

PROSPECTIVE TEACHERS' EXPERIENCES OF USING VIDEO AND PHOTOVOICE FOR REFLECTION IN MICROTEACHING

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ABSTRACT

Using video and photovoice to reflect teaching practices has been well documented in the literature; however, limited attention has been given to explore prospective teachers' experiences on using photovoice and video for reflection in microteaching context. To fill this gap, the present study investigates how English as A Foreign Language (EFL) pre-service teachers view video and photovoice as reflective practice tools during microteaching session. Employing a qualitative case study design, the study involved five prospective teachers participating in a microteaching course over one semester. Data were garnered from multiple informal interviews. All collected data were transcribed and analyzed using thematic content analysis. The findings of the study showcase that the prospective teachers generally perceived photovoice-based reflection more valuable than video stimulated reflection due to its timing, specificity, and simplicity. The study contributes to the growing body of literature by offering empirical evidences of photovoice as simple and effective reflection tool and highlighting the potential of visual-narrative based reflection to enhance quality teaching.

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INTRODUCTION

Reflective practice has been widely used to improve teaching performance, thereby contributing to professional development. Schön (1987) as one of influential scholars on reflective practice argued that new knowledge can be produced by reflecting on teachers' practice. Supporting this view, Belvis et al., (2013) contend that reflective practice provides productive space for teachers to improve their teaching performance by reflecting on their teaching activities. Much research found that reflective practice improves teacher professional development (Lee, 2005; Pedro, 2005; Bleach, 2014; Farrel, 2020; Weisi, 2024). In Indonesian educational landscape, many studies indicated that teacher professional development can be facilitated through reflective practice (Surdiyantiningsih, 2025; Diasti &

Kuswandono, 2020; Harsono et al, 2025; Riyanti, 2021) reported that reflective teaching practices significantly influence English teaching and learning by enhancing teachers' professional competencies and instructional quality, improving students' learning outcomes, and fostering learners' critical and collaborative thinking skills. Against this backdrop, nurturing reflective practice is generally acknowledged as part of teacher educators' responsibility.

In initial teacher education context in Indonesia, the interplay of reflective practice and microteaching is central to teacher professional development (Aqilah et al, 2024; Suryani et al, 2018; Amalia et al, 2024). According to Richards & Farrell (2005) integrating microteaching with reflective practice as an analytical framework, teachers are better facilitated in their continuing professional development. Ledger & Fischetti, (2019) found that microteaching is an influential teaching tool for student teachers to reflect on and develop their teaching competence and enhance their confidence. Marline et al (2024) found that reflective practice helped English pre-service teachers to evaluate their teaching practice while it also challenged them to critically evaluate it. With this in mind, microteaching is a space for prospective teachers to improve their teaching quality and this can be achieved only if they are able to critically reflect their teaching practices.

There are some tools used to reflect teaching practices such as reflective journal (Francis, 1995; Knapp, 2012), portfolio (Borko et al, 1997; Oakley, 2014; Scoupe et al, 2024); peer feedback (Erdemir et al, 2021; Seroussi et al, 2019), video (Yuan et al, 2022; Karakaş & Yükselir, 2021), and photovoice (Lin, 2025; Latz, 2012). Video and photovoice has been widely used as more contemporary reflective practice tools. Numerous studies have highlighted the role of video and photovoice in supporting reflective practice among student teachers. For instance, Sagasta and Pedrosa (2018) reported that video playback improves student teachers' learning indicating by their routine and dialogic reflection. Correspondingly, Karakaş and Yükselir (2020) found that by reviewing on recorded teaching sessions in guided focus group discussions supported student teachers' engagement in reflection and identification of overseen issues prior to the reflection. Williams (2020) also reported that video-mediated reflection not only enabled student teachers to get a critical awareness of both their own and others' perspectives on challenging situations of their teaching but also improved their understanding of how the learning environment and pedagogical practices are interrelated. Novitasari & Rahman (2024) found that EFL preservice teachers demonstrated cognitive, emotional, social, and behavioral engagement while participating in video-stimulated reflection during their teaching practicum. Recent research by Sun et al. (2025) demonstrated that video played roles as a reflector, enhancer, and facilitator across different stages of self-reflection, allowing teachers observe and analyze their teaching critically as well as deepening the depth of their reflective thinking, and facilitate individual and collaborative learning.

On the other hand, photovoice has been widely accepted to offer in-depth reflection. Langdon et al. (2014) reported that photovoice facilitates an in-depth investigation of the strengths and weaknesses of programs and provides as an initial stage for dialogue between pre-service teachers and supervisors. To (2020) found that photovoice supports novice teachers in developing a professional identity. To add, Novitasari & Rahman (2020) found that photovoice-based self-reflection allows a pre-service teacher to reconstruct her professional identity without changing her perception as a teacher. Correspondingly, Lin (2025) reported that photovoice allows educators to critically evaluate their teaching practices using photographic evidence. By incorporating both educator and student perspectives, this strategy promotes a more robust reflective approach that broadens over their individual self-perceptions.

