

The Creation of Online Mini-Takeaway Lessons as a Reflective Instrument in Teacher Education

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Reflective practice is an essential element of every teacher education programme. Through reflective practice, prospective teachers examine several relevant issues of their teaching practice, from methodological problems to their own beliefs and perceptions of teaching. We present the results of a qualitative study aimed at analysing the potential of creating 'mini takeaway lessons' for asynchronous online teaching as a reflective instrument in teacher education. The participants were 43 primary school teaching students, enrolled in the Master's programme for teaching English to young learners (TEYL), who were instructed to design an online English lesson for young learners and reflect on the process. We were especially interested in exploring the students' awareness of teaching principles in the process of creating the lessons, the students' perceptions of their own limitations in TEYL and their use of ICT. The results suggest that 'mini takeaway lessons' can be used as an effective tool for reflection in teacher education.

Keywords: reflective practice, teacher education, teaching English to young learners, mini takeaway lessons, asynchronous online teaching

Introduction

In the past few decades, reflective practice has been increasingly conceived as an integral part of any pre-service teacher education programme, promoting the general idea of a teacher as a reflective practitioner. As several authors (e.g. Dewey 1933; Valli 1997; Jay and Johnson 2002; Pedro 2005; Parsons et al. 2018) point out, it is through reflective practice that (pre-service) teachers examine a number of relevant issues in their teaching practice, from methodological problems to their own beliefs, but also moral and social aspects of teaching. As emphasized by Zeichner and Liston (2013), reflective teachers not only reflect upon their own practices in terms of what works in the classroom, but are also able to understand how it works, where, and for whom. In this paper, we present a reflective instrument based on the concept of the 'mini takeaway lesson' (MTL), which integrates the creation of an indepen-

dent online lesson format designed for asynchronous online learning and reflective discussions carried out during the lesson design process.

Literature Review

The value of reflection in teacher education has been acknowledged by a wealth of literature in the field, commonly leaning on several seminal works, especially Dewey's (1933) and Schön's (1983; 1987), which promote reflective thinking as a tool for solving problems and making informed decisions. According to Dewey (1933), reflection emerges when we directly experience a problem and are driven by the desire to solve it. Schön (1983) further developed the idea of reflection by distinguishing between two types: reflection-in-action and reflection-on-action. The former is usually more intuitive and refers to the ability to reflect on one's actions while they are happening, while the latter is more deliberate and analytical and involves the skill of reflecting on one's actions after they have happened. Parsons et al. (2018) add that reflection-on-action always includes not only a reflection on learners' needs but also planning for these needs. Therefore, reflection-on-action occurs both in the pre-active phase of planning as well as the post-active phase of reflecting, while reflection-in-action takes place during the interactive phase of instructing.

The role of reflective practice has had special relevance and resonance in teacher education programmes (Valli 1997; Pedro 2005; Ottesen 2007; Zeichner and Liston 2013; Beauchamp 2015). Beauchamp (2015) identifies two predominant themes that have emerged in recent discussions of reflective practice in education, namely context and identity. The dimension of context encompasses several aspects such as the venue of reflection, the role of supervisors or more knowledgeable others, and whether the reflection is individual or collective (Beauchamp 2015). Similarly, identity has been seen as a significant, albeit complex and multi-layered, aspect of reflection in teacher education (Walkington 2005; Farrell 2011; Beauchamp 2015; Sahling and De Carvalho 2021). For the purpose of this study, we understand the forming of teacher identity as a process in which 'teachers construct and reconstruct (usually tacitly) a conceptual sense of *who* they are (their self-image) and this is manifested through *what* they do (their professional role identity)' (Farrell 2011, 54). In other words, identity refers to how teachers perceive themselves and how they act in their role as teachers in different learning environments. It is clear from the ongoing research in the field that the question of teacher identity is fundamental in any discussion on reflective practice in teacher training (Beauchamp 2015) and that prospective and novice teachers need

to be supported in their development of professional identities (Beauchamp and Thomas 2009).

