



Exploring the Efficacy of Process-Based Reflective Teacher Training: A Focus on Situational Role Plays, Video Analysis, and Scenario Evidence as Guided Reflective and Caring Practices for EFL Teacher Candidates

Masoumeh Estaji  (Corresponding Author)

English Language and Literature Department, Allameh Tabataba'i University, Iran.
mestaji74@gmail.com

Azadeh Haji-Karim

English Language and Literature Department, Allameh Tabataba'i University, Iran

Azadeh.hajikarim20@gmail.com

ARTICLE INFO:

Received date:

2023.10.23

Accepted date:

2023.11.29

Print ISSN: 2251-7995

Online ISSN: 2676-6876

Keywords:

EFL teacher candidates, reflective teaching, scenario evidence, situational role-plays, teacher caring, video evidence.



Abstract

The current study aimed to explore the effectiveness of a process based reflective teacher training course that utilized situational role plays, video analysis, and scenario evidence as guided reflective and caring practices for EFL (English as a Foreign Language) teacher candidates. To this end, 45 teacher candidates at a teacher education university in Iran participated in a semi-structured interview (pre-intervention and post-intervention interview) and created process-oriented narrative journals documenting their reflective and caring practices. The findings of the study indicated that all the three groups of participants (role play group, scenario-based evidence group, and video evidence group) benefitted from the course and demonstrated improvement in various ways. The emerged themes from each group (role play group: 23 categories, video group: 17 categories, and scenario-based evidence group: 16 categories) illustrated how these strategies supported teacher candidates in developing their caring and reflective practices.

DOI: 10.22034/elt.2023.14157.1510

Citation: Estaji, M., & Haji-Karim, A., (2023). Exploring the Efficacy of Process-Based Reflective Teacher Training: A Focus on Situational Role Plays, Video Analysis, and Scenario Evidence as Guided Reflective and Caring Practices for EFL Teacher Candidates. *Journal of English Language Teaching and Learning*, 15(32), 79-103. DOI: 10.22034/elt.2023.14157.1510

Introduction

Reflection is proposed as an aim in many teacher preparation programs, but there are some challenges in defining it and describing the way it might be fostered in student teachers (Hatton & Smith, 1995). According to Lupinski et al. (2012), fostering reflection in the field of teaching and teacher education can be found in the works of John Dewey. Dewey's adoption of the scholarly method aimed to enhance how individuals think and learn, making a remarkable impact on education and the utilization of reflection by teachers to enhance their personal and professional experiences. Dewey described reflection as a thorough process of contemplating a topic and engaging in deliberate and intentional thinking. It involves active, persistent, and meticulous contemplation, enabling individuals to act thoughtfully and purposefully (Dewey, 1933). Dewey criticized the notion that teacher education focused solely on technical skills, neglecting the importance of education principles and philosophical foundations in practice. However, he supported a holistic approach that encompassed both the technical aspects of teaching and the underlying principles that inform effective pedagogy.

The rationale for reflection is to create a learning situation where the teachers can engage in proper activities in the class, contemplate, and adapt their teaching and research practices as required (Núñez & Téllez, 2015). It has been suggested that aspiring teachers need specific skills to learn from their experiences through reflection (Chong & Cheah, 2009). Therefore, for teacher educators, teaching pre-service teachers the skill of reflection is critical in their development (Pollard, 2002). Korthagen (2001) emphasizes the significance of fostering the practice of engaging in thoughtful analysis and evaluation in teacher education programs that take place in schools. This is because prospective teachers benefit from engaging in reflective thinking and avoid solely adhering to traditional educational patterns commonly found in schools.

However, Noddings (2002) rejects the superiority of logic and thinking over emotions and feelings which were proposed by Plato and Kantian ethics. According to Mordal Moen et al. (2019), emotions and caring are often overlooked in teaching. Hence, a more balanced model was recommended based on the situations skewed toward either the rational or emotional and caring side. To date, there have been some studies that have examined teacher reflection and teacher caring but scrutinizing both of these concepts simultaneously have not been a current attempt. To this end, the present study has examined the ways a process-based teacher training course could prepare teacher candidates for upcoming bumpy moments utilizing role plays, video and scenario evidence.

The present study can familiarize the prospective teachers with the condition to reflect on their teaching procedure, evaluate their own performance, and examine their effectiveness. This study can also contribute to teacher training programs, in that it can show ways how to better prepare future teachers to reflect on their teaching and modify their pedagogical practices based on the student's needs and instructional context. Moreover, it can highlight the role of teacher reflection for teacher candidates and encourage them to elevate their knowledge in this area and implement it in their teaching careers. As the least considered domain in some

educational contexts, teachers can pay special attention to the caring and affective aspects of their teaching. To achieve the research objectives, this study explored pre-service EFL teachers' or teacher candidates' perceptions regarding the use and usefulness of process-based reflective teacher training, through situational role plays, video-evidence, and scenario-evidence, for their classroom teaching.

Literature Review

1. Reflective Teaching and Practice

The concept of reflective teaching refers to an instructional and teacher education approach that suggests teachers can promote their awareness and teaching quality by critically reflecting on their teaching experiences (Qing, 2009). Pre-service teacher training programs incorporate reflective practice as a critical component (Brooke, 2012). It allows instructors to connect theory with practical applications and assists them in uncovering the reasons behind their beliefs and actions. Zeichner and Liston (1996) have identified several features and components that define reflective practice in teacher education. The main cause of teacher education is to empower instructors with the necessary skills and knowledge to create effective learning conditions that promote student achievement (Lupinski et al., 2012).

Reflective practice is an invaluable tool for teachers as it assists them in determining the obstacles in their teaching approaches. Chi (2010) has argued that the practice of reflection should be considered a standard practice for instructors, encouraging them to be aware of their teaching methods and the manner in which they involve students in various activities, while also assessing the outcomes of these activities. Reflective teaching serves as an alternative approach to raise awareness and encourage language teachers to be open-minded, update their teaching methods, and make adaptations based on the learners' needs (Olaya Mesa, 2018). She has emphasized that reflection is a daily and systematic process that is necessary for bringing about effective changes in the classroom and promoting teachers' practices. Maguire (2022) also suggests utilizing reflection and microteaching in teacher training courses for pre-service teachers or teacher candidates.

2. Role-play

To promote reflection and engage candidates in the reflective process, Lupinski et al. (2012) have provided some sample activities. One such activity is role-play, which is an engaging and interactive learning experience that motivates learners to interact with a created or replicated scenario (Kilgour et al., 2015). Alkin and Christie (2002) claim that instructors should not only observe role-play but also actively participate in it. When role-play is integrated into a course as a core factor, it enhances learning outcomes more effectively. According to Maier (2002) and Rao and Stupans (2012), role-plays effectively target the educational objectives across three primary domains of cognitive, affective, and behavioral. Consequently, role-plays serve as an invaluable teaching tool that assists both students and instructors (Alkin & Christie, 2002). Instructors who use role-play are compelled to think on their feet and actively participate in the process of learning, thereby cultivating a productive learning environment.

The significance of role-playing in teacher education is derived from the concept of creating a pedagogically-based scenario that promotes specific learning outcomes, resulting in a realistic and immersive learning experience for participants (Maier, 2002). Employing role-playing techniques not only fosters the learning process but also empowers teacher candidates to have a more comprehensive learning experience when compared to the conventional, cognitively-focused approaches (Hidayati & Pardjono, 2018). As stated by Kam (2022), instructors play an essential role in the social-emotional development of students. By developing the ability to acknowledge their emotions, thoughts, and behaviors prior to reacting to difficult situations, teachers can develop greater compassion and effectiveness in their role as teachers.

Role-playing games provide participants the opportunity to engage in situations that represent real-life, where they should make decisions under pressure, in time constraints and challenging situations (Truscheit & Otte, 2004). From Swink's (2013) perspective, the participants are given the opportunity to ponder their role-playing experience through basic prompts like: What did you think about this role? How do you feel about the situation? What do you decide to do now? Reflecting on role-plays can promote educators' capability to respond to their students in a sustainable way. According to Zazikis (2014), role-playing helps teacher candidates understand how their students might think or feel, thereby increasing their reactions to what others say or feel. Simulations would permit teachers to ponder how they would react in a similar condition, with the possible effects on their decisions (de Jong, 2012).

3. Scenario-based evidence

Scenario-based learning (SBL) in teaching practice describes an educational approach that employs situations or scenarios to attain specific learning objectives (Errington, 2010). Hursen and Gezer Fasli (2017) found that teachers who were aspiring to be part of a group engaged in learning through scenarios showed a greater growth in academic achievement compared to other learning groups. This suggests that scenario-based learning is more effective in promoting the academic achievements of prospective teachers. These teachers found it easier to learn and the knowledge they acquired was more durable (Ersoy & Başer, 2011; Özsevgeç & Kocadağ, 2013).