Although both video and photovoice have been widely used, there is limited empirical evidence on prospective teachers' perception on the integration of video and photovoice stimulated reflection within microteaching contexts. Therefore, the present study aims to investigate prospective teachers' experiences on using video and photovoice as two reflective practice tools within microteaching context. The study seeks to answer the following single research question: what are prospective teachers experiences of using video and photovoice as tool for reflection in microteaching context?

METHOD

This study employs a qualitative case study design to investigate how prospective teachers view the integration of video and photovoice-based reflection in microteaching. Methodologically speaking, a case study approach offers

an in-depth exploration of a contemporary phenomenon within an authentic educational context (Yin, 2018). The present study seeks to generate rich, context-specific insights into how photovoice and video shape pre-service teachers' reflective thinking, meaning making, and professional development. The result of qualitative case study cannot be generalized. Following Merriam and Tisdale's (2016) perspective of qualitative case studies as interpretive investigations of human meaning within a bounded system, the study explores not only what participants notice and reflect upon but also how and why their reflections develop when mediated by visual and participatory approach. The flexibility of the case study methodology facilitates capturing the dynamic interconnection between microteaching practices, reflection tools, and the development of participants' pedagogical perspectives.

Five prospective teachers comprising two males (pseudonyms: Ivan and Joni) and three females (pseudonyms: Ides, Achi, Abel), aged between 21–24) voluntarily participated in the study. Data of the study were gathered through multiple informal semi-structured interviews upon the completion of the microteaching session. The interview aims to investigate participants' experiences on using video and photovoice mediated reflection and their views on how these tools influenced their reflection and understanding of teaching. The interviews were audio-recorded and transcribed verbatim. To analyze the data, thematic content analysis by Braun and Clarke's (2006) was employed. Following this analysis, the researcher read the data multiple times to familiarize with the data. Researchers engaged in iterative coding to identify meaningful patterns, which were then organized into themes representing participants' reflective processes and perceptions of the two tools. To meet ethical standard of the research, participants were informed that the research is voluntary and researchers assigned pseudonyms to maintain participants' confidentiality.

RESULTS AND DISCUSSION

Results

Drawing from multiple informal semi-structured interview data analysis, the findings of the study showcased that prospective teachers viewed photovoice as more valuable reflection tool than video in aiding them to enhance their teaching. Three emerging themes appeared as their major preferences: timing, specificity, and simplicity.

Timing

In general, prospective teachers felt that they had to spent much time watching the recorded video of their teaching. They even had to replay the video several times to capture significant moment of their teaching. Consequently, they needed more time to complete the reflection. Achi reported: "My *microteaching video lasted about 25 minutes per session. I had to watch the video several times to identify significant moment before I started writing the reflection. I needed at least two days to complete the reflection.*" In the same vein, another participating prospective teacher (Abel) commented: "*reflecting through video really spent my time and energy... Reflecting just one recording video was really time consuming. What about reflecting eight videos? I cannot imagine.*" In contrast, using photovoice to reflect teaching was time-saving. They just captured a meaningful photo in seconds. They take only moments to review a single photo. Achi said: "*When I experienced critical moments of my teaching, I directly took a photo of it by myself...I began to analyze and understand it – lesson learned from the situation.*"

Specificity

Another reason that prospective teachers found photovoice more fruitful than video was identification of more specific pedagogical aspects. Generally speaking, they reported that they frequently identified many aspects of their teaching that need to be improved during video watching. As a result, they did not focus which teaching aspects they should prioritize. Ides reported: "*I identified many weaknesses of my teaching during video watching activity... spent much time sitting in front of my laptop during my teaching...I was puzzled which one I should prioritize to improve.*" In the same vein, Joni commented: "*there are several teaching aspects I identified after watching the video. It was also beyond my thinking... I need to learn more to deal with these problems but I think I cannot handle the whole.*" In contrast, photovoice allowed the participating students to capture the essence of a participant's experience - making it more specific to reflect. Ivan told: "*reflecting on single photo representing critical moment of my teaching is worth reflecting. To illustrate, I took a photo when one of my female students was unwilling to speak English in front of male group.*"

Simplicity

The last theme the participating prospective teachers preferred photovoice to video was the simplicity of a reflection tool. They contended that using video as reflective practice tool was technically complicated. They needed more storage space to record and save the recording on their mobile phones. To record, they needed a tripod or asked their classmate. In some cases, they needed to rerecord the teaching as their friends or family were calling them during their teaching. Abel said: *“I did not have enough storage space on my mobile-phone. Borrowing my friend’s mobile phone and asked him/her to record a 25-30 minutes session for several times was embarrassing. Similarly, Ivan said:” I had to bring a tripod and asked my classmate in turn to record my teaching...I had to bring a power bank as the battery of my mobile-phone ran out easily.”* By contrast, prospective students reported that photovoice just required a smartphone and minimal technical skills. To add, they thought that photovoice was easy to store and organize. Joni commented: *“with a simple camera feature of my smartphone, I just needed a few seconds to capture the critical moment of my teaching and explained the meaning of the photo using prompts provided.”* In line with this, Ides agrees if photo is easy to store and manage. She commented: *“unlike a video which is large and need more storage space to save in my smartphone, a photo was easy to store even if there is only little space remaining.”*

