Abstract

This investigation has for objective the identification of constitutive elements of the university professors’ professional identity involved in researching is wanted, starting with their personal narrative and considering three factors: oneself sense, oneself recognition and the knowledge which the professor thinks and feels about his work. The goal is to point out the personal and collective elements of the professional teaching identity taken from the professor’s recounts. Right from the standpoint of a qualitative hermeneutic-descriptive work, the theoretical constructivist approach by Jerome Bruner and from philosophic foundation by Paul Ricoeur; the body of this work, which is formed by fifteen semi constructed individual interviews, carried out by five teachers who are doing a master in higher education-teaching in University of La Salle, is treated. The results show the attributes, the professional formation, the professor’s performance, the expectative, the professional appraisal, the social environment, the state and institutional policies and the social recognition are main factors for shaping the professor professional identity.

Keywords

Professional identity, personal recount, teaching in higher education, professor.