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Exploring Student-Teachers' Reflection on Microteaching: A Method for Achieving Continuous Professional Development

Alfu Nikmah[1], Rudi Hartono[2], Issy Yuliasri[3], Widhiyanto[4]

[1] Universitas Islam Negeri Sunan Kudus, Kudus, Indonesia
[2, 3, 4] Universitas Negeri Semarang, Semarang, Indonesia

Contact:	Alfu Nikmah		alfunikmah@stainkudus.ac.id

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ABSTRACT

This paper's primary goal is to investigate perceptions of the implementation of a microteaching course using reflective teaching practice. Microteaching is a course that prepares student-teachers to become professional instructors. Reflective teaching techniques include self-reflection and reflections from teachers and peers, which lead to effective and complete evaluation. This study explores how Indonesian student-teachers perceive the implementation of microteaching and how they discover the reflection in the microteaching course. Using a qualitative approach, semi-structured interviews and focus group discussions were conducted with seven participants to gather in-depth insights into their experiences and perceptions regarding reelection in the microteaching course. The results showed that student-teachers were concerned about preparing before conducting microteaching, including searching for materials to construct a lesson plan, conducting teaching performance and evaluation, and perceiving positive arguments in the reflections given by the teacher and peers. Having strengths and weaknesses from the comments made student-teachers tend to improve their performance in the next practice. The results of this investigation have significant practical relevance for evaluating student-teachers' teaching performance through reflection practice and for helping future teachers fulfil their requirement to be professional teachers.

KEYWORDS:
Reflective teaching; Student-teacher; Microteaching; Professional skills; Continuous professional development.

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Introduction

Teaching is a challenging process that requires an appropriately qualified teacher. The majority of prospective teachers find the experience challenging at first, as their initial views and experiences significantly shape how they approach their future career in teaching (Haruna Abubakar et al., 2023). Teachers who receive only the minimum training in supported theory and practical applications may fail to successfully implement instructional strategies

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(Littlewood, 2007). Emery (2013) identifies several issues arising from inadequate preparation for teaching, including teachers' inability to address challenges within the educational context due to insufficient training, teachers' deficient language proficiency, and the employment of teachers whose primary subject area is not English to teach it. Such issues occur in rural regions because they lack suitable and effective teaching and learning environments (Binod, 2015).

Moreover, the English teaching process can be demanding due to instructors' qualifications, language ability, and training, as these factors may undermine teachers' confidence (Emery, 2013). Teachers with little training may struggle to implement instructional approaches successfully. All teacher preparation programs ultimately aim to prepare students to become effective teachers. It entails fully involving student-teachers in what it means to be a teacher in practice. A student teacher learns about teaching philosophies throughout the demonstration phase of a sustained training period, during actual teaching, and during the learning assessment process. A collaborating instructor mentors a preservice teacher throughout the teaching and learning process (Fabelico & Afalla, 2023).

Microteaching was designed to provide a supportive environment for preservice teachers to practice teaching skills. Microteaching, developed at Stanford University in the early 1960s, has become the on-campus clinical practice approach in 91% of teacher education programs (F. Amobi, 2005; Cruickshank, as cited in Ismail, 2011). Initially, the purpose of microteaching was straightforward. It encourages students to mimic specific abilities demonstrated by instructors. The emphasis was on repetitive practice, with the goal of helping the novice eventually become proficient in executing numerous acquired latent talents concurrently. Microteaching is now being used to provide preservice teachers with a more comprehensive teaching experience, rather than its prior narrow focus. Teaching complete lessons, though scaled down, has required preservice teachers to analyze their teaching practices.

Microteaching is a cycle of activities that includes classroom management and instruction in language skills. It helps aspiring educators to become aware of the beliefs, attitudes, and presumptions surrounding education (I'Anson et al., 2003). F. A. Amobi and Irwin (2009). Microteaching is a crucial component of teacher education programs because it allows preservice teachers to experience teaching in a classroom setting. There are several benefits of microteaching, including honing teaching techniques, reflecting on instructional practices, and refining teaching methods.

The most pressing concern among instructors is educating student-teachers to teach effectively and reflect on the order and implications of their teaching activities. Teachers must facilitate the integration of theory and practice by promoting field-based experiences and incorporating organized reflective thinking components, such as journal writing and reflective interviews (F. A. Amobi & Irwin, 2009). The reflection for learning serves three purposes: it supports academic learning by applying theory to practice; it develops higher-order thinking skills, including metacognition; and it contributes to lifelong, whole-person learning (Harvey et al., 2010). It also helps academic professionals learn and grow, particularly through journaling (Jennifer, 2013).

