

THE COMPREHENSION OF REFLECTIVE PRACTICE AMONG EFL PROFESSIONAL TEACHERS IN INDONESIA: A CASE STUDY

Asep Dedeh Permana^{1*}, Eri Kurniawan², Lulu Laela Amalia³
¹asepdedehpermana@upi.edu, ²eri_kurniawan@upi.edu, ³luluamalia@upi.edu

UNIVERSITAS PENDIDIKAN INDONESIA

ABSTRACT

In English Language Teaching, reflective practice is a significant pedagogical approach for teacher professional development. This study aims to find out the comprehension of six Professional EFL Teachers in West Java, Indonesia. The research addressed two research questions: (1) how the participants define reflective practice; and (2) how they practice their reflection. The researcher applied a case study using semi-structured interviews, observation and document analysis to collect the data, which then was analyzed thematically. The participants of this study were six professional English teachers who has passed the Teacher professional education program (PPG) and has been teaching more than 10 years. According to the findings, the participants view reflective practice as a method of evaluation and introspection which positively contribute to their professional development. The participants depend heavily on student feedback and peer observation as the primary technique for putting reflective practice into action. It leads to the notion that their comprehension of reflective practice is neither complete nor exhaustive. To improve their understanding of reflective practice, higher education can provide continuing assistance and direction to EFL teachers with mentorship programs, collaborative peer work, and training sessions in which experts in reflective practice guide them toward becoming reflective practitioners.

Keywords: EFL, Professional Teachers, Reflective Practice, Teachers' Comprehension

A. INTRODUCTION

Reflective practice is a vital tool for personal and professional development in various fields, including education. According to Dewey (1910, 1933) and Schön (1983, 1987), reflective practice involves the conscious examination of experiences and beliefs to derive insights and enhance knowledge. Reflective practice is critical because practitioners are required to continually evaluate their actions and improve their practice. While the reflective practice benefits are widely acknowledged, their interpretation can vary across different contexts (Derinalp, 2022). These various definitions contribute to the multifaceted nature of reflective practice and illustrate the diverse perspectives within the field. In several studies, it was found that reflective practice has numerous benefits, including enhancing critical thinking skills (Plack & Santasier, 2004; Cirocco, 2007), improving decision-making abilities (Danielson, 2008), and promoting continuous learning (Osterman & Kottkamp, 2004). Additionally, Kok & Chabeli (2002), Bjuland (2004), and Derinalp (2022) have all linked it

to problem-solving techniques. Reflective practice is also related to the ability to analyze problems encountered and the influence of the political process on shaping ideologies, according to Boud et al. (1985) and Pisapia (2009). In the long run, these practices end up helping both the teaching process and the teacher's career (York-Barr et al., 2006; Shandomo, 2010; Zeichner & Liston, 2013; and Zwozdiak-Myers 2018).

Braun & Crumpler (2004) provide evidence supporting Schon's theory (1983, 1987) that experienced teachers who do not engage in reflection tend to remain at the same level as novice teachers. The essential competencies of a professional educator cannot be acquired solely through technical means; rather, they are developed through a continuous process of action-reflection. Without incorporating reflective practices, teachers cannot ensure the attainment of optimal teaching and learning objectives, leading them to become mere technicians rather than educators with professional standing. This is because they are unable to critically analyze the outcomes of their decisions in the classroom, thereby hindering their ability to take accountability for their actions.

Zeichner & Liston (2013) proposed a more practical interpretation of Reflective Practice, viewing it as a conscious process of reflecting on past actions and purposefully evaluating classroom methods, attitudes, and interactions. In the teaching context, it is important for a teacher to critically evaluate the objectives and principles that shape their work. Within the field of English Language Teaching (ELT), Reflective Practice, advocated by Farrell (2008, 2011, 2014) has received significant attention. Adopting Reflective Practice means that teachers express their fundamental beliefs about teaching and learning and then evaluate whether these beliefs align with their actual classroom practices, identifying areas of agreement or disparity (Farrell, 2015).

In regards to professional teachers, it is important to note that professional standards for teachers can differ among various countries. In Indonesia, the teacher professional standards are established on several legal foundations. These include Law Number 20 of 2003 concerning the National Education System, Article 42, paragraphs (1), (2), and (3); Law Number 14 of 2005 about Teachers and Lecturers, Chapter IV, Section One; Government Regulation Number 19 of 2005 about National Education Standards, Chapter VI; Minister of National Education Regulation of the Republic of Indonesia Number 16 of 2007 about Academic Qualifications and Competencies of Teachers; and Government Regulation Number 74 of 2008 about teachers, Chapter II. Based on the aforementioned legal foundations lead to the conclusion that the professional standards for teachers in Indonesia require them to possess academic qualifications, competencies, and certification. The academic qualification refers to holding a bachelor's degree (S1) or a four-year diploma (D-IV), while the mentioned competencies include pedagogical, personal, social, and professional competencies. Certification refers to the teaching certificate obtained through a professional education program conducted by accredited higher education institutions authorized by the Government. Teacher Certification Education Program (*Pendidikan Profesi Guru or PPG*) is organized by the Government and implemented objectively, transparently, and accountably. The Teacher Certification Program (PPG) is an educational initiative implemented by the government with the aim of enhancing the quality of teachers (Susilo, 2015).

