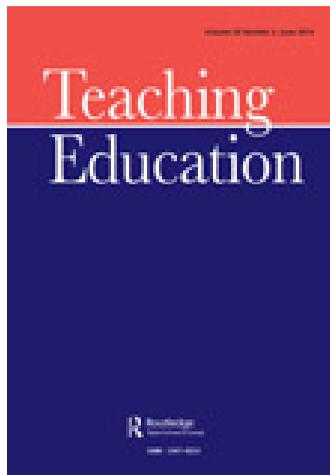


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Jen Scott Curwood^a

^a English Education and Media Studies, Faculty of Education and Social Work, The University of Sydney, Sydney, Australia

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Between continuity and change: identities and narratives within teacher professional development

Jen Scott Curwood*

English Education and Media Studies, Faculty of Education and Social Work, The University of Sydney, Sydney, Australia

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This year-long ethnographic case study examined high school teachers' participation in technology-focused professional development. By pairing a dialogical perspective on teacher identity with a micro-level analysis of narratives, findings indicate that teachers use language and other semiotic resources to express their own identity as well as to acknowledge, expand on, and counter others' identity claims. Moreover, technology integration may challenge teachers' established identities or threaten their authority in the classroom. This analysis suggests that teacher educators need to value teachers' established and emergent identities as well as create space for dialogic narratives in order to facilitate technology integration in schools.

Keywords: teacher thinking and knowledge; teacher education curriculum; teacher identity; professional development

Introduction

To date, relatively few studies have examined technology-focused professional development (Cifuentes, Maxwell, & Bulu, 2011; Hughes, Kerr, & Ooms, 2005; Keller, Bonk & Hew, 2005; Mouza, 2009). Lawless and Pellegrino (2007) argue that in light of the millions of dollars spent at the local, state, and national levels on educational technology, the lack of empirical research related to technology professional development for teachers is astonishing. They add,

Arguably, the most important impact a professional development activity can have on a teacher is that of pedagogical practice change, ostensibly reflecting a deeper change in pedagogical content knowledge. What do teachers do differently in their classrooms as a product of professional development? How has their instruction changed? How do these changes inform future practice? (p. 597)

This echoes Ertmer's (2005) call for additional research on how teachers' beliefs influence their adoption and use of technology. She argues that if our aim is to increase teachers' use of technology and positively impact student learning, we must examine how teachers' instructional practices are grounded in and mediated by their beliefs, values, and identities. Moreover, these issues cannot be adequately understood through survey studies that "tend to neglect the messy process through which

*Email: js.curwood@sydney.edu.au

teachers struggle to negotiate a foreign and potentially disruptive innovation into their familiar environment” (Zhao, Pugh, Sheldon, & Byers, 2002, p. 483).

To explore this messiness, I conducted a year-long ethnographic case study that focused on high school English teachers’ participation in technology-focused professional learning communities. As an ongoing, collaborative model of professional development, this context created space for teachers to engage in dialog with their colleagues, participate in hands-on learning, collaboratively examine student work, and critically consider the role of technology in the secondary English classroom (Curwood, 2011a, 2012). This paper explored how a micro-level analysis of teachers’ narratives can highlight how identity functions within professional development. Specifically, it considered how identity is expressed or contested through everyday discourse and how teacher identity may afford or constrain technology integration in schools. In this analysis, I asked:

- Within professional development contexts, how do English teachers construct identities around literacy and technology?
- What is the relationship between identity development and narrative within micro-level interactions?

Theoretical framework and related literature

A dialogical view of teacher identity

Over the last two decades, education scholars have examined teacher identity development (Alsup, 2006; Beijaard, Meijer, & Verloop, 2004; Connelly & Clandinin, 1999; Flores & Day, 2006; Kompf, Bond, Dworet, & Boak, 1996). Rather than understanding professional learning as an asset-based endeavor and teacher identity development as a linear process, this research highlights the ways in which teachers’ beliefs and values continually shape their pedagogy (Walkington, 2005). Here, professional development is marked by questions such as, “Who am I as a teacher?” and “Who do I want to become?” (Akkerman & Meijer, 2011). Sachs (2005) argues,

Teacher professional identity then stands at the core of the teaching profession. It provides a framework for teachers to construct their own ideas of “how to be,” “how to act” and “how to understand” their work and their place in society. Importantly, teacher identity is not something that is fixed nor is it imposed; rather it is negotiated through experience and the sense that is made of that experience. (p. 15)

Despite the growing body of research on teacher identity, Beauchamp and Thomas (2009) note that it is often difficult to define the term. In response, Akkerman and Meijer (2011) suggest several recurring characterizations of teacher identity related to the multiplicity, the discontinuity, and the social nature of identity. They propose that taking a dialogical approach towards teacher identity is valuable so that it can be typified as both unitary and multiple, both continuous and discontinuous, and both individual and social.

A dialogical approach to identity is evident in some of Bakhtin’s (1981) work. He conceives of *ideological becoming* as the process by which we develop our way of seeing the world (Freedman & Ball, 2004). In this sense, the individual and the social environment are inextricably linked and continually shape one another. Bakhtin did not see identity development as happening in a slow or linear fashion.

Rather, development is significantly impacted through critical moments that serve to alter one's consciousness (Gomez, Black, & Allen, 2007). Medvedev (1978) explains, "Human consciousness does not come into contact with existence directly, but through the medium of the surrounding ideological world" (p. 14). In terms of education, this implies that ongoing experiences, both inside and outside the classroom, constantly influence teacher identity. Bakhtin (1981) argues that identity is formed within and through language. Within ideological becoming, language and other semiotic resources do not just function to provide information: they determine the very basis of our thoughts, words, and actions. Bakhtin's dialogism, then, implies that individuals exist in a state of being "addressed" and "answering" (Holland, Skinner, Lachicotte, & Cain, 1998). For teachers, this means that identity is not just about who they are at a given moment – it is also a response to social contexts (Akkerman & Meijer, 2011). Narrative becomes a way to temporally weave together different words, stories, and selves.

Research on narratives suggests that they allow teachers to locate themselves in relation to the school environment, make sense of education reforms, and reflect on their past experiences within a professional knowledge landscape (Clandinin & Connelly, 1996). This research often focuses on narratives within three distinct (yet related) environments: in the classroom, pre-service teacher education, and in-service professional development. For example, Rex, Murnen, Hobbs, and McEachen (2002) suggest that secondary teachers use narratives strategically within the classroom to shape learning, provide motivation, and build a sense of community. Whether intentional or not, these narratives convey to students "what it is to be a good student, what is worth knowing, and how achievement should be displayed" (p. 789). Juzwik (2006) argues that narrative can provide a way for teachers to draw on diverse resources, develop an authoritative position in the classroom, and use narratives as a hybrid genre in order to address difficult topics, such as the Holocaust. Furthermore, her analysis indicates that teachers' use of storytelling can invite and model narrative practices for students.

