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Teachers' Third Eye: Using Video Elicitation Interviews To Facilitate Kuwaiti Early Childhood Preservice Teachers' Reflections

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Teachers' Third Eye: Using Video Elicitation Interviews To Facilitate Kuwaiti Early Childhood
Preservice Teachers' Reflections

by

Hessa Alsuhail

A dissertation submitted in partial fulfillment
of the requirement for the degree of
Doctor of Philosophy
in Curriculum and Instruction with an emphasis in
Early Childhood Education
Department of Teaching and Learning
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Dedication

This work is dedicated to my parents, Abdulaziz Alsu hail and Khawla Albabtain, for the unconditional love and support I received throughout every moment of my life. To Shahad Shihab, who became the sister I always dreamed of having one day. To my nation and homeland, Kuwait, for being my constant inspiration throughout all of the joys and tears of my seven-year journey, far from home. To the United States of America for welcoming me as an honored guest and providing me with a wealth of personal and educational experiences which I cherish and will take back home in my heart.

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again. She is a shining star in the calm and stormy skies of my life, forever guiding me in the direction of my dreams.

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IN THE NAME OF GOD - THE MOST GRACIOUS AND MOST MERCIFUL

In the bright morning light,

Under the night's dark cloak,

The Lord will not forsake you and will never be displeased.

The road ahead is better than the one you've left behind.

Your Lord will feed you and satisfy your soul.

(Surah Duha, Verses 1-5).

Table of Contents

| | |
|--|-----|
| List of Tables | v |
| List of Figures | vi |
| Abstract | vii |
| Chapter One: Introduction | 1 |
| The Story's Protagonist | 2 |
| Between Two Cultures | 3 |
| The Comprehension of Reflection | 4 |
| Implementation | 9 |
| A Deep Passion | 10 |
| Study Purpose | 12 |
| My Conceptual Theory | 13 |
| Study Significance | 14 |
| Study Overview | 15 |
| Research Questions | 15 |
| Definition of Terms | 15 |
| Research Outline | 18 |
| Chapter Two: Literature Review | 19 |
| Theoretical Framework | 20 |
| The State of Kuwait | 24 |
| Education in Kuwait | 24 |
| Kindergarten Education | 25 |
| Early Childhood Teacher Preparation in Kuwait | 28 |
| Reflection in the Region of Gulf Cooperation Council (GCC) | 29 |
| Oman | 30 |
| United Arab Emirates | 31 |
| Qatar | 33 |
| Kingdom of Saudi Arabia | 34 |
| Reflection in Teacher Education | 36 |
| Guided Reflection | 42 |
| Video-based reflection | 45 |
| Conclusion | 48 |
| Chapter Three: Methods | 51 |
| Study Purpose | 51 |

| | |
|---|-----|
| Research Questions..... | 52 |
| Research Design..... | 52 |
| Participants..... | 55 |
| Selection Process | 55 |
| Consent Forms | 58 |
| Data Collection Plan | 59 |
| Setting..... | 63 |
| College of Education at Kuwait University | 63 |
| Al-Asema Governate Public Kindergartens..... | 65 |
| Video Recording: Set up and Procedures | 66 |
| Saving and Indexing Videos | 70 |
| Data Sources and Instruments..... | 71 |
| Interviews..... | 71 |
| Video-Elicitation Interviews..... | 72 |
| Benefits and Challenges of Video-Elicitation Interviews..... | 73 |
| Field Notes | 74 |
| Researcher Reflective Journals..... | 76 |
| Data Analysis | 76 |
| Credibility | 80 |
| Ethical Considerations | 81 |
| | |
| Chapter Four: Jasmine: The Unsettled Nomad..... | 85 |
| Jasmine and Her Journey in This Research | 89 |
| Introductory Interview | 89 |
| First Lesson Recording | 91 |
| First Elicitation Interview | 93 |
| Second Lesson Recording..... | 97 |
| Second Elicitation Interview..... | 98 |
| Themes..... | 103 |
| Jasmine’s Tent | 111 |
| Between Pride and Shame | 108 |
| Dereliction of Duty | 115 |
| | |
| Chapter Five: Rana: The Methodical Ghawas (Pearl Diver) | 120 |
| The Ghawas in Kuwaiti Culture | 122 |
| Rana and Her Journey in This Research..... | 126 |
| Introductory Interview | 126 |
| First Lesson Recording..... | 128 |
| First Elicitation Interview | 130 |
| Second Lesson Recording..... | 134 |
| Second Elicitation Interview..... | 135 |
| Themes..... | 137 |
| The Quick Fixer | 137 |
| Rana’s Children – Her Pearls..... | 143 |
| Rana – A Ghawas in Training..... | 150 |
| The Expansive Beauty of the Deep Blue Sea | 161 |

| | |
|--|-----|
| Chapter Six: Amal: The Caring Shawi (Shepherd) | 167 |
| The Shawi in Kuwaiti Culture | 168 |
| Amal and Her Journey in this Research..... | 173 |
| Introductory Interview | 173 |
| First Lesson Recording | 175 |
| First Elicitation Interview | 177 |
| Second Lesson Recording | 178 |
| Second Elicitation Interview..... | 179 |
| Themes..... | 181 |
| Green Pastures | 181 |
| Home Away from Home..... | 185 |
| Exploring and Expanding the Learning Environment | 191 |
| Chapter Seven: Cross-Case Analysis..... | 201 |
| Overview of Cases | 205 |
| The Unsettled Nomad (Bedouin) Jasmine | 205 |
| The Methodical Ghawas (Pearl Diver) Rana | 206 |
| The Caring Shawi (Shepherd) Amal..... | 208 |
| The Cultural Spheres of Influence | 209 |
| Environment..... | 210 |
| Behavior..... | 211 |
| Competencies..... | 213 |
| Beliefs | 213 |
| Identity | 214 |
| Mission..... | 215 |
| Kuwaiti Specific Constructs of Reflection | 217 |
| Implications: Unlocking the Reflective Potentials | 224 |
| Concluding Thoughts..... | 227 |
| References..... | 230 |
| Appendix A: Introductory Interview Protocol..... | 244 |
| Appendix B: Framework for The Video Elicitation Interview | 245 |
| Appendix C: Final Interview Protocol..... | 247 |
| Appendix D: Informed Consent (Arabic Version)..... | 248 |
| Appendix E: Informed Consent (Arabic Version)IRB letter of Approval..... | 254 |
| Appendix F: IRB letter of Approval | 258 |
| Appendix G: IRB Continuing Review | 260 |

| | |
|---|-----|
| Appendix H: IRB Certificate | 262 |
| Appendix I: Letter of Support..... | 263 |
| Appendix J: Approval of the Ministry of Education | 264 |

List of Tables

| | |
|---|-----|
| Table 1 Kindergarten Daily Schedule, 2013-2014 Academic Year..... | 27 |
| Table 2 Example of Themes Taught at Kuwaiti Public Kindergarten..... | 28 |
| Table 3 Gained Consent Forms..... | 59 |
| Table 4 Duration of Lessons..... | 65 |
| Table 5 Translated Coded Data..... | 79 |
| Table 6 The Duration and Setting of Jamine's Interviews and Recorded Lessons..... | 89 |
| Table 7 The Duration and Setting of Rana's Interviews and Recorded Lessons..... | 121 |
| Table 8 The Duration and Setting of Amal's Interviews and Recorded Lessons..... | 168 |

List of Figures

| | |
|--|-----|
| Figure 1 Participant Selection Process..... | 57 |
| Figure 2 IRB Approval Timeline..... | 60 |
| Figure 3 Data Collection Timeline..... | 62 |
| Figure 4 Setting of Video Elicitation Interview..... | 64 |
| Figure 5 Videotaping Equipment..... | 69 |
| Figure 6 Backup Camera and Tripod..... | 70 |
| Figure 7 Example of Arabic Codes..... | 78 |
| Figure 8 Bedouin Women in their Tent Weaving..... | 86 |
| Figure 9 Jasmine’s Videotaping Setting..... | 92 |
| Figure 10 Jasmine’s Video Elicitation 2 Interview Setting..... | 100 |
| Figure 11 The Ghawas Collecting Oysters..... | 123 |
| Figure 12 Rana’s First Lesson Videotaping Angle..... | 130 |
| Figure 13 The Caring Shawi (Shepherd) and his Flock..... | 169 |
| Figure 14 Amal’s Videotaping Setting..... | 176 |
| Figure 15 The Unsettled Nomad: Jasmine..... | 205 |
| Figure 16 The Methodical Ghawas: Rana..... | 206 |

Abstract

This qualitative descriptive study explored the experiences of three Kuwaiti pre-service teachers with guided reflection and the extent to which video technology facilitates reflection. The data sources were semi-structured and video-elicited interviews, field notes, and researcher reflective journals. The study was guided by two research questions: In what ways does video elicitation facilitate Kuwaiti pre-service teachers' reflections? What do Kuwaiti pre-service teachers reflect about? I used Rogoff's Sociocultural Theory (2003; 1995) as my conceptual lens for this study which stresses the importance of cultural contexts in all areas of education. I developed a concept I call "third-eye" thinking to define a multifaceted approach to education and reflection. I also developed a concept I call "cultural spheres of influence" to describe the multitude of cultural influences that shape individuals and groups in unique ways. This study also depended on guided reflection to complement the process of video elicitation. The findings of my study indicated that video elicitation provided concrete material as a basis for reflection. My findings showed that Kuwaiti early childhood preservice teachers reflected on various topics including: teaching tools and materials, strategies and techniques, everyday problems and challenges, classroom dynamics and management, and evaluators and the evaluation process. This research contributes to the existing body of literature by giving reflection a new culturally-rooted definition based on its application by Kuwaiti pre-service teachers and through a careful consideration of the cultural spheres of influences that shaped who the participants were and what they brought to the reflective process.

Chapter One

Introduction

It could be funny, it could be surprising, and it could also be embarrassing and saddening to know that there was an educator – an early childhood teacher at the Master’s level in the U.S. – who did not know what “reflection” meant. Well, she did know, but the definition she knew was no more than a mirror’s reflection, based on the Arabic translation she found for the word. When this educator noticed the emphasis on this term in the discussions and conversations taking place in her classes, she knew that she was missing something. “Really? All this time and these conversations to encourage teachers to look at themselves in the mirror?” she used to ask herself. With time, she began to realize that reflection is looking at one’s self, not through a mirror, but rather through a critical eye.

You may ask, how did she come to comprehend the meaning of reflection? The answer is through photography. She is a photographer. Through this hobby, she has discovered a third eye that has enabled her to actually “see” the world from a different angle after being a superficial viewer for a long time. What is the third eye, one may wonder? One symbol of her third eye is her Canon 600D camera, which has become her license to enter the world of photography. In this new world, she realizes that there is no longer one way to do things or one way to view them.

The camera is a tool she uses to interact with the world around her, while the photos she takes are the products of these interactions. Photography has taught her problem solving, decision-making, concentration, and critical perspective. She has found that photography is

beneficial in that it has opened her eyes to new facets of the world. Indeed, this experience in the world of photography has awakened her old interest of studying this powerful art form in teaching, but with a new element this time: reflection.

The Story's Protagonist

Now I guess it is time to introduce the heroine of this short story who is also the author of this research. It is I, Hessa, a Kuwaiti early childhood scholar who is pursuing her higher education in the U.S. I was born, raised, and educated in my home country of Kuwait, an independent, Muslim, Arab country. I am a former kindergarten teacher who earned a Bachelor's Degree in Early Childhood Education from Kuwait University. Upon graduation, I worked for the Ministry of Education for three years before I was offered a scholarship to study abroad from the College of Education at Kuwait University.

In 2009, I came to the U.S. for the first time. With me I brought a dream: to discover the secret that makes the U.S. a successful nation in the field of early childhood education. This is how I perceived the U.S., and this is what was reflected in the eyes of those I was surrounded by, such as colleagues, friends, and family members. In fact, when I earned my scholarship, most of the advice I received was centered on encouraging me to find and bring back the most innovative and ideal American practices.

At that point in my life, I perceived myself as a savior and heroine who would bring change and victory to her land. My journey to the U.S. was a mission to serve my religion and my country. As a Muslim, I was looking for the blessings and rewards that Allah, God, promised for those who seek learning. In our Holy Quran, it states, "My Lord, increase me in knowledge" (Quran, 20:14), and in another chapter, Surah, it states, "Allah will raise those who have believed

among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do” (Quran, 58:11).

Moreover, this scholarship was an opportunity to show my patriotism; it was a way to translate into action the words I used to sing with children at school every morning. These were the words of our Kuwaiti National Anthem, and the part I am referring to here is:

Blessed be my Country, a homeland for harmony,
Warded by true sentry, giving their soils aptly,
Building high its history, Kuwait,
My country, we're for you my Country.
(Kuwait Constitution and Citizenship Laws, 2015)

Yes, this is what I dreamed about when I left my land - participating in building an honorable history. This is what was cultivated in me both at home and in school. I was taught that a nation would never grow or develop without the sacrifices of its members. One simple sacrifice I could make was to leave my beloved family for a long time to investigate and explore tools that might steer the nation to a new stage of development.

Between Two Cultures

The previous paragraphs describe who I was yesterday and where I come from. During the past six years, I have learned English, completed my Master’s degree, and I am currently working on my doctorate. Throughout my studies, I was introduced to new roles and responsibilities, such as teaching, research, supervision, and advocacy. Today, I am participating in and engaging with others from different social and cultural background in activities within the American culture.

What made my six-year journey worthwhile are the challenges it brought. Indeed, every challenge was a learning opportunity. Language is just one example. There were times when I found it difficult to communicate my thoughts and feelings to those around me and when I could not understand what was asked of me. Photography was always the sanctuary I ran to when faced with obstacles; I used the camera as stress relief. With time, this hobby became a tool to express myself. In fact, the camera's lens aided me in viewing my challenges from multiple angles and seeing the bright side that I was not able to see with my naked eye. Also, I used the photos to initiate conversations and to question my thoughts and actions regarding certain events. Such conversations helped me not only to interpret things, but also to better assess and understand myself.

This critical process helped me view the extent to which my intentions are aligned with my actions and to explore the ways in which I can be who I always wanted to be. Finding myself in a different land, situated in a diverse culture, and speaking a new language has challenged many of my beliefs and values as a Kuwaiti Muslim female. There were days when I was questioned about my clothing style, eating habits, and so on. One example of what I have encountered is a question I get asked constantly: Why am I covered in a humid and warm place as Florida? Such questions allow me to step back, be an outsider, to see myself through the eyes of others, and in turn to critically assess myself, my values, my beliefs, and my goals.

The Comprehension of Reflection

Engaging myself in interactive conversations that address the relationship between my thoughts and actions has become part of my daily life. Over time, I came to realize that this revolves around some sort of "reflection," the word whose meaning I couldn't previously figure out and that was lost in translation. Coming to comprehend the meaning of reflection did not

emerge through a simple translation of the word, but through the practice of its meaning. In fact, I realized that reflection is not uniquely Western concept and also has roots in our Islamic religion. According to Abdulhadi (2001):

Islamic education encourages logical and rational thinking... throughout the Holy Quran are found words and phrases that encourage people to use their minds and to think. The meaning of the word reflect is mentioned 17 times in the Holy Quran (p. 12).

As Abdulhadi explains, what is stated in our Holy book is the meaning of reflection, but not the word itself. This explains the difficulty I had at the beginning in understanding reflection, thinking that it was no more than a mirror's reflection.

Ostaz (2011) mentioned that although educational reflection has gained some recent attention, it is an old concept that has been part of all the Monotheistic religions. Also, it is introduced with details in the Holy Quran as most of the verses addresses the significance of using the human mind to meditate and practice forethought. From the Islamic perspective, the practice of reflection and mediation is a necessity of faith imposed by the moral conscience of the profession and the needs of the twentieth century.

Furthermore, what has helped me to bridge my own broad understanding of reflection with the powerful role it plays in education is being surrounded by reflective practitioners in a graduate program that values this tool in the context of teaching and learning. The assigned readings, as well as class discussions, have all contributed to elevating my understanding to a higher level. During that time, I was exposed to the work of scholars such as John Dewey, Donald Schon, and Lee Shulman who have addressed major notions of reflection and reflective practice. As Dewey (1933) explains, reflective teachers are those who examine their practices to identify strengths and weaknesses for the purpose of improving these practices. Sharing a similar

thought, Shulman (1987) defines the reflective teacher as the one who “looks back at the teaching and learning that has occurred, and reconstructs, reenacts, and recaptures the events, the emotions, and the accomplishments. It is that set of processes through which a professional learns from experiences” (p. 19).

The literature I came across during my studies shows that such deep and critical reflection has the potential of offering new insights and understandings as well as new generated knowledge about practice (Dewey, 1933; Etscheidt et al., 2011; Schon, 1983; Ward & McCotter, 2004). There are several reflection tools available for practitioners, such as journals, portfolios, and narratives (Calandra et al., 2009). Video technology, among these tools, has become very popular in the educational field. With this innovative tool, teachers no longer need to memorize events for the purpose of reflection (Calandra et al., 2009; Pena & Leon, 2011). This featured technology allows teachers to record live episodes in their classrooms and save them for later analysis and reflection. This aids them in seeing a wider view of an educational moment (Calandra et al., 2009; Marsh et al., 2010; Pena & Leon, 2011). According to Calandra et al. (2009), “The flexibility of digital video affords repeated viewing, pausing, annotating, editing, and reorganizing of teaching events that can be used as tools for reflection on teaching” (p. 74).

Aside from the American-based studies, one could wonder about our local Kuwaiti literature. Unfortunately, I found that there is a paucity of research related to reflection and reflective practice in the context of Kuwait (Abdulhadi, 2001; Almodaires, 2009; Alsharaf, 2006). More than a decade ago, Abdulhadi (2001), a Kuwaiti scholar, stated in her dissertation that she:

Conducted an extensive search in the literature, including the ERIC clearinghouse database and the Ohio State University library system. There were no studies found that

related reflective teaching practice to teachers in Kuwait. Most reflective teaching studies were conducted in the USA and dealt with the US teacher education. (p. 9)

Even today, 14 years later, this lack of literature persists (Alsharaf, 2006). Moreover, when the search process has been expanded to include the Gulf Cooperation Countries (GCC), of which Kuwait is a part, geographically and culturally (Almoosa, Storey, & Keller, 2012; Shukri, 2014), only a few studies have been found addressing reflection in education (Alsharaf, 2006). What this small body of literature shows is that reflection is gaining increased attention and has been incorporated into a number of teacher training programs in the GCC countries (Al-Issa & Al-Bulushi, 2010; Clark & Otaky, 2006; McNiff, 2011; Richardson, 2004). It has been found that reflection can be a powerful tool for professional growth, and that providing teachers with such tools can enable them to become effective change agents (Al-Issa, 2005; Clark & Otaky, 2006; Shukri, 2014).

Some studies show an emphasis on the responsibility teacher educators have in preparing competent and reflective teachers. According to Al-Issa (2005), a scholar from Oman, teacher educators are role models who cannot help prospective teachers acquire the essential reflective tools unless they themselves implement these tools in their practice. In a study that was also conducted in Oman, findings reveal that the lack of coordination in the implementation of reflective teaching strategies between teacher educators in a training program may result in only some students being exposed to certain approaches and strategies while others are never given any opportunities (Al-Issa & Al-Bulushi, 2010).

On the other hand, some of the studies on reflective teaching in the GCC region, particularly in the United Arab Emirates, have investigated the compatibility of the Islamic culture with the notions of reflective practice that were implemented in a new teacher preparation

program (Clark & Otaky, 2006; Richardson, 2004). These studies were conducted by Western scholars and their findings are contradictory. The first study views reflective practice as an extension of Western values that differ greatly from Middle-Eastern values. According to Richardson (2004), Islamic and Arab beliefs do not readily lend themselves to the transfer of Western teacher education models and concepts. However, two years later, another study was carried out in the same setting by Clark and Otaky (2006) investigating how reflective teaching is perceived by Emirati women. Their research reveals that the participating student teachers view themselves as change agents in the educational system of UAE through the implementation of critical and reflective thinking strategies in their training programs. Clark and Otaky indicate that reflective teaching has been adopted and is being shaped by historical, social, and cultural factors.

Speaking of cultural values, a similar study was conducted in Qatar by McNiff (2011). According to McNiff, critical reflection influences one's thinking and teaches individuals how to challenge their normative assumptions based on their culture and acknowledge their capacity to do things in a better way as part of the globalized world. McNiff adds that reflective practice knowledge is important to Qatar in order to position itself as a legitimate participant in global affairs. In addition, Al-Issa (2005) shares a similar perspective as he believes that in order for Oman to be on track with the competitive and globalized world, ensuring that the pre-service teachers are equipped with theoretical and practical tools is essential.

In conclusion, findings of the shared research here reveal that reflection has found its way into teacher preparation programs in our Muslim-Arab culture. Although researchers have explored various aspects of this newly implemented practice, it is clear that we need much more research on reflection in Arab countries.

Implementation

My earlier personal experience in wrestling with meanings of reflection revealed a deep passion for studying this topic from the perspective of a teacher educator. Also, knowing that my favorite hobby, photography, could be part of my work was exciting. Thus, by the time I was introduced to a new academic role as university supervisor, I decided to incorporate this tool into my methods and practice.

The process of video-based reflection helped me put myself under the microscope to explore aspects of my identity as a novice Kuwaiti supervisor working with pre-service teachers in an American context. More specifically, I wanted to explore the beliefs and values that were reflected in my new role as a university supervisor. For that reason, I videotaped my meetings and post-conferences with my pre-service teachers and maintained reflective journals. What I found at the end of this experience was that the videos served as a critical eye - an eye that enabled me to examine my practice verbally and non-verbally. While watching myself, I experienced mixed emotions as I relived and reviewed the happy, sad, and surprising moments captured in the videos.

One of these moments was when I noticed how much I tended to interrupt my pre-service teachers while they were speaking. I was raised in a community that views the act of repeating some of the speaker's words and completing their sentences as a way of assuring them that I was attentive. However, I do not think that this is an effective communication strategy within the mainstream culture of the United States. Observing these moments of interruption was not pleasing to me. It made me wonder about its impact on pre-service teachers and their flow of thinking and speaking. Costa and Garmston (2002) assert that listening is an essential component of any conversation between a supervisor and a teacher and that some types of behaviors –

interrupting is one example – may hinder the interaction between the two. Through the reflective process, I found myself searching for strategies that could assist me in enhancing the quality of my listening. The approach I followed was “listen and say back,” where I listened carefully to what others were saying and, once they finished talking, I replied by repeating what was understood to assure listening and caring.

This is just one example of how video recordings have helped me to notice and improve such behaviors. This reflective experience assisted me in fulfilling my new role, which came with certain professional and institutional responsibilities. Indeed, this experience also facilitated my transition from being a student to a teacher educator. As Dinkelman (2011) states, identity is “unstable and ever shifting.” To me, his words were an open invitation for change and improvement. As a matter of fact, within only one semester, from the day I started as a supervisor until the day I finished, I was able to visualize my transformation into a supervisor navigating successfully in a diverse sociocultural context.

A Deep Passion

Reflection is a word that I once hardly understood, yet a concept that I now deeply love. My passion to study reflection and further my understanding has grown day by day. What makes this topic so compelling to me is what the research shows regarding its connection to improving and developing practice – a cultural value we hold in high regard. Islamic religion encourages “perfection of action,” which means completing work and tasks with proficiency and seeking constant improvement (Ahmed, 1989). Prophet Mohammad, peace be upon him, once said, “Allah loves that whenever any of you does something, he excels in it” (Al-Damashki, 1986, p. 8). Thus, reflection can be an effective tool to aid teachers in Kuwait to enhance and develop their practices.

Indeed, after I myself had integrated reflection into my own practice here in the U.S., I wondered about its effectiveness in my own sociocultural context. As stated earlier, reflection is not a novice concept to us. Reflection exists in our Kuwaiti Muslim-Arab culture, but not in its structured way (Abdulhadi, 2001; Almodaires, 2009). Also, what should be noted here is that I am completely aware that what I gained through my own experience with reflection might not be the same as what others in Kuwait might gain. My years in the U.S. have cultivated me and re-shaped my personal and professional identity. Today, I see aspects of the American culture reflected in my thoughts and actions. As a matter of fact, this awareness has raised my interest in this topic and motivated me to embark on a journey to explore reflection in a multicultural way.

I am particularly interested in studying how early childhood teachers at the pre-service level in Kuwait might utilize reflection in their teaching and what it can offer them. Scaffolding their experience at this very first stage is a necessity. Thus tools such as video technology can potentially facilitate their experience (Cherrington & Loveridge, 2014). When I shared this interest with a colleague at Kuwait University, I was impressed to hear that some teacher educators have attempted to integrate reflection in their courses.

One early childhood faculty member introduced what she calls “video-based teaching critique” to students in her kindergarten teaching methods course. As part of the course assignment, each student is required to deliver a lesson to class members and then, later on, critically analyze their own teaching and submit the assignment in a written form. As a tool that could help them to have a better view of their teaching experience, the instructor encouraged recording a video of the lesson. As the instructor explained to me in a conversation, “This is an optional and ungraded activity. Student teachers are encouraged to record their lessons to be able to identify areas that need attention and to think about working on these areas.” She also added,

“Because it’s optional, at the beginning only a small percentage of students have utilized videos for their self-teaching critique assignment; however, this percentage is increasing and most of the students have decided to include these recorded lessons in their digital graduation portfolios.”

It is very impressive to see change initiatives by faculty members in the College of Education at Kuwait University. Becoming aware that some students have already experienced the process of reflection using self-recorded videos within their coursework made me think about their experience with using this reflective tool in their field training. More specifically, this evoked questions such as: What would the experience of video-based reflection look like in the real teaching context? How can we facilitate and support pre-service teachers’ reflective practice? How can we understand the impact of this reflective tool on their learning? How useful would it be to have a dynamic scene ready for study and analysis away from classroom distractions? What opportunities for learning does video technology provide to teachers? Indeed, these wonderings and questions were the starting point of this study.

Study Purpose

This study aimed to explore how Kuwaiti pre-service teachers experience guided reflection and the extent to which video technology facilitates their experience. This research highlighted the benefits reflection might offer teachers as well as the challenges and obstacles they might encounter throughout the process. Moreover, this research addressed potentially effective tools that may help teacher educators in scaffolding pre-service teachers’ reflection, such as video technology (Marsha & Mitchell, 2014). As previously stated, reflection requires recall of events and specific actions, emotions, decisions, and other factors that took place during that event (Schon, 1983; Shulman, 1987). Video-based reflection is one of these tools and it does not require memorization which can be difficult for novice practitioners such as pre-service

teachers (Calandra, 1981; Lyle, 2003). Thus, the argument here is that guided reflection through the use of videos has the potential of offering pre-service teachers concrete support in the reflective process. Findings of this research provide new insights and understandings that contribute to the existing body of the literature, which is needed as other scholars have indicated in their work.

My Conceptual Theory

In this study, I utilized Rogoff's sociocultural theory (2003; 1995) as my lens in mapping the investigation. The rationale for using such lens is my belief that different programs, systems, policies, and practices are socially and culturally constructed (Cannella & Viruru, 2004; Rogoff, 2008; Tobin, 2005), and thus, we cannot just strip them of their own context. As indicated earlier, there is limited literature that addresses reflection or reflective practice in the context of Kuwait, and much of the literature has been carried out in different parts of the world, mostly the U.S. It is crucial for me as an early childhood educator who appreciates diversity and who values the Kuwaiti cultural identity to take caution when thinking about the potential for new ideas in our context.

Rogoff's approach stresses that for such an investigative process, it is essential to address social issues holistically through three planes: personal, interpersonal, and institutional. According to Angelillo, Rogoff, and Chavajay (2007), although we cannot separate these components, we can still focus on one by bringing it to the foreground while shifting the others to the background. Teaching is a social and cultural practice and when we think of the classroom, we see social and cultural complexities. Videotaping a lesson is basically capturing the teaching episode, an event that is ready for analysis and reflection using the three "inseparable" concepts that Rogoff discusses. Video elicitation interviews as a method allowed me to utilize these three

planes together to provide a comprehensive view of a class event. The recorded videos capture the classroom interactions as well as the embedded institutional cultural values.