As Valli (1997) argues, the two most important questions to be asked in relation to teacher reflection are what teachers reflect on (content for reflection) and how they do that (quality of reflection). In an attempt to categorize different approaches to integrating reflection into educational programmes, Valli (1997) identifies five types of reflection focusing on the content for reflection and the quality of reflection: technical reflection, reflection in- and on-action, deliberative reflection, personalistic reflection, and critical reflection. Technical reflection focuses on teaching techniques and skills, which are assessed according to externally set standards. Teachers typically look back at their teaching and try to determine the effectiveness of predetermined teaching strategies. The category of reflection in- and on-action corresponds to these types as defined by Schön (1983), while deliberative reflection is described by Valli as a decision-making process where teachers try to find the best alternative for their students after considering several aspects such as the teachers' own teaching behaviours, their relationships with students, the subject matter they were teaching, and school organizational matters. Personalistic reflection needs emphatic teachers that focus on their personal growth and the relationship with their students. The aim is to determine how being a teacher helps them accomplish their life goals and to try to understand the reality of their students in order to be able to teach them in the best possible way. Critical reflection is the only form of reflection that explicitly focuses on the social, moral, and political dimensions of schooling. It guides teachers into reflecting on the ways the school reproduces unjust social class, race, and sex relations and ways in which it can fight and help overcome them. What Valli (1997) emphasizes is the need to incorporate all of these types of reflection into teacher education programmes to enable teachers to explore diverse sources of information for effective decision-making, and multiple ways to integrate these sources into their teaching practices.

Research Aims and Methodology

Primary school teaching students are generalists which, compared to pre-service specialist English as a foreign language (EFL) teachers, means they have considerably fewer opportunities for self- and peer-reflection in- and on-action in a particular subject, in our case English as a foreign language.

The present qualitative study aims to analyse the potential of an innovative reflective instrument for enhancing reflective practice in the primary school teaching programme. The proposed instrument was planned to enhance the

reflective EFL teaching practice of generalist pre-service teachers who report not having enough opportunities for teaching and reflection. We were especially interested in exploring the students' awareness of teaching principles for TEYL, the students' perceptions of their own limitations in TEYL, and a self-reflection on their information and communication technology (ICT) competence. Therefore, the study focuses on the following research questions:

1. In what way did the creation of an MTL enhance the students' awareness of teaching principles?
2. How did the instrument help the student teachers recognize and identify the main challenges linked to TEYL in asynchronous online mode?
3. What are the students' perceptions of their own ICT competences needed in creating the proposed lesson for asynchronous online learning?

The Reflective Instrument

The designed reflective instrument for teacher education integrates the creation of a 'mini takeaway lesson' (MTL) and reflective discussions carried out during the lesson design process.

An MTL was created as an independent online lesson format for young learners of English as a foreign language, and designed especially for asynchronous online learning without any direct teacher or parent supervision or assistance. It presents an alternative to face-to-face lessons. An MTL typically presents a contextualized communicative pattern or grammar point, a story or a song, etc. and is created in a PPT or Prezi presentation format, containing audio recordings, videos, and other visual material. An important element of an MTL are interactive activities with automated feedback that create an impression of the teacher being present. This format allows education students to apply the principles and strategies which are characteristic of TEYL and directly reflect on their suitability and effectiveness. In creating MTLs, the students work within the communicative approach paradigm, paying special attention to the use of scaffolding strategies to enable an independent learning experience for young learners. An MTL also differs from a typical school lesson in terms of length. It has to be kept short (10–15 minutes of learner workload), taking into consideration the shorter attention span of young learners, especially when they are working independently. An additional argument for the short length is an attempt to avoid prolonged screen exposure of young learners, as MTLs are delivered online.