In the context of professional development, Cohen (2010) examines how teachers engage in reflective talk and argues that by closely analyzing teachers' conversation, we can understand how teacher identity develops as part of a dynamic process that is profoundly influenced by daily exchanges with colleagues. She adds, "Attention to conversational exchanges among teachers contributes to our understanding of the process itself in terms of how teachers negotiate local significances for teacher professional identity through daily practices" (p. 474). While narratives within the classroom can be a way for teachers to enhance student learning, promote critical engagement, and reinforce their authority position, this research suggests that narratives in professional development contexts often involve the expression or contestation of identity. In the next section, I explore how narratives within professional learning communities may shed light on our understanding of teacher identity.

Teacher identity, dialogic narratives, and learning communities

Narratives play a pivotal role in the construction of self. As a result, teacher identity can be seen as narrative work (Juzwik & Ives, 2010; Sfard & Prusak, 2005). Teacher identity is constructed (and reconstructed) within and through daily interactions with colleagues, students, and other members of the school community. Teachers' lived experiences outside the school environment may also shape these narratives (Ball,

1996). In this analysis, I drew on Rogers, Marshall, and Tyson's (2006) definition of *dialogic narratives*, which are "the stories told within the context of related utterances and discourses" (p. 205). Rogers et al. (2006) argue that teacher identity is authored within the context of dialogue. Consequently, a focus on the dialog that occurs within a professional learning community may inform our understanding about how teachers construct complex identities through narratives and how this process may inform their pedagogical beliefs and instructional practices. The pluralization of the word *narratives* is intentional in order to indicate that "teacher identity trajectories are not seamlessly coherent single narratives, but are rather contested trajectories comprising multiple – often conflicting – narrative accounts" (Richmond, Juzwik, & Steele, 2011). This conceptualization of dialogic narratives reflects the understanding of identities as multifaceted, discontinuous, and social.

To explore these questions, it is critical to understand the differences between traditional and reform-oriented professional development. Traditional models of professional development are top-down, topic-specific, and short-term (Butler, Lauscher, Jarvis-Selinger, & Beckingham, 2004). Wilson and Berne (1999) frame this approach as a dissemination activity to "locate new knowledge relevant to teaching, package it in an attractive manner, and get it into the hands of teachers" (p. 194). As a result, traditional professional development is often ineffective at engaging teachers as learners, promoting critical reflection, or encouraging new understandings about content and pedagogy (Darling-Hammond & McLaughlin, 1995). More pointedly, such professional development does not allow space for teachers' narratives. Darling-Hammond and Sykes (1999) explain that teacher learning needs to be conceptualized as a social process that

promotes sustained interaction; emphasizes substantive school-related issues; relies on internal expertise; expects teachers to be active participants; emphasizes the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process. (p. 134)

This fits with cognitive perspectives on learning (Greeno, Collins, & Resnick, 1996), which suggest that it is inherently social, situated in authentic contexts, and distributed across people, tools, and resources (Gomez, Schieble, Curwood, & Hassett, 2010; Lave & Wenger, 1991; Putnam & Borko, 2000).

Reform-oriented professional development can include communities of practice, inquiry groups, mentoring relationships, or engaging in an internship (Garet, Porter, Desimone, Birman, & Yoon, 2001). Desimone (2009) synthesizes current research and argues that the key characteristics of effective reform-oriented professional development include a content focus, active learning, coherence, duration, and collective participation. This theoretical and empirical work supports the notion that learning communities can be powerful catalysts for teacher learning and identity development (Little, 2002; McLaughlin & Talbert, 2001; Wilson & Berne, 1999). Professional learning communities are a model of professional development that frequently includes the establishment of a shared vision, collective learning, instructional collaboration, peer observation, and action research. Research on learning communities suggests that they may provide the time and space for teachers to engage in dialog and reflection. Consequently, this form of professional development can highlight the relationship between teachers' narratives, the process of identity development, and technology integration in schools.

Research design

The research described here was part of a larger study where I initiated and facilitated professional learning communities at two research sites in the USA during the 2009–2010 school year (Curwood, 2011b). It was designed as an ethnographic case study of literacy, technology, and professional development. Most of the research conducted on technology integration and professional development consists of case studies, but it also includes descriptive accounts and quasi-experimental designs. Lawless and Pellegrino (2007) argue that while the research conducted to date has yielded important information about the challenges of sustaining reform, researchers often failed to approach the study in a longitudinal manner and only reported “data collected *post hoc*, after training had been developed and implemented” (p. 598). In the handful of longitudinal studies, Lawless and Pellegrino (2007) found that they were overly reliant on teachers’ self-report surveys. While these resulted in generally positive results, this may be due to teachers’ comfort level with technology rather than an indicator of change in teachers’ pedagogy.

Research on teacher identity maps out teachers’ professional landscapes (Connelly & Clandinin, 1999). However, it “does not typically account for the various small-scale, micro-interactionally contingent ways that teacher identity/ies emerge through unfolding semiotic processes” in schools, nor does it examine “the ways that emergent teacher identity interacts with curricular content – again, at a micro-interactional level” (Juzwik & Ives, 2010, p. 38). This study aims to contribute to the research on professional development and teacher identity by focusing on micro-level interactions within the learning community.

School culture

Both of the research sites in this study, Avon and Milltown High Schools, are located within 15 miles of a large city in the Midwestern United States (All names of cities, schools, and research participants have been changed.). Avon High School, the focal site in this paper, can be characterized as a technology-rich school. Compared to other high schools in the surrounding area, Avon had a higher number of computer labs, more recently updated hardware and software, and an increased use of interactive white boards and hand-held devices. In addition, they had support staff, such as library media specialists and technology coordinators, who are available and interested in working with classroom teachers to design, implement, and reiterate lessons that integrate technology. Avon High School had 500 networked computers. This 3:1 ratio of students to computers with Internet access is lower than the national average of 3.8:1 (National Center for Educational Statistics, 2005).

Avon High School’s goals specifically addressed educational technology and stated that teachers should strive to integrate technology into all classes in order to improve students’ problem-solving abilities. Goals during the 2009–2010 school year included: (1) Avon High School will increase the number of technology embedded lessons that require high-level thinking skills and problem solving from one lesson in two courses to one lesson in every course; and (2) Technology embedded lessons will increase the required critical thinking and problem solving skills from 61 to 100% in at least one lesson per course. To measure these goals, teachers were required to submit evidence of how they integrated technology into their instruction. They were also asked to complete reflections and rubrics for each relevant lesson in

order to identify the level of critical thinking and problem solving required by students. According to the year-end report issued in 2010, 93% of teachers were successful in meeting these goals and over the course of the year, a total of 340 lessons integrated technology.

Avon High School has a strong tradition of professional learning communities. The English teachers who participated in this study had an average of two decades of teaching experience. During that time, they regularly participated in learning communities, served as professional development leaders, and engaged in action research. As a result, the school culture supported teachers' professional development, collaboration, and reflection. In interviews, teachers reported high levels of agency and collegiality. They felt that their colleagues and administrators supported them, as teachers and as learners. At the same time, most of the veteran teachers initially were hesitant about integrating technology into the English curriculum. While they were required to do so in order to meet the school's goals, they felt limited by their lack of technical skills and knowledge of digital literacy practices.