Learning through scenarios was also identified to have a beneficial effect on the learners' accomplishments and led to long-term retention of learning (Ersoy & Başer, 2011; Özsevgeç & Kocadağ, 2013). Gossman et al. (2007) emphasized the efficacy of real-life scenarios for effective learning. Future instructors who were part of the scenario-based group also confirmed that they could transfer what they learned into their professional lives, considering how scenario-based learning in the realm of teacher education serves as a bridge connecting theory and practice (Sorin, 2013). Additionally, scenario-based learning applications enhanced prospective teachers' perceptions of self-competence in their teaching profession (Veznedaroğlu & Keser, 2005).

Similarly, according to Yetik, Akyuz, and Keser (2012), prospective teachers can promote their problem-solving skills by the use of scenario-based learning environments. Köksal and Demirel (2008) also found that engaging in reflective learning activities had a positive impact on the design, implementation, and evaluation processes of prospective teachers. Strategic

professional language training and relevant training courses with the use of scenarios would also enable learners to immerse in “real world” situations where they would gain the capability to learn and improve required skills and reflect on positive and negative practices in a safe learning environment (Almozava, & et al., 2021).

Overall, these findings demonstrate the efficacy of scenario-based learning in teacher education, as it fosters academic achievement, facilitates easier learning, enhances durable knowledge acquisition, and improves important skills for future teachers.

4. Teachers' Caring

Caring is an essential factor in the field of teaching (Isenbarger & Zembylas, 2005) and plays a crucial part in the social psychological dynamics that exist between the learners and teachers (Frank, 2001). Caring is developed in the relationships between teachers and students, as both parties have a mutual need to learn from each other (Clark, 2019). Research has revealed that the student-instructor caring bond exerts a direct impact on both individuals, although the effects on learners are more immediate and dominant (de Guzman et al., 2008). Teacher caring refers to the behaviors showcased by teachers that arise from the desire for connection and promote the caliber of interpersonal connections between learners and teachers. Mordal Moen et al. (2019) suggested that caring teachers draw upon their knowledge of subject matter and their understanding of students, coupled with reflective and caring instructional strategies, to establish an inclusive instructional situation for all students.

From the perspective of Ryan and Patrick (2001), students who perceive that their teachers have a genuine concern for them tend to achieve higher scores on standardized tests. Likewise, Lee et al. (1999) noted that minority students achieved higher levels of success when working with teachers who had high expectations from them and created a secure and nurturing learning environment. Nurturing emotionally supportive behaviors among both pre-service and in-service teachers has the potential to exert a substantial influence on promoting positive student-teacher relationships.

Teachers are required to gain a comprehensive understanding, through their university coursework, of the significance of emotional support provided by teachers, the qualities of optimistic teacher-student connections, and the manner they influence social and cognitive development across different student groups (Gasser et al., 2018). Likewise, it has been claimed that teachers who demonstrate more caring behavior toward students tend to achieve higher performance, while those who exhibit less caring behavior are likely to achieve lower performance (Han, Luo, & Luo, 2021).

Overall, caring in teaching is necessary for promoting meaningful connections between teachers and students. It creates a secure learning environment, assists in establishing a strong student-teacher relationship, and positively affects student performance. Teachers should attempt to develop caring attitudes and behaviors, taking advantage of their knowledge and understanding of students, to enhance an educational environment that is both inclusive and supportive for every student.

5. Video-Based Studies

To promote reflection and reflective teaching, the implementation of audiovisual technology has been recommended (Burns, 1999; Hewitt et al., 2003; Marsh & Mitchell, 2014; Richards, 1991; Rogers & Tucker, 1993). Research studies have shown the usefulness of videos as a resource for teacher candidates or novice teachers to monitor instruction and formulate more fruitful instructional models (Hatch & Grossman, 2009; Santagata & Gyarino, 2011). Mathew et al. (2017) claimed that video or audio recordings of lessons can be invaluable for reflection and teacher development. By watching their own or peers' recordings, student teachers can become more aware of their teaching and determine areas for improvement.

Robinson and Kelley (2007) concluded that video recordings can offer teacher candidates trustworthy information for reflection, specifically by watching their own teaching process and classroom practices. Similarly, using videotapes in the classroom can provide teachers opportunities for making real-time decisions and achieving deeper insights into their practices (Hewitt et al., 2003). Extant studies have revealed how watching one's teaching on video (video-based) compared to relying on memory (memory-based) influences teachers' reflectivity. The findings indicate that teachers in the video-based group have demonstrated greater reflectivity compared to those in the memory-based group (Pena & De Leon, 2011; Rosean et al., 2008; Welsch & Devlin, 2006). Hence, to encourage collaborative inquiry through reflection, one recommended strategy is the implementation of videotaped reflective practice, where peers view and reflect on the selected extracts (Weiss & Weiss, 2001).

Sancar and Atal (2023) recommend that by identifying, noticing, and reflecting on in-class teaching experiences through video cases of classroom experiences, pre-service teachers would learn to analyze their experiences by applying different types of perspectives and consequently transform their reflections to real contexts. Likewise, it has been found that editing video-cases would elevate instructional decisions made by pre-service teachers' self-reflection. It has been claimed that watching and discussing peers' experiences would increase pre-service teachers' teaching repertoire, including classroom management and teaching methods (Sancar & Deryakulu, 2022).

Lefebvre, Lefebvre, and Lefebvre (2022) believe that reflective practice is identified as a way to improve the novices' teaching practice and help them develop a better understanding of the reflective process. Their findings indicated that this improvement has happened mostly in the descriptive, discriminate, and affective categories of reflection, and that video-based tools have been preferred over those based on writing. In the same vein, Gibbons and Farley's (2020) study revealed that reflecting on practice through video had a positive influence on the pedagogical practices, classroom management strategies, and learner engagement methods of pre-service teachers. This indicates that the use of video can be beneficial for reflection and guidance and consequently the growth of pre-service teachers.

By analyzing and synthesizing these scholarly works and unveiling the research gaps and problems, one qualitative research question was put forward in this study as follows:

- How does the use of process-based reflective teacher training through situational role plays, video-evidence, and scenario-evidence as guided reflective and caring practices support EFL teacher candidates in their classroom teaching?

Methodology

Phenomenology served as the research design employed in the present qualitative study. Phenomenological research is an inquiry method rooted in philosophy and psychology in which the lived experiences of individuals about a phenomenon as described by participants are explained by the researcher. In this type of design, several individuals who have all experienced the same phenomenon are inspected. This design with its strong philosophical roots involves conducting interviews (Giorgi, 2009; Moustakas, 1994). Based on the selected design, the EFL teacher candidates' perceptions and experiences regarding the use of reflective teaching and caring practices in teacher training courses have been explored in this study.

1. Participants

The current study included a total of 45 male EFL teacher candidates from a teacher training university. The participants were selected through purposive sampling, which involved considering their educational background and teaching experiences. Creswell (2014) explains that by means of purposive sampling researchers select the participants that aid the researcher delves into the problem and research inquiry. The selection criteria for the participants were founded upon their field of study, experience as an EFL teacher, being a teacher candidate, and their expressed willingness to partake in the study.

As the target population, the participants were all male teacher candidates at Farhangian University. The main mission of this university is to prepare prospective EFL teachers. Their ages were between 18 to 25 years old and their years of experience varied from 1 month to 2 years. The participants were then divided into three groups (role play, scenario-based, and video-based evidence), with each group consisting of 15 individuals.

The assigning of the participants in each group was based on their own interest in being placed in the intended group. The teacher educator of the course was a female PhD holder of TEFL, who conducted the course with all three groups of teacher candidates. She was chosen based on her familiarity with the topic of the study and her experience as an EFL teacher and university lecturer for about 18 years. Detailed information of the research participants is presented in Table 1 and 2.

Table 1. *Teacher Candidates' Demographic Information*

Number	45
Gender	Males
ELT Qualification	Bachelor students
Years of teaching experience	1month- 2 years
Age range	18-25

Table 2. *Teacher Educators' Demographic Information*

Number	1
Gender	Female
ELT Qualification	PhD Holder in TEFL
Years of teaching experience	18 years
Age	40

2. Instruments

For this study, the data were gathered using various instruments including journal entries, course observation with video recording, and semi-structured interviews. These techniques are in tune with the ideas of scholars who emphasize the significance of classroom inquiry for reflection. For data collection, Richards and Lockhart (1994) suggest using action research, observation, video or audio recordings, questionnaires and surveys, journals, and course and lesson reports. To ensure the content validity of the situational role-plays, scenarios, and videos created for this study, five experts in the field of Applied Linguistics were consulted to evaluate their language and content suitability. To collect in-depth and comprehensive data, triangulation of the data was done to achieve the desired results.

