CHAPTER 2

LITERATURE REVIEW

2.1 Reflective Practice

Reflective practice has burgeoned over the last few decades in the various fields of professional practice such as nursing, coaching and sport management, and widely used in social work education (Reljić, Pajnkihar, & Fekonja, 2019). Earlier in the 20th century, Dewey (1933) defined reflective practice as a continuous process of learning to reflect on action to improve professional development and growth as a teacher. It also in line with what Farrel (2015) argued that reflective practice generally means that teacher consciously notice the decision they made and critically review the result of their decision to enhance their professional practice. (Collin, Karsenti, & Komis, 2012) added that reflective practice is not always relates to professional practice but also transversally applied in personal, social and other areas of life. In addition, according to Schon (1983), reflective practice simply means that teachers become aware of what they are doing, why they are doing, and how they are doing as well as realizing the impact of their decision to lead into an effective teaching. It then briefly conclude that reflective practice is a disciplined and continuous process of teachers' learning to reflect then make informed decisions of their practice.

There are many templates to guide how to do reflective practice but in this study the participant employed Smyth's model of reflection (1993). The participant would have 4 activities to reflect and to plan future decision.

These activities were descibing, informing, confronting and reconstructing.

Further explanation of each activities could be seen from the table below.

Table 2.1. *Smyth's model of reflection*

Activity	Cues
Describe	What did I do? The purpose of this question is to describe action without judgements.
Inform (Analysis)	What does this mean? The purpose of this question is to inform yourself about the theories that influence your actions, and includes a search for patterns of principles underpinning practice.
Confront (Self awareness)	How did I come to be like this? The purpose of this question is to confront the key assumptions underlying practice, and includes an examination of the broad historical, social and cultural context
Reconstruct (Evaluation and Synthesis)	What do my practices say about my assumptions, values and beliefs? The purpose of this question is to reconstruct or modify practice, and includes consideration of alternative views and generation of goals for future action Where did these ideas come from? What social practices are expressed in these ideas? What is it that causes me to maintain my theories? What views of power do they embody? Whose interests seem to be served by my practices? What is it that acts to constrain my views of what is possible in my practice?

The literature has shown some advantages of using reflective practice for example it has been cited as being helpful for nursing students to identify and analyse the problem occurred and find possible solutions. In the field of education, reflective practice has given major impact nearly on all aspects of teachers' life both pre-service and in-service teachers (Farrell, 2015; Nguyen, 2017; R. Williams & Grudnoff, 2011). Within educational field, reflective practice has long been used since the last few decades and offered significant merits. In 1999, Freese inferred by doing reflective

practice actively can help pre-service teachers improve their teaching and their students' learning. A study conducted in Lesotho shows that proper use of reflective practice can promote professional growth and decreasing lack of competency associated with teachers in Lesotho (Tlali, 2018). Furthermore, reflective practice can help teachers to expand their own knowledge (e.g., pedagogical, conceptual, theoretical), own teaching strategies, and self-evaluated their own performances (Bruster & Peterson, 2013; Haugan & Moen, 2013). In addition, reflective practice has given major impact nearly on all aspects of teachers' life both pre-service and in-service teachers (Farrell, 2015; Nguyen, 2017; R. Williams & Grudnoff, 2011). The edge of implementing reflective practices above directed to the grasp of professional development. Hence, enhancing professional development towards the use of reflective practice in this study is expected to be attainable.

2.2 Teachers' Professional Development

The issues about teachers' professional development have been widely investigated by the experts and practitioners due to its significant impact in determining a successful teacher. Professional development itself is viewed as teachers learning, learning how to learn and transform knowledge into practice for the growth of pupils' learning (Bautista & Ortega-Ruiz, 2015). In similar vein, Guskey (2000) pointed out that professional development is described as an involvement in particular

activities which can expand teachers' knowledge and skills to enhance students' learning.

Previous studies have shown underlying aspects behind the term professional development in education. Avalos (2011) along with Guskey and Yoon (2009) depicted three major elements of professional growth included workshops, outside experts, and time. However, Yurtsever (2013) asserted that the concept of professional development of teacher cannot be relied from the certain aspects but various variables, for instance teachers' gradual change which is obtained from their diverse experiences. Unlike the others, (Ninlawan, 2015) believed that particular skills such as innovation and creativity, media-literate, and mastering technology have positive impact on teachers' professional development. Moreover, Rastegar, Bagheri, Sadighi, and Yarmohammadi (2015) proposed more holistic aspects in promoting teachers' professional development, as follows a) learning/goal orientation which is teacher perseverance in pursuing a goal, b) teacher self-efficacy that defined as teachers' belief in their own abilities, c) professional commitment that is teachers' responsibility towards teaching, d) organizational climate which is how teachers cope with the fluctuate teaching environment, and e) learning organization culture which is teachers' ongoing learning.

Professional development in this study is defined as an ongoing process of teachers learning to become effective teachers who can help their students enhancing their skills and insights. The focus of teacher

professional development here is in how teachers could meet the goals of the teaching in the 21st century effectively. Goodwin (2010) offered a holistic aspects in preparing PSTs to teach effectively in a global context, they are: a) personal knowledge which deals with teachers' belief about their roles and their philosophy about teaching, b) contextual knowledge that defined as teachers' understanding about the students, school, and society around, c) pedagogical knowledge which is teachers' preparation in choosing the content, theories, and method of teaching, d) sociological knowledge which is teachers' attitude toward the diversity, cultural relevance and social justice in the classroom context and e) social knowledge that defined as teachers' ability to participate effectively in democratic, cooperative groups and conflict resolution. These five knowledge domain of teaching could promote PSTs to become an effective teacher in the 21st century.

2.3 International Teaching Practicum

Due to increasing awareness of the significant impact of multicultural context and global perspectives in recent years, certain educational institutions initiate to join collaborations with external institutions to generate international teaching practicum for pre-service teachers. It is aimed to foster cultural and political environments which contribute to students' learning progress, teacher development and school improvement (Kelchtermans, 2006).

International teaching practicum experiences can facilitate professional development of pre-service teacher since the experiences gained would be different from the normal teaching practicum, especially in terms of world views of education, working culture, culture and professional life (Kabilan, 2013). In addition, ITP in different countries would offer different kinds of professional development experiences and challenges, where teachers and learners will get to learn from each other, and at the same time, be able to 'understand the different ideas and philosophies of diverse groups of individuals' (Kabilan, 2013, p. 208).