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## Using TikTok as a Reflective Teaching Tool

### ABSTRACT

The purpose of this paper is to better understand the current reflective teaching practices of in-service teachers and to determine whether TikTok may be an effective and sustainable reflective teaching tool. There has been much discussion surrounding reflective teaching and how to develop and encourage reflection in preservice teachers (Calderhead, 1989; Liston & Zeichner, 1987; Loughran, 2002; Yost et al, 2000). Whether in-service teachers are consistently reflecting on their practice or the ways in which they are reflecting is not fully understood.

Three assumptions guided this study. First, consistent and intentional reflection is an invaluable tool for teachers to grow professionally. Second, it is difficult to find the time to reflect meaningfully when teachers are wrestling with the everyday tasks and requirements of the job. Third, reflection is not a practice that can be meaningfully mandated. It has to be an organic teacher-owned process to be effective and sustainable.

There was a thorough investigation of the #teachertok community, and five teachers are showcased to demonstrate how this platform can be used to develop professionally. Also, an anonymous survey was distributed to in-service teachers to better understand how they are currently reflecting. Three teachers (one novice, two experienced) were asked to use TikTok to reflect on their teaching practices for a five-week intervention period. They participated in a small focus group both before and after the intervention and completed weekly check-in surveys, which summarized their reflections and gauged whether it was an onerous experience.

Results of the survey show that teachers are reflecting but not consistently. The findings of the intervention were positive, suggesting that TikTok is a useful reflective tool.

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## CHAPTER I

### INTRODUCTION

#### A Reflective Approach to Understanding the Problem

During Covid, I started a preschool at home with my son. I wanted a way to document what I was doing and a way to reflect on my teaching practices—to keep track of what we had done so I could move forward in a thoughtful way. I had always valued reflection as an essential part of the teaching process.

As a middle school ELA teacher, I sometimes had good ideas that were poorly executed; they just didn't work in the classroom as they had worked in my head. Or sometimes they were expertly executed, but students didn't respond to them well. Even when my lessons went well, I feared that eventually my strategies may become stagnant. I knew teachers who refused to teach new texts or new material because what they did “worked”, and maybe it did work, but was it best practice? Reflective teaching should benefit the students and the teacher. You should be able to grow and change in your craft.

Self-deception can be enticing. After all, there's a lot of emotion wrapped up in the act of educating another human being. I might convince myself that because I intended a lesson to be enjoyable, engaging, and effective that it is necessarily so, just to avoid the vulnerability of questioning my own methods. It can feel like a burden to honestly reflect on your teaching practices. I always believed that I wanted my classroom to be a place where kids felt safe being



uncomfortable because growth is uncomfortable, and learning is often uncomfortable. I must hold myself to the same standards. What does this mean, and what does it look like? Reflecting can feel like a built-in process to me, one that I think is intuitively done by many teachers often. However, I think it is best practice to reflect intentionally. Consistent and intentional reflection feels like self-care.

So, in my search to find a medium to engage in consistent and intentional reflection, I discovered TikTok. I had created a TikTok account a year before and hadn't really ever used it. Occasionally, a friend would send me a silly cat video or something. I had no followers and no uploaded videos. It was a clean slate. I changed my username to @PrattPrimaryPrep and uploaded my first video, a human body study. I loved it. The platform was easy to use. My entire day's lesson was nicely packaged in a minute long video. I added a song that I felt vibed with our day. I didn't narrate the video or add any text, but I very much felt that the process of making the video helped me reflect on my practice. It helped me shift my focus from what I had planned to teach to examining the learning that actually took place. I was able to slow down our day and see through my son's eyes how he was approaching the learning. I felt refreshed after making the video, creatively inspired, not at all a chore.

One day I stumbled upon #teachertok. I don't know why I didn't find it sooner. I was certainly wearing my teacher hat, but I somehow had this hang up that because I had left my career temporarily to raise my child, I could no longer be seen as a teacher. It was within #teachertok that I rediscovered my people. I tried to stay on top of my profession by reading English journals and news articles about education, and I followed my former colleagues on social media and kept up with what they were doing in the classroom. But when I started engaging with #teachertok is when I felt like I was truly experiencing continued learning and professional development. Being part of

that community again felt good, and I swelled with pride at what my people were doing in the worst of times. Swarmed with the demands of districts, admins, parents, and largely the world to perform under horrible conditions and take on more and more responsibilities, these people—my people—were managing to stay afloat and students were still learning and smiling. Everyone seemed to have an opinion about what to do about education, but here were the professionals explaining the problems and suggesting the kind of support that would be helpful. Why was no one listening?

We are currently living through an educational nightmare. We call it a teacher shortage, but it is a great teacher exodus. We are attempting to fix this problem by recruiting any living and breathing humans we can lay our hands on to teach, but this is not a solution. We need to be retaining our experts. We need to be valuing their expertise because it is hard earned, and we need to be creating more experts in the field. Teacher retention was an issue long before Covid, but issues have exacerbated the problem and led to this great teacher exodus. Teachers are underpaid and overworked. They are expected to balance an enormous number of duties without being given the tools necessary to do so. Giving teachers the tools to effectively reflect on their practice will help them build and maintain expertise in their field and may directly help alleviate their burnout. Giving them the tools is just part of the solution, we also need to value and lift their voices. TikTok is a tool that can help support teacher reflection and raise teacher voices.

Reflective teaching has been a popular topic in the educational world for several decades. Reflective practices are encouraged in pre-service programs, and teachers universally agree that reflecting on teaching practices is beneficial and necessary. However, there is some uncertainty and disagreement about what reflective teaching actually is: what does it look like, what does it entail, how does one go about it, what exactly is one supposed to be reflecting upon, and how does

one measure the effectiveness of reflection? Moreover, although there has been some emphasis and research on pre-service teachers and reflective teaching, there has been little attention paid to how in-service teachers are reflecting, or whether they are continuing the practice of reflective teaching after the completion of their teacher education programs. This study aims at understanding what reflective teaching looks like for in-service teachers, provides a framework for teachers to be able to assess whether they are engaging in reflective teaching, and proposes using the popular social media platform, TikTok, as a reflective teaching tool.

Through a review of existing literature, this thesis explores what reflective teaching is and attempts to identify its core characteristics. It considers the potential benefits of consistent and intentional reflective practice, such as increased teacher autonomy, decreased burnout, improved critical thinking skills, and development of expertise. Additionally, the thesis examines how a consistent and intentional reflective habit can be developed and encouraged. It addresses some concerns that could threaten effective reflective practice and offers a reflective model to assist teachers in engaging in reflection that is both broad and deep. An analysis of how teachers could use the social media platform, TikTok, to reflect on their teaching is offered and highlights the ways in which this platform is particularly suited as a reflective tool.

This thesis presents five examples of the effective use of this platform for professional growth. It also includes a survey conducted on in-service teachers about their experience with reflective teaching and a 5-week intervention in which three in-service teachers use TikTok to reflect on their practice. The following assumptions guide this study:

- 1) Consistent and intentional reflection is an invaluable tool for teachers to grow as professionals.

2) It is difficult to find the time to meaningfully reflect when teachers are wrestling with the everyday tasks and responsibilities of the job.

3) Reflection is not a practice that can be meaningfully mandated. It has to be an organic teacher-owned process to be effective and sustainable.

Findings of the reflective practices survey show that in-service teachers are engaging in reflective practices, including peer observation, receiving student feedback via exit tickets and surveys, and regularly reviewing theory and research, but they are not reflecting as consistently as they would like to. The survey also indicates that reflection as it is currently encouraged and executed can feel onerous for teachers who are already completing many tasks involved with effectively performing their job.

The findings of the 5-week intervention using TikTok as a reflective teaching tool were largely positive. All participants felt this practice was beneficial and contributed to their growth as professionals. There were several indications throughout the study that this practice was increasing teacher autonomy. Two out of three participants felt that this experience helped decrease their burnout and give them their power back. All participants felt this was a process that would only remain effective if it was not mandated and was completely teacher-owned. Two out of three participants felt that it was easy to fit this kind of reflection into their professional practice. One participant felt that it was another task that she had to complete, but enjoyed the process.

Further research is needed to discover if this kind of reflection could be effectively implemented and encouraged through professional development in schools. Although this thesis recommends using the TikTok platform to reflect and offers a framework to help teachers understand how to approach reflection, it is strongly recommended that reflection not be mandated

or overly structured. Teachers need freedom of choice in how they reflect and what they choose to reflect on.

## Video 1

### *Discovering TikTok as a Reflective Teaching Tool*



<https://www.tiktok.com/t/ZTR3jLa5w/>

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This study aims at understanding the reflective practices of in-service teachers and how they may engage in reflective teaching practices that are meaningful, purposeful, and fit seamlessly into the teaching systems they already have in place. Although the topic of reflection has been discussed in teacher education circles for decades (Calderhead, 1989; Clarke, 1995; Guillaume & Rudney, 1993, Liston & Zeichner, 1987; Loughran, 2002; Ozudogru, 2021; Stevenson & Cain, 2013; Yost et al, 2000), there has been little literature and research dedicated to how, or if, in-service teachers are continuing reflective practices throughout their careers.

To understand how in-service teachers might be reflecting, we must have an understanding of the theory behind reflective teaching, and we need to explore the various ways in which reflective teaching may be developed or encouraged. We will explore the questions and dilemmas that have been raised about teaching teachers to be reflective.

This review will also discuss what kind of benefits reflective teaching may offer in-service teachers if they choose to engage in meaningful and consistent reflective practices. I will touch on several possible benefits of reflective teaching, including decreasing teacher burnout, increasing teacher autonomy, possible solutions to resource misuse, developing expertise, and incorporating critical thinking in classrooms.

We will also examine two frameworks that have been made available to understand how to measure one's reflection. I also offer my own reflective model that demonstrates how I frame the reflective process. This model is referred to throughout my study as a way of understanding how teachers are reflecting.

Because participants in this study use the social media platform, TikTok, to reflect, it is necessary first to review literature pertaining to this social media platform, specifically in regard to how it is being used in education. It is also necessary to explore some of the recent bans on this particular social media platform and ways in which these bans may be shading the perception of its use.

### What Constitutes Reflective Teaching?

Using the process of reflection as a tool in the educative process has been seriously discussed by many scholars over the last century. This discussion has created a large body of thought that has touched every sector of education. There has been some criticism that the concept of reflection is hard to define and that the understanding that theorists have provided is too broad and varying to be able to provide a clear foundation to those trying to understand how to best engage in the process or how to teach it (Calderhead, 1989; Fendler 2003). Rogers (2020) writes, “The concept has been so widely and loosely applied that it has thinned and softened until it now means little more than thinking about ‘what went well, what didn’t, and what should I do next time,’ especially in the minds of practicing teachers” (p. 79). Despite this criticism, reflective teaching continues to be encouraged in teacher education programs and is considered best practice (Rodgers, 2020). Broad and varying understandings of reflection point to how inherent the reflective process is to the practice of teaching. Throughout this paper, I argue that the very nature of reflection is that it is simultaneously broad (capable of being applied to any realm of educational thinking) and deep (each consideration contains layers of complexity).

The American philosopher John Dewey was the first to distinguish the idea of reflective thinking in education and value it as a mode worth striving for by both teachers and students alike.

Dewey differentiated reflective thinking from other forms of thinking as consequential not sequential. Each thought develops to form a chain from a previous thought, rather than just materializing one after another. In *How We Think: A Restatement of the Relation of Reflective Thinking to the Education Process*, Dewey (1933) states, “Active, persistent, careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends constitutes reflective thought” (p. 9). Dewey says reflective thinking is a two-phase process that consists of “a state of doubt, hesitation, perplexity, mental difficulty, in which thinking originates” and “an act of searching, hunting, inquiring, to find material that will resolve the doubt, settle, and dispose of the perplexity” (p. 12). He claims that both phases are “disagreeable” for most people. “They cultivate an over-positive and dogmatic habit of mind, or feel perhaps that a condition of doubt will be regarded as evidence of mental inferiority” (p. 16). He identifies three attitudes that help develop the habit of reflective thought: open-mindedness, whole-heartedness, and responsibility (pp. 29-33). Although many influences (Berlak & Berlak, 1981; Schön, 1983) have contributed to the popularity of reflective teaching and have resulted in sometimes contradictory prescriptions concerning how it should be done, Dewey’s three attitudes are present throughout the body of reflective theory.

### Open-mindedness

Dewey (1933) defines open-mindedness as “freedom from prejudice, partisanship, and such other habits as close the mind and make it unwilling to consider new problems and entertain new ideas” (p. 30). Schön (1983) agrees that reflective thinking requires an open mind. Schön states, “the practitioner allows himself to experience surprise, puzzlement, or confusion in a situation which he finds uncertain or unique” (p. 68). If we acknowledge that the acts of embracing



and engaging with states of confusion and uncertainty are markers of intelligent thinking, rather than signs of incompetence, we can create conditions in which teachers are more likely to meaningfully reflect on their practice. However, this concept involves an active effort and Dewey says that “mental-sluggishness” is often a great threat to open-mindedness. He states, “It requires troublesome work to undertake the alteration of old beliefs.” (Dewey, 1933, p. 30). Schön points out that in a world that has become increasingly professionalized, society has placed a lot of value on specialized knowledge obtained by learning certain fact sets. For those who value themselves and their professional worth according to how well they have absorbed these sets of facts, “uncertainty is a threat; its admission is a sign of weakness” (Schön, 1983, p. 69). However, the nature of reality requires one to acknowledge that knowledge is not necessarily matched to the changing conditions of practice (Schön, 1989, pp. 13-20).

These changing conditions to which we must keep an open mind are the everyday problems that arise in our practice. Schön (1983) offers an understanding of how we reflect while encountering these problems. Schön argues that reflective practitioners not only reflect on experiences they had in the past, which he calls reflection-on-action, but they also reflect on experiences as they occur, which he calls reflection-in-action. He argues that reflection-in-action is more difficult because it involves making tacit knowledge visible. He explains that often professionals know how to do things involving their jobs but are not able to explain how they know. This knowing-in-action creates a division in trained professionals between those who are successful when situations arise that require knowledge and skills beyond their training and those who are not. These successful professionals are said to have a knack at it. However, it is possible to reflect on this knowing-in-action, which Schön calls reflection-in-action. Those who practice reflection-in-action are able to develop their skills and performance further even than those who

have knowledge-in-action (a knack) and do not reflect. Schön argues that those who practice reflection-in-action do not rely on prescribed techniques but are open-minded and capable of taking a unique approach that best fits the situation at hand.

### Whole-heartedness

Whole-heartedness, or absorbed interest, means you throw your entire self into resolving your doubt and uncertainty. Dewey says, “There is no greater enemy to effective thinking than divided interest” (p. 31). As teachers, we see this in our students when they are not fully engaged in the lesson or subject area. We spend much of our time trying to effectively build engagement so our students may focus their thinking. However, we are also subject to distractions. Teaching is a profession that requires us to simultaneously do many tasks and make many considerations. Schön points out, “Teachers are faced with pressures for increased efficiency in the context of contracting budgets, demands that they rigorously “teach the basics,” exhortations to encourage creativity, build citizenship, help students examine their values” (p. 17). New demands were placed on teachers following the COVID-19 pandemic, which only added to their already full workloads (Pressley, 2021). How does one manage to focus one’s attention and whole-heartedly reflect on the professional issues that arise, if the issues themselves are dividing our interest?

Gelter (2003) argues that, as a survival mechanism, humans evolved to have short-term memory and “flashlight-like consciousness scanning” of our perceptive world. He writes, “Keeping our consciousness too focused on one thing for a long period could be dangerous for survival in a hazardous environment. Our flickering awareness has thus an evolutionary survival value” (p. 340). Reflection, as a result, requires active effort and energy and does not occur spontaneously.

Frontier and Mielke (2016) offer a PAR framework to help teachers remain purposeful, aware, and responsive. This framework provides teachers with a list of reflective questions to help keep them focused and engage in continuous and deliberative (whole-hearted) reflection (pp.144-145). They also maintain that to be whole-heartedly reflective, teachers must operate from an internal locus of control, meaning they believe that their actions matter and impact student learning. External influences do not create outcomes but rather inform their actions and strategies which then create outcomes.

### Responsibility

Dewey's third habit, responsibility, requires those who reflect to follow through with the logical consequences of their thinking, no matter how far removed from their original thinking those consequences may be. Dewey writes:

Intellectual responsibility secures integrity; that is to say, consistency and harmony in belief. It is not uncommon to see persons continue to accept beliefs whose logical consequences they refuse to acknowledge. They profess certain beliefs but are unwilling to commit themselves to the consequences that flow from them. The result is mental confusion. (Dewey, 1933, p.32)

Schön (1983) argues that reflective teachers are destined to experience this kind of mental confusion because the institutions in which they are employed do not allow them to follow through with the logical conclusions to which they arrive. Schön notes that as teachers become more reflective, they will be more inclined to push against the rigidity of the school structure as it currently exists. For reflective teachers to be supported, there would need to be a major shift in thinking about how teachers and students are evaluated and supervised, moving away from

standardized objectives and assessments toward qualitative measurements that value the voices and thinking of each teacher and student (pp. 333-336). This kind of paradigm shift in education is frequently discussed and remains a complicated issue (Tibbitts, 2023). Whether or not we will see any institutional changes in public education in the near future, remains to be known; however, if reflective practice gives value to the educational process for both teachers and students, it follows that we should find a way, as professionals, to engage in these practices outside of the institutions that do not support them, and by doing so, perhaps, we will raise the voices that can enact change.

Van Manen (1991) also notes the importance of teachers being able to follow through with their thinking. He writes:

Reflection is a fundamental concept in educational theory, and in some sense it is just another word for “thinking”. To reflect is to think. But reflection in the field of education carries the connotation of deliberation, of making choices, of coming to decisions about alternative courses of action. (p.98)

Frontier and Mielke (2016) further support this attitude and argue that reflection must be purposeful, which means that it is “relevant and strategically actionable” (p. 128).

### Reflection Is a Moral and Ethical Process

These attitudes seem to belong to the moral and ethical realm of human nature rather than the logical. Dewey (1933) acknowledges this and argues:

There is no opposition between personal attitudes and logical processes. With respect to the aims of education, no separation can be made between impersonal, abstract principles of logic and moral qualities of character. What is needed is to weave them into unity. (p.

34)

Many reflective teaching models have developed from Dewey and support this thinking that values the moral and ethical aspects of teaching. Goodlad (1990) calls for teachers to be moral stewards. Gelter (2013) argues that reflection “is an important ethical tool to take control of your own life, letting the conscious ‘I’ use social and personal values to guide your actions rather than simple survival values determined by the ‘me’, which can easily be controlled by others” (p. 343).

However, there has been some criticism of this position that weaves the rational and moral. Fendler (2003) historicized the popularity of reflection in U.S. teacher education research and practice by tracing four notable influences: Cartesian rationality, Dewian educational theory, Schön’s professionalism, and feminist anti-establishment critiques. She refers to scholarship (van Manen, 1991; Ross & Bondy, 1996; Evans & Policella, 2000) that supports Dewey’s attitude that reflective teachers are responsible for making choices that they then follow through with action (as cited by Fendler, 2003). She argues this is a Cartesian influence on modern philosophy which has created an assumption that self-awareness can generate valid knowledge (Fendler, 2003, p.17). She warns that although we obviously want teachers to be thoughtful, conflating reflection with rational choice is problematic because it assumes equal opportunity. She provides an example; Korthagen and Kessels (1999) (as cited in Fendler, 2003) produced the “ALACT” reflective model to gain insight into teacher development. Although this model was developed as a product of reflection, the result is a highly formalized step-by-step methodology that leaves little room for reflection by those who are following it. Methodological approaches to reflection assume that everyone who follows the steps will reach the same outcome, without considering the impact of socialization and systemic injustices on how individuals perceive themselves as both subjects and objects. This approach overlooks the fact that people come from different backgrounds and experiences, which can affect their self-awareness (Fendler, 2003, p.18).

Liston and Zeichner (1987) argue that “reflective teacher educators have forgotten that their own judgments and values are subject to critical assessment” (p. 3). They point out that teacher educators have largely taken an oppositional stance to the present system of schooling, and while Liston and Zeichner personally and politically agree that schools at present perpetuate existing inequalities, reflecting on a singular view of justice is not good reflective practice. They write:

It is certainly defensible for teacher educators to believe that our schools are unjust and contribute to a larger system of injustice. However, if the curricula of these programs are to encourage moral reflection, both judgments of justice and injustice (freedom and servitude, equality and inequality) should be scrutinized. Without a plurality (more than one) of clearly articulated moral positions ... there is a potential for moral harangue rather than reflection. Choice is essential for moral reflection, and a wider, rather than narrower, range encourages this reflection. (Liston and Zeichner, 1987, p. 3)

This consideration seems more important now than ever when teachers and institutions of higher learning are being accused of indoctrination (Woo et al, 2023). In order for teachers to benefit from the reflective process, they need the freedom to reflect from multiple viewpoints and in any medium that they feel allows them to do so. The reflective process can be encouraged, but it cannot be regimented. Furthermore, to truly weave the rational and moral, we must be willing to reflect on our own assumptions of what is rational and what is moral.

### Critical Reflection

Critical reflection has emerged as a way of distinguishing reflection that employs critical thinking, or critical praxis. Ginsburg (1988) defines critical praxis:

Critical praxis is the process of combining critical theorizing and critical practice. The issue here is to retain a critical stance toward society, schooling, and teacher education, while developing and refining strategies for action, for intervening in political, economic, and ideological arenas. It is not just a question of theory informing practice, but also practice informing theory. (p. 202)

Yost et al (2000) argue that Dewey's three attitudes lay the foundation for what it means to be critically reflective. While Dewey (1933) certainly intended for teachers to think and act critically, emphasizing this critical stance helps alleviate some of the issues presented by scholars like Fendler (2003) and Liston and Zeichner (1987), who warn against reflection that is not critical. This reflection moves away from the technical and "involve(s) reflection on the assumptions underlying a decision or act and on the broader ethical, moral, political and historical implications behind the decision or act" (Yost et al, 2000, p. 41).

Brookfield (2015) says, "Critical reflection is, quite simply, the sustained and intentional process of identifying and checking the accuracy and validity of our teaching assumptions" (p.3). He argues that critical reflection requires us to build into our practice a habit of constantly trying to identify and check our assumptions. Brookfield notes that best intentions do not always develop into best practices. He writes:

One of the hardest lessons to learn as a teacher is that the sincerity of your actions has little or no correlation with students' perceptions of your effectiveness. The cultural, psychological, cognitive, and political complexities of learning mean that teaching is never innocent. By that I mean that you can never be sure of the effect you're having on students or the meanings people take from your words and actions. Things are always more complicated than they at first appear. (Brookfield, 2015, p. 2)

Questioning our assumptions helps reshape our intentions and informs our actions. Brookfield notes three categories of assumptions: paradigmatic, prescriptive, and causal.

