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Using video feedback and interpersonal process recall to develop competencies and skills in teachers

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The notion of emotional competence provides an attractive overarching structure to help teacher professionals to build interpersonal and intrapersonal skills to manage complex relationships and complex teaching and learning situations. All teachers need to demonstrate a range of personal skills and competencies, in line with teacher registration standards, professional standards, and university standards, such as the Griffith graduate characteristics. Teacher education programs focus directly on very few skills and competencies and graduating teachers identify a range of specific behaviour management and personal skill deficits. When specific skills were taught, strategies mostly relied on either direct instruction or behaviour modeling. An sound alternative strategy of interpersonal process recall (IPR) of videotaped sessions has produced sustainable training of trainee teachers attempting to use specific communication skills. The use of IPR helps students to bring to awareness the internal processes, such as thoughts, feelings, goals, impressions, and internal dialogues that were involved in the skill learning videotaped session. This strategy, using video technology, has application in other teacher education skill development settings.

Teacher competence

Lists of attributes of effective teachers proposed in standards for professional practice include social and emotional skills. These lists have acknowledged the relevance of interpersonal and intrapersonal skills to build social competencies in the classroom and to prevent difficult social relationships from interfering with student learning (Perry, Ball, & Stacey, 2004). Teacher graduates will also need to contribute to sustainable improvement and capacity building in education and to address the major socioemotional challenges to learning effectiveness in the school system (Antidote, 2003; Elias, Arnold, & Hussey, 2003; Greenberg et al., 2003).

Social-emotional competencies must be nurtured in teachers, because “human operators” are critical to psychoeducational innovations in practice (Elias, Zins, Graczyk, & Weissberg, 2003). Successful research-based reforms in practice needs to achieve changes in the attributes of the teachers who must carry out planned reforms (Elias, Zins, et al., 2003). Preservice teacher preparation and inservice training need to help teachers “develop the necessary attitudes and skills to carry out their responsibilities successfully” (Elias, Zins, et al., 2003, p. 314).

Convergent listing of personal teacher attributes and competencies

Personal skills and competencies have been documented across professional, industrial, and academic perspectives on teacher performance in Queensland (see Table 1). These aspirational listings articulate a converging desire to address issues of personal effectiveness as a critical contributor to life and career success over and above graduate status and professional registration (Davies & Bryer, 2004). Coping with the broad range of teaching roles, tasks, and responsibilities seems to require a wide range of interpersonal skills and competencies and self-managing skills to organise and regulate

performance of these teaching activities. However, strategies for skill development appear to be limited.

A comprehensive list of competencies for Australian teachers has been constructed from 5 years of work with 4,000 teachers (Hughes, Abbott-Campbell, & Williamson, 2001). Teachers ranked the importance of these competencies within school and classroom domains (see the right hand column of Table 1). The most highly rated competencies were those relating to specific personal and practitioner skills. Moreover, many graduating teachers identify specific behaviour management and other personal skill deficits among many competencies that were not properly developed through their university teacher education programs. Comparisons of the evidence-based list of Hughes et al. with other recent documentations of teacher standards indicates reasons why lack of systematic development of personal competencies continues to be a problem.

The professional standards specified by the Board of Teacher Registration (BTR) in Queensland in August 2002 require personal skills to be able to provide support for learning and to participate in ethical relationships, and to meet professional and academic requirements. This list (see summary in Table 1, column 1) defines attributes considered necessary for effective beginning teachers and guides the program consultation and acceptance process of teacher education programs. The recent review of the list added technological competence to “multiliteracies” innovations in the field but did not address emotional literacies (Antidote, 2003).

