

## Engaging in reflective practice via vlogs: Experience of Malaysian ESL pre-service teachers

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### ABSTRACT

Reflective practice serves as a vital area of teacher education and the impetus for professional development among pre-service teachers. Past research has lamented the lack of critical thought of the reflection made by pre-service teachers during their teaching practice. This paper presents a qualitative investigation into the use of video blogs (vlogs), which are mediated online. The participants of the study comprised 13 pre-service ESL teachers studying in an Institute of Teacher Education. The data for this study was gathered via the analysis of the vlogs and the focus group interview. Results indicate that the respondents expressed mixed reactions to the approach, where some have enjoyed the experience while some feared of being judged and feeling awkward seeing themselves in vlogs. Most respondents have centered their reflections on issues they encountered during lessons, but one has shown the ability to reflect on issues beyond the classroom setting. The outcome of the study implied the need for pre-service teachers to be given additional coaching on the 'how' aspect of reflection. In addition, there is a need to address technical issues faced by respondents in using vlogs, as this can impede the reflecting experience and frequency of vlogs and comments posted by the participants.

**Keywords:** ESL; reflective practice; pre-service teachers; video blogs; vlogs

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### INTRODUCTION

In order for any practitioners to develop themselves professionally, it is paramount that they engage in reflective practice. Larrivee (2008) defines reflective practice as "on-the-job performance resulting from using a reflective process for daily decision-making and problem-solving" (p.342). In the context of the teaching profession, Thompson and Pascal (2012) postulate that reflective practice bridges theory and practice, where a practitioner theorises what was practised and practices what was theorised (Kumaravadivelu, 2006). Farrell (2016) opines that developing reflective practice is essential for pre-service teachers, particularly during the period when they are undergoing practicum, as the practice would over time develop a persistent, reflective practitioner who will continuously seek to develop themselves professionally. Past studies conducted

overseas and in Malaysia have pointed out the issues and challenges faced by the pre-service teachers in engaging in reflective practice. Thus, this study presents an exploratory case study that investigated the use of online-mediated video blogs, otherwise known as vlogs, in helping a group of pre-service ESL teachers to develop their reflective practice in teaching English to primary school students.

### The reflective practise of pre-service teachers

Reflective practice has been proven to help pre-service teachers to develop their repertoire in teaching and to help them survive the beginning years of teaching. Past studies have shown that teachers who engage in reflective practice have a high level of teacher agency (Yuan & Lee, 2014), are more adept in addressing challenging issues in the classroom (Wlodarsky &

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Walters, 2010) and finally, are more willing to explore new repertoires in their teaching practice (Camburn & Han, 2015). Also, pre-service teachers who are reflective practitioners are found to be more resilient in weathering the initial shocks of entering the practice (Moradkhani, Raygan, & Moein, 2017), which in turn will reduce the attrition rate among beginning teachers.

However, the reflective practice of pre-service teachers has been found to lack critical thought and is more likely to be emotive and narrative (Fox, Campbell, & Hargrove, 2011). The reflection would also heavily centre upon their actions as teachers or technical aspects of their teaching, and only little thoughts were put into learners' characteristics (Körkkö, Kyrö-Ämmälä, & Turunen, 2016) or establishing the links between issues to solutions and teaching beliefs (He & Prater, 2014). This is due to several reasons. The first is that the pre-service teachers may not be, in the duration of the teacher education programmes, exposed to the systematic method of approaching reflection (Ong, Swanto, & Alsaqqaf, 2018). They could also have not been given the coaching to know the extent and level that they ought to be reflecting (Goldman & Grimbeek, 2015). An explicit framework can be very beneficial towards scaffolding reflective practice that is critical among pre-service teachers (Fox et al., 2011; Goldman & Grimbeek, 2015; He & Prater, 2014).

