

DOI: 10.5281/zenodo.12511010

# ENCOURAGING REFLECTION THROUGH PROFESSIONAL REFLECTIVE LOG FOR AUGMENTING PEDAGOGICAL COMPETENCIES

Anand Kumar Arya<sup>1\*</sup>, Vishal D. Pajankar<sup>2</sup>, Pragya Sharma<sup>1</sup>

<sup>1</sup>DESM, Regional Institute of Education, NCERT, Ajmer-305004, India

<sup>2</sup>National Council of Educational Research and Training, New Delhi 110016, India

Received: 11/12/2024

Accepted: 25/02/2025

Corresponding author: Anand Kumar Arya  
([anandarya2001@yahoo.com](mailto:anandarya2001@yahoo.com))

## ABSTRACT

Teaching is a complex cognitive and interactive process that requires not only the ability to teach but also the ability to evaluate and improve upon one's own actions. It requires continual reflection of looking back at what happened, examining one's actions, and deciding what can be improved for future teaching experiences. It is closely connected to learning from experience. The present research explores reflective log as a prompt for reflection. It showcases the first-hand experiences, how the evidence and focus of reflections, challenges perceived, and future improvement planning have taught them to reflect to promote their pedagogical skills. The recorded day-to-day experiences in the log guided the teachers to address the uncertainties and unexpected situations in the classroom and school. It is argued that the model of practicing reflective log will be utilized to encourage reflection among teachers to augment their pedagogical competencies. It is further posited that the reflective log can be adapted to a range of professional domains

---

**KEYWORDS:** Reflections; Reflective practices; Professional competence; Reflective log; Pedagogy.

---

## 1. INTRODUCTION

Teaching is a demanding process of thinking that occurs in an interactive setting. To do so effectively, a teacher needs not only the skills to act and perform tasks but also the ability to evaluate the results of their actions. They should consider different ways of doing things, solve both common and unique problems, and use various ideas and approaches while teaching and interacting with others (Fairbanks, 2010; Calderhead, 1981; Duffy, 2005). To address pedagogical complexity, various approaches to teacher education have evolved over the years. However, one aspect of teacher education that has continually received attention in research is how teachers think about their practices. The key step for teachers to analyse their practices is critical self-reflection (Knowles, 2000). It involves examining one's own practices, discovering unconscious responses, and analysing how thinking influences classroom actions. From the time of Dewey, such thinking about practice has been termed "Reflection", and in teacher education courses, there has been a focus on developing reflective practitioners. Practising reflection encourages practitioners to look back or think about what has happened and decide what needs to be done next time (Kolb, 1984). Reflective practice makes the person a deliberate thinker (Gibbs, 1988). It encourages learning from experience through self-observation and self-evaluation.

Over time, the literature has evidenced various reflective practices for the professional development of teachers. Multiple practices have been devised for achieving professional competence. Much research is being conducted seeking suitable practices for learning reflection. Strategic documents and policies advocate transformative reforms in teacher education, emphasizing the integration of reflective practices for enhancing teacher competencies. The reflections are alluring as a means for attaining the gradual mastery of the pedagogical skills required for teaching in 21st-century schools. It is pertinent to consider what reflective practices should include. With respect to pedagogical expertise, reflective practices must encourage self-assessment and foster a deeper understanding of teaching methodologies, which are essential for professional growth. It should be structured and thought-provoking, guiding the learner to move beyond superficial thinking. Drawing on the ideas of John Dewey, the practice should present reflection as a logical progression of ideas, where each thought builds on the previous one and leads to the next. Rather than being a collection of disconnected observations, it must encourage a

coherent sequence in which insights develop step by step, forming a clear chain of reasoning. The devised practice should actively engage the teacher in reflection, prompting them to focus on reflective evidence, seek alternative pedagogies, and draw meaningful conclusions. Considering Williams' (1998, p.31) view of reflection as a form of metacognition that guides skilled behaviour in professional contexts, reflective practice should involve a conscious and deliberate examination of the thinking processes that occur during teaching learning. In alignment with Schön's (1983) concepts of "reflection-in-action," which takes place during the activity, and "reflection-on-action," which occurs after its completion, the reflective practice should decide on future decision-making for effective facilitation. This may lead to what Stanley (1998) describes as "reflection-for-action." To shift from reflection in and on action to reflection for action, especially to augment pedagogical competencies among teachers, the present paper presents cases in which the experiment of reflective log is performed. It has planned with an objective to experiment with reflective practices among in-service teachers to promote their pedagogical competencies. It exemplifies how the practices have encouraged them to reflect on pedagogical processes. It highlights how the components of log create space for reflection, focusing on multiple perspectives, particularly in real classroom contexts, thereby fostering pedagogical expertise. Importantly, it extends beyond simply describing past events. It provides an opportunity to critically evaluate their actions, identify areas for improvement, and outline specific steps for improvement. Furthermore, the continuous and cyclical process allows the learner to assess the impact of reflections over time.