Teachers who thought about what had happened and how they might change in the future were reflecting on their actions; teachers who made last-minute adjustments to their lessons were reflecting while they were teaching. Many researchers in teacher education pay close attention to reflection-on-action (Marcos et al., 2009). Research indicates that a robust

pre-service L2 teacher education curriculum should include reflective practicums that involve observation, lesson design, teaching, guidance, feedback, and evaluation (Hyland & Wong, 2013). Reflective teaching practice in microteaching appears to be an effective way to equip student-teachers for teaching practice. According to Phan and Nguyen (2024), investigations of Vietnamese teachers revealed that almost all were aware of the goals, activities, and forms of practice in reflective teaching; however, the majority were unable to identify the methods and instruments for implementing reflective teaching. Furthermore, the majority of pre-service teachers believed that reflective teaching provided several benefits for improving their teaching skills and personal growth. Another study by Zahid and Khanam (2019), examined the performance of 40 prospective teachers before, during, and after teaching practice. The training improved the teachers' skills and performance by enabling them to revise and modify their teaching strategies through reflective practice. However, they were unable to practice all of the reflective skills during their practicum.

Vander Kloet and Chugh (2012) also investigated peer feedback in microteaching. Ten microteaching peer assessment forms from a Canadian post-secondary education program were gathered and analyzed to determine whether peer criticism forms reflect student-teachers' perceptions of what constitutes successful teaching. The results demonstrated that after obtaining peer evaluation, participants were prompted to reflect on and adjust their teaching conduct to meet projected expectations and demonstrate their position as a 'good' teacher. Özonur and Kamışlı (2019) explored the positive responses of pre-service teachers in the implementation of microteaching. Jacobsen et al. (2025) investigated how expert advice influenced student-teachers' classroom management skills in an online blended learning environment. The study found that student instructors who received expert comments demonstrated better classroom management skills than those who did not receive any constructive feedback on their performance.

Several models of reflective practice have been proposed by experts. Lane et al. (2014) proposed that pre-service teachers' reflections can be divided into four levels: descriptive, evaluative, reflective, and creative. Descriptive comments repeated or detailed experiences that pre-service teachers had observed in the classroom. Evaluative comments went a step further, expressing a value judgment regarding what had been witnessed. Reflective replies differed from evaluative responses in that they examined what was effective and unproductive about a specific instruction and why. Imaginative replies were those in which pre-service teachers examined classroom circumstances and proposed how classes could be delivered differently and more effectively. The model of reflective teaching can be drawn in this phase.



Figure 1. *The model of Reflective teaching by Lane et al. (2014)*

Considering these issues, the current study focused on how microteaching is implemented and on student-teachers' perspectives on reflective teaching in microteaching. Thus, the purpose of this research is to explore student-teachers' perceptions and experiences of implementing microteaching through reflective teaching practice. Hence, it concerns the student-teachers' perspectives on reflection during microteaching implementation.

Method

The study employed an exploratory case study to examine a phenomenon through participants' viewpoints in real-world contexts (Merriam, 2016). Case studies are effective at exploring individual experiences. The study used a qualitative methodology to better understand the experiences of third-grade student-teachers who have taken a microteaching course.

To obtain the necessary information, interviews were conducted with English language learners at IAIN Kudus, Indonesia, who had taken a microteaching course. They had conducted a microteaching course in the sixth semester. Seven-student focus groups were formed from the student-teachers. Previously, student-teachers were instructed to reflect on their teaching practice. The lecturer gave them the explanation to write a reflection on their experience developing their teaching skills during microteaching. What are the strengths and weaknesses of teaching practice?

Data were collected through semi-structured interviews with student-teachers. According to Magaldi and Berler (2020), semi-structured interviews, also known as exploratory interviews, are a frequent research approach. It emphasizes a single subject and adheres to a broad framework derived from a manual. Seven participants in this study were interviewed using a semi-structured interview to elicit their opinions and experiences regarding the implementation of a microteaching course using reflective teaching practice. Following the interview, participant confirmation, transcription, and coding were used to examine the data.

