

# ENHANCING TEACHER-EDUCATION STUDENTS' SELF-REFLECTIVE CAPACITY THROUGH KNOWLEDGE BUILDING

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## **Abstract**

The present study examined whether teacher-education students would be able to enhance their self-reflective teaching capacity/skills, as well as their teaching knowledge, after engaging in collective knowledge building activities for a full semester. The pedagogical design in this study was based on knowledge building theory and principles, and the process was focused on guiding teacher-education students to implement two teaching practices and to collectively and reciprocally provide online feedback to help one another improve teaching knowledge and practices. Using a qualitative method, students' online knowledge building activities were recorded and statistically analyzed while their online feedback and discussion content-analyzed. Moreover, data were also collected and analyzed based on an additional survey that was specifically designed to assess these teacher-education students' teaching knowledge. The findings showed that the participating teacher-education students were able to progressively provide more reflective and elaborated feedback under the guidance of knowledge building theory/principles. There was an increasing number of online reflective activities as manifested in growingly more diversified and sophisticated types of teaching knowledge towards the end of the semester (with the second time of students' lesson/teaching design becoming evidently more constructivist-oriented and student-centered than the first time of lesson design). Overall, the course design developed based on knowledge building pedagogy and principles was found to be conducive to enhancing students' reflective teaching knowledge and practices.

**Keywords:** knowledge building; teacher education; reflection; self-knowledge