Study Significance

There is little research that has investigated reflective teaching in Kuwait and the region of GCC countries (Abdulhadi, 2001; Almodaires, 2009; Alsharaf, 2006). Moreover, no studies have investigated its use in the field of early childhood education. Therefore, findings of this research contribute to this body of literature and inform the early childhood preparation programs in Kuwait and neighboring countries with similar socio-cultural contexts and common educational goals about the integration of reflective tools. This study explored the potential of using video technology as a tool to facilitate pre-service teachers' reflection (Cherrington & Loveridge, 2014). Allowing teachers to relive the teaching moment through the use of videos can enable them to deeply analyze situations, away from classroom distractions, and "generate multiple perspectives about it" (Arya, Christ & Chiu, 2014, p. 111).

This study also investigated ways in which early childhood pre-service teachers might experience connections between theory and practice through reflection, especially when they are doing their field training. According to Marsh and Mitchell (2014), the use of videos in teacher education has the "potential to stimulate, support and structure dialogue between educational theory and classroom practice" (p. 403). Research outcomes provide teacher educators and program developers in Kuwait with new insights and understandings about the use of reflective tools in early childhood preparation programs. McFarland, Saunders, and Allen (2009) assert that pre-service teachers need the skill of reflection to maximize their teaching effectiveness when they go into the field for service. Indeed, this particular research supports the College of Education's mission of preparing "competent, caring and reflective teachers and educational

professionals.” Improving our current training programs by incorporating effective tools such as reflection opens a new door for educational reform (Alsharaf, 2006).

Study Overview

In this research, a qualitative descriptive study (Berg & Lune, 2012; Creswell, 2013) was used to explore the potential of video technology as a tool to facilitate Kuwaiti pre-service teachers’ reflections. This research was conducted in Fall 2015, and three early childhood pre-service teachers were purposefully selected for participation. Multiple data sources were used in this study to gain additional insight about the topic being studied and to enhance the quality and credibility of the research findings (Patton, 2002). These data sources were: semi-structured and video-elicited interviews, field notes, and researcher reflective journals. For the data analysis, I implemented a thematic analysis (Braun & Clarke, 2006; Fereday & Muir-Cochrane, 2008). The following research questions have guided the entire research journey.

Research Questions

1. In what ways does video elicitation facilitate Kuwaiti pre-service teachers’ reflections?
2. What do Kuwaiti pre-service teachers reflect about?

Definition of Terms

To facilitate the understanding of this study, the following terms are defined:

- Pre-service teachers: Students in the College of Education at Kuwait University enrolled in the four-year program of early childhood education which admits only female students. This program consists of eight semesters: seven semesters of coursework and one semester of field training in a public kindergarten (Habeeb, 2013).

- Kindergarten: The term kindergarten in the context of Kuwait is used as “a separate educational institution from the elementary level; it provides two years of education, the first for 4-year-olds and the second for 5-year-olds. Children are taught through games, instruction, projects, play, etc.” (Al-Balhan, 1998, p. 24).
- Kindergarten Supervisor: A person who works in kindergarten and has a dual role: to coach and to evaluate teachers in the same school. The supervisor is considered also as a bridge between teachers and school administration. She organizes and prepares workshops, professional development sessions, and other teaching and learning activities within the school. Usually there are two supervisors, one that is assigned for the first level teachers and one that is assigned for the second level teachers.
- Kindergarten Superintendent: A person who works at the Ministry of Education and has also a dual role in coaching and evaluating not only teachers but supervisors as well. The superintendent is assigned to a number of kindergarten schools within a certain district. Usually the superintendent observes and evaluates in-service teachers once per semester while she observes pre-service teachers at least once a week.
- Stimulus: This is what the kindergarten teacher starts her lesson with, in circle time, to get children’s attention. This is something that has been added in the past 15 years to the new developed kindergarten program. A good stimulus is one that speaks to children’s senses (something they can hear, see, touch, etc.). Some examples are: puppets, puzzles, guests, games, etc.
- Reflection: This is a thinking process. It is a contemplative or evaluative kind of thinking. In reflective thinking, one recalls experiences, problems, or existing knowledge and insights and reexamines them in order to learn and grow. (McFarland et al., 2009).

- Guided reflection: This is a process where teacher educators apply techniques such as video recording to stimulate reflective dialogues and discussions on practice for the purpose of scaffolding pre-service teachers' learning and developing their capacity for reflection (Marsha & Mitchell, 2014).
- Video elicitation interview: This is a qualitative data collection method that was used in this study. The researcher interviewed the participants, Kuwaiti early childhood teachers, and view with them their video-recorded lessons. During this process, the researcher probed the participants to comment and reflect on their viewed practices (Lyle, 2003; Powell, 2005).
- The Holy Quran: In the religion of Islam, the Holy Quran is the word of God that was sent to Prophet Mohammad (p.b.u.h) through Angel Gabriel. It is the book all Muslims recite and turn to for guidance. It holds practical teachings of the religion, principles, and laws of God (Abdulhadi, 2001).
- Prophet Mohammad (p.b.u.h): In the Islamic religion, Mohammad is the last messenger of God. He devoted his life to spreading the word of Islam to all people. The Prophet was 40 years old when the Quran was revealed to him. "The Prophet Mohammed's tradition is called Sunna which means all Prophet Mohammed said and did and which was received through truthful ascriptions. Every Muslim is compelled to comply with the Sunna" (Abdulhadi, 2001, p. 6).
- The Countries of the Gulf Cooperation Council (GCC): This term refers to the six Arab monarchies that are tied in geographic proximity as all countries lining the Arabian Gulf coast. They share similarities in political and economic systems, language, as well as Islamic beliefs. These countries are Kuwait, Saudi Arabia, United Arab Emirates,

Bahrain, Oman, and Qatar, and they form a union as part of the Gulf Cooperation Council (Almoosa, et al., 2012; Shukri, 2014).

Research Outline

This research is a journey that is organized and described in seven chapters that serve as stations. The first station is Chapter One that introduces me as the researcher and the mission that I hoped to accomplish through this work. This chapter includes the research purpose, questions, significance, and other components such as the definition of terms. The second station of this journey is Chapter Two, which presents a comprehensive review of the literature. Following this comes the methodology station, which is Chapter Three. This chapter describes the research methods, including participant selection, data collection plan and instruments, data analysis, credibility, and ethics, and it ends with a study completion timeline. Chapters Four through Six introduce the participants and address their unique experiences in this research, as well as in-depth descriptions of findings and emerging themes from the analyzed data. The last station of this research journey is Chapter Seven, the cross case analysis. In this chapter, summaries of the experiences of each participant are provided in addition to the discussion of themes generated across cases. This chapter also responds to the research questions, addresses the implications of this study for the field of teacher education, and ends with some future possible research paths. Let us now delve into chapter two and the literature surrounding the use of reflection and video-elicitation techniques in the field of early childhood education.

Chapter Two

Literature Review

The word “reflection” is used linguistically to mean the meditative form by which people look at themselves (Rodgers, 2002). There are theories that have been developed to explain “reflection” explicitly, as an educational process and as a vital aspect in the transfer and acquisition of knowledge. As stated in the previous chapter, the term “reflection” in this particular research is defined as a thinking process. Reflective thinking focuses on past events, experiences and challenges and reexamines them in the light of present understanding (McFarland et al., 2009). This is how I see reflection and this is the path my research took.

Visually, I think of the art of reflection as beginning to use our “third eye.” The “third eye” has roots and meanings in many mystical and spiritual traditions. I use the “third eye” to represent a way of looking at the world as a vibrant sphere of energy, where all parts are inter-relating in a dynamic, ever-changing field of growth and new possibilities. Nothing in this world stands still. Sit on the grass for little while and watch as a whole world beneath your feet comes alive and you have been opened to a world where insects thrive and live. Cover the grass with cement and if untended the grass will soon find a way upward through the cracks to find the sun. Our world is a creative playground in a continual process of building and toppling, growth and decay. We humans are an integral part of this ever-evolving life. Reflection whether in the classroom, the kitchen or the bedroom is simply a way of looking with our “third eye” and thus centering ourselves within this vast field of possibilities and joyfully participating in it.

Theoretical Framework

This study used as its main approach the socio-cultural vision of Rogoff (2003; 1995). Rogoff has provided us with the intellectual inspiration and theoretical framework to move our way of thinking away from a dualistic, two-dimensional approach and toward a more multi-dimensional approach which I term “third-eye” thinking. The nature of my study, this shared journey in reflection, required a design structure that would create a safe and supportive, flexible and spontaneous environment for all of the participants to creatively explore the whole learning environment within the classroom and to allow themselves to grow and change within it in a natural organic fashion. This approach necessitated the embracing of subjectivity as a means to objective transformation. We all live in our own subjective universe. When we acknowledge this and explore the nature, contours and content of this universe, we embrace the individuality of each individual’s life perceptions of the world and their life experience. We also find within this myriad of subjective universes patterns of shared meaning and experience. We do not impose meaning from without, but rather allow meaning, purpose and structure to emerge from a close participation and examination of life at ground level in the every-day lives of people living their lives within their immediate environment. This approach takes it for granted that all cultures are equal, all are the cumulative result of human beings expressing their natural characteristics and abilities within a specific environment. For this study, therefore, Rogoff’s approach served as a field-tested guide to achieve these aims.

Rogoff (2003; 1995) believes we can only understand humans by integrating a personal, interpersonal and community focus. Rogoff asserts that humanity is a unified culture, a living, growing, ever-changing, dynamic organism, and that any part of it can only be understood by comprehending how it operates within and relates to the whole. Rogoff believes that within the

whole, all parts are acting and being acted upon by a myriad of other parts within the whole. We can choose to explore and examine a certain “event” or “activity,” – a section of the whole, but we must always remember that any arbitrary part we choose to focus upon is also an integral part of the whole and can only be comprehended fully by keeping this constantly in mind. Rogoff (2003) asserts that as participants, we are shaped by three developmental processes: apprenticeship, guided participation and participatory appropriation.

The first developmental process is *Apprenticeship*. Apprenticeship is the process by which newcomers to a group learn through participation with more experienced participants. The nature of apprenticeship can vary greatly between different cultures or subcultures. Children in a farming community, for instance, spend their childhood performing ever more complex and challenging farm chores. Meanwhile, a suburban child might be involved in a lot of extra-curricular activities and sometimes not know where their food comes from!

Apprenticeship involves learning in a controlled and sheltered environment in the presence of experienced participants. This provides a safe environment for learning. The school itself is a cultural institution whose primary mission is that of apprenticeship. This applies to early childhood students, and for me also extended to the subjects of my study, the pre-service teachers. It was essential that we explore the classroom “event” beyond a simple mentor/student dyad. Students and teachers alike are growing, changing and affecting change in the cultural environment within which they are participating. Thus, apprentice and mentor alike need to develop “third eye” thinking at every level of the participatory learning process.

Rogoff’s second developmental process is *Guided Participation*. It is the process in which social and cultural values direct the activity of a group. Participants are guided by internalized rules of behavior for a particular social setting. These rules are often not universal

but make sense within the context of a particular culture or cultural setting. Acceptable behavior in a night-club is very different from acceptable behavior in a public library. Likewise, acceptable behavior on a city street is vastly different than acceptable behavior on a rural country lane. When the teacher closes the classroom door and begins to teach, she is not alone. The nature of the classroom and all of the activity by all of its participants are guided and shaped by the school traditions, regulations and protocols, by the Kuwaiti Ministry of Education, by the expectations of parents and by the nature of Kuwaiti culture itself. Beyond this, the education theories and practices of countries around the world are influencing what happens in this one room with the closed door. The teacher is not alone. The teacher must learn to perceive through their ‘third-eye’ and to find themselves centered within multidimensional cultural spheres of influence. “Third-eye thinking allows us to absorb and synthesize the various cultural spheres of influence that are constantly shaping us through the process of “guided participation.”

Participatory Appropriation, the third developmental process, refers to the process in which individuals, through participation, grow in knowledge and skill to participate in similar events. Rogoff (2003) believes that knowledge is alive and important mainly in how it helps participants in the here and now to interact effectively in their cultural environment. Moreover, participants grow by applying knowledge effectively to face new situations and challenges in the real world. A person who has learned to drive a car can extend this ability with additional learning, for example, to drive a tractor trailer. A qualified teacher can expand the subjects they teach without re-learning the art and process of teaching itself. Participatory appropriation is the life-long process of using past experience and learned abilities in new ways in response to demands in the immediate environment. All participants in this study, which included pre-service teachers, students, school personnel and of course myself, were participating in an ever-

transforming dynamic and unified cultural world. By centering ourselves within the various cultural spheres of influence, we not only make sense of what is, but become active co-creators of what can be. By integrating the multi-dimensional cultural forces at play, we are in a position to channel those forces into new harmonic configurations that align the personal, interpersonal and global cultural spheres of influence.

This study's aim was to explore how Kuwaiti pre-service teachers experience guided reflection and the extent to which video technology facilitates their experience. Third-eye reflection has been an integral part of this exploration. Third-eye reflection is an ongoing process, a way of focusing and growing within a dynamic, ever-changing environment. One begins where one finds oneself, and the journey unfolds from there. Third-eye reflection is its own reward, providing synthesis, insights and understanding of the immediate everyday world in which every person must live and participate. This research process accepts the researcher and individual pre-service teachers wherever they are and walks with them through a non-preordained transformation from within. New insights and new questions are the norm throughout this process as, in this study, the researcher and the pre-service teachers use video elicitation as a focal point for their shared reflection. Third-eye reflection is a form of reflection that I strove for in this study and which I would like to see manifested throughout the Kuwaiti educational system. Before proceeding with the literature and its findings, I will introduce Kuwait with some background information on its educational systems as well as its early childhood preparation programs.

The State of Kuwait

Kuwait is a country that is located on the Arabian Peninsula and covers an area of 17,818 square kilometers. It is bordered by Saudi Arabia on the south, Iraq on the north, and the Arabian Gulf on the east (Central Intelligence Agency, 2015). Kuwait is a democratic Arab Muslim state that gained its independence in 1961 after the British protectorate ended. Arabic is the official language, and English has become widely spoken in recent years. The total population of Kuwait is approximately four million; however, only 1,275,857 (31.18%) are Kuwaitis while 2,816,136 (68.82) are non-Kuwaitis (Public Authority for Civil Information, 2014). Moreover, the Kuwaiti community holds distinctive traits: beliefs, language, religion, values, ethics, and mentality that are set to guide the community in all political, social, and economic aspects (Hooli & Shammari, 2009).

Education in Kuwait

The Compulsory Education Law of 1965 stresses that education is compulsory for all Kuwaitis from primary school starting at the age of six until 14 years old (Ministry of Education, 2008). Also, education in public schools is free for all citizens from kindergarten through university. According to the Kuwaiti Constitution, “Education is a right for Kuwaitis, guaranteed by the State in accordance with law and within the limits of public policy and morals” (Kuwait Const. art. 40).

The education system of Kuwait is structured in four levels: preschool, primary, intermediate, and secondary education. The entry age for preschool is as young as three-and-a-half years old, and the program lasts for two years (Al-Hooli, 2009). By the age of six, students start their compulsory education at primary school, completing grades one through five. At the intermediate level, students complete grades six through nine. In secondary education, students

enroll for three years from grade 10 to 12, and these are the final years of pre-university level (United Nations Educational, Scientific and Cultural Organization, 2011).

Upon completion of their secondary education, students can seek higher education, choosing from a range of options. Among these are two state-supported academic institutions: Kuwait University, which offers four-year bachelor's degrees in different academic areas, and The Public Authority for Applied Education and Training which offers two years of vocational and technical training as well as a four-year program in education (UNESCO, 2011).

The Ministry of Education states as its aim to build an education system that promotes ambition in its learners with an emphasis on moral, religious, and ethical principles (Kuwait Ministry of Education, 2008). According to Al-Balhan (1998), "school programs strive to maintain equilibrium between achievement of the individual's identity and preparation to contribute to Kuwait's developing society" (p. 50). Moreover, in Kuwait, the majority of teachers in the different educational levels are female, and at the kindergarten level, all teachers are female. Habeeb (2013) points out that "the job is viewed from a somewhat old-fashioned perspective as being more of a woman's job as it deals with acting from a nurturing role" (p. 30).

Kindergarten Education

Kindergarten in Kuwait "is the place in which children receive their first formal education and exposure to knowledge, and it is a transition from home to school" (Al-Shatti, 2011, p. 2). This is where children spend most of their time receiving careful nurturing as a base to begin their education. Kindergarten is offered in two levels. Level one is designed for children 3½ - 4½ years old, and level two is designed for children between 4½ - 5½ years old.

Kindergarten teachers in Kuwait are appointed by the Ministry of Education, and they must earn a bachelor's degree from Kuwait University or the Basic College of Education

specializing in kindergarten (Al-Hooli, 2009). Until recently, two teachers were in charge of each classroom: the main classroom teacher and her assistant. However, when I went to Kuwait for the purpose of data collection, I found that this had changed. Today, there are 2-4 teachers in the Kindergarten classroom. When I inquired about this recent change, I was told by school principals that this is because of the numbers of ECE teachers who graduate every semester. Also, the Training Center informed me that next year only 30-35 pre-service teachers will be doing their internship as the program now accepts only a small number of students every year.

In terms of the role of kindergarten teachers, Al-Balhan (1998) states, “the teachers' roles are many and include being a nurturing adult, a resource of knowledge for the children, and a guide to positive self-regard. In addition, they help the child to adapt to society and play a critical role in the connection between home and school” (p. 60). In kindergarten, class lessons are carried out in Arabic, Kuwait’s official language, but the English language is also taught as part of the curriculum (Al-Darwish, 2013). Classroom routines consist of a number of learning centers. Within these learning centers, the children are provided with opportunities for discovery and exploration (Al-Hooli, 2009). During the kindergarten day, children engage and participate in different activities. Table 1 shows the daily kindergarten schedule. The Committee on Kindergarten Curriculum Development in the Ministry of Education has established 10 general goals for kindergarten in Kuwait (Kuwait Ministry of Education, 2007). Some of the aims are:

- To help children gain religious beliefs and ideas
- To help children acquire a sense of belonging to their family, society, the Arabian Gulf, the Arab nation, and the Islamic nation
- To help children learn responsibility and independence, and learn the acceptance of living in a cooperative society (Kuwait Ministry of Education, 2007).

Table 1

Kindergarten Daily Schedule, 2013-2014 Academic Year

| Period | Daily Schedule | | Minutes |
|--|----------------|-------|---------|
| | Start | End | |
| Arrival | 7:30 | 7:50 | 20 |
| Session 1: Morning Activity | 7:50 | 8:20 | 30 |
| Circle Time | 8:20 | 8:40 | 20 |
| Hand Washing | 8:40 | 8:50 | 10 |
| Breakfast | 8:50 | 9:10 | 20 |
| Hand Washing & Brushing Teeth | 9:10 | 9:25 | 15 |
| Break | 9:25 | 10:10 | 45 |
| Session 2: Centers | 10:10 | 11:05 | 55 |
| Snack | 11:05 | 11:15 | 10 |
| Session 3: Extra Curricular Activities | 11:15 | 11:55 | 40 |
| Session 4: Dismissal | 11:55 | 12:20 | 25 |

**These data were taken from the Kuwaiti Ministry of Education website and translated to English.*

According to Al-Hooli (2009), the kindergarten curriculum integrates instruction and play, specifically through language, literature, math, science, music, art, motor skills, etc. She adds, teachers follow the “Teacher’s Theme Manual” prepared by the Ministry of Education to cover and plan their lessons throughout the academic year. Theme in this context refers to the curriculum’s topics and subjects, and each theme runs for 1-2 weeks. Table 2 shows example of the themes designed for the first and second Kindergarten levels.

Table 2

Example of Themes Taught at Kuwaiti Public Kindergartens

| The First Level | The Second Level |
|---|--------------------------------------|
| (1) My kindergarten | (1) The computer |
| (2) Who I am | (2) People |
| (3) My family, relatives, and neighbors | (3) My food |
| (4) My health and safety | (4) Communication and transportation |
| (5) Water and air | (5) Kuwait is my country |
| (6) Animals and plants | (6) The four seasons |

Early Childhood Teacher Preparation in Kuwait

In Kuwait, there are two institutes that train teachers: The College of Basic Education and the College of Education at the University of Kuwait (Almodaires, 2009; UNESCO, 2011). Both institutes offer a four-year program (eight semesters) with academic, cultural, and pedagogical training leading to a Bachelor’s Degree in Education. According to Albalhan (1998), the required courses in the kindergarten programs include “Arabic language, English language, child development, curriculum, physical education, early childhood education, play therapy, research,

library, mathematics, social work, and religion” (p. 61). At both institutions students are required to study coursework for seven semesters. According to Al-Sharaf (2006), during their first three years, students are rarely offered a chance to have any type of field training or even the opportunity to visit classrooms for observation. In their last semester, they go into the field for full-time internship (Almodaires, 2009; Al-Sharaf, 2006).

Reflection in the Region of Gulf Cooperating Council countries

There is a paucity of research related to reflection and reflective practice in the context of Kuwait (Abdulhadi, 2001; Almodaires, 2009; Alsharaf, 2006). When the search process is expanded to include the Gulf Cooperation Council (GCC), of which Kuwait is a part, geographically and culturally (Almoosa, Storey, & Keller, 2012; Shukri, 2014), only a few studies have been found addressing reflection in education (Alsharaf, 2006). My literature search had two phases. At first I searched for the literature in the English language, through databases and sources I had access to in the U.S. Then, during the time of data collection, while I was in Kuwait, I explored the Arabic databases as well as the printed resources. The search yielded a small number of studies, which confirmed there is a gap in the literature found in both Arabic and English sources.

As noted earlier, the term reflection does not have a literal translation in Arabic language. Investigating the Arabic databases revealed some terms that have similar meanings to reflection. These are meditation, which has a religious root, and critical thinking. The latter seems to be a Western term newly introduced in the Arabic literature. Most of the studies that used this term, critical thinking, relied on the Western literature and scholars. The research findings showed that reflection is gaining increased attention and has been incorporated into a number of teacher

preparation programs in the Arab world. In this section, I will present and discuss findings of these studies.

Oman

Al-Issa (2005), an Omani researcher, investigated the important role that the Omani teacher educators hold in their educational systems and policies. The researcher collected his data through semi-structured interviews with some participants who are involved in the Omani English language teaching system. According to Al-Issa, ensuring that the pre-service teachers are equipped with the theoretical and practical tools is essential to be on track with the competitive and globalized world. In his work, Al-Issa (2005) recognizes that providing teachers with such tools can enable them to become effective change agents through reflective teaching. He found that critical reflection, progressive training modes, and analytical thinking abilities are vital in helping prospective teachers to create change in rigidly centralized and hegemonic education systems like in Oman. He also adds that the effectiveness or ineffectiveness of teaching English as a second language is determined by the quality of training and education that the pre-service teachers are given. He claims that teacher educators are role models and they cannot help prospective teachers acquire the essential reflective tools unless they themselves implement these tools in their practice.

In 2010, five years later, Al-Issa collaborated with his Omani colleague Al-Bulushi in taking the previous study a step further by focusing on reflective teaching. Their paper highlights reflective teaching in the current world as an important tool for professional growth. According to Al-Issa and Al-Bulushi (2010), teacher educators in English language teaching (ELT) play a key role in fostering reflection through the use of relevant approaches and strategies in the training of pre-service teachers. They assert that reflective teaching helps pre-service teachers to

develop an understanding of the complex contexts and social conditions that have an impact on teaching English language. Their research has also investigated the strategies and approaches of reflective teaching that are implemented by Omani teacher educators.

Al-Issa and Al-Bulushi's findings show that teacher educators lack coordination in their implementation of reflective teaching strategies. This in turn has resulted in exposing only some students to certain approaches and strategies, while others are never given any opportunities. They found that some teacher educators are implementing approaches that might negatively impact the pre-service teachers' beliefs and practices, such as the insistence on the use of the national syllabus lesson plan templates only. These lesson plans serve as useful suggestions for teachers, but the researchers imply that the individual teacher needs to have freedom and flexibility in shaping their own lesson plan and that they should not be required to follow a rigid, pre-defined format. Al-Issa and Al-Bulushi concluded their work with some suggestions. They stress that teacher educators need to engage students in online collaborative talks and more action research. Moreover, they assert that reflective teaching should involve exploration and questioning, and should focus on lack of understanding and question discrepancies.

United Arab Emirates

Reflective practice has also been investigated in the United Arab Emirates UAE. Two studies have been found, and both have been conducted by Western researchers. Interestingly, although these two studies are only two years apart, their conclusions are somewhat contradictory.

A study that was conducted by Richardson (2004) investigated the compatibility of the Islamic culture with the notions of reflective practice that were implemented in a new teacher preparation program. The author expressed pessimism on the success of an educational program

with a foundation in reflective practices due to the strong Muslim-Arab values that are reflected in every aspect of the Emirati people's life. Richardson views reflective practice as an extension of Western values, which he believes differ greatly from the Eastern values. He believes that cultural values are a powerful constraint in the UAE, which limit individual behavior. According to Richardson (2004), the Islamic and Arab beliefs do not readily lend to the transfer of western teacher education model and concepts. Concluding his study, Richardson recommends that curriculum developers should make the reflective practices more culturally grounded on the practices of the Emirati people.

On the other hand, two years later, Clark and Otaky (2006), other Western researchers, investigated how the Emirati people, especially the Emirati women, perceive reflective teaching. According to Clark and Otaky, the use of reflective teaching is one of the strategies that is used by pre-service teachers in a new Bachelor of Education Degree in UAE. They state that reflective teaching had previously been considered impossible to implement in UAE due to the Muslim/Islam culture that was considered incongruent with the practices emphasized in reflective teaching. The researchers therefore gathered data in UAE over a two-year period and analyzed it to establish how reflective teaching had been implemented in the UAE. Findings indicate that reflective teaching has been adopted and is being shaped by historical, social, and cultural factors. The research established that the Emirati women had embraced reflective practices as part of their job in authoring their identities as teachers. Moreover, the research reveals that the Emirati student teachers view themselves as change agents in the educational system of UAE through the implementation of critical and reflective thinking strategies in their training programs.

Although both studies seem to be contradictory, I believe there is a common thread that connects them. Reflection aims and practices vary according to cultural conditions. Various cultures find themselves at unique positions on the cultural continuum between independence and interdependence, and this affects directly the aims and applications of reflection in these cultural settings. Reflection as practiced within the US educational system, for example, cannot be transplanted as is into a Middle Eastern educational system. We must not be lazy or elitist by applying a one-size-fits-all approach to reflection within various cultures and subcultures. Reflection must be aligned with the aims, methods, and customs of a specific cultural setting anywhere in the world.

Qatar

McNiff (2001) has explored how critical reflection can be practiced and how reflective practices are implemented. The paper draws its data from recent research in Qatar to give an account of how the use of critical reflection by practitioners is contributing to the development of a new knowledge base for the country that promises to improve the quality of learning. According to McNiff, reflective practice knowledge is important to Qatar in order to position itself as a legitimate participant in global affairs. He states that since Qatar is a knowledge-creation country, it needs to implement action research as a method for practice, and this action research needs to be based on Islamic values. He adds that critical reflection is also important because it influences one's thinking and teaches individuals how to challenge their normative assumptions based on their culture and to acknowledge their capacity to do things in a better way as part of the globalized world.

Kingdom of Saudi Arabia

A study carried out by Alzubairi (2014) explored the effectiveness of the use of the Teacher Work Sample portfolio in the development of reflective thinking among student teachers in a Special Education Department. Her experiment included 80 female students in the undergraduate program who were in the field training, and the duration of the program was 15 weeks. The 80 students were divided equally: 40 students in an experimental group and 40 students in the control group. The study utilized the “Sysenck & Weilson Reflectiveness Scale.” The results showed that the experimental group had higher degrees of reflective thinking than the control group. Alzubairi recommended future investigations on the effectiveness of the Teacher Work Sample portfolio.