For data analysis, the researchers used thematic analysis as proposed by Braun and Clarke (2006). There are six steps employed in thematic analysis: (1) Getting acquainted with your data: recording preliminary thoughts, reading and rereading the data, and transcribing it if required; (2) Creating first codes: systematically coding intriguing data aspects throughout the complete data collection and compiling information pertinent to each code; (3) Probing Theme: Integrating codes to create potential themes and gathering all relevant information for each theme; (4) Examining themes: Creating a thematic "map" of the analysis by determining whether the themes relate to the coded extracts (Level 1) and the complete data set (Level 2); (5) Identifying and labeling themes: Constant examination to improve the details of each theme and the narrative it conveys, leading to precise names and definitions for each theme; (6) The description is the last possibility for analysis. Selection of clear, engaging extract examples, final analysis of the chosen extracts, linking the analysis to the research topic and literature, and preparing an academic paper on the analysis.

During the first round of analysis, we familiarized ourselves with the data by transcribing and reading it. We continuously evaluate the data, annotating the words or sentences that indicate the teachers' thoughts and confidence. Following that, we used the comments section to identify and develop potential patterns and then explained the results of our inquiry.

Results

The study's findings are organized into two parts that correspond to the research topics. The first part focuses on implementing microteaching through reflective practice. The second part examines how student-teachers respond to reflections in the microteaching course following Lane's (2014) model of reflective practice.

Student-Teachers' Perception and Experience in the Implementation of Microteaching

The study investigates how reflective teaching practices are used to implement microteaching. This section presents the findings of how student instructors perceive and experience the use of reflective teaching practices in microteaching. There are 5 themes in the implementation of microteaching: the goal, preparation, implementation, and evaluation, which can be seen in Table 1 as follows:

Table 1. *Student-teachers' perception and experience in the implementation of microteaching*

Theme	Sub theme	Student-teachers' responses
The goal	Teaching skills Performance	Practicing teaching ability Delivering lesson plan Increasing self-confident
Preparation	Finding some sources	Book YouTube
	Observation	Watching experienced teacher teach
	Lesson Plan	Making lesson plan
Implementation		Conducting the teaching based on lesson plan
Evaluation	Reflection	Self-reflection, peer and lecturer reflection

Goal

We discovered that seven student-teachers in this study responded positively to the implementation of reflective teaching in microteaching. As the first step in the implementation, student-teachers tend to have the goal as their first preparation. The goal is to meet student-teachers' expectations in the implementation of microteaching. The first goal relates to teaching skills. The student teacher hopes to apply their teaching skills as outlined in the prepared lesson plan.

Regarding student-teachers' perception of the implementation of the microteaching course, their responses are as follows: "I am able to implement lesson planning, teaching skills, and English language skills as well" (PS 1). The first participant defined microteaching as the ability to implement the lesson plan; she highlighted her ability to deliver the lesson based on her planning and English language skills. The second participant stated:

> The microteaching class helped me hone my teaching skills by increasing my creativity as a teacher and preparing me better to teach in the real world. Getting the opportunity to take this microteaching class twice increased my confidence and competence in the classroom. (PS 2)

The second participant (PST 2) also stated that she wanted to sharpen her teaching skills by improving the creativity in her teaching. The participant expects to prepare her teaching for the real world. Moreover, she hoped the teaching could improve confidence and teaching competence. It was in line with the fourth participant's expectation that her microteaching would serve as the foundation for subsequent real-world teaching. "I hope that the knowledge I gained in this new microteaching practice can be applied well in the real world" (PS 4).

Another participant also responded about the intention in microteaching from PS 3, also in line with PS 1 and PS 2. It is highlighted that they intended to put the lesson plan into practice and deliver their teaching skills to improve creativity in teaching. However, PS 3 incorporated her expectations into her teaching.

> I expected to practice my teaching skills, such as lesson planning, classroom management, and delivering clear explanations. I also hoped to improve my confidence when speaking in front of a group and receive feedback on how to make my teaching more engaging and effective. (PST 3)

From the participant's argument (3), she hoped to apply her teaching skills in the microteaching course. The participant is also concerned with creating a lesson plan, classroom management, and conveying explanations. Moreover, the participant hoped to improve her confidence while performing in the classroom and to receive feedback to help her evaluate her teaching and make it attractive and effective.