## 2. REVIEW OF LITERATURE

Reflection is a powerful means of intervention to improve the practices adopted by teachers. Studies in the literature have shown that teachers are reflective practitioners (KılıC, 2022, Çimer et al 2013, Kirpalani, 2017). A substantial body of literature has examined reflective teaching practices for professional development. The majority include the exploration of reflective journals, reflective noters, reflective diaries, dialogue with peers, self-evaluations and portfolio development. The practices gradually scale them to a stage, where their existing knowledge increases significantly, and their ability to perform well and teaching domains multiplies exponentially. In the course of time, essential skills become internalized and naturally integrated into their teaching practices

(Larrivee, 2000). A literature survey has widely shown that reflective practices are a core element for promoting professional growth in education. Embedded reflective activities in the course curriculum enabled educators to address the diverse needs of learners and adapt their pedagogical approach accordingly. In this context, Ergan (2025) and Fuego, M. R. B., & de Leon, R. C. A. (2025) highlighted that integrating reflective practices into educational programs addresses varied learner requirements. Similarly, Charlotte Meierdirk (2016) projected reflective practice as a key component in developing professionalism. The practices were reported to be relevant in helping student teachers achieve good teacher status. Recently, Kolajo (2025) emphasized reflection as a tool that facilitates the critical examination of teaching strategies and promotes continuous improvement in instructional practices. Extending this perspective, García-Lázaro and Reyes-de-Cózar (2024) demonstrated that structured reflection frameworks enhance preservice teachers' professional awareness by enabling deeper, guided, and meaningful reflection during field experience. The elements of reflections presenting the process of reflection anticipating learning from one's own experiences have also been reported. Helen Hickson (2011) explored the elements of critical reflection and demonstrated reflection on his experiences of learning using a structured framework. It presented how to learn reflection from one's own experiences. Similarly, Mylène Leroux and Manon Théorêt (2014) described the relationships between teacher resilience and reflection and how one reflects on one's own practices. Reflective teachers who seek solutions to their own actions tend to be more resilient than those who focus on problems. Furthermore, Rebecca K. Fox et al. (2019) portrayed reflection as an individual journey. The effectiveness of the development of reflective skills depends on critical engagement.

The literature highlights the exploration of reflective tools for professional growth. Recently, Åge Diseth (2025) reported that reflection notes are effective tools, suggesting that teacher education programs should prioritize practical skills and ethical reflection to prepare teachers for complex classroom contexts. In a similar vein, Lefebvre et al. (2022) outlined the preferences of video-based reflective tools over written formats for encouraging reflection among novice teachers. The research showed that practices develop a clearer understanding of reflective processes, particularly descriptive, discriminative, and affective categories of reflection. In support of this view, Selda Aras (2012) employed

teacher portfolios to reflect on the experiences of early childhood teachers. The portfolio helps teachers understand their practices, identify their needs, and plan for their professional development. Tom Russell (2005) conceptualized a strategy for teaching reflections to new professionals. The research argued that reflective practice is not something people automatically know how to do; it needs to be taught properly. To exemplify how practitioner attitudes affect reflection, Hakimeh Ayoobiyan & Nasser Rashidi (2021) reported a positive relationship between teachers' reflective practices and their resilience. The study advocated including reflective activities as a part of preservice and induction training for building resilience among teachers. Extending this idea, Juanjo Mena et al. (2025) explored the critical incident experience of teachers encountered during classroom teaching as a strategy to encourage student teachers' reflection about practice through immersive learning. The situations allowed the teacher to critically examine their teaching method and adapt accordingly. Similarly, M. Pais Marden and Jan Herrington (2022) outlined portfolios to help students think about their own learning as well as the process of collective reflection. Furthermore, Elizabeth Jones (2010) advocated a professional practice portfolio, a prompt for reflection promoting professionalism. In a similar context, Thorpe (2004) discussed the application of reflective journals for promoting reflections for professional practice. The journal encouraged them to think critically on the past experiences, present situations and expected outcomes of their actions. In addition, Peter Slepcevic-Zach & Michaela Stock (2018) implemented an ePortfolio to encourage self-reflection and the development of competencies among preservice teachers. Technology-supported reflective practices have also been leveraged to facilitate pedagogical engagement. Eisuke Saito & Thi Diem Hang Khong (2017) discussed how audio-visual practices encouraged teachers to reflect on themselves and transform their practices. The tools used to assess the level of reflection have also been developed. Barbara Larrivee (2013) developed a tool for assessing the progress of a teacher as a reflective practitioner. The online interactive format evaluated the progress of transforming prospective or practicing teachers to reflective practitioners. Reflective practice has also been applied to improve teaching-learning processes in real classroom settings. O'Malley (2025) demonstrated how reflective practice can be used to redesign a course mid-semester by incorporating student feedback, resulting in improved engagement and performance.