Paradigmatic assumptions are the assumptions we use to give order to the world (Brookfield, 2015, p.5). These assumptions are the most challenging to examine and require a large amount of contrary evidence to change. However, when we do challenge these assumptions, the impact on our lives is significant. An example of a paradigmatic assumption I hold is: *Students learn best when they are encouraged to create.*

Prescriptive assumptions are the assumptions we have about how things should be ideally done (Brookfield, 2015, pp. 5-6). These are often extensions of our paradigmatic assumptions. An example of a prescriptive assumption I hold is: *Students should be given time to independently think before being asked to collaborate.*

Causal Assumptions are assumptions about how specific strategies or tools may affect a situation (Brookfield, 2015, pp. 6-7). These are the easiest to uncover, but Brookfield argues that we should strive to investigate these as deeply as possible to uncover the prescriptive and paradigmatic assumptions to which they are tied. An example of a causal assumption I hold: *Offering flexible seating options creates a welcome environment and contributes to learning.*

Brookfield (2015) says the ways in which we examine these assumptions is by seeing ourselves through students' eyes, seeing ourselves through colleagues' eyes, our own experience, and theory and research (pp. 7-8). When we examine these assumptions, we are able to shine a light on the power structures at play in education and uncover hegemony (p.9).



### How Are Reflective Practitioners Encouraged and Developed?

According to Hammersley-Fletcher and Orsmond (2005), “Reflection is something more than simply thinking, and, just as we need to be taught to effectively think, so we need to learn how to be effective reflective practitioners” (p. 222). But how can we teach a complex process that requires the development of these moral and ethical habits of mind? Should these practices be developed during teacher education programs, or “are reflective teaching programs more appropriately directed to groups of inservice teaching programs in schools where sustained professional support is more feasible” (Calderhead, 1993, p. 98)? Furthermore, if meaningful and purposeful reflection requires consistent practice, how can we encourage teachers to be consistent without mandating reflection in a way that diminishes its meaningfulness and purposefulness?

Calderhead (1993) addresses several dilemmas involved in teaching reflection as part of a teacher educator program. He points out that teacher education programs need to offer opportunities to develop reflective skills, the knowledge that helps students’ reflection be more constructive, and encourage attitudes that will foster students to consistently reflect. It is challenging to devote enough time to each of these within the schedule of a teacher education program. He also notes that a truly reflective program would not predefine the content to be delivered or how it should be delivered. Calderhead writes, “How does one reconcile the aim of developing particular areas of knowledge, skill, and attitudes with the aim of encouraging autonomy and professional responsibility?” (p.95). He compares this to teaching children to be responsible and notes that “there are certain aspects of responsible behavior that may be taught didactically, but this has to be accompanied by opportunities for children to exercise responsibility” (p.95). Similarly, pre-service teachers need experiences.

Yost et al (2000) argue that preservice teachers must have “supervised practical experiences that will serve as a foundation for their reflections” and a “personally meaningful knowledge base in pedagogy, theories of learning, as well as social, political, and historical foundations to which they can connect their experiences” (p.41). They note that without guidance in their practical experiences, they find it difficult to connect theory to practice. Stevenson and Cain (2013) also found that engaging with other knowledgeable teachers supports the reflective process for pre-service teachers. The experiences and viewpoints of others can help teachers think about their teaching experiences and make decisions in new ways that they may not have considered without the input of these external perspectives. They also emphasize that it is important for pre-service teachers to have reflective models. Their research showed that prior to student teaching, pre-service teachers have very little experience (personal or observed) with the kind of reflection they are being encouraged to do as teachers.

A supportive reflective community has been emphasized as particularly helpful in developing reflective teachers. According to Hammersley-Fletcher and Orsmond (2005), reflection is most effective when teachers are able to meet with like-minded individuals and consider issues together (p.214). These collaborative experiences allow them to shift their thinking away from the purely pragmatic and consider their practice at a deeper level. Calderhead (1993) argues, “It may only be within a culture of collaboration that beginning teachers are encouraged to develop as reflective practitioners” (pp. 97-98). He also points out that this may imply that reflective teacher programs need to be focused on developing in-service teachers within the school communities that will support their reflection. What happens when you no longer have a mentor teacher or another colleague observing your class? What happens when you are no longer part of an academic community that is reading and discussing theory? How do you connect theory and

practice when you are overwhelmed with the day-to-day responsibilities of teaching? And how do you continue to check yourself and question your assumptions, so that you may resist falling back to the prescribed or generic practices? Schools and districts should offer professional development that continues to support and encourage reflection, and at the very least they need to offer in-service teachers the knowledge and tools to allow them to reflect on their practice independently.

Professional learning communities (PLCs) serve as a useful medium through which in-service teachers can continue to be developed and supported as reflective practitioners. However, highly structured PLCs are problematic. Many PLCs seek to standardize instruction, and as Schön (1983) points out, nothing is more of a threat to reflective thinking than standardization. Yost et al (2000) argue that reflective teachers develop through dialogue. Dialogue is a way of sharing commonalities and emphasizing uniqueness. Hammersley and Orsmond (2005) found that teachers sometimes find it difficult to reflect with their colleagues because they fear the vulnerability of looking like a failure. If PLCs were built around honest dialogue, some of this vulnerability may be reduced. Lamb (2017) found that teachers' self-criticality is improved through reflective discussion with colleagues. Yost et al offer a model of incorporating dialogue to develop reflective teachers. "Reflective abilities will be enhanced through dialogue in the form of seminar instruction, critical thinking dyads, peer collaboration, and structured verbal guidance" (p.43). If PLCs were structured in this way, they may serve as more effective tools for professional growth.

Action research is also a method through which in-service teachers may continue to develop as reflective teachers, and in the process possibly contribute to institutional change. According to Yost et al (2000), engaging in research and investigation can promote reflective thinking in professional practice and emphasizes that learning is a continuous process that extends

throughout an individual's career (p.43). Zeichner (2009) acknowledges that action research has helped combat top-down educational reform and give teachers a sense of autonomy. However, he emphasizes the importance of action research to be critically considered, just as all research and theory should be critically examined. He asks, “Are we willing to accept any changes that are produced through the research of teachers as necessarily good?” (p. 75).

As we encourage the development of in-service teachers as reflective practitioners, we must emphasize the necessity of holding our own beliefs and assumptions under scrutiny. This may be particularly difficult for teachers who have developed strong beliefs through years of experience. Schön (1983) observes, “Many practitioners locked into a view of themselves as technical experts, find nothing in the world of practice to occasion reflection” (p. 69). According to Loughran (2002), in these circumstances, rationalization may masquerade as reflection. He states, “Rationalization is the dogged adherence to an approach almost despite the nature of the practice setting because alternative ways of seeing are not (cannot) be apprehended” (p.35). Frontier and Mielke (2016) call this phenomenon justification and explain that this occurs when a teacher has an external locus of control and believes certain outcomes are out of their control. They describe certain behavior that is produced from this type of thinking, which they call the ABCs of justification: avoiding, blaming, and complaining. They suggest having a shared language of growth mindset and internal locus of control as an approach to eliminate justification (pp.132-134).

I would argue that we should introduce pre-service teachers to this shared language and focus on developing a growth mindset and internal locus of control during teacher education programs. Furthermore, allowing pre-service teachers to reflect critically on their own educational assumptions may create a strong foundation for reflection that will encourage teachers to continue

to reflect critically even as they gain technical mastery. Yost (2000) supports this and argues that teacher educators should above all be striving to create critical thinkers. According to Özüdogru's (2021) findings, "pre-service teachers needed to expand the scope of their reflections to broader grounds including social, philosophical, ethical, and contextual values" (p. 2210). Zeichner (2009) further supports this: "It is not enough to teach prospective teachers skills alone . . . Student teachers need to examine the purposes and consequences of their teaching from the very beginning of their preparation programs" (55).

Stevenson and Cain (2013) argue that pre-service teachers have trouble reflecting because they "rarely grapple with the quality of dilemmas that inservice teachers view as catalysts for reflection" (p.75). They note that pre-service teachers have less autonomy over curriculum and strategies used and are often asked to adhere strictly to a script or pacing guide. This contradicts all the conditions required to engage in reflection. Instead of asking pre-service teachers to reflect on experiences that are not their own, ask them to reflect on their experience in the education system and the assumptions they have concerning how that system should work.

### What Are the Possible Benefits of Consistent Reflective Practice?

One of the most encouraging benefits of consistent reflection is decreasing teacher burnout. According to Kalantari and Kolahi (2017), burnout, "a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment," is particularly troubling for teachers due to the various roles they must assume and the caregiving nature of the job (p.169). The COVID-19 pandemic required a sudden shift in how educators performed their jobs and added even more responsibilities to their already full load (Collie, 2021). This has created a situation in

which burnout is at an all-time high. Kalantari and Kolahi (2017) showed that reflective teaching had a significant negative relationship with both novice and experienced teachers' burnout.

Consistent reflection can also affect teacher autonomy. Moslehi and Salehi (2021) showed a significant positive relationship between reflective teaching and teacher autonomy. Collie (2021) showed that teacher autonomy, and moreover autonomy-supportive leadership, was linked to greater workplace buoyancy, or the ability to effectively deal with challenges and adversity in a workplace setting. Furthermore, teachers with greater buoyancy had lower maladaptive outcomes related to the COVID-19 crisis. Reflective teaching may help teachers increase autonomy and deal with current and future crises.

Reflective practice can raise the voices of practicing teachers through action research and lead to school reform (Yost et al, 2000). Zeichner (2009) argues that if action research is meant to enact change, then the voices of teachers need to be more widely included in the literature that informs the work of practitioners and policymakers (p.78). According to Arnett (2019), teachers often turn down the resources their districts provide because developers and districts often fail to understand teachers' circumstances and struggles (p.2). Arnett argues that when teachers are surveyed about what resources they do want in their classrooms, "without meaning to, people frequently misrepresent what they want because they don't actually know what they want" (p.6). Reflective teachers, who critically examine the resources and tools used in their classroom, would be better able to inform resource designers, eliminating resource misuse.

Consistent and intentional reflection could help stimulate critical thinking for both teachers and students in the classroom. Yost et al (2000) argue that if teacher educators are not adequately exposed to crucial research on teaching, such as reflection, they may not be prepared to recognize the significance of cultivating critical thinking skills in new teachers (p.46). They argue that

exposure to Dewey's attitudes gives examples of a variety of approaches to understanding and developing critical thinking skills. Guillaume and Rudney (1993) found that student teachers who actively reflect move away from concrete thinking about education to a more flexible and holistic approach over time. Choy and Oo (2012) attempted to uncover a link between reflective practice and enhanced critical thinking in the classroom. However, the teachers they surveyed did not display consistent or deep critical reflection, and their study was inconclusive on whether consistent reflective practices would increase the level of critical thinking occurring in classrooms.

As reflective practitioners continue to engage in the process of reflection, they become experts in their capacity to facilitate student learning (Frontier and Mielke, 2016, p. 122). Frontier and Mielke examine research on expertise and observe that experts in all professions are reflective practitioners. They write, "Whereas proficient performers settle into the comfort of automaticity, experts intentionally seek out the most challenging conditions that will force them to stay in a steep learning curve" (124). Frontier and Mielke argue that in order for an evaluation and supervision system to be successful, it must enable teachers to develop their expertise by collecting data on their own teaching, analyzing what is effective and what needs improvement, and continuously seeking ways to bridge the gap between their current practice and their desired outcomes (p.126). An education system that effectively supports reflective teaching, has the potential to have an expert teacher in every classroom.

Lastly, teachers who reflect can provide a rationale for the choices they make. Schön (1989) observes that professional specialization can be negative in its narrowness, creating conditions in which practitioners develop routines and tacit knowledge that they do not question. Schulman (as cited in Yost et al, 2000) argues that often teachers are making decisions and taking action without understanding the rationale behind those decisions. It is the responsibility of teachers to make the

tacit knowledge explicit. Dewey (1933) advocated the use of reflective teaching to provide a warrant for belief.

“Reflection thus implies that something is believed in (or disbelieved in), not on its own direct account, but through something else which stands as witness, evidence, proof, voucher, warrant; that is, as ground of belief.” (Dewey, 1933, p. 11)

Reflective teachers will be able to rely on having well-thought-out rationales (warrants for belief) to provide to parents, administrators, and legislators.

### How is the Reflection Process Framed and Measured?

For us to remain open-minded, focused, and driven toward purposeful action, we may need a framework to help us understand where to start and how to measure the depth of our reflection. Providing such a framework is tricky because it cannot serve to micromanage or limit how we reflect and what we reflect on. Although several models have been offered (Schön, 1983; Liston & Zeichner, 1987; Rogers, 2020), the following two models have stood out to me as particularly capable of supporting reflection that is both broad and deep. These models have influenced how I frame and measure reflection and have been integral to the development of my own reflective teaching model. Furthermore, aspects from each of these models were presented to participants in my study before, during, and after the 5-week intervention.

#### Max van Manen (1977) Levels of Reflectivity

Van Manen (1977) offered a reflective framework comprised of three levels. His goal was to outline how rational reflection could be implemented in practical terms.



Level one, or *technical reflection*, deals with reflection that is practical in terms of choosing a means rather than an end. It deals with technical decisions of choosing curriculum and teaching tools best suited to achieve certain objectives. However, van Manen (1977) argues that “Educational research has difficulty demonstrating that some curriculum approaches are more effective in the achievement of specific learning outcomes than others” (p. 226). With numerous curriculum choices available that offer varying practical consequences, empirical-analytical theory is employed to make the “best choice” based on economy, efficiency, and effectiveness. Van Manen points out that “empirical-analytic science cannot deal with the issue of worthwhileness of educational objectives or with the quality of educational experience” and thus a higher level of reflectivity is needed (p. 209).

Level two reflection has been called *practical reflection* (Hatton & Smith, 1995). This reflection relies on value judgments of how the curriculum will be interpreted by the people involved in the process. This involves what van Manen (1977) calls “coorientational-grasping”, or when one person partakes in the orientation, or experience, of another, which van Manen claims is inherent to the teacher-learner relationship (p. 213). To achieve this:

“The practical then refers to the process of analyzing and clarifying individual and cultural experiences, meanings, perceptions, assumptions, prejudgments, presuppositions, for the purpose of orienting practical actions. Curriculum and teaching-learning are seen as processes of establishing communication and common understandings.” (van Manen, 1977, p.226)

Van Manen says that in order to reflect on educational worth and goals an even higher level is needed.

Level three, or *critical reflection*, refers to when the practical reflects on itself and its worthwhileness and the social conditions necessary for it to be worthwhile. Van Manen (1977) says:

This involves a constant critique of domination, of institutions, and of repressive forms of authority. Universal consensus, free from delusions or distortions is the ideal of a deliberative rationality that pursues worthwhile educational ends in self-determination, community, and on the basis of justice, equality, and freedom. (p. 227)

In my experience teaching, I saw these level one concerns dominating much of my time, not necessarily because this is what I chose to reflect on, but because with the plethora of curricula and tools available, my district and school were constantly making the decision to adopt new initiatives based on empirical-analytic theory or test scores. Much of my time and energy then had to be spent thinking about how best to implement these tools. Here I did employ level two reflection and van Manen's (1977) idea of "co-orientational grasping" really resonates with me. I think much of my best teaching resulted from trying to understand the experience students had with the curriculum and how it was being presented. I often considered this third level of reflectivity but did not feel powerful enough in my position within the system to make any real progress here.

#### Frontier and Mielke (2016) PAR Reflective Framework

Frontier and Mielke (2016) argue that we need to revolutionize the way in which teachers are evaluated and supervised. They believe the current system of evaluation is too focused on ranking and judging teachers rather than supporting them in their professional growth (p.7). Their PAR (purposeful, aware, responsive) framework is meant to give teachers a shared language that

guides inquiry and leads to a deliberative practice of meaningful and purposeful reflection that produces expert performance (pp. 118-159).

The PAR framework is comprised of three components each led by a key question:

***Purposeful*** - Reflective teachers are purposeful in their efforts to plan meaningful, engaging learning experiences that support and develop each student's understanding.

*Key Question: How should I best invest limited instructional time around prioritized learning goals and aligned strategies to maximize engagement and learning?*

***Aware*** - Reflective teachers are aware of their students' learning needs and assess the effectiveness of their lessons in real time. They are also aware of and embrace the dissonance between their current practice and expert performance. They are open to understanding the perceptions, needs, and actions of their students and try to see the classroom through their students' eyes.

*Key Question: How are the instructional strategies I am using right now supporting each student's active engagement in the learning process?*

***Responsive*** - Reflective teachers are responsive as they modify their lessons intentionally to meet the needs of their students. They observe their students' responses to the lesson and adjust in real time. They are open to adjusting their own perceptions and strategies to more effectively support the needs of their students.

*Key Question: What is working and what might I do differently to even more effectively maximize each student's learning?*

Frontier and Mielke (2016) provide a list of even more questions to help support teachers in implementing this framework. They also provide action steps to help encourage teachers to

engage with this framework and develop into reflective practitioners. These action steps help develop habits of character like a growth mindset and an internal locus of control.

#### Pratt (2023) “Three Finger” Layered Reflective Model

My model was influenced by Dewey (1933), Schön (1983), and Brookfield’s (2015) theories of reflection. Van Manen’s (1977) three levels of reflectivity resonated with how I had previously considered reflection. I was also reminded of the professional development I had received by using Costa’s (2001) levels of functioning to help students generate questions that will help them understand literature at a deeper level. I also found Frontier and Mielke’s (2016) inquiry-based approach helpful and felt that reflection is naturally led by questions.

While teaching ELA, I used a “three-finger” strategy that relied on Costa’s (2001) levels of intellectual functioning to help students generate their own questions about literature. A one-finger question was one that you could point directly to the answer in the text. These questions were questions that required you to identify or describe. A two-finger question pointed to two points in the text and asked you to analyze or infer. A three-finger question pointed to at least two points in the text and another to society. These questions asked you to apply your understanding of the text to your understanding of the world and create meaning and connection between the two. I think Costa’s (2001) levels of intellectual functioning can be applied to how we approach reflecting on our teaching as well and I have created the following “three-finger” layered approach as a heuristic to assist teachers in their reflection.

I do not categorize my levels of reflectivity as existing on a hierarchy. One kind of reflection is not superior to another. Rather each type of reflection should be considered a layer of

the overall reflective process. Reflective teachers who practice consistent intentional reflection will be able to more easily access each layer.

*Surface Layer - Technical (one finger):* Involves reflecting on the technical and practical matters that arise in everyday classroom practice. When reflecting, you should be able to put a finger on exactly what you are examining. This includes thoughtful consideration of the content you are teaching, classroom management strategies, technology, time management, seating arrangements, teaching strategies, reading material, classroom resources, etc. This kind of reflection involves gathering data and identifying and describing issues. This layer of reflection is easy to access and is often unavoidable. However, one does have to be careful not to let these actions become so routine that they are no longer considered at all. Schön (1983) calls this overlearning and warns against it (p. 61). It is also important to remember that devising a plan for what you are to do with this information is part of the reflective process. This kind of reflection is necessary to be an effective teacher and should not be considered lower-level thinking. Careful and consistent reflection in this arena can produce technical artistry.

*Inquiry that supports this layer of reflection:*

*What worked in that lesson? What didn't?*

*What tools did I use that were effective? Which tools were not effective?*

*What strategies did I use that were effective? Which strategies were not effective?*

*What does the student data tell me needs to be retaught or revisited?*

*What can I do with the data to increase student learning?*

*Middle Layer - Connective (two fingers):* Involves making connections between the lesson and the learners. One finger remains on the tool or strategy you employed, and one finger

is on the students. This requires what van Manen (1977) called co-orientational grasping or attempting to experience the lesson through the students' perspective. This involves analyzing the impact that the tools and strategies had on the learners.

*Inquiry that supports this layer of reflection:*

*Were the students engaged?*

*Why was a certain aspect of the lesson effective or not?*

*What did I assume would work that didn't? Why?*

*What conditions need to be in place for learning to take place?*

*What do I need to understand about the learners specifically to increase student learning?*

*Core layer - Critical (three fingers):* Involves evaluating the worth of what you are teaching and the implications of teaching it. One finger remains on the tool, strategy, or content; one finger is on the student; one finger is on society. These considerations exist at the core of all reflection and require the reflective teacher to challenge their own assumptions about education.

*Inquiry that supports this layer of reflection:*

*Why did I teach what I am teaching?*

*Why is this important for students to learn?*

*What assumptions do I have about why this curriculum should be taught? Are those assumptions valid and correct?*

*What implications does this learning have on my students' lives?*

*Are students learning in an organic and meaningful way?*

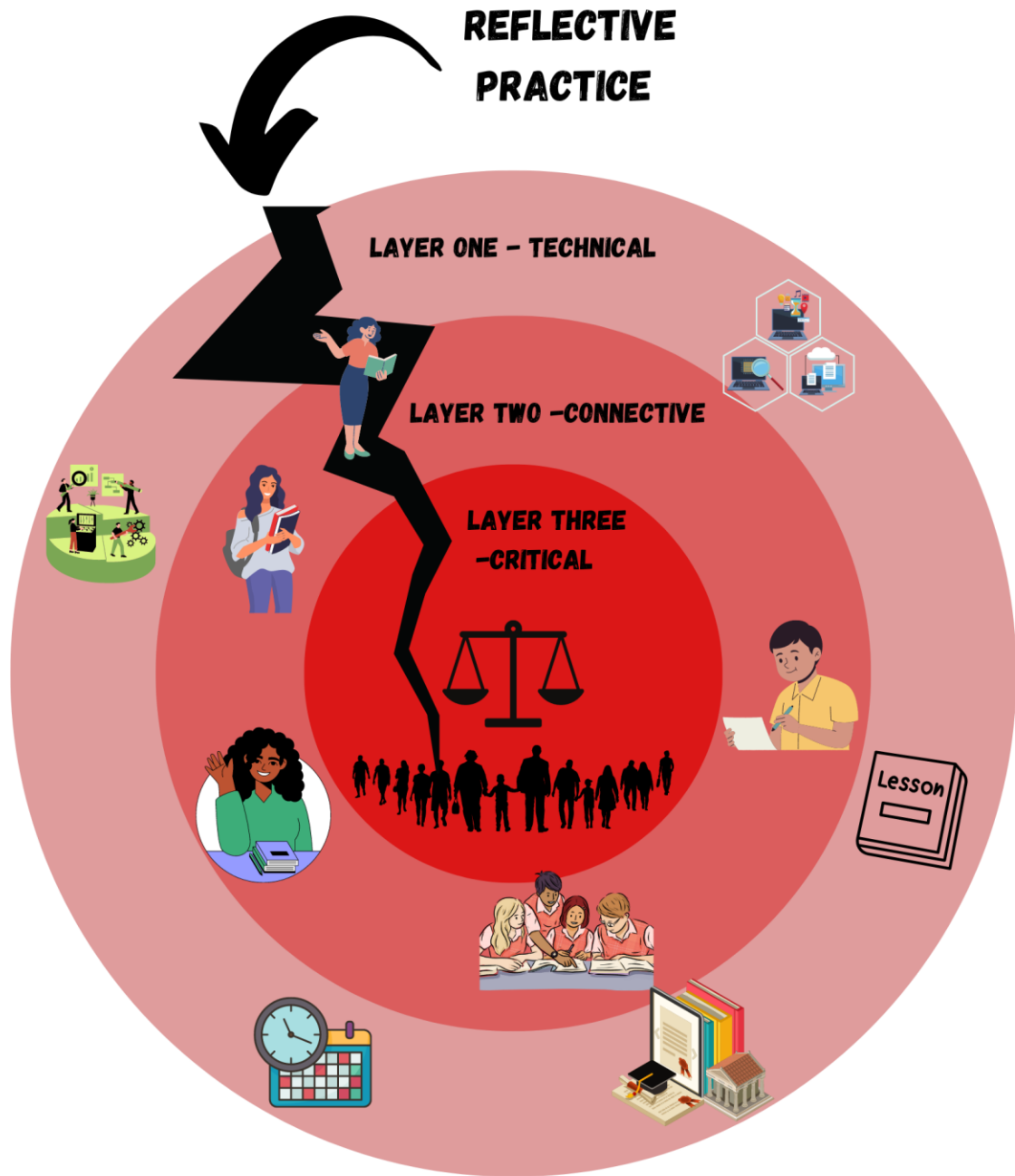
*What hegemonic assumptions are at play in this curriculum?*

*Are the students aware of these assumptions?*

*Can students navigate and reflect upon their learning in a meaningful way that will increase their learning in the future?*

Accessing the third layer of reflection can be difficult because it requires teachers to critically examine their own assumptions. It is also difficult to access because much of our time and energy is spent navigating the technical and connective layers of reflection. However, teachers who practice reflection consistently and intentionally will have an easier time accessing the core layer because they will become more efficient at reflecting on the technical and connective. Also, new teachers and pre-service teachers may find it beneficial to begin the habit of reflection by reflecting on the core critical layer when they do not have a lot of personal experience or ownership of the technical issues in their classroom. This would build an awareness of the critical issues existing at the core of education before they feel bombarded with dealing with the numerous issues existing at the surface of education.