Education Queensland (EQ), the major employer of teachers in Queensland, has also developed professional standards for teachers, in partnership with the Queensland Teachers Union, that provide guidelines for the current knowledge, skills, and abilities of effective teachers in Queensland. According to this industry sector, these generic standards (see summary in Table 1, column 2) define teacher planning of their work, guide teacher reflection on professional practice, and showcase practice links with key systemic initiatives of EQ. This list has been affirmed as an authentic framework for reflection on teacher practices (Mayer, Mitchell, MacDonald, Land, & Luke, 2003) **but does not specify the skills needed to commit to professional practice.**

Tertiary education bodies such as Griffith University have also developed lists of standard skills for graduates (see summary in Table 1, column 3). These generic skills focus on capacity to function more effectively, flexibly, and adaptively over time in a changing environment. These skills, which apply to education students, include the development of personal as well as academic and related professional skills. The outcomes of internal university audits of generic skill development in 2000 and 2003 (Crebert, Patrick, Ingram, Davies, & Parker, 2003; Crebert, Peach, Miller, van Haering, Bakharia, & Abbott, 2000) suggest that personal skills constitute an administrative requirement of the university rather than an integral part of tertiary teaching and learning practice. Academic skills such as written communication, problem solving, and critical evaluation are well embedded in programs (i.e., 50-70%). Some specific personal attributes, such as leadership, ethics, and lifelong learning, and teamwork increased from 30% to 50% in the 2003 audit. However, opportunity to develop and practice personal skills in academic courses was either marginal or poorly documented.

Table 1. A comparison of lists of attributes of teacher education graduates

Professional	Industrial	Academic	Scientific
Board of Teacher Registration Standards	Education Queensland Standards	Griffith University Domains of Capability	Teacher Competencies (from Hughes, Abbott-Campbell, & Williamson , 2001) (Highest rankings bolded, others in rank order)
Possess and be able to apply professional and disciplinary knowledge bases.	Structure flexible and innovative learning experiences for individuals and groups.	Learning and adaptability Problem solving Information literacy	Knowledge & enthusiasm for the subject Curriculum development Pedagogical knowledge Demonstrating and developing curriculum expertise
Possess and be able to apply a range of literacies relevant to their professional roles.	Contribute to language, literacy and numeracy development. Integrate information & communication technologies to enhance student learning. Assess and report on student learning.	Written and oral communication Information literacy Interpersonal skills Self-management Personal effectiveness	Responsiveness to special needs Classroom management Assessment of student achievement Effective timetabling Administering school policy Developing own theoretical understanding Accessing curriculum resources Daily administrative responsibilities
Exhibit skills to create supportive and intellectually challenging learning environments to engage all learners.	Create safe & supportive learning environments. Construct intellectually challenging learning experiences. Construct inclusive & participatory learning experiences. Support social development & participation of young people.	Learning and adaptability Problem solving Conceptual and analytical skill	Use of a range of teaching strategies Initiating and guiding learning Facilitating independent learning Planning for student learning Responsiveness to individual difference Classroom management Knowing student background Responsiveness to special needs Effective resource utilization Student discipline and control Adaptability to differing contexts
Understand and participate in relationships that characterise ethical professional practice within & beyond learning communities.	Construct relevant learning experiences that connect with the world beyond school. Build relationships with the wider community. Contribute to professional teams.	Community and citizenship Career and vocational Organisational membership Interpersonal skills Team and group skills	Interaction with colleagues Interaction with parents and the community Foster interpersonal relationships Review of assessment procedures Ethical and legal obligations Evaluating programs and units
Commit to reflective practice and ongoing professional renewal.	Commit to professional practice.	Professional effectiveness Self-management Personal effectiveness	Self-appraisal and reflection Developing professional judgment Leadership and decision-making Staff development participation Self-criticism of own teaching

Apart from a general expectation of either prior competence osmotic transfer (through practicum experience), coursework may contain a little direct instruction or behaviour modeling of some specific skills. Teacher educators, therefore, need to target the development of these intrapersonal and interpersonal skills before, during, and after the process of completing an undergraduate course of study. Strategies for this skill development might be embedded in reflective practices, which engage students' varied

learning styles, encourage critical thinking about assumptions that guide practice, and include opportunities for practice (King & Kitchener, 1994).