In addition, Weisi and Salari (2024) reported that reflective practices foster self-awareness, critical thinking, and problem-solving skills among teachers, thereby strengthening teacher–student relationships and enhancing teaching outcomes. Additionally, Ilmi et al. (2022) reported that structured reflection frameworks support preservice teachers in designing technology-integrated lessons by connecting theory with practice. Overall, the literature survey demonstrates the crucial role of reflective practices in enhancing professional development.

**2.1. Transforming Teachers into Pedagogical Experts through Reflections**

Becoming an effective teacher involves much more than having a good command over the subject matter of the concerned discipline. Teaching itself is an art that needs continuous effort to bring out the best. It requires fine-tuning those intricate niceties and developing an inwards-looking approach. Reflections are considered corner stones for transforming a teacher into a pedagogical expert (Russell, T. & Munby, H. 1991, Munby, H. & Russell, T. 1994, Pedro, J. Y. 2005). Pedagogical engagement is not just about delivering content; it involves the integration of planning, facilitation and assessment for achieving learning goals. With respect to pedagogical expertise, one must continuously refine their instructional approaches. By embracing reflections, teachers enhance their pedagogical skills. It allows teachers to think about one’s own actions, such as what works well, what did not, reasons in support, where and how to improve (Henderson, J. G. 1996). Through reflection, teachers acquire understanding of learners’ needs and adapt their instructional strategies accordingly. This habit of reflection becomes an integral part of their teaching

identity (Brookfield, 1995; Brandenburg et al, 2017; Brandenburg, 2008). As teachers deepen their reflective skills, they gradually move toward becoming pedagogical experts. This transition is marked by the ability to connect theory into practice. Ultimately, it makes the reflection not an option but a core element for professional growth (Schön, D. A. 1983).

**3. METHODOLOGY**

The present research focuses on experimenting with reflective practices to augment the professional competencies of teachers. Professional competencies, especially those related to pedagogical expertise, such as classroom management and student-centric approaches, are taken as references (*see Table 1*). The research covered teachers who taught grades 3 to 8 at the preparatory stage and the middle stage of schooling. It includes 10 teachers from 10 different categories of schools, such as Model, PM SHRI, and residential schools in India.

First, to facilitate reflection, reflective practices (tools) encouraging pedagogical competencies were developed and piloted. On the basis of the findings of the pilot study, the practices were revised and finalized. The practices include a reflective log and dairy. The practices followed Schön’s (1983) concepts of “reflection-in-action and on-action”. The components facilitating reflection on the pedagogical process adopted were included in the practices. Six professional competencies directly related to pedagogical expertise, including understanding the content and planning of lessons, strategies addressing learner diversity, integrating content knowledge with pedagogy, student-centric approaches, assessment, and ICT integration, were considered (Table 1).

*Table 1: Pedagogical competencies of teachers*


A conceptual framework was developed to guide the study. Teachers were subsequently oriented toward the pedagogical competencies addressed in the study and developed reflective practices and their use in the teaching process. A module on ‘understanding teachers’ ‘professional competencies’, ‘reflective practices’, and ‘learning to reflect on pedagogical practices’ was provided to the teachers. The teachers were provided with practice tools and instructed to record their day-to-day

experiences. Furthermore, the teachers were instructed to reflect on their experiences at regular intervals while maintaining the log. The teachers were encouraged to continuously think about the reflection under consideration and keep reflecting until they felt satisfied that they had successfully achieved their intended goals. Reflective indicators were also provided for each competence. The teachers' reflections were collected periodically, compiled, and analysed. Furthermore, within the

conceptual framework, parameters such as the pattern of reflection and level of satisfaction are considered when the effectiveness of the practices is assessed.