3. Data Collection Procedure

The data collection of this study required obtaining the research consent from the participants and pilot testing the research instruments for their reliability and content validity. To this end, the participants were informed about the research objective and assured of confidentiality of their responses. At the outset of the research, the researchers conducted a semi-structured interview with 5 teacher candidates from each group, i.e., role-play, video-based, and scenario-based, in order to explore the teacher candidates' perceptions and experiences concerning teacher caring and reflective practices. According to Ary et al. (2010), a semi-structured interview is characterized as an interview where the interviewer determines the primary focus and prepares the questions in advance, while retains the flexibility to modify the format or questions during the interview process.

Considering the research purposes, the researchers designed the interview questions. The content validity of the interview questions was checked by asking 5 experts in the field of Applied Linguistics to judge their language, relevancy, and content appropriateness. These interviews took between 15-20 minutes and were recorded using a smartphone or Digital Voice Recorder (DVR). Afterward, different interventions were provided for the participants of each group, including role-plays, scenario-based activities, and video-based evidence.

In this phase of the study, the bumpy moments were categorized into 4 groups of *Cognitive; Classroom management; Affective and behavioral*, and *Recess*, which is a modified version of Romano's (2007) categorization of bumpy moments. Then for each category 6 role-plays, videos, and scenarios were prepared. The subsequent phase involved conducting three 90-minute sessions per week with each group, spanning approximately 12 weeks. During every session, two topics about the challenges that teachers could encounter in the class were selected and role-plays, videos, and scenarios for the relevant groups were presented. The teacher

candidates were asked to reflect on the presented situations and comment on the bumpy moments.

One group of teacher candidates engaged in situational role plays. This involved simulating real-life teaching scenarios where they could demonstrate their instructional skills, problem-solving abilities, and interpersonal interactions with students. Another group of teacher candidates participated in scenario-based activities. These activities presented them with hypothetical teaching situations, allowing them to analyze and respond to various challenges and dilemmas commonly encountered in the classroom. The last group of teacher candidates utilized video analysis as part of their reflective practice. They watched and later reviewed the teachers' recorded videos to critically reflect on their teaching techniques, student engagement, and overall instructional strategies.

The important point is that all the three groups were involved with one single topic but in different ways. For instance, the selected topic for the first session was "Cheating". Then for the first group, the role-plays relevant to this topic were presented, for the second group the video clips concerning cheating were played and for the third group the participants were engaged with scenarios about the intended topic. This process allowed them to identify areas for improvement and develop a more caring and reflective method of instruction. The teacher candidates' comments and ideas were audio recorded and then transcribed by the Scribbr App for later analyses. Afterward, the researcher listened to the audio files of the class discussions to ensure the precision of the transcribed texts for subtle analyses. Course observation and recordings were utilized to identify the key moments and behaviors related to teachers' reflective and caring practices.

During the intervention phase, three teacher candidates (one from each group) were asked to keep journals and write about their experiences of the course intervention practices. A follow-up interview was conducted with 15 teacher participants to explore changes in their caring and reflective practices.

4. Data Analysis

The qualitative data in this study were gleaned using three instruments: Semi-structured interviews, course observation and recording, and a process-oriented narrative journal. Following Creswell's recommendation (2014), as for the data analyze, MAXQDA software (Version 2022) was run. The unit of content analysis was the sentence, and only the manifest content was considered for the analysis. The whole data were gathered, interpreted, and reported in English. The content analysis was done through an inductive approach, signifying that it was not guided by any pre-existing theoretical model or framework. Then, directly from the data, the codes, categories, and themes were generated (Berg, 2001).

The qualitative data analysis pursued the five consecutive steps recommended by Gao and Zhang (2020). First, the researchers cleaned the data by identifying and rectifying language errors, inaccuracies, repetitions, or ambiguities. Afterward, they perused the data several times and formulated open codes. Subsequently, they classified the open codes into pertinent axial codes or subthemes. These axial codes or subthemes were then grouped under selective codes or higher-order general themes. At the end, the researchers produced an extensive report

documenting the process of data analysis and its interpretation. MAXQDA assisted in the creation of codes, categories, and themes, and allowed for the reporting of their frequency. Visual representations of the analyses were by utilizing the MAXMAP features of MAXQDA.

To maintain the credibility and trustworthiness of the analytical procedure, the researchers opted to randomly choose 20% of the generated codes for assessment by another coder. This second coder was a university lecturer, specializing in the field of applied linguistics, who possessed ample expertise and knowledge in qualitative research. In this study, a total of 430 codes were created, out of which 86 codes were reviewed by the second coder. The inter-coder agreement coefficient obtained was 97%, revealing a high level of agreement. In case of any discrepancies between the coders, the researchers facilitated open discussions to reach resolutions and implemented necessary amendments and adjustments, ultimately culminating in the finalization of the qualitative data process.

To sum up, this study employed multiple qualitative data collection instruments and used MAXQDA software for data analysis. The analysis process involved various steps, including cleaning the data, generating codes, categorizing them into themes, and creating a detailed report. The credibility of the analysis was ensured through a second coder and discussions to resolve any disagreements. These rigorous techniques contribute to the reliability and validity of the qualitative data analysis.

Results

Analysis of the results pertaining to the research question revealed generation of three themes which are presented in detail below.

Empowering EFL teacher candidates in their classroom teaching through process-based reflective teacher training using situational role plays

The first theme pertaining to the research question was “*The way use of process-based reflective teacher training through situational role plays as guided reflective and caring practices supported EFL teacher candidates in their classroom teaching*”. According to Table 1 and Figure 1, analysis of the results from the situational role-plays group revealed 23 categories on the effect of situational role-plays on teacher candidates’ teaching. These categories included Helping teachers deal with challenging situations (F = 10), Giving opportunity to focus on the caring aspect of teaching (F = 9), Promoting reflection on different aspects of teaching (F = 8), Enhancing students' learning (F = 3), Encouraging students' involvement and participation in class (F = 3), Giving awareness about bumpy moments in class (F = 3), Encouraging students’ understanding in bumpy moments (F = 1), Making teachers aware of the points ignored before (F = 1), Being a practical instrument of teachers (F = 1), Usable in teacher training courses (F = 1), Allowing teachers to regulate their teaching process (F = 1), Helping teachers have a plan for each session (F = 1), Playing a dominant role in teaching (F = 1), Allowing teachers to create their own teaching techniques (F = 1), Allowing teachers to play an active role in class (F = 1), Promoting teachers' deep learning through reflective practice (F = 1), Making the teacher self-sufficient (F = 1), Allowing provision of positive feedback (F = 1), Making the class attractive to students (F = 1), Promoting healthy competition in class (F = 1), Fostering company of all individuals in class (F = 1), Allowing to

focus on grammar in a communicative way ($F = 1$), and Increasing communication capacity ($F = 1$). Some excerpts from the participants referring to these effects are presented below.

I think using situational role-plays provide me with opportunities to imagine myself in a situation that may happen in my classes and become prepared for those situations.

It gives me the opportunity to focus on caring aspect of my teaching.

Definitely use of situational role-plays makes me reflect on different situations.

Role-plays are enhancing learning.

It spontaneously encourages the student.

It helps us to have a pre-plan for each session and circumstances.

They foster the company of all the people in the class.

