

Chapter 17

Effect of Reflective Journal Writing for Microteaching Implementations on Creative Thinking Tendencies of Primary School Teacher Candidates

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ABSTRACT

This study aims to reveal the effect of writing reflective journals about micro-teaching practices on the tendencies of creative thinking of primary school teacher candidates. This research was created using a mixed-methods approach. The research group for this study consists of third-grade students who attend a public university in Turkey with a primary school teaching program. A quasi-experimental design was employed in the quantitative part of the study, and a phenomenological design was utilized in the qualitative part of the study. According to the results, reflective journal writing for micro-teaching practices positively affected the creative thinking tendencies of

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primary school teacher candidates. In addition, primary school teacher candidates stated that reflective journal writing for micro-teaching practices developed creative thinking tendencies because they could think critically and gain different perspectives. When the qualitative data obtained from primary school teachers were evaluated, it was seen that they supported the quantitative data.

1. INTRODUCTION

With the changes in information and technology, the skills and competencies expected of individuals have also changed. With these changes, individuals with higher-order thinking skills are needed (Çandar, 2007). Reflective thinking, which is a part of higher-order thinking skills, is a mental awareness that can establish a connection between the past, present, and future (Tan & Goh, 2008). John Dewey paved the way for this intellectual concept (Köstekçi, 2016). Dewey (1910) defined reflective thinking as a deliberate, concentrated, and conscious analysis of the underlying cause of any concept or belief. Taggart and Wilson (2005) consider reflective thinking as making informed and rational choices on educational problems and evaluating the results, and they created the reflective thinking model. Figure 1 shows Taggart and Wilson's (2005) reflective thinking model.

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