The second reason could be attributed to the post-lesson reflective writing, a mandatory practice to all pre-service teachers. The repetitive task has rendered the work to be a recipe-following, chore-like activity which eventually loses its effectiveness (Mann & Walsh, 2013). With the advent of information and communication technology, research on reflective practice has explored the affordance of web 2.0 tools in promoting reflective practice. Past research was overwhelmingly oriented towards examining written reflection by pre-service teachers, when there is a need to explore reflection in the spoken form and possibly mediated via online platforms (Mann & Walsh, 2017). Other than spoken and online-based, Farrell (2016) argued for a need to shift the study of reflective practice among pre-service teachers from an individualistic perspective to a more community-based, collaborative one.

Rodgers (2012) argues for reflective practice to be taken place in interaction with others within a community setting. By engaging reflective practice in a community, teachers will be able to extend their perspectives of looking at their teaching as an individual practice to seeing themselves as a teacher situated within a broader community of practice (Burhan-Horasanlı & Ortaçtepe, 2016). Furthermore, teachers who share their teaching situations with each other, and reflecting on them would allow teachers to support, critique, evaluate, and provide useful feedback and suggestions to each other. In turn, teachers can help each other to examine, reflect, and subsequently improve their teaching practice (Bloomquist, 2016; Lin, Hong, Yang, & Lee, 2013).

For pre-service teachers, engaging a reflection is challenging as it requires creativity in thinking, identifying alternatives, and proposing solutions to problems. It would be helpful for them to reflect and brainstorm issues together as a group via close interaction with each other (Dewey, 1933; Kori, Pedaste, Leijen, & Mäeots, 2014; Leijen, Valtna, Leijen, & Pedaste, 2012). The study by Leijen et al. (2012) further proves that peer feedback and interaction have been found to elevate the level of reflection made by pre-service teachers. Therefore, coaching of reflection for pre-service teachers should ideally be structured and set within a community setting.

### **The affordance of vlogs as a medium for reflective practice**

Parkes and Kajder (2010) define a video blog or a vlog as "a recorded video of the student speaking while thinking back across their practice, understandings, and sometimes misunderstandings of, and in, their actions in the field" (p. 219). They propose a more multimodal approach, such as the use of Vlogs and blogs, as a creative way to engage teachers in reflective practice and development of teacher agency. Baskara (2017) perceives the use of vlogs as an excellent platform for students and teachers to share ideas, thoughts, reflections, knowledge within the learning community. While it is a popular way of expressing oneself in popular culture, the prevalence of mobile tools has turned the task of creating vlogs to be an activity that is 'both natural and increasingly ubiquitous' (Sanchez-Cortes, Kumano, Otsuka, & Gatica-Perez, 2015, p. 2).

Taylor (2013) argued that vlogs could be applied pedagogically in 3 manners; first, as a community-building tool, where learners introduce themselves and develop a relationship with each other; the second as a collaborative tool, where learners would either record their work progress or the experience of working with one another in completing a task; thirdly, it can be used as a reflective tool, where learners can use vlogs to record their reflection for documentation and also for personal reference in the future. This study has chosen vlogs in that it could be utilised as a reflective tool, yet by having them mediated online allows for sharing and collaboration among participants to take place.

While past studies have demonstrated the affordance of vlogs in promoting reflective thinking both among graduate students (Fox & Cayari, 2016) and ESL learners (El-Garawany, 2017), past research has also provided a few caveats to the use of vlogs as a means to learning. The first is the need to manage the affective factors of participants of vlogs, particularly in a wider audience setting, as vlogs are able to simultaneously 'make learners take greater responsibility for their work, and provoke greater anxiety' (Hung & Huang, 2015, p. 625). Other than performance anxiety, there is also a need for instructors to coach participants on digital literacy, with the emphasis on the use of video recording and editing (Fox & Cayari, 2016). Danielowich (2014) calls for teacher

educators to provide the relevant scaffold in the vlogs in order to better focus and direct teachers' reflection towards embracing a chance in their practice.