The reflective instrument consists of several stages that follow each other in a set sequence:

1. Planning the MTL: The students select the target grade and the topic they plan to teach with the MTL, after which they write a detailed lesson plan. The plan is supposed to include the standard elements (such as lesson objectives, materials and resources to be used, vocabulary and grammar that will be introduced, the sequence of activities, and time reference for individual activities) as well as the necessary teacher talk and scaffolding.
2. First consultation with supervisor: The students then discuss their lesson plan individually with their supervisor who is the university lecturer in charge of teaching practice.
3. Designing the MTL (e.g. in the PPT format): Designing the lesson taking into account the basic principles and strategies of TEYL and asynchronous online learning and applying effective digital tools of their choice.
4. Second consultation with supervisor: In the second reflective discussion with their supervisor, students review the lesson design process, focusing on the use of relevant strategies and digital tools.

Participants

The participants in this study were 43 Master students enrolled in the study programme Primary School Teaching with English at the Faculty of Education of the University of Primorska, Slovenia. The students are trained to become generalist teachers but with an additional qualification for teaching English to primary school pupils from Grade 1 to Grade 5 (ages 6 to 11). The TEYL module consists of TEYL methodology courses and teaching practicum. Despite the attempts to give the students enough exposure to teaching English in real-life classrooms, students typically report feeling insecure and frustrated because, as they put it, they have only a very vague idea of themselves as teachers of English and thus do not know what to expect during the TEYL teaching practicum. This issue was further intensified during the COVID pandemic, when students were unable to take part in micro-teaching or the teaching practicum. Lesson observations, which took place in the autumn of 2020, were also conducted online since primary and secondary schools in Slovenia were forced to organize emergency remote teaching (Hodges et al. 2020).

Data Collection

Data for this study were collected in the spring terms of the academic years 2019/2020 and 2020/2021. The first data set was collected within the reflective practice itself during individual reflective discussions. Two discussions were

conducted with each participant, one following the planning stage and the other the design of the MTL. The discussions were guided by the supervisor, who took notes on the participants' awareness of the teaching principles employed, the perceived challenges linked to TEYL in asynchronous online mode and their perceptions of ICT competences. The supervisor's notes, which represent the first data set, were later analysed.

The second group of data was collected via an online questionnaire, designed especially for this study, through the open-source application 1KA in May 2020 and May 2021. The questionnaire consists of three parts. The first part comprises a series of six open-ended questions on the participants' ICT use and competence, the second part involves three open-ended questions focusing on their TEYL competences, while the third part contains two open-ended questions in which the participants are asked to evaluate the MTL's potential.

Data Analysis

A qualitative data-driven inductive analysis was used to analyse and categorize the participants' responses. Both the supervisor's notes and the online questionnaire responses were read and analysed multiple times to identify the emerging themes. We then used a conventional inductive content analysis to determine their relevance and meaning. The themes identified are accompanied by direct quotations from the data obtained and thus further illustrated with the participants' voices and views (Patton 2014).

Results and Discussion

In the analysis of both data sets, several themes emerged related to the three research questions.

Awareness of Teaching Principles

The first question was aimed at analysing the potential of the reflective instrument for raising the students' awareness of teaching principles. Based on the analysis of the students' survey responses and the supervisors' notes on reflective discussions, we identified the following ten common themes (in descending order of frequency): scaffolding strategies, motivating interactive activities, student participation, adequate level of difficulty, clear instructions, progression from receptive to productive skills, contextualizing the target language, language consolidation and revision, motivation, and differentiation. The teaching principle mentioned by all students was the importance and use of scaffolding strategies. Students predominantly reported

using instructional techniques, namely providing clear visual material – for example, animations, pictures and symbols – but also using supportive gestures and a clear voice (e.g. when video recording themselves). They commented on the fact that since the lesson is intended for asynchronous online learning and they could not rely on using their body to the same extent as in a physical classroom, they thought more of using other support, for example, verbal and procedural techniques ('creating and sequencing the tasks in such a way that they made sense' and 'how I will sequence all the activities in my story reading lesson'). By trying to plan and provide appropriate scaffolding in a context without the teacher's presence, they were able to reflect on and recognize the importance of various types of support.