Another study in Saudi Arabia has been conducted by Alshuwairekh (2011). Alshuwairekh views reflective thinking as a complicated term that does not have a clear unified definition in the literature. He indicates that reflection sometimes is defined as the tool that enables one to examine and explore personal experiences and that leads to change in views and perceptions. Reflection could also be defined as the process of stepping out of personal experience to think deeply of its meaning. He adds, reflection in this meaning completes and enriches learning as it helps in understanding past experiences to guide future experiences.

Alshuwairekh (2011) also points out that teacher reflective journals are one of the effective reflective tools as it is characterized by teachers’ freedom of expressing thoughts and emotions. He provides question examples on the teaching and learning process, on students, and on teachers. These questions were borrowed and translated from Richards and Lockhart (1994) to guide teachers, especially novice ones, in writing their reflective journals.

Bshara (2010) is another scholar who calls for integrating reflective journals in teacher preparation. Bshara has investigated the impact of reflective writing on improving reflective thinking among early childhood student teachers. He used pre and posttests of reflective thinking, which showed that training on reflective writing had improved reflective thinking. Bashara asserts that reflection should be an integral part of any teacher preparation program. He recommends offering courses on reflective writing and reflective thinking. Moreover, he highlights the significance of preparing a supportive learning environment in which the relationship between student teachers and teacher educators is built on trust. A good environment, according to Bashara, is a one that supports the acceptance of different perspectives in an objective way.

Ostaz (2011) conducted a study investigating the reflective thinking level of middle school science teachers when faced with challenges. His goals were to offer new insights for the teacher preparation model in Palestine. According to Ostaz, reflection is one of the educational tools that has showed benefits to teachers in some parts around the world, and it is new to the field in Palestine. So it may shed light on new beneficial ways to enhance teacher preparation. In this study, 108 teachers participated and took a test on reflective thinking that consisted of nine educational problems. Findings showed that science teachers' level of reflective thinking was under 70%. The researcher attributed this to teachers' unfamiliarity with the concept of reflective thinking and in turn to the process it entails. He also mentioned that those teachers were not offered tools to help them be decision makers where they can assess their own work and be active in their learning.

Also results show that while there are no significant gender differences in the level of reflective thinking of science teachers. Teachers with more years of experience showed higher

levels of reflective thinking than those with less experience. Ostaz concluded his study with some recommendations for more attention to this type of practice and to provide teachers with tools, workshops, and professional development sessions to help them build and develop reflective thinking skills and strategies. Ostaz also asserts that in order for this to happen, it is important for teacher educators, supervisors, and those who work with teachers to utilize this tool in their own approaches and practice.

Reflection in Teacher Education

As indicated in the introduction, reflection is one of the basic learning tools that comes to the forefront in teacher preparation. (Etscheid et al., 2011; Ward & McCotter, 2004). Many national and international associations and organizations are calling for teacher education programs that produce reflective practitioners. In the US, for example, program accreditation demands evidence of integrating reflection, which needs to appear in every aspect of the preparation program including coursework and field training.

Reflection in teacher education is an attempt to combine knowledge and action in teaching. According to McFarland et al. (2009), reflection is a thinking process. Schon (1983) described reflection as “a continual interweaving of thinking and doing” (p. 281). Reflection is a contemplative or evaluative kind of thinking. Reflective thinking focuses on past events, experiences and challenges and reexamines them in the light of present understanding. Reflection allows teachers to recognize their ideas and teaching concepts, later linking them to scientific theories (McFarland et al., 2009; Ward & McCotter, 2004). Reflection also helps us to clarify what we might expect from something we are about to explore or from somewhere we are about to go. It allows us to know where we are at a certain point and helps us to understand better what we are seeing and hearing in the here and now (Etscheidt et al., 2011). Reflection, by

looking back, helps teachers to evaluate what students have learned and the quality of that learning. McFarland et al. (2009) assert that pre-service teachers need the skill of reflection to maximize their teaching effectiveness when they go to the field for service (McFarland et al., 2009). They add that teacher educators can help pre-service teachers to achieve this by ensuring they have a good interactive process with their students. For an effective reflection process, these pre-service teachers need to ensure that they have a good and proper record of their teaching work, which can act as the benchmark upon which they can execute a successful reflection (McFarland et al., 2009).

Gipe and Richards (1992) showed that the process of reflecting in any preparation program involves two parties: the pre-service teachers who investigate, and the teacher educator who helps them to reflect. According to Lupinski et al. (2012), reflection offers a broad range of advantages to students in teacher preparation programs. Firstly, it enables students and teachers to build their career in teaching practice correctly. They add that, with reflection, participants need to ask themselves questions concerning the quality of their performance. Questions such as “Why do I do what I do?” and “What values are important in my line of work?” are helpful. Parkinson (2009) points out that there is also an emotional dimension in reflection. It helps pre-service teachers in preparation programs to ask questions such as what emotions they encounter while in the classroom and how their feelings affect their service delivery.

Orland-Barak and Yinon (2007) write that a reflective practitioner should understand the process of reflection in action, should go above mere descriptions as per the lesson plan, and should learn about reflection from other educators and fellow teachers. A good practitioner is one who reflects on learners, the learning process, and the content.

Korthagen (2002) claims that it may not be possible to define what makes a good teacher and that any attempt to do so must explore various levels of influence which he terms the “onion.” Korthagen’s onion model has six aspects: environment, behavior, competencies, beliefs, identity and mission. *Environment* refers to everything that a pre-service teacher encounters in the world around them. This includes the challenges presented by the class, the students and the school. *Behavior* focuses on methods and strategies the teacher employs in the teaching process. *Competencies* refer to a combination of knowledge of subject matter, teaching skills, and the personal beliefs of the teacher. *Beliefs* represent the world view or of the teacher. Often, teachers are unaware of their own belief system that operates often invisibly underneath their conscious awareness, influencing their behavior and approach to students and the learning process. *Identity* is “...who someone is, the various meanings people can attach to themselves, or the meanings attributed by others” (Beijaard, 1995). Korthagen believes that a teacher’s professional identity has a strong influence on their behavior, attitudes and effectiveness in the classroom. Identity is subjective but it has concrete implications in how effective a teacher can become (Beijaard, 1995). *Mission* refers to the teacher’s sense of place in the universe. It answers the question “Why am I here?” Again this is a psychological and spiritual aspect of the teacher that is not easily elucidated or quantified. Mission can influence the drive, purpose and resiliency of the teacher. As with beliefs and identity, the teacher may not be fully aware of how these aspects are working in their lives and influencing their effectiveness as a teacher.

Reflection, especially guided reflection, can help further self-awareness and yield concrete results in the classroom. Based on Korthagen’s “onion” spheres of influence on the achievement of teaching excellence, it is important that we include these six perspectives in the reflection process. These levels are not hierarchical. All are essential aspects that together

represent the multifaceted influences that make each of us who we are. These are the forces that together mold and shape the teacher who shows up in the classroom each morning. As Rogoff's theory emphasizes, we must approach learning and growing in a multidimensional way, and Korthagen's "onion" facilitates this comprehensive approach to teacher reflection.

Korthagen's cultural spheres of influence – environment, behavior, competencies, beliefs, identity and mission – also represent a holistic way for all educators to reflect on the teaching process. Rogoff reminds us that it is critical to view our environment as a multidimensional cultural medium in which all of us as participants create shared meanings, purpose and action. As my research study progressed, I found myself returning to Korthagen's spheres of influence to help focus my reflection in a comprehensive and unified way. Thus, as I developed my concept of "third-eye reflection," I found that Rogoff provided a global framework for educators that can be applied across all cultural boundaries. Meanwhile, I found that Korthagen provided a focus that includes essential aspects of experience for all cultural participants. Together, Rogoff and Korthagen help the reflective process to center within a multidimensional cultural world while also delving into the unique spheres of influence that intersect in the life of each participant. Korthagen's influence in providing a clear focus for reflection influenced the way I conducted this study and my evolving thoughts on the nature and application of the reflective process in Kuwaiti Early Childhood Education.

Both Ballard and McBride (2010) and Shoffner (2009) assert that experience is an integral element of reflection. Without practical experience, they claim, pre-service teachers will not be able to develop the ability for reflective action. Reflection is essential to pre-service teachers as they develop their career. As Ballard and McBride (2010) note, reflection helps pre-service teachers to understand their profession better and to develop their own style of teaching

as well as their own professional development. In addition, reflective teachers are more open to innovations and are more receptive in their practice inside and outside the classroom.

Many positive outcomes arise when teachers engage in reflective education such as an increase in the teaching and planning of the lessons, higher self-esteem, motivation, and maximum control of the teaching practice. As shown by Ward and McCotter (2004), reflective teaching gives students an opportunity to think carefully about their own teaching behaviors. Pre-service teachers using reflective thinking gain a renewed self-esteem and an elevated increase in teaching interest. Reflective education is a chance for development of meaningful teacher growth. It is much more productive when reflection is focused considerably on action. As much as reflection is being emphasized in teacher education, it might often be applied in a superficial manner. Guided reflection is a major component that prepares teachers for fruitful and rewarding experiences in classrooms. Also, reflection is a rich source of continued personal and professional growth where professionals are able to revive and renew their practice.

There are several studies which have focused on reflection in teacher education. Etscheidt et al. (2011) have introduced a three-level model of reflection in teacher education. These levels, technical, deliberative and critical, are non-hierarchical approaches to teacher reflection. *Technical* reflection focuses on the development of the lesson planning and delivery. According to Etscheidt et al. (2011), this has been found to help teachers improve their instructional practices and test new ideas along with specific tasks. The teacher can shape the structure of the lesson keeping in mind the subject material, the age and background of the students, the institutional culture within the school, the nature of the larger society and the various theories and approaches of educators around the world. *Deliberative* reflection involves reflective journals writing and video-based reflection. The researchers have found that this type of

reflection helped teachers become aware of their thinking, beliefs, and values as well as the diverse needs of children in their classrooms and thus helped them to become more responsive to those identified needs. This study is an example of the deliberative approach in action. It has been an invaluable source for self-deliberation and understanding my role as a participant in the whole process. *Critical* reflection encourages pre-service teachers to develop critical thinking through seminars, discussions and collaborations. This level explores and challenges the nature and methods of teaching itself. It delves deeper to find new approaches that correspond to students' needs and often takes the teacher out of their comfort zone. In this study, I used interviews as a way to provoke and develop critical thinking. In third-eye reflection, critical thinking goes beyond a critique of "mistakes" made by the teacher in the teaching process. The teacher learns to view themselves as one participant among many and to evolve as a participant through feedback found by meditating on the various patterns of behavior and cultural forces at work.

Other researchers provide us with useful ways to understand the nature of reflection. Ward and McCotter (2004) discuss four reflection levels to describe the quality of reflection taking place: routine, technical, dialogic and transformative. *Routine* reflection is superficial and tends to blame other participants and external conditions for any problems perceived. Routine reflection takes it for granted that the teacher is already achieving their goal and assign the cause of failure to external circumstances beyond their control. Routine reflection is passive and does not acknowledge the responsibility of a teacher to affect change. *Technical* reflection is somewhat mechanical and focuses on solving a particular problem and does not focus on the perspective of the students. Technical reflection goes beyond routine reflection to focus on delivery and strategy, but does not examine the subjective experience of students or the

effectiveness or validity of the teaching process. It also does not seek out other perspectives from peers. *Dialogic* reflection asks questions and seeks answers concerning the process of teaching. It involves questions leading to solutions with new questions emerging in an ongoing process of exploration and learning. *Transformative* reflection takes dialogic reflection to a deeper level and “questions fundamental assumptions and purpose more deeply” (p. 253). This level also focuses much more on the perspective of the students. Teachers become aware of their practices and seek change, a “good change” that improves their core values and beliefs about teaching and learning.

In another study, Seidel et al. (2011) explain two different forms of reflection, systematic reflection and spontaneous reflection. In *systematic* reflection the teacher focuses on the flaws, especially the things that did not go smoothly, with the intention of improving them in future sessions. Conversely, in *spontaneous* reflection the teacher does not go deeply into the experiences, but aims at solving a particular problem at hand.

In addition to levels and types of reflection, findings show that it is essential to utilize various approaches to reflection with pre-service teachers (Etscheidt et al., 2011; McFarland et al., 2009; Ward & McCotter, 2004). The integration and combination of the different approaches to reflection are essential to scaffold student teachers’ learning and to build their capacity for reflection throughout the whole professional journey (Etscheidt et al., 2011; Schon, 1983; Ward & McCotter, 2004).

Guided Reflection

Guided reflection assumes that reflection is a process that is learned. A teacher does not simply look without and within and magically improve their effectiveness as teachers. There is much discussion within the academic and educational communities concerning how to guide teachers toward effective reflection. According to Gelfuso and Dennis (2014), quality reflection

needs confrontation with scientific knowledge and one's own knowledge about teaching, and it should be critical. Numerous techniques aim at increasing the competence level of novice teachers. Guided reflection enables novice and pre-service teachers to tie theory and practice. The concept of guided reflection has been used for decades, and it is well defined. For instance, Reiman (1999) notes that guided reflection is a “benchmark disposition of the teacher as she or he engages in the teaching / learning process” (p. 598). Orland-Barak and Yinon (2007) also claim that guided reflection enhances the teaching / learning process, and these researchers focus mainly on the role guided reflection plays in linking theory and practice.

Husu, Toom, and Patrikainen (2008) have provided a detailed description of the most conventional form of guided reflection. First, one of the lessons is recorded and, within a few days (to keep memories fresh), the teacher has an interview followed by a detailed discussion of different strategies employed in class. During the interview and discussion, strengths and weaknesses of the lesson and approaches employed are revealed and analyzed. Clearly, there are alternate methods and strategies. Orland-Barak and Yinon (2007) stress that one session is not enough, and pre-service teachers will benefit from a series of reflections, as this will enable them to have a broader perspective on their experiences. It is obvious that one session will be insufficient as lessons are often confined to particular themes and limited materials and strategies are employed. Moreover, a series of sessions allows one to trace certain trends and detect major issues each pre-service teacher faces.

Researchers also emphasize the importance of a collaborative approach. It has been acknowledged that guided reflection should frequently take place in groups because this facilitates the reflection process through the sharing of ideas and the analysis of different perspectives (Ash & Clayton, 2004; Risko, Vukelich & Roskos, 2009). In groups, students are

able to reflect on the approaches they themselves have utilized and to explore alternate approaches utilized by others in the group. The broader perspective enables pre-service educators to be more open-minded and ready to try new strategies.

Ash and Clayton (2004) identify three phases of effective or “rigorous” reflection: description, analysis and articulation: *Description* entails an objective description of a teaching-related experience. *Analysis* examines the experience from a personal, critical and civic perspective and identifies the core learning achieved in each of these three areas. *Articulation* expands this core learning into a “well-developed statement of learning” (p. 141). Reiman (1999) stresses that articulation is extremely important because language and thought are interconnected and the ability to frame one’s ideas leads to a deeper understanding of complex concepts.

Guided reflection in education has been used for decades and researchers have developed strategies applicable in particular disciplines as well as universal approaches. For instance, Nolan and Sim (2011) have developed a framework that can be used to train pre-service teachers in childhood education. This framework can be employed in other settings as well. The researchers have identified six levels of reflection that enable pre-service teachers to evaluate their experiences and obtain the necessary understanding of important concepts. The six levels of reflection are returning to experience, attending to feelings, association, integration, validation and appropriation.

Guided reflection has been found to be beneficial for pre-service teachers in many ways. It helps students connect theory and practice (Orland-Barak & Yinon, 2007; Reiman, 1999). For instance, two out of three students who took part in an experiment revealed an understanding of theory and demonstrated that understanding in the way they applied theory in their lessons (Orland-Barak & Yinon, 2007). This experiment shows that guided reflection helps novice

students link theory and practice. Additional research is important as the sample of three participants can hardly be seen as sufficient for a thorough exploration of ways to link theory and practice. Vogt and Au (1995) stress that guided reflection leads to the evolution of educators. The researchers argue that continuous reflection helps teachers evaluate their experiences and acquire new skills and knowledge. More importantly, teachers become more open-minded and ready for change and they often become those who become catalysts for change. (Nolan, 2008). Notably, teachers learn how to react to numerous administrative pressures, which also leads to improved performance.

Guided reflection has some limitations and possible pitfalls to avoid. Nolan and Sim (2011) emphasize the need to create certain conditions to make guided reflection effective. For instance, the researchers claim that questioning tends to put novice educators in a vulnerable position and can also lead to such negative emotions as frustration and fear. The practice of reflection may often be associated with issues at the workplace (awkward situations or even conflicts). Therefore, it is essential to make sure that a favorable atmosphere is set. It is also essential to ensure the authenticity and meaningfulness of reflective activities to keep students active and involved. Sometimes time for reflection is not officially recognized by school administrators and students may feel pressed for time to engage in the reflective process... Finally, reflective activities should be diverse to ensure the engagement of all students.

Video-Based Reflection

Video recordings constitute a way of capturing lessons that enable pre-service teachers to reflect on their experiences and to make judgments on their practices. Video as a tool for reflection has gained popularity because of its increased accessibility. According to Tripp and Rich (2012), video reflection is an important feedback strategy that helps teachers to improve

their instructional skills. Teachers focus on different dimensions for analysis of the videos that they have recorded in class. The dimensions of analysis employed include types of reflection tasks, individual and collaborative reflection, the guiding of reflection, video length, ways of measuring reflection, and the number of reflections (Tripp & Rich, 2012). Reflection tasks such as checklists, completed codes, interviews, written essays, and directly edited videos are important tools that help in the facilitation of the process of reflection. Teachers can also be provided with reflection materials which can help them to improve the quality of their reflection. According to Tripp and Rich (2012), the provided framework increases the teacher's attention to details. They are able to notice mistakes that they would not have noticed without a guiding framework.

The use of video technology supports the education reforms that are aimed at changing the pedagogical approaches that are used in the process of learning. Pre-service teachers particularly benefit from video-based reflection because it enables them to adjust their methods to standards that are expected by educators. The video technology provides the pre-service teachers with exemplary representations through video cases that enable them to develop new insights based on their analysis of the cases that are presented (Wang & Hartley, 2003). Apart from studying cases, teachers also record themselves during lessons after which they engage in the reflective process to examine their own ways of teaching. According to Hamilton (2012), reliance on memory alone to recall the lesson process is less effective compared to the use of video technology. The use of video works in education just like in other fields, such as sports, where athletes are recorded and the videos are used to discuss their performance with an aim of improvement. Hamilton (2012), just like Tripp and Rich (2012), observes that the video helps an

individual to develop a keen eye to identify details which could have been missed if teachers relied fully on memory alone.

Video analyses have a great value in affecting changes in teaching processes. Recorded performances offer a concrete tool for reference during the process of reflection. According to Tripp and Rich (2011), teachers who used the video-based reflection method acknowledged the value of video technology in their process of change. Unlike other forms of reflection, video-based reflection enabled them to focus on analysis, to trust the feedback that they received, to feel accountable to their type of practice, to start gaining new perspectives to teaching, to recall more clearly, to implement changes, and to observe their own progress (Tripp & Rich, 2011).

The use of video technology has also been found to contribute to pre-service teachers acquiring a professional vision. According to Blomberg, Sturmer and Seidel (2011), some pre-service teachers do not initially possess the ability to read and analyze the classroom environment. However, use of video technology to enables them to develop a professional vision. According to Blomberg et al. (2011), teachers are able to clarify their learning goals and then effectively structure them based on the goals developed from the reflection of the video.

Video technology assists supervisors in giving instructions to pre-service teachers. Reflections are based on what both the supervisor and the pre-service teacher can refer to. The video-based reflection allows the supervisors room to ensure that the approaches used by the novice teachers foster a positive learning process. The video recordings give the novice teachers a tool from which they get feedback, consequently expanding their pedagogical strategies to develop effective practice (Sewall, 2009). The videos give both the teacher and the supervisor areas to reflect on and improve. The use of video technology also encourages collaborative

learning among teachers. They are able to watch the videos, analyze, and develop solutions that can help improve the quality of learning.

The use of video technology in the classroom presents some challenges. Not all teachers possess videotaping skills. They sometimes record videos of low visual quality or videos that do not have sounds. There are also instances when the teachers do not have ready access to cameras. In cases where the teachers are dealing with a mobile student population, they have to get permission slips to record the classes. According to Zhang et al. (2011), teachers ought to be given training in all aspects of the videotaping process in order to avoid difficulties they can encounter. Video-based reflection is important in ensuring that pre-service teachers learn from their own mistakes.

Conclusion

The many wonderful contributions of researchers in education, reflection and video-elicitation provide us with a rich tapestry of ideas, approaches and techniques that help us to broaden and deepen the way we look at ourselves, our environment and our role and purpose as the teachers of our age. The ongoing application of reflection and video elicitation together form a powerful approach to promoting the growth and development of teachers. Reflection leads us away from the tunnel vision of linear thinking and provokes us to explore all aspects of the classroom environment in a calm, trusting and collaborative fashion. Video provides concrete, day-to-day feedback, detailed snapshots in real time, to help us build a multi-faceted, holistic view of what is going on in the classroom. The video-elicitation process helps to guide participants in their exploration and interpretation of this feedback, to expand thinking and to find a new synthesis that leads to further growth.

Education is a powerful cultural institution that has the daunting and exciting mission to nurture and develop the hearts and minds of each new generation. All of us involved in this sacred mission have the opportunity and responsibility to apply our wisdom, talents and resources toward becoming a vehicle and inspiration for the growth of the human spirit in our time. It is in this spirit that I carried out this study. I am thankful for the joy and the privilege to participate in the wonderful and universal human endeavor called *education*.

Rogoff's theory provides us with a multidimensional lens, a third eye, to frame our exploration, to become comfortable using a multi-focus approach from which emerges new and exciting interpretations of the whole teaching and learning environment. Korthagen complements Rogoff's approach by helping us to focus on the major cultural spheres of influence that shape all cultural participants and specifically educators and teachers. Environment, behavior, competencies, beliefs, identity and mission are cultural spheres of influence that mold the teacher who walks into the classroom each morning. They also represent a multidimensional form of reflection that focuses on the whole person and the visible and invisible cultural influences that make them who they are. Rogoff and Korthagen provide a multidimensional, dynamic view of our cultural reality and they also guide us to use reflection to explore cultural reality in a comprehensive and holistic way. An effective teacher will center themselves within this reality and through third-eye reflection make sense of the cultural reality within and without the classroom. During my field work, Rogoff and Korthagen helped me to find that calm center in the eye of the storms of everyday life in the educational environment and to approach that environment as a creative landscape full of potential for learning and growth by all of its participants.

In the next chapter I will discuss in detail the methodology used in this study. This will be followed in separate chapters where I will describe in detail the field study I conducted with the three Kuwaiti pre-service teachers, Jasmine, Rana and Amal. The final chapter of this study will analyze the three participants through the lens of Rogoff and Korthagen to build a unique and composite picture of each of the three participants within their cultural environment. In the final chapter I will also explore the implications of these findings on the role of guided reflection and video elicitation in Kuwait and my vision for the use of reflection and video elicitation to lead the Kuwaiti educational system boldly into the twenty-first century.

Chapter Three

Methods

The previous chapter reviews literature on major topics related to this study, which shows a need for further research. This chapter restates the research purpose and questions, and describes the research design that addresses these questions. Participants in this study, data collection approaches, and analyses are discussed. Credibility and ethical considerations are included along with a timeline for the study completion.

Study Purpose

This study aimed to explore the potential of using video technology as a tool to facilitate reflection practice of Kuwaiti early childhood pre-service teachers. Allowing teachers to relive the teaching moment through the use of videos can enable them to deeply analyze situations, away from classroom distractions, and “generate multiple perspectives about it” (Arya et al., 2014, p. 111). This research highlighted the benefits reflection might offer Kuwaiti pre-service teachers, as well as the challenges and obstacles they might encounter throughout the process. As previously stated, reflection requires recall of events and specific actions, emotions, decisions, and other factors that took place during that event (Schon, 1983; Shulman, 1987). With such a process, memorization can be difficult and might not offer an accurate recall of the event, especially for novice practitioners such as pre-service teachers (Calandra, 1981; Lyle, 2003). Thus, the argument here is that guided reflection through the use of videos has the potential to

offer pre-service teachers concrete support in the process. Using Rogoff's (2003; 1995) conceptual notions as my lens has helped me to interpret and understand the experiences of the participants and to unfold their uniqueness. This research contributes to the existing body of literature through giving reflection a new culturally-rooted definition based on how it is being conceptualized and perceived by Kuwaiti pre-service teachers. Also, the findings of this research provide new insights and understandings to assist teacher educators in scaffolding pre-service teachers' capacity for reflection (Marsha & Mitchell, 2014). This study was guided by the following primary questions.

Research Questions

- In what ways does video elicitation facilitate pre-service teachers' reflections within the Kuwaiti context?
- What do Kuwaiti pre-service teachers Reflect about?

Research Design

In this research, a qualitative descriptive study (Berg & Lune, 2012; Creswell, 2013) was conducted to explore how early childhood pre-service teachers experienced the process of guided reflection through the use of video elicitation interviews in the context of Kuwaiti culture. The lack of studies conducted in the cultural context of this research as well as the novelty of using this reflective tool required thick descriptions and summaries.

Using Rogoff's (2008; 2003) conceptual lens, I utilized semi-structured and video-elicited interviews, field notes, and researcher reflective journals to address the research question. Rogoff's perspective ranges from the personal to the interpersonal to the local to the global. Rogoff views us all as active participants in a multicultural world. She asserts that we

must understand culture at both the micro and the macro level. She also believes that as we explore local environments in all of their beautiful uniqueness, we can eventually discover patterns in the rich diversity of cultures around us. This research study is confined to the pre-service teachers in three schools in the same district in Kuwait. But Kuwait is also part of a wider Arabic and Islamic culture and influenced by cultures and ideas around the world. It was important to me to be consider these different perspectives as I explored reflection in a classroom setting.

The use of multiple data sources in this research allowed me to gain more insight about the topic being studied and to enhance the quality and credibility of the research findings (Patton, 2002). As a research method, semi-structured interviews allow the researcher to craft questions with flexibility in terms of wording and order (Creswell, 2013; Rubin & Rubin; 2012). Patton (2002) points out that this type of interview offers an opportunity to delve for richer data through exploring the interviewee's personal thoughts, feelings and perspectives. The video-elicitation component is an integral aspect of these interviews because they serve as "cues" to stimulate participants' reflection (Calderhead, 1981; Lyle, 2003; Powell, 2005; Rowe, 2009; Ruto-Korir & Lubbe De Beer, 2012; Tobin, 2011). This study used both stimulated recall and stimulated accounts as part of the video-elicitation interview approach. As the literature shows, video elicitation is a research method that has been conducted through some distinct approaches based on the research goals and context. Stimulated recall and stimulated accounts are among these approaches:

1. Video stimulated recall is defined as an approach that aims to assist an individual to relive a moment captured through a video and recall the thoughts and feelings experienced during that captured moment (Calderhead, 1981; Lyle, 2003).

2. Video stimulated account is an approach with similar procedures where participants “watch a video-recording of a specific event in which they were involved” not for the purpose of investigating their concurrent cognitions, but to “account for their participation in that event” (Theobald, 2012, p. 32).

Thus, the distinction here is embodied in the emphasis of each approach. Also, whereas video stimulated recall is a popular research method used in different fields such as teacher education, health education, and sports coaching (Lyle, 2003), video stimulated account has gained a special interest in the field of early childhood education and particularly research that involves children (Theobald, 2012). As part of this research design, these two approaches serve as complementary focuses. Stimulated recall allows the participants to enter again into the classroom experience and to re-live their thoughts, feelings and actions from a safe distance. This can stimulate new awareness of the dynamics within themselves as they perform their roles as teachers and educators. Stimulated account, on the other hand focuses on the whole classroom setting and all of the participants within it. It embraces all aspects and facets of the classroom activity, where the teacher is but one participant among many. The arrangement of the room, the behavior and interaction of the students, the emotional atmosphere, the process and progress of learning are all part of a dynamic field of shifting, inter-weaving energies. Here again new insights and understandings spontaneously surface to consciousness, transforming the inner perspective and experience of the reflective participant. Thus, stimulated recall and stimulated account were used in this research complementary approaches in guiding the video-elicitation process.