Table 3. How Using Situational Role-plays Supports Teacher Candidates' Teaching

How using situational role-plays supports teacher candidates' teaching	Frequency
Helping teachers deal with challenging situations	10
Giving opportunity to focus on the caring aspect of teaching	9
Promoting reflection on different aspects of teaching	8
Enhancing students' learning	3
Encouraging students' involvement and participation in class	3
Giving awareness about bumpy moments in class	3
Encouraging students' understanding in bumpy moments	1
Making teachers aware of the points ignored before	1
Being a practical instrument of teachers	1
Usable in teacher training courses	1
Allowing teachers to regulate their teaching process	1
Helping teachers have a plan for each session	1
Playing a dominant role in teaching	1
Allowing teachers to create their own teaching techniques	1
Allowing teachers to play an active role in class	1
Promoting teachers' deep learning through reflective practice	1
Making the teacher self-sufficient	1
Allowing provision of positive feedback	1
Making the class attractive to students	1
Promoting healthy competition in class	1
Fostering company of all individuals in class	1
Allowing to focus on grammar in a communicative way	1
Increasing communication capacity	1
Total	53

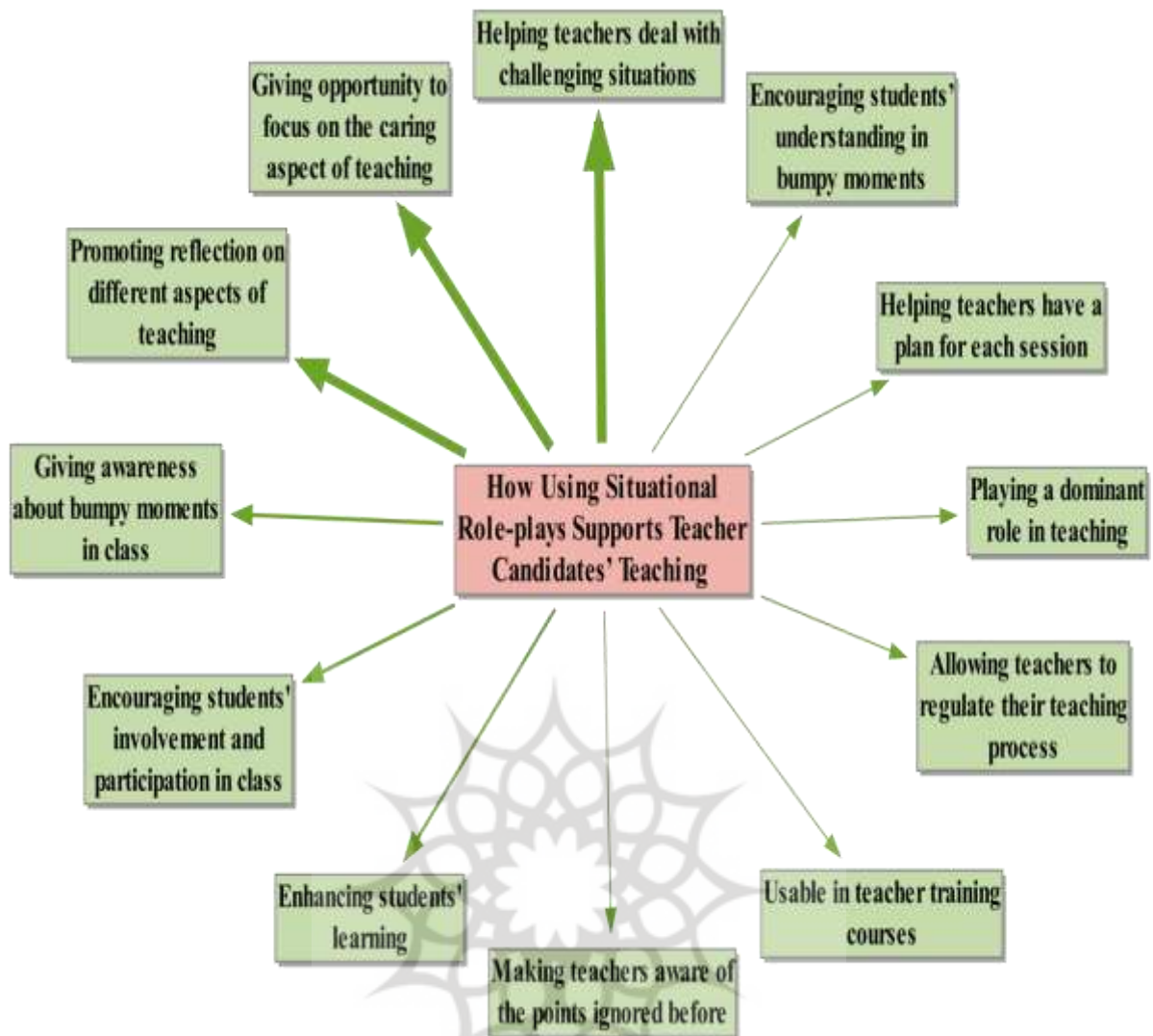


Figure 1. *How Using Situational Role-plays Supports Teacher Candidates' Teaching*

Empowering EFL teacher candidates in their classroom teaching through process-based reflective teacher training using video-evidence

The second theme pertaining to the research question was “*The way use of process-based reflective teacher training through video-evidence as guided reflective and caring practices supported EFL teacher candidates in their classroom teaching*”. According to Table 2 and Figure 2, analysis of the results from the video-evidence group revealed 17 categories on the effect of video-evidence on teacher candidates' teaching. These categories included Raising teachers' awareness of probable bumpy moments in class (F = 11), Making teachers aware of how to encounter bumpy moments in class (F = 9), Being interesting and useful to teachers (F = 9), Increasing teachers' reflection on their teaching (F = 8), Enhancing teachers' caring practice in class (F = 7), Being beneficial by using from experiences/solutions of other teachers in videos (F = 7), Increasing students' learning (F = 5), Making everything more tangible for teachers (F = 2), Being a real picture of what may happen in class (F = 2), Facilitating attention to teaching aspects ignored before (F = 1), Helping teachers find the best coping strategies based on students' needs (F = 1), Being a source of information (F = 1), Providing evidence which is sensible/understandable to teachers (F = 1), Being a new perspective in teaching (F =

1), Indicating class events in detail (F = 1), Helping teachers avoid making annoying comments while/after teaching (F = 1), and Teaching myriad of examples through videos is priceless (F = 1). Some excerpts from the participants referring to these effects are presented below.

Videos provided us with opportunities to focus on every moment in class specifically the bumpy ones then give novice teachers the chance of reflection. I try to compare my probable reaction in these situations to those of in videos and choose the best reaction amongst them.

Using video evidence was awesome.

This course let me to work on my reflection ability in order to contemplate on the time of bumpy moments and take the most correct action in solving them.

Teaching myriad examples by the help of videos is priceless.

I have tried to avoid making annoying comments in class while teaching and after that.

It helped me to learn from the teachers in the videos that how to show reaction in different situations and try to apply the suitable behavior of teachers and reflect on them in order to take advantage of these reactions in my teaching process. It urged me to change my reaction to a more thoughtful one for the good of students and their learning.

Table 4. How Video-evidence Supports Teacher Candidates' Teaching

How using video-evidence supports teacher candidates' teaching	Frequency
Raising teachers' awareness of probable bumpy moments in class	11
Making teachers aware of how to encounter bumpy moments in class	9
Being interesting and useful to teachers	9
Increasing teachers' reflection on their teaching	8
Enhancing teachers' caring practice in class	7
Being beneficial by using from experiences/solutions of other teachers in videos	7
Increasing students' learning	5
Making everything more tangible for teachers	2
Being a real picture of what may happen in class	2
Facilitating attention to teaching aspects ignored before	1
Helping teachers find the best coping strategies based on students' needs	1
Being a source of information	1
Providing evidence which is sensible/understandable to teachers	1
Being a new perspective in teaching	1
Indicating class events in detail	1
Helping teachers avoid making annoying comments while/after teaching	1
Teaching myriad of examples through videos is priceless	1
Total	68