This is closely linked to another frequently mentioned aspect, namely giving clear instructions. Especially in the course of the first reflective discussion, numerous students realized how important this element was, taking into consideration that they were supposed to give their instructions in English and had no means of intervening or switching to the L1 in the case of non-comprehension. They focused on providing what they called effective, suitable, clear and simple instructions with modified language which would be effectively supported with visuals. As quite a few students pointed out, it had been difficult for them to see the necessity of scaffolding and clear instructions during their lesson observations in the previous term. It was only when they were faced with the task of creating an MTL, which did not include the actual presence of the teacher, that they realized the value of it. One of the students commented: 'I really thought a lot about designing activities in such a way that they would be clear, you know, that the pupils really understand what they need to do even without my help.'

Another aspect that was mentioned by nearly half of the participants was creating motivating interactive activities, which is closely connected with encouraging student participation, cited just as frequently. Students stressed the importance of offering diverse and attractive activities that 'keep motivation high' and of encouraging student participation. As one of them explained: 'Pupils should feel as if the teacher was there with them, encouraging them and making sure they can interact with the materials. And the PowerPoint should be well designed so that it makes the pupils want to work with it, the activities should be interesting so that the pupils like doing them.'

In the reflective discussions, quite a few students said they knew that motivating pupils and encouraging their participation with challenging and interesting activities was important for any form of lesson but in the case of MTLs it seemed crucial as the pupils were meant to work on them indepen-

dently at home, so the teacher had to achieve these goals through materials alone.

The right level of difficulty and progression from receptive to productive skills were also highlighted in the discussions as well as questionnaires. Students stressed how essential it is to design activities that are not too difficult for independent work but also not so easy that it discourages participation. They mentioned not presenting too many new words, starting with easy tasks and slowly moving towards more difficult exercises. They explained how much thought they put into designing activities that would be based on students' existing EFL skills, which would enable independent work with the materials, for example using only spoken instructions and listening tasks before 3rd grade because pupils at that level do not know how to read in English yet.

Another principle that a few students focused on was contextualizing the target language, especially providing enough context when teaching new vocabulary. One of them mentioned contextualizing new language to establish a clear link with real-life situations which would persuade pupils of the usefulness of the acquired knowledge.

While the majority of participants showed an in-depth understanding of TEYL teaching principles, a few failed to connect the task of creating an MTL with the theoretical foundations discussed in their TEYL courses and focused only on the technical aspect of designing tasks for asynchronous online learning. This resonates with the results of previous studies (Jay and Johnson 2002; Körkkö, Kyrö-Ämmälä, and Turunen 2016) which showed that through the reflective practice process, student teachers may develop the competence to link theoretical knowledge with teaching practice to varying degrees. Some students are able to effectively and critically reflect on applying teaching principles, while others are not able to go beyond the descriptive level or reflect on that aspect at all.

In the answers to the survey question regarding the potential of an MTL format, the participants stressed its usefulness for language consolidation and revision, student motivation, and differentiation. The majority of them reported they could easily use the lessons in class to consolidate knowledge or for revision purposes; some mentioned also using it for independent student work at home. They found it very useful for absent learners who miss lessons to get the opportunity to practice the newly learnt language through an MTL as often as they wish. Another theme that was frequently cited was motivation. Quite a few participants perceived MTLs as an ideal format to motivate pupils for EFL learning since the lessons consist of animations and

