

## Reflective writing skills among pre service teachers: a scoping review

J. A. Mary Kumari, G. S. Prakasha

School of Education, Christ University, Bengaluru, India

### Article Info

#### Article history:

Received Sep 13, 2023

Revised Mar 30, 2025

Accepted May 9, 2025

#### Keywords:

Preservice teachers

Reflection

Reflective journal

Reflective writing skills

Teacher education

### ABSTRACT

Reflection is a soul-searching process. It is an innate ability to delve down the memory lane to judge a reaction to a particular situation as right or wrong as a response. The positive reactions are reinforced and the ineffective negative ones are relinquished. Developing reflective skills among preservice teachers include regular reflective practice sessions. They have to painstakingly record all their reflections after the delivery of each lesson as part of their curriculum along with other reflective practice opportunities. This effort should lead to evolution of professional practitioner in the long run. Although, there are factors affecting its development, preservice teachers seem to do it more monotonously without much reflective learning. Their reflective writing skills are way behind the expected level. This study adopts the research design outline advocated by Arksey and O'Malley. The study appraised the research studies conducted from 2015 to 2024 as a part of scoping review. The study throws light on the various aspects related to the teacher-trainees' reflective writing skills. Future studies may focus on empirical validation of the reflective writing skills among preservice teachers.

*This is an open access article under the [CC BY-SA](#) license.*



### Corresponding Author:

J. A. Mary Kumari

School of Education, Christ University

Hosur Road, Bangalore, Karnataka, India

Email: marykumarideva@gmail.com

## 1. INTRODUCTION

Reflection in teaching is a holistic approach enabling teachers to consider other possibilities and take different measures and makes provision to enhance classroom interaction resolutions. Reflective teaching is a global thought that enables a teacher to make choices and take alternative actions and allows teachers to think to improve teaching and learning decisions in the classroom [1]. An effective way to enhance classroom procedure is to encourage instructors to reflect on classroom transactional strategies [2]. There is enhanced self-directed learning through the use of reflective journals [3]. Preservice teachers agree that writing reflections aid them in widening of content knowledge along with fostering awareness of self, critical thinking and reflective attitude [4]. So, the skills of reflective writing among preservice teachers need to be honed. As far as they are concerned there is a pressing need to devise methods to improve personal responsibility and initiate self-learning [5].

Teacher training course has included the aspect of contemplation in the curriculum, nevertheless its success is marred by the traditional way of handling. It is identified that the need of the day is exploring the possibilities of opening up to reflective practices in the period of training of the preservice teachers. The routinized reflective practices in vogue in teacher education is not a guard against uncritical reflective practice. There is a necessity to create strong conceptual foundations and structures to scaffold teacher trainee

deliberation, leading to deeper comprehension of reflection for exploring new avenues for thorough overview of concepts [6]. Such a process involves the collective generation and testing of ideas linked to enhancing their own practice [7].

Reflection can be a bug buster in action as it not only identifies the bug but helps in getting it fixed [8]. Reflection is thought of as vital by teachers and all the stake holders of education, and believe that keeping to reflective practices can produce instructors who all the time are concerned about standard tutoring in school rooms [1]. It is observed that video viewing of actual classroom situations leads to mindfulness of teaching that fosters the skills of writing reflections [9].

The preservice teachers indicate the three most important hurdles in commenting about oneself, fellow students and recording in logs: want of expertise in thoughtfulness, constraint of time in addition to monotonous exercise [4]. In order to accommodate individual attention, the writing of reflections can be practiced using synchronous online activities for training preservice teachers [10]. Speaking of sparing of time and distance in an effort to develop skills of reflective writing, virtual internships are beneficial in the training period [9]. Hence at present, relevant technological infrastructure and support are important for all those involved [11] in teacher education. Merging mindfulness in teacher education lessons assists educators proceed towards being unbiased about their selves and consequently acknowledge and receive learners regardless of discrimination [12].

Preservice teachers do exhibit their reflective writing skills, but they are inclined to write summaries of classroom situations including all that happens between the teacher and the students [13]. Hardly any reflection on the outcome of the classroom transaction is done. No progressive thoughts are identified for professional enhancement. Whereas, a concept-based investigation of their monitoring and involvement is looked forward to in a job-oriented course [13].

## 2. RESEARCH METHOD

This study has kept to Arksey and O'Malley's recommendations pointed in 'enhancing the scoping study methodology: a large, inter-professional team's experience with Arksey and O'Malley's framework' and followed the first five stages. Arksey and O'Malley's format includes: i) identification of the study inquiry in a broad sense; ii) exhaustive identification of related papers; iii) study identification based on addition and subtraction against bench mark, in acquaintance with the written work available; iv) narrating the information collected which includes detailing information after classification as per lead topics and subject matter; and v) quantitative and qualitative concise reporting of outcomes as per sectional investigation [8]. The five-stage framework is conducive to an organized, transparent and convincing scoping review. This study adopts the prevalent written work highlighting the methodology of scoping review [14].

In order to ensure a wide range of inclusive literature and to ascertain the reflective writing skills of preservice teachers in the scoping review, the following research questions are identified:

- What do the preservice teachers write down as their reflection?
- How are the reflective writing skills of preservice teachers?
- How does teacher education provide opportunities for the development of reflective writing skills?
- What are the uses of reflective writing?

### 2.1. Identifying the relevant studies

A wide range of coverage was ensured as per Arksey and O'Malley's recommendations. In two months', time (May and June 2023) a total of 1,640 studies were made from several sources. The split up, Crossref.org (n=320), Google Scholar (n=210), Semantic Scholar (n=250), Research Gate (n=150), RefSeek (n=210), CORE (n=170), BASE (n=150) and Francis and Taylor (n=180). The inclusion and exclusion criteria were determined by the comprehensiveness of the data required. The inclusion and exclusion criteria of the study is illustrated in Table 1.

### 2.2. Study selection

In a predetermined sequence 1,640 studies were identified from different sources. The major inconsistency was in the context concerned and so almost half of the number of studies were eliminated i.e. (n=450). The study population was misplaced in many studies (n=350). About (n=550) studies stepped outside the time frame. Duplication of studies (n=150). Thus, studies that remained (n=140). Of them non-intervention studies excepting reviews were (n=90). Only (n=50) studies remained in hand for the scoping review on reflective writing skills among preservice teachers. A PRISMA flow diagram depicting the selection of articles for review in Figure 1.