Participants

The learning community at Avon High School included five English teachers and me. This analysis focused on the dialogic narratives of Rebecca and examined how these are taken up by two of her colleagues, Kyle and Alice. All are thoughtful, open-minded, and dedicated educators who value critical engagement and sustained dialog in the classroom. Rebecca is a veteran teacher, with 27 years of experience. Early on in the study, Rebecca voiced concerns that technology demanded a tremendous amount of time and energy. While she could see the value in Facebook, she said, "It creates panic in me that I would have to be responsible for updating it all the time. The amount of time to manage it seems onerous." Throughout the study, Rebecca continually took a critical stance and encouraged the learning community to consider issues of power and access around technology. While she had minimal experience with technology beyond word-processing or presentation software, she saw the value in situated and collaborative approaches to teacher learning. In the 1980s, for instance, she started a professional development model at the school called Learning Resource. "I had the belief that teachers need this kind of learning community: small and focused on the same problem," she explained. "We found clusters of time for them to tackle common issues. And I think it works. There is absolutely no doubt in my mind that it works."

Kyle has been a teacher for 22 years, and he teaches both English and Art. At the onset of the study, I asked Kyle about his thoughts on technology. He replied, "I love it and I hate it. I'm comfortable with what I know. If I need it or find it has value, I'll work to use it." Kyle reported that he was comfortable with the Microsoft Office and iWorks suite, which he integrated into his instruction. A committed teacher, he found himself frustrated with his school's current approach to professional development, "The delivery pretty much sucks. The ideas are laudable, and there are high expectations of teachers." He also expressed a desire for "closer, more routine, and continuous professional development for technology."

Alice, an English teacher with 16 years experience, serves as the department head and often uses digital tools in her instruction. Despite this, Alice noted in an interview, "My tech skills are developing. I do resent how modern media is encroaching on text. I'm worried that students will have fewer examples of beautiful

writing due to the brevity of texts in digital environments. I resent and fear this.” She then emphasized that while she was comfortable with digital tools, she was also “okay with not being the expert” in the classroom. While she characterized many of her students as tech savvy, she felt that this was not true for all of them. She added, “They don’t all have iPods – and they don’t all want them.”

Researcher’s role

As a university researcher and facilitator of the learning community, I recognized that I brought my own beliefs about and practices with digital literacies to bear on this study. Not only did these shape my interactions with members of the professional learning community, they also influenced my analysis and interpretation of data. As a high school English teacher, I had previously conducted action research on technology integration (Curwood & Cowell, 2011; Curwood & Gibbons, 2009). Since I played an active role in designing the professional learning communities and facilitating discussion, I strived to have a meta-awareness of my role as a researcher and as an active-member participant. Borko (2004) identifies the key elements in any professional development system, including the professional development program; the teachers, who are the learners in the system; the facilitator, who guides teachers as they construct new knowledge and practices; and the context in which the professional development occurs. For that reason, I chose to code my utterances and include them in the subsequent analysis since my role positioned me as part of the professional development system.

Data collection and analysis

Data sources

In this study, I employed qualitative research methods and collected multiple forms of data. This approach allowed me to examine how teachers’ beliefs and identities functioned within the school context, and it also provided me with a way to analyze how narratives functioned within the professional learning community. This study entailed: (1) video recordings of fortnightly learning community meetings; (2) field notes of my observations within the learning communities; (3) audio recordings of two semi-structured interviews with each research participant; (4) an initial survey of participants’ knowledge of technology, content, and pedagogy; (5) participants’ written reflections; and (6) artifacts, including school district policies and lesson plans. This yielded over 20 h of transcribed discussions for the Avon learning community, in addition to 10 h of transcribed interviews with individual participants. In addition, member checks of all transcriptions and analyses occurred.

Microanalysis of teachers’ identity-in-interaction

In this analysis, I drew on Rogers et al.’s (2006) concept of dialogic narratives, Juzwik and Ives (2010) understanding of teachers’ identity-in-interaction, and Bloome, Carter, Christian, Otto, and Shuart-Faris’ (2005) microethnographic approach to discourse analysis in order to gain insight into interactions within the learning community. Bloome et al. (2005) emphasize the dynamic, creative aspects of face-to-face interaction. They explain that every day in schools, “there are

tensions and conflicts between the tendency for continuity (reproduction of extant classroom cultural practices and social structures) and change” (p. 52). In other words, teachers must continually choose between maintaining a cultural ideology or pushing back against it. The integration of technology into the secondary English classroom, in many ways, may challenge traditional notions of literacy and force teachers to reconsider the composition process, the assessment of student work, and the design of learning spaces.

The analysis of teachers’ narratives often focuses on their general content rather than on the micro-level “discursive and semiotic processes through which narratives are performed and interactionally negotiated” within a specific context (Juzwik & Ives, 2010, p. 38). I was interested in exploring how a close analysis of narratives can provide evidence for a dialogical view of identity and illustrate the ways in which learning communities create space for teachers to critically consider the role of technology in the English curriculum. Bloome et al. (2005) note:

What people do in interaction with each other is complex, ambiguous, and indeterminate, and it often involves issues of social identity, power relations, and broad social and cultural processes. At the same time, every event provides opportunities for people to create new meanings, new social relationships, and new futures that eschew the reproductive tendencies of what is and what was. (p. xvi)

In order to understand how interactions within the learning community can impact on teachers’ identities, sense-making processes, and classroom practices, I used thematic approaches to data analysis in conjunction with NVivo, a qualitative data analysis tool. For a full list of coding categories, see Table 1. In order to identify and select dialogic narratives for a closer analysis, I focused on the coding category “self in a digital world,” which included first-person statements about teachers’ personal practices and pedagogical beliefs related to technology. The sub-codes for this category focused on whether the statement emphasized participants’ stated identity, ability to exercise agency, or learning process with regard to digital tools.

For this analysis, I sought to identify two *dialogic narrative chains* for analysis. Rogers et al. (2006) define these as a focal story, together with related utterances that precede the story and that are in response to it. After reviewing my analytical codes, I located two powerful interactions within the learning community in which Kyle and Rebecca directly discussed issues around identity, agency, and learning. However, I soon realized that just as narratives can substantially vary in length, so too can dialogic narrative chains. Since I was interested in understanding how identity is constructed within and through narrative, I chose two specific interactions that contain dialogic narrative chains in order to illustrate this process. In what follows, I contextualize these two interactions, identify key speakers, and explain my approach to the micro-level analysis of each dialogic narrative chain.

In one of our first meetings, in September 2009, we discussed our vision for the learning community and how we thought our participation in this year-long professional development may shape technology integration in the classroom. At one point, Rebecca shared a dialogic narrative in which she identified herself as a social learner and expressed frustrations with the time and effort required for technology integration. Kyle then responded to Rebecca’s dialogic narrative, and echoed her proposal to structure the learning community around collaborative, hands-on learning with digital tools. This dialogic narrative chain was relatively short (see Table 3),

Table 1. Coding categories.

