBYEAR, 2019) OR LIMIT-TO (PUBYEAR, 2018)). For the second phase, the search criteria were maintained and Colombia was defined as the geographic scope.

Data Collection and Analysis

For the selection of the documents, different inclusion criteria were taken into account in each of the two phases. Phase 1 was limited to the sub-areas of *Social Sciences* and *Arts and Humanities* given the characteristics of the study. In turn, it was limited to journals given their importance in academic and scientific dissemination. After the execution of the search equation, the documents resulting from phase 1 were subjected to a bibliometric analysis in the VosViewer construction and visualisation software, studying co-occurrences

and keywords as the unit of analysis under the total count method. A total of 720 publications were obtained from the international search. A minimum of four (4) words per co-occurrence was recorded, of which 132 out of 2,741 exceeded the threshold. Words related to population, geographic location and type of studies were excluded because they were not relevant to the study, like gender, human experiment, paper, female, male, humans, Spain humans, higher education, student, adult, college students, large clinical study, clinical paper, qualitative research, college student, college student, United States, questionnaire, students, Australia, methodology, psychology, survey questionnaire, qualitative analysis, surveys, systematic review, family, validation, conceptual framework, Mexico, Hong Kong, gender-based violence, international student, engineering education, Latin America, literature review, research integrity, responsible conduct of research, validity, accessibility, teaching in English, English is a lingua franca, plagiarism, Ethiopia, translanguaging, university students, English language teaching, and quality.

For phase 2, the criteria of the previous phase were maintained and Colombia was defined as the geographical scope. As a result of the search for Colombia, each of the defined categories was hermeneutically categorised through an analysis matrix and the eligibility criteria were analysed as a coincidence of the target population with the purposes of the research, and criteria of contribution to the categories construction of professional identity, teacher researcher, university context and construction of knowledge. After the application of the inclusion criteria, 14 documents were analysed, as shown in Table 1.

Table 1: Selection process and eligibility of phase 2 papers

<i>Phase</i>	<i>Inclusion</i>	<i>Exclusion</i>
Admissibility	Identified records or citations Databases: (n:1) Records: (n:29) Records or citations examined: (n:29) Publications searched for recovery: (n:29) Publications evaluated for eligibility: (n:29)	Citations eliminated before screening: (n:0) Publications not retrieved: (n:13) Excluded publications: (n:15) Reason 1. The target population does not coincide with the research objectives. Reason 2. Does not meet the criteria for contribution to the categories indicated.
Inclusion	Publications analyzed: (n: 14)	