Table 1. Inclusion and exclusion criteria

Inclusion criteria	Exclusion criteria
Studies conducted post 2015	Grey literature, opinions, and editorials
Study population of pre service teachers	Thesis, working papers, white papers
Full paper accessible	Non-intervention studies
English publications	Non-English publications
Published in peer-reviewed journals	Interventions conducted in schools and colleges
Intervention studies and records analysis	Inventions conducted on in-service teachers

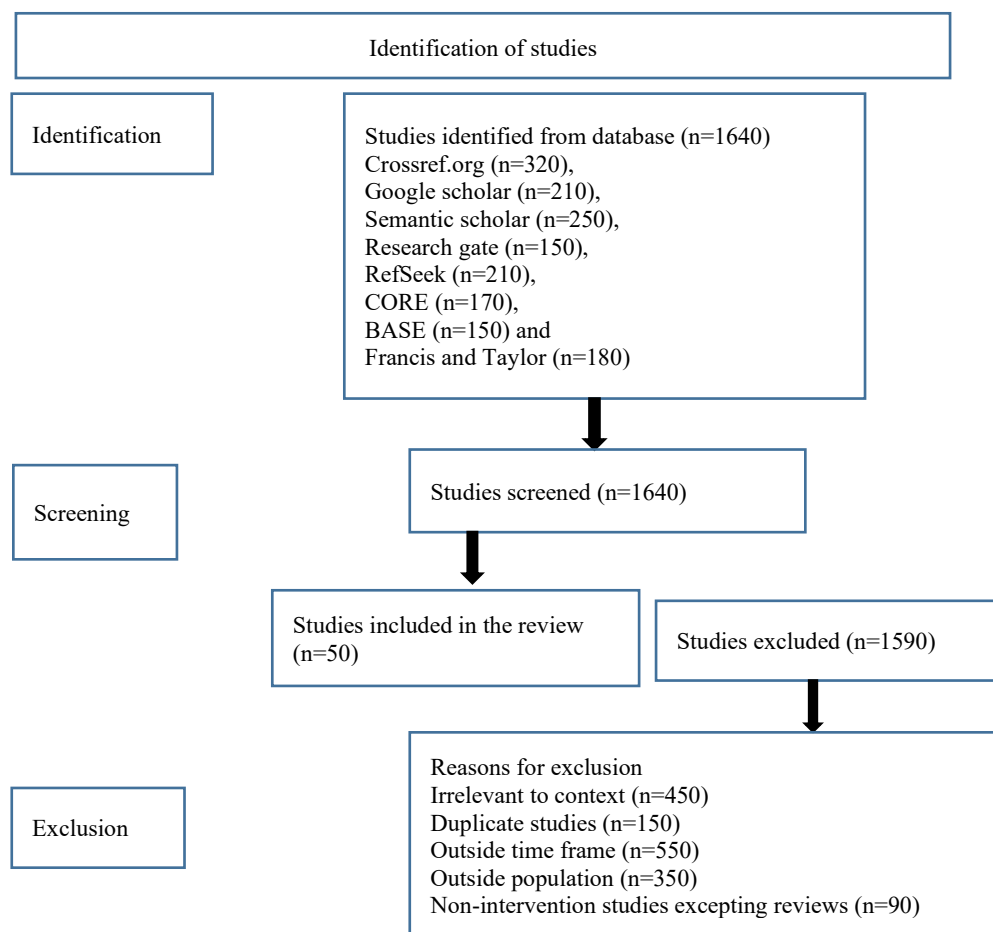


Figure 1. PRISMA flow diagram depicting the selection of articles for review

### 2.3. Data charting (a synopsis of the findings of the 50 selected studies)

#### 2.3.1. The benefits of reflective writing inferred from the documentation by preservice teachers

Bawaneh *et al.* [15] proves that journal writing creates an awareness of the utility of reflective teaching. Quality research by Barham *et al.* [16] revealed that reflective journal writing contributed statistically to the development of classroom performance. Kim [17] stated that journal writing had positive potential: promoting reflective practice, further conceptualizing own views on the application of knowledge. The findings of Madin and Swanto [4] exhibit the advantages of the investigation procedure in leading prospective teachers' reflection in action research and submitting the complete report. The study by Agustin [18] showed that student teachers recognized and experienced the importance of writing reflective journals towards their own development in the teaching profession. Wulff *et al.* [19] observed that reflecting in written form on one's teaching enactments has been considered a facilitator for teachers' professional growth in university-based preservice teacher education. Dumlao and Pinatacan [20] point out that journal writing for reflective practice is generally valued by pre-service teachers and seen as contributing to their individual development. Göker [21] study revealed that prospective teachers through reflective journals developed in their leadership and teaching skills. Comparison of the usefulness of these reflective practices revealed that teacher feedback and self-reflection were considered useful [22]. Riyanti [23] found out that preservice teachers writing reflection as a good practice because it gives them opportunities to look back and

scrutinize what they did during their teaching practicum. According to Almusharraf [24], while the participants struggled throughout the practicum to develop a cogent teaching philosophy, their level of reflection for the peer observation tasks improved throughout the teaching practice. Service learning with reflection provided the preservice teachers an inclusive educational experience, allowing them to link theory and practice in a truly operative way [25].

### 2.3.2. Observation of the reflective writing skills of preservice teachers

The findings of Yee *et al.* [26] revealed that training teachers reflected mainly at the least level by 'describing' in contrast to the lofty level by 'developing'. Simple sentence structures and a high ratio of familiar words are found [27]. According to Zhang *et al.* [28], reflective content mainly centered on learning materials and shifted toward affective and motivational themes related to higher levels of reflection. Ahmed study's findings [29] revealed that students preferred the following teaching strategies: gradual teaching, exemplification, discussion, comprehension checking, cooperative learning, and graphic organizers. The reflective entries provided an opportunity for the researchers to explore the complexity of teamwork, identify the stages of its development, and analyze its significance for teacher education [30].

Yet in another study by Arslan [31], an examination of participants' individual reflection processes revealed that although reflections initially were outer level in nature, by the end of the study they had become more inner-level-oriented. Maaranen and Stenberg [32] study reinforces that most of their reflection focused on environment and behavior, so it was located mostly in the outer layers of the onion model. In the data obtained from the reflective diaries and interviews, although some difficulties were pointed out, the statements of the students regarding their development came to the fore [33]. In study by Oktama *et al.* [34], preservice teachers had a tendency to merely retell and describe their teaching practice with limited evaluation. Catalana [35] concludes that low reflectors generally demonstrated lower creative potential than high reflectors. Results of a content analysis [36] indicate that the level of student reflectivity improved when a reflective writing scaffolding tool was used to assist students with their reflective writing tasks. In the study of Pereira *et al.* [37] results evidence students' awareness of their limited initial and rich final understandings of reflective writing. Study by Azimi *et al.* [38] showed that routine levels of reflection significantly decreased across the three practicums, while technical levels of reflection significantly increased. According to Sahin *et al.* [39], the analysis of the content of reflection, meeting the real classroom environment and positive experiences gained from the field were the two themes that emerged from the data.