Reflective teaching practice and video feedback

A common teaching strategy that fosters critical thinking and informs practice is the use of thoughtful questions to stimulate deeper reflection. Griffith and Frieden (2000) suggested that the questioning approaches of interpersonal process recall (IPR), journal writing, and Socratic questioning meet these criteria. The Socratic method facilitates classroom discussion to encourage active reflection about philosophical and value based decisions. Journal writing encourages students to reflect on their assumptions and beliefs that impact on personal, classroom, and other experiences (Uline, Wilson, & Cordry, 2004). IPR stimulates student reflection and empowers students to understand and act upon covert perceptions: IPR is a specific application of video assisted recall originally devised as a counselling supervision strategy by Kagan (1980).

Research has consistently supported the use of IPR as an effective medium for supervision (Kingdom, 1975). The model has been effectively demonstrated with entry level counsellor trainees, experienced counsellors and paraprofessionals (Bernard, 1989). Use of a video assisted recall strategy enhances specific practicing of skills and competencies. Students are given the opportunity to bring to awareness the internal processes of covert thoughts and feelings they were experiencing when working with others. This strategy is built around the notion that a practitioner's selective perceptions of surface issues may block practice effectiveness more than any other variable (Bernard, 1989). Students may have knowledge of their own experiences but may not consciously examine or process them. Unaided recall cannot recapture what has been scarcely attended to, particularly if habitual defences protect us from remembering.

Use of video in preservice and inservice teacher education has been increasing in recent decades (Brophy, 2004). Technologies for storing and showing video have proliferated. Formats include tape, laserdisc, CD Rom, DVD, and web streaming. Video recordings can convey the complexity and immediacy of teaching and other interactions with a richness that approximates direct observation. Its affordability is matched by its utility in enmeshing with a variety of theoretical orientations, including situated learning, case-based learning, and connecting theory with practice (Brophy, 2004). Early reviews of the literature (Baker, 1970) concluded that use of audio and videotape are effective only if specific aspects of teaching are highlighted and discussed. However, research on video in teacher education has been limited to relatively global perceptions of its positive value.

“Dump and hope” models of learning and instruction have been widely rejected (Anderson, 2003). Wasserman (1994, cited in Brophy, 2004), showed the superiority of detailed analysis and discussion of video material over transmission of general principles, with the untested hope that learners will deduce appropriate applications to add to their knowledge base. Hence, the process in conducting this detailed analysis and discussion would seem to be important. Open ended, less-cued reviewing of video material have several advantages. This kind of reviewing is more likely to launch discussion of teachers' actual practice, it offers an immediacy not possible in narrative cases, and it conveys more of the social fabric and other contextual details of classroom practice (Clarke & Hollingworth, 2000).

Sherin (2004) reviewed the use of video feedback as part of teaching skills using microteaching. Specifically taught teaching skills were trialled by the student teacher,

and the videorecording was analysed. The student teacher then restructured the use of the skill, retaught the specific lesson, and then reanalysed the video. This cycle continued until skill mastery was demonstrated. Microteaching with the use of video has become less popular with the move away from behaviourism to cognitive views of teaching. A teacher who reflects on and interrogates the cognitive processes being used when trying particular skills and competencies, through the use of IPR, can improve cognitive and behavioural strategies.

This paper will review the use of video in microteaching counsellor skills and will argue that this approach can be applied as a specific teaching strategy in the development of a broad range of personal skills and competencies for teacher education students.

Methodology

Competency building course and its participants

During the last 5 years, 571 undergraduate students have completed the Griffith University course, *Introduction to Counselling*, either as a core component of the Bachelor of Education (Special Education) or as an elective course for other Bachelor of Education undergraduate students. Over that time, the course has adopted a microcounselling skill development approach, within which video recordings and IPR are the feedback strategy.

The objectives of this course are to give the student the opportunity to increase knowledge in counselling skills, theory, and application; to reflect on this knowledge; and to integrate and synthesise this knowledge so as to better assist individuals with personal and interpersonal problems, particularly students and their families, and also teaching colleagues. These interpersonal skills are expected to blend with existing interpersonal competencies of teachers and to be applied in a wide range of teaching and interactive settings with which teachers are involved.