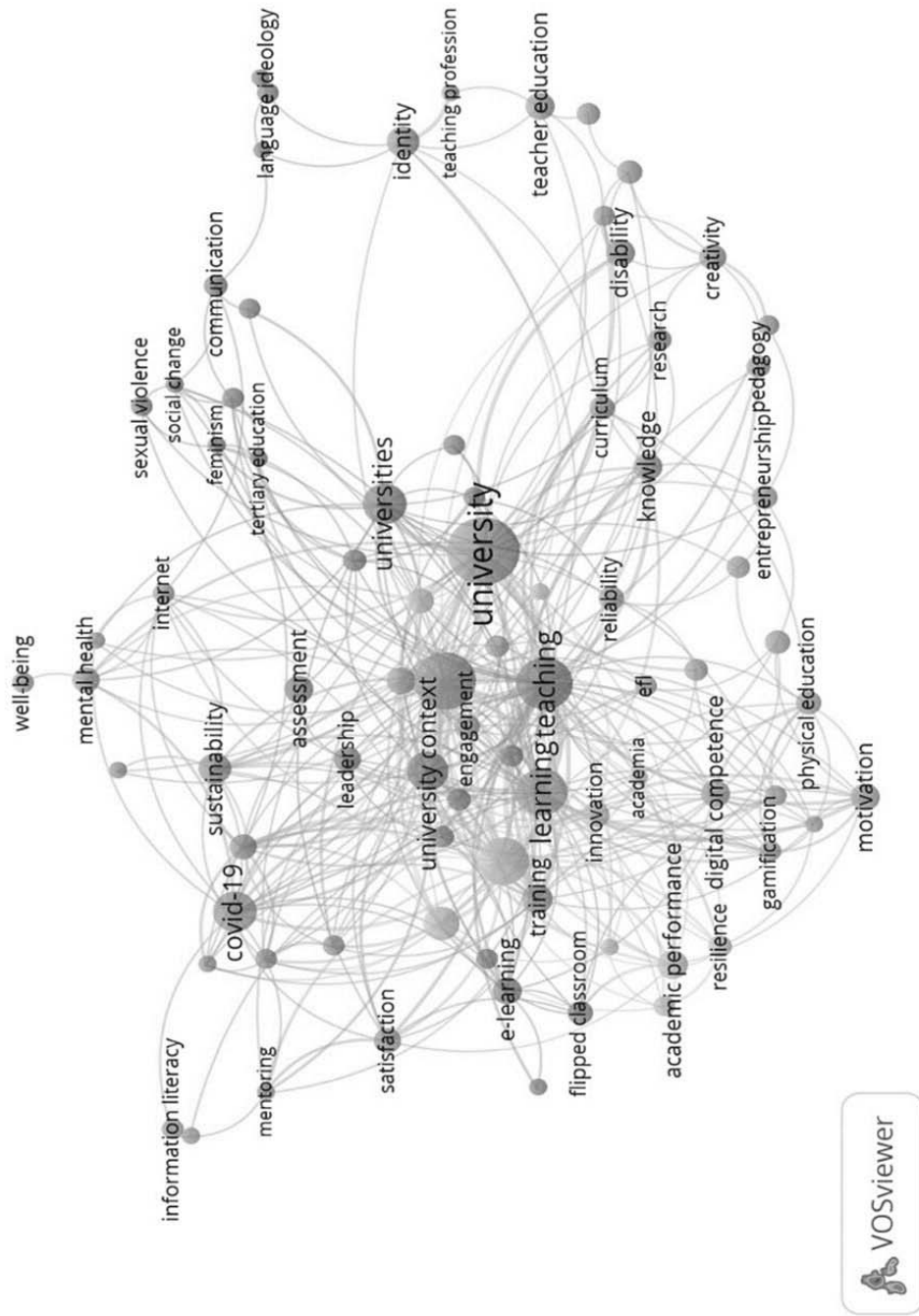


Fig. 1. Bibliometric network of co-occurrence related to teacher-researchers

RESULTS

They were identified through the bibliometric construction (8) clusters. Cluster one finds the identity with a broad relationship towards creativity, research, inclusion, knowledge, professional development, teacher training, among others, as part of the construct of their identity as a teacher researcher. Cluster two finds a relationship between education, training, inclusive education, with topics such as environmental education, education for sustainable development, sustainable development goals, among others, as common elements to an education that responds to future/new needs within the university context. Cluster three shows the relationship between teaching, university context, evaluation, with other elements such as inverted classroom, blended learning, e-learning, online learning, among others, expressing the growth of these methodologies and their consolidation in university contexts. Cluster four relates learning with factors such as tutoring, COVID-19, information literacy, with other elements such as satisfaction and graduates, expressing a link between training and new learning strategies in the current context. Cluster five strongly relates university training with criteria such as motivation, digital competence, management of educational technologies, gamification, entrepreneurship, self-efficacy, among others, referring to competencies that would be expected of research teachers or as part of their professional identity. Cluster six evidences the relationship of knowledge management with aspects such as ethics, research ethics, agency, communication, linguistic ideology, writing, among others, as curricular issues specific to a research teacher in a university context. Cluster seven shows a close relationship between academia, university sector, performance, teacher training with other criteria such as management, neoliberalism, resilience, among others, showing a tendency to measure learning based on institutionalised models. Finally, cluster eight exposes the correlation between internet, mental health, stress and well-being, as factors associated with the workload of the research professor as a result of his teaching in university contexts.