<i>Instruction</i>
Metacognition
Design
Assessment
<i>Self in a digital world</i>
Learning
Identity
Agency
<i>Artifacts in a digital world</i>
Permanency
Accuracy
Ownership
<i>Affordances of media and technology</i>
Self-advocacy
Research skills
Problem solving
Critical thinking
Organization
Local and global connections
Engagement
Communication
Collaboration
Audience awareness
<i>Constraints of media and technology</i>
Time
Inappropriate use
Bias
Access
Comfort level

and it consisted of Rebecca's first-person statements and reflective questions (asking) and Kyle's response (the answering). In the microanalysis, I drew on Bloome et al.'s (2005) approach to analyzing discourse in order to focus on the linguistic features of the utterances, the speakers' and others' nonverbal behavior, the speaker's signaling of identity/identities and the relevant linguistic evidence, and the ways in which this

Table 2. Transcription conventions.

Symbol or format	Description
stanza break	a single vignette or episode of the narrative
?	rising end-of-line intonation
.	falling end-of-line intonation
↓	slightly falling mid-line intonation (word after symbol)
↑	slightly raised mid-line intonation (word after symbol)
underline	stress
BOLD	volume louder than surrounding discourse
◦ ◦	volume softer than surrounding discourse
< >	pace slower than surrounding discourse
> <	pace quicker than surrounding discourse
[simultaneous talk by two speakers
:	elongated vowel (multiple :: shows greater elongation)
(.)	pause for one "beat" of the conversation
(1)	pause for number of seconds
(?)	inaudible

Table 3. Microethnographic discourse analysis and identity claims.

Line	Speaker	Utterance	Nonverbal behavior	Identities signaled in utterance	Linguistic evidence for descriptions of identity
1	Rebecca	when I <i>learn</i> (.) new technology I really like to have somebody doing it beside me (.)	Puts elbows on table, covers face with hands, and then looks up at Kyle, who nods	Rebecca claims an identity as a social learner	Use of first-person singular serves to initiate a new topic related to professional learning. Rebecca's gaze results in non-verbal affirmation from Kyle
2	Rebecca	because [↑] I like to <i>see</i> how somebody else does it and [°] learn by watching and doing (.) repeating it	Looks over to Jen, and then gestures back and forth with her hands between the two of them	Rebecca positions herself as a learner who prefers collaboration and hands-on application	Shift in gaze directs her statement to Jen, the facilitator and technology expert. Gesture and tone suggest her openness to collaboration
3	Rebecca	SO I <i>feel</i> like (.) > I'll be very honest here<	Rests hand in hands, looking down at table	Rebecca voices an individual identity	Implies that she may feel overwhelmed.
4	Rebecca	that integrating <i>new</i> applications of technology demands a tremendous amount of energy from me (.) to figure out how it works	Looks up to Jen. Moves right hand laterally in front of her, left hand resting on cheek	Rebecca claims an identity as a new user of technology	Emphasizes "new" technology, which is implicitly juxtaposed against "old" practices. Emphasis on energy demand is reflected in body language
5	Rebecca	so I don't look stupid in front of my kids	Continues to look at Jen. Still holds head up with left hand	Rebecca claims an identity as an authority figure in the classroom	Use of possessive pronoun and the words "in front" serve to emphasize her identity claim. Implies that authority figures should be "smart" not "stupid," which would serve to discredit them

(Continued)

Table 3. (Continued)

Line	Speaker	Utterance	Nonverbal behavior	Identities signaled in utterance	Linguistic evidence for descriptions of identity
6	Rebecca	and so I can problem solve any kind of problems that occur [↑]	Glances down to table. Still holds head up with left hand	↓	Suggests that teachers-as-authority-figures should have ample technology skills.
7	Rebecca	and I do [↑] have a SMART Board this year and I'm really trying to do it	Looks down at table, gestures briefly with right hand, holds head up with left hand	Rebecca reiterates her identity as a newcomer to technology	Returns to her identity as a newcomer to technology
8	Rebecca	in fact > one of the things I said to the kids (.) when we were talking about what do we need for the class to work well < is that I need to feel <i>safe</i> taking <i>risks</i>	Gestures briefly with right hand, looks up at end toward Jen and Alice	↓	Implies that risk-taking is associated with technology use but it may run counter to her identity as an authority figure
9	Rebecca	because whenever you learn something new (.) you're going to make mistakes and look stupid (.)	Glances between table and Jen	↓	↓
10	Rebecca	BUT the <i>time</i> issue is (.) hard for me to learn the technology	Looks down at table, head in left hand. Then suddenly shifts to sitting upright and looks toward Kyle and Elizabeth	↓	Introduces the notion that time often prevents her adoption of an identity of an expert technology user. Body language seems to invite affirmation from colleagues
11	Rebecca	the amount of time to (.) get done what I see as my priorities [↑] and then add something <i>new</i>	Appears to address Kyle and Elizabeth, moves left hand up and down on table	↓	↓

(Continued)

Table 3. (Continued)

Line	Speaker	Utterance	Nonverbal behavior	Identities signaled in utterance	Linguistic evidence for descriptions of identity
12	Rebecca	I'm being very honest (.) is <i>difficult</i> and <i>daunting</i>	Looks at Jen, nods several times, and then simultaneously smiles, laughs, and shrugs with the last three words. Claps hand together at end of utterance	Rebecca voices an individual identity	First-person statement echoes that in line 3, but body language and tone seem to invite support and commiseration from colleagues
13	Rebecca	because I do have a stack of papers I'm taking home and all that (.)	Looks down, and reaches toward bag on floor	Rebecca claims an identity as a dedicated teacher	Offers proof of identity assertion and counters any suggestion that being a dedicated teacher requires technology integration
14	Rebecca	SO is there going to be a way through this (.) <i>gathering</i> to maybe <i>together</i> (.) open up a Ning and do it <i>together?</i>	Looks toward the ceiling, and then gestures with both hands in a circular motion just above the table. Nods when saying the word "together" both times	Reiterates her identity as a social learner	Asks a question, to invite collaboration and social learning
15	Rebecca	could we maybe plan our next meeting (.) doing that or are you already using it	Looks toward Kyle	↓	Asks an additional question, designed to elicit a specific response regarding others' technology integration
16	Kyle	I'm not	He shakes his head, and Rebecca smiles	Kyle claims an identity as a new user of social networks	By answering Rebecca's question with a negative, Kyle allies himself with her previously stated identity. He receives affirmation from Rebecca as a result

(Continued)

Table 3. (Continued)

