

PROFANTER, A. (2005). *In der Schule wollte ich nie landen. Die soziale Konstruktion des Selbst in den ersten Berufsjahren (Jamás quise terminar en la escuela. La construcción social de la identidad en los primeros años de ejercicio profesional)*. European University Studies. Series XI, Education, vol./bd. 928. Frankfurt am Main: Peter Lang. 328 pp. ISBN 3-631-53793-X.

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y profesora de Pedagogía en la joven Universidad Libre del Südtirol con Sede en la ciudad de Brixen en el Estado de Italia. Ha sido profesora invitada en universidades del Reino Unido y Pakistán. El contenido del libro es parte de una investigación que realizó su autora en la Universidad de Innsbruck (Austria). Está dedicado a todas aquellas personas que sueñan y no quieren dejar de creer en la posibilidad de realización de sus sueños. Ha sido publicado dentro de una colección que lleva por título «Escritos de Universidades europeas», en el volumen 928. La parte teórica se dedica a fundamentar conceptos tan importantes como la identidad, sus fundamentos históricos, filosóficos y psicológicos. El problema de la definición del concepto identidad. La conexión invisible de lo personal con la realidad. El significado del lenguaje. Lo que sabemos acerca de la identidad. En un segundo apartado trata la cuestión del papel de la universidad en la conformación de la identidad, la socialización, los cambios en la universidad y la socialización mediante el estudio.

Profesión e identidad constituyen otro apartado importante de la obra. Se analizan los conceptos de profesión y los presupuestos doctrinales en la socialización de las profesiones, el papel de las teorías sociológicas, las teorías psicológicas sobre la acción, la interacción entre profesión e identidad. La interrelación entre profesión y socialización e identidad, así como la socialización familiar y profesional serán objeto de larga exposición por parte de la autora. Las decisiones en torno a la elección profesional, así como su interpretación razonable y la identidad de uno mismo

en relación con la profesión son cuestiones abordadas desde el punto de vista psicológico y sociológico. El estudio busca una fundamentación orientadora sobre los sentimientos cambiantes en relación con la propia identidad que se va forjando, que emergen en los jóvenes estudiantes que se deciden por el estudio profesional de magisterio.

Dr. Profanter is a young, exuberant, vivacious and creative researcher having earned two doctorates in Education (2004) and later in Psychology (2006) from the University of Innsbruck (Austria). Currently, she is a researcher with the University of Bolzano's Faculty of Education in Italy. She has several publications based on her studies conducted at home in Italy and from her work in Oman and Saudi Arabia in the Middle East and in Pakistan.

She has been working with teacher preparation programs in the various countries and currently at the university in Italy. As such this lead to her interest in the conceptualization of teacher training programs and transitions and transformation in the sense of self of newly qualified teachers. She carried out an initial exploratory study of the changing «sense of self» of young adults entering employment in the teaching profession, an area little empirically explored in general and especially in Italy. The intention was to obtain thorough and comprehensive descriptions of their experiences from their personal viewpoints, so as to gain an enhanced understanding of the matter. She summarizes her objectives as follows:

Indeed, the interest in the «self» and the impact for the self of entering employment can be put down to the fact that I experienced intense personal changes and feelings related to this issue when adopting my recent professional roles as a teacher and psychologist. The transfer from being a student to entering employment raised many important questions for me as a person and I realized that this was also the case for some of my closest friends entering the teaching profession (p. 11).

While the focus of the book deals with the changing sense of self of newly qualified teachers in Italy, the book goes far beyond those boundaries. It may be regarded as a researcher's primer. For example, the author looks at the issue of professional self transformation and then presents a study of that issue as seen through the eyes of novice teachers and makes comparisons continually giving examples of the experiences of these teachers in the different subjects. But she doesn't stop there. Anyone conducting research must go through certain processes when planning and conducting the research. The author takes issues such as the different methods for the collection of data and goes on to give details on the multiple approaches for the collection of qualitative and quantitative data along with their theoretical strengths and weaknesses.

Researchers also often have a general understanding of terms such as validity and reliability, but the author takes these terms and shows how these involve gray areas that must be tested when dealing with circumstances such as this and the methodological considerations that must be taken into account.

When going over the methodology of conducting the research, she painstakingly explains how the research was planned and implemented and the issues that had to be taken into account.

The author planned to do a qualitative study and dealt with the qualitative aspects which presented a challenge to all those involved in the research. In view of the personal and sensitive nature of the topic under investigation the author adopts a phenomenological methodology drawing a purposive sample (n = 5) with the intention of getting a variety of relevant data within the framework of the sample. With the aim of gaining insight in the issue from the participants' viewpoint, narrative accounts are obtained adopting the method of semi-structured interviewing and asking participants to describe their most meaningful and formative personal experiences and related feelings. The author used interpretative phenomenological analysis methods and a computer programme for qualitative analysis. Themes and master themes emerging from the transcripts were generated using systematic comparison within and between cases. Wilkinson's (1988) model of personal and functional reflexivity was adopted to reflect on the topic, design, process and on the personal experience of the researcher throughout, in the light of standards for the evaluation of qualitative research. She covered the issue of confidentiality and went over the tenets outlined in the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (APA) dealing with the ethics involved.

The results of this study shed considerable light on the phenomenon of self-transformation taking place on career entry. What the author found was that in line with previous research on professional transformation of the self, phases could be identified which indicate the «discontinuity» and the «transformation» of the sense of self. Four master themes, indicating four such transformational phases, emerged from the analysis: «Self as a Student», Self during the period of «Professional Transition», Self during the period of «Professional Initiation» and «Transformed Self». Methodological issues arising are critically considered and implications for further research are discussed.

This book is a detailed record of the study conducted on the topic of transformation of the sense of self of newly qualified teachers, but it is also a text that can be used for training anyone interested in conducting research.

Seldom are there studies that are published that present details of the study to the extent that this study has done. A large portion in the latter half of the book is devoted solely to the analysis of data thus providing a wealth of information for anyone conducting a similar type of research. There is this constant reiteration of facts with the golden thread of explanations that wind their way incessantly growing and elucidating the complicated issues that surround them. So that by the time one comes to the end, one has a much clearer insight into the issues that have not been stated at any one point but have slowly grown clearer with the passage of time in the book.

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