Preparation

In this preparation, there are some related sub-themes: finding sources, observation, and a lesson plan. Participant 1 formulated learning the material based on the curriculum. Then she finds an interesting way to keep the student from getting bored. She prepares the material and finds a YouTube source for an interesting topic to apply. The responses can be seen as follows:

> Preparing learning materials in accordance with the applicable curriculum, choosing interesting learning methods so that students do not feel bored, and every time practicing learning is interspersed with ice-breaking, so that it is not monotonous. The sources I have used come from e-books to find learning materials, and YouTube to find icebreakers. (PS 1)

Implementation

After the preparation. The implementation is the main step in conducting microteaching. From the implementation session, it can be revealed that some respond as follows:

> The first is to study the material before teaching. The second step is to create a lesson plan and practice teaching skills to deliver the material effectively. After the teaching session, I received feedback, reflections, and improvement suggestions, and re-implemented anything that was lacking in my teaching method. Using academic books, online teaching resources, peer discussions, instructor guidance, and self-reflection through video recordings. (PS 1)

Participant 1 argued that preparation and practice become vital before implementing the teaching practice. The implementation of microteaching involves conducting teaching, followed by feedback and reflection. Moreover, the improvement is intended to make it perfect or to serve as a basis for the next teaching practice. Participants tend to make some effort to improve for the next presentation by reflecting on their performance through video recording and making corrections based on peer and instructor feedback. The following comment on the implementation, given by participant 2, focuses on the skills and strategies to be used to conduct. It can be seen as follows: "The second step is implementation; I deliver the lesson to

my friends by implementing the strategy that I have planned" (PS 2). "I delivered a microteaching session focusing on using the new skill. I practiced in front of peers and sometimes rehearsed alone beforehand" (PS 3).

The second participant claimed that the implementation of microteaching using the strategy that has actually been learnt and prepared before. The response from PS 3 concerns preparation before implementation. She practices alone before teaching practice.

Evaluation

The next step in implementing microteaching is evaluation. It can be seen based on the views from the participants as follows:

> The next step is feedback. After I deliver the lesson, I review my peers' constructive feedback on what needs improvement in my teaching technique. The next step is self-reflection; I review the recording and consider the feedback I received. Analyze what went well and what I need to improve in the future. The next step is re-teaching. Based on the knowledge I gained from reflection and feedback, I repeat the lesson, incorporating improvements to reinforce the learning from the previous lesson. The last step is evaluation, where I assess the effectiveness of the entire step, considering student engagement and learning outcomes. This evaluation can help me understand the results of the teaching methods I use. (PS 3)

> The evaluation will be seen in the next step after implementation. Peer and teacher feedback is being evaluated to help student-teachers understand their limitations. All the evaluations help students' teachers improve their teaching practice for future teaching (PS 5). After the lesson, I received feedback from my peers and the instructor. Their comments highlighted what worked well and what needed improvement (PS 2). Reflection: Finally, I reflected on the feedback and my own experience. I noted what adjustments I should make for future teaching practices (PS 7). After the teaching session, receive feedback, reflect, improve, and re-implement anything lacking in my teaching methods (PS 6).

Student-Teachers' Perceptions of the Reflection in Microteaching

In this section, three themes emerge from the student-teachers' perceptions of reflection in microteaching. The theme involves personal perception, strength, and suggestions for improvement.

Table 2 Student-teachers' perceptions of the reflection in microteaching

Theme	Sub theme	Student-teachers' responses
Personal perception	Positive	Openness
		Easy to get negative respond/feedback
Strength	Teaching method	Giving clear explanation
	Interaction	Student engagement in the teaching
Suggestion for improvement	Classroom management skill	Questioning technic
	Time management	

Personal Perceptions

In the personal perceptions, the student-teachers provide responses to the lecturer's and peers' reflections. The positive responses are shown by their openness to receiving the criticism and feedback. He stated, "I am open to feedback from lecturers and peers, as it helps me identify mistakes I have made so I can correct them later" (PS 1). "I'm very open to feedback and will implement it to improve my teaching skills" (PS 3). Furthermore, another participant stated:

> I was very open to receiving feedback from different people and sources during the microteaching course. I understood that feedback is crucial for my growth as a teacher. When the lecturer provided feedback, I appreciated their professional perspective and took their suggestions seriously. Feedback from my peers was also valuable because it gave me insight into how my teaching was perceived by others at my level. Watching a video of my teaching helped me reflect objectively on my performance. While some feedback highlighted areas for improvement, I took it as a positive opportunity to refine my teaching skills and not as criticism. (PS 5)