General course processes

The course requires students to video-record their performances. Students use one of 5 technology systems (video camera, video recorder, and television monitor) available for student use. Students have flexible access to these facilities. The major strategy for the development of their interpersonal competencies involves practicing skill development by counselling other students. Students are primed by lectures that explore particular counselling skills. Students then practice these counselling skills with one of their classmates within a small group of 4-5 students. Videotaped practice interviews are reviewed to provide effective feedback and learning. Students purchase and maintain their own videotape to keep a log of their counselling performances and to use as part of their self-reflection of their development as part of a summative video assessment. Lecturer feedback of counselling performances of individual students takes place in a small group format in the latter part of the session. Each student receives feedback on at least one counselling interview during the semester.

As part of course assessment, students are also required to present a videotape recording of an interview that illustrates initial development of their counselling skills, together with a brief reflective analysis of the interview and a self-critique. Students meet with the lecturer to review the taped interview and, jointly, to analyse specific incidents in the recorded performance that indicate the cognitive processes that students are using as part of their counselling performance.

Specific IPR Process

An IPR method was adopted in both the general feedback sessions in class and in the assessment task. The method reduces the students' fear of critical attack, because it puts the process explicitly in the hands of the student and because it encourages the trainer to avoid explanation, interpretation, and advice (Clarke, 1997). The trainer adopts a "discovery learning" approach that keeps the students' attention on their own inner experience of their transactions as they review the video. The student experience an interaction with the images, thoughts, and bodily feelings based on memories of previous interactions and anticipations about future outcomes. The trainer is minimally invasive or controlling: The role is simply to prompt the student to scan their experiences, and, when students indicate, to stop the playback when the student is ready to explore something they have remembered.

Kagan (1980) stressed the need to respect students' expertise and responsibility for themselves and to focus attention on feelings about events rather than on the details of recorded external events themselves. This process reveals that, when we interact with others, much more goes on than we can deal with consciously at the time. Within moments of time (Kagan, 1980), we engage in several cognitive processes: We attribute intentions, assess risks and opportunities, and select and reject tactics for managing one's self and others. Because time moves us on swiftly, we have no time to ponder insightfully over every move, and we must rely on perceptual skills built up from experience. This speedy, automatic, and efficient response to new interactions makes it very difficult to change to responses that could be more rewarding and less damaging. Slowing the process down, or using strategies to recall feelings, thoughts, goals, impressions, and internal dialogues would improve **awareness of the need for change**.

Typical questions and examples of IPR dialogue can be found in Rennie (2000). In an IPR session, the responsibility for stopping the video recording—whenever it brings something to mind—lies with the recaller. When this happens, the inquirer focuses the recaller to explore the full range of their consciousness with a range of questions.

1. What were you thinking at the time?
2. How did that make you feel?
3. Were there any physical sensations then?
4. Were there any pictures, images, or memories flashing through your mind then?
5. What did you really want to say to the other person at that moment?
6. What prevented you from doing so?
7. Any other thoughts or feelings here?

Kagan (1980) has cautioned that, because an instructional relationship between inquirer and recaller is more usual, the IPR approach is unfamiliar to both. Thus, care must be taken to hold the recaller in this self-discovery process. The recaller must avoid the negative feedback loop of lapsing into self-criticism and self-evaluation and then seeking instructional direction from the inquirer. For self-discovery to be sustained, the satisfaction for the inquirer in watching growth and discovery of the recaller needs to outweigh the rewards of power and enjoyment of the more traditional skilful instruction expert model.

Although the inquirer is nonjudgemental, there is a place for pushing recallers beyond their comfort level (Griffith & Frieden, 2000). Growth is often uncomfortable, and personal discomfort may yield a wealth of future competence. Personal growth is likely when the inquirer is then asked "solution focused" kinds of questions (De Jong & Berg, 2002).