Figure 1 Layered Reflective Model





### How Could TikTok Be Used as A Tool For Reflection?

In recent years, the rise of social media has transformed the way we interact and communicate with one another. Platforms like TikTok have become increasingly popular, particularly among young people, and have demonstrated the potential to serve as a powerful tool for teaching and learning (Hartung et al, 2023; Vizcaíno-Verdú & Abidin, 2023). The Covid-19 pandemic required teachers to adjust their teaching strategies suddenly and implement digital tools in an innovative way (Vizcaíno-Verdú & Abidin, 2023). This study examines the use of the social media platform, TikTok, as a reflective teaching tool. Many aspects of TikTok make it particularly suited for this use.

Stevenson and Cain (2013) found that allowing teachers to have freedom over how they reflect encourages more effective reflection. They noted that pre-service teachers are often asked to journal or write lengthy reflective lesson plans. Their study showed that reflection was not meaningful when teachers were expected to deliver reflection in a specific mode. Additionally, spending more time on reflective assignments did not create deeper, more meaningful reflection. They suggested that there need to be many more options for modes of reflection made available to teachers, specifically ones that can be done efficiently. Ryan (2012) argues that the choice of form can add another layer of meaning to the reflection. Not everything can or should be expressed through the written word. She recommends that discursive (oral and written) and performative modes of reflection should not only be encouraged but there should also be scaffolding provided to assist teachers in getting started using multimodal tools. TikTok offers freedom of form and creative expression. Teachers may record themselves talking about their classroom strategies, they may video themselves teaching, or they may video students engaged in the lesson. They can include overlaying text or images. They can add a sound that fits the mood or theme of the day.

The creative possibilities are endless. Hartung et al (2023) found that TikTok emphasizes teaching as performance. Many teachers use the platform to reenact conversations with students and colleagues in a humorous way. Hartung et al argue this shares positivity surrounding education and provides light relief. Ryan (2012) specified acting as a possible performative mode of reflection. Just because they are not academically presenting a dilemma and explaining the ways in which they are approaching it, does not mean that they are not working out the dilemma and considering it through a different perspective by acting it out. Additionally, this can all be done in short videos under 10 minutes.

Rosaen et al (2008) found that using video footage of lessons to reflect was effective at emphasizing the dissonance between what was remembered and what actually occurred. This improved reflection and moved teachers toward purposeful action. Video footage can slow down the fast pace of classroom life and allow teachers the time to “explicitly notice” specific interactions, discussions, and outcomes that they may have previously overlooked. Rosaen et al found that teachers who used video footage to reflect were able to be more specific about their teaching, were able to shift their focus from classroom management to instruction, and were less focused on themselves as teachers and more focused on the students (p.348). As a video sharing platform, TikTok is perfectly suited for this kind of “explicit noticing”. Additionally, TikTok has video editing tools that can literally slow down the video even more.

According to Brookfield (2017), we are able to examine our assumptions through students’ eyes, colleagues’ perceptions, our own personal experience, and theory and research. He argues that social media has become a powerful way to access these lenses, especially students’ eyes and colleagues’ perceptions. Literat (2021) found that young people are already sharing their feelings about their educational experiences on TikTok. Oftentimes, they are expressing that they do not

feel seen in a learning environment that has become largely digitized. One way for students to be seen would be for teachers to interact with them on this platform. Teachers could then receive feedback from students that they could use to improve instruction. Benko et al (2016) found that using social media to reflect proved to be a powerful way to connect to a “community of practice” and helped pre-service teachers reflect critically on educational issues. They were able to experience critical reflection, not as an individual experience but as one that occurs in interaction with others. Zeichner (2009) called for a critical lens to the action research being done by teachers. Sharing action research on social media platforms like TikTok could provide such a lens.

Education related hashtags connect teachers who would not otherwise meet face-to-face (Carpenter & Morrison, 2018). This creates what I call an expanded professional learning community. An expanded PLC invites many eyes into your classroom and opens up the doors of many other classrooms for you to observe. Peer observation can improve teaching practice by highlighting room for growth through open and honest discourse (Hammersly-Fletcher and Orsmond, 2005). Although peer observation is potentially very effective, Hammersly-Fletcher and Orsmond found that maintaining open and honest dialogue is challenging. This can be attributed to the closeness of the observer and observee. Asking colleagues to observe your classroom and give feedback on your strengths and weaknesses is a vulnerable undertaking. Likewise, Hammersly-Fletcher and Orsmond found that observers found it difficult to be honest with colleagues about their weaknesses because it could lead to awkwardness in future interactions. Using TikTok for peer observation creates distance between the observer and the observee in a way that may lead to more open and honest feedback.

Frontier and Mielke (2016) also emphasize the importance of being able to see your practice through other eyes and suggest this is a path toward expert performance.





“Reflection is often viewed as being personal and private. This typically leads to individuals reflecting in many different ways (journaling, note taking, making mental notes, and so on), which may or may not be conducive to making changes in behaviors that result in improvement. Teachers are more likely to close the gap between current performance and expertise when they use a systematic approach that helps them see their classroom through the eyes of their students and their performance through new eyes.” (Frontier and Mielke, 2016, p.141)

Lamb (2017) found that teachers view reflection as both personal and collaborative—private and public. Certainly, there are going to be things you want to share and some that you want, or are required, to keep private. TikTok has the capability of making videos and posting them publicly (either to everyone or only to your friend list), but it also allows you to keep your videos private if you wish. Private videos are kept on a separate tab, so you can easily refer back to those.

Managing a personal and professional balance is a consideration that must be made when using social media to reflect (Vizcaíno-Verdú and Abidin, 2023). Sheninger and Rubin (2016) advocate for the use of social media to help establish branding for schools. They distinguish a brand in education as having nothing to do with selling a product but rather exhibiting the work of students and teachers in an effort to be transparent (p.4). Teachers who are posting may be unintentionally creating a brand. Vizcaíno-Verdú and Abidin (2023) explore the rise of teachers on TikTok as micro-celebrities. They note that these teacher influencers have “emerged as someone whose role goes beyond mere online branding to cultivate audiences interested in the beliefs, knowledge, contents, and identities of teachers on digital platforms” (p.2). Teacher micro-celebrities do not seem to be interested in status, but rather in sharing information and lifting other teacher voices. Vizcaíno-Verdu and Abidin found a code that constitutes the #teachertok

subculture, which includes considerations of responsibility, commitment, authority, and recognition (see Figure 2). This code contains elements that are similar to Dewey's attitudes that support reflection: open-mindedness, whole-heartedness, and responsibility.

**Figure 2** #teachertok Subculture Code (Vizcaíno-Verdi & Abidin, 2023)

Aspect	Elements	Source
 <p><b>Responsibility</b> How teachers share content as service to their students/peers</p>	<p><b>Perceived power</b> <i>Exchanging roles through personal stories.</i></p> <p><b>Expert-novice comprehension</b> <i>Assuming and sharing that students may teach valuable knowledge.</i></p> <p><b>Grades</b> <i>Prioritising the learning process over grades.</i></p> <p><b>Skills</b> <i>Taking on new responsibilities to find knowledge and share it with the teacher.</i></p>	<p><b>Barber, 2014</b> <i>"Digital narratives can be used to create learning environments [...] In the digital world, it is imperative that teachers, regardless of academic standing, continually redefine themselves as life-long learners and model this for their students" (p. 9)</i></p>
 <p><b>Commitment</b> How teachers manage their digital content to ensure ethical issues</p>	<p><b>Social justice</b> <i>Demonstrating ethical care, solidarity, and critique patterns towards their students.</i></p> <p><b>Community network</b> <i>Creating networks in and out the classroom.</i></p> <p><b>Ability to flourish</b> <i>Telling stories of hope, growth and skills to endure teaching.</i></p> <p><b>Success and validation</b> <i>Valuing the achievements of both teachers and students.</i></p>	<p><b>Grillo &amp; Kier, 2021</b> <i>"The combined identities of the teacher as researcher and teacher for social justice are sustained by familial relationships with administrators, colleagues, and students, allowing our scholars to flourish in their [...] settings" (p. 9)</i></p>
 <p><b>Authority</b> How teachers build their status in front of their followers</p>	<p><b>Themes</b> <i>Topics addressed by teachers in the posts based on students' motivation, engagement, and participation.</i></p>	<p><b>Camas-Garrido et al., 2021</b> <i>"The teacher-student relationship should tend to a horizontal closeness, similar to friendship, but maintaining the vertical distance when considering ethical and responsible boundaries. [...] This perspective would result in a relationship defined by horizontality under the premise of a different symmetry (authority) in the roles of students and teachers" (p. 146)</i></p>
 <p><b>Recognition</b> How teachers receive appreciation and complaints</p>	<p><b>TikTok affordances</b> <i>React: selecting a user's comment on the post and replying with a video.</i> <i>Duet: building on another user's post by recording their own video alongside the original as it plays.</i> <i>Stitch: clipping and using scenes from other videos in an own TikTok post.</i> <i>Green Screen: using another image or video as the background for their own content.</i></p>	<p><b>Eriksson-Krutök, 2021</b> <i>"The technological conditions of social media platforms play an essential role in how individuals use them. However, the way in which these technological features are used and interpreted by different users on the platform is dependent on specific social norms and community practices, which, in turn, becomes rewarded with increased engagements (p. 4)</i></p>

Vizcaíno-Verdú and Abidin (2023) recognize collaborative features that are unique to TikTok that allow teachers to recognize and respond to other teachers and students while following this code of micro-celebrification. “Duet” is a feature that allows a creator to make a video in response to another video that is posted alongside their video using a split screen. Users who have several followers can use this feature to boost videos of other teachers who may not have as large of a following. This has the potential of drastically amplifying the voices of teachers who are largely unheard. “Stitch” is another feature that allows users to add a 5 second clip of another user’s video to their video and respond. This feature can also be used to raise teacher voices. Additionally, it has the capability of sharing best practices and discovering how others are using the same strategies in different ways. Finally, Vizcaíno-Verdu and Abidin mention the “green screen” feature, which allows users to create a video green screened in front of a selected image as the background. This is often used to share resources. According to Hartung et al (2023), the rise of popularity of TikTok for teachers is making visible aspects of the profession that were before unseen and maybe even shaping the future of the profession.

Using TikTok to reflect may help bridge the perceived gap between theory and practice by making the tacit explicit. Concern about a gap between theory and practice is often voiced by pre-service and novice teachers (Carpenter & Morrison, 2018). Hartung et al (2023) point out that teacher education programs present a certain academic seriousness that often seems theoretical and distinct from practice. Schön (1983) discussed this when he explored the concepts of knowing-in-action and reflection-in-action. He argued that in order to grow as reflective practitioners we must make the tacit explicit by reflecting on the practices that cannot be taught by fact sets or easily explained by theory. According to Hartung et al (2023), using TikTok may be a solution to bridging the perceived gap between theory and practice because it “mediates informal learning of teaching

knowledge, skills, and perceptions of the profession” allowing pre-service and in-service teachers to literally see the practice and then connect it to theory (p.86). Not only are teachers sharing their strategies, but they are “shar[ing] their teaching philosophies through short snippets of their everyday moments and interactions” (Hartung et al, 2023, p.89). This may be a way for pre-service teachers to experience the classroom before stepping into it and shape the development of their own teaching philosophies.

Making the tacit explicit may benefit teachers in more ways than one. Hartung et al (2023) write:

TikTok is likely affording teachers the opportunity to capture and playfully reflect on the frustrations, excitement, and even monotony of their teaching practices; work that is often otherwise invisible and unglorified. (p.86)

By making visible and giving dignity to the before invisible and unglorified work, we have the power to support teachers during a time in which they are experiencing high levels of stress and burnout and are unjustly being accused of indoctrination (Collie, 2021; Woo et al, 2023).

#### Are Bans on TikTok Negatively Shading the Perception of Its Use?

During the course of this study, a national ban on TikTok has been proposed. State bans on government devices have been issued. Is this tool in jeopardy and how is this affecting how people perceive its use? According to Matzko (2023), there are some valid worries about the Chinese government's ability to access TikTok's algorithm and user data. Theoretically, the Chinese government could demand that TikTok hand over information about any of its American users. However, Matzko argues that the push to ban is mostly led by Sinophobes who would do anything to strike a blow at the Chinese government. According to Ingram and Tolentino (2023),

there are several ways this could play out: congress bans TikTok, President Biden bans TikTok, ByteDance sells TikTok, judges support TikTok, congress passes a privacy law for all apps, or nothing. While some politicians may want to ban or force the sale of TikTok for political gain, such actions would not be a proper use of government power (Matzko, 2023). Many believe that a ban on TikTok, and further bans supported by the proposed Restrict Bill, would be a major threat to the first amendment (Huddleston, 2023). Matzko warns that a forced sale of TikTok could lead to the platform's decline.

Maruyama (2023) points out that TikTok is more than just viral dance videos. Those who engage with TikTok rarely see the trends because the algorithm offers content uniquely catered to the user. This means that TikTok has become an integral way people connect, express themselves, and consume knowledge. Banning the app would make an impact on lives.

TikTok is a useful tool, and it should be valued as a tool. Regardless of what happens with TikTok, it is clear that the future will be shaped by technology that allows us to connect and learn in a meaningful way.



## CHAPTER III

### METHODOLOGY

#### Restatement of Purpose

The purpose of this study is to better understand the current reflective teaching practices of in-service teachers and to determine whether TikTok may be an effective and sustainable reflective teaching tool.

#### Study Components

- 1) This study analyzes the #teachertok community to offer exemplary use of this social media platform toward professional growth.
- 2) This study includes an anonymous survey designed to better understand whether in-service teachers are consistently reflecting on their practices, what that reflection entails, and whether they feel that reflection, as currently practiced, is sustainable.
- 3) This study includes a five-week intervention in which three in-service teachers (one novice, two experienced) use the social media platform, TikTok, to reflect on their classroom practices. Participants created at least one reflective video each week for a total of five weeks and participated in a pre-intervention focus group/seminar that provided professional development and a post-intervention focus group that allowed them to collaboratively reflect on their experience.

## #teachertok Community Analysis

### Design

Several accounts active in the #teachtok community were analyzed to understand how teachers are using this platform. This content was also used to give participants in the intervention examples of what reflective content might look like.

### Sample

Five teachers consented to include their video content in this study. These teachers were from various locations around the United States. The six chosen demonstrated exemplary use of this app as a tool toward professional growth.

### Data Collection

I became active in the #teachertok community, so much of the data collected came from videos that appeared in a “for you” feed. However, there were also purposeful searches for reflective content using the hashtags #reflectiveteaching, #reflectiveteacher, #teacherreflections. I also posted my own videos about reflective teaching and used the following hashtags to train the algorithm to show me certain content: #reflection #reflectiveteaching #bitesizepd, #plc, #teacher, #teachertok, #teachersoftiktok.

### Data Analysis

I did a close examination of five accounts that consented to include their video content in this thesis. Video content from their page was explored and comments left by other users were also noted. An analysis of how they were using this platform was led by the following questions:

- 1) Could this content be beneficial to their own professional growth?

- 2) Could this content be beneficial to other teachers?
- 3) Does this content lift teacher voices and bring awareness to complex issues within education?

### Reflective Practices Survey

#### Design

This internet-based survey was designed to be able to gauge whether in-service teachers are reflecting and how (See Appendix A). Several considerations were made. Reflective teaching was not overly defined, so teachers would not be dissuaded from including information on practices that they may feel are reflective but do not fit within the definition provided. The first draft of this survey did not include a definition of reflective teaching at all, but after gaining feedback from several trusted education professionals, Stephen Brookfield's definition of critical reflection was added to the top of the survey. "Critical reflection is, quite simply, the sustained and intentional process of identifying and checking the accuracy and validity of our teaching assumptions" (Brookfield, 2017, p.2). This definition was chosen because it depicts reflection as an ongoing process and it focuses on our teaching assumptions, rather than just our teaching practices, which points to critical reflection. Participants were asked if they agreed with this definition and what they would add or change. Participants were then asked if they participated in sustained reflection and if they thought reflection was beneficial. They were given several examples of practices and asked to choose which they considered intentional reflective practices and which they participated in regularly. They were asked if their school or district required any kind of reflective practice. They were also asked if they found reflection to be an onerous process.

The survey collected information on how many years they had been teaching to see if any connections could be made between how reflective the teacher is and how much experience they have. Some demographic information was collected concerning the type of school they taught at: rural, suburban, urban, charter, or private.

### Sample

Fifty-three in-service teachers started this anonymous survey; forty-six completed it. It was distributed online in education groups (#teachertok, #elaok) via social media sites (Facebook and TikTok). According to the Qualtrics geolocator, the majority of teachers sampled were from Oklahoma but also included teachers from all over the United States. Not all survey participants included demographic information. The following information came from the 39 participants who answered the question concerning their years of experience: two had taught less than a year; five, 1-3 years; twelve, 4-7 years; four, 7-10 years; and eighteen, 10 plus years (See Appendix B).

### TikTok Intervention

#### Design

This intervention was designed to examine what the process of reflection would look like if teachers were asked to use the social media platform, TikTok, to reflect on their teaching practices and assumptions, and what the benefits and drawbacks of this kind of consistent reflection would be.

Participants were asked to attend an hour-long focus group/seminar via Zoom prior to using TikTok as a reflective tool. During this hour, they were presented with research surrounding reflective teaching (Brookfield, 2017; Dewey, 1933; Schön, 1983; van Manen, 1977), examples

of what this kind of reflection could look like on the TikTok platform (see Videos 2-5), and a framework with three layers of reflection to use as a heuristic when reflecting (see Figure 1). This served as professional development for participants, so they could have a foundation to build upon when reflecting themselves. Yost (2000) wrote that “the goal for teacher educators is to use seminar instruction as a method for preservice teachers to examine theoretical frameworks in light of the work in which they are engaged in schools” (p.43). A focus group was chosen as the best way to gather data about reflective teaching because it would create a small professional learning community that encouraged and set the stage for reflective discourse. Discourse within professional learning communities has been shown to create emotional support for teachers and offer access to new ideas and scholarship to integrate into their classrooms (MacDonald & Shirley, 2009).

Participants were then asked to create at least one reflective video each week for a total of five weeks. The weekly requirement was designed to create consistency in the reflective practice. At the end of each week, participants were sent a check-in survey that asked participants if they reflected that week and how easy it was to incorporate reflection into their already established practices. This check-in survey was only three short questions, designed to see how onerous this process was. It was important for the survey not to feel like an additionally taxing task.

At the end of the five weeks, participants were asked to attend another hour-long focus group via Zoom. This focus group was designed to extend the reflective process in our small established professional learning community. Cohen et al. (2007) note that focus groups can provide a collective understanding of a subject through discussion that occurs between participants. I sought to understand the collective experience of the reflective intervention by observing the conversation that would take place between participants. Furthermore, a study by

Lamb (2017) showed that discussion with colleagues helps some teachers reflect on their own practice. This focus group was framed by the following discussion questions, which were not brought up in any particular order, but came up naturally in conversation:

*-Did you enjoy this process?*

*-How sustainable did this process seem? Was it something you could see fitting into your regular everyday teaching practice?*

*-What benefits, if any, do you think this kind of consistent reflection could produce?*

*-Referring back to the Moelehi and Kalantari studies, do you think reflective teaching could encourage teacher autonomy and/or negatively impact teacher burnout?*

*-What benefits or risks, if any, do you feel are specifically tied to reflection via this social media platform? (community, branding, amplifying teacher voices)*

*-Will you continue to reflect in this way or any other?*

*-What do you think is the best way to develop this kind of reflective process?*

Participants were also told the three assumptions that drove this study, so we could explore and question these assumptions together.

- 1) Consistent and intentional reflection is an invaluable tool for teachers to grow as professionals.
- 2) It is difficult to find the time to meaningfully reflect when teachers are wrestling with the everyday tasks and requirements of the job.
- 3) Reflection is not a practice that can be meaningfully mandated. It has to be an organic teacher-owned process to be effective and sustainable.

## Modifications

The following three modifications were made to the research design after initial IRB approval was obtained:

- 1) This study was designed for participants of the TikTok intervention to be recruited through the anonymous survey over reflective practices. Eighteen teachers indicated through the study that they were interested in possibly participating in the intervention. Based on their other survey answers, I reached out to ten possible participants via an email recruitment letter. (see Appendix D) for a copy of the recruitment email. I only heard back from one participant, Mynn. After the initial deadline response passed, I sent a follow up email. However, I did not get any further responses. In order to recruit more participants, I asked for IRB approval to use convenience sampling. I then was able to reach out directly through direct messages on TikTok to recruit two more participants, Lacey and Anthony.
- 2) Initially, the TikTok intervention duration was six weeks. Because I had trouble recruiting participants for the study, this time frame was shortened to five weeks.
- 3) Four weeks into the intervention, I asked for IRB approval to include, in the study, email correspondence that had occurred between me and the participants during the intervention. This was not originally part of the research design because I had thought any pertinent information about participants' experience during the intervention would be contained in the reflective videos they were creating and the weekly check-in surveys they were completing. However, I received several emails from participants highlighting details of their reflective experiences that I felt needed to be included in the study.