Krishnan and Yunus (2017) postulated that in order to ensure easy accessibility, documentation and synchronous discussion on the content and discussion related to reflective practice, the hosting platform should ideally be one similar to a social network. Manca and Ranieri (2016), in their meta-study, supported the use of Facebook. As the younger generation are familiar with its functions, it indicated "that they need less support to become autonomous and self-directed" (p. 18). Therefore, the training and familiarisation of pre-service teachers to the pedagogical use of Facebook is feasible and may require less effort compared to learning a new system altogether. In addition, Oakley, Pegrum, and Johnston (2014) believe that online-mediated peer-collaborative reflection enables student teachers to post comments on written reflections or learning logs, allowing them to collaborate in tackling issues and answering questions. Through the process, pre-service teachers would be encouraged to reflect deeper by providing each other with critiques and comments (Cheng & Chau, 2013; Maarof, 2007).

This study aimed to discover to what extent vlogs can be utilised as a platform to promote reflective practice within a more collaborative orientation. The study would also seek to gauge the perception and acceptance of respondents towards the use of vlogs as a means to promote reflective practice. Thirdly, the research wanted to uncover some of the barriers which are hindering pre-service teachers in engaging in deeper, more critical reflective practice via the approach studied in this research.

## **METHOD**

This research is as an exploratory case study, with the respondents being a group of 13 pre-service teachers who major in the Teaching of English as a Second Language (TESL). There are four males and nine females. The study was carried out as a follow-up intervention to a preliminary study of pre-service teachers who were experiencing challenges in engaging in reflective practice. Prior to the respondents undertaking of their second phase of practicum, which ran for 12 weeks, they were briefed on the project and also received training on the use of vlogs. They were also trained to use a reflective model to guide them to reflect on their lessons as they record themselves. After they have recorded their vlogs, they were asked to upload into a private Facebook group, which had been set up earlier by the researcher. The establishment of the Facebook group allowed its members, who comprised the respondents of the study and the researcher, to view each other's videos and to ask questions and to give comments and suggestions. The students were asked to post 2 videos for four weeks.

Qualitative instruments were used to gather the data. The first data is the vlogs, which were posted by

the respondents of the study into the Facebook group, and the following data is the comments which were posted in response to the vlogs shared by the respondents. Lastly, data was also gathered from a number of focus group interviews (FGI) sessions with the respondents who have participated in the project. The FGI was mainly focused on the respondents' thoughts and experience of participating in reflective practice via recording and sharing of their vlogs online. The researcher was also interested in discovering the barriers to the use of the approach among the respondents. As the respondents had studied together as a cohort for five semesters prior to participating in the FGI, the rapport that helped to facilitate the ease of interaction among FGI participants was established.

The vlogs were transcribed and analysed using Larrivee (2008)'s Reflective Practice Assessment Tool (LRPAT), which has a rubric to indicate the four levels of reflective practice, namely pre-reflection, surface reflection, pedagogical reflection, and critical reflection. A researcher who is not involved with the research but is familiar with the field of enquiry was engaged to cross-analyse sample excerpts of the transcripts in order to ensure an acceptable level of inter-rater reliability. The comments given by the respondents on the vlogs would be analysed using Hara, Shachaf, and Stoerger (2009)'s coding typology for communities of practice, which has a list of 8 categories in which the nature of the comments made in online communities is utilised. The number of entries for each category was further tabulated and presented in a table.

The FGI was analysed with inductive coding, with the codes further reduced into categories and salient themes which seek to answer the research questions. Braun and Clarke (2006) posit that when a researcher conducts a thematic analysis, he or she moves back and forth among the different stages of data analysis, as the process is non-linear in nature. In this study, the research has also moved back and forth between the inductive data gathered from the three instruments identified and the themes which were generated. This endeavour was undertaken to eventually integrate the data from various sources to ensure the trustworthiness of the research findings via triangulation. As the data from multiple sources would not only contribute to a deeper understanding of the studied case (Baxter & Jack, 2008), it also ensured a level of credibility in the interpretations and conclusions drawn from the research findings (Carlson, 2010).

## **RESULTS AND DISCUSSION**

### **The perception**

In the focus group interview, most respondents have shared their positive responses towards the use of vlogs, where they found the opportunity to reflect deeper by engaging in an effort to reflect critically and having the reflection process captured in vlogs.