Line	Speaker	Utterance	Nonverbal behavior	Identities signaled in utterance	Linguistic evidence for descriptions of identity
17	Kyle	>and thank you for expressing that.<	He nods his head, then points to Rebecca	↓	↓
18	Kyle	I'm with you in that (.) I can drive it myself	Glances quickly to Elizabeth and then back toward Rebecca and Sara	Kyle seems to ally himself with Rebecca's identity as a social learner, but also introduces the idea of working on his own to integrate technology	Grammatical structure (I'm with you) echoes Rebecca's previous claims regarding learning and technology, but next clause (I can drive it myself) suggests a more individual, solitary effort
19	Kyle	but I am a <hunt and peck kind of operator> despite something that you could learn very quickly (.)	Mimics typing on a keyboard with one finger, looks over to Elizabeth, and back to Rebecca and Sara	Elaborates on his claim to be a newcomer to technology	Uses first-person and gesture to emphasize his perceived slowness at using technology. Uses "you" to seemingly indicate those who are more adept with digital tools
20	Kyle	but really intuitive or not the interface is really different	Leans elbows on table, hands up. Moves fingers together and then apart	↓	Questions some of the public discourse around technology and uses word choice (different) and gesture to indicate the divergence between print-based and digital tools
21	Kyle	there's the saying that there are so many layers of that onion to unpeel	Looks to Jen, and mimics unpeeling a layer	↓	Uses a metaphor to emphasize claims about social learning and technology knowledge. Gaze turns to Jen, seeming to address her

(Continued)

Table 3. (Continued)

Line	Speaker	Utterance	Nonverbal behavior	Identities signaled in utterance	Linguistic evidence for descriptions of identity
22	Kyle	<i>so doing that, collectively(.) with a partner (.)</i>	Looks to Elizabeth and nods	Kyle affirms his identity as a social learner	Uses multiple descriptions of social learning to support identity claim. Gaze and gesture appeals to colleagues for support.
23	Kyle	<i>so we can see what it does so that can inform our purpose in the classroom</i>	Moves right hand vertically to emphasize verbs in utterance. Elizabeth nods in response	Kyle makes the connection between his identity as a learner and as a teacher	Proposes that technology integration should be intimately tied to pedagogy. Gesture reinforces call to action, and he receives affirmation from colleague

identity claim can be understood as unitary, multiple, continuous, discontinuous, individual, or social (Akkerman & Meijer, 2011). The transcription conventions in Table 2 are adapted from Juzwik and Ives (2010), Atkinson and Heritage (1984), Gee (1999), and Tedlock (1983).

The second dialogic narrative chain (see Table 4) took place in March 2010, after our learning community had met regularly for nine months. Compared to the other example, this one was much longer and involved more speakers. Here, Rebecca shared a lengthy dialogic narrative about how she used online discussion boards in order to promote participatory learning and critical thinking around the novel *Things Fall Apart*. She showed examples of the online discussion, discussed her multi-step assessment process, and shared her enthusiasm with students' level of engagement and reflection. In this analysis, I chose to focus on the learning community's response to Rebecca's dialogic narrative, and the speakers here include Rebecca, Kyle, and Alice. In this interaction, Kyle and Rebecca responded positively to students' online discussions, but Rebecca noted her frustration with formative and summative assessment in this environment. Drawing on her experience, Alice offered some suggestions for assessing students' learning in online spaces. During this part of the meeting, the lights were dimmed and we faced toward a screen rather than each other; consequently, I did not include nonverbal behavior in the analysis. In the microanalysis, I attended to the linguistic features of the utterances, the speaker's signaling of their own identity or the ways in which they challenge others' identity claims, use of intertextuality, intercontextuality, and interdiscursivity (Bloome et al., 2005), and the implications for technology integration in the English curriculum.

Table 4. Microethnographic discourse analysis and intertextuality.

Line	Speaker	Utterance	Identities signaled and/or challenged in utterance	Evidence of intertextuality, intercontextuality, and interdiscursivity	Commentary about literacy and technology
1	Kyle	it's so hard to <i>teach</i> that (.) critical thinking reaction to text and writing	Kyle claims an identity as a thoughtful, critical educator	Intertextuality: Kyle refers to the students' online discussions that Rebecca just shared	As an experienced educator, Kyle values critical thought. The question, then, is how digital tools can facilitate students' critical thinking and participatory learning?
2	Kyle	I've asked↑ them to do it for years on paper at their desks and then they exchange it (.)	↓	Intercontextuality: Kyle juxtaposes his students' face-to-face discussions in the classroom with Rebecca's students' online discussions	↓
3	Kyle	it's just this little private thing	↓	↓	↓
4	Kyle	<i>this</i> is so different	Kyle, who had previously expressed an identity as a new technology user, notes the qualitative difference between online and face-to-face discussions.	↓	Kyle notes the difference between having students discuss literature face-to-face and the level of engagement evident in Rebecca's students' online discussion
5	Rebecca	it just seemed really powerful to me	Rebecca expresses her identity as an educator who is willing to open to new ideas and practices	Intercontextuality: Rebecca acknowledges Kyle's juxtaposition	Rebecca also acknowledges this difference, and adds that these online discussions are powerful examples of critical thought and reflection
6	Rebecca	I walked away feeling like(.) <Oh wow>	↓	Intercontextuality: Rebecca refers to both students' discussions and her paper-based analysis of them	↓

(Continued)

Table 4. (Continued)

Line	Speaker	Utterance	Identities signaled and/or challenged in utterance	Evidence of intertextuality, intercontextuality, and interdiscursivity	Commentary about literacy and technology
7	Rebecca	it's just (.) <i>managing</i> it is really hard (.)	Rebecca claims an identity as a new technology user	↓	Despite these positive outcomes, Rebecca shares that she struggles with how to design and assess students' work in online spaces
8	Rebecca	and evaluating it (.) it took me probably two hours to do <i>that</i>	Rebecca expands on this claim and adds that this identity poses problems for her pedagogy.	↓	↓
9	Alice	>but you wouldn't have to do it again.<	Alice challenges Rebecca's identity positioning	Intertextuality: Alice brings up Rebecca's paper-based analysis, which was previously discussed in the meeting	Alice points out that since this was Rebecca's first time using an online discussion board, it necessarily involved more time to design and assess it
10	Rebecca	WELL no (.) I U like I do have to (3)	Rebecca acquiesces	Intertextuality: Rebecca acknowledges Alice's reference	Rebecca reluctantly agrees with Alice's point
11	Rebecca	<I think kids <i>grow</i> when you hold them accountable.>	Rebecca positions herself as an expert teacher who values student accountability	Interdiscursivity: Rebecca introduces accountability. In schools, accountability is often a part of the institutional discourse	Rebecca expands on her previous statements, and suggestions that "accountability" can be difficult to define and trace in online, asynchronous, and multimodal environments
12	Alice	but is there a way to hold them accountable that's not as (2)	Alice questions how this positioning functions with digital tools	↓	Alice draws on her own experiences and implies that accountability is possible in such contexts

(Continued)

Table 4. (Continued)