## Sample

The following three teachers were chosen for this study:

Mynn: Mynn was recruited for this study through the reflective practices survey. She indicated on the anonymous survey that she was interested in participating in this study and provided her email contact information. Based on her answers to the survey, which were insightful and showed a definite interest in reflective teaching, she was chosen and contacted. During the pre-intervention focus group, she indicated that she has six years of teaching experience and worked several years as a paraprofessional before getting her teaching certification. She felt that she graduated from an excellent teacher education program and was very prepared to begin teaching. She mentioned that she feels grateful to be part of a district that offers many professional development opportunities. She teaches first grade at an urban public magnet school.

Lacey: Lacey was recruited for this study after she commented on a video I had made about reflective teaching theory. She was interested to know more about this study and showed enthusiasm for using TikTok as a teaching tool. She indicated that she had already been using TikTok to learn from other teachers. She was directed to the reflective practices survey where she provided her email contact information. During the pre-intervention focus group, she shared that She teaches Pre-AP 9th grade ELA and Yearbook and Journalism at a suburban public school. She also teaches 10th, 11th, and 12th grade ELA online now that her school has implemented more virtual options. She has been teaching for six years and indicated that she graduated from a traditional teacher education program. After graduating, she was immediately hired at the school she student taught at, taking the position of her mentor teacher. Her mentor teacher was promoted to a principal position at the school and Lacey noted that their relationship has remained positive, and she feels very supported by her administration.



Anthony: Anthony was recruited for this study after he posted a viral video on TikTok about feeling that his teacher education program had not prepared him for the realities of teaching. I reached out to him to see if I could use his video in my study and if he was interested in participating in the intervention. This is his first year teaching, but he has worked as a paraprofessional at several alternative schools serving physically and intellectually disabled students. He currently teaches at an urban charter school.

### Data Collection

Both focus groups via Zoom (pre and post-intervention) were recorded and transcribed. Each reflective video that was publicly posted, was bookmarked to my own TikTok page, so I could easily refer to it. Weekly check-in surveys were sent to each participant (see Appendix E). I exchanged emails with the participants throughout this process and some of those emails were collected to include in this study because the content was relevant to understanding their experience in this study.

### Data Analysis

I reviewed the video and transcriptions from the pre and post-intervention focus groups and summarized the experience, highlighting key points and noting any themes that emerged in discussion.

I summarized each reflective video that was created by participants. I paid particular attention to any instances in which participants showed or noted an increase in teacher autonomy and/or a decrease in teacher burnout. I also analyzed the views, likes, and comments that these videos received to better understand the exchanges that participants were having with their

colleagues and peers and the possible impact that reflecting this way could have on the #teachertok community.

### Member Checking for Validity

Cohen et al (2007) note the importance of respondent validation to enhance validity and increase trustworthiness. Participants were sent a draft of the findings and encouraged to review them to check for accuracy and resonance with their experience. They were also sent a copy of the complete final study.

### Data Collection

Data was collected over a four-month period from November-March. During that time, the survey was posted in educational Facebook groups (#ELAOK; OAGCT-Oklahoma Association for Gifted, Creative, Talented; Oklahoma Edvocates), on my own Facebook page, and on TikTok (see Appendix C1).

### Data Analysis

I analyzed the data of the survey using the data and analysis tools and reports provided on Qualtrics. I cross-analyzed data points to look for any correlations.

## CHAPTER IV

### FINDINGS AND DISCUSSION

The following assumptions guide this study:

- 1) Consistent and intentional reflection is an invaluable tool for teachers to grow as professionals.
- 2) It is difficult to find the time to meaningfully reflect when teachers are wrestling with the everyday tasks and responsibilities of the job.
- 3) Reflection is not a practice that can be meaningfully mandated. It has to be an organic teacher-owned process to be effective and sustainable.

#### #teachertok Community

An analysis of video content made by each of the following accounts was framed by the following questions:

- 1) Could this content be beneficial to the teacher's own professional growth?
- 2) Could this content be beneficial to other teachers?
- 3) Does this content lift teacher voices and bring awareness to complex issues within education?

#### @mrflores7

Mrflores7 uses the TikTok platform to share ELA instructional practices and provide "bite-size" professional development. He has 206 followers. He often uses a greenscreen filter to display one-page handouts in the background, which he explains throughout his video. He shares theories

and research in English education, book recommendations, and other social media pages to check out. This content is definitely beneficial to other teachers and would be an excellent addition to any ELA professional learning community. He does touch on some complex issues within education, and not only is his voice lifted through this platform, but he is committed to bolstering other teachers' voices.

In the following video, mrflores7 shares a strategy that he adapted from another educator via Twitter.

**Video 2** @mrflores7 sharing resources

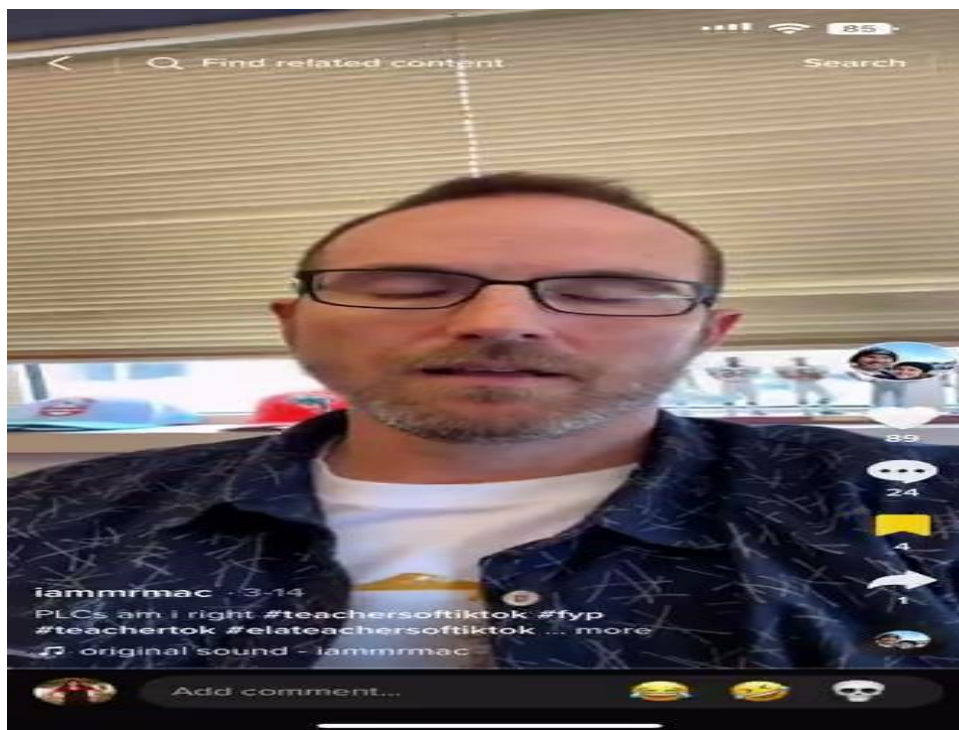


[https://www.tiktok.com/@mrflores7/video/7060921344829017390?is\\_from\\_webapp=1&sender\\_device=pc&web\\_id=7183170383789803054](https://www.tiktok.com/@mrflores7/video/7060921344829017390?is_from_webapp=1&sender_device=pc&web_id=7183170383789803054)

@iamrrmac

Iamrrmac is a secondary English teacher who uses this platform to reflect on his classroom practices, student engagement, school policies, and problems in education. He has over 6k followers and is very responsive to comments. His videos feel like a conversation with the viewer. He shares strategies that he uses to combat issues like student apathy. He often makes videos that directly reply to comments made by other teachers which continues the conversation and invites others to contribute to the thinking. He has created an extensive portfolio that exhibits his knowledge as a professional educator and his educational philosophy. His content is beneficial to other teachers and provides many talking points for important issues in education.

The following video gives a good example of what reflective teaching looks like on his page and in his classroom. In this video, he discusses PLCs and the constraints that can result from overly structured PLCs. Although he recognizes the value of a professional learning community, he is arguing for teacher autonomy in making the choices of what curriculum is taught and how it is taught. This is supported by Fendler (2003), Stevenson and Cain (2013), and Yost (2000) who warn against over-structuring reflective practice.

**Video 3** @iamrrmac on PLCs

[https://www.tiktok.com/@iamrrmac/video/7210533822239214891?is\\_from\\_webapp=1&sender\\_device=pc&web\\_id=7183170383789803054](https://www.tiktok.com/@iamrrmac/video/7210533822239214891?is_from_webapp=1&sender_device=pc&web_id=7183170383789803054)

@sciencesuess

Sciencesuess is a middle school science teacher who uses this platform to engage with his students and other teachers. He has over 6K followers. He encourages his students to follow his account and uses the platform as a way to get them engaged in content by creating humorous science videos. He also uses it to build and maintain relationships with his students. For example, he created a series of videos that rate the drawings his students have made on the desks before he cleans them. He also uses this platform to communicate with his students when he is out of the classroom.

The following video is an excellent example of using TikTok to get student feedback on an assignment. In this video, he asks his students and other teachers for direct feedback on how he approached an assignment. He does get responses from his students which will help him revise this lesson going forward. This is directly beneficial to his classroom practices and could be beneficial to other teachers who are creating similar assignments. This video goes against Lamb's (2017) findings that teachers do not seek out student feedback because it undermines their role as a teacher.

**Video 4** @scienceseuss gathering student feedback



[https://www.tiktok.com/@scienceseuss/video/7203503764127386923?is\\_from\\_webapp=1&sender\\_device=pc&web\\_id=7183170383789803054](https://www.tiktok.com/@scienceseuss/video/7203503764127386923?is_from_webapp=1&sender_device=pc&web_id=7183170383789803054)

@sroselaney

Sroselaney is a middle school social studies teacher in an urban school district who uses this platform to raise awareness of issues surrounding critical theory in education. She has 29.8K followers, so she is reaching many teachers and challenging their assumptions about the structures of education. The content she creates clearly articulates complex systemic issues that she and

others are struggling to deal with. This is beneficial to her growth as a professional and to others as well.

The following video illustrates how teachers with the best intentions may be contributing to the oppression of marginalized students. This video has 153 comments from other teachers. Some teachers made their own videos in response to this video and explained strategies that they use in an attempt to reduce their contribution to oppressive school structures. This video supports Brookfield's (2017) argument that best intentions do not necessarily result in best practices.

**Video 5** @sroselaney on oppression in education



[https://www.tiktok.com/@sroselaney/video/7208737357682560298?is\\_from\\_webapp=1&sender\\_device=pc&web\\_id=7183170383789803054](https://www.tiktok.com/@sroselaney/video/7208737357682560298?is_from_webapp=1&sender_device=pc&web_id=7183170383789803054)

[@LetsTokEdResearch](#)

LetsTokEdResearch is an account shared by two Ph.D. students from DePaul University who strive to make educational research accessible. They have 3K followers. Their page is committed to sharing educational research that is being conducted in universities around the world, but also sharing action research that is being done by teachers in classrooms. They also conducted



their own study to better understand how TikTok is being used by educators. Their work is beneficial to their growth, the growth of other teachers, and it is used to lift teacher voices.

The following video illustrates how they showcase and value the research done by in-service teachers. This supports Yost et al (2000) call for more action research as well as Zeichner's (2013) argument that action research deserves more critical attention.

**Video 6** @letstokedresearch on action research



[https://www.tiktok.com/@letstokedresearch/video/7209326764785667374?is\\_from\\_webapp=1&sender\\_device=pc&web\\_id=7183170383789803054](https://www.tiktok.com/@letstokedresearch/video/7209326764785667374?is_from_webapp=1&sender_device=pc&web_id=7183170383789803054)

### Reflective Practices Survey

This anonymous survey is analyzed to discover the relationship in-service teachers have to reflective teaching. The following questions are discussed:

How are teachers defining reflective teaching?

Are reflective practices perceived as beneficial?

Are teachers reflecting and how?

Are schools/districts requiring teachers to engage in reflective practices?

Is the reflective process onerous?

#### How are teachers defining reflective teaching?

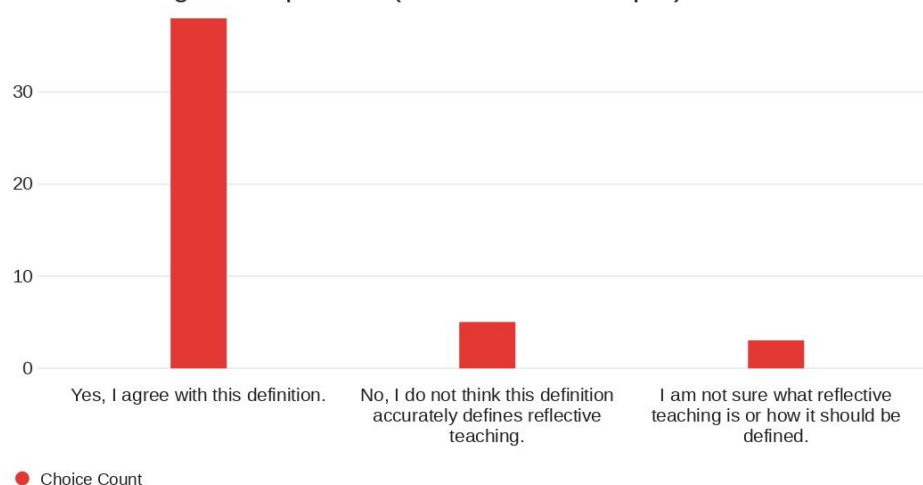
Eighty-two percent of teachers who took this survey agreed that Brookfield's (2017) definition of reflection was an appropriate representation of reflective teaching. Five teachers did not think the definition provided was accurate, and three teachers did not know how reflective teaching should be defined.

Several teachers indicated that they would change "assumptions" to "practices" or add "practices" in addition to "assumptions". This suggests that teachers may be more focused on the technical and connective layers of reflection and less concerned with the critical layer (Pratt, 2023). However, one teacher emphasized a need to "examine and experience different perspectives" and another mentioned "assessing the relevance of the specific content and concepts taught", both considerations that could be categorized as critical reflection. (Brookfield 2017, van Manen 1977)

**Figure 3** Defining Reflective Teaching

1

Q1 - This survey is designed to better understand if teachers are engaging in reflective practices, and if they are what kind of practices they are using and if they consider those practices sustainable and effective. Brookfield's definition of critical reflection is listed below. Please review this definition. Do you think this accurately defines reflective teaching? "Critical reflection is, quite simply, the sustained and intentional process of identifying and checking the accuracy and validity of our teaching assumptions." (Brookfield, 2017, p.2)



## Q2 - What would you add or change in this definition?

What would you add or change in this definition?

I would add that it is an intentional effort of ongoing growth and development

In addition to assessing and validating one's own teaching practices, one must also be willing to examine and experience different perspectives. This is to ensure we meet all students where they are, as well as ensure students are actually learning and retaining the material.

Of our teaching assumptions, planning, and practices.

assumptions and practices.

teachers reflect on their teaching practices and examine the overall effectiveness of their delivery and assessment approaches.

Yes, I would add that a tool to use would be research based studies and data.

Reflective teaching is the conscientious practice of analyzing one's own teaching methods and approaches, as well as assessing the relevance of the specific content and concepts taught.

It includes analyzing lessons looking for weak points, ways to more effectively communicate ideas, expectations, and ways to increase depth and complexity into each lesson.

I would change assumptions to practices.

Nothing

Both independently and in a PLC

I would change assumptions to practices.

Improvement, balance

### Are reflective practices perceived as beneficial?

The survey indicated that teachers do see reflective practices as beneficial to their growth as professionals. Several indicated that reflection is necessary for growth in any aspect of life. There was also agreement among some teachers that reflection is necessary to adjust your teaching to different individual and group interests, dispositions, and knowledge. One teacher mentioned engaging in “real-time reflection”, which echoes Schön’s (1983) theory of reflection-in-action. One teacher said their “goal as an educator and an individual is to create opportunities for lifelong growth and development, a key part of that is consistently engaging in discourse with myself and others about the ways on which we can challenge assumptions.” This aligns with Brookfield’s (2015) critical reflection. Lamb (2017) also notes that discourse with colleagues provides valued feedback. Three teachers responded that they thought reflective practices could be beneficial. Two of those three teachers said they were not sure if they practiced reflection or not; one of the three

said they did not practice reflection. No one answered that reflective practices were not beneficial to their professional growth.

**Figure 4** Are Reflective Practices Beneficial

Q4 - Do you think reflective practices are beneficial to your professional growth?



Q5 - Shortly explain your answer to the last question.

Shortly explain your answer to the last question.

Growth mindset

When I reflect on how I taught and what students learned I can identify what to keep doing and what to change or eliminate.

My goal as an educator and as an individual is to create opportunities for lifelong growth and development, a key part of that is consistently engaging in discourse with myself and others about the ways on which we can challenge assumptions

No two classes are the same, as classroom dynamics vary so drastically; I've had classes where students were lively and loved the opportunity to discuss, and I've had shyer groups that slowly opened up to more collaboration and discussion. With no two groups being the same, I assess what lessons are going to resonate most with each group, and in order to that successfully, I perform pre and post (and often time, real-time) reflection of my teachings. For example, I would assess the success of particular lessons from previous groups, taking into consideration the criticisms, positives, and general feedback I left for myself, practicing those suggested additions for improvements, and then repeating that process. I've scrapped lessons because of this; I've completely revamped and even perfected most, etc.

In order to continue to grow and serve the growing and changin populations, we as teachers need to reflect and revise our practices to be the best.

Reflection is critical to making sure we are giving our students what they need and to refining our own practices as teachers

Reflection is a meta cognitive process required for any growth

When presenting a lesson that we prepare students respond differently, sometimes positive and sometimes negative. If we are able to reflect back we may change our errors to better engage students.

reflection guides my practices and instruction

in order to refine you have to reflect

As teachers we always self evaluate. Once I look at data I try to recognize areas where I need to do a better job.

I would assume being reflective is important to your growth in any aspect of your life. Being a brand new teacher this year, I have already looked back and started trying to work on the way I am teaching. I am far from perfect or experienced, but the experience I have already gained is helping me now.

My students' growth depends heavily on my ability and willingness to reflect on my teaching and how effective I am with my instruction.

Society is dynamic and so are students. A lesson that works one year for one group of kids may not reach a new group of students. If teachers do not take the time to reflect on their students capabilities and the best way to support students, then you are not growing professionally. I've taught with teachers who teach the exact same lesson for years. I don't believe this is teaching students, it is teaching curriculum and it is because those teachers are not evaluating the effectiveness of their lessons and responding accordingly.

I believe I can't be a better instructor if I don't analyze why some practices get good results while others don't

You can't know how much more you can grow until you've seen how far you've already come

Reflecting on what does and does not work for my students' learning helps me improve instruction each year.

Yes, they are beneficial in order to reach all learning and adequately teach students who are constantly evolving

They allow me to grow as a teacher, especially when I reflect with others

I can't be a guide without reflecting and questioning what I'm doing

### Are teachers reflecting and how?

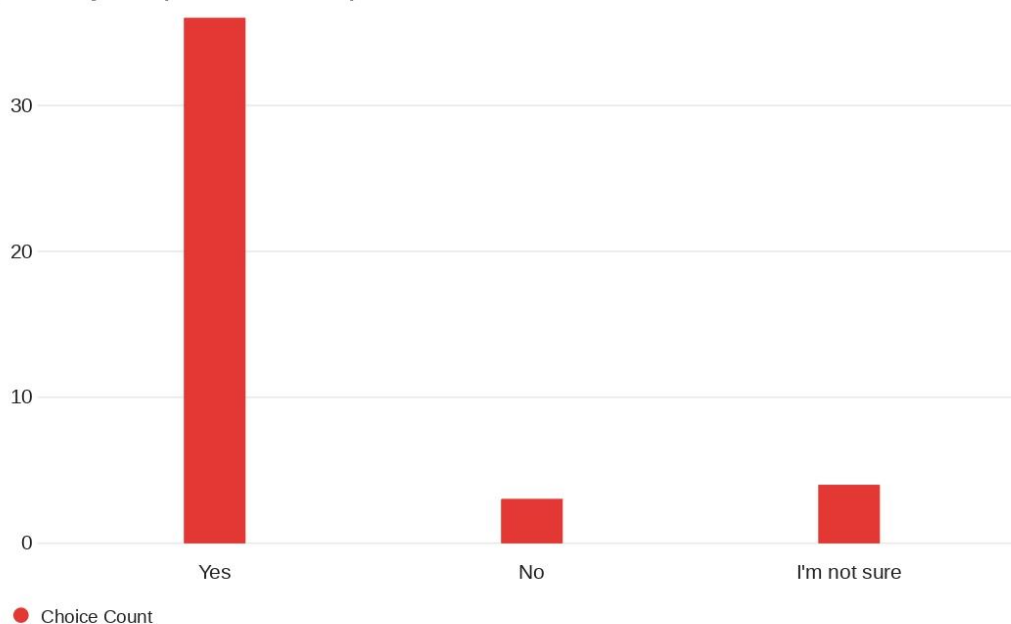
The survey showed that teachers do believe they are engaging in sustained and intentional reflective practices. Only three teachers answered that they were not reflecting and four teachers answered that they were not sure. No correlation could be found between these answers and years

of experience. One teacher with ten-plus years of experience answered that they do not engage in consistent reflection but do think reflection is beneficial to professional growth.

**Figure 5** Are Teachers Engaged in Reflection

1

Q3 - Do you currently engage in sustained and intentional reflection as part of your professional practice?

