

## REFERENCES

- Anderson, L.W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Addison-Wesley Longman.
- Benton-Kupper, J. (2001). The microteaching experience: Student perspectives. *Education*, 121, 830 – 835.
- Black, P., & William, D. (2012). Assessment for learning in the classroom. In J. Gardner (Ed.), *Assessment for learning: practice, theory and policy* (pp. 11-32). SAGE Publications Ltd, <https://www.doi.org/10.4135/9781446250808.n2>
- Bransford, J., Derry, S., Berliner, D., & Hammerness, K. (2005). Theories of learning and their role in teaching. In J. Bransford & L. Darling-Hammond (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 40-87). Jossey-Bass.
- Calandra, B., Gurvitch, R., & Lund, J. (2008). An exploratory study of digital video editing as a tool for teacher preparation. *Journal of Technology and Teacher Education*, 16(2), 137-153.
- Cantor, P., Osher, D., Berg, J., Steyer, L., & Rose, T. (2018). Malleability, plasticity, and individuality: How children learn and develop in context. *Applied Developmental Science*, 1. <https://doi.org/10.1080/10888691.2017.1398649>
- Clarke, A., Triggs, V., & Nielsen, W. (2014). Cooperating Teacher Participation in Teacher Education: A Review of the Literature. *Review of Educational Research*, 84(2), 163–202. <https://doi.org/10.3102/0034654313499618>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020) Implications for educational practice of the science of learning and development, *Applied Developmental Science*, 24(2), 97- 140. <https://doi.org/10.1080/10888691.2018.1537791>
- Ericsson, K.A., Charness, N., Feltovich, P., & Hoffman, R.R. (2006). *Cambridge handbook of expertise and expert performance*. Cambridge, UK: Cambridge University Press. <https://doi.org/10.1017/CBO9780511816796>
- Feldman, M. S., & Pentland, B.T. (2003). Reconceptualizing organizational routines as a source of flexibility and change. *Administrative Science Quarterly*, 48, 94-118. <https://doi.org/10.2307/3556620>
- Funmi Amobi, & Leslie Irwin. (2009). Implementing on-campus microteaching to elicit preservice teachers' reflection on teaching actions: Fresh perspective on an established practice. *The Journal of Scholarship of Teaching and Learning*, 9(1), 27-34.
- Garrison, D. R., & Anderson, T. (2003). *E-learning in the 21<sup>st</sup> century: A framework for research and practice*. Routledge Farmer. <https://doi.org/10.4324/9780203166093>
- Graziano, K. J. (2008). Walk the talk: Connecting critical pedagogy and practice in teacher education. *Teaching Education (Columbia, S.C.)*, 19(2), 153–163. <https://doi.org/10.1080/10476210802040740>
- Grossman, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E., & Williamson, P.W. (2009). Teaching practice: A cross professional perspective. *Teachers College Record*, 111(9), 2065- 2100. <https://doi.org/10.1177/016146810911100905>
- Hamel, C. & Viau-Guay, A. (2019). Using video to support teachers' reflective practice: A literature review, *Cogent Education*, 6(1), 1673689. <https://doi.org/10.1080/2331186X.2019.1673689>
- Hoffman, J.V., Wetzels, M. M., Maloch, B., Greeter, E., Taylor, L., De-Julio, S., & Vlach, S. K. (2015). What can we learn from studying the coaching interactions between cooperating teachers and preservice teachers? A literature review. *Teaching and Teacher Education*, 52, 99-112. <https://doi.org/10.1016/j.tate.2015.09.004>
- Holland, D., Lachicotte, W., Skinner, D., & Cain, C. (2001). *Identity and agency in cultural worlds*. Harvard University Press.
- Lampert, M., Franke, M. L., Kazemi, E., Ghouseini, H., Turrou, A. C., Beasley, H., Cunard, A., & Crowe, K. (2013). Keeping It Complex: Using Rehearsals to Support Novice Teacher Learning of Ambitious Teaching. *Journal of Teacher Education*, 64(3), 226–243. <https://doi.org/10.1177/0022487112473837>
- Mitchell, D., & Reid, J. (2016). Re-viewing Practice: The Use of Video Recordings in Learning to Teach." *Fusion Journal*, 8, <https://fusion-journal.com/re-viewing-practice-the-use-of-video-recordings-in-learning-to-teach/>
- Moss, P. A., Pullin, D. C., Gee, J. P., Haertel, E. H. & Young, L. J. (Eds.). (2008). *Assessment, equity, and opportunity to learn*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511802157>
- Osher, D., Cantor, P., Berg, J., Steyer, L., & Rose, T. (2018). Drivers of human development: How relationships and context shape learning and development. *Applied Developmental Science*, 1. <https://www.doi.org/10.1080/10888691.2017.1398650>
- Pianta R.C., Hamre B.K., Allen J.P. (2012) Teacher-Student Relationships and Engagement: Conceptualizing, Measuring, and Improving the Capacity of Classroom Interactions. In: Christenson S., Reschly A., Wylie C. (eds) *Handbook of Research on Student Engagement*. Springer, Boston, MA. [https://doi.org/10.1007/978-1-4614-2018-7\\_17](https://doi.org/10.1007/978-1-4614-2018-7_17)
- Author, D. (2018). Accomplished teaching: Using video recorded micro-teaching discourse to build candidate teaching competencies. *Journal of Interactive Research*. 28(2), 161-180.
- Author, D. (2015). *Blended e-learning in teacher education: A recursive and reflective process*. (October 2015). E-learn world conference on e-learning conference proceedings.
- Sieberer-Nagler, K. (2016). Effective classroom-management & positive teaching. *English Language Teaching*, 9(1), 163-171. <https://www.doi.org/10.5539/eltv9n1p163>
- Struthers Ahmed, K. (2020). Evolving through tensions: Preservice teachers' conceptions of social justice teaching. *Teaching Education* 31(3), 245-259. <https://www.doi.org/10.1080/10476210.2018.1533545>
- Svojanovsky, P. (2017). Supporting student teachers' reflection as a paradigm shift process. *Teaching and Teacher Education*, 66, 338–348. <https://doi.org/10.1016/j.tate.2017.05.001>
- Valencia, S.W., Martin, S. D., Place, N.A., & Grossman, P. (2009). Complex Interactions in Student Teaching: Lost Opportunities for Learning. *Journal of Teacher Education*, 60(3), 304–322. <https://doi.org/10.1177/0022487109336543>
- Yerrick, R., Ross, D., & Molebash, P. (2005). Too close for comfort: Real-time science teaching reflections via digital video editing. *Journal of Science Teacher Education*, 16, 351–375. <https://doi.org/10.1007/s10972-005-1105-3>