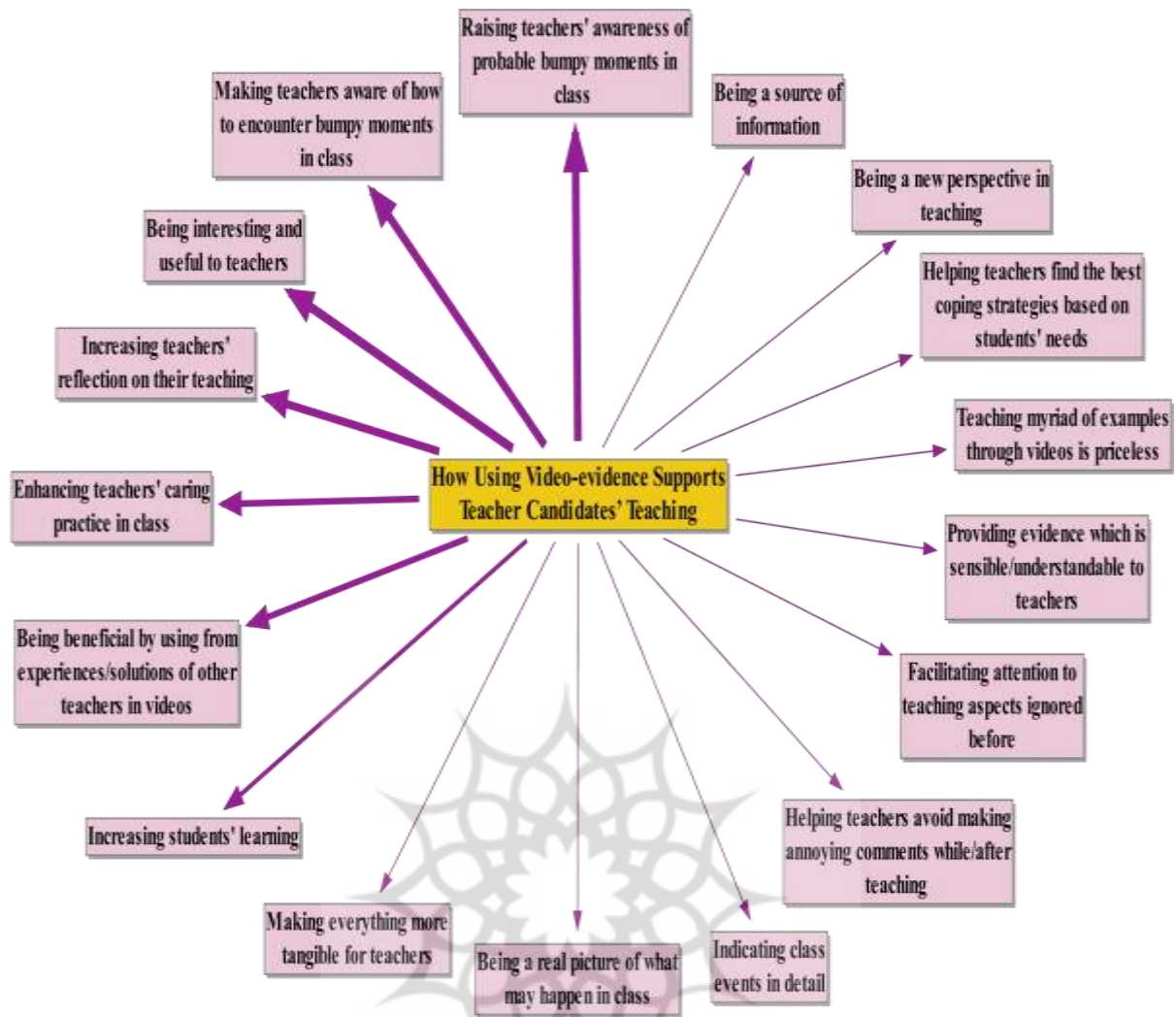


Figure 2. *How Video-evidence Supports Teacher Candidates' Teaching*

Empowering EFL teacher candidates in their classroom teaching through process-based reflective teacher training using scenario-evidence

The third theme pertaining to the research question was “*The way use of process-based reflective teacher training through scenario-evidence as guided reflective and caring practices support EFL teacher candidates in their classroom teaching*”. According to Table 3 and Figure 3, analysis of the results from the scenario-evidence group revealed 16 categories on the effect of scenario-evidence on teacher candidates' teaching. These categories included Increasing teachers' reflection on their teaching (F = 17), Helping teachers encounter/deal with bumpy moments in class (F = 13), Making teachers aware of bumpy moments in class (F = 12), Enhancing teachers' caring practice in class (F = 9), Aiding teachers to promote students' learning (F = 3), Helping teachers develop their analytical thinking ability (F = 2), Preparing teachers for forthcoming class events (F = 2), Informing teachers of the importance of scenarios in teaching (F = 2), Increasing teachers' motivation for teaching (F = 2), Describing students/teachers' behavior, performance, characteristics (F = 1), Making teachers aware of points/aspects ignored before (F = 1), Promoting collaboration and communication in class (F = 1), Helping teachers and students explore a complex topic in depth (F = 1), Helping teachers

solve emotional problems of students ($F = 1$), Aiding teachers to solve students' misunderstandings ($F = 1$), and Making teachers brainstorm ideas ($F = 1$). Some excerpts from the participants referring to these effects are presented below.

I learned how to concentrate on the bumpy moments in class and reflect on them to find the best solution.

I should imagine myself in the same circumstances and find the most suitable reaction.

Using scenarios enhanced my practice in applying caring attitude in relation to students, their learning, and their problems in teaching context.

Scenarios are descriptions about different situations with all details and provide us with opportunities for practice to prepare for similar situations.

By participating in this course, I learned about the importance of scenarios in teaching.

Scenario evidences used in the current courses were a good motivator for me.

It made me brain storm about different circumstances and ideas.

Table 5. How Scenario-evidence Supports Teacher Candidates' Teaching

How using scenario-evidence supports teacher candidates' teaching	Frequency
Increasing teachers' reflection on their teaching	17
Helping teachers encounter/deal with bumpy moments in class	13
Making teachers aware of bumpy moments in class	12
Enhancing teachers' caring practice in class	9
Aiding teachers to promote students' learning	3
Helping teachers develop their analytical thinking ability	2
Preparing teachers for forthcoming class events	2
Informing teachers of the importance of scenarios in teaching	2
Increasing teachers' motivation for teaching	2
Describing students/teachers' behavior, performance, characteristics	1
Making teachers aware of points/aspects ignored before	1
Promoting collaboration and communication in class	1
Helping teachers and students explore a complex topic in depth	1
Helping teachers solve emotional problems of students	1
Aiding teachers to solve students' misunderstandings	1
Making teachers brainstorm ideas	1
Total	69

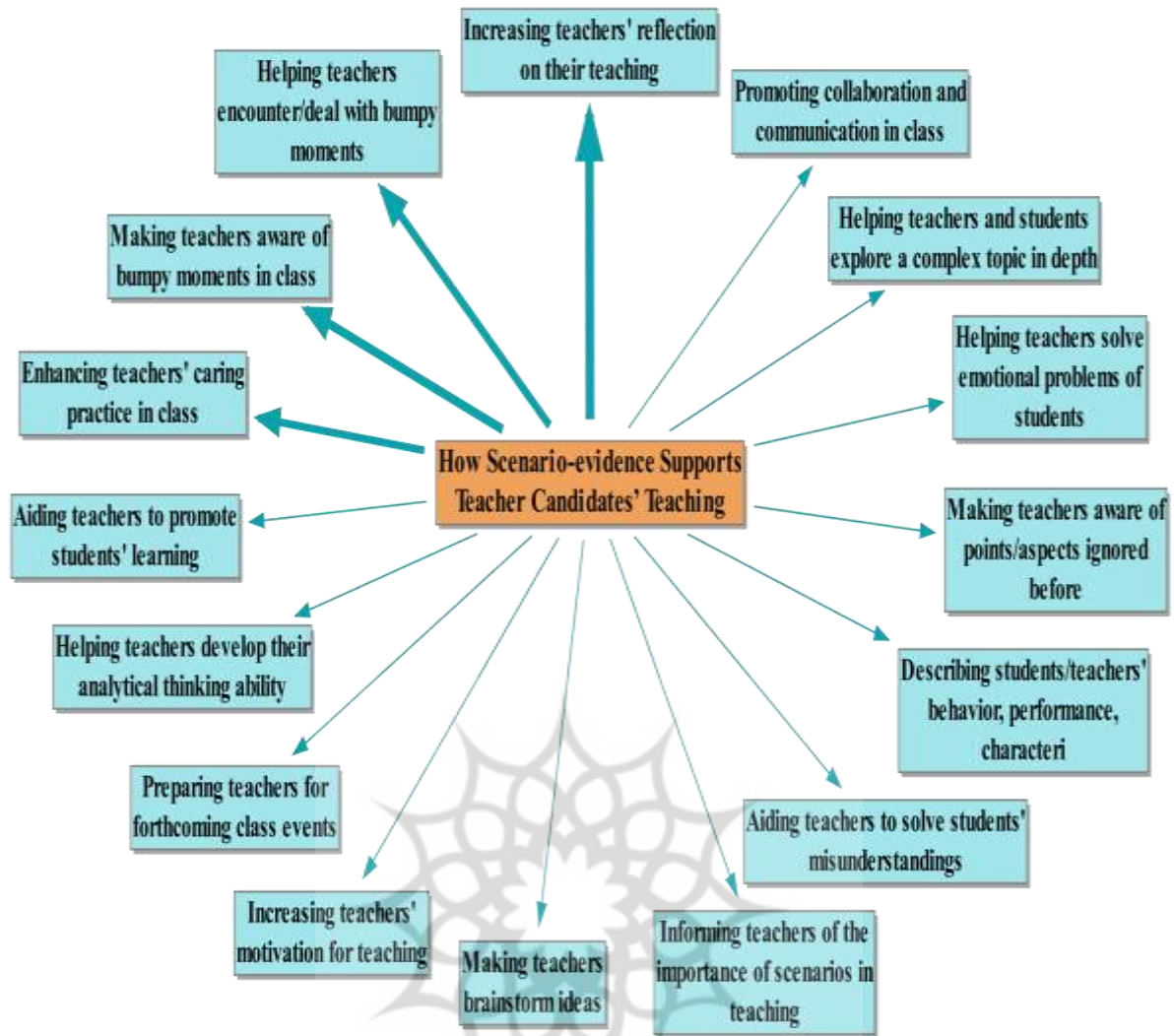


Figure 3. How Scenario-evidence Supports Teacher Candidates' Teaching

Discussion

In the current study, the use of process-based reflective teacher training through situational role plays, video-evidence, and scenario-evidence as guided reflective and caring practices in supporting EFL teacher candidates in their classroom teaching has been explored. One of the recurring themes identified in interviews with teacher candidates in the role-play group was *encouraging students' involvement and participation in class*. This finding aligns with the results of Alkin and Christie (2002), which emphasized the role of role-play as a driving force for instructors to actively engage in the process of learning and facilitate the growth of a productive learning environment.