*it's not because of this kind of project, I will not do this kind of reflection...I actually made an effort to do this kind of things. Like deep reflection ... (Hannah)*

*makes my reflection longer, apart from that it makes me think deeper (Johnson)*

*So this one I can reflect what I do in the task sheet and what's the product from my students... so through the project, I can rationalise and take suitable actions to overcome the problem. (Alina)*

Other than reflecting more in-depth about their lesson and practice as an ESL teacher, the respondents have also reported that they have significantly benefited by watching their peers' vlogs and learning the useful practice from their peers which they could adapt into their lessons. Some even remembered borrowing their peer's ideas by watching their vlogs and implementing the idea in their lessons. This helps them to form a community of practice, where they share a common goal of improving themselves as ESL teachers and in the process, are willing to share and compare their teaching practice.

*[W]hen people post their videos online, we listen to it and like oh ok this is a good idea, and I can adapt it into my own practice and I can give share my own thoughts on how he or she can improve on (Wanie)*

*[The] issue we share is common or we share the same problem but how we tackle the problem is different, so it is nice to hear the intervention from other persons (Kona)*

*...on my friends' videos. From there you can get some new ideas. Some improvements how to improve. (Raudhah)*

*[W]hat I did also is to check other people, not to say steal, but to get ideas on what I should be doing on my next lesson. Maybe some of them are teaching not the same years as mine but their methods and their games their activities can be used so I think. I did James's postcard (Diane)*

*I did try out Johnson's whispering lingo and it did work. It works well with my class. All my class went really silent and they just enjoyed the game. It's a fresh idea and I find it very interesting. I implemented it in my class. It was successful. (Naemah)*

However, the reflections that were shared by the respondents were not given much attention by the respondents. In the FGI, they have shared that they have adapted ideas that were used by their peers while being cognizant of the potential pitfalls and improvements to the ideas in the reflection vlogs shared. The fact that the respondents have taken up the tips and ideas for activities in the classroom supports the findings of past studies on the concerns of pre-service teachers during their teaching practice. The concerns are centred on the technical aspects of their teaching, which include lesson planning, lesson implementation, classroom management and assessment of learning (Derwent, 2015; Wong, Mansor, & Samsudin, 2015; Yaacob, Walters, Ali, Abdullah, & Walters, 2014). Therefore, only relevant content from the reflection, such as the

tips, techniques, and activities are taken up so that the pre-service teachers can utilise them in their own lessons.

### The vlogs

The vlogs captured the process of reflection made by the respondents. While the vlogs consist mostly of narratives of their practice and their observation, respondents did make attempts to try to rationalise and be critical of their practice. The excerpts of the transcribed vlogs made by the respondents, together with justifications that place the reflections under the surface, pedagogical, and critical reflections based on LRPAT, are shown next. Pre-reflection was not included as none of the respondents have demonstrated levels of reflection at the level.

Reflection at the Surface Reflection level is described by Larrivee (2008) as focused on strategies and methods used to attain goals which are set earlier. Teachers are concerned with technical concerns of the classroom without paying much attention to the issues, values, and beliefs underneath the reflection.

*They did manage to solve the puzzle, but they did not manage to describe the puzzle. So in my point of view. The puzzle I gave for them is too complex for their level. So next time when I want to give them the puzzle, I need to make it easier for them to solve ... (Aishah/V2)*

*During the production stage where the pupils have to create their own unique buildings and present it, they didn't have enough time. But they are some groups, in particular, they finished in a few minutes and they just present, my opinion is that I need to give them more time to prepare instead of asking them to do so many things in the practice stage (Hannah/V2)*

*The students will low proficiency however, they cannot really follow the activities much because they don't really know the equipment... they know it in Bahasa but they don't know what's the word in English. What they did was they asked me a question teacher do you know how what this is in English, so that's how they get the answer from me. I think group activity worked out for them. (Naemah/V1)*

As seen from the three vlog excerpts above, the respondents' concerns were mainly on the difficulty and the time allocated for the completion of the task. In the first two excerpts, the respondents took a rather presumptive approach in determining the cause of the problem. The solutions given were to address the immediate problem, without further investigation as to why the problem occurred in the first place and whether there were alternative ways to solve the issue. In the third excerpt, the teacher has come out with an easy solution and ended her reflection, without further thoughts as to how she could remedy the situation without spoon-feeding her learners.