Line	Speaker	Utterance	Identities signaled and/or challenged in utterance	Evidence of intertextuality, intercontextuality, and interdiscursivity	Commentary about literacy and technology
13	Rebecca	teacher [↑] intensive?	Rebecca returns to her claim that, as a new user of technology, it requires a substantial amount of time and effort	Intertextuality: Rebecca returns to her claims, uttered nine months before, that technology integration requires substantial time and effort for her	Rebecca identifies several key barriers to technology integration: expertise with digital tools, time, and inexperience with design and assessment
14	Alice	first of all (.) could you <i>enter</i> into the conversation more?	Alice, who has previously positioned as a technology user, questions Rebecca's claims	Intercontextuality: Alice links Rebecca's desire for accountability to instructional practices in online spaces	Alice, again drawing on her own experience, suggests ways to address these barriers
15	Alice	And respond to the students >or just type something in general<	↓	↓	↓
16	Alice	or if you want to hold them accountable (.) just pull it up in the beginning of class and say ["I <i>really</i> like this, and here's why I like it"]	Alice expands on her previous identity claim, offering suggestions from her own practice	↓	↓
17	Rebecca	[that would do it, because they'd be <i>afraid</i> that [I was going to pull theirs up	Rebecca returns to the notion of accountability, staking a claim as an educator who is both respected and feared	Intercontextuality: Rebecca acknowledges and responds to Alice's proposal	Rebecca positively responds to Alice's suggestions
18	Alice	[and then pull one up and say "This is how I would have modified it because it would go deeper"]	Alice expands on this claim, again offering verbatim language to use in the classroom	Intercontextuality: Alice refers to the previous discussion in this meeting about breadth and depth in students' critical thinking.	Alice continues to suggest how Rebecca can address her identified barriers to technology integration, and

(Continued)

Table 4. (Continued)

Line	Speaker	Utterance	Identities signaled and/or challenged in utterance	Evidence of intertextuality, intercontextuality, and interdiscursivity	Commentary about literacy and technology
				She then relates this past context to Rebecca's actions in a hypothetical future context	she uses model scripts
19	Alice	I think (.) <you did a time-intensive way> because of your own curiosity (.)	Alice proposes that Rebecca holds an identity as a thoughtful, critical educator	↓	↓
20	Alice	but you will eventually figure out ways around it	Alice suggests that Rebecca will, with time, reconcile her identities as an educator who values accountability and a new user of technology	Intercontextuality: Alice links Rebecca's present attempts at technology integration to future attempts	Alice suggests that with technology integration, there is a learning curve involved
21	Alice	and a lot of times I <i>respond</i> to their post (.) I put it in the forum	Alice shows how she reconciles her pedagogical beliefs and technological practices	Intertextuality: Alice juxtaposes Rebecca's time-intensive, paper-based summative assessment of students' online discussions to her own approach to formative assessment in online spaces	Alice notes how she has approached formative and summative assessment in online spaces in a way that does not take up too much time
22	Alice	>I guess I don't find that it's taking much time because it's so much< it's like " WOW what a great IDEA "	↓	↓	↓
23	Rebecca	Yeah (.) but I'm the immigrant, you're the native	Rebecca presents a dichotomy in terms of identity claims, which challenges	Interdiscursivity: Rebecca draws on popular discourse about digital immigrants and digital natives in	Rebecca attributes Alice's technology integration to age or experience with

(Continued)

Table 4. (Continued)

Line	Speaker	Utterance	Identities signaled and/or challenged in utterance	Evidence of intertextuality, intercontextuality, and interdiscursivity	Commentary about literacy and technology
			Alice's suggestion that technology integration – and one's identity as a user of technology – exists on a continuum	order to differentiate between her and Alice's approaches to technology integration and assessment.	digital tools, which contrasts with Alice's suggestion that effective technology integration happens via trial and error over time

Results and discussion

Laying the groundwork: identity claims in dialogic narratives

In the first dialogic narrative chain, Rebecca shared a dialogic narrative in which she reflected on her learning style, expressed her concerns about the time and effort required to integrate technology in the curriculum, and suggested that the learning community proceed by engaging in hands-on, collaborative exploration of specific digital tools (Table 3). Kyle then responded to this dialogic narrative by echoing Rebecca's sentiments and suggestions. In my analysis, I began by focusing on the linguistic features of the speakers' utterances and their nonverbal behavior. During this meeting, the six members of the learning community sat around a table, facing one another. For that reason, I was interested in looking at how gaze, gesture, and body positioning, in addition to intonation, volume, and pacing, worked together to constitute the dialogic narrative. Rebecca began her dialogic narrative by claiming an identity as a social learner (lines 1–2): "When I learn new technology, I really like to have somebody doing it beside me, because I like to see how somebody else does it and learn by watching and doing, repeating it." At the onset of this utterance, Rebecca covered her face with her hands, which may have signaled frustration with learning about technology. Rebecca looked first to Kyle, who nodded in agreement, and then to me, which seemed to invite us to learn with her in this way. Rebecca next staked a claim as a new user of technology, when she shared how learning about new digital tools demands a tremendous amount of time and effort (lines 3–4). She juxtaposed this identity with one that positioned her as an authority figure in the classroom (line 5–6). Consequently, Rebecca seemed to suggest that if students perceived any incompetence in her use of technology, they may not view her as a respected figure of authority in the classroom.

Rebecca continued to address her identity as a newcomer to technology by relaying an incident that occurred in her classroom, "In fact, one of the things I said to the kids when we were talking about what do we need for the class to work well is that I need to feel safe taking risks because whenever you learn something new, you're going to make mistakes and look stupid" (lines 8–9). Rebecca seemed to recognize that an inherent part of learning involves moving out of her comfort zone and taking risks. She continued to situate learning as a social endeavor, but

considered learning with her peers to be more safe than learning with (or from) her students. In the following lines, Rebecca identified time as the barrier that prevented her from integrating more media and technology into her classroom (lines 11–13). In line 12, she said, “I’m being very honest, [it] is difficult and daunting.” While her words appeared to convey her fear and frustration, she smiled, laughed, and clapped while uttering this phrase. This disconnect may be a way to either draw attention to her utterance or to minimize the disclosure that her identity as a newcomer to technology is a source of frustration or anxiety. At the end of Rebecca’s dialogic narrative, she returned to her initial identity claim as a social learner, and asked the learning community to engage in hands-on work with digital tools: “So is there going to be a way through this gathering to maybe, together, open up a Ning and do it together? Could we maybe plan our next meeting doing that, or are you already using it?” (lines 14–15). Here, Rebecca gestured in a circular motion and nodded both times she says the word “together.” In this utterance, I would argue that Rebecca was not only staking a claim as a social learner, she was extending an open *invitation* to the rest of us within the learning community to also claim that identity. At the end of line 15, Rebecca’s gaze turned to Kyle, who then responded to this invitation to continue the dialogic narrative chain.

Since narratives are not told in isolation, it is critical to consider how they are taken up by others. In this interaction, Rebecca’s words and gaze invited a direct response from Kyle, who immediately replied, “I’m not. And thank you for expressing that” (lines 17–18). Here, Kyle also claimed an identity as a new user of digital tools and he echoed Rebecca’s feelings about the time and effort demanded for technology integration. In lines 18–19, Kyle’s word choice (I’m with you) seemed to agree with Rebecca’s identity as a social learner, but he also introduced the notion that he could learn individually (as a “hunt and peck kind of operator”) but that this approach may be more time-consuming. At this point, Kyle used one finger on each hand, gesturing as if he was slowing typing on a keyboard. While he did this, he looked around at Elizabeth, Sara, and Rebecca, the three other self-identified new users of technology. By focusing on the linguistic features of Kyle’s utterance and his gestures, the performative aspect of identity is evident. He made two identity claims that, at face value, are contradictory. But by appealing to the other members of the learning community, Kyle appeared to suggest that both approaches to learning about digital tools may be necessary, if not complementary. In line 21, Kyle used the metaphor of unpeeling an onion to describe professional learning. Next, he affirmed his identity claim as a social learner and stated, “So doing that, collectively, with a partner, so we can see what it does so that we can inform our purpose in the classroom” (lines 21–23). It is here that Kyle made a direct connection between his identity as a learner and his identity as a teacher. In this sense, he *expanded* on Rebecca’s initial identity claim and connected professional learning to instructional practices.