The openness has become a positive response to the criticism and support for the reflection. "I am very open to any feedback and criticism from anyone, because I can see how far my micro-teaching abilities have come and what needs improvement" (PS 7). The participants saw the critics as a form of feedback that could improve their performance in advance. They saw their performance through their teacher and peer observers' corrections. The student-teachers saw the weakness to be improved. The reflection became an evaluation for the student-teachers. Furthermore, Participant 3 felt that reflection was an appreciation because it became a devotion for him. He felt happy and very enthusiastic about addressing the limitation.

> I am very open to suggestions or input from anyone, so the person who gave the suggestion must have paid attention to me during my teaching practice, and I am happy because I feel appreciated. With the feedback I get, I can fix the shortcomings and try not to repeat the same mistakes in the next meeting. (PS 3)

Strength

There are two sub-themes in strength: teaching method and interaction. Reflection in teaching comprises student-teachers' explanations during instruction and students' engagement in the classroom.

> In terms of strengths, I have prepared and presented the material well. Suggestions for improvement include delivering the material in a louder voice, as I have a weak voice. Both of these things can develop my teaching because I already know where my strengths and weaknesses are, so that in the next microteaching practice, I will be better prepared (PS 1).

"The feedback I received from my lecturer during microteaching was both constructive and encouraging. My lecturer highlighted some of my strengths, including clear pronunciation, structured lesson planning, and the ability to engage students through interactive activities" (PS 2). "In strengths, the lecturer has provided notes on the clarity of instructions, student engagement, and the use of visual aids or learning media" (PS 5).

"The feedback I received from my lecturer was detailed and constructive. They highlighted my strengths, including my clear explanations and ability to engage students during lessons. This positive reinforcement boosted my confidence in those areas" (PS 7). The participant's positive response to the strength given in the reflection. The strength made the participant more self-confident. Reflection. The strength can be seen in the preparation or planning, presentation, methodology, materials, and media-assisted.

Suggestion for Improvement

The response to the reflection of student-teachers' performance involves a suggestion. Student-teachers respond positively to the suggestion. It becomes a reflection of their performance. The suggestion involves classroom management skills and time management.

> However, I was also given suggestions for improvement, such as improving classroom management, using more questioning techniques, and providing clearer instructions so students fully understand the tasks. This feedback helped me improve my teaching by becoming more aware of the areas that needed improvement. I started practicing giving clearer and more concise instructions, trying different ways to check students' understanding, and improving my classroom management skills. Overall, the lecturer's feedback greatly increased my confidence and effectiveness as a prospective English teacher. (PS 5)

> In the improvement suggestions, the lecturer provides feedback on classroom management, offers recommendations for managing student behavior more effectively, and suggests adjusting the lesson pace to provide more time for student interaction or to delve into specific topics in greater depth. In the lecturer's comments, there is positive reinforcement to strengthen confidence in teaching abilities. Constructive criticism that highlights areas for improvement will foster a supportive learning environment that encourages growth. (PS 3)

The given suggestion during the performance helped the student become aware of their weaknesses. It took courage for them to improve their weaknesses in their next teaching practice. Hence, the suggestion greatly boosted students' confidence. Some others criticized the suggestion to foster students' critical thinking through interaction.

> Additionally, the lecturer provided helpful suggestions for improvement. For example, they advised me to work on my classroom management skills, specifically to ensure better control over student participation and timing. They also encouraged me to use more open-ended questions to stimulate students' critical thinking. (PS 2)

> Suggestions for improvement: on more effective time management and including more real-world examples to enhance understanding. Feedback like this helps me improve my microteaching by increasing lesson pace and making explanations more relevant, ultimately providing a better learning experience for students or audiences. (PS 3)

In addition to class management, teachers must also pay attention to time management. A teacher must be able to manage limited time when providing learning materials. "My weakness in microteaching practice is time management, so I evaluate myself to ensure the time I allot is appropriate" (PS 4).