#### 4. DISCUSSION

Becoming an effective teacher involves much more than having a good command of the subject matter of the concerned discipline. Teaching itself needs continuous effort to bring out the best in themselves. It requires fine-tuning those intricate niceties and developing an inwards-looking approach. Pedagogical competence is inherently linked to a teacher's ability to engage in critical thinking about

their own instructional practices. While the value of reflection is well documented, how to reflect remains a complex task. To involve a teacher in reflection, structured tools are needed. During piloting, reflections when carried out without a structured tool were reported to be descriptive rather than analytical. Teachers narrated the classroom events without engaging in a deeper examination of causes, implications, and alternative strategies. Therefore, to gain critical insights into their instructional strategies in the classroom, a log is experimented with. The log records the day-to-day experiences during their teaching learning. The typical components are logged in Figure 1.

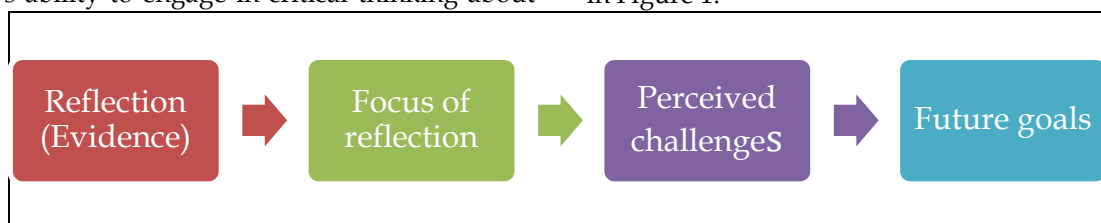


Figure 1: Reflective Log

To reflect on the pedagogical process, 'in-action' refers to the critical analysis of teachers' own teaching methods and experiences, whereas 'on-action' denotes the strategy for their improvement. In the reflective log, the "reflection-in-action," actionable points on making to think about their own actions, such as reflection evidence and focus of reflection, were included. In the same lines for "reflection-on-action," to look back and examine the remedy of improvement, operational steps such as perceived challenges and future goals were considered. In accordance with Schön's (1983) concept of "reflection-in-action," to think at their own actions, the actionable points for reflection evidence and focus of reflection were included in the log. With respect to "reflection-on-action," to look back and examine remedies for improvement, operational steps such as perceived challenges and future goals are considered. In terms of the conceptual framework, the teachers recorded their reflections in the form of day-to-day experiences in the log. The teachers reflected on their experiences at regular intervals and appropriate times for evidence while maintaining the log. The teachers reflected on the evidence until they attained the perceived challenges and goals planned. In addition to engaging in reflection, it provides them with a level of satisfaction with reflection and an assessment of their level of competence after reflection. The experimenting of log encourages the teachers to document their narratives, explaining how the reflective process has contributed to the improvement of competencies.

#### 4.1. Learning to reflect: Practitioner experiences of using reflective log

Drawing inferences from data collected over three months from ten teachers, the study indicates that reflection can be effectively taught through a structured format. The reflections of the teacher participants revealed meaningful insight into their pedagogical understanding. The findings indicated that practicing reflection through a reflective log enables teachers to identify areas requiring improvement, recognize challenges in addressing these areas, and plan future goals to achieve the desired level of competence. Each reflection forms the foundation for subsequent reflection, creating a continuous cycle of professional growth. Teachers begin to critically analyse their experiences and address the challenges in their teaching journeys.

A thematic analysis of teachers' reflective log revealed that it supports both reflection-in-action and reflection-on-action, encouraging teachers to think critically about their teaching. The reflective log documented the real classroom experience, transforming actions into tangible records. It has been made to go beyond mere narratives of classroom events. It has addressed the issues required to consider the pedagogical growth of teachers, such as what worked, what did not, challenges, the strategies employed to address challenges, and the rationale behind those strategies. It has systematically addressed both reflection-in-action and reflection-on-action. The in-action parameters of log, reflection evidence and focus of reflection gave teachers the

opportunity for effective action. The operational on-action parameters of the log ensure that the underlying reasons for improvement in their practices are met. Furthermore, engaging in reflection multiple times until satisfaction is achieved makes the reflective log more profound and personal. It also guided teachers in terms of self-reflection. It has helped teacher practitioners become reflective practitioners by thinking about their actions during teaching and after teaching.