The participants in the role-play group verbalized a range of themes, including *Being a practical instrument of teachers*, *Usable in teacher training courses*, *allowing teachers to regulate their teaching process*, and *Promoting teachers' deep learning through reflective practice*. These findings affirm that role-playing serves as a facilitator for a more comprehensive learning and educational experience for teacher education learners compared to conventional cognitive-focused approaches (Hidayati & Pardjono, 2018). Furthermore, the aforementioned themes align with the research conducted by Kam (2022), which reveals that

the teachers' level of compassion and effectiveness increases in direct proportion to their ability to identify and acknowledge their actions, thoughts, and feelings before responding to challenging situations. Kam also emphasizes that her findings support the potential benefits of role-play and reflection in teacher development.

Other emerging themes identified in this study include:

Giving awareness about bumpy moments in class, encouraging students' understanding in bumpy moments, making teachers aware of the points ignored before, helping teachers have a plan for each session, playing a dominant role in teaching, and Allowing teachers to create their own teaching techniques.

These aspects underscore the pedagogical value of role-playing, as acknowledged by teacher candidates, in creating a realistic learning experience for participants (Maier, 2002).

Helping teachers deal with challenging situations is another outcome of this teacher training course, as stated by the teacher candidates. Consequently, de Jong's (2012) argument supports the findings of this research, indicating that simulations enable teachers to contemplate their potential reactions in similar situations, considering the possible consequences of their decisions. Moreover, this theme, along with two other themes -Giving opportunity to focus on the caring aspect of teaching, Promoting reflection on different aspects of teaching- is in alignment with the findings of Han et al. (2021) and Zazkis (2014). They found that participants who engage in role play are better equipped to navigate socio-emotional challenging situations in a more constructive manner. This improvement can be attributed to the enhanced comprehension of their own thoughts and feelings that comes from actively participating in role-playing activities. By stepping into different roles and perspectives, individuals develop a deeper understanding of the complex dynamics underlying these situations, allowing them to navigate them more effectively.

The other emerged themes, such as: Giving awareness about bumpy moments in class; and Helping teachers deal with challenging situations align with the findings of Truscheit and Otte (2004). These findings suggest that role-playing games offer participants a setting where they can actively interact with real-life situations that are similar and demand critical decision-making, within constraints such as limited time and imperfect conditions. Additionally, these themes and findings are consistent with those of Swink (2013), which indicate that the participants can reflect on their role-playing experience using basic cues such as: "What did you think about this role?" "How do you feel about the situation?" and "What decisions do you plan to make now?"

However, the teacher candidates in the video evidence group considered *Raising teachers' awareness of probable bumpy moments in class; Making teachers aware of how to encounter bumpy moments in class; and Increasing teachers' reflection on their teaching* as the practical benefits of applying video extracts in the teacher training course which focus on teacher reflection and caring. This finding is in accord with the belief that the integration of audiovisual technology into the reflection process and teacher's professional development can be viewed as an invaluable asset in enhancing critical thinking and self-reflection (e.g., Burns, 1999;

Gibbons and Farley, 2020; Hewitt et al., 2003; Marsh & Mitchell, 2014; Richards, 1991; Rogers & Tucker, 1993).

The participants also mentioned that observing other teachers' performance in video clips was fruitful for them in several ways: *Being beneficial by using from experiences/solutions of other teachers in videos; providing evidence which is sensible/understandable to teachers*. The mentioned themes approve the findings of Lefebvre et al. (2022) in that reflective practice is a way to elevate the novices' teaching practice and if accompanied with video-based tools would help them develop a better understanding of the reflective process and teaching methods. Similarly, there is a range of research indicating the power and effectiveness of using videos as a tool to help teacher candidates or novice teachers learn how to observe instruction and develop a more effective teaching model (Hatch & Grossman, 2009; Santagata & Gyarino, 2011). In addition to the mentioned themes, the findings also support the idea that using videos can enhance students' learning, which confirms the findings of Rosean et al. (2008), and Sancar and Atal (2023) regarding the impact of videos on the nature of teacher reflection and its potential to transform the reflection practices of pre-service instructors. The study found that video-based training focused more on instruction and student learning rather than just teacher's teaching, which is consistent with the themes extracted.

The themes identified in this context are consistent with prior research on the pedagogical utilization of videos in teacher education. The theme of Making everything more tangible for teachers; Teaching a myriad of examples through videos is priceless; and Being a real picture of what may happen in class aligns with the findings of Robinson and Kelley (2007), who highlighted the value of video recordings in offering student teachers dependable and credible information for self-reflection. By observing real classroom situations captured on video, teachers can gain invaluable insights into their teaching practices and make informed decisions in the moment. This notion is further supported by the idea that implementing videotapes in the classroom procedure offers teachers immense opportunities and contextual understanding for making on-the-spot decisions, as suggested by Hewitt et al. (2003). The significance of videos in teaching is also underscored by the theme of Helping teachers find the best coping strategies based on students' needs. The utilization of video recordings enables teachers to engage in thorough analysis of their classroom procedures, reflect upon them, and take appropriate actions when necessary. Being a new perspective in teaching is in line with the research conducted by Weiss and Weiss (2001), who explored the benefits of peer and supervisor collaboration in analyzing selected video excerpts. This collaborative approach enables teachers to engage in reflective discussions, gain alternative perspectives, and enhance their teaching practices which confirms Maguire's (2022) visions as well.

The obtained themes of Being a source of information, Being interesting and useful to teachers, and Indicating class events in detail reflect the findings of Mathew et al. (2017), underscoring how audio or video recordings of lessons offer invaluable insights for reflection. By observing their own or their peers' recordings, student teachers can cultivate a heightened awareness of their instructional methods and make adjustments accordingly. In summary, the themes that emerged from the use of videos in teaching align with previous research, emphasizing the tangible and reflective nature of video as a pedagogical tool. Videos provide

teachers with reliable data for self-reflection, enable collaborative analysis of teaching practices, and offer invaluable information for enhancing teaching awareness. Incorporating videos into teacher education programs can greatly result in the professional development and growth of future teachers.

When examining the scenario evidence group, several prominent themes emerged. These themes include Aiding teachers in promoting students' learning, Helping teachers develop their analytical thinking ability; Making teachers brainstorm ideas; and Informing teachers of the importance of scenarios in teaching. These findings align with the results of Hursen and Gezer Fasli's (2017) study, which observed a greater increase in academic achievement among teacher candidates in the scenario-based group compared to other groups. Thus, indicating that the scenario-based learning approach proved to be more effective for enhancing the academic and educational performance of future teachers.

Furthermore, the feedback from participants in the scenario group highlighted additional themes. These themes encompassed Increasing teachers' reflection on their teaching, Helping teachers encounter/deal with bumpy moments in class, Making teachers aware of bumpy moments in class, and Preparing teachers for forthcoming class events. These observations are consistent with the findings of Yetik, Akyuz, and Keser's (2012) study, which emphasized that scenario-based learning environments result in fostering the critical thinking and problem-solving abilities in prospective teachers. They also underscored the substantial value of this approach within teacher education.

