

## **SYMPAB - (16078) - PHYSICS TEACHER EDUCATORS' HYBRID IDENTITIES AND BORDER CROSSINGS AS OPPORTUNITIES FOR AGENCY WITHIN THE UNIVERSITY**

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### **Short Abstract**

This study examines how two Chileans' identities as teacher educators and schoolteachers gave them a sense of agency while crossing borders between a physics university department, school, and a community of practice they belong to. Drawing on a Freirean philosophy and a critical ethnographic methodology, data were produced through biographical interviews and notes taken during four months of fieldwork and recall follow up conversations. A critical narrative approach was used in the analysis. Findings reveal that although the two physics educators experienced and identified tensions within the figured world of the physics department, such as hierarchies, devaluation of pedagogy, and punitive mindset for assessment, the skills and knowledge they gained by being part of different settings allowed them to act at different levels by looking for and creating spaces of collegiality in their departments and between physics and other sciences, and at the micro-level of their daily pedagogical practice. Thus, a hybrid identity position offers a counter-narrative to the idea that physics departments holds only a traditional and banking view of physics teaching and knowledge. From their hybrid identity position, the participants provide new meanings for future physics teachers to negotiate from, as well as learning opportunities for their students and their colleagues.