



SEEING THE SELF AS A REFLECTIVE PRACTICE



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“WE DO NOT LEARN FROM
EXPERIENCE... WE LEARN FROM
REFLECTING ON EXPERIENCE.”
—*JOHN DEWEY*

REFLECTION IS A CONSCIOUS PROCESS WHICH

- reviews work experiences critically...
- seeks to understand actions, decisions, outcomes...
- aims to improve future performance and foster growth...
- applies to individuals, teams, and leaders at every level...

WHY REFLECT PROFESSIONALLY?

- Continuous Improvement: Learn from past experiences to do better next time
- Self-Awareness Enhancement: Understand your strengths, weaknesses, and triggers drive
- Better Decision-Making: Make informed, thoughtful choices
- Emotional Intelligence Construction: Manage emotions and relationships effectively
- Mindset Growth: Embrace challenges as opportunities

REFLECTION AND SELF ASSESSMENT

- Self-assessment bears importance in the world of education as the end-product of a reflective practice.
- In this way, the participant of a program can achieve professional growth, identify strong and weak points, and set goals for future careers.

- It is widely known that such tools, particularly the ones utilized for self-assessment and peer assessment could be used as a powerful learning practice, rather than a simple assessment tool (Bozkurt F, 2020)
- Informal tools such as self-reflection journals, rubrics, reflection portfolios and self-evaluation forms as well as the feedback from mentors as formal tools serve as the milestones for professional development.

METHODOLOGY

- A mixed-method research design
- 70 teacher candidates
- A rubric for self assessment
- Frequency of assessment as a descriptive study
- Content analysis to describe codes and themes

AIM

- This study aims to identify the self-efficacy perceptions of the teacher candidates in terms of their competence at an Initial Teacher Education Course program. In this way, the research aims to identify the candidates' self-assessment and the instructors' rating to reveal the “consistencies and differences” (Mcfadden & Hindin,2012)
- The study also aims to produce fruitful results for the cultivation of reflective teachers as an educational implication.

RESEARCH QUESTIONS

1. How do teacher candidates evaluate themselves as for their performances?
2. What are the strong aspects in their competence perception ?
3. What are the weak aspects in their competence perception?

Knowledge about	Excellent (10)	Good (8)	Satisfactory (6)	Needs Improvement (3)	Notes
lesson planning	10				
needs	10				
methodology	10				
drama	10				
technology	10				
authenticity		9			
content delivery		9			
pedagogy			6		
task design			6		
corrective feedback	10				

FINDINGS

R.Q.1.How do teacher candidates evaluate themselves as for their performances?

Lower marks

Realistic evaluation

Awareness of competencies

Clear indications of reflection

Future projections

R.Q.2. What are the strong aspects in teacher candidates' competence perception ?

PROUD OF

- body language
- class command
- opportunities
- clarity and simplicity of instruction
- level-appropriate language
- OPEN TO ...
- flexible for situations
- feedback
- onstructive ciriticism

• PERSONALLY.....

- humorous
- adaptable
- active
- determined

R.Q.2. What are the strong aspects in teacher candidates' competence perception ?

PROFESSIONALLY...

- willing to teach
- childhood dream
- pacing and voice modulation
- tailored feedback
- increase effectiveness and motivation
- growth in drama-based pedagogy
- delivery dynamics
- self-awareness

What are the strong aspects in teacher candidates' competence perception ?

TECHNOLOGY LITERACY

- familiarity with technology...
- digital tools and interactive platforms for vivid lessons...
- brief movie snippets, or simple reviews from kid-friendly magazines...

What are the strong aspects in teacher candidates' competence perception ?

METHODOLOGY

- methodology knowledge
- techniques
- pedagogy, not just relying on instinct.
- creativity
- classroom management
- time management
- challenging questions
- scaffolding
- inclusive learning experience

R.Q.3. What are the weak aspects in teacher candidates' competence perception ?

SPACE FOR LEARNERS

Less authority

Traditionanl roles

MATERIAL DESIGN

- Adoption
- Adaptation
- Preparation
- Authentic materials
- creative and applicable materials

R.Q.3. What are the weak aspects in teacher candidates' competence perception ?

DRAMA

- different drama techniques for students with different comfort zones
- role-play, mime, or improvisational games to increase interaction and emotional engagement.
- a well-equipped teacher

FEEDBACK

- personalized feedback
- content

CONCLUSION

- «The way I was taught still comes with me».
- «I've grown a lot not only in knowledge, but also in confidence».
- «I know I still have a long way to go».
- «I make an effort to provide enjoyable and instructive tasks».
- «I will think about how to gear instruction to accommodate different competence levels».
- I'm motivated to keep learning, growing, and improving as a future teacher».

SELECTED REFERENCES

- Bozkurt, F. (2020). Teacher candidates' views on self and peer assessment as a tool for student development. Australian Journal of Teacher Education (Online), 45(1), 47-60.
- Mcfadden, L.B. & Hindin, A. (2012). Utilizing Self-Assessment and Supervisors' Assessment to Enrich Understanding of Teacher Candidates' Performance in the Field. Teacher Education and Practice, 25(3), 441-456.