Phase 2 Case Study

The analysis took into account the total number of documents returned by the national search

equation. Then, in light of the categories established in the matrix, 14 products that did not contribute to any of the analysis categories were discarded.

DISCUSSION

The findings of the present review expose the implicit relationship of the professional identity of teachers with the perception of the value of their work in society and the possible projects that derive from it. The categories of satisfaction expectations, social expectations and projection expectations show the permanent dialogue of the identity construction of the research teacher and their context. A process of constant negotiation that depends on the appropriation of the role, as well as the due recognition of society, is accompanied by key factors in the construction of a good teacher, such as human training in values, feelings and emotions (Pérez and Rivera 2021). Language and its quality as a mediator between the dispositions of individuals towards themselves and the valuation of others towards their relationship with the discourse, understood as a dynamiser of interaction and an interstice between the different looks and readings of professional identity (Aristizábal 2019), or as Cantón and Tardif (2018) would say, it is structured as a process of severe complexity that requires social recognition, interaction between individuals and institutions that regulate and supervise the profession (Cantón and Tardif 2018). In this sense, the authors' results agree with these qualifications by finding that students relate a high degree of valuing their profession with the contribution and perception of their work. That is, students appropriate a discourse of possible impact on society with their professional training. Thus, they are able to link satisfaction expectations and projection expectations (Pinto et al. 2022).

Professional identity is reflected in the development of teachers with an intrinsic vision framed by their expectations, proposals to improve the teaching processes of their professional profile and complemented by an extrinsic vision that seeks to dignify the teaching profession (Pinto et al. 2022). This is identified by Cuadra et al. (2023) as the development of social critical thinking in the teaching vocation, which leads to legitimizing the denunciation of injustice and being a social example, but also to social disapproval when critical posi-

Table 2: Results of the hermeneutic analysis of the documents Results of the hermeneutic analysis of the documents according to the following categories

<i>Categories</i>	<i>Authors</i>	<i>Analysis</i>
<i>Construction of the Professional Identity of the Research Professor</i>	(Pinto et al. 2022)	Several factors influence the construction of the teacher's professional identity. One of them is the category of satisfaction expectations, which refers to a favorable attitude towards the exercise of self- and hetero-evaluation. Additionally, social expectations allude to the fact that the teacher's activity does not have sufficient social recognition, does not have support and is devoid of incentives that encourage growth, consolidation of the profession or continuous improvement. The results show a positive evaluation of the professional choice, but add a perception of scarce social recognition of the work they teach. In another important aspect, projection expectations, defined as the convergence of factors associated with the development of the students' life project in relation to their profession. In this sense, the study yielded a positive evaluation for aspects such as professional vocation and the pride they feel in exercising their career.
<i>Research Professor</i>	(Garcia and Aznar 2019)	The research professor relates as a professional committed to long-term training, which means that he/she is capable of leading and sustainably managing his/her own personal and professional development.
	(Palencia et al. 2019)	The research teacher is endorsed as a consolidator of networks of teachers/professors who do research in multiple educational scenarios and who extend their practices to an exercise of constant reflection and research in the classroom.
	(Castro et al. 2019)	The teacher-researcher approaches knowledge through the crossing of different perspectives around a problem. This is achieved through a visualization of renewed positions oriented by action and infected by a creative praxis that leads to concrete knowledge.
<i>Colombian University Context</i>	(Blanco et al. 2021)	The university context is seen as a space in which the teacher plays a role of convergence of cultural, emotional and pedagogical factors that through his speech allows to guide the student in his phase of realization of the relationships between people and a group, in the context of universities, the traditional curricular development and the classification of knowledge has led to the dispersion and fragmentation of disciplines.
	(De la Ossa and Orrego 2022)	Formation of integral humanity, intelligence and sociability of students. They propose the university context as an oscillatory scenario, a space that serves as a bridge in which the subjects achieve a self-reflection or sharpening of their own conscience, evaluating their resources and facing situations through their capacities.
	(Franco and Carmona 2021)	The responses and constructions of masculinity in university contexts are described as a platform where meanings are created from socialization in the institutional instance, and through the process of agency and own narratives, strategies of affirmation or exclusion of biologically intrinsic or socially consolidated archetypes emerge.
	(Arango et al 2020)	The university context is specified as a key factor for the construction of entrepreneurial intentions in students. They point out that, additionally, educational policies