For the pedagogical reflection, "the teacher is constantly thinking about how teaching practices are affecting students' learning... beliefs and positions about teaching are specific and supported by evidence

from experience, as well as being grounded in theory or research” (Larrivee, 2008, p. 348). The reflection would analyse the attributing factor of a problem or propose a solution to a problem from a pedagogical perspective.

*I realised that their knowledge of wild animals ... different names of wild animals are very low, they prefer to use domesticated animals like cats, chicken, dogs, rather than using lions, bears, monkeys, orangutan in writing the lyrics, the other problem that arises is that the sound of the animals ... bear in mind most of them have not heard of the animal and they find it hard to manifest the sounds of the animals into words, that will be rationalisation why they did not choose wild animals ... (Johnson/V1)*

*Next, I could ask a student or a pupil to come in front ... to the front of the class and demonstrate how the game works. Yeah so that the other students they can see ohh it's like that. Lastly, I think that I could play the game a few times so that the students will get used to it and after that, they have no problem in doing the activity even when I changed a bit in the instructions... (Diane/V1)*

These two excerpts showed different criteria of the pre-service teachers' reflecting at the level of pedagogical reflection. In the first excerpt, Johnson had made a discovery on his pupil's gap of knowledge and exposure to wild animals when he conducted his lesson, in which his pupils were asked to rewrite the lyrics of a song. The second excerpt demonstrated Diane's ability to justify the choice of her action, with further reflection on how her proposed actions could have an impact on her learners' ability to follow the instructions given. She also explored another approach to solving her problem and thinking about how the action could solve the issue that she had.

As for the critical reflection, Teachers who are critically reflective 'focus their attention both inwardly at their own practice and outwardly at the social conditions in which these practices are situated' (Larrivee, 2008, p. 343). The reflection goes beyond what happened in the classroom to a reflection of the teacher's assumptions, beliefs and values.

*[S]ome of the family members and relatives of the students who are not from the good background, another word, they have criminal backgrounds, I didn't know that I was assuming that all students are from normal families, happy families and I was wrong, I was not sensitive of all that I was just thinking about planning an activity that I thought would be very good, very meaningful to their learning... (Wanie/V2)*

From Wanie's excerpt, one can observe that her reflection in the classroom challenged her assumption about her students' family members, and the lesson gave her a chance to reflect on what she used to think about her students' family background. Reflection on this aspect is tied to the societal factors than influenced classroom learning. Of all the vlogs submitted, only this reflection by Wanie has reached critical reflection, mainly because of her discovery through her reflection goes beyond her immediate teaching and learning setting.

One finding which has emerged from the analysis of the vlogs is the lack of deeper reflection on the issues which they respondents have featured in the classroom. Further investigation has revealed that despite providing the respondents with a framework, respondents have reported the existence of gaps in their thinking when using the reflective framework.

*Like for example the observation part, I think the four of us are... the problem for the four of us is, we do not know how to observe. It will be great if we are given a guide, an elaboration on how to do the observation itself. (Hannah)*

*[...]not everything that we can when we teach in the classroom when something happens, we do not really know what is the reason behind why that happens in the classroom. So I think maybe we should do some more things to help us rationalise. (Naemah)*

*[I]n most of my reflection I did not write any action because it's difficult for me to find the solution to the problem. (James)*

Danielowich (2014) investigated reflection for teachers conducted via video blogs, calls for teacher educators to provide the relevant scaffold so that the teachers' reflection can be directed towards a change in their practice. However, he also warned about providing too much scaffold as the pre-service teachers would end up 'mimicking' the reflection process without any deep instances of thinking in their reflection. In this study, though relevant scaffold was provided in the form of a reflective framework, there is a need to further coach the students on the area where the reflection requires creative input, particularly in the area where pre-service teachers reflect on the causes of the issues they face in the classroom and the possible solutions they could implement to tackle the issue at hand.