Video-elicited reflection is viewed here as a collaborative approach between the researcher and the pre-service teacher, where the video acts as the stimulus for the reflective

dialogue (Powell, 2005). Data collected from all sources was transcribed and analyzed using a thematic analysis (Braun & Clarke, 2006; Saldana, 2009). Before proceeding with more details on the data collection plan, the following section introduces a critical part of this research which is the selection of participants.

Participants

In this study, a purposeful sampling approach was used to select participants (Creswell, 2013; Patton, 2002). According to Patton (2002), purposeful sampling is a powerful approach as it enables the researcher to select “information-rich” participants for his/her study. Participants of this study were three early childhood pre-service teachers in the College of Education at Kuwait University and all were females as the program admits only female students. Their ages ranged between 21-23 years old and they all were in their fourth academic year doing their final internship. The final internship of the early childhood education program at Kuwait University consists of 12 weeks of full-time training. As part of the training process, the Field Training Center in the College of Education assigned each early childhood pre-service teacher to a classroom in a public kindergarten where she worked cooperatively with 2-3 in-service teachers, teaching 4- to 6-year-old children. At the same time, all internship students were enrolled in a seminar course at the College of Education where they met once per week after school hours.

Selection Process

I was able to communicate with all of the prospective participants at the Field Training Center after gaining the IRB approval. In one of their training meetings, the Training Center invited me to spend a few minutes to talk about my research in general and to invite interested pre-service teachers to participate. This took place in the College of Education at Kuwait

University. My short speech included explaining the research purpose, procedures, confidentiality issues and the expected duration of the process. Moreover, I shared my contact information so the prospective participants could reach me. Participation in this research was voluntary, so participants were selected based on their willingness to take part in all stages of the research. After my speech, 17 of the 81 early childhood student teachers contacted me. These pre-service teachers sought further information and showed an interest in participating in the study.

As I was looking for information-rich participants, I considered those within a similar context and who shared similar background related to the process of video-based reflections. Thus, I decided to select pre-service teachers who were assigned to schools within the same governorate. There are six governorates in Kuwait. Each governorate covers a number of areas, and “has its own educational district and schools, all controlled by the Ministry of Education” (Alfahad, 2014, p. 14). As Figure 1 shows, there were 8 pre-service teachers willing to participate in the study who were assigned to Al-Asema governorate, and 6 of them had never experienced videotaping themselves. They all showed anticipation at the prospect of this new experience.

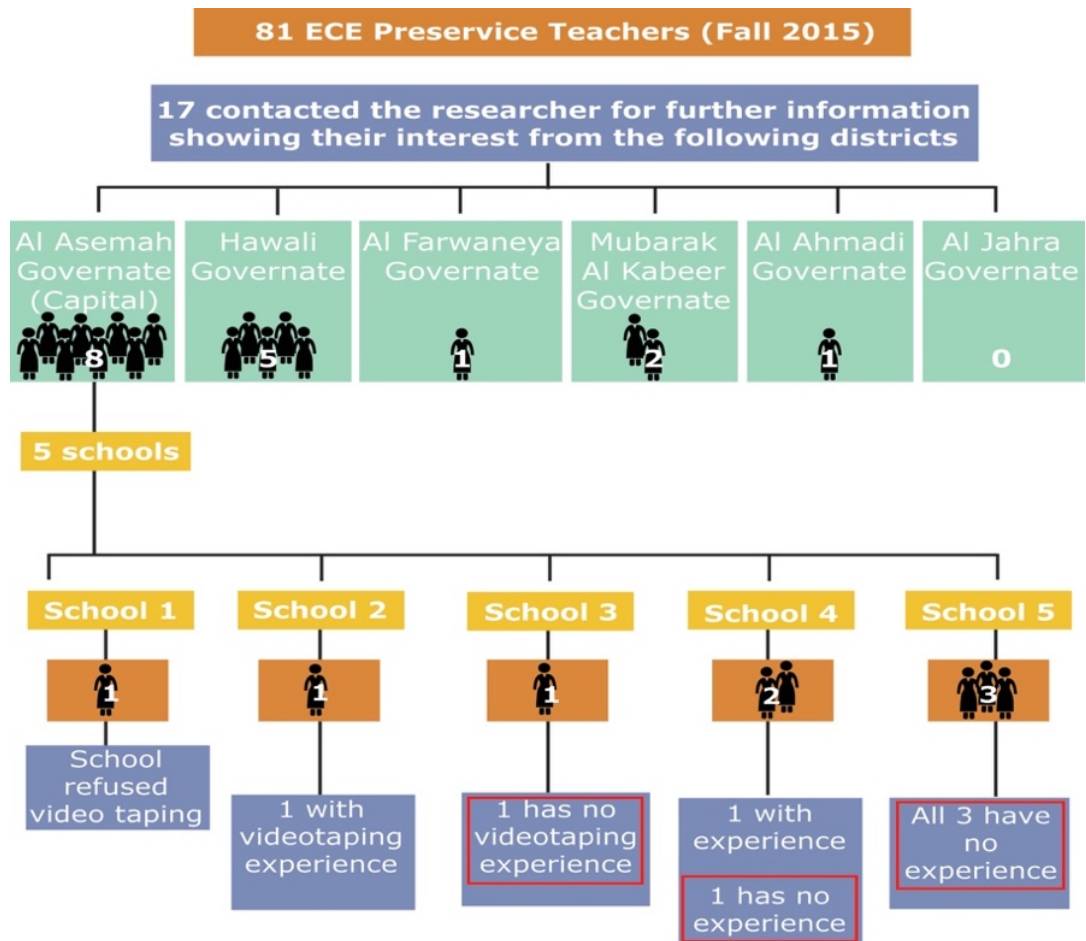


Figure 1 Participant Selection Process

These six participants were the best fit for this research due to their similar contexts, since all were in the same region and none of them had prior experience with the use of videos in the classroom. This would allow for more in-depth investigations on the use of video as a reflective tool with Kuwaiti pre-service teachers. However, this number decreased to five because one of the schools did not allow videotaping in any of its classrooms. After collecting data from all five participants, three were selected for the analysis. The selection was based on the depth of information these participants provided that sufficiently contributed to understanding the diverse levels of engagement with the process of reflection. These carefully

selected cases revealed unique experiences with the use of video as a stimulus for reflective dialogue.

Informed consent was obtained prior to collecting data from the three participating pre-service teachers, their cooperating teachers, and the parents of children in their classrooms who might appear in the videotaped lessons. All of the communications and provided information were in Arabic, the native language of all the participants. Also, the researcher was available to answer all questions or inquiries the participants had at any time. The following section provides more details on the process of securing the consent forms for those involved in the process.

Consent Forms

All initial meetings and communications with pre-service teachers prior to the selection for participation were conducted in collaboration with the Field Training Center. These meetings were intended to serve as an introduction to the study where I could answer questions the pre-service teachers had in order to ensure they could make an informed decision regarding whether or not to participate. Most of the questions the pre-service teachers had revolved around two issues: privacy and confidentiality, and grading and evaluation. All participants signed the consent forms after gaining the information they needed. A week after that (See Figure 1), I initiated the first interview with the pre-service teachers and these interviews took place at their schools. This allowed me to communicate with their cooperating teachers in person in order to explain the process to them and to answer all questions they had prior to obtaining their informed consent.

Each participating pre-service teacher had been placed in a classroom with three cooperating teachers. Based on the classroom schedule, there would be two teachers in each teaching session and their assignments would alternate each week. Therefore, the pre-service

teachers would always be with one of their cooperating teachers during circle time - the targeted session for videotaping. After explaining the process to all of the cooperating teachers, two out of fifteen decided not to participate. Both the researcher and the participating pre-service teachers selected days for recording the lessons based on the schedule of only those who had agreed to participate.

Gaining parental permission for the participation of their children in this research was somewhat delayed because the Ministry had to approve using the IRB's parental permission forms instead of their own form. IRB Forms were distributed to the parents of all children in the participating classrooms. The school administrations were very cooperative and helped by re-sending forms to those who had not completed and returned their forms. All consents were in Arabic, the native language. Within eight days, all consents had been returned. 6 parents- out of 102- decided not to allow their child's participation. The following table shows the number of children in each classroom and the number of consent affirmations.

Table 3

Gained Consent Forms

| Classroom | Number of Children | Number of Gained Parental permissions | Number of Cooperating Teachers | Number of Gained Signed Consents |
|-----------|--------------------|---------------------------------------|--------------------------------|----------------------------------|
| A | 22 | 21 | 3 | 3 |
| B | 22 | 20 | 3 | 2 |
| C | 18 | 18 | 3 | 3 |

Data Collection plan

This study was implemented in Fall 2015 in Kuwait over the course of 7 weeks. The data collection plan was formulated to investigate the research questions, and it was drafted based on the reviewed literature and in the context in which the study was carried out. The IRB approval

took about 5 weeks as Figure 2 shows, and gaining this approval was the starting point of the data collection plan.

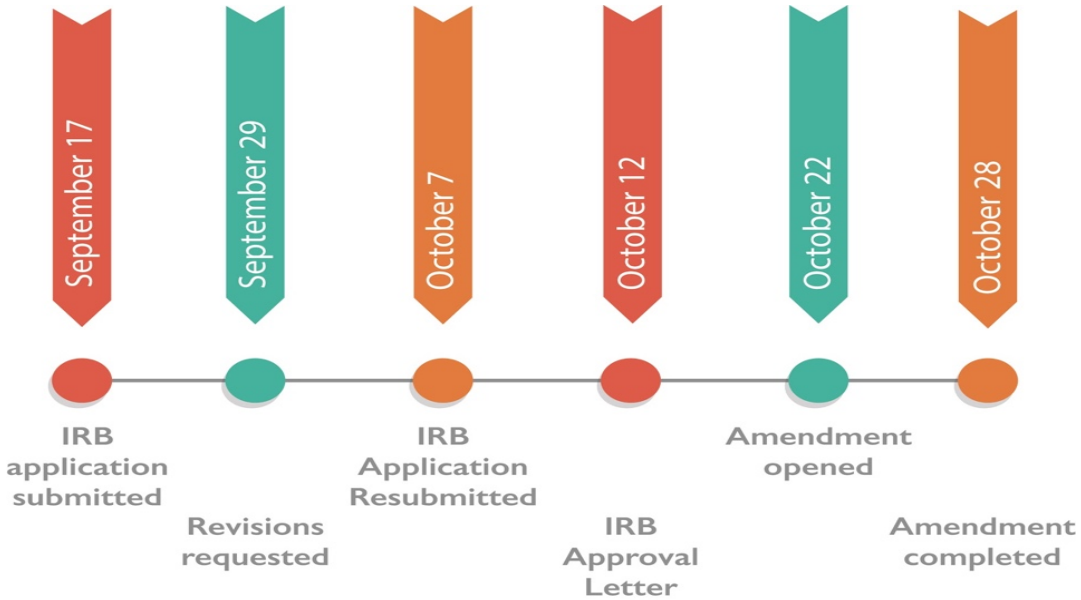


Figure 2 IRB Approval Timeline

After gaining the consent forms from all of the participants, the interviewing process in this research started. Each participant was interviewed at the beginning of the study – to introduce the study details and to learn more about each participant. This introductory semi-structured interview, where no videos were utilized, allowed the participants to introduce themselves and share backgrounds, interests, concerns and questions they had regarding the study. This helped to initiate a trust relationship between the researcher and each participant (Calderhead, 1981; Creswell, 2013; Lyle, 2003; Rubin & Rubin; 2012). According to Berg and Lune (2012), “the interview must rely on the establishment and maintenance of good rapport” (p. 137). Figure 3 shows the timeline of data collection.

The second and third interviews were video-elicitation interviews; these were conducted in weeks five and nine, which were four weeks apart. The videotaped lessons used in these

interviews were preselected by the participants and in most cases recorded by the researcher. As Table 1 in the previous chapter shows, the kindergarten lessons took place during the morning circle time and lasted for about 20 minutes. Typically, in these lessons the teacher sits with children on a floor rug forming a circle. According to Hooli and Shammari (2009), during this time, the teacher interacts with children through different activities such as songs and discussions. For this study, I videotaped the entire lesson and took field notes during this time. To accomplish the task of recording, several issues needed to be considered with caution. Details of the recording process are discussed in the following section.

Lastly, this data collection plan ended with a final semi-structured interview that focused on receiving feedback from the participants regarding their overall experience. According to Krefting (1991), “As rapport increases informants may volunteer different and often more sensitive information than they do at the beginning of a research project” (p. 218). The pre-service teachers reflected on and assessed the entire process, providing insight and suggestions for future implementation. The subjects were asked about their future plans to use reflection and video technology as a reflective tool.

November 2015 - December 2015

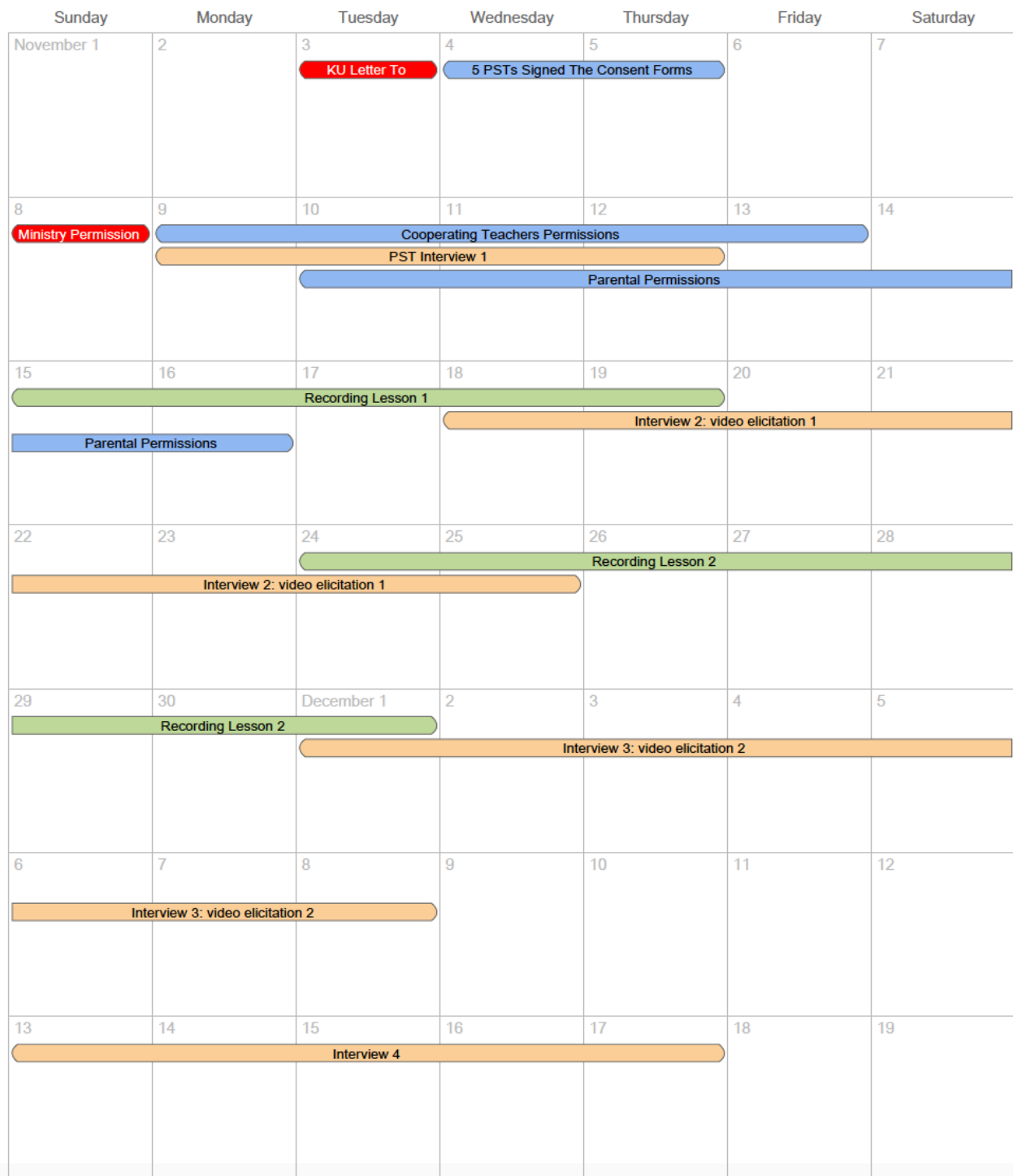


Figure 3 Data Collection Timeline

Setting

In this study, there were multiple research sites: The College of Education at Kuwait University and three public kindergartens to which the internship students were assigned. A letter of support was requested and obtained from each research site prior to data collection. This section describes tasks related to these research sites.

College of Education at Kuwait University

Both the Field Training Center and the Department of Curriculum and Instruction in the College of Education at Kuwait University provided me with essential assistance. As indicated earlier, The Field Training Center, which is responsible for arranging field-training activities for all educational departments and programs, connected me with the prospective participants: the early childhood pre-service teachers registered for their final internship. The initial meetings with pre-service teachers prior to the selection for participation took place in this Center.

The Curriculum and Instruction Department offered me a computer lab to use for my interviews. Maxwell (2013) stresses the significance of choosing an appropriate site for the interviews to be conducted. Each participant given the choice to select an interview site - the school where they taught, a university classroom, or somewhere else of their choosing. Consideration was made for the protection of the privacy and confidentiality of those in the videotaped lessons such as cooperating teachers and children. Rubin and Rubin (2012) discuss a number of factors that impact the selection of an appropriate interview location, such as the relevance of the location to the research focus and having access to such sites.

In this research study, all participants chose to conduct the introductory semi-structured interviews at their schools. They preferred to have the video elicitation interviews after school hours. The proposed computer lab was a good option for them as it was available in the

afternoon, every Sunday, Tuesday, and Thursday for 2-3 hours. It was well-equipped with helpful devices, and could be locked to insure privacy and confidentiality. All video elicitation interviews were conducted in the computer lab and all participants preferred watching their videos on the large screen projector. Figure 4 shows the setup of the video elicitation interviews

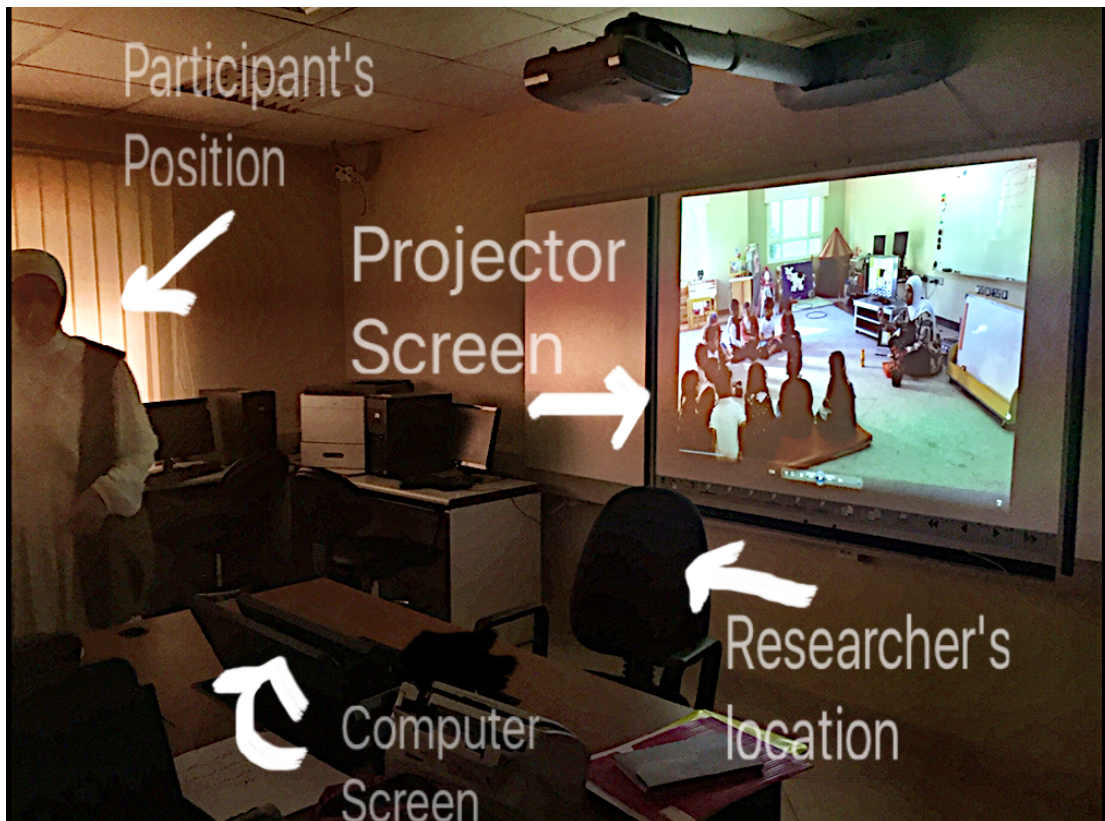


Figure 4 Setting of Video Elicitation Interview

In each interview, the researcher and the participant sat across each other; however, each focused on a different screen; the researcher faced the computer's screen for easier access and control of the video while the participant faced the projector screen as both were viewing the same content.

Al-Asema Governorate Public Kindergartens

The other research sites were the schools at which the pre-service teachers were placed for their internship. There were three participating schools, and all three were located in Al-Asema governorate. In terms of objectives, all kindergartens in Kuwait “strive to provide the appropriate conditions for the development of the child physically, mentally, emotionally, spiritually, and socially, in accordance with the child’s abilities and needs” (UNESCO, 2011, p. 7). According to Al-Hooli (2009), the policies and practices that are set by the Ministry of Education aim essentially to accomplish this mission.

As mentioned above, school administrations assisted in the process of gaining the parental permission of all of the children in the participating classrooms. As the participants preferred to have their introductory interviews in their schools, each administration helped in providing a private room for this purpose. For each participant, two lessons were videotaped. These lessons took place during morning circle time and the recorded videos ranged between 10-26 minutes as the following Table shows. The process of video recording and the timing of these recordings are explained in more detail in the following sections.

Table 4

Duration of Lessons

| Participant | Lesson 1 | Lesson 2 |
|-------------|---------------|------------|
| 1 | 13 minutes | 16 minutes |
| 2 | 15:30 minutes | 17 minutes |
| 3 | 26 minutes | 23 minutes |

Video Recording: Setup and Procedures

To record the videos, I used my Canon EOS 70D camera. As stated earlier, I am a photographer, and through this hobby I have become skilled in using this particular camera. I have used this camera to create various personal and professional videos. It was the tool I used as a university supervisor for the purpose of reflection as indicated in Chapter One. This camera came with stabilization and zooming features as well as a rechargeable long-life battery, which are tools and functions that are recommended for this type of research according to the Guidelines for Video Research in Education (Derry, 2007). I used a wide-angle lens when videotaping the lessons in order to capture a larger view of the classroom. This type of lens is necessary for research that is conducted in restricted spaces, such as the classroom in this study (Derry, 2007; Kilburn, 2014).

Before recording, participants were asked about any preferred angle or location for the camera. I wanted to include the participant as much as possible in the whole process, and I wanted them to feel as comfortable as possible with a camera operating in their classroom. If they expressed no preference, I tried to find a location that best captured the whole scene with a focus on the teacher, the primary participant of the study. Most of the participants expressed a preference in positioning the camera for recording the second lesson. Some of them selected certain angles and zooming the lens to capture details. One participant, at her own request, did her own videotaping without my presence in the classroom.

For quality purposes, the camera was placed on a tripod to avoid instability that might affect the quality of the video. The tripod was very flexible; it came with extendable legs allowing the camera to be positioned at different heights and to be pointed in different directions. Having a stationary camera, especially when recording for the first time, helped to avoid any

disturbance caused by camera movements during the lesson. According to Kilburn (2014), “Operating a handheld camera might prevent the researcher from making and recording (in means other than video) potentially valuable observations while in the field” (p. 8). At the same time, Kilburn raises some concerns regarding the use of floor-standing tripods, as they can be “accidentally knocked or toppled in a busy classroom.” However, this was not a concern in this research because during the circle time, children sat on the rug close to the teacher, and typically all of the lesson activities and discussions took place in that specific spot. Thus, the rest of the classroom space, especially the back corners and the learning centers that surrounded the circle rug, were good locations for placing the camera without intrusiveness.

Since a single camera was used in this study, it is recommended to make a continuous recording and to minimize the use of zooming and panning (Derry, 2007). However, according to Jewitt (2012), there are cases where there might be a “need to ensure that the video record is sufficiently detailed and fully presented to capture the essence of a particular event and to bring the viewer ‘inside’ it” (p. 5). Thus, plans regarding the positioning and mobility of the camera might change while in the field under special circumstances and to better serve the purpose of this research (Kilburn, 2014).

When setting up the video equipment in the classroom, I first unpacked and tested all of the equipment. The video to me was a tool and agent for reflection. So it was essential to consider the participant’s perspective and to empower them to demonstrate that I trusted them and that we were a collaborative team in this endeavor. I encouraged each preservice teacher to take ownership of the process and to make decisions relating to the video recording process. Their decisions on camera placement, camera focus and camera angles were for me an essential part of the reflective process.

Some preservice teachers were more active in making their decisions on the recording process while in the classroom. For example, Amal, who was the most receptive to the process of reflection, had definite ideas relating to how the dynamics in her classroom could be captured through the video. This was more evident while recording the second lesson. Amal gave me concise directions on when to zoom in and when and where to move the camera at certain points during the lesson. These decisions seemed to stem from her experience in the first video elicitation interview in which she reflected on issues that she wanted to further investigate with the second class video.

On the other hand, Jasmine was struggling to find her way through the internship course and to simply survive. Jasmine's intellectual and emotional stance served to limit her participation in all aspects of the reflection process. This also applied to video recording her class lessons. Jasmine took a passive role in the recording process, despite my constant invitations for her to participate in the various decisions concerning the recording process. Jasmine felt she was working in a hostile environment and expended much of her energies in defensive postures based on her fear of criticism and failure. This is discussed in more detail in the upcoming chapters as part of the participants' narratives.

To better capture the voice during the lesson, I used an external microphone while recording (Derry, 2007). For this, I used a "gun-shot" microphone. This device was mounted on the camera and pointed toward the circle where the teacher and children were interacting during the lesson. The camera microphone captured voice through distance based on where it was pointing and did not require that it be attached to the participants. Precautions were taken in this process by testing and checking all devices at the beginning of the study and periodically

throughout (Derry, 2007). Figure 5 shows the equipment I carried with me in each school visit for lesson videotaping.



Figure 5 Videotaping Equipment

It is important to note that after recording the third lesson I collected my things, and while un-mounting the camera from the tripod, it slipped and fell on the floor. Fortunately, the battery cover is the only thing that got damaged from the fall. The repair took more than a week. Luckily I had another back up camera to use instead, which was the Samsung Galaxy smart camera. This camera also provided a high quality video recording and captured clear audio. Indeed I could not see a huge difference between the two. It proved to be sufficient and did the job needed with no problems. Indeed, this camera had several advantages: it was small - the size of a hand palm, light in weight, and easy to carry around. Moreover, for this camera I used a backup tripod, also smaller and lighter from Kodak, and it was inexpensive. Figure 6 shows the backup camera and tripod.



Figure 6 Backup Camera and Tripod

Saving and Indexing Videos

The camera automatically saved all recorded videos on the inserted SD memory card. According to Kilburn (2014), this is a preferable option when a single camera is used in the research. After each classroom visit, I moved the recorded videos to an external encrypted hard drive that was dedicated to this study. The SD card was formatted after moving the videos and ensuring that they were saved on the external hard drive. The saved video files did not include any personal identifiers of the participants, such as their names or schools; instead they were assigned numbers. The video indexing included the teacher's assigned number and the date/time of recording. This type of organizational and indexing process allowed for easy and quick access to the videos (Derry, 2007).

Data Sources and Instruments

This study used multiple data sources to gain more insight about the topic being investigated and to enhance the quality and credibility of the research findings (Patton, 2002). To answer the research question, I employed interviews, field notes, and researcher reflective journals.