According to Toom *et al.* [40], it is possible that student teachers can reflect beyond solely practical issues on teaching, articulate multiple concerns about practice and elaborate them in an integrative manner as well as learn both from theory and from practice as a result of reflection for their future profession. Research by Harun [41] revealed that the reflective entries have addressed some pertinent issues related to the student teachers' learning needs and how they have extended their understanding of those issues. Turhan and Kirkgoz [42], identified that preservice teachers did not tend to become more critical in their reflections over time even though they believed that reflection was beneficial for their professional development. According to Kaldi and Zafeiri [43] preservice teachers need to identify areas of personal improvement when they produce written reflective reports. Alsuhaibani [44] declares that pre-service teachers did not really engage in effective reflection practices. Cabezas *et al.* [45] points out that preservice teachers' narratives lacked critical professional reflection. İlin [46] identifies not being familiar with the word reflection, time constraint, lack of motivation, the nature of tasks and finally, distrust in the probability of supervisors' reading the journals were the reasons why the student teachers did not much care about how they wrote the journals.

### 2.3.3. Accomplishment of the strategies for developing reflective writing skills among preservice teachers

Roberts *et al.* [47] proves that a format used over and over again eventually develops mastery in the profession with expertise and assist in continuing reflective thinking in prospective teachers in their teaching vocation. Another study by Colognesi *et al.* [48] witnessed to the fact, as the results showed that the training program enabled participants to make major progress from one draft to another and thus improve their reflective writing skills. Dedicated coaching, mentoring, and modelling could further develop their approach to professional reflection [49]. Schulze and Ittner [50] realized the success of experimenting with preservice teachers of the appraisal framework, to both enrich their teaching and inform their understanding of students' reflective writing practices. The study by El-Haq and Ahmed [51] revealed that preservice teachers' reflections develop by penning down projects featured on Facebook. Birello and Font [52] observed that image-text relation enhances their reflections; whereas the most neutral images that illustrate the act of writing give no added value to their reflections. Indriani [53] substantiated that as a guide to belief and action, why academic journal writing in Edmodo would be one of the solutions. Odegova [54] shared findings to enhance reflection, teaching reflection was combined with practicing writing skills to encourage students to better organize their thoughts and give them more time for reflection.

Nickl *et al.* [55] suggests that participants with low success expectancy benefited more from conceptual prompts. Marin [56] research results show that reflective essay is a tool that plays a significant role in building better and more meaningful learning experiences and helps in providing evidence-based methodological decisions. Allas *et al.* [57] revealed that vocal reflection could be productively employed in developing comprehensive actual empirical exposure, but extended penning reflections is very fruitful in supporting the establishment of basic regulations along with theories for application. A study analysis of McCoy and Lynam [58] gives powerful proof to snippets providing great support to teacher trainees in seven-day introspection and encouraging contemplative exercises. Saiz-Linares and Susinos-Rada [59] proved 'pedagogical concerns' are catalysts of reflective thinking, supplementary to different reflecting designs, discussion links, and the equilibrium between organization and elasticity. Ong *et al.* [60] observes the outcome of the study implied the need for preservice teachers to be given additional coaching on the 'how' aspect of reflection. While recording reflections as observed by Cañabate *et al.* [61], the non-structured approach scored higher than the structured one. The study by Day *et al.* [62] indicates student teachers' reflective capacity is higher than those found in studies of other professions.

#### 2.4. Summarizing and reporting

To condense and describe the outcomes is the fifth stage as suggested by Arksey and O'Malley. Collating of results is done by thematically narrating the findings of the studies considered. The four research questions of the study are answered in the results expressed. Collating of results is done by thematically narrating the findings of the studies considered.

### 3. RESULTS

This section presents the gist of findings of each study reviewed. As mentioned earlier a total of 1,640 studies were identified from the various sources and only 50 studies corresponded with the inclusion criteria. The following are the sources of the identified 50 studies—Crossref.org (n=12), Francis and Taylor (n=14), Semantic Scholar (n=7), Sage (n=5) and Google Scholar (n=12). The studies excluded were out of context and clinically based (n=450), some dealt with reflections of students, in-service teachers and teacher educators (n=350), duplicate studies (n=150), outside time frame (n=550), and non-intervention studies other than reviews (n=90).

#### 3.1. What do the preservice teachers write down as their reflection?

Student teachers do not go beyond the classroom happenings as far as their reflections writing is concerned. Studies pointed out that preservice teachers had a tendency to merely retell and describe their teaching practice with limited evaluation [34]. The entries made by teacher trainees were frivolous in reflection owing to non-familiarity with the subject matter, reflective reasoning and writing the same [16]. The learners evolved self-reflection of education by including added outlook on studying, employing past involvements and worth to acquired mastery, and looking into their schooling civilly and ethically [17]. One of the studies revealed that preservice teachers were aware of reproving characteristics of the studying procedures, revealing pragmatic affections and admitting the significance of their study for ensuing application [37]. The preservice candidates centered their attention on crucial learning components like tutoring methods, involvements, instructional materials [49]. The student teachers concentrated extra on the features of individual procedures and psychic side instead of practical details [63]. The student teachers also focused on different aspects related to reflection that were categorized as themes in their reflections. The challenges faced viz. hesitation in mingling with the people of the institute, absence of official scaffold along with inability to handle students were also highlighted in their recording. In due course of time, reflective writing becomes just a repetitive routine act and reflection is general, brief, and mostly descriptive in nature and not really engaged in effective reflection practices [49].

#### 3.2. How are the reflective writing skills of preservice teachers?

The journal writing proficiency of preservice teachers needs a lot of improvement. The examination brings out that teacher trainees employed an expressive style in logs recording in preference to reflective thinking [46]. The teacher trainees gradually move towards greater advancement in consecutive writings leading to enhancement of the reflective writing abilities [48]. The preservice teachers had tendency to reflect at low level [34] and at times reflected more critically. The poor level of entries in the journals of preservice teachers can be overcome after being-capacitated to reveal their affections [26] along with receiving fellow students' comment. Further, an investigation of individual members' reflection procedures highlighted that thinking to begin with was naturally at superficial stage, by the close of their course reaches the internal depth [31]. The preservice teachers are likely not to eventually attain the critical level of reflections, although they were aware that reflective practices were helpful in career enhancement [42]. Discourse and

modifications, lofty levels of reflective thinking hardly feature in trainees' scripting recalling their practice teaching [38]. Reflective writing formats centered on 'how' along with 'what' aspects would conduct to greater discernment [64].