### The comments

The analysis of the comments made by the respondents on each other's vlogs was conducted by using the coding scheme by Hara et al. (2009). However, further analysis revealed that there were no misdirected entries or unreadable entries in the comments given, and there were more comments which could be classified under different categories. Therefore, 'misdirected entry' and 'unreadable entry' were replaced with 'teasing/humour' and 'affirmation/compliment', as these two categories featured quite often in the comments given.

Eighty comments were posted altogether, with an average of 4 comments per vlogs. Of 22 vlogs posted, only two were without any comments, though they were viewed by the respondents. However, a number of the comments were long and could be placed into a few categories. Hence, the total number of entries for the analysis is 127. The breakdown of the comments according to the analysis is shown in Table 1.

In Table 1, it can be seen that affirmation/compliment, where the respondents gave positive comments on their friends' technique, materials, and reflection comprised a quarter of the comments. Next,

comments were made for knowledge sharing, where the respondents shared their own practice and approach to the issues raised by the respondents in the vlogs. The third type is solicitation, where the respondents posed questions or seek further information based on the vlogs made. The findings are similar to the outcome of the study by Stoszkowski and Collins (2017), whose investigation of comments on online blogs listed knowledge sharing, clarification, and solicitation as the most frequently posted comments. However, this research unearthed the categories of affirmation and compliment, which were not included in the Stoszkowski and Collins's study.

Table 1. Breakdown of the type of comments posted on the vlogs

Type of comments	Number of comments	Percentage
1. Affirmation/ compliment	34	26.77%
2. Knowledge sharing	30	23.62%
3. Solicitation	20	15.75%
4. Appreciation	16	12.60%
5. Clarification	11	8.66%
6. Acknowledgements	7	5.51%
7. Teasing/ humour	5	3.94%
8. Administrative	4	3.15%
<b>Total</b>	<b>127</b>	<b>100.00%</b>

In the FGI, the respondents have noted that the comments that they received by them were very much appreciated. Other than learning the useful practice, the suggestions from the comments have helped them to see things from different perspectives. They have also motivated one other, which can be seen from the high number of affirmation/compliment comments given in the vlogs.

*I saw some comments from Wanie, I think it is a good idea, I think it adds up to what I did. (Hannah)*

*Sometimes if it is not my lesson, I read the comments that were given, I gain from everyone's comments as well. The learning part is from everyone. (Raudhah)*

*I got 2 people commenting on my video when they gave feedback on my teaching and some ways improve my practice so I think that is helpful. (Johnson)*

*it helps us to look into different ways on how to, what are the other ways that we can do other than our own rationalisation so yeah it helps. (Kona)*

The respondents have also shared their opinions as to why their vlogs were viewed by them but received few or no comments from their fellow classmates. Some prefer to give face to face comments as they would not want to offend their peers for commenting online, while some feel inadequate to provide suggestions and comments for their classmates.

*[S]ome of us are very reluctant in comment because some of us do not want to be so formal, if it were to be more how do I say not so formal, I guess it will be better. (Wanie)*

*To be honest I didn't give comments because I didn't have the confidence to suggest anything that is more fun activities... they are better (Alina)*

*[T]hat's my problem, being too genuine, then hurting people. Then I better not (commenting online)... But we (my friends and I) do give and receive face to face comments on the videos that we have posted. (Safira)*

In addition, they have also given their explanation as to why the respondents as a group did not contribute more vlogs and comments in the Facebook group. While some of them felt that recording themselves reflecting in a vlog is an awkward experience, some have also expressed their fears of being judged by putting themselves out in a vlog, even if the vlogs were posted in a closed group shared only among members and the researcher. This discovery echoed the findings made by Hung and Huang (2015), who postulated that wider audience beyond the respondent's circle of classmates could be a source of anxiety in their video performance. This study proves that even in a closed group of respondents, where one knows every other person for many years, could also cause anxiety and feeling of being judged.