Discussion

The finding highlighted that participants responded positively to microteaching, as evidenced by their reflections in the microteaching course. The result showed improvement in the student-teachers' skills; however, weaknesses needed to be addressed in the evaluation. It aligns with the previous study by Zahid and Khanam (2019). In the first step of microteaching implementation, the student teacher intends to perform well in teaching. They have made a strong effort to prepare for teaching practice. The preparation began by finding sources for the book materials, such as YouTube or even observation. They have a strong intention to elaborate their teaching to the proper methodology and practice. It is relevant to Littlewood (2007), who proposes that teachers need to put in a lot of work to prepare their teaching based on the theory and methods for its application. Moreover, the findings revealed the implementation of microteaching, which began with constructing a lesson plan and practicing teaching skills to build their self-confidence, as stated by Pangaribuan et al. (2023).

Students think that microteaching can help them improve their abilities to develop and teach lessons from lesson plans, explain subjects, manage their time, and gain self-confidence in instructing. Gravett and van der Merwe (2023) contend that educators ought to select and implement instructional practices and techniques judiciously, taking into account the comprehensive context, including learners' prior knowledge, life experiences, the intricacy of the subject matter, and, as educators would assert, their profound comprehension of the essence of learning. This research revealed that the teacher's reflections and peers showed students' teacher's strengths and some weaknesses. Then, further suggestions were given to improve the student-teachers' practices. The student-teachers also reflect on their performance. They are concerned about their weaknesses as identified by their peers and teachers' corrections. Valli (1997) proposed identifying key topics for reflection and the quality of reflection. Teachers' content for reflection concerns what they think about, whereas the quality of their reflection concerns their thought processes regarding their teaching. These two levels of reflection may help teacher candidates identify and evaluate successful teaching, as well as assess their own judgments. Then, as part of the evaluation, student instructors might experiment with a component of their practice and learn from it.

This study confirmed the participants' positive response to the implementation and reflection. It relates to a previous study that stated that the students demonstrated a positive attitude towards peer feedback, expressed satisfaction with the activity, and expressed a desire to engage in it again. Receiving peer feedback improved their teaching practice and motivated them to improve their performance. Diasti (2020) and Amobi (2005) analyzed the reflective outputs of 31 secondary education teacher trainees during a second microteaching session and determined that student-teachers found microteaching to be a positive and relevant way of learning. At its foundation, learning is a collaborative effort. The effectiveness of feedback is directly related to the setting in which it is delivered and the connection established between the constructive critic and the recipient. As a result, teacher educators must establish an open and receptive environment (Asregid et al., 2023). Open-mindedness had an important role in the reflection. Open-mindedness may be defined as allowing stuff into the inquiry that can serve as fuel (Karlström & Hamza, 2023).

Reflective teaching practice in microteaching comprises self-reflection, peer reflection, and teacher reflection. In this study, the student-teachers conducted assessments and received peer feedback on microteaching methods. One of the goals of this activity is to assist pre-service teachers in identifying strengths, weaknesses, and areas for improvement

in their teacher practice abilities, and to make required modifications and offer suggestions. In this research, they have recognized their strengths and limitations by performing assessments of their own practices and their peers' practices, similar to the studies conducted by Fernández and Femhdez (2012) and McCullagh and Belfast (2015). Recent research on preservice teachers has revealed that self-critiquing enhances teaching practice (Rich & Hannafin, 2008; VanLone, 2018; Zilka, 2020), and it is obvious that good conduct and self-criticism lead to higher success in implementation (Hall, 2020).

The reflection becomes self-development, expected to result in beneficial changes in the teacher's cognition, professional perspective and identity, pedagogical expertise and skills, and professional experiences (Nurkamto & Sarosa, 2020). Yuan and Liu (2024) stated that participants also reported that they prefer to highlight both the advantages and drawbacks of pre-service EFL instructors' teaching performance in terms of professional growth beyond practice in the classroom.

Conclusion

The main results propose a good response to reflective practice in microteaching. The openness of student-teachers to feedback from peers and teachers reflects their evaluation of their performance. The description of the teaching is defined by the goal or objective of the teaching and its implementation, followed by the peer and the teacher. The reflection becomes the student-teachers' self-reflection, composed of reflections recorded in the video. The findings may be valuable to relevant stakeholders, notably instructors in higher education situations. Teachers, as well as university professors, must get information about reflective teaching practice in microteaching and respond to student-teachers' perspectives on reflective teaching. The course should be managed effectively, employing reflective teaching in microteaching and training students to conduct their own reflections throughout the course. As a result, reflection is used as an evaluation tool to enhance students' teaching effectiveness and support professional growth.

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