One practitioner shared the following:

*“I reflected on whether I explain concepts too much before giving students a chance to think on their own. I further reflected on whether my habit of over-explaining reduces students’ curiosity, thinking, and confidence. In the future, I will reduce overexplanation. I will allow students to attempt problems before explaining them. I will*

*resist the urge to explain immediately. I will guide them through hints rather than complete solutions.”*

Another practitioner acknowledged the following:

*“While conducting oral and written assessments, I found that many students struggled in reading comprehension, spelling, sentence formation, and expressing ideas. I reflected that continuous diagnostic assessment is necessary to identify learning gaps and plan remedial teaching.”*

The use of structured reflective practices has provided teachers with the scope to evaluate and improve their pedagogical approaches. The results of the analysis revealed that the reflective log was a self-driven tool for reflection. After working with logs, the reflections reported were more critical in analysing the practices and strategies rather than descriptive. Selected reflections from the reported logs of some teachers are presented in Table 2.

**Table 2: Selected reflections from the reported logs of some teachers**

			Where to use the role-play and group discussion method, as both support students’	

In terms of teacher participant opinion, the reflective log is flexible and adaptable to context. It has enabled them, as traditional practitioners, to be more constructive and reflective. It further argued that practicing reflection through reflective logs ultimately enables teachers to be more adaptable and exemplifying in similar situations, improving their professional competence.

**5. CONCLUSION**

The present research focuses on experimentation with reflective logs as a self-driven tool for professional growth. It seeks to explore how the integration of log in their teaching enhances their professional competencies. Professional competencies, especially those related to pedagogical

expertise, including classroom management and student-centric approaches, are taken as references. This paper presents a reflective log as a core element of teaching, generating evidence of its impact on teachers’ professional standards. The present research highlights that the use of reflective logs is an effective way to promote teachers’ pedagogical skills. The findings provide clear evidence that when teachers regularly engage in structured reflection through logs, they begin to examine their own classroom practices in a deeper and more meaningful way. The design and components of the log play important roles in this process. They guide teachers to identify areas that need reflection, perceive the challenges they face, and plan appropriate strategies to achieve their desired level of competence. Through

repeated use, the log becomes both a personal and professional tool that connects reflection directly with classroom practices. The research also revealed that teachers gradually moved from simply narrating their classroom events to critically analysing them. It makes the teachers reflect on their pedagogical practices, reviewing what worked and what did not work. It also provides the opportunity to evaluate one's own actions and recognize areas that need improvement. The log provides information on both in-action and on-action situations. The in-action workable parameters of log, reflection evidence and focus of reflection allow the teacher to look back on their own practices and identify areas that need attention, whereas the on-action operational parameters, perceived challenges, and future goals provide the targets to be achieved. It made the teacher note what happened during the lesson and explore why certain outcomes occurred. The structured format for reflection on pedagogical practices promoted teachers to become reflective practitioners by critically examining their actions during teaching

(reflection-in-action) and after teaching (reflection-on-action).

It also encourages them to consider the reasons behind their pedagogical practices. In addition, in the opinion of practitioner teachers, the log promotes flexibility in their teaching practices. After reflection, the teacher becomes more experienced in adapting to similar situations. It is reported to be a self-driven practice. Importantly, practicing reflective log develops a habit of critically examining their pedagogical approaches and classroom interactions. Reflecting on the components enables them to identify areas that require improvement and develop purposeful plans for positive change. It has promoted a mindset of lifelong learning and continuous improvement. Overall, it is argued that reflective logs are a powerful means of fostering continuous professional development. They help teachers become reflective practitioners who can critically evaluate, adapt, and improve their pedagogy in a sustained and meaningful way..