Locating a dialogical view of teacher identity

Positioned at the core of the teaching profession, identity provides a framework that guides our thoughts, our beliefs, and our actions (Sachs, 2005). For Rebecca and Kyle, a social conceptualization of identity allowed them to situate professional learning as a social endeavor. Furthermore, it enabled them to invite other members of the learning community to take part in a common endeavor, such as when

Rebecca asked, “Is there going to be a way through this gathering to ... [create a social network] together?” (line 14) or when Kyle proposed, “Doing that, collectively, with a partner ... can inform our purpose in the classroom” (lines 22–23). The specific word choice within the dialogic narratives (“together,” “collectively,” “partner,” and “our purpose”), coupled with gestures and gaze, reinforced the notion that identity development is inherently a social process. In this excerpt, Rebecca’s continuous identity was marked by her current beliefs and practices. Technology integration functioned as a disruption that, in a sense, may challenge this identity. In Rebecca’s dialogic narrative, she conceptualized technology as something that demands a tremendous amount of energy (line 4), requires concerted effort (line 7), involves risk-taking (line 8), takes a substantial amount of time (line 10), and threatens her authority in the classroom (line 9). Consequently, technology integration effectively challenged her established identity as a smart, capable English teacher. When Kyle responded to Rebecca’s dialogic narrative, rather than directly taking up these issues, he instead focused on how the learning community can proceed forward, such as working collectively to learn about digital tools and plan lessons. As a result, the dialogic narratives in Table 3 can be seen in terms of an “ask” and an “answer” as well as a “problem” and a “solution.” By closely examining the salient characteristics of identity within this excerpt, it is possible to gain insight into how identity functions within dialogic narratives.

Challenging identity claims about literacy, technology, and pedagogy

In the previous example, the analysis included a dialogic narrative chain that consisted of a short narrative and the next immediate utterance. In the second example, I specifically focused on the utterances that immediately followed a lengthy dialogic narrative (Table 4). On this day, Rebecca walked into the meeting and proclaimed, “I’ve got to show you this!” Eagerly, she went over to the computer and accessed the online discussion board that she was using in her English class. Using a projector and screen, Rebecca shared examples of students’ interactions and pointed out key moments that, to her, showed critical engagement and intellectual growth. Next, she said that her struggle as an English educator involved the assessment of students’ learning in online spaces. Using a printed copy of the online discussion and different color pens, Rebecca shared how she measured student learning:

Every time there is a new idea, there is a bullet point, and I was trying to see how many leaps off of that I was getting for each one ... So I was trying to see are they going this way and are they going this way? [Gestures vertically and then horizontally, referring to our previous discussion about the breadth and depth of students’ thought.] Then I thought, “My gosh, to do this on every single discussion would take me forever!” Because I was trying to think of how do we teach the kids what we want? So what I’m thinking I’m going to do with this now, is I’m going to take one of these and I’m going to model it for them ... And then I think that I would like for them to do their own discussions ... Are they going this way? And are they going that way?

This short excerpt from Rebecca’s dialogic narrative highlighted several pedagogical challenges. As an English educator, how could she promote students’ sustained dialogue, intellectual growth, and analytical skills? How could she communicate to students what this looks like in an online environment? And what tools could she use for formative and summative assessment? In this analysis, I was interested in

how the learning community responded to Rebecca's dialogic narrative and took up these issues. Specifically, I focused on how identity claims, intertextuality, intercontextuality, and interdiscursivity functioned within the dialogic narrative claim in order to address the pedagogical challenges associated with technology integration.

I began by examining how speakers' utterances within the dialogic narrative chain signal their identity or challenge another's identity claim. For Rebecca, Kyle, and Alice, these identity claims were consistent with what I had identified in other discussions of the learning community, interviews, and artifacts (Curwood, 2011a). What is interesting, though, is how speakers *expanded on* and *challenged* another's identity claim. In the previous analysis, Kyle took up and then elaborated on Rebecca's identity claim to create a direct connection between how he saw himself as a learner and how he saw himself as a teacher. In the excerpt depicted here, Rebecca stated that her students' online discussions "seemed really powerful to me. I walked away feeling like, 'oh wow!'" (lines 5–6). Despite these positive results, Rebecca reiterated her claim that as a new user of technology, the design and management of student work in online environments was problematic: "It's just – managing it is really hard. And evaluating it. It probably took me two hours to do that" (lines 7–8). It is at this point that Alice challenged this identity claim and stated: "But you wouldn't have to do it again" (line 9). Here, Alice pointed out that Rebecca's time-consuming process of tracing the breadth and depth of students' analytical discussions was not required in order to fairly assess all students. Rebecca conceded this point, but then noted that students need to be accountable in all contexts, whether they are in the classroom or in online spaces. Alice then used critical questions, ("Could you enter into the conversation more?" in line 14), examples from her own practice ("I respond to their post [online]" in line 21), and possible classroom scripts ("I really like this, and here's why" in line 16 and "This is how I would have modified it ... to go deeper" in line 18) to challenge Rebecca's identity positioning and claims about the overwhelming amount of time and effort required for technology integration.

At first, Rebecca seemed responsive to Alice' ideas and agreed that showing -students how she analyzed their discussions would promote accountability and critical thinking (line 17). But at the end of the dialogic narrative chain, Rebecca pushed back against Alice's challenge to her identity and proclaimed, "Yeah, but I'm the immigrant, you're the native" (line 23). In contemporary discourse, it is common to create such a dichotomy between digital natives, who have grown up with technology and are adept at using it in their everyday lives, and digital immigrants, who encounter digital tools much later in life. However, Alice is 40 years old and Rebecca is 58. Rather than referring to the difference in their ages, Rebecca drew on this popular analogy to highlight the difference between their comfort level and willingness to innovate with technology in the curriculum. After Rebecca's utterance, the learning community responded with laughter. This served to disperse any tension within the interaction and, perhaps, responded to the improbability of Rebecca's defense.