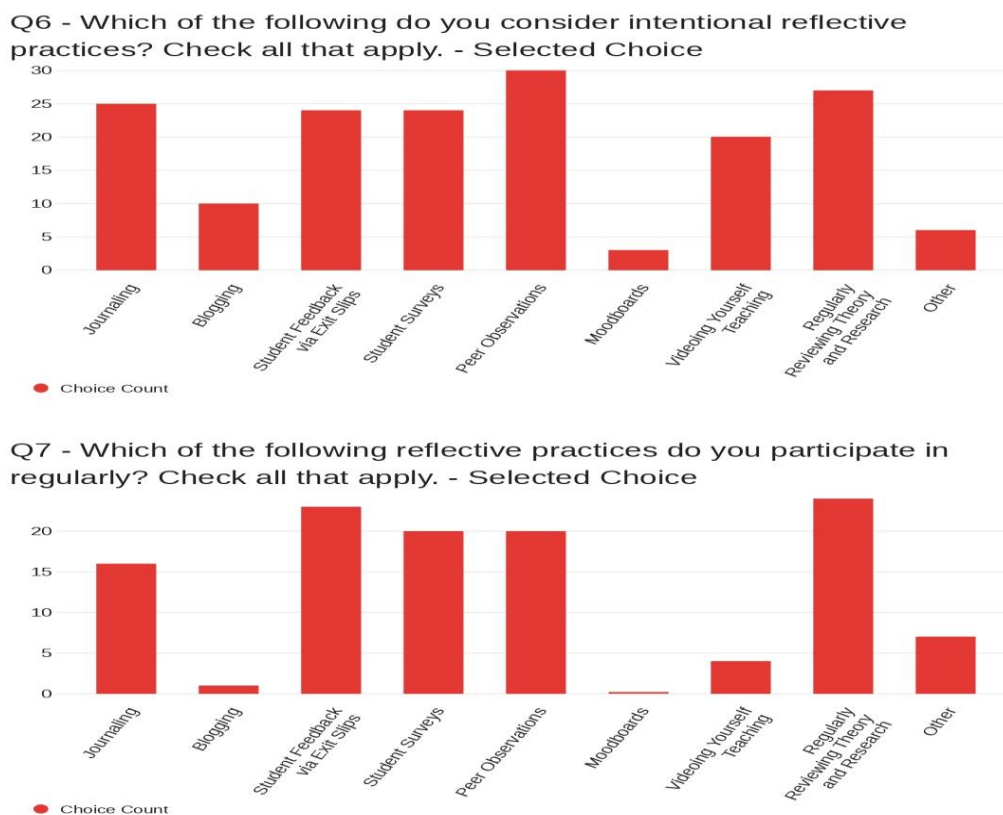


The survey suggests that teachers see many practices as intentionally reflective, including journaling, student feedback via exit slips, student surveys, peer observations, videoing yourself teaching, and regularly reviewing theory and research. One teacher added that using social media to gain insight from other experienced teachers should be considered reflective. Twenty teachers answered that they thought videoing their teaching was a reflective practice, but only four said they do video themselves. However, twenty-five teachers said they consider journaling reflective, and sixteen of those said they regularly journal. This may indicate that while teachers do value

multi-modal forms of reflection, they are currently more apt to use traditional forms of written reflection. Only three teachers said that they would consider a moodboard to be a reflective tool, which leads me to believe that as the tool becomes less detached from the written or spoken word, the less reflective it is assumed to be. It would be interesting to explore this further and build on the work of Ryan (2012) that argues that non-discursive modes can be used as reflective tools too. Using student feedback via exit tickets and student surveys and regularly reviewing theory and research were similarly considered reflective and done regularly. Peer observation ranked the highest as a tool considered to be reflective. One teacher responded that “any and every means of examining what you have done, what you have recently learned, and how you open yourself to new learning” should be considered reflective practice, and that is “something that can and should be self-defined to a large degree.” Interestingly, this person is the only teacher who specifically mentioned using TikTok regularly to reflect.



**Figure 6** Which Practices are Reflective?



When asked what their favorite reflective practice is, some teachers mentioned discourse with colleagues during PLC and informal discussions, which indicates that teachers see value in communities of practice. Journaling was also mentioned several times, and some teachers considered jotting down notes and making adjustments to lesson plans as a form of journaling. One teacher emphasized that if reflection was mandated it would not be authentic.

*Whatever it is it needs to be authentic- if I am made to fill out a form or do something for the district it won't happen- it has to be something that can only be achieved with time- I don't have time to use the bathroom so how would I make time for this! When things are*

*taken off student plates and teachers are given more time to get administrative tasks teachers will reflect.*

This response also indicated that teachers are feeling stressed by their many duties and this is interfering with their ability to reflect in a meaningful way. This was further supported by a response that said thinking was the only kind of reflection they had time for. Their answers also indicated that teachers are reading theory and research, which is encouraging and goes against the idea of a perceived gap between theory and practice. This survey indicates that teachers are able to put theory into practice.

## Figure 7 Favorite Reflective Practice

1

### Q11 - What is your favorite reflective practice? Why?

What is your favorite reflective practice? Why?

Theory and practice

Currently using exit tickets and talking with students about activities

Direct open Dialogue with students and my professional peers

I prefer journaling the most because it allows me to get ideas for lessons down quickly, jot down critiques and suggestions, and remain on task. I journal by-hand, via the notes app on my iPhone, and charts I've made on Google Slides.

Reading up on teaching practices

Student surveys - they are the ones my teaching impacts the most so their voices carry a lot of weight

Discussion with an observing colleague

I like group reflection with my PLC group, looking at data from student performance based on teaching strategies

peer observation,data analysis, journaling

thinking

Looking up new ways to engage the covid learner.

Research

Journaling is always my favorite practice. I have been doing it for years to be reflective about myself and my mental health, so it is an easy to take that and use it for my teaching.

Assessing students and finding research to help me fill in gaps students have in their learning.

I guess it is a form of journaling. I don't write down my thoughts but I do revise my lessons based on student feedback and anecdotal evidence within a few days after teaching the lesson. I take the time to look for new resources and ways to integrate more critical thinking opportunities and academic vocabulary.

Theory based practice and pd.

Whatever it is it needs to be authentic- if I am made to fill out a form or do something for the district it won't happen- it has to be something that can only be achieved with time- I don't have time to use the bathroom so how would I make time for this! When things are taken off student plates and teachers are given more time to get administrative tasks teachers will reflect.

Journaling because it allows me to sit and reflect without a time constraint

Journaling. This has long been my go most of my life as a reflective tool. I am most comfortable with it and it works best for me.

Thinking through things at the end of the day - all I have energy for

Are schools/districts requiring teachers to engage in reflective practices?

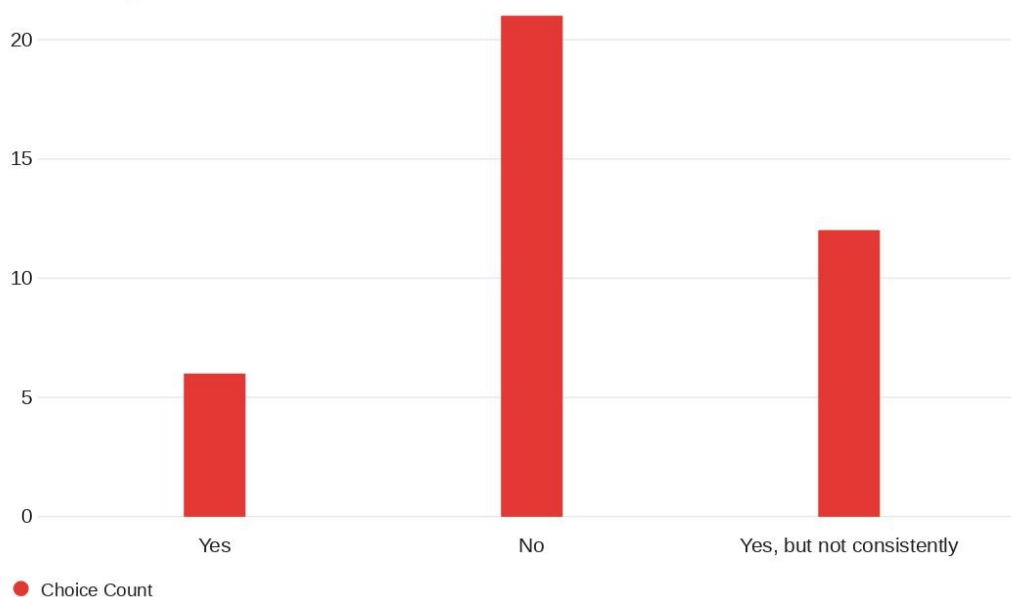
About half of the respondents said that their school or district did not require them to engage in reflective practices. Some teachers said that they are required to reflect but not consistently. Six teachers said they are required to reflect consistently by their school or district. Out of those six, two said they are required to reflect through their PLCs, two said that they are asked to reflect as part of their evaluations, one said that they are required to make a professional learning focus each year and reflect upon it via journal or video throughout the year, and one did not elaborate. PLCs can provide reflective experiences, especially if these communities meet regularly (Lamb, 2017). However, I would argue that reflections completed during evaluations do not count as consistent reflection. Frontier and Mielke (2016) write, “even a teacher who is completely open to feedback will not benefit from judgmental evaluation that occurs only a few times a year” (p.148). Those who answered that they are required to reflect but not consistently listed examples of yearly evaluations, SMART goals, and even a PDF that is filled out yearly. One teacher answered that their school would like them to reflect weekly, but “sometimes you are just too tired to think.”

No correlations could be made between the type of school, subject, and/or grade which was taught and if teachers were required to reflect.

**Figure 8** Mandated Reflection

1

Q8 - Does your school or district require you to engage in some sort of reflective practice?



Q9 - If you answered yes, please briefly describe the type of reflective practice and the school's reasoning.

If you answered yes, please briefly describe the type of reflective practice and the school's reasoning.

Although my district requires we submit federal and state-mandated reports, often participating in observations every four or so years, my administration does not take the process very seriously. I can't even remember my last observation, but in their defense, I haven't been required to have them in a couple years.

PLC

through our plc

I believe that our evaluations by our admin would count as reflective. They watch and give us notes, so we can look over them, consider and change things for the better.

It is part of our evaluations to submit reflections.

It is encouraged so we can adjust where and when needed to keep up with changing student and societal norms

We have a yearly plan as well as smart goals for our grade and subject level (6th science) and also a smart goal as a verticals science team

Really they want reflections weekly but sometimes you just are too tired to think

We have pdf's to fill out every year

Each year, we are asked to create a professional learning focus. The focus we select is something we reflect on several times a year and journal/video about.

It may be part of our evaluation instrument to identify and improve instructional practices.

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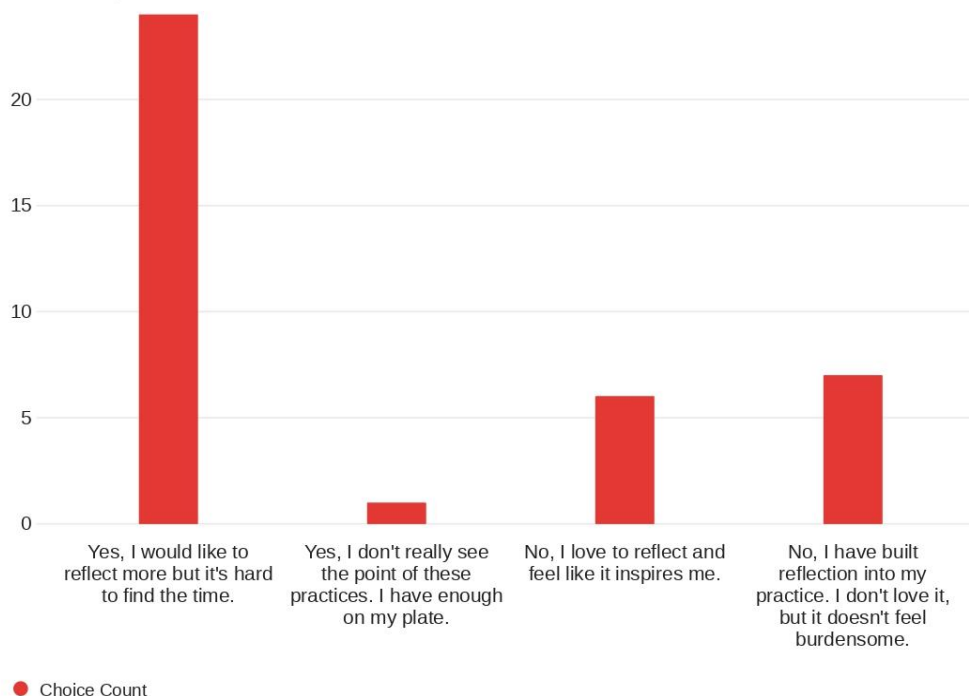
### Is the reflective process onerous?

Sixty-three percent of teachers surveyed said they would like to reflect more but have a hard time finding the time. Eighteen percent said they don't enjoy it, but they have found a way to fit it into their practice. Fifteen percent said they love to reflect and are inspired by the process. Only one teacher responded that they do not see the point of reflection and have too many other things to consider.

**Figure 9** Is Reflection Onerous?

1

Q10 - Do you think that reflective practices can feel onerous given all the other responsibilities of teachers?



### Summary

Results from a survey show that teachers value reflection and are reflecting in various ways, but findings of whether they are reflecting consistently are inconclusive. One question indicated that they believed they were engaged in intentional and sustained reflection. However, sixty-three percent said that they wish they had more time to reflect. I gather from other answers provided that they are counting yearly evaluations and smart goal setting as sustained because it is

an ongoing process. Also, some responses indicated that they feel overwhelmed by the many duties and responsibilities they have and find it hard to find the time to reflect in an authentic way. There are many ways that teachers do reflect in the time they have, including regularly reviewing theory and research, obtaining student feedback via exit tickets and student surveys, journaling, peer observation, and videoing themselves. Teachers are focused on refining their classroom practices and recognize that those practices must be tended to and modified to respond to different learners. A few teachers indicated that they are also considering some issues of critical reflection and are motivated to create lifelong learners.

According to Brookfield (2015), teachers need to be checking their assumptions through students' eyes, colleagues' eyes, their own experience, and theory and research. Findings of the study indicate that teachers do seek out these perspectives. However, most of their reflection is focused on the technical and connective layers.

Several teachers surveyed mentioned PLCs as a space in which they were already being asked to reflect. It might be beneficial for administrators to encourage consistent reflection in these established PLCs; however, they need to be careful not to over-structure or micromanage these communities. Gentle scaffolding that allows freedom of form and time is recommended. If teachers are going to reflect in a meaningful and purposeful way, they need the space and autonomy to do so on their own terms.



## TikTok Intervention

### Introduction

In this section, I present the findings of a 5-week TikTok intervention with three participants. The pre-intervention focus group/seminar served largely as professional development to provide a shared foundation for participants as they used TikTok to reflect. Participants were shown TikTok videos created by me (See Appendix C3-C8) that present ideas from several educational philosophers over reflective teaching (Brookfield, 2016; Dewey, 1933; Schön, 1983; van Manen, 1977). I highlight key points of this focus group discussion to provide an understanding of what attitudes and assumptions the participants had prior to the intervention.

The results of the 5-week intervention are divided to showcase each participant individually. Each week they were asked to create at least one TikTok video that reflects on their classroom practices and assumptions. I include a summary of each reflective video that they created for the purposes of this study. I also include information on how many views the video has had (at the time of writing this study), how many likes, and how many comments. This information is important to understanding how much peer engagement is available and the extent to which this platform is capable of amplifying teacher voices. Comments that are particularly powerful, or add to this conversation, are de-identified and included. At the end of each week, participants were asked to complete a check-in survey (see Appendix E). This survey asked them to briefly describe their reflective video(s) of the week and answer whether they thought this process was onerous. Those results are also included below. One participant, Anthony, made videos during this time that he did not tag me in for the purposes of this study, but that I felt qualified as reflective teaching. It is important to mention these videos and speculate why he did not consider these reflective.

The post-intervention focus group discussion is analyzed to see what participants took away from this experience. I provide a detailed summary of this focus group discussion and the key points of discussion. Anthony was only able to attend the beginning half of this meeting, so only Mynn and Lacey's responses are recorded for the last half of this discussion. This focus group was designed to provide a reflective experience for participants through a conversation with their peers. I detail the discussion as it occurred, so the reader may be able to understand how ideas and key points in discussion developed.

#### Focus Group 1: Pre-intervention

When asked if reflective teaching was a term that they were familiar with or a subject brought up during their teacher education programs, Anthony answered that he had no familiarity with the term. Mynn later mentioned, "I love teaching and I love reflecting on it."

Anthony opened the discussion by stating that Dewey's (1933) idea that reflection originates from a place of confusion resonated with him. Anthony shared that he has a 75-minute plan period after his first class, which is often spent in a state of confusion. Anthony stated:

I get 75 min to then think about what I did wrong. And what I can do better for the next 75 min. And there's a lot of ... I thought that would go well. Or I thought they would like that more, or they liked that a lot more than I thought they would. Um, or we didn't get to XYZ because they were very much engaged or disengaged. So there's that sort of confusion.

In reference to the video on van Manen's (1977) levels of reflectivity, Mynn said that she often thinks about what van Manen considers higher levels of reflection when she considers the curriculum she is being asked to teach her younger students. Mynn said:

I teach first grade, and I am constantly trying to decide if what I am teaching is actually going to benefit my students in the long run. Because I don't want to start them off thinking

school is a horrible place to be. ... So a lot of times we have social-emotional curriculum. But I'm just like, are you really taking into consideration where my students are coming from? Because I feel like you're not. So I feel like I do this a lot. Is this really what I want to teach my kids? And if not, I find something different. And luckily I have a principal who lets me do that because if I didn't, I think I'd go a little bit crazy.

The kind of autonomy that Mynn is given to make decisions about curriculum is not universally distributed. She acknowledges that if she were not given this freedom of choice, she might go "crazy". This supports Collie's (2021) research that shows that autonomy-thwarting leadership increases teacher burnout.

Concerns about teacher autonomy were further discussed in response to the video which discussed Schön's (1983) *The Reflective Practitioner*. Mynn responded to Schön's notion that the reflective teacher would "push against the rule-governed system of the school." (p.334) She shared that this specifically reminds her of state testing. She stated, "I really hope a lot of teachers are pushing against it because we're just educating kids to do this set of skills that don't really translate into the real world." Anthony later added, "I often feel like I am hired to do a job, hired to teach. And I am not allowed to teach." He noted that much of what he feels he does in the classroom belongs in the realm of practice and does not have much to do with theory, which aligns with the concern of a perceived gap between theory and research (Carpenter & Morrison, 2018). This led us to a discussion about how teachers' voices should be lifted, so that theory may be born from practice. Teachers should have more say so in how programs, initiatives, and curricula are implemented in schools. This addresses Zeichner's (2009) concerns that teacher education curriculum and professional development curriculum are not informed by action research, but rather "pre-packaged and allegedly research based solutions to school problems" (p.74).

We also discussed a hierarchy among teachers themselves. Should all teachers' voices be valued equally? Mynn shared that she felt she wasn't able to shine as a student teacher until she was allowed to make her own choices about how she taught. We discussed how sometimes veteran teachers may be resistant to allowing new teachers to make their own choices. They may be resistant to change. Lacey described some experienced teachers she works with, "they're still really passionate about the teaching methods that they first started out with and they're not willing to adapt with the kids."

This discussion prompted me to inform them of two related studies. Moslehi and Salehi (2021) found a positive relationship between reflective teaching and teacher autonomy. Kalantari and Kolahi (2017) found a negative relationship between reflective teaching and teacher burnout. I asked them to keep these studies in mind as they reflected over the next 5 weeks.

We closed the focus group by looking at several examples of what reflective teaching on TikTok could look like (See Videos 2-4). Participants were told they could have complete creative freedom in how they created these videos. They also had a choice to create and post public reflective content or keep their reflections private.

## Intervention

### Anthony

**Week One:** Anthony reflected on a lesson that he felt was "well-developed, engaging, and well-executed." This lesson was well received during his first class. Students were digging deep into a text about American Indian boarding schools. They discussed racism, privilege, and power dynamics. However, his other two classes did not respond similarly. He expressed his takeaway

from this experience. “You can think that something is golden. You can think that something is exciting and engaging and ready to be shared with your students, but sometimes they are just not ready to receive it. And that’s okay.” He did feel that the students received the facts and planned on revisiting the lesson to see if they were more willing to engage.

This post was viewed 320 times and had 22 likes. He received five comments. One commenter wrote, “Self reflection is such a powerful practice! Bravo!” Another warned, “Don’t take it so seriously man-you will burn out.”

During his weekly check-in, he described the process as “cathartic” and said it was easy to fit into his regular practice.

**Week Two:** Anthony reflected on the bellwork that he assigned, which he calls the “do now” portion of the lesson. He gave a brief lesson on ambiguous pronouns. He expected students to know more about this subject than they did. However, once he explained it, his students got into this assignment and were creating their own sentences. He felt like this would provide his students with better tools for clear communication.

This video had 407 views, 32 likes, and 2 comments.

During his weekly check-in, he said this reflection was helpful and easy to fit into his regular practice.

**Week Three:** Anthony reflected on returning to his classroom after spending a week in professional development. He was only able to complete half of his planned lesson. He had to pause the lesson to remind students of classroom rules and procedures. He reflected that this was expected and developmentally appropriate, and he was eventually able to get them back into a “mode of learning.”

This video had 330 views, 32 likes, and 2 comments.

During his weekly check-in, he indicated that this reflection was easy to fit into his regular practice. He also emailed me this week apologizing about this week's video being "a little thin." It is interesting to note that he considered his reflection thin when I considered it to be an important reflection. Learning that you must plan a day to redirect and review classroom rules and procedures after being gone for several days, is a lesson that I would bet most teachers have encountered.

**Week Four:** Anthony reflected this week on what he called the "ups and downs" of teaching. He made a video on Tuesday about feeling frustrated that he was not able to effectively implement new tools and strategies he had learned during professional development. He felt like he was struggling to remember exactly how something was supposed to be done. He mentioned that he had "kind people in his circle tell him that it's okay to try new things and not be good at them right away." The next day, Wednesday, he made a video reflecting on how he felt great about the lesson he taught that day. He accounted for his success by reflecting that he took ownership of the content he taught. He said he modified the given curriculum to what his kids needed and what he needed. He was able to effectively use the new tools he had learned during professional development by doing it his way. He said, "I have a very unique style of teaching that is unique to me. I can't be someone who I'm not" This is an important point that should discourage schools from trending towards standardization of instruction. Anthony was becoming more effective as he became more autonomous.

Tuesday's video had 336 views, 24 likes, and 6 comments. One commenter wrote, "Please keep trying new things. Yes, it is hard and will continue to be. But the best teachers are well acquainted with struggle." Wednesday's video had 500 views, 42 likes, and 5 comments.

During his weekly check-in, he indicated that this reflection was easy to fit into his regular practice. This week Anthony's reflection showed signs that he was developing autonomy in his practice by taking ownership of the curriculum.

**Week Five:** Anthony did not tag me in a reflective video this week or complete the weekly check-in. However, he did post video content on his page that I consider reflective. He posted a video that was performatively reflecting on parent teacher conferences being exhausting. During this week, he also posted a video humorously noting that his students found his TikTok account. This may have flustered him and caused him to feel uncomfortable posting reflective content now that students were watching.

**Summary:** Anthony consistently reflected on his classroom practices and assumptions throughout the five-week intervention. Even during the last week in which he did not "turn in" a reflection, he created reflective content. Additionally, he posted many videos over the course of the five weeks that I would consider examples of reflective teaching that he did not include in his own list of reflective videos. It would be interesting to explore why he considered some content reflective and some not. He showed signs of becoming more autonomous during week four and valued the changes he made to curriculum and how he utilized the new tools he had obtained during professional development that week.