Discussion

The present qualitative case study explores how prospective teachers’ view video and photovoice as reflective practice tools in microteaching context. The study found that using photovoice for reflection is much more valuable than video. Timing, simplicity, and specificity were the reasons underlying their preference. Timing is critical in reflection process because teachers or prospective teachers were demanded with workloads, administrative tasks, and additional duties. These findings align with previous research emphasizing the critical role of timing in the reflective process. The time demands associated with engaging in reflective practices are widely recognized as a significant challenge, and it would be misleading to overlook this substantial constraint (Greiman & Covington, 2007). Machost and Stains (2023) noted that reflection is an ongoing process that requires considerable time and effort, yet remains a highly valuable practice for educators when implemented with fidelity. The finding is also consistent with some studies reporting that limited time and heavy workloads substantially affect teachers’ participation in reflective teaching (Asmare et al, 2024; La Surna et al, 2020; Wahyuni, 2025). With these in mind, providing teachers or prospective teachers with time-saving reflection tool can help them alleviate workloads making them possible to do reflection.

The finding of the study yields the need of specificity in reflection process. Farrel (2012) suggests teachers to reflectively narrate two ‘incidents’ that they consider critical from their practice. Brookfield (1995) noted that specificity is of paramount importance for allowing practitioners to critically evaluate their own practice. Furthermore, Hatton and Smith (1995) reported that nonspecific reflection tends to be descriptive and does not lead to critical level. The finding confirmed the previous study by Sahib and Aulia (2025) reporting that systematic and outcome-focused reflective practices make a significant contribution to improve effective teaching and enhance student learning outcomes. Wang & Burris (1997) and Liebenberg (2018) highlight that photovoice requires teachers to intentionally capture and select one or two photos which represents the most critical moment, thereby directing reflection toward a specific pedagogical issue such as learner engagement, questioning techniques, or classroom management. In contrast, (Goldman et al., 2007) contend that video recordings capture multiple actions, moment, and interactions at once which frequently need extensive review and selection before particular aspects of instruction were separated for reflective purposes.

The present study also found that simplicity of a reflection tool was the reason prospective teachers preferred to. Specific and practical reflection methods promote continuing reflective engagement. This aligns with Larrivee’s (2008) findings that teachers are willing to reflect when it is incorporated into simple practices. Correspondingly, Farrell (2015) demonstrated that flexible and simple reflection tool can maintain reflection. Leijen et al. (2020) also reported that systematic reflective activities increase teachers’ metacognitive awareness and professional assessment. Photovoice requires basic photo-taking skills that are already familiar to most teachers, whereas video reflection involves additional technical skills such as managing the length of recording, quality of sound, camera movement,

and often editing (Wang & Burris, 1997; Liebenberg, 2018). This relative simplicity minimizes technical barriers and fosters greater engagement in reflection especially when the provided time is limited.

CONCLUSION

This case study explored prospective teachers' experiences with video and photovoice as reflective tools within a microteaching setting and revealed that photovoice was viewed as more effective because of its efficiency, ease of use, and ability to support focused reflection. In light of the time limitations and workload pressures faced by prospective teachers, photovoice provides a practical alternative that minimizes technical and cognitive demands while maintaining engagement in reflective practice. By prompting reflection on a single, deliberately chosen teaching moment, photovoice facilitates more targeted and meaningful reflection. To sum up, the findings indicate that photovoice is a viable and valuable reflective tool in teacher education, particularly in contexts where time is limited.

Although this study contributes to the growing body of literature that photovoice based reflection found to be more valuable in terms of timing, simplicity, and specificity as reflective practices in microteaching contexts, several limitations must be acknowledged. First, the study was situated in a microteaching which may differ greatly from authentic classroom settings. Second, participants' preference for photovoice is likely influenced by the structured and time-limited nature of microteaching activities. While photovoice supports targeted and focused reflection, it may oversee broader teaching patterns and classroom dynamics that video-based reflection is better positioned to capture. Thus, the findings of the study can not be over generalized. Finally, the small number of participants further limits the generalizability of findings.

Future research could extend this study by investigating the use of video-stimulated reflection and photovoice with in-service teachers in authentic classroom settings to better understand how professional experience and real instruction demands shape reflective engagement. Longitudinal and mixed-methods or comparative designs may further explore how photovoice and video-based reflection influences the depth of teachers' reflection, pedagogical decision-making, and professional development, as well as their complementary strengths in capturing both specific teaching moments and broader instructional patterns.

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