### 3.3. How does teacher education provide opportunities for the development of reflective writing skills?

Nickl *et al.* [55] suggests that conceptual knowledge prompts and tentatively also utility value interventions can be used as effective scaffolds in simulations in the context of reflective writing. There have been various types of framework or formats suggested for encouraging entering reflections. There has been ardently made suggestions to have time slot devoted to teaching of recording reflections and tutor mentors to help the penning of reflective narratives in teacher education [48]. In order to classify reflections more specifically, a range of subdivisions was generated and the hunt of a framework, paved way to the evolution of the reflective writing continuum. A comprehensive account and classification of the reflective writing continuum gives teachers and students newly developed outline to assess and refine the writing of reflections [65]. A study from the author's perspective in preservice teachers' discussion puts spotlight on the need for coming out with a format constructed on attitude appraisal structure [66]. Preservice teachers with majority of instructors initiated that a framework is helpful in writing down reflections [47]. Preservice teachers handling English keep to a procedure that generates educational periodicals by adhering to stages propounded by adhering to stages of systematic reflection [53]. A highly shielded approach in recording reflections in the curriculum of teacher training course, while studying is recommended [37]. Most of prospective teachers and the whole lot of employed teachers exhibited affirmation in utilizing reflective journal [49].

Currently, digital resources are used in developing reflective writing skills. Digital scaffolding is designed to promote pre-service teachers' reflection-in-action [67]. Besides, audio diaries are useful in providing opportunities to preservice teachers for critical reflection during teaching practice. In blogs prospective teachers make use of portrayals either related to one's own affairs or symbolic outcome, the image-text association increases personal reflectiveness [52].

### 3.4. What are the uses of reflective writing?

Preservice teachers recognize as well as experience the significance of maintaining reflective diaries for personal progress in school career [18]. Recording reflections guided students in increasing introspection [63]. The notes in the journals for reflection gave a chance to scholars to examine the difficulty of teamwork, recognize the phases in its progression, and scrutinize its importance in educator coaching [30]. Another offshoot of reflective practice is diaries for reflection give instructors in teacher education a finer comprehension of growth of the steps of team work among teacher trainees plus between preservice teachers and their tutors [30]. Even in action research reports, the inquiry approach led the trainees introspect with additional orderliness along with relatedness and concentrate on every part of the record [4]. Reflective writing practice is crucial in designing activities founded on co-operation and positively practical remedy for increasing teacher efficacy in the two, working teachers as well as aspiring teachers [21].

## 4. FEATURES AND SCOPE OF STUDIES

### 4.1. Methodology and design of studies

To sum up the methodology and method of design followed by 50 studies, the mixed method research (n=09), the remaining employed the qualitative approach (n=41) of them case studies (n=15), descriptive analytical method (n=1) and phenomenological research (n=1). The approaches employed for data collection were by analysis of reflective journal entries (n=38), semi structured interviews (n=15), questionnaires (n=10), portfolio analysis (n=03) and observation (n=03). By making use of digital resources video analysis (n=09), online reflective journals (n=01), Swivl digital technology (n=01), and blogs (n=01). By the use of demographic information form (n=01), descriptive design (n=01), and oral data collection (n=03), some studies put to use a combination of two approaches for an in-depth collection of information.

An array of designs and their combinations was employed to understand and interpret the data collected qualitative content analysis (n=12), SPSS (n=06), ANOVA (n=05), thematic analysis (n=05), deductive content analysis (n=05), theory based coding (n=05), rubrics (n=03), inferential analysis (n=02), onion model of reflection (n=01), inductive content analysis (n=01), narrative analysis approaches (n=01), contentment analysis (n=01), document analysis (n=01), Hermeneutics phenomenological methodology (n=01), and NVivo (n=01). A line-up of instruments was used for well-organized interpretation of data. Bain Ballantyne Packer and Mill (n=03), Corbin and Strauss's (n=03), Hattan and Smith (n=02), Likert Scale (n=02), Taggart and Wilson (n=01), LRPAT-Lerrivee Reflective Practice Assessment Tool (n=01), Reflective Thinking Scale (n=01), Moustakas (n=01), Cronbach's alpha coefficients (n=01), theory of self-directed attitude by Minnot (n=01), Bartopic (n=01), and Crewell and Poth to list a few.

#### 4.2. Intervention's span, frequency and place

The period of intervention of these studies is approximately 10 weeks to 4 years, done involving preservice teachers, only two cases involving preservice physical education teachers and one among preservice teachers of early childhood education. The frequency of intervention varies from daily basis to weekly and yearly. The place of intervention of the 50 studies, European countries topped (n=25) (Turkey considered a European country), closely followed by Asian countries (n=20), North America (n=02), Africa (n=02), and Australia (n=01).

#### 4.3. Ethical consideration

One of the etiquettes of a decent research is receiving the consent of the participants in the research at consideration. Of the 50 studies taken into consideration, those that ensured consent (n=23). Not mentioning the willingness of the participants by omission (n=38). Honoring participants' preference to anonymity a few studies used pseudonyms (n=6), numbers instead of names (n=2), assigning codes (n=1), alphabet (n=01), abbreviations (n=01), and non-identity means (n=2). The studies that received the approval of ethical standards (n=05).

#### 4.4. Sampling

Most of the studies under consideration were intervention ventures so sampling was mandatory and the rest were of record checking type where again sampling was needed. The sampling ranged from 3 participants to 467 participants. Sampling was identified on the basis of purposive sampling (n=07), convenience sampling (n=03), random sampling (n=01), purposeful random sampling (n=01), anonymously sampling (n=01), maximum variation sampling (n=01), intentional non-probability sampling (n=01), random sampling (n=01), and cluster random technique (n=01), while other remained undeclared (n=33).

#### 4.5. Discussion

This scoping review presents the fact that reflective writing is insisted upon in all teacher education institutions. The framework used by them differ according to their theatrical background. Whatever writing is done by the way of reflection is later shared with the peers and mentors. The peers give their opinion whereas the mentors provide feedback with suggestions which are very essential to the student teachers. Preservice teachers have more trust in the feedback given by the mentors, than their fellow classmates, for peer feedback could be subjective. One of the studies shows that maintaining diaries on reflection are viewed as a major instrument of self-examination and career extension [39]. Moreover, student teachers require transparent instructions to make use of relevant words and tactics in reflection [27]. Use of technology has a profound impact on reflecting and reflective writing skills. It enhances the caliber of introspection and helps reach the critical level of self-examination ensuring professional progress.

#### 4.6. Importance of reflective teaching by writing down reflections

The call is not to be mere teachers but rather reflective teachers. Hence, to respond effectively to present and future unfavorable circumstances and realize high standard schooling, prospective teachers' reflective practice should be a transforming component [68]. Reflective practice needs to transfer the focal point from it as a necessitated device in teacher training curriculum to the authentic idea, investigate thoroughly its connotation and probability to increase occupational endeavors in innumerable situations [69]. Writing deliberation in the way to solve a crisis, may result in superior classroom transaction in the post digital age [70]. Teaching reflection was combined with practicing writing skills to encourage students to better organize their thoughts and give more time for reflection [54]. The discoveries in the studies suggest the necessity to fortify the expertise in the exercise of self-examination and scripting classroom transaction along with preservice teachers' career enhancement [71]. Introspection can suggest a format to comprehend education, in such a way that ideas and thesis get embedded in practice, and continual contemplation and discoveries are promoted at the same time [72]. The fact that every teacher education set up insists on reflective writing and thereby adopt the method of reflective teaching is a proof in itself of its importance.