## REFERENCES

1. Aras, S. (2021). A case study on teacher portfolio with early childhood teachers. *Reflective Practice*, 22(2), 219–232. <https://doi.org/10.1080/14623943.2021.1875206>
2. Ayoobiyan, H., & Rashidi, N. (2021). Can reflective teaching promote resilience among Iranian EFL teachers? A mixed-method design. *Reflective Practice*, 22(3), 293–305. <https://doi.org/10.1080/14623943.2021.1873758>
3. Brandenburg, R. (2008). *Powerful Pedagogy: Self-Study of a Teacher Educator's Practice*. Dordrecht: Springer Publishing
4. Brandenburg, R., Glasswell, K., Jones, M., & Ryan, J. (Eds.). (2017). *Reflective Theory and Practice in Teacher Education*. Singapore: Springer Publishing.
5. Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. Jossey-Bass
6. Calderhead, J. (1981). A psychological approach to research on teachers' classroom decision making. *British Educational Research Journal*, 7, 51–57.
7. Cattaneo, A. A. P., & Motta, E. (2021). "I reflect, therefore I Am. . . a good professional". On the relationship between reflection-on-action, reflection-in-action and professional performance in vocational education. *Vocations and Learning*, 14(2), 185–204. <https://doi.org/10.1007/s12186-020-09259-9>
8. Cole, A. L. and J. G. Knowles (2000). *Researching teaching: Exploring teacher development through reflexive inquiry*. Boston: Allyn and Bacon.
9. Çimer, A., Odabaş Çimer, S., & Vekli, G. S. (2013). How does reflection help teachers to become effective teachers? *International Journal of Educational Research*, 1(4), 133–149.
10. Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. D.C. Heath and Company.
11. Diseth, Å. (2025). Reflection notes as a tool for professional development of preservice psychology teachers. *Reflective Practice*, 26(6), 821–831. <https://doi.org/10.1080/14623943.2025.2504139>
12. Duffy, G. G. (2005). Metacognition and the development of reading teachers. In C. Block, S. Israel, K. Kinnucan-Welsch, & K. Bauserman (Eds.), *Metacognition and literacy learning* (pp. 299–314). Mahwah, NJ: Lawrence Erlbaum.
13. Ergan, S. N. (2025). From observation to practice: tracing the evolution of reflective practice in a preservice teacher's journey. *Reflective Practice*, 26(6), 808–820. <https://doi.org/10.1080/14623943.2025.2504094>

14. Fairbanks, C., Duffy, G., Faircloth, B., He, Y., Levin, B., Rohr, J., & Stein, C. (2010). Beyond knowledge: Exploring why some teachers are more thoughtfully adaptive than others. *Journal of Teacher Education*, 61, 161-171.
15. Fox, R. K., Dodman, S., & Holincheck, N. (2019). Moving beyond reflection in a hall of mirrors: developing critical reflective capacity in teachers and teacher educators. *Reflective Practice*, 20(3), 367-382. <https://doi.org/10.1080/14623943.2019.1617124>
16. Fuego, M. R. B., & de Leon, R. C. A. (2025). A thematic analysis of preservice teachers' reflection on designing and implementing behavioral interventions. *Reflective Practice*, 26(4), 602-613. <https://doi.org/10.1080/14623943.2025.2494315>
17. García-Lázaro, I., & Reyes-de-Cózar, S. (2024). Preservice teachers' reflective processes during field experiences: a systematic review from the ONION model framework. *Reflective Practice*, 26(1), 115-134. <https://doi.org/10.1080/14623943.2024.2421597>
18. Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. Oxford Polytechnic.
19. Henderson, J. G. (1996). *Reflective teaching: The study of your constructivist practices* (2nd ed., pp. 265).
20. Hickson, H. (2011). Critical reflection: reflecting on learning to be reflective. *Reflective Practice*, 12(6), 829-839. <https://doi.org/10.1080/14623943.2011.616687>
21. Ilmi, M., Draji, N. A., & Putra, K. A. (2022). Linking the theory and practice: self-reflections on technology-integrated English grammar teaching. *Reflective Practice*, 24(2), 125-136. <https://doi.org/10.1080/14623943.2022.2146080>
22. Kılıç, A. (2022). The impact of reflective practices on preservice science teachers classroom teaching practices. *Journal of Pedagogical Research*, 6(1), 152-170. <https://doi.org/10.33902/JPR.2022175781>
23. Kirpalani, N. (2017). Developing self-reflective practices to improve teaching effectiveness. *Journal of Higher Education Theory and Practice*, 17(8), 73-80. <https://articlegateway.com/index.php/JHETP/article/view/1436>
24. Kolajo, Y. (2025). Advancing pedagogical excellence through reflective teaching practice and adaptation. *Reflective Practice*, 26(6), 832-847. <https://doi.org/10.1080/14623943.2025.2504143>
25. Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
26. Larrivee, B. (2000). Transforming Teaching Practice: Becoming the Critically Reflective Teacher. *Reflective Practice*, 1(3), 293-307. <https://doi.org/10.1080/713693162>
27. Lefebvre, J., Lefebvre, H., & Lefebvre, B. (2022). Reflection of novice teachers on their teaching practice. *Reflective Practice*, 23(4), 452-466. <https://doi.org/10.1080/14623943.2022.2056883>
28. Leroux, M., & Théorêt, M. (2014). Intriguing empirical relations between teachers' resilience and reflection on practice. *Reflective Practice*, 15(3), 289-303. <https://doi.org/10.1080/14623943.2014.900009>
29. Marden, M. P., & Herrington, J. (2021). Encouraging reflective practice through learning portfolios in an authentic online foreign language learning environment. *Reflective Practice*, 23(2), 1-13. <https://doi.org/10.1080/14623943.2021.2001321>
30. Meierdirk, C. (2016). Is reflective practice an essential component of becoming a professional teacher? *Reflective Practice*, 17(3), 369-378. <https://doi.org/10.1080/14623943.2016.1169169>
31. Mena, J., Flores, M. A., Fernandes, E., & Estrada-Molina, O. (2024). Critical incidents as a strategy to enhance student teachers' reflection about practice through immersive learning. *Reflective Practice*, 25(3), 406-425. <https://doi.org/10.1080/14623943.2024.2321500>
32. O'Malley, L. (2025). Empowering students: using reflective practice to improve pedagogy. *Reflective Practice*, 26(4), 1-6. <https://doi.org/10.1080/14623943.2025.2459437>
33. Russell, T. (2005). Can reflective practice be taught? *Reflective Practice*, 6(2), 199-204. <https://doi.org/10.1080/14623940500105833>
34. Thorpe, K. (2004). Reflective learning journals: From concept to practice. *Reflective Practice*, 5(3), 327-343.
35. Saito, E., & Khong, T. D. H. (2017). Not just for special occasions: supporting the professional learning of teachers through critical reflection with audio-visual information. *Reflective Practice*, 18(6), 837-851. <https://doi.org/10.1080/14623943.2017.1361921>