### Mynn

**Week One:** Mynn began by reflecting on how she has begun to give her students more choice in her classroom. She recognized that many teachers assume they must always have strict control of their classrooms, especially with elementary students, and fear losing that control. She

challenged this assumption and stated, “I recognize that when I allow students to lead the learning at times—like we talk about something and they want to look up something that is related—that’s more important than necessarily the content because I am creating a love of learning.” She framed this video by stitching a video that I had created on Brookfield’s (2017) theory of critical reflection. Stitch is a feature on TikTok that allows a creator to include a 5-second clip of another content creator’s video. This feature is unique to the TikTok platform and allows users to collaborate and respond to each other’s content creatively.

In Mynn’s second reflective video of the week, she reflected on the best way to welcome a new student to her class. She questioned whether the classroom practices she has in place are effective and why she has these routines in place. She asked herself if these routines are really benefiting herself and her students. She reflected that she believes the various routines she has in place throughout the day are beneficial because, developmentally, her students are at the age at which they “crave and thrive on structure.” She reflected that the routines help both neurotypical and neurodivergent students. She devised a plan to successfully help her new student learn the classroom routines. This plan included assigning the new student a “buddy” to help guide him. She noted that she will need to pay attention to how this week rolls out and make any necessary adjustments to her procedures, not only to ensure that this week runs smoothly but also so she can easily integrate students into her classroom in the future.

The next day, Mynn reflected on the first day with the new student. Although her buddy system was effective at helping the new student learn routines, she realized that she needed to approach the curriculum differently to make it accessible to all of her students. She noted that she did “a lot of reflecting on the spot”, or what Schön (1983) calls reflection-in-action. She noted that she felt she was more effective overall after she tweaked the lesson to accommodate the new



student. She reflected on specific behavioral issues she saw (i.e. blurting out) and made a plan to include some new details in her morning social story to help remedy this behavior. At the end of her video, she mentioned that this video did not contain the highest level of reflection, but that it was necessary to reflect on these practical concerns. However, I would argue that she addressed issues that could be considered at all layers of my reflective teaching model. She began the week reflecting at the core critical layer, considering if it's necessarily best practice to have strict control over the class or allow students to lead the learning. Later, she was reflecting on remedying “blurting out”. I considered commenting on her post and asking her if she had considered whether “blurting out” was necessarily bad in terms of learning, or if it was only a practical concern that it distracted other students. It seems that “blurting out” could be examined under the same critical lens that she was considering student led learning. She also reflected on the connective layer by considering her classroom practices and trying to understand her students’ experience both individually and collectively. And she reflected on the technical layer by considering the tools and strategies she would use to achieve the goals she had set.

Mynn wrapped up her week with another quick reflection about her new student. She decided not to change the social story for all students and assigned her new student his own morning social story. She then responded to some questions she had from other teachers about her choice to play bingo with her students.

Mynn’s first reflective video of the week received 369 views, 14 likes, and 2 comments. Her second video had 259 views, 13 likes, and 1 comment. Her third video had 194 views and 8 likes. Her last video of the week received 150 views, 6 likes, and 1 comment.

During her weekly check-in, she noted that this reflection was “so helpful” and she said that it was easy to include in her regular practice.

*Week Two:* Mynn had parent teacher conferences this week, and she reflected on how best to support parents and share student assessment information in a more meaningful way. She noted that she typically would write student scores on a Post-it note to hand to parents during conferences. She decided to be more intentional and created a one-pager with student assessment information, end-of-the-year goals, and risk factors. She reflected that this did not take much more time than it would to write the scores on a Post-it, and she predicted that it would more effectively communicate the importance of these scores and look more professional

During her second reflection, she noted that her one-pagers were well-received by parents. They appreciated having an end-of-the-year goal and even took notes on the page. She reflected that she will continue to use the one-pager and modify it as the year progresses.

During her third reflection, she reflected again on her conferences and reiterated how well-received her one-pager was. She felt that this helped create a stronger foundation as a parent-teacher team. She also reflected on LETRS training. She made a plan to help give students some background knowledge on gardening before they read a *Frog and Toad* gardening story. She ended her reflection by asking other teachers if they had any suggestions for how to handle behavioral issues that are being blamed on school, but she felt like they were caused by something outside of school.

Her first video received 276 views, 8 likes, and 1 comment. Her second video had 249 views, 6 likes, and 3 comments. Her third video had 142 views, 10 likes, and 2 comments. One commenter responded to her request, “Is this like they need someone to talk to situation, are you looking for activities, what do you need?”

During her weekly check-in, she said this week’s reflection was “very helpful” and she indicated that it fit seamlessly into her regular practice and invigorated her.

**Week Three:** This week Mynn reflected on how to build her schedule for the next two weeks before spring break. She was intentional about her planning for an upcoming Renaissance Faire event. She reflected that she wanted to provide enough background knowledge for students to feel ownership of the learning they would obtain leading up to this event. She reflected that she was not worried about skipping a reading assignment that was part of the school curriculum because she knew why she was doing it. She showed confidence and autonomy in her decision making.

This video received 332 views, 8 likes, and 3 comments. One commenter wrote, “Sounds like fun. I just put my resignation in after 23 years of teaching. I’m sad. I can’t anymore.”

During her weekly check-in, she indicated that this week’s reflection was easy to fit into her regular practice.

**Week Four:** Mynn followed up on her plans for the Renaissance Faire. After consulting with her colleagues, the event was moved to after spring break, which allowed her more time to get parents involved. She was easily able to adjust her plans for the week before spring break because she had already considered other options. She then reflected on her reflection process thus far. She referred to the Kolantari and Kolahi (2017) study that shows a negative relationship between reflective teaching and teacher burnout. She stated that when she started this intervention, she was burned out and was actively looking for other jobs. She stated that since she started reflecting, she has had the confidence to make certain changes in her classroom that she didn’t feel confident in making before. She noted a positive shift in her attitude. She acknowledged that she has had some other changes to her classroom but feels the reflection has helped her the most. She stated, “For me to be able to decide things that can help me become a better teacher and then enacting that has given me back my power, which is what I feel I have lost a little bit.”

During her second reflective video of the week, she discussed making needed changes to her classroom management because her students were “over it” and she had to move on to something new. She decided to add a goal to her daily social story and told students that she was making a goal to hand out more “character cards”, which can be turned in for prizes. She also had her students make a goal. She reflected that this strategy worked well as positive reinforcement and having students remind her of her goal helped them stay on track as well.

During her third reflective video of the week, she reflected on how taking care of her own mental health has helped make her a better teacher. She also reflected that her district put out a pacing guide for the LETRS initiative and that she felt that the lessons she had planned were aligned with the district pacing guide. She was able to easily implement the new tools she was learning into her existing plans.

Her first video had 186 views, 4 likes, and 1 comment. Her second video had 157 views, 7 likes, and 5 comments. The following was an exchange between Mynn and a commenter:

Commenter: Please stop giving up! We have RIGOROUS work and [sic] high school and we won't stop a novel because they're “over it”!

Mynn: I'm confused about your first sentence, but I'm not giving up.

Commenter: You said you move on because they're over it. Maybe I misunderstood.

Mynn: I move on to different techniques. It's my job to make sure they know how to do things, and not every group is the same!

Commenter: I can't speak for first grade; I have 10th and 12th, but they have no tenacity still.

Her third video had 148 views, 9 likes, and 5 comments. One commenter wrote, “I love LETRS! But I also love being reflective about my day and practices.

During her weekly check-in, she indicated that this week's reflection fit seamlessly into her regular practice and invigorated her.

**Week Five:** Mynn reflected that she had an amazing day after she pushed classroom incentives and positively reinforced her students to stay on task before spring break. She reflected that she did a mindfulness activity in the morning, was able to hand out multiple character cards to individual students, and brownie points to the entire class. She said that it might have been the best day she had with her students all year. She attributed this success to purposefully and consistently reflecting.

During her second video of the week, she reflected that classroom management continued to be great. She noted that students were excited about a reading mystery activity and were asking when they would do another one. She reflected that she loves when she can use learning as an incentive. She noted that when the kids are curious about something, she will tell them if they have time at the end of class then they will look it up. This keeps students on track by using the incentive of learning more. She noted that she had a long and disappointing meeting with her principal the day before spring break but felt good that she chose to go in for the meeting because she now has a game plan for how she will handle her classroom when they get back from spring break. She reflected that if she hadn't gone in for the meeting, she would've worried all spring break about the changes, but her intentionality allowed her to be able to spend the week relaxing. She closed the video by stating:

Reflecting, if you have the opportunity to do something to make yourself feel better, even though you don't have to do it technically, it's worth it. Even this reflecting, teachers don't have to reflect. It's not something we are forced to do, but it helps me feel a whole lot better. So taking the initiative to try and do little things, or even big things, I'm not going

to lie, I talked to my principal for about two hours yesterday, it was worth it. It was so helpful!

Her first video had 105 views, 7 likes, and 4 comments. Her second video had 155 views, 5 likes, and two comments.

During her weekly check-in, she indicated that this week's reflection fit seamlessly into her regular practice and invigorated her.

**Summary:** Mynn embraced this intervention and practiced purposeful and meaningful reflection for the five-week period. She reflected on issues that could be considered on different layers on my reflective teaching model. She showed an increase in autonomy throughout the intervention and a decrease in burnout. Her decrease in burnout was directly connected to her feeling of getting her power back through intentional and consistent reflection.

### Lacey

Lacey chose to keep her videos private and did not post them publicly. I made it clear from the beginning of the intervention that this was an option. Although she did not engage with the #teachertok community, she did create a reflective portfolio that she will be able to refer back to and can choose to post in the future if she wishes. She was also able to reflect on these videos during the post-intervention focus group collaboratively with other participants. She did complete the weekly check-in surveys and thoroughly summarized her video reflections. Because she provided her own summaries, I will be quoting her directly below.

**Week One:** Lacey reflected:

I had to rework my unit plan as a result of the winter storm last week, so I filmed a TikTok reflection over my tentative schedule and pacing. I discussed the differences between my

groups of students, the teaching methods I've been implementing to encourage more collaboration and buy-in, the community I'm trying to build, and questioned if my students were genuinely benefiting from the discussions, readings, and group work, or if I should be more open in modifying for the \*particularly\* shy classes. While I probably would have gained more insight and reward by publicly posting, this video reflection was still beneficial to do while the doubts, concerns, and positives were still fresh on my mind.

During her weekly check-in, Lacey indicated that she did find the process somewhat onerous. She felt like it was another task she had to complete, but she did enjoy the process.

Her reflection focused on the connective layer of reflection, trying to understand how particularly shy classes were engaging with the curriculum and how she might be able to modify the lesson to build better engagement.

***Week Two:*** Lacey did not create a reflective video during this week. I sent her the following emails and was a little nervous that I had pushed her too much.

**Figure 10** Email Correspondence

Good morning Lacey,

I hope you have had a great week! Here is the link for the weekly check-in survey.

[https://ousurvey.qualtrics.com/jfe/form/SV\\_0IKuXL6Q9enpJKS](https://ousurvey.qualtrics.com/jfe/form/SV_0IKuXL6Q9enpJKS)

I know you have been using TikTok to reflect privately, which I think is great. Since you are not able to tag me in these reflections, could you please privately message me those videos, so I can analyze. You can either email them to me, or you can text them to my phone (which I know is easier sometimes). I will keep them on a secure cloud and delete immediately after I have collected data and submitted my thesis. I apologize that I did not clearly explain the process if/when you choose to do private reflections.

If you have any questions, please don't hesitate to contact me.

I hope you enjoy your weekend!

Best,  
Kenzie Pratt

Master Student at The Jeannine Rainbolt College of Education - ILAC - English Education

Hey Lacey,

I have been thinking about the last message I sent you, and I want you to know that if you would prefer to keep your videos private and not send them my way, I am totally okay with that. You were very thorough in your last check-in about your reflection, and I think those check-ins will give me more than enough data to work with.

I hope you have a great week!

Best,  
Kenzie Pratt

Master Student at The Jeannine Rainbolt College of Education - ILAC - English Education

**Week Three:** Lacey responded to my email, completed a video reflection, and completed the weekly check-in.



**Figure 11** Email Participant Response

Good evening, Kenzie!

Thank you for your email. I hope you had a great week as well. Going into the TikTok reflections, I had every intention of filming regularly, and embarrassingly, I'm barely producing one a week. Again, I sincerely apologize for dropping the ball last week; that's very unlike me. I just didn't make time to reflect using TikTok. The process is simple and beneficial, certainly; I just hadn't anticipated how long it takes to \*truly\* recover from burnout. I made one this week, though! 😊🧠

Thank you so much for sharing the texts you've been reading; I appreciate the insight, and I love Frontier's and Mielke's interpretation of expertise and its connection to reflection. I've never benefited from teacher evals, but I feel like I'm actually getting something from my own personal reflections. With that said, if school districts started requiring of their teachers a minimum of one weekly reflection, I fear we would be wary and begrudging because we already wear so many hats; however, these reflections would have been so helpful in my first year of teaching, and the habit would have easily become second nature.

I'm going to consciously make more of an effort to stay devoted and in love with teaching for my students and my own sanity, starting with these reflections (it was the fuel I needed!) but girl, it is so tough with people like Ryan Walters influencing our education standards and paychecks. Sigh. Anyway... if that was unprofessional, I apologize.

Thank you for all of your time and resources! Have a great weekend!

Lacey reflected:

I have been in the process of forcing discussion in my classes as a way to combat phones and encourage exceedingly shy students. (Although I am ending my sixth year in the classroom, I have never encountered such a shy group. For context, I'm on a block schedule, so I received new students in January, but given that we just concluded week 8, this is rare for me). In my TikTok, I reflected on my students' responses, as well as the guilt I felt after sticking to it all week. I've been randomly generating students' names using free wheels/spinners online, and although the student responses were thoughtful -though, not all as critical as I'd hoped- allowing them to jot down their thoughts on a separate sheet of paper beforehand proved helpful. However, most students still responded begrudgingly.

While I would have gained more insight and reward by publicly posting and getting answers to the questions I've been asking myself, my nerves got the best of me, but this video reflection was still beneficial. I will be assigning more small group work next week to encourage more team building and quell anxieties.

During her weekly check-in, Lacey indicated that she did find the process somewhat onerous. She felt like it was another task she had to complete, but she did enjoy the process.

Lacey was reflecting on the connective layer and her guilt indicates that she was able to effectively experience what her classroom was like for her students. She was also reflecting on the technical layer and intentionally choosing tools that would benefit her students. She also was paying attention to, and trying to develop, her students' critical responses. She was thoughtful about the tools she used to help develop those skills.

***Week Four:*** Lacey indicated she reflected more than once this week and wrote:

As the yearbook adviser at my school, I have been encouraging my staff to utilize social media (Instagram and TikTok) as a way to share reminders and interact with the rest of the student body. In previous weeks, my students used TikTok and Instagram to create fun posts that remind students of yearbook deadlines, ranging from yearbook purchases to seniors submitting superlatives, and most recently, as a way to recruit more students to join the program for the next school year. This week, (2/27 - 3/3) I had my students create social media posts that asked and encouraged the student body to document their school-appropriate experiences during their upcoming spring break, so we can highlight those memories in the yearbook. I reflected on the benefits of using social media as a way to communicate with students, as students are more likely to retain information with which they actively choose to interact and engage. In one of my reflections, I briefly discussed

the controversy surrounding class/school organization social media accounts and shared my belief that, with the right amount of monitoring and detailed guidelines, educational social media accounts have phenomenal benefits.

During her weekly check-in, Lacey indicated that she did find the process somewhat onerous. She felt like it was another task she had to complete, but she did enjoy the process.

***Week Five:*** Lacey reflected:

This week, I reflected on my use of ChatGPT as a revision and proofreading tool in the writing process of my students in my Pre-AP English I classes. I have been using ChatGPT with my students for the last couple of weeks as a resource to pair with my students' synthesis essays, first addressing the "what" of ChatGPT: what it is, what it's capable of doing, what benefits it offers, and then addressing how I hope students will use it. I have always been the type of teacher who tries to model and mentor every step of the way, and although I'm not particularly fond of writing formulas, I do offer them, but I try to show students how writing is a process, usually not something you ace on the first try. There is a lot of controversy and hysteria surrounding ChatGPT in the education world right now, which is something I addressed in my reflection, asking myself if I am doing more harm than good by, according to some teachers, showing my students how to cheat. However, I came to the conclusion that cheating is something that will always occur both in and outside the field of education because humans naturally cut corners and look for ways in which they can solve problems easily and quickly, so while many students will use ChatGPT to cheat, especially in classes where the writing process isn't necessarily taught and simply assigned, several students will realize -through their learning- that there is value in being a

skilled writer and critical thinker. I plan to continue to do reflections on how my students are using and benefiting from ChatGPT going forward.

During her weekly check-in, Lacey indicated that she did find the process somewhat onerous. She felt like it was another task she had to complete, but she did enjoy the process.

*Summary:* Lacey thoroughly reflected on her classroom practices and her assumptions. She was also transparent about her emotional state throughout the process, mentioning the anxiety she felt to post publicly and the guilt that she felt forcing students to respond in her class. Throughout the process, she showed a willingness to explore the effectiveness of this tool and other tools like Chat GPT. Lacey does an excellent job reflecting on the tools she and her students are using to learn and connect. Her intentionality and consideration of the tools she chooses to use show a technical artistry.

#### Focus Group 2: Post-intervention

I began the post-intervention focus group by asking participants to share an overall impression of their experience reflecting over the last 5 weeks. Anthony stated that he enjoyed the process. He tried to reflect on the same day each week so it felt like a routine. He said:

I really enjoyed being pushed to think about the stuff that I don't usually think about. I sort of set it and forget it usually. But this gave me a reason and it forced me to look at my practices and it forced me to look at why was I teaching what I was teaching.

Mynn responded that she also really loved the process. She stated that this has been the most difficult year of her teaching career. She has a difficult group of students and she had personal losses this year that made teaching difficult. Mynn said:

The reflection helped me to get back to where I prefer to be, more positive even with a really tough group of kids. And because of that, I've seen so much growth in my kids just during this time that I've been reflecting that it's insane. Like we went from everything being out of control and me feeling like I was out of control to like people actually following routines, kids actually like wanting to learn more and me feeling like I want to go to work every day and we're gonna do something cool. So I'm so glad I got to participate in this, even just for that reason.

Lacey said that she wished she had reflected more because she did feel it was beneficial. She mentioned that she was already in the habit of jotting down notes in her journal over the strengths and weaknesses of certain lessons, but having the video reflection to refer back to allowed her to gauge her emotional state and see how the kids behaved, which she felt would be beneficial to any teacher.

Both Anthony and Mynn noted that during this process they began to look at the curriculum they were teaching and question not just how it should be taught but if it should be taught at all. Mynn said, "Is what I'm teaching worth it? Is this important? Or do I need to maybe focus on something else?"

I asked if they felt a sense of ownership over the reflection process, even though it was a task assigned to them. Could they see administrators asking teachers to engage in this kind of reflection while it remains meaningful and feel teacher-owned? How could they envision this kind of reflection being done in a manageable way?

Anthony referred to the weekly check-in survey that asked if this process felt onerous. He responded, “It felt natural to do, it felt a little unnatural to sit down and start.” He continued to explain that once the process started it “felt like ... having a conversation with a coworker.” He also noted that he enjoyed getting feedback from other teachers. He said he felt supported by teachers all over the nation. He even had a conversation about the process with his cousin in Rome who saw his videos. He said, “Being able to have teachers from Oklahoma, from Seattle, from New York and say ... I'm going through the same thing. Even that bare minimum is really nice to feel like you're not on an island because I know often we can feel that way as teachers.” He said he could not see administrators using this tool but felt like teachers should have it as an option and could see it becoming popular because it's useful.

Mynn agreed with Anthony that she thought if administrators were asking teachers to reflect then it would feel like something you had to do and thus not be as effective. However, she did share with her administrator that she was using TikTok to reflect for this study, and her administrator asked if there was anything Mynn thought she could do to help benefit Mynn and other teachers. Mynn recommended that she read Frontier and Mielke's (2016) *Making Teachers Better Not Bitter* text after seeing my video on TikTok. (see Appendix C?) It is encouraging that Mynn received support from her administration during this process.

Mynn agreed with Anthony that when she began the process of intentionally reflecting she was “a little bit lost” and wondered how she was going to use this tool, but it quickly became very natural. She noted that now she finds herself reflecting on many things in her daily life.

Lacey also agreed that it would not be beneficial for administrators to mandate reflection. She said, “I do fear that if it was something that districts and administration required of teachers, that it would be something that we would all do begrudgingly, but just having it as an option, I

think is what makes it so much more beneficial because we're consciously choosing to reflect.” She added that she thought if districts were offering professional development that encouraged this type of reflection without mandating it, many teachers would embrace the opportunity. She noted that she thought reflecting this way would be much more beneficial than teacher evaluations.

Mynn shared that she fears if administrators required teachers to reflect, then they would tell them what they must reflect on. She said she benefited from the reflection process because she was able to reflect on whatever she felt was important to the students she is currently teaching, and that will change when she has a new set of students. She said, “Making it something that admin requires, I feel is going to stunt the growth that people could gain from doing reflection.”

Lacey also agreed with Mynn and Anthony that this kind of reflection quickly became “second nature”. She said she plans on continuing to use TikTok to reflect and will perhaps “be brave enough to post them.” She said that after listening to Anthony’s experience of getting feedback from other teachers, she feels that is something she would benefit from.

I asked how reflection might be encouraged without being mandated. Would encouraging pre-service teachers to reflect be beneficial? I did not receive any direct answers on how this kind of reflection might be encouraged, but I did get some feedback on what had been expected of them during their pre-service years versus what is expected now.

Mynn referred to her time spent as a student-teacher and admitted that she was asked to journal during that time and share her journal with her corresponding teacher. She did not continue this process after she was not required to do so. She also noted that she is expected to set a Marzano goal each year and reflect on it. However, she admitted she would have to look up her goal to remember what it is. She said, “I feel like goals are great, but it's not as beneficial as being able to work as things come along right away.”

Lacey noted that her student-teacher experience encouraged student-centered reflective pieces like student surveys and exit tickets and didn't cover teacher-centered reflection. She also acknowledged that her teacher evaluations are not beneficial to her growth because they only occur maybe once a year. She said this intervention was the closest thing she has had to consistent reflection. She said that when she journaled, she would only reflect on lessons that went really poorly or really well. She noted that consistently reflecting even just once a week was beneficial.