This study examines two primary research questions: (1) how professional English as a Foreign Language teachers in West Java, Indonesia, define reflective practice; and (2) how

they practice their reflection? Based on those research questions, this study aims to investigate the understanding of reflective practice among EFL professional teachers in West Java, Indonesia, and explore how they implement it in their teaching practice. This research is specifically centered around EFL professional teachers in Indonesia who fulfill the academic qualification criteria, possess the four aforementioned competencies, and have successfully completed the Teacher Professional Education Program (PPG). Although previous research on reflective practice exists in general, this study narrows its scope to examine this specific subset of EFL professional teachers. By focusing on this special group, research can explore the unique challenges, experiences, and professional development needs specific to this group. By examining their comprehension of reflective practice, this research seeks to gain insights into the extent to which EFL professional teachers in West Java engage in reflective processes to enhance their teaching methods and improve student learning outcomes. The findings from this study will contribute to a deeper understanding of the role and effectiveness of reflective practice in the context of EFL teaching, specifically in Indonesia.

B. METHOD

This research applied a case study approach to examine the understanding and implementation of reflective practice among six professional EFL teachers in west Java, Indonesia. This case study provides an analysis of different points of view and experiences. By conducting an analysis of six professional English as a Foreign Language (EFL) teachers, the researcher aims to gain a comprehensive understanding of their perspectives and examine their implementation of reflective practice. This methodology assists in the identification of similarities, differences, and potential factors that impact reflective practice within the Indonesian English as a Foreign Language (EFL) teaching context. This study involved the selection of participants who held positions as professionals in education purposively. The criteria used include assessing adherence to established guidelines as well as determining accessibility for participation purposes. The selected individuals can be considered professional teachers as they meet all the required academic certification criteria and possess a set of pedagogical skills as well as personal qualities complemented by social adaptability and competence in managing their profession effectively. Also noteworthy is that they have successfully met the requirements to complete the Teacher Professional Education Program (PPG).

Table 1. The Data of the Participants

Participant	Age	Teaching Experience	Educational Background				City
PRT1	35	11	Bachelor's Degree in English Education.				Bogor
PRT2	42	21	Master's Degree in English Education.				Bandung
PRT3	42	22	Master's Degree in English Education.				Bandung
PRT4	37	17	Master's Degree in English Education.				Cimahi
PRT5	42	21	Bachelor's Degree in English Education.				Sumedang
PRT6	40	22	Bachelor's Degree in English Education.				Bogor

This research employs multiple methodologies, including semi-structured interviews, observation, and document analysis, to collect the necessary data. Individual semi-structured interviews were conducted with each participant to find out their perspectives on reflective practice and their methods. Observations were conducted to see how they implement reflective practice closely. Triangulation is used to obtain comprehensive and varied data. Then, in analyzing the data, the researchers chose thematic analysis. This approach involves identifying consistent thought patterns, themes of interest, and overarching concepts present in a data set. In order to uncover important themes related to the understanding and implementation of reflective practice, detailed monitoring was carried out by coding the relevant information accordingly. Using thematic analysis offers a structured framework along with rigor when interpreting the qualitative insights derived from the interviews conducted as well as the observations made along with the document analysis.

C. FINDINGS AND DISCUSSION

The research results have been presented according to the research questions that have been formulated. Therefore, this study aims to provide a comprehensive understanding of reflective practice among teachers of English as a Foreign Language (EFL) who are professionals in their field. The discussion involves examining teachers' understanding of reflective practice, as well as the implementation of their understanding of the concept.

1. Teachers' Understanding of the Concept of Reflective Practice

The findings of the study suggest that the participants had a common view of reflective practice. They see it as a method of engaging in self-evaluation and self-introspection as well as an asset for improving their level of professional development.

Four out of six participants associated the term reflective practice as an opportunity to engage in thoughtful analysis and evaluation of their teaching methods and strategies. The other two participants viewed reflective practice as “mirroring” for self-introspection. This indicates that they see reflective practice as a process of looking back at what teaching practices have been carried out, whether the learning is in accordance with what was designed. All the participants perceive reflective practice as a valuable means of professional development. They share the belief that engaging in reflective practice enables them to continuously improve their teaching skills.

