**Collaborative reflection through blogs: discoursal features and EFL pre-service teachers’ perceptions**

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**Abstract**

One significant aspect of pre-service teachers’ professional development is to acquire the ability of writing critical reflection journals. However, most of the reflection journals they write are considered individualistic, descriptive and not critical. It has been suggested that collaborative reflection can alleviate this problem. Therefore, the aims of the current study were twofold: 1. to analyze the discoursal features of pre-service teachers’ collaborative reflection, 2. to study the pre-service teachers’ perceptions towards collaborative reflection. To identify the discoursal features of collaborative reflection, 43 pre-service teachers participated in this study. To foster collaborative reflection among the pre-service teachers, Edmodo, an educational blog, was employed. The participants were asked to write their comments about the teaching performance of their classmates in Edmodo. A total of 484 comments were analyzed based on collaborative reflection model proposed by Prilla, Nolte, Blunk, and Renner. To study the perceptions of pre-service teachers about collaborative reflection, a semi-structured interview and an online questionnaire were used. Findings indicated that collaborative reflection can help pre-service teachers link an experience or action to knowledge, rules, or values and respond to the interpretation of the action by challenging existing interpretation or adding new perspectives. Findings of semi-structured interview and online questionnaire indicated that most of the participants have a positive attitude towards collaborative reflection. The findings can have implications for teaching practicum classes.

*Key words*: teacher education, collaborative reflection, educational network

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