Interviews

Two types of interviews were used in this study: Semi-structured interviews and video elicitation interviews. Each interview was audio-recorded and then transcribed before being analyzed. The videotaped lessons used in the video elicitation interviews were not part of the research data. These were utilized as cues to stimulate teachers' reflections. According to Tobin (2011), asking teachers questions related to their philosophy, beliefs, values, or any other aspect of their knowledge and practice would potentially be challenging because these kinds of questions are abstract. Using these videos helped in achieving more accurate data that represented the participants' perspectives. Participants can often feel apprehensive about sharing their personal views about life, education etc. Moreover, participants are often unaware of the actual beliefs they hold. It is often much better to allow participants to reveal their beliefs and attitudes through their words and actions in response to life situations. As Patton (2002) asserts, these kinds of interviews are a good way to explore experiences undertaken by the participants and to better understand their perspectives and opinions.

As mentioned earlier, participants in this study had no prior experience with the process of reflection on their teaching practice. Thus, having them watch segments of their teaching during the interview was an appropriate way to engage them in a reflective dialogue where they were invited to share their thoughts. Moreover, according to Henry and Fetters (2012), "Video

elicitation interviews can facilitate more accurate recall of specific events that participants are likely to forget or misremember during standard interviews” (p. 121). Therefore, this type of interview provides high-quality data and enables the researcher to elicit meaning in collaboration with the participants (Lyle, 2003; Theobald, 2012).

Video Elicitation Interviews

The recorded videos were used in these interviews as a tool to stimulate participants’ reflections on their viewed practice. The average duration of the videotaped lessons was 17 minutes and they were not segmented or edited for the interviews. According to Derry (2007), “video segments represent events. Any video corpus contains many events. Selection determines which events are brought into focus for deeper analysis” (p. 16). Inviting participants to select what to analyze and bring to the reflective dialogue with the researcher was the essence of this study. Thus, the process of segmenting the video recordings prior to the interview would have contradicted the purpose of this study which viewed pre-service teachers as collaborators and active participants (Lyle, 2003; Powell, 2005; Sewall, 2009).

During the video elicitation interviews, participants were invited to openly share their thoughts regarding what they were viewing. They were encouraged to stop the video whenever they wished in order to comment or to discuss an issue related to the viewed practices and to forward and rewind the videos when needed. At the beginning of the interview participants were asked whether they had thoughts, observations, or comments that they wanted to share before watching the videos. Since the interview questions were about the videos, I followed a questioning framework to stimulate a reflective dialogue and to probe the participants for deeper analysis. For this, I used “the reflective framework” of Powell (2005). According to Powell, this

framework “sets out a range of possible questions which may be appropriate to specific selections from the video” (p. 418).

Benefits and challenges of video elicitation interviews. As the literature demonstrates, video elicitation interviews are found to be beneficial in the educational field, particularly with teachers (Cherrington & Loveridge, 2014; Derry, 2007; Powell, 2005; Rowe, 2009; Ruto-Korir & Lubbe De Beer, 2012; Tobin, 2005). In this study, the video elicitation method enabled me to access the Kuwaiti pre-service teachers’ thoughts (Calderhead, 1981; Lyle, 2003), as well as their professional knowledge (Cherrington & Loveridge, 2014; Tobin, 2011; Powell, 2005). This method additionally served as a window into the beliefs and values held by the participants as they commented on what they saw, shared how they felt, and discussed the intentions and rationale for their presented actions and behaviors (Powell, 2005; Rowe, 2009; Ruto-Korir & Lubbe De Beer, 2012; Tobin, 2005). Research states that participants usually select areas of interest that they would like to further address, which is the essence of my work. In this process, and as Powell (2005) and Rowe (2009) have found, the participants become collaborators. I wanted to give the participants some control over the interviews in this research so they could attain “ownership.” Their voice matters as much as their motivation.

This method also presented some research concerns. Calderhead (1981) divides these concerns into three categories: a) the method itself, b) the participants, and c) the analysis. For this research, all participants were engaged in the process of videotaping their teaching for the first time, so this might affect their level of comfort and cause some anxiety (Calderhead, 1981; Lyle, 2003; Rowe, 2009). It was part of my ethical responsibility to make every effort to create a safe and supportive environment for each participant. This was accomplished by thoroughly explaining the purpose of this research and my assurance there would be no judgment or formal

evaluation involved in the reflective process. Research indicates that assuming another role besides that of researcher – a role such as that of faculty member or a supervisor - may have an impact on the participants who might not provide honest and deep reflections (Lyle, 2003; Powell, 2005; Rowe, 2009; Sewall, 2009). Fortunately, this was not the case in this study.

Another concern was the possibility of a superficial analysis by the participants since it was a novel experience (Calderhead, 1981; Lyle, 2003; Powell, 2005; Rowe, 2009). Researchers indicate that in such cases, the participants need to be probed and guided throughout the process so that they can move to deeper levels of reflection and analysis. This process is what I call guided reflection, developing scaffolding for pre-service teachers' skills and abilities to analyze and reflect.

Finally, research findings show that in some cases of video elicitation interviews, the participants comply with the research expectations (Calderhead, 1981; Lyle, 2003; Powell, 2005). As the literature shows, this might be prevented by avoiding any detailed instructions or directions. General guidelines should serve better to ensure the quality and rigor of the data collected through this type of method.

Field Notes

Another data source was field notes. These notes were taken during my school visits for videotaping lessons as well as at the beginning of the interviews. Field notes in this research were recorded in the form of brief descriptions of what was happening throughout a specific period of time. The noted descriptions were of situations and events that were considered relevant to this study. Classroom field notes were focused on the descriptions of the context, including the process of setting up the tools, positioning the camera as well as the conversations and interactions that took place between the participant and me regarding the process. I tried to

note briefly, sometimes with keywords, everything that happened from the moment I entered the school until I collected my equipment when done recording. These notes included nothing about the lesson itself or the teaching process. These notes provided useful information for later analysis and were incorporated in describing the recording context of each participant with details.

I also jotted down field notes during the interviews. These were particularly focused on describing the interview setting and the conversations the participant and I had from the moment we met until before the official start of the interview, when we initiated the audio recording. These notes were in the form of keywords and captured some information about their feelings and some important thoughts they shared before audio recording. Both notes, from school visits and interviews, were fleshed out and extended immediately after each event.

According to Ruto-Korir and Lubbe De Beer (2012), today, researchers have a wide range of tools and options to choose from for recording their notes while in the field such as audio recorders, handheld devices, and computers. However, in this particular study, notes were taken through traditional means of paper and pencil. Although children in the public kindergarten classrooms in Kuwait are accustomed to the presence of a camera in their classrooms for documentation purposes and which are shared with parents as well as in social media platforms, they are not familiar with guests using any of the other mentioned devices in the classroom. Classroom guests, such as the school supervisor, principal, and district superintendent, typically sit at the back of the classroom to observe the teacher and handwrite their notes. Thus, I did not want to affect children's interactions or distract their attention with my presence in the classroom using any devices aside from the camera. I also used the same option for the interviews because I found it to be effective in the situations where I was interacting with the participants. The pen

and paper were always at hand to jot down quick notes without interrupting the participants. These field notes were included as part of the participant narratives to provide some detailed descriptions of their different contexts and settings,

Researcher Reflective Journals

Keeping and using reflective journals over the course of the study enabled me to listen to my inner voice, raise my self-awareness, and thus facilitate my own reflection. These journals allowed me to make my thoughts, values, opinions, beliefs, and experiences visible (Ortlipp, 2008). According to Pillow (2003), this ongoing process “aids in making apparent the practice and construction of knowledge within research in order to produce more accurate analyses of our research” (p. 178). I am part of the world I study, and therefore I should be aware of my own bias (Lincoln & Guba, 1985). Krefting (1991) calls this process “reflexivity,” and she defines it as the “assessment of the influence of the investigator's own background, perceptions, and interests on the qualitative research process” (p. 218). Journaling was also part of the participant narratives.

Data Analysis

All interviews were transcribed, Arabic to Arabic, and emailed to participants for member checking to confirm that they represented their true experiences and whether they wanted to add, change, or remove any parts (Rubin & Rubin, 2012). After that, a thematic analysis method was utilized (Braun & Clarke, 2006; Fereday & Muir-Cochrane, 2008). According to Braun and Clarke (2006), this analysis method “organizes and describes your data set in rich detail” (p. 6). This process can also explore different research aspects. According to White and Marsh (2006), having a clear purpose for the analysis is vital as it guides the

researcher throughout the analysis process. During all of the analysis, I kept the research questions, purpose, and theoretical framework at hand to guide my focus and decision making (Saldana, 2009). Thus, the thematic analysis of this study was guided by the research questions, and there were defined analysis stages which followed Braun and Clarke's (2006) step-by-step guidelines. These guidelines are (1) getting familiarized with the data; (2) generating initial codes; (3) searching for themes; (4) reviewing themes; (5) defining and naming themes; and (6) producing the report. For the coding, I applied Saldana's (2009) inductive approach to explore the categories generated from the data. Details of the process are explained below.

It was essential to me to view each teacher as an individual, to investigate each pre-service teacher's personal experience with reflection and to explore the role of video in facilitating their reflection and learning. I analyzed each case separately at first and then I looked for common themes. The process of analysis started with familiarizing myself with the data as I carefully read all interview transcriptions, field notes, and researcher reflective journals. This helped initiating some thoughts around possible patterns and meanings as well as starting my analysis memos (Braun & Clarke, 2006; Saldana, 2009). It is important to note here that the transcriptions were in Arabic - the native language of both the participants and me - that we used in the interviews, and that I did not translate them into English during this phase. It is my belief that translating them prior to coding might have taken away some of the meanings which in turn might have affected the accuracy and the credibility of the research findings.

After immersing myself in the data, I started the coding process which is part of the second analysis phase (Braun & Clarke, 2006). Saldana (2009) defines the term code as, "a word or a short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (p. 3). This phase began with a

cyclical coding process which was comprised of 2 cycles. Interview data was prepared for this approach as I followed Saldana’s (2009) suggestion of dividing the printed documents into three columns: a) the data itself, b) the preliminary codes, and c) the final codes. The preliminary codes embodied a “first impression” and were derived from the data itself. These codes were also in Arabic language for the reason of assuring its representation of participant experiences. These preliminary codes were revised and some of them have been re-coded and the new codes were documented in the third column as final codes.

The following Figure 7 is an example that shows how I utilized the three column approach. In the example, the teacher was discussing a situation she noticed in the video which was a student’s answer. In the video, the teacher was asking children to guess a picture that was partially hidden. The picture was of an orange. One child offered the answer: “mandarin.” The teacher, as she stated, wasn’t expecting this answer, which is very close to what she was looking for. In the moment recorded in the video, her response was, “Mandarin? Maybe, what else?” and then continued listening to possible answers by other students. When she noticed this in the interview, she shared some thoughts reflecting on her response to the child. The following figure 6 represents the original Arabic version and it is followed by an English translation:

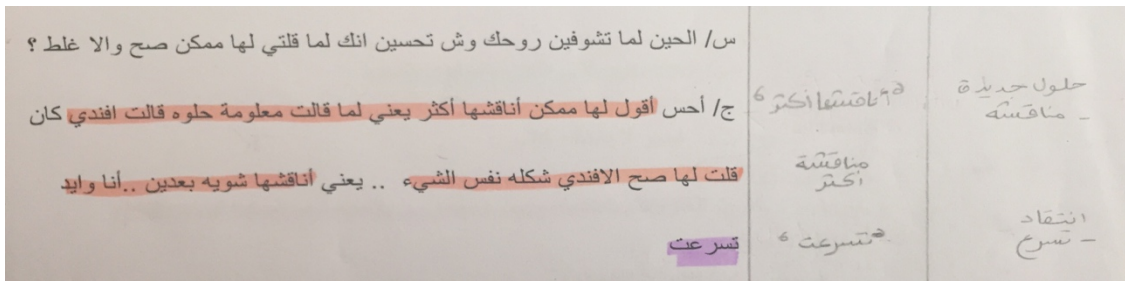


Figure 7 Example of Arabic Codes

Table 5

Translated Coded Data

| INTERVIEW DATA | PRELIMINARY | FINAL |
|--|---|--|
| Q/ Now that you noticed this, tell me what are you thinking? A/ I feel that it would be probably good if I had further discussed her given answer, because she was right. The mandarin and orange are similar. So I should have discussed it...but I was really rushing.” | “further” “discussed” “she was right” “discuss” “rushing” | New possibilities - discussion Judgment - rushing |

“Coding is not just labeling.” It is a bridge for a deeper level of analysis, and thus it needs to be carefully conducted (Saldana, 2009, p. 8). From this standpoint, I was very cautious while coding, paying attention to cultural and bilingual considerations. Indeed, in every stage of coding, I revised my codes with a Kuwaiti colleague who, like me is bilingual and who is familiar with Kuwaiti and western culture. I discussed my codes and how well they represented their associated coded data. Also, when I finished coding and translated these codes to English, I verified my codes with an American colleague to ensure the accurate translation for both the codes and the quotes of the participants’ own words.

During the analysis and particularly while coding, I generated a code list. I had a code list for each participant with their brief working definitions. These lists were reviewed periodically, and this assisted in the process of categorization. Along with the process of coding and categorizing, I started my analysis memos. These memos assisted me in documenting my thoughts and reflections during the analysis stage. Saldana (2009) notes that “coding and analytic memo writing are concurrent qualitative data analytic activities” (p. 33). The content of these

memos ranged between code operational definitions, research questions, participants' perspective and so on. As stated earlier, in this type of research it was vital to be aware of my own bias as a researcher and to make visible the beliefs and values I brought to all stages of this study, especially during the analysis. These memos were incorporated into the narratives of the participants in the upcoming chapters.

By the time I finished coding and categorizing, I started searching for themes. Braun and Clarke (2006), state that “a theme captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set” (p. 10). The identified themes of each participant were reviewed and then defined and named. After that, all the data was combined to identify the themes across all participant cases.

Credibility

In qualitative research, the aim is not to control the researcher's subjectivity, but to make it visible and acknowledged. According to Patton (2002), “because the researcher is the instrument in qualitative inquiry, a qualitative report must include information about the researcher” (p. 472). Introducing this proposal by way of delivering a short personal story as a Kuwaiti scholar with an initial understanding of the concept of reflection was my way to provide readers with information about who I am as a researcher, where I come from, and what I hoped to be accomplish in this work. Keeping the researcher reflective journals added a lot to this component in the final report as these journals allowed for reflection of my values, beliefs, and what makes me who I am (Lincoln & Guba, 1985; Pillow, 2003). These journals were my tool to acknowledge the decisions and choices I made during the investigative process (Ortlipp, 2008).

I used multiple data sources in this study: interviews, field notes, and researcher reflective journals. Each of these instruments contributed to gaining a better understanding of not

only how the participants underwent the experience of video-guided reflections, but also of my own role as a researcher. This in turn, enhanced the credibility and accuracy of my research findings (Creswell, 2013; Golafshani, 2003).

Previously and in similar studies, many scholars have indicated that being a researcher and supervisor simultaneously might negatively impact results by influencing specific behaviors and responses (Maxwell, 2013; Sewall, 2009). However, in this research the participants were informed that the role of the researcher was not associated with any supervisory or evaluative purposes or roles.

Participants in this research were considered to be collaborators so that the member check in this research goes beyond the interview transcription to include the research findings. To ensure information accuracy, participants received their interview transcripts to review. Member check helps to verify not only what the participants say but also what they meant and it allows them to “correct mistakes, clarify ambiguities, or add details” (Rubin & Rubin, 2012, p. 65).

Visual research, like any other form of research, presents ethical challenges and concerns. (BSA, 2006; IVSA, 2009; Rose, 2012). The following section addresses the ethical considerations of this research.

Ethical Considerations

Competence involves maintaining an up to date knowledge of the latest information, methods and tools in the field of study. It also involves expanding one’s skills and area of expertise. Before embarking on this research project, I immersed myself in the research and literature relating to social research methods, early childhood education, the method of reflection and also in the use of video as an educational tool.

All of the participants were treated in accordance with the ethical guidelines of the Institutional Review Board (IRB). Participation in this study was voluntary, so participants could withdraw at any time and without any adverse consequences. Consent was collected from all of the participating pre-service teachers, their cooperating teachers, and the children's parents prior to data collection. I took responsibility to explain the process clearly and to discuss all of the details related to issues of privacy and confidentiality. All of the communications were in Arabic, the participant's' native language. Participants' confidentiality was protected in many ways. Instead of using names, the participants were assigned identifiable numbers and access to the collected data was restricted to the researcher only, at all times. Also, in this report, I used pseudonyms for all the participants and schools to protect their privacy.

Some parents did not wish to participate and did not sign a consent form. Respecting their decision and in order to protect the privacy confidentiality of their children, these children were placed out of the camera zone. They were in the classroom and part of the instruction as they normally do, but the camera was positioned in a way that did not capture them. In this way, we ensured that children were not being segregated from their classmates or excluded from the lesson itself. There were two cooperating teachers who decided not to participate in this research. Both the researcher and the participating pre-service teacher selected days for recording the lessons based on the schedule of only those who had agreed to participate. Thus, those who had decided not to participate were teaching on their normal schedules without videotaping.

Ethical research requires the knowledge and application of protocols, guidelines and codes of conduct that apply to the particular discipline. This also involves social responsibilities to avoid conflict and to act humanely. As indicated previously, it was anticipated that pre-service teachers might experience some anxiety when sharing their recorded teaching lessons with others

because this was a novice experience for all of them. Therefore, it was very important to take this into account. According to Berge and Lune (2012), “If you want people to openly talk about their feelings and views, you must refrain from making any negative judgments—either verbally or through visual cues” (p.143). In this study, I made clear that this process was not associated with any judgment or evaluation and that the goal was simply to further our understanding about the reflective process. Every effort was made to ensure that all participants felt safe, secure and comfortable in order to increase their level of participation in the reflective dialogue. After each videotaped interview, I went to my office to recheck the video quality. Also, I saved the files on my encrypted hard drive and placed it inside a locked cabinet.

At some points in this study, I felt challenged to find the proper balance between my professional responsibilities as a researcher and my social obligations to act humanely and as an active member in Kuwaiti culture and society. One example occurred when one of the participants, Jasmine, presented such a dilemma. She had a conflict with one of her cooperating teachers. The school referred Jasmine to a disciplinary hearing. She called me the night before the hearing asking for help. She stated, “I am not supposed to be at the hearing. They told me this today after school in the Training Center and they will be there tomorrow in the school to end this... but I am afraid ... I just realized that the school might start the hearing early and thus I might be forced to sign something before the arrival of my professor and Mrs. Mariam!” She continued, “If this happens while you are in the school, could you please call them to let them know so they could act before I get in trouble?” Jasmine was asking me to intervene on her behalf and to speak with those whom she considered to be my “friends” in the college of education. I had mixed thoughts and emotions about this. Contacting me as a supporter during a hard time for her was an indicator of how safe and secure Jasmine felt with me, which was one

of my goals in this research. As much as I felt the urge to help Jasmine in any way I could, I felt an ethical responsibility to respect the actions, motives, and process of the hearing committee and its members. After some thought, I advised Jasmine that while I could not personally intervene, I had faith in her ability to face and resolve this issue in a harmonious way. I advised her to trust in the process and to keep an open mind as she dealt with this challenge. I was thus able to fulfill my professional and ethical responsibilities and also to help somebody through a difficult event in their life.

Chapters 4, 5, and 6 tell the story of the three research participants, Jasmine, Rana and Amal. The participants provided distinctive insights and I assigned each with a metaphor which reflected their unique identities as teachers within the Kuwaiti Early Childhood Education system. Chapter seven, the final chapter, presents a cross-case analysis, the future of reflection and video elicitation and how they can contribute to an educational system to meet the challenges of the twenty-first century.

Chapter Four

Jasmine: The Unsettled Nomad

Jasmine was a 21-year-old pre-service teacher who told me she entered the teaching profession because of her love for children and her love of learning. Jasmine had no prior experience in teaching besides volunteering in some summer clubs and afterschool clubs. Regarding her internship, Jasmine confided: “The school community troubles me. I am young. I am just starting my journey as a teacher. But the school provides no help or support to me. So, I have reached out to my college professors and use my college books and notes to find my way.” Although Jasmine was intensely emotional, she focused predominantly on the outside world about her, a world which she fearfully and cautiously navigated. Jasmine was bombarded by her inner fears which she projected outward into her professional life. Jasmine felt unsafe and insecure outside of the comfort zone of her Bedouin community.

Jasmine described her childhood as a very different world than she one she now inhabited as an adult. She attended a public kindergarten in Farwaniya Governorate, which was mostly populated by Bedouin. According to Barakat (1986), Bedouins are nomadic dwellers of the Arab deserts who settled in Kuwait. The family unit is essential to their social group, as it instills their tribal and religious values. Throughout her internship, Jasmine was now teaching in a community that was predominantly Hadhar. The Hadhar are urbanized Kuwaitis, descendants of the pre-oil era traders, sailors and pearl divers (Al-Nakib, 2014). Jasmine told me in her first

interview that she was experiencing discomfort and would have felt much more at ease in a Bedouin atmosphere.

I call Jasmine “The Unsettled Nomad!” Throughout our conversations, Jasmin expressed great pride in her Bedouin heritage. I myself am a Hadhar and as my study progressed I came to appreciate more and more that being a Bedouin was part of Jasmine’s core identity. Keeping in mind Rogoff’s (2003) insistence that we are all participants in a culturally-specific environment, I strove to see through Jasmine’s eyes - the eyes of a nomad who was grappling to adapt in a settled, urbanized environment.



Figure 8 Bedouin Women in their Tent Weaving

Traditionally, Bedouins were nomads who travelled the desert in search of water and pasture and never stayed in one place for an extended period of time. They lived in long, low black tents made from goat or camel hair woven by the women of the family as shown in Figure 8. Females were responsible for all matters relating to the tent - to home. Bedouins had different

tents for different seasons - winter and summer. The tent was supported by a line of central poles in the middle, and the back and sides of the tent were supported by lower poles. The tents were lightweight, easy to carry while traveling and durable in the harsh desert environment. The female Bedouins were responsible for all that was related to the tents such as sewing, maintenance and setup. Women were also responsible for erecting, dismantling and transporting the tent while traveling. All of the tools and materials they used in their tasks, such as tree branches etc., were found in their immediate natural environment.

In the Bedouin community, there were assigned gender roles and tasks. Females were responsible for all matters relating to the tent. Females were also responsible for housework and preparing food, e.g. making yogurt and cheese from milk. Meanwhile the male members tended to the sheep and camels, livestock and herding. Each Bedouin member had a specific role and these roles complemented one another to form a harmonious and productive community.

The Unsettled Nomad: Jasmine

Jasmine introduced herself in the first interview as a Bedouin and described to me characteristic features of being Bedouin such as the help and support shared among community members. Jasmine's participation in this study, her stated beliefs and her exhibited behaviors reflect many aspects of the Bedouin world. For a Bedouin woman, the tent is her castle, her fortress, her home, her place of power, prestige and productivity. Wherever a Bedouin pitches a tent, they transform it into a home. Jasmine, a modern Bedouin, found herself, not under free and open desert skies, but within the confines of a sprawling, tumultuous urban landscape. Throughout this study, I watched Jasmine attempt to pitch her tent and to create a Bedouin home not on soft and familiar desert sands but on cold and unyielding concrete.

Jasmine frequently talked about Bedouin females as hard workers and how they help each other in their community for the welfare of all. Female Bedouins raised children and protected their homes when their male partners were grazing and herding the animals far from home. Jasmine felt she was doing all she could in the classroom, but she felt devalued and unappreciated in the more individualistic setting of an urban school in a diverse city. Jasmine expected everyone around her, every member in the school, to understand their own role and tasks and how this contributed to an atmosphere of everyone working together and supporting each other. She felt that what she expected from others was self-evident and should not need to be discussed. Jasmine often looked on the actions of peers and superiors as a dereliction of duty on their part because, in her eyes, they were not contributing their part to the collective responsibility of all. This is how she felt especially towards her cooperating teachers. She expected them to be doing certain things, e.g. controlling misbehaving children during the lesson, and it troubled her when her expectations were not met.

Moreover, Jasmine told me she was also encountering difficulties in her relationships with her supervising teacher and her cooperating teachers in her classroom. At one point in the internship semester, Jasmine was called before a disciplinary hearing regarding a conflict with her supervisor. Like a caged bird, Jasmine the nomad felt grounded for life within an institution that was more hierarchical than collegiate, that valued individual initiative over communal cooperation, that was a work-place rather than a home.

Let us now delve into the world of Jasmine, the nomad, and her search for her place in 21st century Kuwaiti society and in her chosen profession as kindergarten teacher. The following table shows the duration and setting of Jasmine's interviews and recorded lessons. This is

followed by an account of the interviews and recorded lessons, followed by an exploration of the themes that emerged and concluding with a summary.

Table 6

The Duration and Setting of Jasmine’s Interviews and Recorded Lessons

| Jasmine | Interview 1 | Lesson 1 | Interview 2 | Lesson 2 | Interview3 | Interview 4 |
|----------|-------------|------------|-------------------|------------|------------|-------------|
| Duration | 19 minutes | 13 minutes | 58 minutes | 16 minutes | 30 minutes | 7 minutes |
| Setting | School | School | Kuwait University | School | School | Coffee shop |

Jasmine and Her Journey in This Research

Introductory Interview

I am at Jasmine's school as we agreed on. The school principal was busy and I had to wait for her to permit me to enter the school. She apologized for the delay and walked me down the hallway. She asked me if I preferred an indoor or an outdoor space. At that moment, Jasmine walked toward us and interjected: “The weather is so nice! Let’s sit in the playground. No one is there.” Jasmine then turned to the school principal and said “Mrs. Deema, you can go to your office. I will take good care of our researcher.” The school principal smiled and walked away. Jasmine and I walked together to the playground. We sat on two little chairs and Jasmine asked if I felt comfortable. I assured her I was comfortable and got my digital voice recorder and my notes out of my bag. As we started the interview, it became windy and I became concerned it might affect the quality of the audio recording. I asked Jasmine if we could continue the interview indoors. Jasmine left me for few minutes, returned and beckoned me to follow her. We

entered a P.E room, where we resumed our interview. The interview took 19 minutes. However, we were interrupted several times by teachers and school personnel.

In this introductory interview, Jasmine spoke a lot about herself. I considered this an opportunity to build a rapport with her. In our conversation, Jasmine compared her own experience as a kindergarten student with her present experience of kindergarten as a teacher. She particularly discussed ethnic differences and her experience as a Bedouin now teaching in a Hadhar-dominated community. She expressed her discomfort in communicating with others in the school and the challenges she faced since her internship had started. She spoke of independency and interdependency. She stated, "I am Bedouin. My family are urbanized, but it is still our origin and roots. Bedouin teachers are more personable than Hadhar teachers." I asked her to elaborate. She continued:

A Bedouin helps helps, helps, helps and gives all that she can. For example, my friends in the Bedouin-populated areas are much more supportive. They always offer and provide me with the assistance to complete my lesson plans and to prepare my materials. I'm very thankful.

After the interview, I reflected on this in my researcher reflective journal (11/09/2015):

Jasmine is an interesting participant. She provided me with more than I had anticipated. I am happy that she introduced her experience as a Bedouin working in a Hadhar school community. In Kuwait we usually do not talk about this topic, especially with someone we do not know well. We call it a 'sensitive topic.' I am happy that Jasmine felt free to speak in critical tones to me, a Hadhar, concerning Hadhar people and culture. I am especially happy that Jasmine felt safe and secure to speak freely and share her thoughts and feelings with me. I believe this is an essential prerequisite for productive reflection. I

believe that in order for teachers to be able to truly reflect, they need to feel safe and secure in a supportive environment.

The goal of this interview was to get to know Jasmine and to establish a rapport with her. Jasmine described herself as a giving person - a person who gives from the bottom of her heart. She told me she felt that the people at her school did not appreciate or value her. The following is an excerpt from the same reflective journal (11/09/2015):

Jasmine is critical of almost everyone around her in the school - her cooperating teachers, her supervisor, some of the school administration staff and the other intern students who are also participants in this research. Jasmine is in a new and threatening territory - both as a teacher and as a Bedouin. She seems to be in crisis mode and to feel frightened and threatened at being outside of her comfort zones. She seems to be fighting to retain her identity both as a teacher and as a Bedouin. Guided reflection, I believe, would involve gently leading her into a place of safety and support over an extended period of time - something that is well beyond the scope of this study.