Furthermore, four participants recognize the importance of examining their own teaching practices and being proactive in enhancing the quality of learning experiences for their students. As stated by PRT1 in the following excerpt:

“So, reflective practice is about looking back on my teaching experience, like, thinking seriously about what I did and then assessing what happened as a result. I usually evaluate my teaching by finding out what is working and what is not through students’ reflection.” (PRT1)

The data above indicates that reflective practice involves critically examining his actions and decisions, and evaluating the outcomes of his instructional approaches. In addition, PRT2's understanding of the term was like PRT1's. However, she had a more specific focus on what she reflected upon. PRT2 conceptualized reflective practice as a process to evaluate her teaching practices and develop her teaching strategy. This perception was similar to PRT5's.

She emphasized that through reflection, she critically analyzed her instructional methods, assessed their effectiveness, and made necessary adjustments to improve her overall teaching approach. PRT2 and PRT5 believed that by engaging in reflective practice, she could enhance her teaching strategies and ultimately contribute to better student learning outcomes.

“For me, reflection means evaluating my teaching that has taken place in the classroom, both in terms of success and what needs to be improved. so that I can consider various teaching strategies and develop students continuously.” (PRT2)

The participants shared the belief that reflection involves assessing their teaching actions with the aim of enhancing them. Reflecting on past actions is similar to Dewey's (1933) concept of reflection as a problem-solving process. It involves the capacity to examine past experiences, perform task analysis, and engage in anticipatory planning for the future critically and creatively. The definitions provided partially align with the existing literature on reflecting on past actions. Schön (1983) proposed that educators should retrospectively evaluate their actions to identify opportunities for future enhancements.

Participants find reflective reflection a valuable opportunity to undertake in-depth investigation and critique of their own instructional strategies and procedures. This gives them the opportunity to give serious consideration to the instructional decisions they make, to make necessary modifications, to adapt their approaches, and to improve their teaching practices to better meet the needs of their students. the participants got a new perspective from the experience. This notion is consistent with an understanding of reflective practice as being seen as a method of learning from and through experience (Boud et al., 1985). The idea of reflective practice as a tool for self-evaluation is in line with the broader concept of reflection, which emphasizes introspection, self-awareness, and the never-ending cycle of learning and progress.

A flashback process for improving teaching practices was another idea. It emerged from PRT5 and PRT6. For them, reflective practice is looking back on their teaching experiences. Such appeared to be the understanding of PRT5, when reflecting on how her views of reflective practice, stated in her interview:

“In my opinion, reflection is like "mirroring". So, you see yourself as a teacher, how you teach..... how you behave in class.... I think it is like a process of self-introspection, where the teacher thinks about what wasn't effective and corrects teaching practices, especially our teaching strategies that are not in accordance with what students want and need. Reflection also analyzes why teaching strategies are not working well, which means that we have to find out whether from the student's or the teacher's point of view.” (PRT5)

This idea aligns with the earlier findings. The concept of reflective practice has traditionally been associated with a retrospective process. Early definitions of the term emphasized looking back and reflecting on past experiences (Argyris & Schön, 1974; Dewey, 1910, 1933; Schön, 1983; Valli, 1997). For instance, Valli (1997) describes reflection as an activity of "bending back" and attributes the role of a "deliberative thinker" (Valli, 1997) to the reflective practitioner. However, as Derinalp (2022) suggests, it is important to recognize that confining reflective practice solely to a retrospective time frame would overlook the

potential benefits of anticipatory and prospective reflection activities. It is critical to avoid focusing primarily on learning from past experiences when engaged in reflective practice. Furthermore, it is critical for teachers to adopt a forward-thinking perspective. This enables professionals to anticipate possible issues, plan for them, and design multiple solutions to deal with them effectively.

Another finding indicate that all participants perceive reflective practice as an important tool for their professional development, they can identify areas for development and make decisions based on that information. this shared understanding shows a shared understanding and recognition of the value of reflective practice in the context of teaching English. PRT3, for example, sees reflective practice to help teachers develop themselves by continuing to learn from what happened. As he said in his interview:

“Reflection is when we, as teachers, take an active look at how we do things in the classroom. It means seeing if what we actually teach matches what we had planned. It's more than just criticizing or judging what we do; we also have to think about how well our actions match up with our learning goals and progress. This process helps us keep learning and growing, which lets us give them a better learning experience.” (PRT3)

This finding indicates that the use of reflective practice is an important component in helping teachers overcome classroom barriers and develop a deeper understanding of the needs of their students. It is in line with the statement of Farrell & Kennedy (2019), Mathew et al. (2017) that through reflection, teachers can evaluate their teaching practices, identify their strengths and weaknesses in teaching practice, and look for ways to improve their teaching strategies. In addition, a recent study from Derinalp (2020) also found the same thing. In her study, English teachers in Indonesia tend to only focus on their choice of methodology in the concept of professional development. In fact, the benefits of reflective practice go beyond simply evaluating and improving teaching practice.