Other noteworthy themes that emerged include Aiding teachers to solve students' misunderstandings; and increasing teachers' motivation for teaching. These themes align with the research conducted by Veznedaroğlu and Keser (2005), who argued that the implementation of scenario-based learning would enhance prospective teachers' perceptions of self-competence in their teaching profession. Additionally, promoting collaboration and communication in class; and Helping teachers and students explore a complex topic in depth, are consistent with the beneficial impact of the scenario-based learning approach on learners' achievement and long-term retention of knowledge (Almozava et al., 2021; Ersoy & Başer, 2011; Gossman et al., 2007; Özsevgeç & Kocadağ, 2013). The convergence of these themes and findings underscores the multifaceted benefits and efficacy of incorporating scenario-based learning in teacher education. It fosters students' academic achievement, enhances problem-solving skills, boosts self-competence perceptions among prospective teachers, and promotes collaborative learning environments while ensuring deep understanding of complex topics.

Overall, the findings revealed several recurring themes across the different training methods. Role-playing was found to encourage student involvement and participation, while also promoting deep learning and reflection among teacher candidates. Video evidence provided practical benefits such as raising awareness of challenging moments in class and helping teachers develop coping strategies. Scenario evidence aided teachers in promoting student learning, developing analytical thinking skills, and preparing for future classroom events. These findings highlight the pedagogical value of process-based reflective teacher training and its potential to enhance teacher classroom practices.

Conclusion and Implications

The research findings have revealed that Iranian EFL teacher candidates have benefitted from the situational role-plays, scenario evidence, and video evidence- implemented in the reflective teacher training courses in supporting their caring and reflective practices in various ways. The results of three groups under study i.e. the situational role play group, video and scenario evidence group demonstrated that they have been supported by these strategies differently. All the three groups of teacher candidates under intervention believed that this teacher training course has prepared them for encountering upcoming bumpy moments in their classes as EFL teachers, although there has been a subtle difference amongst the three groups under study. Consequently, it can be concluded that all the three groups -as participants of this study- took advantage of the supportive role of role plays, video and scenario evidence in their teaching and caring practices specifically in facing bumpy moments in their teaching process.

This study advances the extant literature on the usefulness of role-play, video evidence, and scenario evidence in the field of teacher education and underscores the significance of incorporating caring and reflective practices in teacher training courses and programs. However, the results of the study may have restricted generalizability because of the specific scope and research context in which it was conducted. Future studies should consider including experienced teachers to gain insights into their reactions, ideas, and solutions in various challenging situations. The participants of this study were exclusively male teacher candidates, which may confine the applicability of the findings to female teacher candidates. Future studies should aim to include a diverse range of participants to account for potential gender differences in teachers' perceptions and experiences.

This study solely concentrated on the perceptions of teacher candidates. In order to obtain more comprehensive results, future studies should concurrently investigate the perceptions of both teacher candidates and students within a single study. By developing a global understanding of the interactions between teachers and learners in difficult situations, a more supportive and efficient learning environment is cultivated.

References

- Alkin, M., & Christie, C. (2002). The use of role-play in teaching evaluation. *The American Journal of Evaluation*, 23(2), 209–218. <https://doi.org/10.1177/109821400202300210>
- Almazova, N., Rubtsova, A., Kats, N., Eremin, Y., & Smolskaia, N. (2021). Scenario-based instruction: The case of foreign language training at multidisciplinary university. *Education Sciences*, 11(5), 227-245. <https://doi.org/10.3390/educsci11050227>
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to research in education* (8th ed.). Cengage Learning.
- Berg, B. L. (2001). *Qualitative research methods for the social sciences*. Long Beach, Allyn and Bacon.
- Brooke, M. (2012). Enhancing pre-service teacher training: The construction and application of a model for developing teacher reflective practice online. *Open Journal of Modern Linguistics*, 2(4), 180-188. <https://doi.org/10.4236/ojml.2012.24023>
- Burns, A. (1999). *Collaborative action research for English teachers*. Cambridge University Press.
- Chi, F. (2010). Reflection as teaching inquiry: Examples from Taiwanese in-service teachers. *Reflective Practice: International and Multidisciplinary Perspectives*, 11(2), 171-183. <https://doi.org/10.1080/14623941003672410>
- Chong, S., & Cheah, H. M. (2009). A values, skills and knowledge framework for initial teacher preparation programs. *Australian Journal of Teacher Education*, 34(3), 1-16. <https://doi.org/10.14221/ajte.2009v34n3.1>
- Clark, L. (2019). The way they care: An ethnography of social justice physical education teacher. *The Teacher Educator*, 54(2), 145-170.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed method approaches* (4th ed.). Thousand oaks, Sage.
- de Guzman, A., Uy, M., Siy, E., Torres, R., Tancioco, J., & Hernandez, J. (2008). From teaching from the heart to teaching with a heart: Segmenting Filipino college students' views of their teachers' caring behavior and their orientations as cared- for individuals. *Asia Pacific Education Review*, 9(4), 487-502.
- de Jong, T., Lane, J., & Sharp, S. (2012). The efficacy of simulation as a pedagogy in facilitating pre-service teachers' learning about emotional self-regulation and its relevance to the teaching profession. *Australian Journal of Teacher Education (Online)*, 37(3), 34–43. <https://doi.org/10.14221/ajte.2012v37n3.6>
- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Heath.
- Ersoy, E., & Başer, N. (2011). The effect on retention of applied scenarios in the problem –based learning method. *Eğitim Fakültesi Dergisi*, 24(2), 355-366.
- Errington, E. P. (2010). Preparing Graduates for the Professions: Achieving Employability through the Exploration of Near-world Scenarios. *International Journal of Interdisciplinary Social Sciences: Annual Review*, 5(5), 1–10. <https://doi.org/10.18848/1833-1882/cgp/v05i05/51723>
- Frank, L. S. (2001, November). *The caring classroom*. Paper presented at the Annual Meeting of the Association for Experiential Education. Charleston, WV.

- Gao, L. X., & Zhang, L. J. (2020). Teacher learning in difficult times: Examining foreign language teachers' cognitions about online teaching to tide over COVID-19. *Frontiers in Psychology*, 11, 2396. <https://doi.org/10.3389/fpsyg.2020.549653>
- Gasser, L., Grütter, J., Buholzer, A., & Wettstein, A. (2018). Emotionally supportive classroom interactions and students' perceptions of their teachers as caring and just. *Learning and Instruction*, 54, 82–92. <https://doi.org/10.1016/j.learninstruc.2017.08.003>
- Gibbons, S., & Farley, A. N. (2020). Learning to think like a teacher: Effects of video reflection on pre-service teachers' practice and pedagogy. *Action in Teacher Education*, 43(3), 250-267. <https://doi.org/10.1080/01626620.2020.1812131>
- Giorgi, A. (2009). *The descriptive phenomenological method in psychology: A modified Husserlian approach*. Duquesne University Press.
- Gossman, P., Stewart, T., Jaspers, M., & Chapman, B. (2007). Integrating web-delivered problem-based learning scenarios to the curriculum. *Active Learning in Higher Education*, 8(2), 139-153. <https://doi.org/10.1177/1469787407077986>
- Han, J., Luo, X. L., & Luo, H. H. (2021). Development and validation of preschool teachers' caring behavior questionnaire and its internal mechanism with work performance. *Open Journal of Social Sciences*, 9(2), 484-508. <https://doi.org/10.4236/jss.2021.92032>
- Harford, J., MacRuairc, G., & McCartan, D. (2010). Lights, camera, reflection: Using peer video to promote reflective dialogue among student teachers. *Teacher Development*, 14(1), 57-68. <https://doi.org/10.1080/13664531003696592>
- Hatch, T., & Grossman, P. (2009). Learning to look beyond the boundaries of representation: Using technology to examine teaching (Overview for a digital exhibition: Learning from the practice of teaching). *Journal of Teacher Education*, 60(1), 70-85. <https://doi.org/10.1177/0022487108328533>
- Hatton, N., & Smith, D. (1995). Reflection in teacher education: Towards definition and implementation. *Teaching and Teacher Education*, 11(1), 33-49.
- Hewitt, J., Pedretti, E., Bencze, L., Vaillancourt, B. D., & Yoon, S. (2003). New applications for multimedia cases: Promoting reflective practice in pre-service teacher education. *Journal of Technology and Teacher Education*, 11(4), 483-500. <https://doi.org/10.1007/s11165-007-9076-3>
- Hidayati, L., & Pardjono, P. (2018). The implementation of role-play in education of pre-service vocational teacher. IOP Conference Series: *Materials Science and Engineering*, 296, 012016. <https://doi.org/10.1088/1757-899x/296/1/012016>
- Hursen, C., & Gezer Fasli, F. (2017). The impact of reflective teaching applications supported by Edmodo on prospective teachers' self-directed learning skills. *International Journal of Emerging Technologies in Learning (iJET)*, 12(10), 21–34. <https://doi.org/10.3991/ijet.v12i10.6993>
- Isenbarger, L., & Zembylas, M. (2006). The emotional labor of the caring in teaching. *Teaching and Teacher Education*, 22(1), 130-134. <https://doi.org/10.1016/j.tate.2005.07.002>
- Kam, C. (2022, May). *The influence of role-play scenarios and mindful reflection on a small group of diverse daycare providers' responses to classroom situations*. Paper presented at integration seminar of early childhood education commons. Education Department MAED, Saint Catherine University, St. Paul, Minnesota.