#### 4.7. Implications of the findings

The review presents the scenario of reflective writing in teacher education world over. It observed that all teacher education setups include reflective writing to strengthen, rectify and enhance classroom teaching by their student teachers. It is been exhibited that each institution adopts its unique framework for students to go about writing reflections. Studies reveal that writing of reflections by student teachers is at the rudimentary level when they start and progressively the skills improve by subsequent reflective writing. Most student teachers do not hit upon critical reflection, but manage to get close to it. Reflective writings are more a descriptive presentation rather than developing one. Hence, the fruit of this labor of reflective writing for professional enhancement is questioned in a few studies.

With the transition of time, reflective writing has been digitized. The classroom transaction of the student teachers is itself video recorded, reflections are then weighed and written down for meaningful reflections to improve teaching skills. The internet is now employed to share reflections with peers and mentors and the feedback is given in the same mode.

Reflective writing could be undertaken in the form of journal writing, dairy keeping or maintained as a student teacher portfolio as per requirement and convenience. Ample scaffolding is done by mentors during the feedback on the reflective writing skills of student teachers in their training period. According to the studies, reflective writing is an integral part during pre-service teachers' practicums. Pre service teacher weighs teaching strengths and weaknesses as future teachers [73] in practicing their reflective writing skills. In addition, analytic thought process, meta conscious ability, and introspection become all the more vital in aiding [74] trainees foster the mastery writing of reflections. The studies highly recommend the inclusion of reflective journal writing, inclusive of its devices and policies, in the teacher training curriculum [75].

## 5. CONCLUSION

First and foremost, without taking time out for reflection, becoming a reflective teacher is unthinkable and is underlined in all the studies. Majority of studies suggest that maintaining reflective journals and feedback received play a vital role in teacher's professional development. It is pointed out that feedback may come forth from either a peer-observer or a mentor or even from recipient students themselves. The study makes us aware that maintaining journals and feedback have gone digital and these modes are gaining popularity. Genuineness in introspection is vital for a favorable outcome of recording reflections. Truth is evaded mainly due to the assessment undertaken on the basis of entries made by trainees. At times, reflective journal writing will not accomplish the expected results due the internal and external barriers that exist within the learner. Therefore, it becomes imperative that a teacher training course reduces these barriers as far as possible to maximize the fruits of reflective writing. Though the skeptical remarks, the significance of reflective writing as an effort for the professional growth of trainees is undeniable. Hence, education for teachers should integrate reflective writing every time the preservice teachers are engaged in classroom transactions for enhancing the quality of the practicums. A judicious and unbiased assessment of the reflective writing should be made by teacher educators and encouraging feedback be given to student teachers. As journal writing is the most popular means of reflecting, teacher education institutions based on the comfort ability of their teacher trainees have to adopt the best suited framework for comprehensive journal writing. Keeping journal writing framework simple and student friendly makes the preservice teachers do an honest job of it. Consequently, the prospective teachers reap the full benefit of maintaining journals and gradually tread the path of professional development. An empirical validation of the reflective writing skills among preservice teachers can be delved upon as further study.

## FUNDING INFORMATION

Authors state that no funding was involved.

## AUTHOR CONTRIBUTIONS STATEMENT

This journal uses the Contributor Roles Taxonomy (CRediT) to recognize individual author contributions, reduce authorship disputes, and facilitate collaboration.

Name of Author	C	M	So	Va	Fo	I	R	D	O	E	Vi	Su	P	Fu
J. A. Mary Kumari	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
G. S. Prakasha	✓	✓		✓	✓	✓		✓	✓	✓		✓		✓

C : Conceptualization

M : Methodology

So : Software

Va : Validation

Fo : Formal analysis

I : Investigation

R : Resources

D : Data Curation

O : Writing - Original Draft

E : Writing - Review & Editing

Vi : Visualization

Su : Supervision

P : Project administration

Fu : Funding acquisition

## CONFLICT OF INTEREST STATEMENT

Authors state no conflict of interest.



## DATA AVAILABILITY

Data availability is not applicable to this paper as no new data was created or analyzed in this study.