interactive exercises that need to be visually appealing and user-friendly, and include learning with ICT, which young learners like. One of the participants explained: 'I think that we could really get closer to our pupils by using activities and animations on computers and in this way change the way we usually teach in classrooms.' In addition, they thought MTLs are different and innovative and raise the learners' self-esteem by enabling independent work without the help, but also interference, of adults. These results show the participants' awareness of the importance of motivation in language teaching. They recognized the innovative potential of the instrument for raising pupils' language learning motivation and the value of including active independent learning in their teaching. A significant number of participants also cited differentiation as an area in which MTLs can be valuable. They noted that the format is especially useful for weaker learners as they can go through the activities at their own pace, do them multiple times, and listen to the instructions more than once. They clearly recognized that learners have different needs and that it was necessary for them to differentiate activities so as to cater for different levels.

Related to that, some participants mentioned the option of flipped learning, where 'I would present the topic in this way, so I would give them this PPT, to work with it at home and then we would talk about it the next lesson at school, [and] there would be more time for language production.'

We can conclude that creating the MTL encouraged the majority of the participants to actively reflect on the teaching principles that they acquired during their TEYL courses.

Challenges Linked to TEYL in Asynchronous Online Mode

The second question focused on the students' perceptions of the main challenges linked to TEYL in asynchronous online mode. When asked about the main challenges of creating the MTL, some of the participants limited their answers to descriptions of practical solutions at the activity-design level, such as how to create animations, modify instructions, record sound, or create clear slides. Several students, however, saw the challenges in encouraging 'authentic communication,' 'active participation of pupils,' and using 'gestures as scaffolding strategies,' thus linking the challenges to teaching principles. Through the analysis of the collected data we thus identified the following common themes: using scaffolding strategies, giving instructions, simulating authentic communication, giving feedback, time management, and finding suitable content and exercises.

One of the most frequently cited challenges that the students experienced

and reported in reflective discussions as well as in the survey was making the lessons suitable for asynchronous online teaching. The format of the MTL is intended for independent learning of young learners, as young as six, which presented a significant difficulty for most participants and can be linked to almost all reported challenges. Namely, the majority of participants explained that they found several aspects of TEYL, like giving instructions and using scaffolding strategies, even more challenging because the format excluded the physical presence of a teacher. One participant wrote that the major challenge he faced was 'to design a lesson for independent work, with no help of an adult.' In simulations and observations in the previous term, they observed the teacher or fellow colleague in action, when the focus was on their reactions while teaching, and not on the planning phase. With the MTL they needed, as one of them explained, to 'remove the teacher from the picture and let the PowerPoint lead the pupil through the lesson on its own; in a way it seems that the teacher works through the PowerPoint,' which moved the focus onto the lesson planning and lesson designing phase. Another observed: 'This type of activity is definitely better if we compare it with exercises where the teacher only writes or gives instructions and exercises. Here the pupils have the feeling that the teacher is somehow with them.'

At the same time, they were aware that a teacher figure was important for young learners whose ability for abstract communication is still limited. This concern was reflected in the attempt of several participants to find a solution for the absence of the teacher figure. They explored different options, such as using photos of themselves, creating teacher avatars or using a child figure in the role of instructor (see figure 1). One of the participants also deliberately tried to create an avatar who would resemble herself. The fact that the perception of the role of the teacher emerged as an important theme partly evokes the objectives of personalistic reflection (Valli 1997), which puts a strong emphasis on the teacher's relationship with their students and implies the perception of the teacher as a caretaker rather than merely an information giver. We would like to argue that by considering the presence/absence of the teacher in the MTL for asynchronous online teaching, the students were faced with the issue of teacher identity, contemplating their self-image as future teachers as they tried to envisage the teacher figure in the MTL. We may conclude that the teacher's self-perception and the way they act in their roles as teachers in different learning environments is central to any discussion of reflective practice (Beauchamp 2015; Bratož and Pirih 2022).

