

Unlocking Teaching Practice through Self-Reflection: An Insight from Pre-Service Teachers

Saturday, 27 July 2024 15:00 (45 minutes)

Being a future teacher, a pre-service teacher needs practicing using different approaches, methods as well as techniques so that s/he can succeed in her/ his teaching career later on. It is a fact that pre-service teachers are often curious about what they have just done, whether it is good enough or not, what points they should improve for the next lesson. During teaching practice, a class of 30-gifted students has been required to reflect their own teaching via looking back the photos or videos, reading feedback checklist and comments from the teacher and classmates and then writing self-reflection. This action research aims to explore the effect of self-reflection on pre-service teachers, which focuses on answering the question "What do pre-service teachers' perceptions on self-reflection?". A survey questionnaire, observation checklist, self-reflection and interviews have been used to collect the data. The results show that pre-service teachers are aware of the significance of self-reflection in teaching practice and have positive attitude in using self-reflection in the future. In accordance with the findings, some pedagogical implications have been suggested about using self-reflection to promote teachers' teaching career, contributing to enhance the quality of teacher professional development.

Key words: pre-service teachers, self-reflection, professional development

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Session Classification: Posters

Track Classification: Professional Development