At the end of the introductory interview, Jasmine and I discussed scheduling her first lesson recording and we agreed to videotape her lesson within the same week.

First Lesson Recording

It was 7:45 AM and I was in Jasmine's classroom. No one was there but Jasmine and I. All of the children were now in the play hall for the morning activity. I had prepared all of the recording devices. I had the camera on the tripod with the shotgun microphone mounted on the camera. I tested the devices and they worked very well. After that, I asked Jasmine if she preferred a particular camera angle. She pointed to a spot and said, "I think here would be good. I want it to be more on me." She selected a point where the camera would face her at the

back of the circle. I made sure that all of the devices were ready before the arrival of the children and then I sat quietly behind the camera. Meanwhile, Jasmine prepared her tools and materials for her lesson. Eventually, her cooperating teacher entered and greeted us. A few minutes later, the supervisor showed up and told Jasmine that she would observe her lesson today. She then took a seat beside me. The children arrived to class and Jasmine asked them to sit nicely on the round rug. During the first few minutes, the children kept looking back and smiling at me and the camera. However, as soon as Jasmine started her lesson they paid no attention to me or the camera. After Jasmine finished her lesson, I collected all of my materials and headed to the door. The supervisor called Jasmine for the post conference. I waved both of them goodbye and left the classroom.



Figure 9 Jasmine's Videotaping Setting

Immediately after the class, I went to my office and saved Jasmine's videos on my encrypted external hard drive and then formatted the memory card. I checked the quality of the video and then returned the hard drive to the cabinet and locked it. Later in the day, I texted Jasmine thanking her for allowing me to record her lesson and to confirm our scheduled video elicitation interview. She responded, confirming our appointment for the following week.

First Elicitation Interview

Jasmine arrived at the computer lab at Kuwait University ten minutes late. I was ready with the video loaded on the screen along with the questioning framework. She entered the lab with a troubled expression on her face. I asked: "Are you ok?" She replied: "Not really." She explained that she had had a terrible day because she had heard some rumors circulating about her at the school. I asked if she would like to have the interview at another time. She responded that she would prefer to go ahead with the interview as planned. I asked her if she would like to view the video on the laptop screen or on the projector. She told me it did not matter to her. I asked her to sit wherever she wished and she sat down in front of me facing the projector screen. I faced Jasmine and my laptop screen. I explained the interview process to Jasmine and asked her to share any thoughts, comments or questions at any time and to feel free to pause, rewind or forward the video throughout the interview.

At the beginning of the video elicitation interview, I asked Jasmine if she wished to share anything about the lesson and she responded, "I am prepared and I already know what to say." Jasmine spent the next several minutes outlining her thoughts which, it became clear, she had based on the critique she had received from her supervisor who had observed her during the recorded lesson. As the interview progressed, I found that Jasmine was totally focused on her supervisor's comments and criticism. It seemed that Jasmine was in a constant state of fear and

anxiety concerning her formal evaluations from her supervisor and cooperating teachers. In effect, Jasmine felt free to express to me what she feared to say openly to her formal evaluators.

While the process of reflection entails much more than a performance evaluation, I felt it was important to allow Jasmine to confront the issues that were consuming all of her emotional and mental energy. Our reflections could provide a release valve for pent-up stress and initiate the healing process that could eventually allow her to relax and view her teaching experience in a multidimensional context. Jasmine shared some mixed and complicated thoughts and feelings:

I was so nervous! I noticed the other teacher talking with my supervisor and I even heard my supervisor asking her whether or not I had accomplished my second lesson goal, which was about understanding the importance of drinking milk. And I did ... I did say that we need to drink milk several times a day. But you know what? She asked me why I had not introduced it in a story! This was so annoying! So I just ignored it. "She is so restricting! I can't even breathe! The way she looked at me made me so anxious. I wanted to give more in the lesson but I could not because I wanted time to pass by quickly! I felt it was so hot, I just wanted to be done.

Jasmine expended a lot of energy attempting to justify her actions in the classroom. Throughout the interview, she pointed out many things that she had not been able to accomplish and she attributed these failures to the presence of her supervisor and to the behaviors of her cooperating teachers. For example, she indicated that the children were out of control because the cooperating teacher was not helping her: "The supervisor was there. So my cooperating teacher should have helped me with class management. She was supposed to sit in the circle with the children and to control those who were misbehaving." I asked Jasmine how she managed the children at other times when she was alone. She replied: "I always have rewards for them such as

chips and crackers, and I also hand out stamps. But you know what? I totally forgot to use the rewards because of them. They made me feel anxious.” In my reflective journal after the interview on (11/19/2015), I wrote:

At some points, I felt that Jasmine was not really observing the video. She was only looking for certain things. It seems that Jasmine regarded the video as a verification tool to exonerate herself from these critiques.

I realized that Jasmine’s high anxiety levels were keeping her level of reflection at a basic and superficial level. Jasmine herself seemed to realize this and claimed repeatedly that what was captured in the video did not represent her typical teaching due to the influence of discomfort and anxiety. At first, I posed questions that were more general, about her views and daily teaching issues, instead of discussing the specifics of what we were viewing in the video. However, Jasmine resisted having any sort of reflective dialogue and tended to move the conversation back to how she was attacked by others in the school. For example, I asked what would she do if she faced similar conflicts with teachers in her future classroom. Jasmine’s response was still limited to her current context. She stated:

Since the beginning, I have faced a lot of challenges and gone through tough situations. I used to care and allowed it to affect me. I used to go home and cry, pray, and ask God to support me and guide me through this dilemma! And God gave me patience! I am now able to ignore it. I overlooked what the cooperating teachers did, and what my supervisor did, and the other interns as well!”

I rephrased the question and asked:

Researcher: What about the future How might you deal with similar situations or conflicts but with different people in a different classroom and school?

Jasmine: If I face similar teachers in the future, I will just ignore their behaviors because it will only keep things going. We will be fine. Just ignore them. That is what I am going to do.

Researcher: What makes you feel that way?

Jasmine: Because I know that things have started to get better now since I started to overlook anything the teachers do which I do not like.

Researcher: Have you tried or thought of other ways to improve the relationship?

Jasmine: Yes, I tried to be nice with them. But they just want to pick on me. Nothing worked with them.

Researcher: What about teacher-teacher communication and relationships? What are your views on this?

Jasmine: It depends on the teachers. I mean the type of teachers. Sometimes it is beneficial to keep boundaries and have superficial relationships. This way problems can be avoided.

As we proceeded with the interview, Jasmine complimented herself often on her performance on the video. She said: "Look at me! I am doing great!" She made similar comments throughout the interview. When we finished, I asked her what she had learned, since it was her first time watching herself on video. Jasmine expressed that she was very happy and said: "I managed the classroom and succeeded in delivering my lesson. I did well." She then compared her happiness with how she had felt at the beginning of her semester: "I was scared! I felt I had made many mistakes! But now I am proud to show everyone my video!"

At this positive moment, I took the opportunity to reiterate my purpose in this study and to point out to Jasmine that reflection is not about looking at mistakes. Instead, it is an opportunity to view practice in a new way and to think deeply about ways to enhance it. This interview ended after some conversations around the issues Jasmine had highlighted and with scheduling a good time for recording the second video. In the introductory interview, Jasmine had mentioned that she had a good relationship with one of her cooperating teachers and that this teacher was the only one she felt comfortable with. I thought that scheduling the second class recording with this particular teacher present might enhance the atmosphere and thus the conversations in the follow-up interview. Jasmine liked my suggestion and we agreed on a day in the following week to videotape the lesson.

Second Lesson Recording

Jasmine called the night before her scheduled lesson and told me that she was not feeling well. She stated that she was not planning to come to school and thus there would be no videotaping. I told her that we could schedule it whenever she felt better. Jasmine stated that she could record her lesson by the end of the week. This would mean that the same cooperating teacher who had been present for the first class video would also be scheduled with Jasmine for the second class video session. Jasmine stated that this would be fine. So we agreed to do the video recording on that day.

At 8 AM I was in Jasmine's class preparing my devices. The school seemed very quiet and I noticed that there were less children present in the class today. Jasmine had decided to have the camera in the same position as the last time. I had everything set up and had tested the camera. I was ready to start recording once the children arrived from their morning activity. Jasmine seemed ready and was having a conversation with her cooperating teacher. The

children arrived in the classroom. There were only two children today. The supervisor entered behind them and asked Jasmine if she could observe her today. Jasmine smiled and stated that she was ready. The supervisor sat in the same place as she had last time, close to me. She asked Jasmine to start whenever she was ready. Jasmine gestured with her hand telling me to start recording. The lesson lasted fifteen minutes. The cooperating teacher asked the two children to get ready to go to the playground and Jasmine went to her supervisor at the back of her class for her post-conference. I collected my materials and left before they started their conversation.

Second Elicitation Interview

Later in the day, I texted Jasmine to schedule her second video elicitation interview. She suggested we have her interview a week later in the same lab. However, on the interview day, in the morning, Jasmine texted saying that she would not be able to keep our appointment after school and asked if I could do the interview at her school during her break. I agreed to do this, although I was concerned about not having sufficient time for the interview. The average length for the video elicitation interview was about an hour and the longest break teachers get does not usually exceed 45 minutes. However, I acquiesced because it was important for me to have the interview at the time and place desired by the participant. So, I went to Jasmine's school as agreed. I had just parked at her school fifteen minutes early when I received a text message from Jasmine saying that she would not be able to have the interview because she had been assigned to a session that would take place during her break. She asked if we could postpone the interview to the following day and I accepted.

It is 10:45 a.m. and I am at Jasmine's school. I went to the Principal's assistant office as usual to check in. The Assistant principal was surprised to see me and I explained that I was there to interview Jasmine. The Assistant Principal told me that she did not know about it. This

embarrassed me and I apologized for the misunderstanding. She stated that Jasmine had a class, but it would be fine to call her for the interview. I declined her offer and told her that I would reschedule the interview with Jasmine and would make sure that Jasmine had her confirmation before I returned for the interview.

Jasmine's behavior puzzled me. Jasmine had twice scheduled our interview for a time that conflicted with her teaching sessions and without notifying the school as she was supposed to. Jasmine called after she got out of school and apologized for what had happened and admitted that it had been her mistake for not notifying the Assistant Principal. She stated that her week had been hectic and that she had mixed up the days. She asked if we could do the interview at the school on the following day. I agreed, on condition that it would be confirmed with the Assistant Principal. In my reflective journal after the call (12/07/2015) I wrote:

I am annoyed because of these unexpected events. I am embarrassed because it was inappropriate and unprofessional to show up at the school without a prior arrangement. I trusted Jasmine and expected her to be responsible for this since she was the one who had suggested doing the interview at her school. I asked Jasmine if we could get a private room and she told me not to worry about anything. I presumed that if she had reserved a room, then she also had gotten permission from the Assistant Principal to conduct the interview at the school. I am glad that I had the chance to apologize to the Assistant Principal who was very kind and cooperative. I am also glad that I declined the Assistant Principal's offer because I suspect that Jasmine may have done this on purpose in order to avoid attending her scheduled classes. Jasmine could have texted me in the morning when she realized there was a schedule conflict.

Before driving to the school for our interview, I confirmed with the Principal by phone that Jasmine had received permission for the appointment. I arrived on time and we had the interview in the library room, which was empty. Jasmine and I sat at one of the round tables making sure that the laptop's screen was not facing the door in order to protect the privacy and confidentiality of those who appeared in the video. Figure 8 shows the setting of the Interview.



Figure 10 Jasmine's Video Elicitation 2 Interview Setting

Jasmine seemed happy this time and more relaxed. I thought this might enhance her participation in the interview. However, this was not the case. During this interview, Jasmine exhibited some disruptive behaviors. About ten minutes into the interview, Jasmine suddenly

answered her phone and said, “Yes, please come now to pick me up.” I was hardly able to conceal my dismay and I asked her: “Are you in a hurry?” Jasmine replied: “No, no, sorry. They will take time to get here and they can wait if they arrive early.” We continued the interview and a few minutes later she answered her phone again and spoke for about two minutes. The call did not seem to be an emergency of any kind. I felt annoyed with Jasmine over these inappropriate behaviors. I wrote in my journal (12/08/2015):

What Jasmine did today was disrespectful! It was rude and unprofessional to answer the phone and chat with other teachers who entered the room unaware that an interview was in progress. I tried to hide my annoyance in order to keep our rapport intact. Although Jasmine had said that she was not in a hurry, she was constantly looking at her watch. She also pulled the laptop toward her and took control of the video. I thought at first that this was a good thing, until I realized that she just wanted to speed up the interview in order to finish early. While writing this journal, I am wishing that I had videotaped Jasmine during the interview so she could reflect on it - reflection on reflection. This might have helped her see that she is not very different than her supervisor whom she thinks has devalued and disrespected her because of chatting during the lesson.

This interview was about thirty minutes in length and it was interrupted several times either by phone calls or by teachers who entered the library thinking no one was there. We also had to move to a different room halfway through the interview because the library had been assigned to someone else. The social worker gave us her room and we continued the interview there. Jasmine took control over the video again and started to summarize her lesson. She kept fast forwarding the video saying “Nothing important here.” She had no pre-selected points prepared this time because, I suspect, she had gotten a good evaluation from her supervisor.

Similar to the first interview, Jasmine frequently praised herself with comments like, “I did a great job on this PowerPoint!” and “Can you hear my voice! I like how I was modulating my tones throughout the lesson!”

Although I was not as at ease as in the previous interview, I tried to build some reflective conversations on the comments Jasmine made, either while praising herself or when she was summarizing her lesson. These conversations turned out to be brief and did not provoke a deep level of reflection. Jasmine interrupted me several times and this was a real communication challenge. She abruptly answered my questions and seemed in a hurry, rushing through our conversation. Once the video ended, Jasmine immediately stood up and collected her stuff getting ready to leave. She asked if I needed anything else, and then she left. In my journal I wrote:

Today’s interview went fast and the conversations were very short. This time she was more relaxed towards the lesson probably because she had gotten better feedback from her supervisor. However, I felt she was not interested in the interview. This feeling is based on the way she participated as she was summarizing the lesson and fast-forwarding the video. When I noticed that she was not observing the video, I tried to highlight some points for discussion such as the language she used in the lesson and students’ prior knowledge. But, our conversations were interrupted many times so we could not get into a deeper level. I felt frustrated and now I am wondering about ways to enhance this experience for the future. Jasmine could be like many teachers and pre-service teachers who are not ready to view their practice from new and fresh perspectives because they feel sensitive about their image as good teachers.

Themes

Jasmine's Tent

Jasmine's tent was the centerpiece of her life. It was her home and her business. It was her source of refuge and her base of power. Jasmine's tent was an extension of herself which she carried with her wherever she went. Jasmine did not leave home and go to work each morning. Jasmine was always at home, erecting her tent wherever she travelled. Jasmine found herself at odds with her peers who envisioned the school as a workplace, while Jasmine envisioned her school as her home in which she strove to nurture all with the help and support of her school community. Jasmine expected everybody to work together as a team, each member understanding her role and tasks. In the segmented work setting of an urban school, Jasmine's expectations were often not realized.

Jasmine expressed various feelings and emotions related to the presence and behavior of her supervisor who was observing her in the two lessons. Jasmine viewed the feedback she received from her supervisor as "nonsense" comments. At one point, she commented, "The supervisor is picking on me. She just wanted to prove me wrong." As a researcher, I tried hard to move the conversation and Jasmine's thinking away from her expectations and toward a deeper analytical level. I asked questions like: "What if she did not say that?" and: "Let's imagine that the supervisor was not there," as well as other similar questions to eliminate the evaluator's impact on her. However, this was difficult for Jasmine. Her reflections always returned to the influence of her supervisor's presence. For example, one of the first things Jasmine shared at the beginning of the first video elicitation interview was how annoyed and anxious she was because of the way her supervisor looked at her. "She stared at me in a scary way! I got nervous. The children got out of control and I even forgot to use the rewarding technique because of how

anxious I was.” The very presence of an evaluator or supervisor posed a problem for Jasmine, who sought to recreate an environment where all worked together as equals.

One of the advantages of video-based reflection lies in its ability to allow one to examine the harmony between thoughts and actions. When Jasmine was commenting on the feedback she had received from her supervisor, I considered these as a good basis for reflective dialogues. For example, the first thing she shared was the stimulus she used in her lesson which was a cow’s shadow. Before watching the video, Jasmine stated that her supervisor critiqued her stimulus saying that it was not deductive, that it was too direct. When Jasmine brought up this topic we had the following dialogue:

Researcher: What was your stimulus? And what was your goal?

Jasmine: My stimulus was a picture of a cow’s shadow and my goal was to introduce milk and dairies.

Researcher: And what happened?

Jasmine: My supervisor did not like it. She said it was too straightforward.

Researcher: What are your thoughts on this?

Jasmine: I like the stimulus I used. The children were interacting and exploring.

Researcher: What does a good stimulus look like? How would you define it?

Jasmine: It is a starter that logically leads to the main parts of the lesson.

Researcher: What are the characteristics of a good stimulus?

Jasmine: It should be deductive and gets the attention of children.

Researcher: What was the criteria you used to evaluate your stimulus? How do you know that it was successful?

Jasmine: I know when I see the children taking time to think. For example, when I used the sensation box, I saw them enjoy guessing and getting close to me. I saw them engaged, trying to figure out what was in there. Also when I saw their hands were raised and hearing them say: “Me, me Ms. Jasmine!”

After that, we started watching the video. She had started her lesson with the stimulus. In the video, Jasmine appeared sitting on the rug with the children next to a large screen that was displaying a shadow of a cow. She asked, “What is this? Who can tell me what is it?” Within a few seconds, the majority of the children said: “Cow! It is a cow!” She then asked the children: “What can we get from cows,” and they responded with “Milk.” From there she started her lesson, which was about two food groups of the food pyramid, dairies and meats. Here, I tried to connect what she had said earlier about what makes a good stimulus with what we had watched in the video. I thought this could be a way of understanding the supervisor’s perspective and thus maybe resolve the conflict:

Researcher: Considering what you described earlier about the characteristics of a good stimulus and the wonderful examples you mentioned, how do you see this stimulus?

Jasmine: I see it as a successful one.

Researcher: What makes you feel this way? Are there certain elements you consider?

Jasmine: Yes, their attention was on the screen and they answered it correctly.

Researcher: What about the amount of time they took to answer. I remember you mentioned that taking time thinking and guessing is something you look for. How do you see this here? Is it evident?

Jasmine: I agree that they did not spend time and that they answered it quickly, but as you know, children these days know everything! They are smart!

Researcher: Do you think that this might be what your supervisor meant in her feedback, that the children responded too quickly?

Jasmine: Yes, I thought about this initially. But even if it was a picture cut in pieces, they will still say cow! And you know what, the cow was not my goal, it is what we get from the cow, and they knew it and answered correctly.

Researcher: You mentioned using a picture cut in pieces instead of a shadow. What do you think would have happened if you had done it that way?

Jasmine: They would still have known it! They would have taken maybe two minutes to figure it out.

There is a disconnect between Jasmine's idea of an effective stimulus and the stimulus she created in her recorded lesson. At one point, she seemed aware of this discrepancy, but she continued to insist that the picture of the cow's shadow was a successful stimulus. She stuck to her opinion and did not want to examine it further. She seemed to defend her comfort zone against anyone who challenged her or attempted to draw her out into new territory. It is possible that Jasmine's obstinacy in the face of facts stemmed from her feeling of being challenged by an outsider, a stranger who posed a threat to her power and freedom within her domain.

A similar situation occurred in the second video elicitation interview when we discussed the dialects used in the classroom. This conversation started when I noticed that the children showed difficulty pronouncing the word "trash" in Standard Arabic. I asked Jasmine if it was their first time to be exposed to this word and she said that they had learned it in one of the previous lessons.

Researcher: I noticed that they were not able to say the word correctly.

Jasmine interrupted: Yes, they are not that good in standard Arabic.

Researcher: As a teacher...

Jasmine interrupted again: They usually say the word in the Kuwaiti dialect and I correct it and say it in Standard Arabic.

Researcher: Do you think that these words are age-appropriate?

Jasmine: Mostly yes. Children should not say words like trash in the Kuwaiti dialect. They should know how to say it in the Standard Arabic.

Researcher: Do you use the word trash in your daily classroom language?

Jasmine: Honestly, No!

Researcher: What are your thoughts on this?

Jasmine: This is wrong; I mean it is a contradiction. I should either speak Standard Arabic or Kuwaiti dialect all of the time.

Researcher: Why do you think you should do this?

Jasmine: To avoid confusion.

Researcher: Back to what you said, using new words in their daily language. How can you as a teacher help children use these new words in their language?"

Jasmine: Well, we cannot truly use all words but they can use some of them. If they want to use the restrooms, for example, they can say the whole sentence in Standard Arabic.

The video allowed me at multiple points to initiate reflective conversations that helped us to examine the level of harmony between Jasmine's thoughts and actions. It is important to note here that Jasmine was not fully aware of many of these conflicts, but there were times when she

was able to recognize them and to briefly discuss them, as in the discussion of dialect described above. It is possible that Jasmine resisted feedback from peers and evaluators because she interpreted all feedback as a personal attack on her. Although to the observer Jasmine might have looked like an estranged outsider looking in, Jasmine herself might have seen herself as the insider whose power was being usurped by interfering outsiders. If a visitor to our home began making suggestions to us about how to arrange our furniture, we too might freeze them out, even if the suggestions themselves made perfect sense! Reflection on this issue needs to go beyond technical content issues and to address the underlying issues of relationships and a shared vision of what a school actually is. In my analysis memo I wrote:

Videos can be a powerful aid in examining one's beliefs and values. As teachers, we sometimes do not realize that our actions do not correspond with our philosophy. I think guided reflection, through the questions posed to participants, can help in spotting these discrepancies. As a teacher educator, this is of great significance to me because I am advocating for a stronger connection between theory and practice. I believe it all starts with equipping teachers with tools like reflection that can act as a bridge between belief and action. With Jasmine, the reflective conversations were at a very surface level. This can be common at the beginning of the reflective process. These reflective dialogues are effective as an ongoing journey rather than one-stop deal. With practice, reflection can become more productive and effective in helping the practitioner to deeply examine their values, beliefs and actions.

Many of my conversations with Jasmine were on technical issues such as game board sizes and the use of pictures and materials in the lesson. The issues we discussed were mainly on the critiques she had received and which she did not perceive as valid. I thought that through

probing we both might come up with new perspectives on what had taken place and find possible solutions or ways of improvement. However, Jasmine made a lot of assumptions in her responses, stating that the suggested improvement ideas would not work even though she had not tried them. For example, we discussed the stimulus, the shadow of a cow, and how quickly the children had figured out what it was without spending time exploring or guessing. During the conversation she mentioned that even if she cut the shadow into pieces they would still know the answer as quickly. She defended this opinion by saying: “Children these days know everything! They are smart! Even if it was a picture cut in pieces, they will still say cow!” Jasmine in this example assumed that making the stimulus more difficult would not have significantly increased the time it took for the children to figure it out. Jasmine’s resolute refusal to consider alternative approaches or methods might have stemmed from her antipathy toward any kind of authority. Feeling threatened, she dug her heels in and defended what was sometimes, on reflection, indefensible.

In another example, Jasmine’s supervisor commented on one of her games saying that the size of the board used was not suitable, that it was too small. Jasmine told me: “My supervisor said that my game board, the matching game, should be larger than the A4. But my game is already larger! We spent time discussing this point during the post conference until I just gave up on it.” I asked Jasmine if the supervisor had elaborated on comments related to the game board size. Jasmine responded saying: “She did. She said it is not appropriate for a class game. But the problem is that my goal was for one child to play it at a time! Not the whole group at once! Thus to me it was appropriate!” On the video, when we reached the game, we saw two children holding two matching game boards playing in the middle of the rug on which all of the children

were sitting. These boards were about an A4 size. The other children, acting as audience, seemed engaged and they were trying to get closer to those in the middle playing. Here I asked:

Researcher: Why do you think they got closer?

Jasmine: They were engaged.

Researcher: What makes you think that they were engaged?

Jasmine: Because they wanted to see it!

Researcher: What if it is because they are unable to see it clearly from where they are sitting?

Jasmine: No, because even if it was shown on the TV screen, they would want to get closer. It's normal. They are not drawing closer because of its size.

Jasmine in this example assumed that even if she tried a larger display for the game, the children would get closer if they were engaged. She insisted on her view that nothing was wrong with the game size. Also, in both examples, Jasmine expressed her thoughts with absolute conviction. In my analysis memo I wrote:

I think Jasmine is in a stage where she has difficulty accepting the idea of new possibilities in doing things or of new ways of seeing things. At first, I thought that this could be attributed to her uneasy relationship with the supervisor. However, she displayed the same attitude with me, and I have no power or authority over her. However, I am glad that she acted naturally and did not try to please me. This indicates that she was comfortable saying exactly what she thinks and feels.

Here are my thoughts in my analysis memo of the final interview:

Jasmine says what she wants, no matter what the question is. She is very defensive and seems to be threatened by any form of criticism. Because of this I emphasized her

positive attributes to her as much as possible. Also, our talk before starting the video was brief and unsubstantial. This had not been my intention. As a researcher, I was striving to know more about what had happened in the classroom and how she processed her thoughts, feelings and perceptions of what had she been experiencing before, during and after her videotaped class session. Instead, the predominant focus was on the evaluator and evaluative concerns.

Between Pride and Shame

In “Jasmine’s Tent,” there is no hierarchy and the women work together cooperatively. Power and authority is equally shared and criticism and disagreement are communicated in subtle ways that avoid confrontation. Pride in one’s work motivates everybody to strive for perfection, and failure to achieve high standards brings with it great shame for the individual. Jasmine brings this attitude and feeling with her into the modern metropolitan classroom with inevitable consequences.

At one point in the video, Jasmine asked the children a question about the cow. She asked: “What do we get from a cow?” Children were responding and their answers were either “milk” or “meat.” Then a child said: “We eat from the pineapple” and Jasmine responded: “Excellent! Thank you,” and continued on with her lesson. As a researcher, and as a reflective dialogue partner, I wondered about Jasmine’s response and thought it could be a great opportunity to enrich our conversation and to move to an issue unrelated to the evaluator’s presence and the pressure that came with it.

Researcher: What was the child’s answer?

Jasmine: We eat from the pineapple.

Researcher: And what was your question?

Jasmine: My question was what we get from cows. Look, Hamad is a smart child, but he has a problem! He never focuses on what we're talking about during the circle time. This is very typical of him to say something that's totally irrelevant. He doesn't stay focused. But he knows all the numbers and the alphabet. He also writes complete words, but he never focuses on what we do in circle time.

Researcher: You said great. Tell me more. What happened there? Was it an expected answer? Did you have something in mind?

Jasmine: I didn't want to embarrass him!

Researcher: You mentioned that this is typical of him, and definitely there was great pressure on you as we discussed earlier. But my question for you is, as Hamad's teacher, if it was just you and the children on that day, and if you were to respond differently, what would you do if you found out that he was not following you?

Jasmine: Yes, he was not following at all!

Researcher: Okay. Were there any attempts to help him? To bring him back to the lesson? Tell me about it, what do you usually do?

Jasmine: Look, he's always off topic and never there with me. He always raises his hand, asking me to allow him to answer. He wants to say what's on his mind at that moment and not to respond to my question. For example, last week, I asked "What day is today?" And he said "I love the post officer!" So it's something unrelated! He just wanted to say something and he said it. So I tried to tell him: "No, Hamad, my dear, we're asking about this and please focus with

me.” But he didn’t even look at me. He never does. His eyes are always on the ceiling or on something around the classroom. But he’s never with me.

So I prefer not to comment when he shows he is not focused as it may make him feel embarrassed.

In my analysis memo I wrote the following:

I noticed a connection between how Jasmine feels when her lesson is critiqued (also when she mentioned that her supervisor embarrassed her in front of the other teachers) and how she deals with Hamad and worries about hurting his feelings. I think the way Jasmine reacted to the child represents her views on feedback. She herself feels extremely uncomfortable receiving feedback or criticism. So, she thinks that correcting a child’s answer would embarrass him. She said it in the above conversation: “I didn’t want to embarrass him!” I wish now that I had expanded the discussion and asked Jasmine about the implications of children walking away with wrong answers. How would this impact the child’s knowledge and comprehension?