- Kilgour, P. W., Reynaud, D., Northcote, M. T., & Shields, M. (2015). Role-playing as a tool to facilitate learning, self-reflection and social awareness in teacher education. *International Journal of Innovative Interdisciplinary Research*, 2(4), 8-20.
- Köksal, N., & Demirel, Ö. (2008). The contributions of reflective thinking to pre-service teachers' teaching practice. *Hacettepe University Journal of Education*, 34, 189-203.
- Korthagen, F. A. J. (2001). *Linking practice and theory: The pedagogy of realistic teacher education*. Lawrence Erlbaum Associates, Inc.
- Lee, V. E., Smith, J. B., Perry, T. E., & Smylie, A. (1999). *Social support, academic press, and student achievement*. Consortium on Chicago School Research.
- Lefebvre, J., Lefebvre, H., & Lefebvre, B. (2022). Reflection of novice teachers on their teaching practice. *Reflective Practice*, 23(4), 452-466. <https://doi.org/10.1080/14623943.2022.2056883>
- Lupinski, K., Jenkins, P., Beard, A., & Jones, L. (2012). Reflective practice in teacher education programs at a HBCU. *Educational Foundations*, 26(4), 81-92.
- Maguire, K. R. (2022). Pre-service teachers' reflections on content knowledge through microteaching. *Reflective Practice*, 24(2), 153-167. <https://doi.org/10.1080/14623943.2022.2146082>
- Maier, H. W. (2002). Role playing: Structures and educational objectives. *The International Child and Youth Care Forum*, 3(6), 439-443. <https://doi.org/10.1023/a:1021162401189>
- Marsh, B., & Mitchell, N. (2014). The role of video in teacher professional development. *Teacher Development*, 18(3), 403-417. <https://doi.org/10.1080/13664530.2014.938106>
- Mathew, P., Mathew, Pr., & Peechattu, P. J. (2017). Reflective practices: A means to teacher development. *Asia Pacific Journal of Contemporary Education and Communication Technology*, 3(1), 126-131.
- Mordal Moen, K., Westlie, K., Gerdin, G., Smith, W., Linnér, S., Philpot, R. Schenker, K., & Larsson, L. (2020). Caring teaching and the complexity of building good relationships as pedagogies for social justice in health and physical education. *Sport, Education, and Society*, 25(2), 1-14. <https://doi.org/10.1080/13573322.2019.1683535>
- Moustakas, C. (1994). *Phenomenological research methods*. Sage.
- Noddings, N. (2002). *Starting at home. Caring and social policy*. University of California Press.
- Núñez, A., & Téllez, M. F. (2015). Reflection on teachers' personal and professional growth through a materials development seminar. *HOW*, 22(2), 54-74. <https://doi.org/10.19183/how.22.2.151>
- Olaya Mesa, M. L. (2018). Reflective teaching: An approach to enrich the English teaching professional practice. *HOW*, 25(2), 149-170. https://doi.org/10.19183/how.25.2.386_
- Özsevgç, L. C., & Kocadağ, Y. (2013). The effects of scenario-based learning approach to overcome the students' misconceptions about inheritance. *Journal of Education*, 28(3), 83-96.
- Pena, C., & De Leon, L. (2011). The use of digital video to foster reflective practice in teacher education. *International Journal of Instructional Media*, 38(2), 125-132.
- Pollard, A. (2002). *Readings for reflective teaching*. Continuum.
- Qing, X. (2009). Reflective Teaching –an effective path for EFL teachers' professional development. *Canadian Social Science*, 5(2), 35-40.

- Rao, D., & Stupans, I. (2012). Exploring the potential of role play in higher education: development of a typology and teacher guidelines. *Innovations in Education and Teaching International*, 49(4), 427–436. <https://doi.org/10.1080/14703297.2012.728879>
- Richards, J. (1991). Towards reflective teaching. *The teacher Trainer: A Practical Journal for those who Train, Mentor, and Educate TESOL teachers*, 5(3), 4-8.
- Richards, J., & Lockhart, C. (1994) *Reflective Teaching in Second Language Classrooms*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511667169>
- Robinson, L., & Kelley, B. (2007). Developing reflective thought in pre-service educators: Utilizing role plays and digital video. *Journal of Special Education Technology*, 22(2), 31-43. <https://doi.org/10.1177/016264340702200203>
- Rogers, S. F., & Tucker, B. H. (1993). *Video portfolios: Collaborations in literacy teaching assessment*. Paper presented at the Annual Meeting of the College Reading Association.
- Romano, M. E. (2007). Bumpy moments in teaching: Reflections from practicing teachers. *Teaching and Teacher Education*, 22(8), 973-985. <https://doi.org/10.1080/1354060042000304828>
- Rosean, C. L., Lundeberg, M. C., Fritzen, A., & Terpstra, M. (2008). Noticing: How does investigation of video records change how teachers reflect on their experiences? *Journal of Teacher Education*, 59(4), 347-360. <https://doi.org/10.1177/0022487108322128>
- Ryan, A., & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American Educational Research Journal*, 38(2), 437-460.
- Sancar, R., & Atal, D. (2023). Learning from expert or own practice: reflectively editing video cases for professional development. *Reflective Practice*, 24(2), 168-182. <https://doi.org/10.1080/14623943.2022.2146083>
- Sancar, R., & Deryakulu, D. (2022). Editing video cases to facilitate pre-service teachers' self-reflection on their instructional decisions. *Reflective Practice*, 23(4), 467-482. <https://doi.org/10.1080/14623943.2022.2056884>
- Santagata, R., & Angelici, G. (2010). Studying the impact of the lesson analysis framework on pre-service teachers' abilities to reflect on videos of classroom teaching. *Journal of Teacher Education*, 61(4), 339-349. <https://doi.org/10.1177/0022487110369555>
- Sorin, R. (2013). Scenario-based learning: Transforming tertiary teaching and learning. *Proceedings of the 8th QS Asia Pacific Professional Leaders in Education Conference*, 71–81. <https://researchonline.jcu.edu.au/30512/>.
- Swink, D. F. (1993). Role-play your way to learning. *Training & Development*. 47(5), 91-97.
- Truscheit, A., & Otte, C. (2004). Sustainable games people play: Teaching sustainability skills with the aid of the role-play 'Nord West Power.' *Greener Management International*, 2004(48), 51–56. <https://doi.org/10.9774/gleaf.3062.2004.wi.00007>
- van Es, E. A., & Sherin, M. G. (2010). The influence of video clubs on teachers' thinking and practice. *Journal of Mathematics Teacher Education*, 13(2), 155-176. <https://doi.org/10.1007/s10857-009-9130-3>

- Veznedaroğlu, H.M., & Keser, H. (2005). *Scenario based effect on the attitudes and self-efficacy perceptions of teacher candidates towards the teaching profession* (Unpublished Master's thesis). Ankara University, Ankara, Turkey.
- Vogt, F. (2002). A caring teacher: explorations into primary school teachers' professional identity and ethic of care. *Gender and Education*, 14(3), 251-264. <https://doi.org/10.1080/0954025022000010712>
- Weiss, E. M., & Weiss, S. (2001). Doing reflective supervision with student teachers in a professional development school culture. *Reflective Practice*, 2(2), 125-154. <https://doi.org/10.1080/14623940120071343>
- Welsch, R., & Delvin, P. (2006). Developing pre-service teachers' reflection: Examining the use of video. *Action in Teacher Education*, 28(4), 53-61. <https://doi.org/10.1080/01626620.2007.10463429>
- Yetik, S. S., Akyuz, H. I., & Keser, H. (2012). Pre-service teachers' perceptions about their problem-solving skills in the scenario based blended learning environment. *Turkish Online Journal of Distance Education*, 13(2), 158-168.
- Zazkis, R., & Nejad, M. J. (2014). What Students Need: Exploring Teachers' Views via Imagined Role-Playing. *Teacher Education Quarterly*, 41(3), 67-86.
- Zeichner, K. M., & Liston, D. P. (1996). *Reflective teaching: An introduction*. Mahwah, Lawrence Erlbaum.