Table 2: Contd...

<i>Categories</i>	<i>Authors</i>	<i>Analysis</i>
	(Garcia and Aznar 2019)	should go hand in hand with this reality to provide greater coverage and broad access to higher education institutions in order to increase these attitudes.
	(Mazorco and Cuenca 2020)	They dimension the university context as the one in charge of sponsoring the capacity and generation of teaching experiences through the use and application of discovery. This, in order to promote the development of an investigative spirit.
	(Vanegas et al. 2018)	They express the university context as a space susceptible to the practice and exercise of research by participatory methodology according to the transforming method and the understanding of the underlying processes that derive from it.
	(Hernandez et al. 2018)	They affirm that the university context is the preferred place where the different actors establish links and affiliations among themselves. In this way, different types of interaction begin to take shape, which can be the apprehension of diverse elements characteristic of a new cultural scenario.
<i>Knowledge Construction</i>	(Ramirez and Latorre 2020)	It is a stage of union between theory and practice, as well as the appropriate space to propitiate learning situations and development of skills that, at the same time, improve the interaction of students with each other and the relationship of the student with the teacher and the institutional context.
	(Becerra et al. 2021)	They allude to the construction of knowledge as a decisive factor in the role played by language in the teaching-learning process and in the development of thinking. Thus, the construction of knowledge is approached as a variant that differs from one country to another due to the differences and particularities between regions. This is the specific case of Brazil and Colombia, analyzed in the study.
	(Vanegas et al. 2018)	They point out that within the spectrum of knowledge construction is the possibility of using infographics and images that quickly illustrate the topics to be covered. In this way, the authors seek to expose the importance of abstraction and synthesis of categories through a didactic instrument that reinforces the teaching of various disciplines as an opportunity to build knowledge through this exercise. They link constructivism with their notions of social activity and active knowledge for the development and extrapolation of previous knowledge, allowing both the development of new categories and the approach to other previously developed ones.
	(Hernandez et al. 2018)	The sociocultural approach emphasizes the construction of knowledge with the individual development of the subjects and the social bases of their environment. With this, the authors describe the importance of the use of physical or symbolic tools that are commonly shared to interact with others and generate the co-construction of knowledge.
		They discuss the construction of knowledge as part of psychological processes directly linked to learning and the mechanisms of educational influence that manage to direct such learning. In addition, they raise two fundamental aspects, prior knowledge and its relationship with external aspects.

tions are against the socially established status quo.

The teacher-researcher, on the other hand, finds a broad formative sense through the categories that they undertake from their research exercise. Additionally, they find a focus of meaning in each of the practices that from the university context are provided for the academic work, as well as a link that leads to internalise a set of guidelines and shared values that play as a possibility of integration between teachers who research and students interested in the same activity (Martin et al. 2014). The particular pedagogical essence, then, lies in the direction and orientation of teaching from the inquiries exposed in the classroom and carried out from the definition as a teacher. The above agrees with the approach presented by Araque (2019) in exposing the relationship that supports the support provided by the research teacher in the research process and how, through good communication, satisfactory results are achieved in their students. The research teacher is a professional with a long-term commitment to education, which means that he/she has the capacity to lead and manage his/her personal and professional development in a sustainable manner. The findings of the review are in line with Baute et al. (2022) when they mention that the commitment to education implies that in order to develop educational research, teachers must receive training in research that allows them to develop the competencies and values of scientific activity and, based on their consistent application, to act and transform them in their professional practice.