Past, present, and future: Making connections within dialogic narratives

According to Bloome et al. (2005), "The methodological demand ... is to identify where, within an interaction, people are making connections between and among texts and between and among events" (p. 144). In Table 4, I focused on how

expression or contestation of identity related to the connections that individuals made between texts, contexts, and discourses. Simply put, intertextuality refers to the juxtaposition of texts. Scholarship on intertextuality often focuses on written texts, but Bloome et al. (2005) argue that it can include conversational texts, electronic texts, and nonverbal texts, among others. Intercontextuality refers to the social construction of relationships among social events and contexts, both past and future, while interdiscursivity refers to the relationship among institutional discourses (Bloome et al., 2005). In this dialogic narrative chain, Rebecca, Kyle, and Alice used intertextuality in order to highlight their pedagogical challenges and suggest possible solutions. After Rebecca's dialogic narrative, Kyle immediately responded sympathetically, "It's so hard to teach that critical thinking reaction to text and writing" (line 1), which served to position both of them as thoughtful, reflective educators. He also made a link between the online work of Rebecca's students and the learning community's earlier discussion about the need to teach students how to analyze material. In line 9, Alice created a connection between Rebecca's repeated claims about the time and effort required for technology integration and her paper-based assessment of students' online discussions by noting that the latter is not necessarily indicative of the former. And in line 21, Alice continued in this vein by juxtaposing Rebecca's time-intensive, paper-based summative assessment with her own approach to formative assessment in online spaces. Here, intertextuality allowed Kyle to express his own identity and affirm Rebecca's identity as an experienced educator. Intertextuality provided Alice with a way to share how she used digital tools to promote students' learning and to contest Rebecca's claim that the adoption of a new identity as a technology user required an overwhelming (if not impossible) amount of time, effort, and expertise.

Within this interaction, speakers frequently used intercontextuality as a way of linking classroom practices in the recent and distant past to those in the future. In line 2–4, for example, Kyle juxtaposed his students' in-class, paper-based discussions with Rebecca's students' asynchronous online discussions: "I've asked them to do it for years on paper at their desks and then they exchange it. It's just this private thing. This is so different." Alice used intercontextuality as a way to consider how members of the learning community may approach the design and assessment of students' work with digital tools in hypothetical future contexts. She did this through offering suggested scripts, as evident in lines 16 and 18. Alice also used intercontextuality as a way to link Rebecca's current instruction to her future instruction with technology, by observing, "I think you did it a time-intensive way because of your own curiosity. But you will eventually figure out ways around it." In this utterance, Alice proposed that two of Rebecca's identity claims (as an experienced educator and as a new user of technology) were not at odds with each other. In fact, her skills and experiences as a veteran English educator may very well be an asset as she works to incorporate new tools and spaces into the curriculum.

Rebecca used interdiscursivity at two key points in this interaction. In line 11, she said, "I think kids grow when you hold them accountable." While this utterance reinforced Rebecca's identity claim as an experienced teacher, it also directly referenced student accountability, which is a key component of the institutional discourse associated with high-stakes testing and standards-based learning. Alice pushed back on this a bit and asked, "But is there a way to hold them accountable that's not as ..." and Rebecca finished, "teacher intensive?" In line 23, Rebecca drew on another institutional discourse, one which poses a dichotomous relationship between digital

natives and digital immigrants. Again, she used interdiscursivity as a way to reinforce an identity claim, this time as a new user of technology. In these two instances, prevalent discourses in education were introduced into the interaction as a way to support Rebecca's identity positioning and provide justification for her instructional choices. Within this dialogic narrative chain, speakers primarily used intertextuality, intercontextuality, and interdiscursivity in order to ground their identity claims and justify their pedagogy. However, they also used these constructs to establish a connection between past, present, and future identities, beliefs, and practices.

Conclusion

While digital tools can shape students' engagement in participatory learning, multi-modal authoring, and critical thinking, the ways in which these practices take root in the curriculum are still very much dependent upon teachers' beliefs, values, and skills. This study showed how teachers' identity also shapes how they conceptualize and integrate technology into their instruction. As the Conference on English Education's position statement entitled *Beliefs about Technology and the Preparation of English Teachers* (Swenson, Rozema, Young, McGrail, & Whitin, 2005) points out:

Teachers, individually and collectively, have the capacity and the responsibility to influence the development, modification, adoption, and/or rejection of newer technologies. In order to make these critical decisions, they will need to understand not only how to use these technologies, but also the benefits and costs their adoption and integration into English language arts and literacy teaching have the potential to create for teachers, students, and the broader community.

Lewis (2007) argues that such technology integration demands that teachers acquire new orientations to time, space, performance, creativity, and design. The logical implication is that professional development must support teachers as they learn how to use digital tools and as they explore how this impacts students' learning within the secondary English classroom (Curwood & Cowell, 2011). Since the process of technology integration may take years (Cifuentes et al., 2011; Richardson & Mancabelli, 2011) and technology is constantly evolving, this must be reflected in both the content and the context of professional development.

If we assume that a dialectical relationship exists between teaching and learning, then it follows that teachers need the time and space to experiment with digital tools, discuss student work, and reflect on the role of technology in the curriculum. By examining interactions within professional development at the micro level, the focus moves away from the general content of teachers' talk to the discursive and semiotic processes that they use to construct and contest identity in a digital age. Within the context of the professional learning community, Rebecca, Kyle, and Alice performed and negotiated their identities. By pairing a dialogical perspective on teacher identity with a micro-level analysis, it is apparent that teachers use language and other semiotic resources to express their own identity as well as to acknowledge, expand on, and challenge others' identity claims. It is one thing to declare "This is who I am." It's quite another to ask a colleague, "Who do you want to become?" In response to Rebecca's dialogic narratives, we see this happen. Kyle directly linked our identities as learners to our practices as teachers. And Alice used critical questions and real-world examples to push back against the claim that technology integration requires an undue amount of time and effort.

Previous research by Leander (2009) suggests four competing stances that teachers adopt related to technology integration and digital literacy practices: (1) total resistance to using digital literacies; (2) total replacement of print-based literacies with digital literacies; (3) the use of digital literacies to validate or return to older literacies; and (4) remediation whereby digital literacies transform print-based literacies. While the teachers in this study did not adopt fixed positions related to technology integration, their different discourses constituted their identity performances. In particular, this occurred when they use language, gesture, and gaze to position themselves in relation to their colleagues' beliefs and values. Often, the process of identity performance can reveal different conceptions and tensions related to how we define subject English, engage with new technologies, and design learning opportunities for students.

Through Rebecca's participation in the learning community, we can see how technology integration may challenge teachers' established identities or threaten their authority in the classroom. As Rebecca's identity evolved to include being a user, teacher, and innovator of technology, she struggled to re-imagine herself as an English teacher in the twenty-first century. However, Rebecca's extensive experience as a professional development leader and her rapport with her colleagues in the learning community were vital to her identity development. She later reflected, "I trusted my fellow teachers that were in it with me and I trusted the process." For that reason, we cannot underestimate the importance of the context as well as the content of teachers' professional learning with regard to technology integration.

Within the learning community, intertextuality, intercontextuality, and interdiscursivity operate in different ways in order to link past, present, and future classroom practices. It is crucial that we, as teachers and teacher educators, attend to the ways in which diverse semiotic resources and institutional discourses may afford or constrain the creation of professional development contexts that support teachers' identity expression and digitally mediated instruction. This micro-level analysis suggests that we need to consider how to value teachers' established and emergent identities, and create space for dialogic narratives in order to facilitate technology integration in schools. If our students are entering a world where their ability to create multimodal representations, learn in diverse spaces, and engage in critical dialog are essential, then our schools must support teachers as they adopt and innovate with digital tools.

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