I think Jasmine was obsessed with perfection and was very sensitive to her image. I noticed that she had the same attitude towards receiving criticism, feedback, reflection, and evaluation. Basically, anything that shed light on her practice was not welcomed unless it was positive. Probably, this would explain why she continually praised her own performance and why she often responded to my questions with somewhat irrelevant answers. I had to restate and repeat many of my questions because she rarely stayed within the issue discussed. She jumped around and said what she wanted to say.

Bedouins take great pride in their work. In a communal setting with no hierarchy, criticism is indirect and always circumspect. A person’s pride in their work and reputation

motivates them to strive for perfection. Meanwhile, no person is shamed by overt and authoritarian criticism. A person is allowed to save face and contribute their share to communal endeavors. Jasmine blatantly rejected formal evaluation of her approaches and methods as a teacher because, through Bedouin eyes, this was a frontal assault on her identity and self-worth. Likewise, Jasmine refused to shame her student Hamad in front of his fellow-students. Pride and self-esteem took precedence over direct criticism and a focus on content learning.

Jasmine made strong assertions concerning the people and situations around her and tended to stick strongly with her opinion. The intention of the questions I asked was to help her reflect and think about these assertions and to consider, if possible, some alternate solutions to the issues she faced. However, Jasmine always responded with absolute conviction that she was always right. This intellectual and emotional stance poses serious obstacles to creative and productive reflection. Toward the end of the interview, I asked Jasmine how she felt about watching herself on videotape for the first time. She expressed happiness and said, "I feel great. I feel that I am putting in a lot of effort and that I am a successful teacher. I wish I would get some appreciation for that. Even if I receive some criticism, that is fine." I asked her if she would accept negative criticism. She replied, "Yes I will accept criticism. But the attitude and tone of the delivery matters." I asked Jasmine if the video had provoked new ideas for change, improvement or study. She replied: "No! Not to be arrogant, but it's my first time watching myself teaching and everything looks great. Maybe focusing more on the children and their attention and that's it. Everything was great. I was scared! I Thought I had made so many mistakes! Now I wish to show everyone my video!"

At first, it would seem that Jasmine felt she was already a "perfect" teacher with nothing else to learn. However, understanding Jasmine in the context of her cultural background leads me

to believe that her attitude toward growth and learning was more nuanced than it first seemed. Robert Louis Stevenson once said: “It matters little what we say, if people only knew it. But it matters everything how we say it.” I believe Barbara Rogoff would wholeheartedly agree with this sentiment. We are all participants and the “objective observer” is a long-dead scientific myth. We must refrain from evaluating others from our own perspective only. Through reflection and empathy, we may enter the heart of a fellow-participant and at least for an instant peer out at the world through their eyes. In that moment we become one and all is changed. Hierarchies and divisions dissolve and we share the same world and a common desire to make it even better.

Dereliction of duty

During the video elicitation interview, Jasmine also made assumptions about the role of the cooperating teacher during the lesson. Jasmine had three cooperating teachers and in the introductory interview, she mentioned that she had a good relationship with one of them while her relationships with the other two were problematic. In both videotaped lessons, Jasmine was scheduled with one of the cooperating teachers she did not get along with. In the first video elicitation interview, Jasmine indicated that she did not like certain behaviors of her cooperating teacher and she commented on these behaviors while watching the video. Some of her comments reflected assumptions she holds about the tasks and responsibilities of the cooperating teachers. For example, in the video, some children appeared to be misbehaving during the lesson. The cooperating teacher entered the picture, clapping and calling the children’s names and asking them to stop and to pay attention to Jasmine. We had the following conversation:

Jasmine: She wasn’t supposed to clap and say: ‘No group answers.’ This was disruptive. Usually, the cooperating teacher sits next to the misbehaving children to help with management during the lesson. (Jasmine pointed to the screen) If you can see these three

children, the one in the yellow shirt and the other two girls next to him, they are always out of control. So she was supposed to help me with that by sitting next to them.

Researcher: Have you had conversations with the cooperating teacher about assisting you with class management?

Jasmine: No! She is supposed to already know this. All teachers do it. At least in all of the neighboring classrooms.

Research: What are the advantages of having a cooperating teacher in the classroom?

Jasmine: It depends. If she is the one in the video, then I do not see advantages. There is only one teacher among the three who is helpful. When I am with her, I feel great. She is truly cooperating. She helps me with planning, management, and many, many things... totally different than the other teachers who only create upset.

Researcher: What do you think would happen if you shared your thoughts in a friendly collegiate way?

Jasmine: Nothing would happen with these two. They are friends with the supervisor. So as long as she does not like me, they too will not treat me well.

Researcher: What makes you so sure about how they would react if you initiated a conversation with them?

Jasmine: I know them very well! I have been with them for weeks now and I know that they would not listen to me.

In recent years, because of a surplus of new teachers, many Kuwaiti classrooms have two or three supporting teachers. Unwritten protocols have emerged in which the supporting teachers often withdraw into the background and allow the main teacher to orchestrate the lesson.

Supporting teachers also look to the main teacher for guidance on what kind of support and assistance would be welcomed or appreciated. Jasmine however seemed to view this, once again, through Bedouin eyes. She expected her supporting teachers to provide help without any hint from Jasmine as to what help she expected. Jasmine was resentful when she did not receive the assistance she had expected, But, Jasmine, as a Bedouin, did not feel comfortable with any authority roles, including her own and thus did not feel free to explicitly express her wishes to her supporting teachers. Instead, she privately blamed the supporting teachers for dereliction of duty by not providing the assistance she had expected of them.

Jasmine also commented on the behavior of her supervisor while she was observing her. According to Jasmine, “She was talking and this distracted me. As I told you earlier, I was able to hear what she was saying to my cooperating teacher. This is disrespectful. I felt devalued.” I asked Jasmine what exactly made her feel this way and her response was:

Normally, when you visit someone for the purpose of evaluation, you should not be busy talking with others because you are supposed to listen carefully with your full attention. But this is not what happened with my supervising teacher. I had two evaluation visits by her. On both occasions, I noticed that she did not pay attention to my stimulus! This made me anxious! This doesn’t work! She ignored a part that I worked hard on and this made me feel nervous and anxious!”

I asked Jasmine if she had ever considered expressing how she felt with her supervisor. Her response was, “Definitely not, I will not share it with her, I know she would think that I’m a troublemaker. She wouldn’t understand how this affected me. In all of her visits she was chatting and never listening. She wouldn’t understand.” In my analysis memo I shared these thoughts:

I should reflect on the role of the supervisor and how a supervisor can show respect toward teachers. Jasmine, as a Bedouin, was uncomfortable with hierarchy. She felt especially disempowered when a person in authority failed to fulfill Jasmine's expectations of their role. At the same time, as a Bedouin, Jasmine could not present criticism in a direct manner. The supervising teacher may have been oblivious to Jasmine's hurt feelings and may have felt she was being very supportive of Jasmine.

During the final interview, Jasmine asserted: "Critique doesn't matter, not any more... I will do what I want with confidence." I was a bit surprised, I guess, because I had anticipated something related to her performance. So I repeated the question in a different way and said: "What about your lessons, teaching?" Jasmine interrupted: "Well, I am now better able to manage my worries during lessons and that's it!" Jasmine's attitude seems to stem from her "nomad" perspective. She regards her evaluators as outsiders who disrespect her and who do not treat her as an equal. She therefore feels no compulsion to cooperate with them beyond the minimum required for them to leave her alone. Jasmine also finds it difficult to respect her evaluators and supporting teachers because, from her perspective, they fail to fulfill their roles by supporting her in appropriate ways in the classroom.

Barbara Rogoff emphasized that through reflection we can build a more "objective" portrait of an event when seen through the subjective prism of the various participants (2003; 1995). Through continued and ongoing guided reflection, participants can move to a new plateau, where a meeting of minds and hearts can bring new and exciting potentials for growth and learning. It is not only Jasmine who must move. All of us as participants must be open to change and transformation. We must all become nomads, ready to fold up our tents, leave behind

our comfort zones, travel together into new and uncharted territory and there find a new and spacious place we can once again call home.

Chapter Five

Rana: The Methodical Ghawas (Pearl Diver)

At the time of this study, Rana was a 21-year-old pre-service teacher. Rana told me she had been hesitant about majoring in Early Childhood Education. However, after entering the program, she told me she developed a true passion for teaching young children. As she reminisced on her first days in college, Rana said, “I wasn’t sure whether I truly wanted to be a kindergarten teacher or not. However, when I delved into the program, I started to see stuff that I like, such as arts and sports. I was lost until the moment I realized how much I do love this major.” Rana had no teaching experience before attending university. However, a year ago, she volunteered at a children’s club where she had her first encounter with children as a teacher.

By the time we conducted our first interview, Rana was doing her final internship in a public kindergarten school. She described her experience: “I’m enjoying it .. mmm. Overall, I learned that teaching is not only for those who love children, but for those who also have patience and are able to integrate arts and technology.” Rana was assigned to teach level 1, children aged 3-4, and was supposed to teach twelve sessions per week. However, the school administration added five more sessions to her work load. Rana told me: “everything was fine until they started adding more tasks and duties! It became overwhelming and stressful!”

Going back to her childhood, Rana noted, “I like to look at the old photos of my school years. It makes me relive moments I enjoyed with my teachers and classmates.” Rana compared her experience as a kindergarten student many years ago to her current experience as a

kindergarten teacher: “It is different! I still remember some moments that were full of love, caring, and fun! But, I don’t see this today... today I see more work and less play, or... mmm... I don’t know.. it’s just different!” Rana described her life-journey with one word: “nonstop.” She told me her next career goals were set on a Master’s Degree followed by a PhD.

I met Rana for the first time after my speech at the Field Training Center. Rana visited me in my office along with three of her colleagues. We did not have a prior appointment so on that day she just knocked on the door and asked politely if I was available for a short conversation. I welcomed the three of them and they started sharing their thoughts and their interest in participating in my study. Their questions were mainly around who would have permission to view the video. After I had answered all of their questions, I handed them the consent form and explained its content. When I finished, Rana stated that she had made her decision to participate. I suggested that she take time to think it over, but she told me she was certain that she wanted to participate. However, her colleagues asked more questions but were not prepared to make a decision at that time. Since that day, Rana has been an eager participant in this research. The following table shows some information about the duration and setting of Rana’s lessons and interviews.

Table 7

The Duration and Setting of Rana’s Interviews and Recorded Lessons

| Rana | Interview1 | Lesson 1 | Interview 2 | Lesson 2 | Interview3 | Interview 4 |
|----------|------------|---------------|-------------------|------------|-------------------|-------------------|
| Duration | 9 minutes | 15:30 minutes | 60 minutes | 17 minutes | 73 minutes | 25 minutes |
| Setting | School | School | Kuwait University | School | Kuwait University | Kuwait University |

The Ghawas in Kuwaiti Culture

Rana is my “Ghawas” - my “Pearl Diver.” Kuwait has a centuries-old tradition of pearl diving and Rana encompassed in many ways the role of the Ghawas in Kuwaiti culture, traditions and way of life. In her professional development, Rana was learning how to be an effective teacher, to dive into her chosen profession and as a true Ghawas in order to get the job done.

In centuries past, pearl diving in the Arabian Gulf was the main source of livelihood for the people of Kuwait and the GCC countries. Because of the harsh winters, when sailing was impossible, Kuwaitis could hardly wait for the arrival of summer to resume fishing and pearl diving expeditions. For centuries the pearl was not only a symbol of exquisite beauty, but also a source of life itself. In a country with no other natural resource, the pearl provided a people with a means of survival. For centuries, pearl diving was at the heart of Kuwaiti customs, traditions and way of life, In the early twentieth century, however, the Japanese discovered a process for mass-producing synthetic pearls. The discovery of vast reservoirs of oil in Kuwait finally rendered obsolete the dangerous and tedious pearl-diving way of life.

The pearl diving expedition began with the repairing of sea vessels that could accommodate a crew of 15-40 people. On these vessels was almost all of the able-bodied male population of Kuwait - men who left their families behind and set forth on a five-month pearl diving expedition. Only traders and a few other males with certain jobs stayed behind during the summer. The pearl diving season began in April and ended in September. When they returned, they were met on the shores by the women and the children, praying and singing and welcoming the men back home. This homecoming celebration was called “Gufal” meaning “The End.”

Every member on the pearl-diving vessel had a role: the captain (Nakhuda), his assistant, the cook, the singer, the pearl diver (Ghawas), and the rope puller (Saib). The ghawas wore a very light black coverall to protect him from jellyfish bites and other dangers. The ghawas started training at a very young age, around 10 years old. A rope basket hung around his neck. A rope tied around the basket was manned by the puller on the vessel who pulled the ghawas back to the surface. The ghawas also wore a nose clip and finger covers. He held a heavy rock in his arms in order to descend as quickly as possible. He spent 1-2 minutes underwater on each dive and in that time collected as many oysters as possible. When he pulled on the rope, the puller hauled him back up to the surface with his basket of oysters. Figure 11 presents pearl divers in action:



Figure 11 The Ghawas Collecting Oysters

The routine on the vessel started with morning prayers and breakfast, mainly dates and tea, and when the sun rose, the divers started work. On each dive they usually collected 3-17 oysters, but sometimes they collected no oysters at all. The collected oysters were opened by the crew on the following day, after the morning prayer and before the sun rose. They opened the oysters using a tool called a “miflaqa” that looked like a bended knife and that had been designed specifically for opening oysters. On average, one oyster in 10,000 contained a quality pearl. The pearl was immediately handed to the captain who carefully examined it, checked its weight and made notes in a special record book describing its characteristics. The captain then wrapped the pearl in a red fabric and stored it in a safe lock-box for the duration of the expedition. The pearl was later traded on the world pearl market which included India, Turkey, and some parts of Europe. The captain retained the largest share of the proceeds for himself and divided the remainder among the crew, including, of course, the ghawas. The ghawas got a relatively small share of the proceeds, considering that he performed the most hazardous and difficult part of the pearl-diving mission. The ghawas often amassed chronic debt that spanned years or decades because he was paid only when quality pearls were found.

Rana - The Ghawas

Rana’s participation in this research reflected many aspects of the pearl diver’s life and routines. The job of the pearl diver was mechanical and repetitive. The ghawas followed a certain routine every time. Before diving, he prepared his equipment such as the nose clip, oyster basket, and the finger covers. He also secured a rope to the oyster basket. The ghawas grabbed his large rock, took his deepest breath and went over the side to complete his task in the murky depths below. After filling his basket, he tugged on the rope and the “puller” hauled him up to the surface with his catch. Rana, the teacher, had a similar routine. She meticulously prepared

her lesson plan, and with her tools and materials headed determinedly to her classroom to complete the lesson in the allotted time. When she watched herself on the video, Rana focused mostly on the mechanical aspect of the lesson. She pointed out some problematic situations and dealt with them in a very matter-of-fact way. She focused on things like classroom setup, tools, organization and the clarity of her communicative practices. Indeed, she perceived the video-based reflection as a tool quick fix issues and challenges related to her lesson, a way to fine-tune minute technical aspects of the lesson and her practice. Even when watching the class videos, Rana concentrated on technical details and did not use the opportunity to explore the larger picture displayed before her. The pearl diver rarely got the opportunity to enjoy the underwater beauty of the ocean. The pressure of holding his breath and the frenetic search for oysters prevented him from living in the moment, of looking around to take in the amazing landscape and creatures about him. Rana, the ghawas of the classroom, focused all of her energies on executing her lesson in the manner she had planned it. Rana told me: “I needed to finish each lesson before 8:40 a.m. and I have so much to do!”

Because of her narrow focus, Rana effectively blocked out distractions to her goal - distractions that on reflection could be regarded as prized pearls in the art of creatively and effectively leading children forward on the voyage to learning and growth. Reflection, over an extended period of time and with the tool of video elicitation, could help Rana to at least momentarily let go of the rope, to widen her field of vision, and to freely explore the world of the classroom with a wider deeper vision. Ongoing reflection could help Rana to develop a third eye, a keen and thoughtful perspective, to start seeing things beyond the shallow surface, to move from her mechanical, step-by-step method of teaching to a creative approach which embraced all aspects of the learning environment as a dynamic, organic and magnificent whole!

Rana, the ghawas, belonged to a tightly-knit team on the vessel named “*The School*.” There was the captain, their principal and the pullers, her supporting teachers. Ideally, the whole crew, the school staff, worked together as one to open the minds and hearts of the children and to treasure the pearls - the gifts hidden within each child, that waited to be discovered, appreciated and presented to the world. Rana, the ghawas, felt proud that she felt close to mastering the task of teaching a class. Rana felt that she simply needed to master the steps necessary to effectively execute a lesson. Once mastered, teaching, to Rana involved faithfully repeating these steps day by day, class by class, year by year. To Rana, the formal observations of her teaching practice at the beginning of her internship and the instructions she had received from those around her in the school had been sufficient in training her to effectively complete the task of teaching a class.

Rana told me that there was no longer a need for anyone to supervise her in the classroom. She also told me that the cooperating teachers should only assist as directed by her. The puller never dived underneath with the diver, but instead waited for a signal from the diver to pull him up once he had completed his task below. The puller played a critical role in the life of the diver who could die if the puller failed to respond quickly and haul him to the surface. Rana expressed her appreciation for her pullers, her cooperating teachers. However, she felt frustrated if they, in her eyes, acted outside their role of assisting her from a distance.

Rana and Her Journey in This Research

Introductory Interview

Today, I went to Rana’s school for our introductory interview. I met with the school’s Principal in her office. The Principal was warm and welcoming and insisted on having a cup of

coffee with me before calling Rana for the interview. The principal and I chatted about my research and she told me that she liked my topic. She shared that she valued the cooperation between the school and the College of Education. Then she called her assistant and asked her to let Rana know that I was there for the interview and to prepare a room for us. Once the assistant left, the school principal praised Rana saying “She is one of the best interns we have in the school. She is responsible, active, and clever... I believe Rana will contribute much to your research.” As I was getting ready to head to the other room, the principal told me that if I needed any further assistance she would gladly help me. Then she walked me to the room where I found Rana sitting on a sofa waiting for me. I closed the door and sat in front of Rana. Before starting my digital voice recorder, I explained again that the goal of the interview was getting to know her. Upon Rana’s request, I handed her the questions to take a look at them before we started recording. Wanting to make sure that she felt comfortable, I asked, “Are there any questions that you would like me to leave out?” Rana replied, “No! these look fine... let’s start!”

During the interview, Rana was quite focused. The interview went fast, taking about nine minutes in total. Rana’s answers to my questions were brief. She expressed enthusiasm about the research. When we finished, I asked her if she had any questions or needed more information about the research. She asked a few questions that were mostly about scheduling the lesson recordings and the interviews. As I was collecting my stuff to leave, Rana approached me and said, “Let’s take a selfie, I’d like to document the beginning of this new experience!” I was surprised and a little bit hesitant but there was no reason to say no! In my reflective journal (11/10/ 2015) I wrote:

Rana seems to be a very quiet person. Her answers were relatively short and I had to use some follow up questions for further elaboration on what she was sharing. Her brief

responses to my questions remind me of a pilot study I did in 2014 in one of my doctoral classes. In that study, my participants were Kuwaiti student teachers who had not yet done field work in a classroom. I wanted to explore their perceptions of the home-school relationship through an open ended questionnaire. The majority of their responses ranged between a few words to a few sentences, but most responses comprised one sentence. This was a major challenge for me as I needed further elaboration and more details. Remembering this now after interviewing Rana, I hope that she will be more open in the next interview and more engaged in the reflective process. At the same time, I think it is essential that I explore the dynamics of Rana in this study and be prepared with techniques and strategies to further her engagement in the process.

First Lesson Recording

After the first interview, Rana and I drafted days and times for lesson recordings and interviews. This was coordinated with all of the other participants. On the night before her first planned videotaped lesson, Rana called me with the news that she was at the hospital with her father who had fallen ill and was now in a coma. Her voice was heartbreaking and I offered words of comfort and support. I told Rana to be present with her father and that we would work out a new schedule later. A few days later, I received a call from Rana. She sounded upbeat and happy as she informed me that her father had awoken from his coma and was starting to feel better. Rana thanked me for my support and understanding throughout this traumatic family event. She told me she was now ready to forge ahead without further delay. Unfortunately, I was on a full schedule for lesson recording for the rest of that week. Rana responded to this situation with a proposition of her own: “How about I record myself? I have access to video-recording devices and I know how to use them ... you can pass by the school when you finish videotaping

the other lesson and pick up the memory card.” At first I had reservations about her proposal. In my journal on (11/14/2015) I wrote:

I am concerned that Rana may become overwhelmed if she attempts to teach the lesson and also attempts to videotape the lesson. However, Rana insisted that she would enjoy the challenge. She also said that she had prepared her lesson and the needed materials for tomorrow and had all of the recording devices ready. She practically pleaded with me to let her do it. I took few moments to think about it. On reflection, I realized that this new twist might add new insights to my research. I also felt it was important to show Rana my trust in her ability. I finally agreed to her request and now I am eager to see how this will develop!

As arranged, I finished recording the other participant’s lesson and now I am at Rana’s school. I am in her classroom and she just welcomed me with a big smile and handed me the camera to get the memory card. The children are busy playing at the centers and the cooperating teacher is moving around checking on them. In a short conversation around the process of recording, Rana seemed relaxed and described the task as “easy.” Rana stated that she was able to prepare both her lesson materials and the recording devices at the same time before the children came to class. She said that everything went smoothly and she had only to make sure that she pressed the record button before starting her lesson. Rana also asked about the video elicitation interview and if she needed to prepare anything for that. I answered that there was nothing she needed to do other than schedule a suitable time for the interview.

Immediately after this, I went directly to my office to save the video on my encrypted external hard drive and to format the memory card. I also wanted to check the clarity of the video and to make sure it was ready for the interview. A few days after recording her lesson, Rana

participated in our first video elicitation interview. This took place in a computer lab offered by the College of Education at Kuwait University.



Figure 12 Rana’s First Lesson Videotaping Angle

First Elicitation Interview

Rana arrived before our scheduled time. She was sitting on a chair next to the lab, having her snack. We entered the room together and I locked the door to assure privacy and confidentiality of the participant and children shown in the video. Before starting, I asked her whether she preferred the laptop screen or the projector screen and she said, “It would be nice to watch the video and be able to see the small details... I mean yes, let’s use the large screen.” As I was setting my things on the table, where the projector and plugs were, I asked Rana to choose where she preferred to sit. She chose to sit in front of me facing the projector screen while I faced the laptop screen for easier control of the video.

Before playing the video, I allocated some time to briefly review the research purpose and the interview process with Rana. I asked her to feel free to share any thoughts or comments as we watched the video. It was important for me to emphasize that reflection is a process of growth and learning and not about performance evaluation or judgment. I also wanted Rana to be at ease having me watch the video with her. To this, she replied, laughing: “I am fine showing anyone the video as long as it is not going to be formally evaluated.”

Rana’s recorded lesson was 15:30 minutes and the video elicitation interview took about 60 minutes (See Table 7). During the interview, Rana was relaxed and involved in the process. She was thinking aloud while watching herself on the video. Indeed, she initiated about 31 unsolicited comments. As a researcher and a facilitator, it was important for me to engage Rana in a reflective conversation on what we were viewing on the video. I tried to build these conversations on Rana’s own comments while we watched her recorded lesson. The majority of Rana’s comments were on behavioral issues that she had not noticed while in the classroom. For example, at one point in the video, Rana was talking about the meats food group using a big cow display that was placed next to her. She was sitting on the large floor mat in front of the children. The children were sitting in a U-shape arrangement but they looked relaxed and not all of them were sitting on the designed floor cushions. While watching, Rana noticed something about one child and we had the following conversation:

Rana: Wait! I noticed something. Aziz spent the whole time looking around!

Researcher: Which one is Aziz?

Rana stood up, walked to the screen and pointed to a child...

Rana: This is Aziz! Can you rewind this part please?

I rewound the video

Rana: He is a hyper child. I feel here that he was not paying attention to me. He was distracted...looking all around the classroom... see he's looking at the centers, the door, everywhere, but not at me!

Researcher: Tell me more about Aziz. Does he always act this way?

Rana: Well, he is either naughty or preoccupied.

Researcher: What do you think about what you saw?

Rana: I feel it would be better if he was seated beside me.

Researcher: What makes you feel it would work?

Rana: This way I can better see him and, when he is not focusing, I can get back his attention...and this way I can better manage his behavior before he gets out of control.

A few minutes later, Rana noticed that Aziz was talking to another child.

Rana: Look, he is chatting now. It would be better to seat him closer to me.

In this interview, Rana focused mostly on the technical aspects of her videotaped lesson. Most of her comments concerned her own performance, especially the things she felt she had not done right. She used phrases like "I shouldn't do this..." or "I was not supposed to make that ...". In these situations, I tried to probe Rana for a deeper analysis of the critiques and assumptions she was making and to help her view things from multiple angles. These conversations usually ended with Rana suggesting a new strategy or solution for what she considered to be problematic. For example, at one point in the video, Rana announced a game and then selected two children to participate. Once the game started, Rana turned her back to the children and seemed to be busy with some tools. Two minutes later, some children started

chatting and some were fighting. Watching this part on the video, Rana shared the following comment:

Rana: Oh! What a mess! I was not supposed to take this long organizing my materials.

Researcher: What were you doing?

Rana: Preparing the materials for the next competition while the children were still in the first one.

Researcher: What are you thinking now?

Rana: I need to be more organized. It would be better if I listed my games on a piece of paper in order, like 1-2-3-4, and numbered the small baskets accordingly, where I have the materials for each one. Thus, I would be focusing more on the children during the games.

As we approached the end of the interview, Rana began summarizing the points we had discussed. She listed the issues she wanted to consider further, such as having a list to organize her activities and games and using less tools and materials in her lessons to avoid distracting the children. After the first interview ended, Rana and I discussed plans for our second lesson and our second video-elicitation interview. Rana again pleadingly insisted on videotaping herself. She said, "It is an easy task. I only need to modify the camera's position." She convinced me with the intensity of her desire to allow her, again, to videotape her own lesson. I felt it was imperative that Rana continue to feel empowered and to have a feeling of shared ownership as a primary participant in this study. Rana scheduled a recording day and we decided to follow our previous plan - having me pass by her school to retrieve the memory card immediately after her lesson. In my researcher journal (11/18/2015) I wrote:

Today's interview went very well. Rana was very active in terms of interacting with the video. She made a lot of comments, something I didn't expect, since it was her first time watching herself. During the interview, Rana was thinking out loud and this helped me to initiate conversations based on her comments and to engage her in the reflective process. She commented on almost everything. However, I noticed she focused most on the behaviors of her students and the cooperating teacher who appeared a few times in the video. Most of our conversations were technical concerning the classroom setup, her voice, lesson organization, etc. I believe this is normal for a novice practitioner and for someone teaching for the first time. In time, however, if she continues to use reflection, it will be essential for her to explore the class environment in a deeper and more multi-faceted way.

Second Lesson Recording

I went to Rana's school and headed to the teacher's lounge where she was on her break and waiting for me. Once she noticed me entering the room, she greeted me and introduced me to several teachers in the room. She introduced me as a researcher from Kuwait University. Then she took her bag and we went together to her classroom to pick up the memory card. While walking with her, I inquired about how the recording had gone this time. She told me that it had gone well and that she had actually forgotten about the presence of the camera for most of the lesson. She confided that she had been nervous throughout her lesson because of the presence of the superintendent who had come to observe her that morning. She added that nothing bad had happened, but that it was a feeling she always gets when being observed by an evaluator. She stopped talking as we entered the classroom where there were two teachers present and the children were singing the center's song. She retrieved the camera from her cabinet and handed

me the memory card. One of the teachers asked Rana to assist her with something, Rana nodded yes to the teacher and told me that she would call me later in the day to schedule our second video-elicitation interview.