2. Teachers’ Implementation of Reflective Practice

According to the findings, all participants in the implementation of reflective practice utilized students' feedback as a crucial component of their reflective process. However, Susi and Tanto went beyond solely relying on students' feedback and incorporated additional methods of reflection. Specifically, both Susi and Tanto engaged in peer observation as part of their reflective practice, in addition to considering students' feedback. The summary of how the participants implemented reflective practice presented below.

Table 2. Summary of Reflective Practice implemented by the Participants

Participant	Implementation of Reflective Practice
PRT1	Students’ feedback
PRT2	Students’ feedback
PRT3	Students’ feedback Peer observation
PRT4	Students’ feedback Peer observation
PRT5	Students’ feedback
PRT6	Students’ feedback

Most participants primarily relied on students' feedback as a means of reflection. They recognized the value of seeking input directly from their students to gain valuable insights into their teaching effectiveness. As stated by PRT6 in our interview:

“After teaching, I usually think about what I have done with students and how they have responded. I think about whether the teaching methods I use are effective, whether there are aspects that I can improve, and how students can be more engaged in learning. I also involve students in this evaluation process through collaborative reflection, asking them for feedback on what they like and don't like about my teaching. This way, I can know about how my practice is going and can take steps to improve it in my next class.” (PRT6)

From the observation, the teachers incorporated student involvement in the process of reflection. This implies that they emphasize the importance of involving students in the evaluation process through collaborative reflection, actively seeking their feedback to gain insights into their preferences and dislikes regarding their teaching practices. By employing this reflective practice, they aim to monitor and enhance their instructional performance, enabling them to make informed adjustments and improvements in subsequent teaching sessions. Within this context, the mentioned findings provide substantial evidence supporting the idea that teachers can greatly benefit from receiving feedback on their instructional practices. Such feedback serves to broaden their perspectives in a meaningful manner and offers valuable insights into the teaching process (Mandouit, 2018; Göbel et al., 2021). Nonetheless, depending exclusively on students' feedback for the purpose of reflection is inadequate due to their limited understanding of the specific aspects they should address in their feedback to the teacher. Consequently, teachers must employ additional methods of reflection.

In addition to considering students' feedback, PRT3 and PRT4 adopted an expanded approach to reflection by incorporating supplementary methods. Notably, both actively participated in peer observation as an integral part of their reflective practice. In PRT3's case, she took part in peer observation through a program run by the school where she works. This structured arrangement allowed her to observe and be observed by her fellow educators. By participating in peer observation, PRT3 had the opportunity to gain valuable insights from her colleagues' teaching practices and receive constructive feedback on her own instructional methods. This collaborative approach to reflection facilitated a deeper understanding of different teaching approaches and promoted professional growth. Below is an excerpt from PRT3's interview:

“At my school there is a program called "Lesson study". in this program we do peer observation. we give each other opinions and correction of our teaching practices to each other. from here also we know what our shortcomings in teaching and must be corrected. But sometimes the program doesn't run smoothly. because usually when we want to do a "lesson study" a lot of teachers do make up for their classes, so it's not real activities that are usually carried out daily.” (PRT3)

The findings highlight the presence of a program called "Lesson study" in the PRT3's school. The program involves peer observation, where teachers provide each other with opinions and corrections regarding their teaching practices. This process helps identify shortcomings in teaching that need to be addressed. The statement aligns with findings from previous

literature. Peer observation is widely recognized as a valuable mechanism for enhancing learning and teaching practices. This indicates that by watching and studying these records, teachers can figure out what they are doing well, what they could do better, and where they could improve. It is supported by Sydnor (2016) who says that this method lets teachers do objective observations of how they teach and gives them information about how students learn, how to run a classroom, and how to get them involved. Therefore, when implemented effectively, it serves as a process that promotes reflection on teaching methods, identifies areas for growth and improvement, and stimulates discussions and sharing of best practices among educators (Brown & Jones, 1993; Fullerton, 1999; Gosling, 2000; Fletcher & Orsmond, 2005).

D. CONCLUSION

The results of this study indicate that professional English as a Foreign Language (EFL) teachers in West Java, Indonesia understand and see reflective practice to enhance their teaching methods and professional development. However, their reflection is largely based on peer obligatory observation and student feedback. This study shows that the participants did not have a full understanding of what reflective practice is or how to do it. To promote them to enhance their comprehension of reflective practice, EFL teachers need to be encouraged to learn more about reflective practice and to try and use a variety of reflective strategies. Higher education can provide guidance to EFL teachers as they engage in reflective practice. This will help EFL teachers better understand how reflective practice works and help them teach it in a better way. There are many ways to help, such as through mentoring programs, opportunities to work with other teachers, and coaching talks where experts in reflective practice guide and assist teachers on their journey to becoming more reflective.

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