*I feel the pressure I feel that everyone is going to see me, (Johnson)*

*I am a bit self-conscious as well when it comes to doing a video. (Hannah)*

*I was also very concerned about the grammatical order which I always did. It's just the thought that people would judge me... (Raudhah)*

*I am a shy person, even if I take a selfie, "oh my god" and then I will delete. So when I take my video, before I post my video on FB, there is drama... I struggle with recording, Assalamualaikum and then I start again (Aishah)*

Other than being self-conscious and feeling judged, some of the students have also experienced technical issues with the recording and uploading of the vlogs, which compelled them to make numerous attempts at posting their vlogs online. Their frustrations were captured when they were prompted on the issues that they faced in creating the vlogs during the FGI.

*You record the video and then when you watch again the video, suddenly the sound you cannot hear it (Kona)*

*but when it comes to posting it online, some people do have problems with their internet connection being not so good. (James)*

*for one video I took 7 to 8 trials (Aishah)*

Hence, this study indicated that though past research such as by Manca and Ranieri (2016) has supported the use of Facebook among the younger generation of students due to its popularity and familiarity amongst students, it does not directly translate into a higher level of savviness in using the

functions and features of Facebook. Relevant guidance would need to be given by the facilitator to ensure minimal disruption due to technical difficulties.

## CONCLUSION

This exploratory study that investigated reflective practice among pre-service teachers via the use of vlogs has unearthed many insightful findings. Generally, the pre-service teachers have responded both positively and negatively towards the use of vlogs. The vlogs provided opportunities for the pre-service teachers to engage in post-lesson reflections in a very different platform, yet allowing them to verbally express their thoughts and opinions on the lessons that they have taught. Though the respondents have indicated that vlogs and comments helped them in their reflections, they have also expressed the feeling of awkwardness and self-consciousness of recording themselves and sharing videos of themselves with their peers. The technical issue which they encountered in the recording and posting of the vlogs have also frustrated them.

Consistent with the past studies, these vlogs which were posted online provided the opportunity for the pre-service teachers to comment on each other's vlogs and encourage their peers to reflect deeper with the comments given. Other than encouraging deeper reflection, the content posted by the respondents via vlogs also promoted the sharing of ideas and techniques of teaching in the classroom, as the evidence of respondents 'borrowing' each other's ideas show. The comments, other than encouraging deeper thinking and sharing of teaching practice, also created a positive atmosphere via the affirmative and encouraging nature of the comments. However, appropriate steps can be taken to address some of the factors which hindered the pre-service teachers in commenting on their peers' vlogs. Assurance of non-judgemental and supportive learning environment needs to be emphasised throughout the reflective process to encourage more timid pre-service teachers in posting vlogs and offering comments to each other.

This study has pointed out a few significant areas that require attention. First, there is a need to address the technical issues in order to encourage more pre-service teachers to explore vlogs as a medium for doing reflective practice. Though the younger generation will be savvy with the use of the internet, social media, and online applications, it does not mean that they are adept at solving technical problems. Coaching can be given on the technical aspects of vlogging, and a possible scenario for troubleshooting can be explored to better equip pre-service teachers better to use vlogs. Alternatively, pre-service teachers can be given choices to record their reflection, perhaps a choice between audio podcast or a vlog, as not every person is comfortable with vlogs. The vlogs or audio logs can still be shared in the same Facebook group for the convenience of their peers in providing feedback and comments.

Although vlogs serve as the platform to capture the reflection made by pre-service teachers, this study also pointed out the need to improve the level of reflection shown via the vlogs. This could be done by providing additional coaching for pre-service teachers on how to reflect more critically. Though the scaffold has been given to help the pre-service teachers reflect in their vlogs, they perhaps could benefit more from instructions on reflective thinking, maybe even in the form of teacher educator or researcher modelling the reflective framework using a think-aloud protocol. However, past studies have also cautioned about over-coaching. The coaching on reflection ought to be done in a manner that still leaves some space for pre-service teachers to be critical yet personal in their reflection. Overcoaching, on the other hand, could cause the reflection of pre-service teachers to be mechanical and identical. Therefore, teacher educators should exercise their expert judgement in designing and executing instructions to coach pre-service teachers in reflective practice.

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