I then asked what risks and benefits they felt were specific to the TikTok platform. Lacey responded that one reason she did not post publicly is because she was afraid her colleagues and students would see her reflections. However, she reflected that this may not have been the best way to think about the situation. Lacey stated:

The students could have even benefited from seeing how I actively reflect on my own teaching. That I do take a lot of care and pride in the act of teaching. It's not just something that I'm doing for a paycheck. I guess one of the risks and concerns that I had was who would see them. But the benefits far outweigh those risks because even if a student did happen to see something that I had posted, it's not like it would have been inappropriate and it would have maybe benefited them too to see how I reflected on the teaching. And maybe they could have given me some feedback like, oh, well actually I liked this or didn't like this. And then the same thing with my colleagues seeing how I actively and consistently would reflect, maybe it's something that they would want to adopt as well. And since I didn't really get to benefit from the community aspect of it, that is something that I think I'm gonna do going forward, posting publicly so that I can get feedback from other teachers, whether it's constructive criticism or praise.



Mynn said she did have some concerns about parents seeing the videos and feeling like she had unfairly called out her students for bad behavior, but she reflected that she would then invite them to come observe the behavior themselves. She said she fears TikTok fading out or changing into something that isn't usable anymore. She said that she enjoys the creative aspect of it and likes to add images and text to her videos that remind her of the day she had and make it easier to find her videos.

I asked if there was any concern surrounding a ban on TikTok. Mynn responded, "I get very frustrated when people demonize technology and social media in general because the whole thing is like you said, it's a tool. It is what you use it for." She continued to explain that people assume because she is on TikTok that she knows what the TikTok trends are, but that because she uses the app in a certain way, she doesn't see the trendy videos. She admitted that she could see some of the trends shading people's perspective of this tool but also noted, "There's a real need in our country, in general, to understand that we need to meet kids where they're at. I think of all the teachers who used YouTube and got their students' attention through that and got kids wanting to learn and create. And I feel like TikTok is the same thing; we could do the same thing with kids."

Lacey agreed that it is a tool that should be used. She compared it to using Chat GPT in her class. Lacey said:

I was telling my own kids when we started using chat GPT to proofread and revise their essays. I'm like, Yeah, you could use it as a cheating tool or you can use it as something to benefit you, help you become a stronger writer in the revision process. Another comparison would be like, Yeah, you can use calculators to cheat or you can help boost your mathematical knowledge. So yeah I think definitely the concerns surrounding it, or kind of like you were saying, the demonization of it is really unwarranted.

I then asked if participants felt that engaging in consistent reflection either negatively or positively affected teacher burnout and teacher autonomy. Mynn acknowledged that she has supportive administration that values her opinion and encourages the teachers in her school to make decisions about curriculum. However, she also acknowledged that reflecting helped her feel autonomous and gave her a sense of power to handle the many other factors that she deals with that seem out of her control. Mynn said:

I feel like I've had all these things pressing on me. And so I feel that being able to reflect has really like given me the feeling that I'm autonomous, even though there are so many things that are weighing me down.

Mynn also said that this process negatively impacted her feeling of teacher burnout. She stated, "I think it kinda saved this school year actually." She noted that the biggest benefit has been that her students will no longer perceive her as a mean teacher and they will be able to enjoy some fun learning experiences together.

Lacey noted that she also has a supportive administration team that allows her creative freedom to teach the required standards and curriculum in a way that she sees fit. And she reemphasized that if TikTok reflections caught on statewide or nationwide, she hoped it would remain a process that was teacher-owned and allow creative freedom because that was the way in which it could positively affect teacher autonomy.

Lacey also felt that this process helped her combat teacher burnout. She reflected that she has been in burnout mode since last school year after taking on more responsibilities including teaching virtual classes and in-person classes simultaneously. Lacey stated:

These TikTok reflections have absolutely helped me with the recovery because it's helping me remember why I'm in the profession and the things that I love about it, instead of

dwelling on the negatives and allowing myself to get bogged down by those. So I think it definitely helps with both autonomy and burnout.

However, she did note that teachers who are already looking begrudgingly at the various tasks they are asked to do would not benefit from this unless it was done by choice.

This prompted me to ask whether the other teacher content that they encountered in the #teachertok community was mostly positive or negative. Lacey noted that she occasionally sees positive posts, but mostly sees negative posts about teaching and teachers choosing to leave the profession. She said, “I just need to stop interacting with those videos.” Mynn agreed that she sees a lot of negative videos, but also noted, “There's a space for the negative because I do feel like TikTok can be used to develop change in education.” We discussed how this platform could be used to raise awareness about issues in education. Asking teachers to reflect on issues they are encountering is not the same as asking them to fix all these issues. This could be a teacher-led movement that encourages public involvement in solving problems in education. I mentioned a viral TikTok video that I saw about a teacher who did not have lesson plans ready and was humorously saying they were winging it. I expressed concern about the negative impact of this message on non-teachers and parents who are watching. Both Mynn and Lacey agreed that it could be problematic. Mynn suggested that the problem of not having adequate time to lesson plan could be brought up in a way that doesn't make teachers look like they are not doing their job. She said, “I feel like we can have an effect on the problem without becoming more of the problem.”

I then transitioned and asked participants how they felt pre-service teachers could develop into reflective practitioners. Mynn reflected that her own student teaching experience showed her that it is difficult for pre-service teachers to be reflective because they don't have a lot of ownership over what they are teaching. She suggested that the best way to encourage new teachers to reflect

is for veteran teachers to already be consistently reflecting and to reach out to new teachers in a supportive way that recognizes that teaching can be difficult and introduces them to reflection as a tool to work through the problems. Lacey reflected that during her student teacher experience and her first year of teaching, she was so afraid to make mistakes and dealt with imposter syndrome. She noted that veteran teachers modeling the good and bad of reflection would have helped her feel more supported. She added that giving new teachers reflective prompts to guide them might be beneficial without infringing on their ownership of the process. Mynn agreed that having a framework to consider reflection would be helpful for new teachers. She referred to Anthony's remark earlier that from TikTok content I had posted, he considered three questions when he was reflecting. What went right? What went wrong? Was it beneficial?

We then discussed my framework for reflection and the visual I had created. (See Figure 1) I asked if this was something that resonated with them after completing this intervention and if they felt this would be something that could help them with their reflections in the future. Mynn responded to the visual:

Layer three is really like what is the core of what I'm doing. And also I think that when it comes to reflecting, a lot of other reflecting that I was asked to do during pre-service was that layer one or maybe layer two. But really layer three is where we should be at for the most part when we're reflecting. And I think that in order to be there, we've got to be doing it regularly.

I shared my thinking that having new teachers and pre-service teachers reflect on layer three concerns might give them access to meaningful reflection and help build the habit of considering that realm. Asking pre-service teachers to reflect on layer one and two concerns may not be as meaningful because they do not have a lot of experience with those issues. They will

undoubtedly have to deal with those issues and can reflect on them as they encounter them, but having an awareness that there are deeper issues at the core of education, may prove to be beneficial when they are reflecting on the everyday problems they encounter. Lacey responded:

One thing that I struggled with in my first year and it's embarrassing to admit, but I wasn't asking myself the question, "What do I want my kids to get out of this by the end of the lesson?" So just those layer three questions, starting with those, I think that would help not only with the unit planning process, but also actually assessing if the students are going to benefit from all the work that you're having them do.

She also noted that she is a visual person and having an image with many different considerations would help her "dive into the reflective teaching model".

I closed the focus group discussion by asking if they planned on using TikTok to reflect in the future. Lacey responded that she planned on continuing to use this tool to reflect and it was her goal to work up to quick daily reflections. Mynn talked about how she is excited to continue to reflect and to see how this might not only affect her classroom but also the school culture if more teachers reflect. We also talked about how beneficial this process would be to produce rationales for the choices you make in your classroom.

### Summary and Discussion

Overall, findings from the intervention were largely positive. Discussion during the pre-intervention focus group/seminar showed that participants already embraced Dewey's (1933) attitudes that support reflection: open-mindedness, whole-heartedness, and responsibility. Anthony showed a concern that he was not able to connect theory to practice. I believe introducing the participants to theory through professional development and discussing ways in which it could

directly support practice was beneficial. During the post-intervention focus group, all participants independently referred to theory that I had introduced in either the pre-intervention focus group/seminar or videos I had tagged them in on TikTok.

Participants engaged in consistent reflective practice throughout the 5 weeks. Several reflections demonstrated that they experienced an increase in autonomy. Mynn explicitly mentioned a decrease in burnout during one of her reflections. Their reflections revealed that they often considered how the technical, connective, and critical dimensions of teaching affected each other, supporting my idea that these should be considered as layers, and that reflection is both broad and deep. The feedback during the post-intervention focus group from the teachers was largely positive. The intervention also found that engaging with a community of practice was valued. There is even some indication, by some of the comments left, that these videos served as models for others who may choose to participate in this kind of reflection.

During the post-intervention focus group, participants discussed the benefits of having ownership over the reflection process and expressed concerns about the effectiveness of mandating reflection as a requirement for teachers. They suggested that offering it as an option, rather than a requirement, and encouraging pre-service teachers to reflect would be more beneficial. They also suggested that reflection could be useful as part of professional development opportunities and that it could be more effective than traditional teacher evaluations.

Mynn and Lacey both felt that using TikTok to reflect has helped them combat burnout and regain a sense of autonomy in their profession. In Mynn's case, the decrease in burnout was directly related to an increase in autonomy, or gaining her power back, which then led to a more positive outlook. In Lacey's case, reflection helped her combat burnout by reminding her what she loved about teaching.

Regarding the #teachertok community, they note that there is a lot of negative content, but also see the potential for using TikTok to raise awareness about issues in education. They suggest that teachers can use this platform to have an effect on the problem without becoming more of the problem. They also note that it is important to use such technology and social media tools as a means to educate and engage students, rather than demonize them.

In terms of encouraging pre-service teachers to develop into reflective practitioners, they suggest that the best way is for veteran teachers to already be consistently reflecting and to reach out to new teachers in a supportive way that recognizes that teaching can be difficult and introduces them to reflection as a tool to work through the problems. They suggest offering prompts to new teachers, or teachers new to reflection, to help them get started. They also supported the idea that emphasizing critical reflection in pre-service teachers could help them develop into more thoughtful reflective practitioners.

## CHAPTER V

### CONCLUSION

#### Summary and Discussion of the Study

This study sought to better understand the current reflective teaching practices of in-service teachers and to determine whether TikTok may be an effective and sustainable reflective teaching tool. Three assumptions guided this study. First, consistent and intentional reflection is an invaluable tool for teachers to grow professionally. Second, it is difficult to find the time to reflect meaningfully when teachers are wrestling with the everyday tasks and requirements of the job. Third, reflection is not a practice that can be meaningfully mandated. It has to be an organic teacher-owned process to be effective and sustainable.

A survey of teachers showed unanimous agreement that reflection is a beneficial process that contributes to professional growth. Many teachers surveyed noted that reflection is not only important to their professional growth but also to the growth of their students. Participants in the 5-week intervention experienced an increase in autonomy and felt empowered to make decisions concerning their classroom practices. All participants said that this was a process that they enjoyed and felt they benefited from. Also, they believed this type of reflection would be more beneficial to their growth as professionals than the evaluations they were currently receiving.

Results from the reflective practices survey show that teachers are reflecting in various ways but findings of whether they are reflecting consistently are inconclusive. The study does indicate that teachers are feeling stress from having to perform many tasks and that this may be affecting their ability to meaningfully reflect. Participants in the 5-week intervention said they had



previously not been consistently reflecting. They had engaged in some intentional reflection, but it had not been consistent practice.

Results from the study show that about half of the schools were requiring teachers to reflect. This was mostly done through PLCs and evaluations. Participants in the survey and intervention did not believe that reflection was a process that should be mandated. They argued that if the reflective process was mandated it would be something that became transactional and would lose its value. The study indicates that although reflective practices should not be mandated, it might be helpful to encourage teachers to reflect by providing professional development and gentle scaffolding. Schools should provide teachers with the tools to support reflection without dictating how it is done. Teachers should have complete freedom to choose how they reflect, what they reflect on, and how much time they devote to reflection. Participants of the intervention indicated that the best way for teachers to develop as reflective practitioners is for the process to be modeled by other teachers. This would encourage and inspire practice without it feeling like it was a chore.

Additionally, the study indicated that consistent reflection can reduce burnout. Both experienced participants of the 5-week intervention indicated that they were experiencing burnout prior to the study. Both felt that their burnout was significantly reduced and attributed this to consistent and intentional reflection. One participant linked the decrease in burnout to an increase in autonomy, or getting her power back. One participant said the reflection made her remember what she loved about her job and attributed this to a decrease in burnout.

The study indicated that in-service teachers do not find many of the practices that are meant to be reflective and contribute to professional growth to be meaningful. For example, participants of the intervention were required by administration to set yearly goals but could not remember what those goals were. Also, they had a good rapport with their administration and felt supported,

but did not feel like evaluations that happened only a few times a year were useful. They felt that their own reflective practices like student exit tickets and journaling were contributing more to their growth than formal evaluations.

Furthermore, there is an indication that practices used to develop pre-service teachers into reflective practitioners are not continued into in-service teaching. For example, one participant admitted she was asked to keep a journal during her student teaching experience but quit immediately after she was no longer required to do so. She didn't find the practice meaningful because she was reflecting on lessons and strategies that she didn't feel belonged to her. Meaningful reflection occurs when teachers are reflecting on their own experiences, choices, and assumptions.

The study also found that teachers value communities of practice. Several teachers surveyed mentioned the importance of discussing how your lessons are going with colleagues, either through PLCs or informally. One participant in the 5-week intervention noted that reflecting publicly on a social media platform helped him feel supported by other teachers.

This study did find that TikTok can be an effective reflective teaching tool. Participants in the study noted that it was a little difficult to begin reflecting on TikTok, but once they started the process it was something that felt natural and could fit into their regular practice. All participants felt that the platform had features that allowed them to easily and effectively reflect. All participants said this was a tool that they intended to continue using for this purpose.

#### Limitations, Recommendations, and Implications for Further Study

There were limitations evident in this study. The sample size of teachers surveyed about their reflective practices was small. A larger sample may highlight different trends. Also, only

three teachers participated in the 5-week intervention. All three had positive experiences, but there may have been more negative associations with this platform if more participants had been studied. Also, the three participants already had familiarity with the social media platform, TikTok. There may be technical issues that limit some teachers from engaging with this tool. Furthermore, the three participants studied demonstrated that they value Dewey's (1933) attitudes: open-mindedness, whole-heartedness, and responsibility. The research would have undoubtedly not had as positive results if the participants had not been open to the process.

Literature reviewed and results from this study, leads this researcher to believe that teacher education programs, in addition to providing practical tools, should be encouraging pre-service teachers to reflect on the experiences and assumptions they have about the education system upon entering their careers. Meaningfully reflecting on experiences that are their own may develop into a reflective habit. Furthermore, asking pre-service teachers to reflect on issues at the core of education may raise their awareness of these issues and make it easier for them to address these issues later, even when their interests are divided by the many responsibilities and tasks involved with teaching. Further research is recommended to determine if asking pre-service teachers to critically reflect can develop a reflective habit that will continue throughout their careers. I hope that the reflective model I offer in this paper will help with this future research.

Another implication for further study was observed. The survey findings showed that very few teachers viewed a moodboard as a reflective tool. Also, during the intervention one participant made performative videos that they did not tag me in as reflective. It would be interesting to expand on Ryan's (2012) work that argues that non-discursive modes, specifically performative modes, can be reflective. Hartung et al (2023) emphasized that the way teachers are using TikTok is largely performative. Vizcaíno-Verdú and Abidin (2023) found that teacher influencers, or micro-

celebrities, are not motivated to perform by the possibility of getting famous. Further study may reveal whether their performance serves as a reflective tool that contributes to their professional growth.

## Appendix A

### Reflective Practices Survey

10/21/22, 10:36 AM

Qualtrics Survey Software

#### Block 0

Dear Prospective Participant: I am conducting a research study to better understand the current reflective teaching practices of in-service teachers and to determine whether TikTok may be an effective and sustainable reflective teaching tool. I am requesting your participation, which will involve completing this five minute anonymous survey. Your participation in this study is voluntary. If you choose not to participate or to withdraw from this study at any time, there will be no penalty. If at any time you discontinue the survey, your results will be discarded. The results of the study may be published but your name will not be known. If you are interested in further participating in this study, there is a space in the survey for you to list your email address. If you choose to include your email address, this information will not be shared with anyone outside of the research group and will be stored securely on a password protected service.

There are no risks or potential benefits to this study for participants.

If you have any questions concerning the research study, please call the Principal Investigator at (405) 312-3874 or Kenzie.G.Pratt-1@ou.edu. Or you may contact my advisor, Crag Hill at (405) 325-1498 or crag.a.hill@ou.edu .

For questions about your rights as a participant, contact the OUHSC Director of the Human Research Participant Program at (405) 271-2045.

"Completion of this survey will be considered your consent to participate."

#### Block 1

This survey is designed to better understand if teachers are engaging in reflective practices, and if they are what kind of practices they are using and if they consider those practices sustainable and effective. Brookfield's definition of critical reflection is listed below. Please review this definition. Do you think this accurately defines reflective teaching?



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10/21/22, 10:36 AM

Qualtrics Survey Software

"Critical reflection is, quite simply, the sustained and intentional process of identifying and checking the accuracy and validity of our teaching assumptions." (Brookfield, 2017, p.2)

Yes, I agree with this definition.

No, I do not think this definition accurately defines reflective teaching.

I am not sure what reflective teaching is or how it should be defined.

What would you add or change in this definition?

## Block 2

Do you currently engage in sustained and intentional reflection as part of your professional practice?

Yes

No

I'm not sure

Do you think reflective practices are beneficial to your professional growth?

Yes

No

I think they could be

Shortly explain your answer to the last question.

## Block 3

Which of the following do you consider intentional reflective practices? Check all that apply.

Journaling

Blogging



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Qualtrics Survey Software

Student Feedback via Exit Slips  
 Student Surveys  
 Peer Observations  
 Moodboards  
 Videoing Yourself Teaching  
 Regularly Reviewing Theory and Research

Other

#### Block 4

Which of the following reflective practices do you participate in regularly? Check all that apply.

Journaling  
 Blogging  
 Student Feedback via Exit Slips  
 Student Surveys  
 Peer Observations  
 Moodboards  
 Videoing Yourself Teaching  
 Regularly Reviewing Theory and Research

Other

#### Block 5

Does your school or district require you to engage in some sort of reflective practice?

Yes  
 No  
 Yes, but not consistently

If you answered yes, please briefly describe the type of reflective practice and the school's reasoning.



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**Block 5**

Do you think that reflective practices can feel onerous given all the other responsibilities of teachers?

Yes, I would like to reflect more but it's hard to find the time.

Yes, I don't really see the point of these practices. I have enough on my plate.

No, I love to reflect and feel like it inspires me.

No, I have built reflection into my practice. I don't love it, but it doesn't feel burdensome.

Definitely yes

**Block 6**

What is your favorite reflective practice? Why?

**Block 7**

What subject and grade do you teach?

How long have you been teaching?

Less than a year

1-3 years

4-7 years

7-10 years

More than 10 year

Which best describes the school you teach out?



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Qualtrics Survey Software

Urban Public School  
Suburban Public School  
Rural Public School  
Charter School  
Magnet School  
Private School

**Block 8**

What kind of social media do you regularly (1/week) use? Check all that apply.

Facebook  
Instagram  
Twitter  
TikTok

Other

**Block 9**

Would you be willing to participate in a 6 week research project studying reflective teaching?

Yes  
No  
Maybe, I need more info.

If you answered "yes" or "I need more info" to the previous question, please provide your email below. We may contact you if you meet the research study criteria.

Powered by Qualtrics

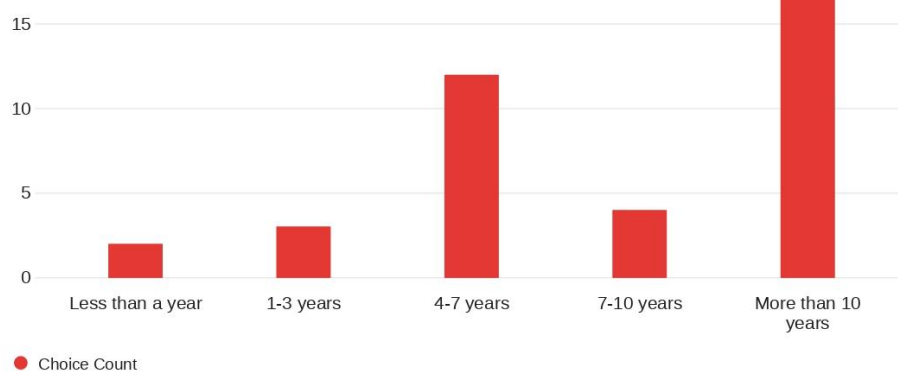


IRB NUMBER: 15175  
IRB APPROVAL DATE: 11/17/2022

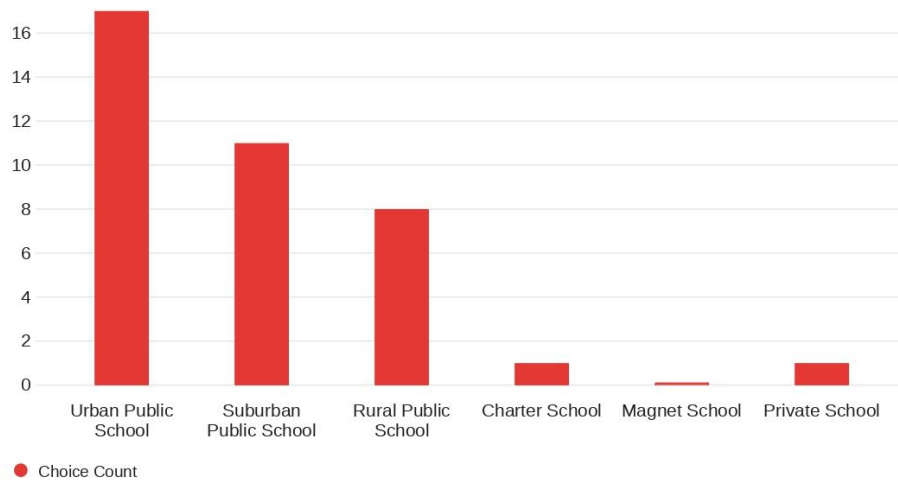
Appendix B  
Reflective Practices Survey Sample Demographics

1

Q13 - How long have you been teaching?



Q14 - Which best describes the school you teach out?

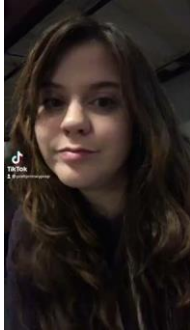


## Appendix C

### Video Content Created on TikTok for This Study by Researcher

#### Video C1

This video was posted to recruit participants to take an anonymous survey about their reflective practices.



[https://www.tiktok.com/@prattprimaryprep/video/7172316627206409518?is\\_from\\_webapp=1&sender\\_device=pc&web\\_id=7183170383789803054](https://www.tiktok.com/@prattprimaryprep/video/7172316627206409518?is_from_webapp=1&sender_device=pc&web_id=7183170383789803054)

#### Video C2

Another video posted to recruit participants to take an anonymous survey about their reflective practices.



