

COMPLETION REPORT

Training Teacher Students' Reflective Capacity in Response to Comprehensive Innovations of Vietnamese Education after 2015: Lessons Learned from Japanese Pre-service Teacher Education

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The project "Training Students' Reflective Capacity in Response to Comprehensive Innovations of Vietnamese Education after 2015" investigated how Japanese University of Education strengthens pedagogical content knowledge in their programs to achieve the goal of training teachers as reflective practitioners. Eight classroom observations and interviews with professors at Naruto University of Education were conducted. Pre-service education students' reflective capacity was developed by the use of portfolios throughout the years students are in the program and reflection sheets at the end of almost every lesson. Both portfolios and reflection sheets showed to trigger students' self-evaluation on success they achieved or failed to achieve in areas of content knowledge, pedagogical knowledge and skills, core values and attitudes of becoming effective teachers. Students' reflective capacity was developed not only in courses offered at the university but also during students' teaching practices and internship at schools. The study indicated that portfolios and reflection sheets were useful tools, not only for students' surface and deep learning but also students' development of their reflection on their self-regulated learning and their self as a person (Hattie & Timperly, 2007).

This study was of great significance to Vietnam due to its contributing insights into pre-service teacher education and in-service teacher professional development. Results from this research project were used as empirical evidences and background for renewing teacher education programs in Can Tho University, Viet Nam. The results were also disseminated into other universities in the country via conferences, presentations and publications in both national and international journals of education. A strong interaction between education and socio-economic development and people's well-being has been observed in different contexts in the world; as a result, this research project had much to contribute to the well-being of Vietnamese people from the application of Japanese lessons in teacher education. .

Publication of the Results of Research Project:

Verbal Presentation (Date, Venue, Name of Conference, Title of Presentation, Presenter, etc.)

- 3 June 2015, Can Tho University, *The First Phranakhon Rajabhat University (Thailand) and Can Tho University (Vietnam) Graduate Symposium*, Using Several Strategies of Reflection-Based Professional Development in Micro-teaching: A case study of The School of Education, Can Tho University, Vietnam, Vo Huy Binh and Nguyen Thi Hong Nam (2015)
- 21-23 August 2015, Bangkok, Thailand, *2nd International Symposium, on Quality Research in Graduate Studies*, An Investigation into the Levels of Feedback and Reflection during Pre-service Teachers' Micro-Teaching Practices, Nguyen Thi Hong Nam and Vo Huy Binh (2015)
- 20 August 2015, Can Tho University, *Reflection and Professional Development Workshop for Pre-Service Teachers in Mekong Delta*, Reflective Competence and It's Role for Teachers' Professional Development, Nguyen Thi Hong Nam and Trinh Quoc Lap (2015)

Thesis (Name of Journal and its Date, Title and Author of Thesis, etc.)

- *Tạp chí Khoa học Trường Đại học Cần Thơ Phần C: Khoa học Xã hội, Nhân văn và Giáo dục: 41c (2015)*, Chiêm nghiệm – Một biện pháp hiệu quả để phát triển chuyên môn cho giáo viên, Nguyễn Thị Hồng Nam, Trịnh Quốc Lập và Võ Huy Bình (2015)
- *Can Tho University Journal of Science Vol 1 (2015) 116-124*, An Investigation into the Levels of Feedback and Reflection during Pre-service Teachers' Micro-Teaching Practices, Nguyen Thi Hong Nam and Vo Huy Binh (2015)
- *Improving Teaching and Learning Perspectives from Australia & Southeast Asia, DEPISA Monograph no. 3, March 2014*, Strategies to Assist Pre-Service Teachers to Reflect-in-Action and Reflect-on-Action During Practicum: A Case Study from Vietnam, Nam Nguyen, Binh Vo and Huong Trinh (2014)

Book (Publisher and Date of the Book, Title and Author of the Book, etc.)