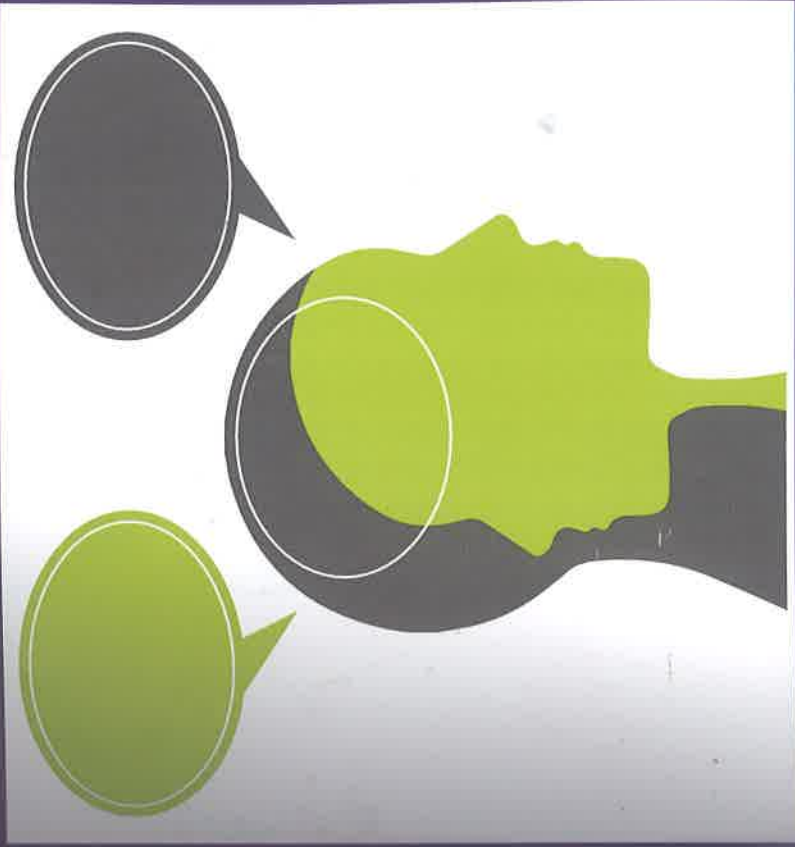




The Hague University of Applied Sciences
Johanna Westerdijkplein 75
2521 EH The Hague

thehagueuniversity.nl

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3. Elsa De Mattos, Universidade Federal da Bahia
 > **The Dialogical Self in Professional Development: A Longitudinal Study with Brazilian Youth**

This study aims to analyze the dynamics of subjectivity in youth professional development from the perspective of Dialogical Self Theory. The focus is on the transformations that occur in youth's self-system configurations during a critical developmental period when they start to participate in the world of work. In this paper, I will advance the idea that young people construct a future-oriented time perspective – and more specifically, a sense of “becoming professional” – through the movement of position and reposition through time and space. I propose that subjectivity emerges through cycles of production of innovation, leading to the construction of intransitive hierarchies of meaning, and creating more flexibility in the selfsystem over time. We present a longitudinal case study of three young people who participated in an apprenticeship program in Salvador, Brazil, to illustrate the process.

Longitudinal data were collected through two rounds of in-depth interviews at ages 18 and 21 years old. Analysis followed a mapping of positions and counter positions, as well as emerging tensions and their resolution over time and in different spheres of life (i.e. work and family life). The idea is to show how negotiations of self positions evolve and activate a mechanism of hierarchical integration and differentiation of meanings, in which flexible meanings are created that allow for the emergence of alternative life trajectories, guided by a new sense of “becoming professional”.

4. Francesco Arcidiacono, University of Teacher Education BEJUNE, Switzerland
Patrick Studer, Zurich University of Applied Sciences, Switzerland
 > **Reflexivity and Self in Scientific Writing Practices: Towards a Professionalization of Teachers' Education**

This paper aims to identify manifestations of reflexivity in the final theses of future teachers during their undergraduate studies in universities of teacher education. In the context of the recent phenomenon of professionalization of higher education, an important area of concern is the relationship between theory and professional training. The bachelor thesis at the end of teacher training represents a formal and final step future teachers have to go through before they receive their qualification. It also marks the end of the process of professionalization which aims to educate future teachers to and through research (Wentzel, 2010) in order to become reflective practitioners in schools. In this context, thesis writing can be considered a key task with which future teachers should be able to demonstrate their professional membership.

Our contribution intends to review the types of reflexivity (Lynch, 2000) that emerge in future teachers' writing productions. This review is based on a selective corpus of bachelor theses from various Swiss universities of teacher education. The goal of the analysis is to understand the degree to which a bachelor thesis represents a site for reflexive action and for constructing versions of reflexive selves. Within a dialogical perspective, we view bachelor theses as outcomes

that reflect the authors' efforts at constructing professional identities through positioning themselves within the discourse (Davies & Harré, 1990; Hermans, 2001). The results show a continuum of reflexive degrees in the analyzed theses and considerable differences in reflexive strength of knowledge claims, possibly indicating areas for further development.

5. Pina Marsico, University of Salerno, Italy

Luca Tateo, Centre for Cultural Psychology, Aalborg University, Denmark
 > **The Emergence of Self in the Educational**

“From a young age, people are continuously involved in dialogues in which representatives of the community (mother, father, aunt, uncle, teacher, peers) place them in particular positions (child, pupil, friend), which can vary according to the social situation the child is part of” (Hermans, 2001, 263-264). These experiences made in the educational contexts contribute to emerge of the Self, providing values, models of behavior, norms, symbolic repertoires, emotional experiences, knowledge and practices that are internalized in the form of voices in tension that are negotiated and constitute a capital of symbolic resources on which the individual will draw during all life.

This developmental process is investigated through the new construct of Educational Self, that is a specific dimension of Self, emerging from the dialogical process taking place during social interactions in the educational context (Iannaccone, Marsico & Tateo, 2012). It involves cognitive, emotional, representational and practical dimensions taking place day by day during the school life. This theoretical construct could help to understand how individuals learn to manage the cognitive, emotional and social dimensions of the different Self positions in tension when involved in educational activities (Tateo & Marsico, 2013). The contribution will develop the Educational Self idea, drawing on some studies, carried out in Italian educational context, leading to the elaboration of the construct in connection with the borders notion (Marsico, 2011). Finally, some theoretical implications and directions for further research in educational contexts will be proposed

Christiane Moro, Virginie Dutrannois & Marie Béguin

> **Communication toward Other People and toward Oneself, Psychological Development and Formation of Consciousness**

Following Vygotsky and his main insight concerning the crucial role of semiotic systems in psychological development, we will examine, from a pragmatic and semiotic perspective, the role of objects and non verbal signs in the emergence of a cultural mediated mind and human consciousness before- and in the transition to language.

The presentations complement each other as they address issues concerning the role of objects and non verbal signs in the communication toward other people and