The participants often reported that knowing they would not be able to



Figure 1
Teacher Figures in MTLs

rely on their instinct and spontaneous reactions in class made them really think and elaborate on various TEYL principles and often worry about the ways of implementing them in the lesson. They mostly reported struggling with using scaffolding strategies and giving instructions, in their words: 'It was really difficult to form instructions because we aren't present so we can't use gestures as scaffolding.'

There are two other challenges very often reported by the participants that can be linked to the physical absence of a teacher, namely simulating authentic communication and giving feedback. The participants often mentioned that they tried to design the lessons so that the pupils would feel as if the teacher was there, communicating with them. This consequently meant they struggled with simulating communication that would resemble authentic communication in the classroom and, as a part of it, giving meaningful feedback to the expected responses by the pupils (such as using a pause after a question to allow time for the pupil's answer). When asked what they found the most challenging, one participant explained: 'Recording my spoken communication. It was really difficult for me to get into the role of someone who is speaking to oneself. This was really hard.'

Quite a few participants reported struggling with the length of the MTL format, especially after the lesson planning stage – they wondered whether they would manage to 'squeeze everything into 10 minutes' or how to 'strip the presentation so that it fits into this short amount of time.' Some of them linked this issue with the time management aspect of lesson planning and concluded that they would probably have the same problems planning and delivering a 45-minute face-to-face session as well.

Three participants reported difficulties finding and creating suitable content and exercises. As they explained, they did not know what to expect from pupils of a certain age in terms of EFL competence but also cognitive development. Consequently, they found it hard to estimate the right level of difficulty when choosing content and designing exercises for a specific grade, worrying predominantly about making the lesson too difficult and thus unsuitable for independent learning.

The insecurities and challenges the participants experienced may be related to their profile as prospective generalist teachers, who during their studies are exposed to teaching methodology in a variety of subjects, such as mathematics, arts, science, etc. and do not focus exclusively on language teaching approaches as pre-service specialist teachers do. This issue is also stressed by Lambe (2011) and Murphy, Marron, and Coulter (2021), who have recognized the limitations of pre-service education programmes in preparing education students to teach different subjects across the curriculum. On the other hand, the results also show that they struggled with the switch to remote asynchronous online teaching, as this modality is so very different from the synchronous classroom teaching that they had practised. In any case, we may conclude that the proposed reflective practice process enabled them to identify and better understand the key issues and challenges of TEYL

in asynchronous online mode. This is in line with the results of a study conducted by Gungor (2016) in which future teachers started detecting their limitations and thinking of effective solutions after going through a reflective process.

ICT Competences

The third research question was aimed at analysing the students' perceptions of their own ICT competence. The following themes were identified: confidence using ICT, self-taught user, problems with PPT functions, difficulties creating interactive activities, and technical issues.

The majority of participants reported feeling competent using ICT for teaching purposes, explaining that they use ICT in other areas of life and find it easy to transfer the skills and knowledge to the field of teaching or gain new knowledge related to ICT use. However, approximately one fourth of the participants said they did not feel competent (enough) and that they struggled with various aspects of creating an online lesson. Moreover, half of the students noted that they developed their ICT competence on their own, informally, not in their study course, either through online tutorials and videos or with the help of friends and schoolmates. Some students were surprised and impressed by the YouTube tutorials made by Slovene in-service teachers of English during the pandemic, as they realized how important and useful ICT knowledge was for a contemporary teacher, especially in remote teaching circumstances. At the same time, they felt they were let down by their instructors at the university and perceived themselves as self-taught users of digital technology. As Casillas Martín, Cabezas Gonzalez, and Garcia Penalvo (2020) point out, ICT training is a necessary requirement in the education of future teachers and should therefore be reinforced both in terms of advanced ICT competence and its application for teaching purposes.