## REFERENCES




- [1] G. Shanmugavelu, B. Parasuraman, R. Arokiasamy, B. Kannan, and M. Vadivelu, "The role of teachers in reflective teaching in the classroom," *Shanlax International Journal of Education*, vol. 8, no. 3, pp. 30–33, 2020, doi: 10.34293/education.v8i3.2439.
- [2] T. M. Phillips, A. Saleh, and G. Ozogul, "An AI toolkit to support teacher reflection," *International Journal of Artificial Intelligence in Education*, vol. 33, no. 3, pp. 635–658, Sep. 2023, doi: 10.1007/s40593-022-00295-1.
- [3] F. H. S. Abolghasem, J. Othman, and S. S. A. Shah, "Enhanced learning: the hidden art of reflective journal writing among Malaysian pre-registered student nurses," *Journal of Nusantara Studies (JONUS)*, vol. 5, no. 1, pp. 54–79, Jan. 2020, doi: 10.24200/jonus.vol5iss1pp54-79.
- [4] C. V. Madin and S. Swanto, "An inquiry approach to facilitate reflection in action research for ESL pre-service teachers," *Teflin Journal*, vol. 30, no. 1, pp. 1–21, Jul. 2019, doi: 10.15639/teflinjournal.v30i1/1-21.
- [5] G. S. Prakasha *et al.*, "Expectations of university lecturers and students on smart learning environments," *Problems of Education in the 21st Century*, vol. 81, no. 4, pp. 501–516, Aug. 2023, doi: 10.33225/pec/23.81.501.
- [6] G. E. Baykal, M. van Mechelen, M. L. Wagner, and E. Eriksson, "What FabLearn talks about when talking about reflection-a systematic literature review," *International Journal of Child-Computer Interaction*, vol. 28, p. 100256, Jun. 2021, doi: 10.1016/j.ijcci.2021.100256.
- [7] C. Brown, C. Poortman, H. Gray, J. G. Ophoff, and M. M. Wharf, "Facilitating collaborative reflective inquiry amongst teachers: What do we currently know?" *International Journal of Educational Research*, vol. 105, p. 101695, 2021, doi: 10.1016/j.ijer.2020.101695.
- [8] A. A. P. Cattaneo and E. Motta, "'I Reflect, Therefore I Am... a Good Professional'. On the Relationship between Reflection-on-Action, Reflection-in-Action and Professional Performance in Vocational Education," *Vocations and Learning*, vol. 14, no. 2, pp. 185–204, Jul. 2021, doi: 10.1007/s12186-020-09259-9.
- [9] H. Theelen, M. C. Willems, A. van den Beemt, R. Conijn, and P. den Brok, "Virtual internships in blended environments to prepare preservice teachers for the professional teaching context," *British Journal of Educational Technology*, vol. 51, no. 1, pp. 194–210, Jan. 2020, doi: 10.1111/bjet.12760.
- [10] C. H. Ng, "Communicative language teaching (CLT) through synchronous online teaching in English language preservice teacher education," *International Journal of TESOL Studies*, vol. 2, no. 2, pp. 62–73, Jul. 2020, doi: 10.46451/ijts.2020.09.06.
- [11] N. M. Nasri, H. Husnin, S. N. D. Mahmud, and L. Halim, "Mitigating the COVID-19 pandemic: a snapshot from Malaysia into the coping strategies for pre-service teachers' education," *Journal of Education for Teaching*, vol. 46, no. 4, pp. 546–553, Aug. 2020, doi: 10.1080/02607476.2020.1802582.
- [12] M. H. Park, J. G. Riley, and J. M. Branch, "Developing self-awareness using mindfulness meditation with preservice teachers: reflections on practice," *Journal of Early Childhood Teacher Education*, vol. 41, no. 2, pp. 183–196, Apr. 2020, doi: 10.1080/10901027.2019.1695692.
- [13] L. Rusznyak, "Using semantic pathways to reveal the 'Depth' of pre-service teachers' reflections," *Education as Change*, vol. 26, no. 1, pp. 1–24, Jun. 2022, doi: 10.25159/1947-9417/10013.
- [14] K. K. Westphal *et al.*, "From Arksey and O'Malley and Beyond: Customizations to enhance a team-based, mixed approach to scoping review methodology," *MethodsX*, vol. 8, p. 101375, 2021, doi: 10.1016/j.mex.2021.101375.
- [15] A. K. Bawaneh, A. B. H. Moumene, and O. Aldalah, "Gauging the level of reflective teaching practices among science teachers," *International Journal of Instruction*, vol. 13, no. 1, pp. 695–712, Jan. 2020, doi: 10.29333/iji.2020.13145a.
- [16] A. I. Barham, E. G. Mohammad, and R. Miqdadi, "Reflective journal writing and classroom performance: Improvement and correlation among pre-service mathematics and science teachers," *International Journal of Learning, Teaching and Educational Research*, vol. 18, no. 11, pp. 348–369, Nov. 2019, doi: 10.26803/ijlter.18.11.21.
- [17] M. K. Kim, "Pre-service teachers' reflective journal writing on practicum," *Modern English Education*, vol. 19, no. 2, pp. 30–41, May 2018, doi: 10.18095/meeso.2018.19.2.04.
- [18] A. Agustin, "Reflective journal as a self-directed and sustainable professional development tool for pre-service teachers: a case study in English Language Education Study Program," *Scholaria: Jurnal Pendidikan dan Kebudayaan*, vol. 9, no. 2, pp. 103–110, May 2019, doi: 10.24246/j.js.2019.v9.i2.p103-110.
- [19] P. Wulff *et al.*, "Computer-based classification of preservice physics teachers' written reflections," *Journal of Science Education and Technology*, vol. 30, no. 1, pp. 1–15, Feb. 2021, doi: 10.1007/s10956-020-09865-1.
- [20] R. P. Dumlao and J. R. Pinatacan, "From practice to writing: Using reflective journal instruction in enhancing pre-service teachers' professional development," *International Journal of Instruction*, vol. 12, no. 4, pp. 459–478, Oct. 2019, doi: 10.29333/iji.2019.12430a.
- [21] S. D. Göker, "Use of reflective journals in development of teachers' leadership and teaching skills," *Universal Journal of Educational Research*, vol. 4, no. 12A, pp. 63–70, Dec. 2016, doi: 10.13189/ujer.2016.041309.
- [22] N. Erdemir and S. Yeşilçınar, "Reflective practices in micro teaching from the perspective of preservice teachers: teacher feedback, peer feedback and self-reflection," *Reflective Practice*, vol. 22, no. 6, 2021, doi: 10.1080/14623943.2021.1968818.
- [23] D. Riyanti, "Students' reflections in teaching practicum: A case study of EFL pre-service teachers," *Journal on English as a Foreign Language*, vol. 10, no. 2, pp. 268–289, Sep. 2020, doi: 10.23971/jeffl.v10i2.2041.
- [24] A. M. Almusharraf, "Student teachers' development of reflective practice concerning teaching philosophy and peer observations," *Arab World English Journal*, vol. 11, no. 4, pp. 547–564, Dec. 2020, doi: 10.24093/awej/vol11no4.35.
- [25] Ö. Chiva-Bartoll, C. Capella-Peris, and C. Salvador-García, "Service-learning in physical education teacher education: towards a critical and inclusive perspective," *Journal of Education for Teaching*, vol. 46, no. 3, pp. 395–407, May 2020, doi: 10.1080/02607476.2020.1733400.
- [26] B. C. Yee, T. Abdullah, and A. M. Nawi, "Exploring pre-service teachers' reflective practice through an analysis of six-stage framework in reflective journals," *Reflective Practice*, vol. 23, no. 5, pp. 552–564, 2022, doi: 10.1080/14623943.2022.2071246.
- [27] V. Kremzer, "Academic reflective writing or anecdotal storytelling: a study on pre-service EFL teaching portfolios," *European Journal of Teacher Education*, vol. 46, no. 4, pp. 580–604, Aug. 2023, doi: 10.1080/02619768.2021.1961735.
- [28] C. Zhang, J. Schießl, L. Plöbl, F. Hofmann, and M. Gläser-Zikuda, "Evaluating reflective writing in pre-service teachers: the potential of a mixed-methods approach," *Education Sciences*, vol. 13, no. 12, p. 1213, Dec. 2023, doi: 10.3390/educsci13121213.

