The novice teacher’s identity, motivation, and instructional decisions reflected negotiating situated subjective tensions between disciplinary and social goals.

**INTRODUCTION**

- Social studies teachers are encouraged to engage in discussions to deepen learning for a democratic society.
- Yet, discussions are mostly absent from social studies classrooms.
- Research suggests that novice social studies teachers struggle with facilitating discussions.
- However, very little research has focused on social studies teachers’ lived experiences in facilitating discussions.
- The current case study used the Dynamic Systems Model of Role Identity (DSMRI) to investigate one social studies preservice teacher’s (PST’s) identity, motivation, and actions while facilitating a discussion.

**METHODS**

- The case included a PST in his senior year from a Mid-Atlantic university.
- Data included: (a) PST’s lesson plan, (b) 10-minute video recording of a discussion session, and (c) the PST’s 1,227-word reflection on his decision-making during the discussion.
- DSMRI Manual guided the analysis of the data, which included coding for content (e.g., ontological beliefs) structure (e.g., alignment), and processes (e.g., self-reflection).
- Inductive analysis identified patterns and themes, reflected in an analytical summary of the case.

**RESULTS**

The findings suggested that the PST prioritized academically peripheral student interactions during the discussion over his original goal of orienting students to the historical text and disciplinary argumentation. The tension between planned versus emergent goals resulted with actions that favored students’ personal sense making, positive emotions, and social interaction over their engagement with planned learning objectives. The PST acknowledged this tension and noted disharmony between competing beliefs and goals in his affective appraisal of the discussion. But he indicated his priorities between these goals and actions by evaluating the discussion as “successful” despite the superficiality of the resultant academic learning in the session.

**DISCUSSION**

Current practices in PST training of discussions teach discrete discussion facilitation skills (e.g., *but* neglect to consider tensions within PST’s personal and professional identities. The current case study provides a first step towards developing a theory and recommendations that considers the interplay among PST’s situated appraisals, multiple goals, various self-perceptions, emotions, and actions that frame their decision-making when facilitating discussions. Such a theory could guide teacher educators in promoting PST’s professional identity exploration and formation to support their confidence, competence, and skills in aligning the different academic, social, and emotional goals involved in effective discussion facilitation.

**REFERENCES**