36. Slepcevic-Zach, P., & Stock, M. (2018). ePortfolio as a tool for reflection and self-reflection. *Reflective Practice*, 19(3), 291–307. <https://doi.org/10.1080/14623943.2018.1437399>
37. Stanley, C. (1998). A framework for teacher reflectivity. *TESOL Quarterly*, 32(3), 584–591
38. Weisi, H., & Salari, M. (2024). On the journey from cognizance toward thriving: Iranian EFL teachers' engagement in reflective practice and professional development: the mediating effect of teacher mindfulness. *Reflective Practice*, 25(4), 550–564. <https://doi.org/10.1080/14623943.2024.2370596>
39. Williams, M., & Burden, R. L. (1998). *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge University Press.
40. Schön, D. (1988). Coaching reflective teaching. In G. E. P. Gri-Ment (Ed.), *Reflection in teacher education* (pp. 19–29). Teachers College Press.
41. Schön, D. A. (1983). *The reflective practitioner basic books*. New York.
42. Schön, D. A. (1984). The architectural studio as an exemplar of education for reflection-in-action. *Journal of Architectural Education*, 38(1), 2–9. <https://doi.org/10.1080/10464883.1984.10758345>
43. Schön, D. A. (1995). Knowing-in-action: The new scholarship requires a new epistemology. *Change, the Magazine of Higher Learning*, 27(6), 27–34. <https://doi.org/10.1080/00091383.1995.10544673>
43. Schön, D. A. (1983). *The reflective practitioner: how professionals think in action* (New York, Basic Books)
44. Russell, T. & Munby, H. (1991) Reframing. The role of experience in developing teachers' professional knowledge, in: D. A. Schön (Ed.) *The reflective turn: case studies in and on educational practice* (New York, Teachers College Press), 164–187.
45. Munby, H. & Russell, T. (1994) The authority of experience in learning to teach: messages from a physics methods class, *Journal of Teacher Education*, 45, 86–95
46. Pedro, J. Y. (2005). Reflection in teacher education: Exploring preservice teachers' meanings of reflective practice. *Reflective Practice*, 6(1), 49–66. <https://doi.org/10.1080/146239404200032686>