- [29] A. M. Ahmed, "Students' reflective journaling: an impactful strategy that informs instructional practices in an EFL writing university context in Qatar," *Reflective Practice*, vol. 20, no. 4, pp. 483–500, Jul. 2019, doi: 10.1080/14623943.2019.1638246.
- [30] B. Bashan and R. Holsblat, "Reflective journals as a research tool: The case of student teachers' development of teamwork," *Cogent Education*, vol. 4, no. 1, p. 1374234, Jan. 2017, doi: 10.1080/2331186X.2017.1374234.
- [31] F. Arslan, "Reflection in pre-service teacher education: exploring the nature of four EFL pre-service teachers' reflections," *Reflective Practice*, vol. 20, no. 1, pp. 111–124, Jan. 2019, doi: 10.1080/14623943.2018.1564652.
- [32] K. Maaranen and K. Stenberg, "Portraying reflection: the contents of student teachers' reflection on personal practical theories and practicum experience," *Reflective Practice*, vol. 18, no. 5, pp. 699–712, Sep. 2017, doi: 10.1080/14623943.2017.1323729.
- [33] B. Direkci, S. Akbulut, B. Şimşek, M. Gülmez, and E. N. Çopur, "Analysis of pre-service teachers' argumentation-based academic writing process," *Frontiers in Psychology*, vol. 13, p. 1040332, Dec. 2022, doi: 10.3389/fpsyg.2022.1040332.
- [34] M. Y. Oktama, E. Fauziati, and D. Rochsantiningsih, "Reflecting on reflective journals of Indonesian EFL pre-service teachers to examine their quality of reflective practice," *AL-ISHLAH: Jurnal Pendidikan*, vol. 15, no. 1, pp. 565–574, Jan. 2023, doi: 10.35445/alishlah.v15i1.2601.
- [35] S. M. Catalana, "Indicators of impactful reflection in pre-service teachers: a case for creativity, honesty and unfamiliar experiences," *International Journal for the Scholarship of Teaching and Learning*, vol. 14, no. 1, pp. 1–12, May 2020, doi: 10.20429/ijstl.2020.140114.
- [36] C. R. Houston, "Do scaffolding tools improve reflective writing in professional portfolios? A content analysis of reflective writing in an advanced preparation program," *Action in Teacher Education*, vol. 38, no. 4, pp. 399–409, Oct. 2016, doi: 10.1080/01626620.2016.1226201.
- [37] Í. S. P. Pereira, T. Russell, and X. A. G. Riaño, "Enhancing student teachers' epistemology of reflective practice while still at the university: Evidence from a sheltered reflective practicum," *Journal of Education for Teaching*, vol. 50, no. 1, pp. 107–123, Jan. 2024, doi: 10.1080/02607476.2023.2193147.
- [38] E. Azimi, E. Kuusisto, K. Tirri, and J. Hatami, "How do student teachers reflect on their practice through practicum courses? A case study from Iran," *Journal of Education for Teaching*, vol. 45, no. 3, p. 277, 2019, doi: 10.1080/09589236.2019.1599511.
- [39] F. Sahin, M. Sen, and C. Dincer, "Early childhood preservice teachers' experiences with reflective journal writing," *Eurasian Journal of Educational Research*, vol. 2019, no. 84, pp. 93–114, Dec. 2019, doi: 10.14689/ejer.2019.84.5.
- [40] A. Toom, J. Husu, and S. Patrikainen, "Student teachers' patterns of reflection in the context of teaching practice," *European Journal of Teacher Education*, vol. 38, no. 3, pp. 320–340, Jul. 2015, doi: 10.1080/02619768.2014.943731.
- [41] R. N. S. R. Harun, "Developing professional engagement through ESL student teachers' reflective writing," *Al-Ta lim Journal*, vol. 27, no. 1, pp. 92–102, Mar. 2020, doi: 10.15548/jt.v27i1.607.
- [42] B. Turhan and Y. Kirkgoz, "Towards becoming critical reflection writers: a case of English language teacher candidates," *Reflective Practice*, vol. 19, no. 6, pp. 749–762, Nov. 2018, doi: 10.1080/14623943.2018.1539651.
- [43] S. Kaldi and S. Zafeiri, "Identifying reflective modes in pre-service teachers' written reflections on the implementation of project-based learning during the school practicum," *Frontiers in Education*, vol. 7, p. 1072090, 2023, doi: 10.3389/educ.2022.1072090.
- [44] Z. Alsuhailani, "Perceptions and practices of EFL pre-service teachers about reflective teaching," *Arab World English Journal*, vol. 10, no. 4, pp. 62–73, Dec. 2019, doi: 10.24093/awej/vol10no4.5.
- [45] I. L. Cabezas, M. J. I. Martínez, S. A. Salgueira, M. D. M. C. Ferri, and A. G. Gomis, "What teaching models do Pre-Service teachers learn during placements?" *Cogent Education*, vol. 9, no. 1, p. 2034393, 2022, doi: 10.1080/2331186X.2022.2034393.
- [46] G. İlin, "Reflection or description: A document analysis on ELT student teachers' reflective journals," *Dil ve Dili Bilimi Çalışmaları Dergisi*, vol. 16, no. 2, pp. 1019–1031, Jun. 2020, doi: 10.17263/jlls.759359.
- [47] P. Roberts, L. Barblett, F. Boylan, and M. Knaus, "Revitalising reflective practice in pre-service teacher education: developing and practicing an effective framework," *Reflective Practice*, vol. 22, no. 3, pp. 331–344, May 2021, doi: 10.1080/14623943.2021.1881888.
- [48] S. Colognesi, A. Deprit, T. Coppe, C. van Nieuwenhoven, V. März, and V. Hanin, "Developing Student teachers' reflexivity toward their course planning: implementation of a training program focused on writing and reflective skills," *SAGE Open*, vol. 11, no. 2, pp. 1–14, Apr. 2021, doi: 10.1177/21582440211016897.
- [49] S. Altalhab, Y. Alsuhailani, and D. Gillies, "The reflective diary experiences of EFL pre-service teachers," *Reflective Practice*, vol. 22, no. 2, pp. 173–186, Mar. 2021, doi: 10.1080/14623943.2020.1865903.
- [50] J. M. Schulze and A. C. Ittner, "Reflective writing in teacher education in China: insights from systemic functional linguistics," *Indonesian Journal of EFL and Linguistics*, vol. 6, no. 2, pp. 433–454, Nov. 2021, doi: 10.21462/ijefl.v6i2.401.
- [51] A. H. S. El-Deen, E. M. Abd El-Haq, and S. A. M. Ahmed, "Developing Reflective Thinking Skills among EFL Prospective Teachers through Facebook-Delivered Writing Activities," *Journal of Faculty of Education*, vol. 29, no. 6, pp. 85–106, Oct. 2018, doi: 10.21608/jfeb.2018.62420.
- [52] M. Birello and J. T. P. Font, "The affordances of images in digital reflective writing: an analysis of preservice teachers' blog posts," *Reflective Practice*, vol. 21, no. 4, pp. 534–551, Jul. 2020, doi: 10.1080/14623943.2020.1781609.
- [53] L. Indriani, "Developing pre-service English teachers' critical thinking by using academic journal writing 4.0," *Metathesis: Journal of English Language, Literature, and Teaching*, vol. 3, no. 2, pp. 117–123, 2017, doi: 10.31002/metathesis.v3i2.1859.
- [54] N. M. Odegova, "Teaching reflective writing as part of EFL teacher training," *Science and Education a New Dimension*, vol. 69, no. 165, pp. 28–31, May 2018, doi: 10.31174/send-pp2018-165vi69-06.
- [55] M. Nickl, D. Sommerhoff, R. Böheim, S. Ufer, and T. Seidel, "Fostering pre-service teachers' assessment skills in a video simulation: Differential effects of a utility value intervention and conceptual knowledge prompts," *Zeitschrift für Pädagogische Psychologie*, vol. 38, no. 1–2, pp. 27–34, Jan. 2024, doi: 10.1024/1010-0652/a000362.
- [56] E. Marin, "A Critical Look at the Portfolio as a Tool for Reflective Learning: Students' Perceptions," *Revista de Pedagogie/ Journal of Pedagogy*, vol. LXVIII, no. 1, pp. 157–171, Jul. 2020, doi: 10.26755/revped/2020.1/157.
- [57] R. Allas, Å. Leijen, and A. Toom, "Supporting the construction of teacher's practical knowledge through different interactive formats of oral reflection and written reflection," *Scandinavian Journal of Educational Research*, vol. 61, no. 5, pp. 600–615, Sep. 2017, doi: 10.1080/00313831.2016.1172504.
- [58] S. McCoy and A. M. Lynam, "Video-based self-reflection among pre-service teachers in Ireland: A qualitative study," *Education and Information Technologies*, vol. 26, no. 1, pp. 921–944, Jan. 2021, doi: 10.1007/s10639-020-10299-w.
- [59] Á. Saiz-Linares and T. Susinos-Rada, "Revisiting reflection in pre-service teacher training: let's rethink through a practicum in Spain," *Reflective Practice*, vol. 21, no. 5, pp. 629–645, Sep. 2020, doi: 10.1080/14623943.2020.1785414.
- [60] W. A. Ong, S. Swanto, and A. Alsaqqaf, "Engaging in reflective practice via vlogs: Experience of Malaysian ESL pre-service teachers," *Indonesian Journal of Applied Linguistics*, vol. 9, no. 3, pp. 715–723, Feb. 2020, doi: 10.17509/ijal.v9i3.23222.