The Colombian university context is a decisive scenario for the sum of certain characteristics that must be oriented by the teacher from their knowledge and practice. The convergence of these, then, depends on the way in which the teacher-researcher orients the national and international challenges that must be addressed to carry out an integral formation and transmits the student to the adequate immersion in the social context, in this lies its purpose. Additionally, an important consensus is evidenced in exposing the university context as a permanent link where theoretical knowledge is assertively located for its adequate operationalisation in social life. In this, the authors agree (De la Ossa and Orrego 2022) by considering the context as a bridge where awareness of the resources that contribute to the confrontation with real life situa-

tions is achieved by making use of their capabilities. Likewise, the findings coincide in the importance of the ordering and synthesis of categories as a reinforcement of teaching and in the construction of knowledge itself (Becerra et al. 2021).

The teacher's relationship with the construction of knowledge through investigative teaching is linked to an ethical commitment of the teacher, and uniquely, specific to each language and context. This issue is supported and finds a significant coherence in the work of Ramirez and Latorre (2020) by conducting a comparative analysis of the arguments of Brazilian and Colombian students. In this way, they found a particular essence in what they call "pedagogical design", which is a composition of diverse elements structured for meaningful learning and that, therefore, both learning and the construction of knowledge travel along different paths and wander through a particular conception of each region. In the review conducted the authors (Vanegas et al 2018; Becerra et al 2021; Hernández et al 2018; Ramírez and Latorre 2020) agree that the teacher is a knowledge manager who characterizes the context, the level of training and the forms of knowledge construction in students. This is how from the researcher, the teacher is the starting point for the construction of elements of knowledge and student progress in a field of knowledge, as it guides the student in relation to their environment, to observe it, analyze it and understand their needs to identify problematic situations or that require to be analyzed in depth in a context (Martinez et al. 2022).

Finally, it is important to note that when contrasting the results in the particular context with the academic literature, it is highlighted that studies aimed at the professional identity of university professors are rarely approached from the global south (Rushton et al. 2023), which highlights the importance of this article by contributing to the global south and to a specific country, becoming an input and source for further similar studies.

CONCLUSION

At the level of international trends related to professional identity, there continues to be a general interest in connecting it with popular growth factors. It was observed in cluster one that creativity maintained an important relationship with research and that aspects such as inclusion took on

a new value in these scenarios. Additionally, clusters two and three evidenced the constant inclination to promote education and/or training with new educational dynamics, such as environmental education, inverted classrooms and blended learning, which are gradually consolidating in university education. Having said this, it is possible to understand that the professional identity of the teacher in university contexts finds elements from multiple sources that nurture and enrich its definition.

The construction of the teacher's professional identity continues to provide useful information on the processes that internally compose and define the teacher in their pedagogical practice and how these may derive from a conception of teaching. From the slogan of teacher researcher, in particular, a strong struggle to contribute to knowledge and contribute to contemporary discussions from each of the disciplines is observed. In addition, it is found that their interference in university contexts is strong and almost exclusive, since most of the research and dissemination spectrum is found in these instances. Likewise, the importance of the interaction and communion of symbols in the construction of knowledge demonstrates the relevance of building from socially accepted contents. Under this precept, the research teacher in the classroom is in charge of bringing students closer to this practice that culminates in research learning environments.

RECOMMENDATIONS

The construction of the teaching identity is a topic that shows its importance given the social function of university professors beyond the simple training and interest in a discipline, the new trends in active pedagogies, technology-mediated education, inclusion, environmental education, among other topics, make it necessary to carry out bibliometric studies and high-level systematic reviews that relate aspects of the construction of the professional teaching identity with educational trends. Finally, it is necessary to conduct analyses by countries and regions to consolidate current perspectives on the development of professional teacher identity.

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