The participants mostly chose the PowerPoint format (except one who chose Prezi) for their MTL and reported problems using various functions, like voice recording, inserting audio and video elements, and creating animations. The use of these functions is closely linked to creating interactive activities with automated feedback, which represent the core of an MTL. Students reported feeling frustrated because they felt they lacked appropriate ICT competence to design high-quality MTLs. For example, they were not able to include certain activities or elements in the lesson because they did not know how to create them online. As the study process was moved online due to the COVID-19 pandemic, students were forced to study from home with whatever IT equipment was available to them. Several participants re-

ported facing technical issues due to inadequate hardware or software. One of the students explained how frustrated she felt after she realized she could not learn from the tutorials or use her schoolmates' advice as her software was too old to support the newest version of PowerPoint and other programmes.

Conclusion

The main aim of the study presented in this paper was to analyse the potential of the proposed instrument for developing various aspects of reflective practice in teacher education. A conclusion that could be drawn from the data analysed is that the instrument does enable different types of reflection, specifically technical reflection, reflection on-action, deliberative reflection and personalistic reflection (Valli 1997). By developing the MTL and participating in reflective discussions, the prospective teachers were generally able to link the theoretical and practical knowledge gained in the TEYL course with its application in practice. They were challenged to evaluate their own teaching and ICT competences but also look for alternative solutions and at the same time reflect upon their role as teachers to young learners. The proposed reflective instrument enabled them to view their teaching from multiple perspectives, matching their performance to teaching principles and guidelines and looking for suitable alternatives for a particular teaching context, as well as delineating their role as teachers.

One of the implications which may be drawn from this study is that formalized reflective practice can be used as further support in generalist teacher education, which does not provide enough opportunities for developing teaching competences in specific fields. In the Slovenian education context, this is especially relevant in the area of foreign language teaching at primary level, as most FL instructors are generalist primary school teachers. In addition, although the proposed instrument was developed as a reflective instrument during emergency remote teaching, the study shows that it can be effectively used to support and complement traditional ways of implementing teaching practice. Another important implication is related to the use of digital skills in teaching. It was clear from the participants' responses that while they felt digitally competent, they recognized the value of ICT skills in teaching only through the reflection process. This points to the need for a more systematic and effective inclusion of ICT skills in teacher education programmes.

While it is clear that reflective practice is an essential element of every teacher education programme, there are still a number of issues that would

need further elaboration. Although the question of teacher identity was not a central focus of the study, it emerged at different points during the reflection process. A possible line of enquiry would be to explore the complexity of the identity of a generalist teacher who needs to be at home in several specialist areas.

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Oblikovanje »mini učne ure za s seboj« kot orodje za reflektivno prakso v pedagoškem izobraževanju

Reflektivna praksa je bistven element vsakega pedagoškega izobraževanja. Bodoči učitelji v sklopu reflektivne prakse razmišljajo o pomembnih vprašanjih svoje pedagoške dejavnosti, od metodoloških težav do lastnih stališč in prepričanj. V pričujočem prispevku predstavljamo rezultate kvalitativne raziskave, katere namen je bil analizirati potencial procesa oblikovanja spletnih »mini učnih ur za s seboj« kot reflektivnega orodja v pedagoškem izobraževanju. V raziskavi je sodelovalo 43 študentov, vpisanih v magistrski študijski program razrednega pouka z angleščino, ki so oblikovali spletne učne urice angleščine za mlajše učence in reflektirali proces njihovega načrtovanja ter ustvarjanja. Posebej nas je zanimalo, v kakšni meri so študenti v procesu oblikovanja učne ure pozorni na načela poučevanja tujega jezika na zgodnji stopnji, katere izzive in težave prepoznajo pri tem in kako ocenjujejo svoje IKT-kompetence. Rezultati raziskave kažejo, da lahko ustvarjanje »mini učnih ur za s seboj« predstavlja učinkovito orodje za refleksijo v izobraževanju učiteljev.

Ključne besede: reflektivna praksa, pedagoško izobraževanje, poučevanje angleščine na zgodnji stopnji, »mini učna ura za s seboj«, asinhrono spletno poučevanje