1. What would you want to say, do or think next time?
2. What would you need to do to do something different next time?
3. How can you ensure that this happens?

Analysis

To evaluate the use of videorecordings and IPR, undergraduate students have been asked to make judgments about various learning opportunities provided in the counselling course. A survey of undergraduate primary teacher education students ($n = 571$), included in normal course evaluation, showed that most students have agreed that the process of preparation and analysis of counselling videos were an important learning experience (76% strongly agreed, 23% agreed). Their qualitative evaluation feedback, moreover, showed that many students specifically identified the usefulness of the IPR process provided by the lecturer as part of their skill development process.

Research outcomes

The IPR method has evolved over three decades of training and research, and Kagan's valuable heritage has proven to be usefully applied to many trainers and workers in many fields (Clarke, 1997). Development of insight facilitates the development of skills and competencies through this video-assisted reflective process. Use of video has considerable instructional advantages in teacher training. Video is immutable and offers a permanent and lasting record of classroom interaction and teacher competencies. It also can be collected and edited. Thus, repeated viewing and reorganisations of video material permits design of new practices for teachers (Sherin, 2004).

Video has been used in teacher education since the 1960s. Watching oneself and other teachers on videotape became a common practice and remains so in many teacher development institutions today (Willis & Mehlinger, 1996). Video feedback was a useful part of the microteaching approach, involving review and analysis of the videorecorded teaching skills. Video also was used in analysis of classroom dynamics (interaction or lesson), to break down complex classrooms into component parts. In the 1980s, the advent of cognitive psychology shifted instructional focus to the way teachers think rather than on their behaviour. Teacher education programs concentrated on modeling of expert teaching and on understanding why it is that they do what they do. The thoughts of expert teachers were overlaid on video recordings of teaching. As technological expand, Sherin (2004) has projected that expansion of technological capabilities will continue use of video for instruction and evaluation in teacher education.

Teachers need to engage in new types of learning experiences to "break set" and to consider their own teaching practices and learning experiences in new ways (Putnam & Borko, 2000). Video allows teachers to be able to consider alternative options with more time to consider, to review alternate pedagogical strategies, to engage in fine grained analyses of classroom strategies, to document their teaching performances over time, and to use digital recordings on computer to share across the Internet (Sherin, 2004). In considering future uses of video in teacher education, Sherin (2004) promotes teachers' analysis of their own teaching. However, he has cautioned that experienced teachers, who have already acquired reflective capabilities, might be most able to determine the focus for generation of new and improved practices.

Use of video technology for the development of emotional and other competencies of students in teacher education programs needs more investigation. Sherin's analysis has failed to consider the power of IPR with video to harness self-insight among inexperienced and preservice teachers, when that can conduct a more thorough review of cognitive processing with the assistance of a nonjudgemental inquirer (IPR).

Conclusion: Implications for further research

One focus for design of teacher education program is the negotiation and cross-validation of the meaning and integration of teacher competencies across lists from the teacher registration sector, employment sector, university sector, and scientific sector. Expectations are being raised that human competency development will feature in teacher preparation. At the same time, reactive criticism that teaching is about deep knowledge continues to unfairly represent competence development in terms of superficial and specific skill performance and in terms of shallow understanding (Masters, 2004). Deep understanding of core principles of learning is an important aspect of teaching, but deep understanding of principles of effective human interaction in schools, which support learning, is also important.

The use of this IPR and other reflective strategies using video technology is a strategy that helps students to use deep self-insight cognitive processes in order to direct their own training and development in specific interpersonal skills. This strategy, using video technology, could be easily applied to assist teacher students with skill development across a range of competencies. IPR reflective strategies, used with video technology, can help to develop skills and competencies in line with a more clearly defined and integrated set of professional skills, university attributes, and teacher registration goals. In this event, reviews and further design of teacher education programs may need to actively consider how to maximise learning opportunities to raise awareness of emotional competencies and deficits in practice listings.

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