[https://www.tiktok.com/@prattprimaryprep/video/7189749455472610606?is\\_from\\_webapp=1&sender\\_device=pc&web\\_id=7183170383789803054](https://www.tiktok.com/@prattprimaryprep/video/7189749455472610606?is_from_webapp=1&sender_device=pc&web_id=7183170383789803054)

### Video C3

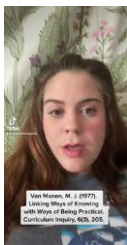
This video was posted to create a discussion about John Dewey's (1933) reflective teaching theory. It was also used as professional development for participants in the TikTok intervention contained in this study.



[https://www.tiktok.com/@prattprimaryprep/video/7189317071665138987?is\\_from\\_webapp=1&sender\\_device=pc&web\\_id=7183170383789803054](https://www.tiktok.com/@prattprimaryprep/video/7189317071665138987?is_from_webapp=1&sender_device=pc&web_id=7183170383789803054)

### Video C4

This video was posted to create a discussion about Max van Manen's (1977) reflective teaching theory. It was also used as professional development for participants in the TikTok intervention contained in this study.



[https://www.tiktok.com/@prattprimaryprep/video/7190449247588846894?is\\_from\\_webapp=1&sender\\_device=pc&web\\_id=7183170383789803054](https://www.tiktok.com/@prattprimaryprep/video/7190449247588846894?is_from_webapp=1&sender_device=pc&web_id=7183170383789803054)

### Video C5

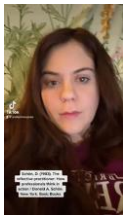
This video was posted to create a discussion about Donald Schön's (1983) reflective teaching theory. It was also used as professional development for participants in the TikTok intervention contained in this study.



[https://www.tiktok.com/@prattprimaryprep/video/7194885363456871722?is\\_from\\_webapp=1&sender\\_device=pc&web\\_id=7183170383789803054](https://www.tiktok.com/@prattprimaryprep/video/7194885363456871722?is_from_webapp=1&sender_device=pc&web_id=7183170383789803054)

### Video C6

This video was posted to create a discussion about Donald Schön's (1983) reflective teaching theory. It was also used as professional development for participants in the TikTok intervention contained in this study.



[https://www.tiktok.com/@prattprimaryprep/video/7194892420977380650?is\\_from\\_webapp=1&sender\\_device=pc&web\\_id=7183170383789803054](https://www.tiktok.com/@prattprimaryprep/video/7194892420977380650?is_from_webapp=1&sender_device=pc&web_id=7183170383789803054)

### Video C7

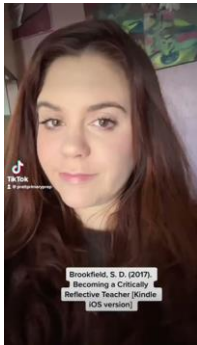
This video was posted to create a discussion about Donald Schön's (1983) reflective teaching theory. It was also used as professional development for participants in the TikTok intervention contained in this study.



[https://www.tiktok.com/@prattprimaryprep/video/7194899471052901674?is\\_from\\_webapp=1&sender\\_device=pc&web\\_id=7183170383789803054](https://www.tiktok.com/@prattprimaryprep/video/7194899471052901674?is_from_webapp=1&sender_device=pc&web_id=7183170383789803054)

### Video C8

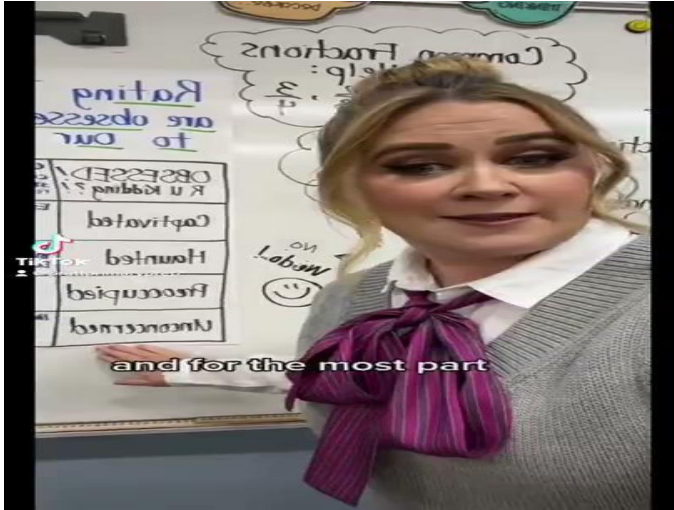
This video was posted to create a discussion about Stephen Brookfield's (2015) reflective teaching theory. It was also used as professional development for participants in the TikTok intervention contained in this study.



[https://www.tiktok.com/@prattprimaryprep/video/7196041789277539627?is\\_from\\_webapp=1&sender\\_device=pc&web\\_id=7183170383789803054](https://www.tiktok.com/@prattprimaryprep/video/7196041789277539627?is_from_webapp=1&sender_device=pc&web_id=7183170383789803054)

### Video C9

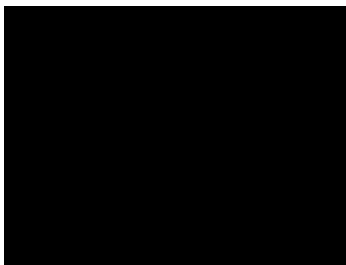
I used video to share how another teacher was making required resources more relatable. I used the “stitch” feature.



[https://www.tiktok.com/@prattprimaryprep/video/7196438539989634350?is\\_from\\_webapp=1&sender\\_device=pc&web\\_id=7183170383789803054](https://www.tiktok.com/@prattprimaryprep/video/7196438539989634350?is_from_webapp=1&sender_device=pc&web_id=7183170383789803054)

### Video C10

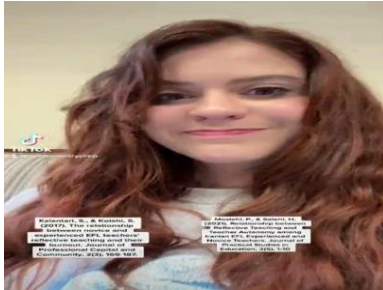
I posted this video as I was developing my reflective model.



[https://www.tiktok.com/@prattprimaryprep/video/7197108231603277099?is\\_from\\_webapp=1&sender\\_device=pc&web\\_id=7183170383789803054](https://www.tiktok.com/@prattprimaryprep/video/7197108231603277099?is_from_webapp=1&sender_device=pc&web_id=7183170383789803054)

### Video C11

I posted this video to share research from Kalantari, S., & Kolahi, S. (2017) and Moslehi, P., & Salehi, H. (2021) concerning reflective practices decreasing burnout and increasing autonomy.



[https://www.tiktok.com/@prattprimaryprep/video/7197855402464185643?is\\_from\\_webapp=1&sender\\_device=pc&web\\_id=7183170383789803054](https://www.tiktok.com/@prattprimaryprep/video/7197855402464185643?is_from_webapp=1&sender_device=pc&web_id=7183170383789803054)

### Video C12

I posted this video to share research from Gelter (2003) that argued that reflective thinking was uncommon.

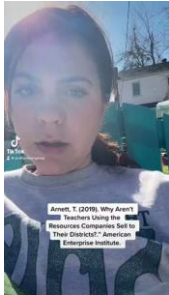


[https://www.tiktok.com/@prattprimaryprep/video/7198227805555969326?is\\_from\\_webapp=1&sender\\_device=pc&web\\_id=7183170383789803054](https://www.tiktok.com/@prattprimaryprep/video/7198227805555969326?is_from_webapp=1&sender_device=pc&web_id=7183170383789803054)



### Video C13

I posted this video to share Arnett's (2019) research on resource misuse.



[https://www.tiktok.com/@prattprimaryprep/video/7200488518982847786?is\\_from\\_webapp=1&sender\\_device=pc&web\\_id=7183170383789803054](https://www.tiktok.com/@prattprimaryprep/video/7200488518982847786?is_from_webapp=1&sender_device=pc&web_id=7183170383789803054)

### Video C14

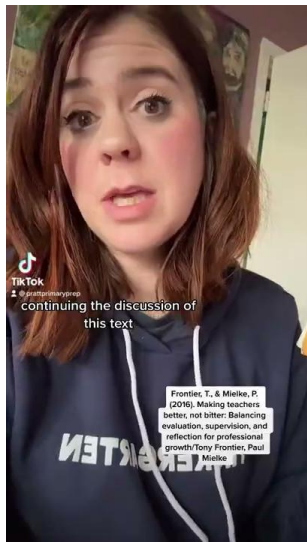
I posted this video to create a discussion about Frontier and Mielke's (2016) text.



[https://www.tiktok.com/@prattprimaryprep/video/7204178738341514542?is\\_from\\_webapp=1&sender\\_device=pc&web\\_id=7183170383789803054](https://www.tiktok.com/@prattprimaryprep/video/7204178738341514542?is_from_webapp=1&sender_device=pc&web_id=7183170383789803054)

### Video C15

I posted this video to create a discussion about Frontier and Mielke's (2016) text.



[https://www.tiktok.com/@prattprimaryprep/video/7204196100906028330?is\\_from\\_webapp=1&sender\\_device=pc&web\\_id=7183170383789803054](https://www.tiktok.com/@prattprimaryprep/video/7204196100906028330?is_from_webapp=1&sender_device=pc&web_id=7183170383789803054)

### Video C16

I posted this video to create a discussion about Sheninger & Rubin's (2017) text on branding.



[https://www.tiktok.com/@prattprimaryprep/video/7205662276861300011?is\\_from\\_webapp=1&sender\\_device=pc&web\\_id=7183170383789803054](https://www.tiktok.com/@prattprimaryprep/video/7205662276861300011?is_from_webapp=1&sender_device=pc&web_id=7183170383789803054)

## Appendix D

### Recruitment email for TikTok Intervention (Modified to reflect 5-week intervention)

Hello,

I hope this letter finds you well. My name is Kenzie Pratt, and I am a master's student in the Jeannine Rainbolt College of Education, writing my Master's thesis on Using TikTok as a Reflective Teaching Tool. This research is being conducted at the University of Oklahoma- Norman Campus.

I am currently looking for six in-service teachers to participate in an intervention utilizing TikTok as a reflective teaching tool. If you choose to participate in this study, you will be required to meet in a focus group with me and five other teachers for one hour via zoom prior to the intervention. During this hour, we will discuss reflective teaching and go over all expectations and guidelines of the intervention. During the first week of February, we will begin a five week TikTok intervention. I will ask you to create at least one 1-3 minute TikTok video reflecting on your teaching practice each week for five weeks. You will have complete creative freedom over the execution and content of these videos. For instance, you could video yourself teaching, video a reflection after you have covered a lesson, or video an assignment and overlay text. Videos with students will not be able to be included in this research. Each week, I will send you a brief check-in survey that should only take a couple minutes to complete. At the end of the five weeks, we will meet for another hour long focus group discussion via zoom.

I know how many responsibilities teachers carry, and I value your time. A major goal of this study is to be able to understand how best to incorporate a reflective practice seamlessly into a busy teaching schedule. I want this to be an enjoyable process for participants. If at any time during this study, you feel that it has become too onerous, you can remove yourself from the intervention.

If you would like to participate in this study, please reply to this email by Friday, January 6th. If you have any questions concerning the study, you may contact me at [Kenzie.G.Pratt-1@ou.edu](mailto:Kenzie.G.Pratt-1@ou.edu) or 405-312-3874. Or you may contact my advisor, Crag Hill at [crag.a.hill@ou.edu](mailto:crag.a.hill@ou.edu) or (405) 325-1498.

Thank you for your time and consideration.

Sincerely,  
Kenzie Pratt



IRB NUMBER: 15175  
IRB APPROVAL DATE: 01/2

## Appendix E

### Weekly Check-in Survey

3/1/23, 2:11 PM

Qualtrics Survey Software

#### Default Question Block

Did you use TikTok to reflect this week?

Yes, more than once

Yes, once

No

Very briefly describe this reflection and explain whether you found it to be helpful to your teaching practice.

Did you find this process onerous?

Yes, I had to make myself do it and didn't enjoy it.

Yes, it felt like another task I had to complete but I enjoyed the process.

No, it was easy to include into my regular practice.

No, I felt like it seamlessly fit into my regular practice and invigorated me.

Who are you? :)

Mynn [REDACTED]

Anthony [REDACTED]

Lacey [REDACTED]

I consent for the primary investigator (Kenzie Pratt) to use past and future email correspondence between us in her study. All identifying information, such as your name and email address, will be kept strictly confidential. Any quotes or examples used in research will be anonymized to ensure your privacy is protected.

Yes

No



IRB NUMBER: 15175  
IRB APPROVAL DATE: 03/01/2023

Appendix F  
IRB Approval Letter



**Institutional Review Board for the Protection of Human Subjects**  
**Approval of Initial Submission – Exempt from IRB Review – AP01**

**Date:** November 17, 2022 **IRB#:** 15175

**Principal Investigator:** Kenzie G Pratt

**Approval Date:** 11/17/2022

**Exempt Category:** 2 & 3

**Study Title:** Using TikTok as a Reflective Teaching Tool

On behalf of the Institutional Review Board (IRB), I have reviewed the above-referenced research study and determined that it meets the criteria for exemption from IRB review. To view the documents approved for this submission, open this study from the *My Studies* option, go to *Submission History*, go to *Completed Submissions* tab and then click the *Details* icon.

As principal investigator of this research study, you are responsible to:

- Conduct the research study in a manner consistent with the requirements of the IRB and federal regulations 45 CFR 46.
- Request approval from the IRB prior to implementing any/all modifications as changes could affect the exempt status determination.
- Maintain accurate and complete study records for evaluation by the HRPP Quality Improvement Program and, if applicable, inspection by regulatory agencies and/or the study sponsor.
- Notify the IRB at the completion of the project.

If you have questions about this notification or using iRIS, contact the IRB @ 405-325-8110 or [irb@ou.edu](mailto:irb@ou.edu).

Cordially,

A handwritten signature in black ink that reads 'Aimee Franklin'.

Aimee Franklin, Ph.D.  
Chair, Institutional Review Board

## Appendix G

### Student as Primary Investigator

**University of Oklahoma – Norman Campus  
Office of Human Research Participant Protection  
Graduate Student as Principal Investigator**

Title of the IRB Submission: Using TikTok as a Reflective Teaching Tool

Name of the Graduate Student who is the Principal Investigator: Kenzie Pratt

Graduate Student's Degree Program:  Masters  Doctoral

Name of the Faculty Advisor overseeing the research: Crag Hill

Submitting this document confirms that the graduate student is qualified to conduct independent research based on the following credentials. Check all that apply:

- has completed a graduate research methods course
- has completed the training in Responsible Conduct of Research
- has experience as an independent or closely supervised research team member.  
Describe below and include the name of the researcher who supervised your activities.

Other—describe below

Other—describe below

On this date 10/24/2022, the graduate student and faculty advisor have reviewed and discussed the IRB submissions materials and have determined that the scope, anticipated risks and benefits, and methodology are appropriate for this research.

Please indicate which documents were reviewed by the graduate student with the faculty advisor. Check all that apply:

- Online IRB Application
- Recruitment Document(s)
- Consent Document(s)
- Debrief Document (if applicable)
- Data Collection Document(s)
- Referral List for Studies with Psychological Risks (if applicable)
- Student as Principal Investigator Form

Revised November 2021.

IRB NUMBER: 15175  
IRB APPROVAL DATE: 11/17/2022



**GRADUATE STUDENT'S ASSURANCE**

By my signature as a student principal investigator on this application, I assure that:  
 If I am using IRB-provided document templates, I have checked the IRB website to ensure that I am using the most up-to-date document templates.


I have met with my faculty advisor, discussed the research design and the IRB submission documents, and have received their permission to submit this application to the IRB.

I will meet with my faculty advisor regularly to monitor study progress.

I will monitor the data collection process to assure that I do not over-enroll participants and that the compensation is paid appropriately (if applicable).

I will promptly report unanticipated problems or protocol deviations to my faculty advisor and the OU-NC IRB. I will also adhere to all requirements for submitting protocol deviations, modifications, continuing review, and study closures.

I will work with the OU-NC IRB to close the study or change my researcher status once the research is complete or I leave the university, whichever comes first.

Student PI Signature 	Date (mm/dd/yyyy) 10/24/2022
---	---------------------------------

**FACULTY SPONSOR'S ASSURANCE**

By my signature as sponsor on this research application, I certify that the graduate student is knowledgeable about the regulations and policies governing research with human subjects and has sufficient training and experience to conduct this study following the research protocol. Additionally,

I have met with the graduate student, discussed the research design and the IRB submission documents, and have given them permission to submit this application to the IRB.

I will meet with this graduate student regularly to monitor study progress.

I will oversee the data collection process to assure that the graduate student does not over-enroll participants and that the compensation is paid appropriately (if applicable).

I will make sure the graduate student promptly reports unanticipated problems and protocol deviations and adheres to all requirements for submitting protocol deviations, modifications, and continuing reviews.

If I am unavailable, e.g., sabbatical leave, vacation, or resignation, I will arrange for an alternate faculty sponsor to assume responsibility during my absence, and I will advise the OU-NC IRB of such changes.

Faculty Sponsor Signature 	Date (mm/dd/yyyy) 10-27-2022
--	---------------------------------

If the graduate student leaves the university, I will work with the OU-NC IRB to close the study or change my researcher status to continue data collection or analysis.

Revised November 2021

IRB NUMBER: 15175  
IRB APPROVAL DATE: 11/17/2022



## Appendix H

### Signed Consent for Intervention

#### Signed Consent to Participate in Research University of Oklahoma

#### **Would you like to be involved in research at the University of Oklahoma?**

I am Kenzie Pratt from the Jeannine Rainbolt College of Education - ILAC department, and I invite you to participate in my research entitled Using TikTok as a Reflective Teaching Tool. This research is being conducted at University of Oklahoma- Norman Campus. You were selected as a possible participant because you are currently an in-service teacher and according to a prior survey showed interest in reflective teaching practices.

**Please read this document and contact me to ask any questions you may have BEFORE agreeing to participate in my research.**

**What is the purpose of this research?** This research aims to better understand the current reflective teaching practices of in-service teachers and to determine whether TikTok may be an effective and sustainable reflective teaching tool. This study will attempt to determine if using TikTok as a reflective teaching tool could provide teachers with a platform to reflect, engage with a professional learning community, and amplify their professional voice increasing autonomy and reducing teacher burnout.

**How many participants will be in this research?** About 500 people will take part in this research, this includes about 500 teachers who will take the initial reflective teaching practices survey, 6 who will participate in the TikTok intervention, and about 20 teachers who already use TikTok to reflect.

**What will I be asked to do?** If you agree to be in this research, you will meet via zoom for one hour with me (Primary Investigator) and five other participants. During this meeting, I will discuss the details and goals of this study, I will present you with some reflective teaching theory, and we will discuss as a group any experience you may have had with reflective teaching theory and practice. If you would like to speak with me privately after this group meeting, you may schedule an individual meeting. You will then be asked to create reflective teaching content on TikTok for a five week period. You will only be required to create one video a week, but may create more if you wish. You will have creative freedom to decide how you would like to reflect (e.g. video yourself teaching, video your thoughts after class). You will also be able to decide if you want to post these reflections publicly or keep them private. At the end of each week, you will be asked to complete a short three question check-in survey. At the end of the five week period, you will meet via zoom for one hour with me and five other participants to discuss your experience.

**How long will this take?** Your participation will take: 1 hour for the initial pre-intervention zoom meeting, no more than 20 minutes a week to create TikTok content for a total of 5 weeks, about 3 minutes a week to complete check-in survey for a total of 5 weeks, and 1 hour for the post-intervention zoom meeting.

#### **What are the risks and benefits if I participate?**

**Focus group participation:** Participation in a group discussion includes the risk that other focus group participants may share your statements with people who were not involved in the discussion. To minimize the risk of identifying you and your comments, we will remind everyone that what is said here is confidential and should not be shared with anyone else.



Audio or video recorded data collection: There is a risk of accidental data release if we collect your data using audio and video recordings. If this occurred, your identity and statements you made would become known to people who are not on the research team. To minimize this risk, the researchers will transfer data to, and store your data on, a secure platform approved by the University's Information Technology Office. Audio recordings will be deleted immediately after transcription.

**What are the benefits if I participate?** You will create a five week portfolio of your teaching practice.

**Will I be compensated for participating?** You will not be reimbursed for your time and participation in this research.

**Who will see my information?** Research records will be stored securely, and only approved researchers and the OU Institutional Review Board will have access to the records.

You have the right to access the research data that has been collected about you as a part of this research. However, you may not access this information until the entire research has finished and you consent to this temporary restriction.

**Do I have to participate?** No. If you do not participate, you will not be penalized or lose benefits or services unrelated to the research. If you decide to participate, you don't have to answer any questions and can stop participating at any time.

**Will my identity be anonymous or confidential?**

Your name will not be retained or linked with your responses unless you agree to be identified. Please check all of the options that you agree to:

I agree for data records to include my identifiable information.  Yes  No

I agree to be quoted directly, without the use of my name.  Yes  No

I agree to have my name reported with quoted material.  Yes  No

I agree for my research to be archived for scholarly and public access.  Yes  No

**What will happen to my data in the future?**

We might share your (identifiable or de-identified) data with other researchers or use it in future research without obtaining additional consent from you.

**Audio Recording of Research Activities** To assist with accurate recording of your responses, interviews or focus groups may be recorded on an audio recording device. If you do not agree to audio-recording, you cannot participate in this research.

I consent to audio recording.  Yes  No

**Video Recording of Research Activities**

You will be asked to create video content, this may or may not include video of your face. Focus groups will be video recorded on zoom and saved on The University of Oklahoma's secure media account. Videos will be deleted after the study is completed.

Please select one of the following options:

I consent to video recording.  Yes  No

**Who do I contact with questions, concerns, or complaints?** If you have questions, concerns, or complaints about the research or have experienced a research-related injury,

contact me at (405) 312-3874 or [Kenzie.G.Pratt-1@ou.edu](mailto:Kenzie.G.Pratt-1@ou.edu). Or you may contact my advisor, Crag Hill at (405) 325-1498 or [crag.a.hill@ou.edu](mailto:crag.a.hill@ou.edu) .

You can also contact the University of Oklahoma – Norman Campus Institutional Review Board (OU-NC IRB) at 405-325-8110 or [irb@ou.edu](mailto:irb@ou.edu) if you have questions about your rights as a research participant, concerns, or complaints about the research and wish to talk to someone other than the researcher(s) or if you cannot reach the researcher(s).

*You will be given a copy of this document for your records. By providing information to the researcher(s), I agree to participate in this research.*

Participant Signature	Print Name	Date
Signature of Researcher Obtaining Consent	Print Name	Date

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