- [61] D. Cañabate, T. Serra, R. Bubnys, and J. Colomer, "Pre-service teachers' reflections on cooperative learning: Instructional approaches and identity construction," *Sustainability*, vol. 11, no. 21, p. 5970, Oct. 2019, doi: 10.3390/su11215970.
- [62] S. P. Day, C. Webster, and A. Killen, "Exploring initial teacher education student teachers' beliefs about reflective practice using a modified reflective practice questionnaire," *Reflective Practice*, vol. 23, no. 4, pp. 437–451, Jul. 2022, doi: 10.1080/14623943.2022.2048260.
- [63] P. Shavit and A. Moshe, "The contribution of reflective thinking to the professional development of pre-service teachers," *Reflective Practice*, vol. 20, no. 4, pp. 548–561, Jul. 2019, doi: 10.1080/14623943.2019.1642190.
- [64] L. van Katwijk, E. Jansen, and K. van Veen, "Pre-service teacher research: a way to future-proof teachers?" *European Journal of Teacher Education*, vol. 46, no. 3, pp. 435–455, May 2023, doi: 10.1080/02619768.2021.1928070.
- [65] R. Rivera, "The reflective writing continuum: Re-conceptualizing Hatton & Smith's types of reflective writing," *International Journal of Research Studies in Education*, vol. 6, no. 2, pp. 49–67, Feb. 2016, doi: 10.5861/ijrse.2016.1559.
- [66] N. R. A. Suaib, "The Phenomenon of pre-service teachers' reflective writing: a literature review," *Journal of Education and Teaching (JET)*, vol. 2, no. 2, pp. 178–190, Jun. 2022, doi: 10.51454/jet.v2i2.177.
- [67] D. Umutlu and C. M. Kim, "Design guidelines for scaffolding pre-service teachers' reflection-in-action toward culturally responsive teaching," *Reflective Practice*, vol. 21, no. 5, pp. 587–603, Sep. 2020, doi: 10.1080/14623943.2020.1779049.
- [68] M. T. Fuertes-Camacho, C. Dulsat-Ortiz, and I. Álvarez-Cánovas, "Reflective practice in times of COVID-19: A tool to improve education for sustainable development in pre-service teacher training," *Sustainability*, vol. 13, no. 11, p. 6261, Jun. 2021, doi: 10.3390/su13116261.
- [69] C. Beauchamp, "Reflection in teacher education: issues emerging from a review of current literature," *Reflective Practice*, vol. 16, no. 1, pp. 123–141, Jan. 2015, doi: 10.1080/14623943.2014.982525.
- [70] C. Rapanta, L. Botturi, P. Goodyear, L. Guàrdia, and M. Koole, "Online university teaching during and after the COVID-19 crisis: refocusing teacher presence and learning activity," *Postdigital Science and Education*, vol. 2, no. 3, pp. 923–945, Oct. 2020, doi: 10.1007/s42438-020-00155-y.
- [71] M. Q. M. Rozlan and R. N. S. R. Harun, "The depthness of student teachers' reflective entries," *AJELP: Asian Journal of English Language and Pedagogy*, vol. 10, no. 1, pp. 29–42, Jun. 2022, doi: 10.37134/ajelp.vol10.1.3.2022.
- [72] R. Helyer, "Learning through reflection: the critical role of reflection in work-based learning (WBL)," *Journal of Work-Applied Management*, vol. 7, no. 1, pp. 15–27, Oct. 2015, doi: 10.1108/JWAM-10-2015-003.
- [73] M. N. Güngör, "Turkish pre-service teachers' reflective practices in teaching English to young learners," *Australian Journal of Teacher Education*, vol. 41, no. 2, pp. 137–151, Feb. 2016, doi: 10.14221/ajte.2016v41n2.9.
- [74] A. Sudirman, A. Gemilang, and T. M. A. Kristanto, "The power of reflective journal writing for university students from the EFL perspective," *Studies in English Language and Education*, vol. 8, no. 3, pp. 1061–1079, 2021, doi: 10.24815/siele.v8i3.19105.
- [75] F. Behzadpoor, R. G. Samar, R. Akbari, and G. R. Kiany, "The development of reflective practice among novice English language teachers: the role of reflective journals," *Journal of Foreign Language Research*, vol. 9, no. 2, pp. 365–398, 2019, doi: 10.22059/jflr.2019.255589.492.

## BIOGRAPHIES OF AUTHORS



**J. A. Mary Kumari**    is a doctoral candidate, School of Education, Christ University, Bangalore, India. She has over 40 years of teaching experience at various levels and is at present lecturer in St. Teresa's Women's Teachers Training Institute, Chamarajpet, Bangalore, India. Her research is centered on writing of reflections by pre service teachers. She can be contacted at email: marykumarideva@gmail.com.



**G. S. Prakasha**    is an associate professor at the School of Education, Christ University, Central campus, Bangalore, India. He has 20 years of teaching and research experiences in education. His research interest areas are teacher-education, educational-technology, teaching-learning, assessment-evaluation, and higher education. He has published research articles in peer-reviewed journals indexed in Scopus and Web of Science. He frequently conducts quantitative data-analysis workshops and delivers lectures on research and publication. He can be contacted at email: prakasha.gs@christuniversity.in.