Once I reached my office, I transferred the video file to the encrypted external hard drive and formatted the memory card. I checked the video and found it to be very clear and I noticed that she had focused the camera on herself more than the first time. As she had promised, Rana called me that evening and we scheduled the second video-elicitation interview to be conducted in four days. In my journal (12/01/2015):

Rana seemed less enthusiastic this time. She revealed to me that the presence of the superintendent had made her feel nervous and self-conscious. Unfortunately, I didn't get the chance to have further conversations on this as she stopped talking when we reached her class and then she got busy helping the teachers. I am wondering about the extent to which the presence of the superintendent might have impacted her teaching. I am also concerned about her watching this video as it might bring back the negative feelings she experienced during the lesson. It will be important to take this into consideration for the second interview and to help her feel safe and comfortable while watching the lesson.

Second Elicitation Interview

Rana looked excited when we met in the computer lab for the second video-elicitation interview. She was there on time and sat on the same chair as last time. Before playing the video, I asked her if she wanted to share anything or if she had questions for me. She began talking about some of the issues we had discussed in the previous interview and summarized how she had tried to address these issues during the past few days. When she was done, I asked if she was ready to view the video. To my surprise, Rana admitted that she felt shy! When I asked why, she

answered, “Because I should have done better this time.” I tried to discover the source of this feeling and why exactly she assumed that she should have done better this time. She explained, “I did not mean shy. Honestly, when I’m alone in the classroom, I feel relaxed. But when there are people... I mean the superintendent... mmm... I don’t know, I just don’t like it.” I believe that Rana felt anxious while recording the video during the lesson, and the anxiety now extended to how she felt about watching the video later in the interview. In my journal I wrote (12/01/2015):

When Rana stated that she felt shy, I was surprised, because being shy is more to be expected during a participant’s first experience being video recorded and viewed by others. Rana, in the first video-elicitation interview, seemed comfortable, relaxed and actively participated in our shared reflection. After she mentioned that having an evaluator sitting in her classroom was overwhelming, I realized that the feeling she expressed was probably not about the video itself, but about how she had felt in the presence of the superintendent during the video recording while teaching the class. She also stated that she should have done better this time. This concerns me as a researcher. I am wondering about her perceptions of this study and her assumptions of the expectations in the second video. Before writing this reflection I reviewed my previous interview with Rana to see if, by any chance, I had implied this idea of “doing better” in my conversation with her. If so, it would be critical to avoid doing so with the other study participants. However, I found nothing in our conversations that I felt could have prompted Rana to be so performance-oriented during the reflective process. Rana’s background as an athlete might be relevant here. Athletes are performance-oriented and

highly competitive. Maybe Rana, who is a basketball player on the National Team is bringing her competitive nature and training into the educational arena.

Our interview lasted for 73 minutes and the video-recorded lesson was 17 minutes long. Before we watched the second video, Rana and I spent some time discussing the issue of comfort, both in the lesson and in the interview. It was vital for me to make sure that Rana was emotionally ready to watch the video and to be engaged in reflective dialogue. Rana made clear to me that her anxiety stemmed solely from the presence of the superintendent in the classroom. Otherwise, she said she felt relaxed with me and with the reflective process. This issue dominated her thoughts throughout the interview and the majority of her comments on the video were around the presence of the superintendent and her cooperating teacher in the classroom. Rana focused on technical aspects of the lesson, but this time she discussed new issues such as children's interests and other topics that are described in detail in the following themes section.

Themes

The Quick Fixe

The ghawas had specific and essential tools to help him to complete the task of bringing oysters to the surface. Thus the ghawas continually checked and maintained the equipment and tools of his trade which included the rope, the basket, the nose clip and the finger covers. Lack of the proper tools and equipment or defects in them could cost the ghawas his life and turn his workplace into a watery grave. Likewise, Rana, in this research and during both video elicitation interviews, focused intently on the technical aspects of her lessons. The organization and use of lesson tools and materials attracted most of her attention. She paid attention to how she looked

while teaching and how the children were behaving. When asked about how she typically planned her lessons, Rana said,

Mmm...I take a nap after school and then I start. First, I create the stimulus, then a story, and finally the games and competitions! And yes, also the centers ... I think about what to add to the centers based on my lesson.

This was Rana's routine lesson structure. Her planning, as she noted, took place the night before the lesson. Rana told me there was not enough time to plan further ahead than this. She did not seem to appreciate long range class planning that would cover a period of weeks or months. Rana was vehement about sticking to the assigned time slot for her lesson. Her lessons typically were 15-17 minutes long. No matter what time she started, Rana stated, she needed to finish her lesson by 8:40 a.m. in order to stay on schedule.

Rana used class videos as her new troubleshooting tool, a problem finder and fixer. While watching herself, Rana was spontaneously thinking aloud most of the time. She made many comments highlighting things that she considered problematic or challenging. She categorized her viewed practices - what went right and what did not turn out as planned. Rana also noticed unexpected behaviors and events. Our discussions had two stages. At first, particularly at the beginning of the first video elicitation interview, Rana seemed to perceive me as a coach or troubleshooter. She asked me what she was supposed to do in the various situations we discussed. I was initially surprised to find myself in the role of the expert. Instead of answering her questions, I invited Rana to analyze the event. Rana responded well and delivered logical and creative solutions to her own questions. For example, in the first videotaped lesson, Rana appeared sitting on the rug next to a large screen facing the children who were sitting in a U shaped arrangement. Rana started off her lesson with the routine opening song. She then pointed

to the screen where a picture of an orange was partly hidden and asked, “Who can tell me what this is?” The children started raising their hands to share their guesses. One girl sitting at the corner answered “Mandarin.” As Rana watched this scene on the video, she initiated the following conversation:

Rana: Here when she said “Mandarin,” I felt confused! What should I say to her? Right?

Or wrong? I was looking for “Orange” as the only answer.

Researcher: What did you feel?

Rana: She said “Mandarin,” which could be right!

Researcher: So tell me what was your response?

Rana: I forget! I guess that I said it could be.

Researcher: Let’s rewind this part to see.

After re-watching the video:

Rana: Yes! I said it could be, but I then moved on too quickly.

Researcher: Now that you have seen this, how do you feel about your response?

Rana: I feel that it would probably have been better if I had discussed my student’s answer. Because she was right! The mandarin and orange are similar. So I should have discussed it... but I was really rushing.

As the first interview progressed, Rana moved from asking me for answers to spontaneously searching for her own answers to the issues that emerged as we watched the video. For example, in the video, Rana was showing the children A4 size pictures of different foods and asking the children to name the item in each picture. One child correctly answered the word “banana,” but gave his answer in English, rather than in Formal Kuwaiti, as was required. When Rana noticed this on the video, she commented, “He said banana! He knew it! I should

have discussed his answer and it would have been nice to take that moment to tell the children that “banana” is the English word for “mouz.” But I overlooked it and moved on to the next child’s answer as if he had not said anything.” In my analysis memo I wrote:

In my initial coding, I used the code “possible solutions.” However, as I proceeded with the multiple code patterns, I found that Rana always had just one solution to a problem or issue. This made me rethink my structured questions and what it would look like if I probed for multiple and varied solutions. I was happy that Rana moved from an “I don’t know” stage to a stage where she began to actually think and offer a different way of doing things. This seemed satisfactory to me during our conversation, but now, while writing this memo, I realize that reflection should generate multiple, possible solutions and not just one quick-fix solution.

Rana not only offered her thoughts, but she also planned on taking action and on trying out new and creative approaches and strategies. Her focus was technical and revolved around organizational strategies - classroom setup and the clarity of her communications with the children. For example, in the first videotaped lesson, Rana announced a game for the children and asked for two children to participate. She then grabbed two baskets of plastic eggs, walked to the center of the big rug the children were sitting upon and placed the baskets there. On the video, the children looked excited and crowded around the baskets. Rana placed two empty plates close to where she sat in front of the children who sat in a U shape before her. Rana asked the participating children to use plastic spoons to carry the eggs to the plates. Once the game started, Rana turned her back to clean the board and searched for something in a basket of tools. While Rana was thus preoccupied, the game continued. Some of the children were

chatting, while others were actually tussling. Watching this on the screen, Rana laughed and initiated the following conversation:

Rana: Oh no! I did not notice this. I was not paying attention to them. I was preparing for the next game while the children were still in the first one. This was supposed to be ready earlier!

Researcher: What were you thinking?

Rana: I was preparing for the next class competition.

Researcher: And now that you have watched this, what do you think?"

Rana: I feel it would be helpful if, in advance, I prepare a paper and list my games and competitions in order 1-2-3-4 and number their associated baskets of materials so they can be ready. Then I would only need a quick look on the list to know what was next so I could be more focused on the children during each game.

At the end of the first video-elicitation interview and while we were summarizing the issues, Rana mentioned again the idea of having her games listed on a note paper in order to be more organized and more engaged with the children. She noted:

I did not like the idea of using notes during the lesson. Actually my supervisor suggested this several times, but I did not take her seriously. Only now, I can see clearly the chaos and the mess. I really should try using this technique, but not for all of my lessons! I need this technique only for class games, competitions and activities!

Reflecting further on the videos, Rana told me that she would like to focus on giving clear directions to the children during games and competitions. When I asked her to elaborate, she replied: "I should explain the game and it's directions before selecting the participants."

Rana told me she came to this conclusion after she noticed a few situations in the first video. One of them was the previous example of the plastic egg baskets. She stated:

I selected the participants and then brought the tools to the center of the mat before explaining the game. This caught the children's attention and they were clustered around these baskets to see what was in there! I noticed that no one seemed to be listening to the instructions by then and their voices were louder than mine on the video.

At the beginning of the second video-elicitation interview, Rana shared some thoughts about the issues we had discussed during our previous interview. She told me that she had tried to apply some new techniques since then. She said she had tried using note paper listing her competitions and having them ordered based on their significance. She explained that she tried it for the first time in the second videotaped lesson. She told me she had stuck it on the back of her laptop, which was placed in front of her, for easy access. However, Rana told me that she had not been able to look at it as frequently as she had desired because of the pressure caused by the presence of the superintendent. She added that she had used the note paper technique again since then and had found it to be a useful strategy that helped her to be more organized and to be more focused on the children.

Rana also reviewed the issue of her clarity and timing in giving verbal instructions to the children for the class competitions. She told me: "I am still not quite there. I sometimes remember to give directions to the children at the beginning of the game or competition and before selecting the participants, but at other times I forget. Let's see how I did in this video!" When we watched the video, we found that she still sometimes forgot to provide the instructions before choosing the participants distributing the materials to the class.

Rana effectively used the process of reflection and the video-elicitation tool to fine tune the technical aspects of her lesson preparation and execution. However, the ghawas, Rana, showed little desire to explore the classroom environment from a wider and deeper perspective. She was satisfied to practice what she herself needed to do and felt this was sufficient to be an effective teacher.

Rana's Children - Her Pearls

Rana Seemed to regard her children as precious pearls, each one unique and beautiful, to be cherished and cared for. She appeared to be a very caring and loving teacher who considered the children's interests and preferences in her lessons in order to engage and motivate them. She continually strove to know her children better. Rana expressed a firm belief that knowing the children and the things they liked was an important foundation to successful teaching: "I know what they like and I sometimes select particular children for certain tasks because I know that this is something they are interested in."

During the first video, Rana used the large screen to display a funny picture of three monkeys taking a bath. The children instantly started laughing at what they saw and then Rana told them that she wanted someone to describe what they saw. A few hands were raised and Rana called one of the children by name and asked them to talk about the displayed picture. While watching this part on the video, she commented, "I know he loves animals and that is why I called on him to participate." I asked her if she had chosen this particular picture in order to engage this particular child and she responded: "Honestly, at the time I prepared the picture for the lesson, nothing was on my mind. However, because of his love for animals, I called on him to comment on this picture." Rana and I continued our discussion:

Researcher: How do you get to know children's interests and preferences?

Rana: Actually, I have been sharing with my students the things that I love. For example, my love of basketball. This has helped to engage them in some conversations where they can talk about the things they love.

Researcher: Tell me more. How often do you talk about yourself and your hobbies with them?

Rana: From time to time, I share with them things about me and even pictures of me and my family. They love to see photos of when I was their age. In this way, I help them to share things about themselves. I believe children need someone to listen to them. So we listen to each other! (Laughing).

Researcher: What are the advantages of doing this?

Rana: A lot of advantages. Getting to know them helps me to involve them more in the lesson by intentionally bringing in topics and things they like, such as space and planets, particular animals and so on. It helps me discover who they are and to be a more effective teacher.

Researcher: Where did you get this idea of teacher-student relationship? Did you draw on personal experience, theories, or what?

Rana: When I was a middle school student, I had a teacher who noticed my passion for basketball and sports and she really cared about me. She brought me sport magazines and some souvenirs and this had a great impact on me. Her class was the best, and she was my favorite teacher. I still remember how she rewarded me with things I truly liked and this is why I believe it is important to pay attention to children's interests.

In the second video elicitation interview and while watching the video, Rana stood up and walked to the large screen to point to an object in her classroom corner. She said:

Can you see that? I brought in a mini basketball to the class. I got the idea after our last conversation on sharing hobbies and interests as I really wanted to share that with the children. We now play during breaks and it makes them more energetic every time we play!

Rana's affection and caring for her students seemed to come from the heart and was reciprocated by her students who obviously felt safe and supported in her presence. This close relationship seemed to have a positive impact on the atmosphere in the class and was a wonderful foundation for learning. Rana's heart was in the right place and she showed great love and appreciation for her priceless pearls - her children. Through shared reflection I hoped to harness her mind to achieve the desire in her heart to see "Rana's children" glow.

Although Rana showed empathy and caring for her children, her teaching approach itself was somewhat traditional as it focused mostly on Rana's own performance. Her participation in this research revealed a view of teaching as the transmission of knowledge from teacher to students. Rana expressed the belief that most of her challenges were related to the children's comprehension of the lesson. When a child struggled with a question, Rana usually provided them with the correct answer. Rana also reflected upon some whole-group related issues. In her first videotaped lesson, one of Rana's lesson objectives was to identify the three main food groups - vegetables, fruits, and meats. Near the end of the lesson Rana, on the video, summarized the lesson for the children. While sitting in front of the children, Rana showed different food pictures, raising them with her hands and asking children to identify what they saw in the picture. One of the pictures contained lettuce, carrots, and cucumbers. Rana asked the children to identify

which food group they belonged to. In unison, the children responded: “Fruits.” Rana raised the picture in her left hand and pointed her right index finger to it and asked, “Guys! Focus! What are they?” The children repeated loudly together, “Fruits!” Rana again repeated, this time shaking the picture: “Focus!” Again, the children answered together: “Fruits!” Rana finally said: “No! They are vegetables!” Watching this on the video, Rana laughed and we had the following conversation:

Rana: I said “focus” and they repeated the same answer. I should have used a word other than “focus” because I guess they did not understand the meaning of the word “focus.” I said “focus” and they said “fruit”- repeatedly!

Researcher: What makes you feel that it is the word that they could not understand?

Rana: Because they were able to recognize the names of the vegetables and fruits I showed them earlier.

Researcher: Have they had a chance to categorize the recognized fruits and vegetables before this picture?

Rana: Mmm, I do not honestly remember. Maybe it was their first time.

Researcher: So you eventually told them the correct answer which is ‘vegetables’

Rana: Yes.

Researcher: Other than telling them the correct answer, what else could you have done in this situation?

Rana: I could have asked one child only instead of asking the whole group. Because the problem is that they copy each other’s answers.

A few minutes later on the video, Rana showed the children another picture, this one of lettuce, onions and peppers. Raising the picture, Rana asked, “What do you see here?” As a

whole group their answer again was “Fruit.” Rana repeated the question, but this time she directed the question to individual students. Some children started raising their hands to participate. However, all of their individual responses were also “Fruit.” Finally, Rana told the children: “These are vegetables. We just talked about it.” Then, in the video, Rana appeared to look at her watch and said: “Let’s continue this later. It is playground time now! Lineup please.” I remarked to Rana that her idea to ask the question to individual students had not produced better results. Rana began pondering another way to help the children understand, and she said: “I would probably discuss the items in the picture ... or I would ask a child to approach the picture and discuss what he or she saw - instead of having them answer while sitting at a distance.” In my analysis memo I wrote:

While analyzing these sections of the video elicitation interviews, I wished to have the opportunity to return to these issues in order to highlight these situations and to probe Rana on her views of teaching and learning. Rana seemed to embrace a modern approach by engaging the children through themes they themselves found interesting. However, overall, Rana’s teaching style was still traditional and teacher-centered. In Rana’s classroom, children seemed to play a passive role in learning - as if they were mere knowledge receivers. Rana loves her students, but underestimates their current capacity and influence as active participants in the classroom.

Because Rana viewed teaching as a task, she tended to underestimate the value of in-depth planning and assessment. This often left her unprepared in executing the details of a lesson. Careful planning and assessment helps the teacher to plan a lesson that addresses the needs and potentials of the individual students. In the first video elicitation interview, Rana noticed that she had forgotten to show a video that was supposed to serve as one of the lesson

objectives, which was recognizing the importance of washing fruits and vegetables before eating them. Rana stated that she had realized this during the lesson, but by then it was too late to show the video. Here, I asked:

Researcher: How do you know whether or not you achieved your goals?

Rana: Mmm... I don't know.

Researcher: What would you look for if you wanted to know this?

Rana: I don't know. But I usually review the lesson information with the children at the end...so I know if I have achieved my goals. I like using photos or some related tools to assess their comprehension of the lesson. Also, I make sure that all of the children participate during circle time.

Researcher: When you think of achieving your goals, do you consider every individual child?

Rana: I believe so. I make sure that they all participate in at least one activity or game. I also sometimes use worksheets and if they cannot complete it during the circle time, they continue working on it during center time.

Researcher: Do you differentiate your activities and worksheets based on the individual differences of children?

Rana: What do you mean?

Researcher: Do you for example use the same worksheet for all of the children or do you prepare different worksheets to meet the different needs of children?

Rana: I use one worksheet for all children.

Researcher: Have you considered this before. I mean different versions of worksheets?

Rana: No, that would consume a lot of time and I do not need it because I usually use more than one game anyway.

In my journal on (11/18/2015) I reflected on our conversation:

Today, I was challenged somewhat in my interview with Rana. On planning and assessment, it seems to me that neither one has an important place in her teaching practice. I felt two somewhat conflicting feelings: The teacher-educator in me wanted me to help Rana rethink the significance of thorough planning and the role of assessment, On the other hand, the researcher within was concerned with pursuing the reflective dialogue and on ways to engage the participant to explore the possibilities this process might offer. I realize now that I attempted to use the reflective process to steer Rana toward an appreciation for the value of careful planning and assessment. During the interview, I found myself struggling to ask questions that would highlight these issues and help Rana to think deeper about this issue. It also strikes me now that I was much like Rana when I myself was a pre-service teacher nine years ago. Like Rana, I never thought of differentiated assessments, or even assessment! Kindergarten was all about play and the only assessment I used was the checklist provided by the Ministry of Education that we were required to use every day during centers time. Even this checklist had nothing to do with my lessons. It was more about the child's abilities and skills in relation to their performance in these centers, e.g. hold a pen, color inside the lines, etc. I realize that in the past I too had not appreciated the value and usefulness of self-assessment tools.

Rogoff (2003;1995) reminds us that we should pay attention to the multidimensional forces that shape attitudes and experience. It seems relevant to consider the impact of Rana's prior experience in K-12 education on her teaching approach and methods today. Rana still

remembers the positive influence of the teacher who supported Rana's love for basketball and now Rana herself shows by her behavior that she is intent on integrating that loving attitude into her own teaching style. At the same time, the old-fashioned teaching approaches, which Rana herself experienced as a student for twelve years, are now also reflected in her teaching practice. Rana seems to see her children as vessels for knowledge. Barbara Rogoff inspires us to view our children - our cultural apprentices - not as adults-in-the-making, but as full participants in our cultural environment and - like all participants - who transform this environment even as they themselves are being molded and shaped by it. Despite their apprenticeship role, it is essential that we regard children as equal participants in our homes, schools and society.

Rana - A Ghawas in Training

The ghawas learns the techniques and skills of pearl diving at a very young age. Training starts with observation and instruction. This is followed with practice until the pearl diver is well-trained and skillful in completing the oyster collection task. Rana viewed teacher training in a similar way. She viewed herself as a trainee who had the opportunity at the beginning of the semester to learn all of the practical skills and knowledge needed to be an effective teacher. To Rana, learning about teaching was a one-time thing. Likewise, Rana seemed to view reflection and the video-elicitation process as a one-shot deal to fine tune some minor issues related to the task of teaching. Modern teaching methods, however, no longer view teaching as a task one can master in a one-time training course. Teaching is regarded as an ongoing, lifelong process of learning and growing on the part of all participants - teachers and students alike.

Rana's perspective on reflection was evident in her responses throughout the video elicitation interviews. However, it was most evident in the final interview. When asked if she would use reflection and video elicitation in her future practice, Rana's response was: "No. One

time or maybe twice is enough because I now know my weaknesses and my strengths. That's good because I can work on them." At another point in the last interview Rana stated:

I believe that it is a very important tool and that it has a special significance for student teachers and novice teachers, but never for those with experience because they already know how and what to teach."

Rana's views indicated that teaching skills could be pre-packaged and that once these skills are acquired teachers are trained for life. I believe that ongoing reflection and the use of video-elicitation could help Rana to expand her horizons and embrace a new vision of teaching - not as a mere task, but as a creative and challenging calling and profession.

The ghawas learned their craft and worked alone once they dived beneath the surface. The ghawas, Rana, threw herself into her class lesson in a similar way. After the training she had received at the beginning of the semester, Rana told me that she was now ready to teach without the presence or intervention of her cooperating teachers, unless she requested their help. Rana viewed the assistance currently provided by her cooperating teacher as "superficial and distracting." This view was emphasized in both video elicitation interviews through the comments and thoughts Rana disclosed as she watched the videos. Rana viewed herself as capable of assuming complete responsibility for teaching her children.

During the first video elicitation interview, Rana expressed disapproval and annoyance concerning the behavior of her cooperating teacher. For example, at one point in the video, Rana appeared sitting on the floor facing the children and using a cow display. She was discussing the food groups and particularly the meat group. When finished, she placed the cow display next to her and moved on to the next part of her lesson. Meanwhile, as she now watched the video, Rana

noticed the cooperating teacher move the display and place it against one of the classroom walls. Rana exclaimed “I just noticed this! Why did she do that!?” We had the following conversation:

Researcher: Tell me how do you feel now about what the cooperating teacher did?

Rana: She was not supposed to do that. She should just leave the materials where they are. I will collect my stuff when I am done! I mean she shouldn't come to the circle and move my stuff around.

Researcher: Why do you think she moved it?

Rana: I don't know! Mmm, maybe she was trying to help me organize my materials?? Maybe. But there was no need to do this! She should have waited until I had finished!

Researcher: Was she in the classroom during the entire lesson?

Rana: Yes, she was. I think she was sitting at the back.

Researcher: So you don't remember this part. Were you done using the cow display?

Rana: Yes.

A few minutes later on the video, the cooperating teacher showed up again moving things around but it was not clear what she was doing exactly. Watching the video, Rana again showed surprise, saying she had not noticed the action of the cooperating teacher while giving the lesson. She added rather sardonically: “She is moving things around all day long!” I asked Rana if this was usual behavior for the cooperating teacher. She answered: “No! She usually sits on the side and works on something. But this time, I do not know why, she began to move my tools and materials. I guess because of the camera!” I asked Rana to explain and she responded, “Maybe she wanted to show that she was assisting me or maybe she thought she was required to do it for appearances sake. I do not know.” Throughout the interview, whenever the cooperating teacher

appeared, Rana made comments such as, “She kept wandering about!” and “She looks like a zombie! Moving things and distracting children!” I asked Rana how she felt about the behavior of her cooperating teacher. Rana responded, “I do not know. I feel annoyed! I do not like it.”

Researcher: Why do you dislike her behavior?

Rana: She distracts the children.

Researcher: What makes you think that she distracts them?

Rana: As she removed the cow display, I noticed on the video that many of the children were focusing on her and the display. Even now, see the screen (video was paused), Huda is looking at her, not at me.

After this conversation, I probed deeper into Rana’s relationship with her cooperating teachers. Rana expressed gratitude and frustration:

I have a good relationship with all of them. They helped me at the beginning with how to do things. They gave me some pointers and assisted me. I appreciate all the support I have received. But now it is time to give me some space. I am capable on my own without their presence or assistance.

I introduced a new aspect of the cooperating teacher’s role by asking Rana about the advantages of having a cooperating teacher in the classroom during circle time. But Rana persisted in perceiving the cooperating teacher’s presence in a negative fashion - as overwhelming and distracting. She exclaimed; “No advantages! They intervene and disrupt me. They do things like clapping to shush the students and sometimes call out a child’s name. These behaviors distract me and the children!” I asked: “Don’t you think that maybe they were attempting to assist you with class management?” Rana responded vehemently: “No! This is not

class management. These are disruptive behaviors. I am now able to manage children in my own way; I just need some space!” In my analysis memo I wrote:

I believe Rana wanted to enjoy some private space with the children during the short span of the morning circle, where she could explore her readiness, her skills and her abilities - especially since she was approaching the end of her semester and her time with these children she had come to love. Sometimes we do not realize the value of what we have until we do not have it anymore. I feel sad to see Rana’s negative view and experience of cooperating teachers. To me, cooperating teachers have a sensitive and significant role to play in the classroom and also a vital role in shaping the preservice teacher experience.

In the second video elicitation interview, Rana, in her reflection, expressed again her negative attitude towards her cooperating teachers. The cooperating teacher did not appear as frequently as in the first video. As we watched, Rana reiterated that she prefers to work alone in the classroom without assistance during circle time. I probed: “Since this is your first experience teaching young children, do you think you can effectively handle the lesson by yourself without any assistance?” Rana responded: “Of course I needed assistance at the beginning, for the first few weeks. But we are now almost at the end of the semester and yet they still stay in the classroom doing nothing but distracting the children and me!” The conversation continued:

Researcher: How are the cooperating teachers distracting the children? Tell me more.

Rana: Since she is their official teacher, the children keep looking to her for approval and assurance. As long as one of the other teachers is present, I do not get the children’s full attention. I also do not like their interference and interventions.

Researcher: Have you shared your concerns with them?

Rana: Not really. But sometimes I tell them not to stay in the classroom unless the superintendent is present.

Researcher: Have you considered possible solutions?

Rana: Yes, indeed. Today, I asked the teacher to leave me alone. I walked her to the door and asked her to rest in the teacher's room.

Researcher: How did she respond?

Rana: We laughed about it and she jokingly said: "Are you kicking me out?" And I said: "Don't get me wrong, I want you to enjoy a short break!" (laughing)

Researcher: How was it without another teacher there?

Rana: Very comfortable! I felt free! The children learn well when I am relaxed.

Rana felt frustrated with the cumbersome presence of the supporting teachers in her classroom. However, Rana did not feel empowered to take charge of the issue and to initiate a dialogue with her cooperating teachers in order to develop a satisfactory protocol whereby all worked together harmoniously in the classroom. In my analysis memo I wrote:

All three participants in my study had ambivalent and negative feelings about their relationship with their supporting teachers. Each preservice participant had three other teachers in the classroom, but all three felt uncomfortable with the majority of their supporting teachers. Because of a surplus of qualified teachers in Kuwait in the past few years, many Kuwaiti classrooms now have three supporting teachers. I wonder if this relatively large number of teachers in classrooms, with an average of 15-17 children per class, is having a negative impact on the internship experience of current preservice teachers in Kuwaiti schools. This may also be negatively affecting the relationship between teachers in Kuwait today. Like the pearl diving crews of another time, it is

essential that each member of a team understand their role and responsibility in working together to achieve common goals. When roles are not clearly assigned, the value of each team member can be eroded and the cohesiveness of the team can thus be compromised. There is a Kuwaiti saying: “Too much of something could be good for nothing.” Maybe too many teachers in our classrooms can be as detrimental as too few teachers in the classroom. The Kuwaiti Department of Education has cut back on the number of new preservice teachers being admitted to the program each year. This may help to alleviate the surplus number of qualified teachers in Kuwait in the coming years. In the meantime, it might be advisable for the Kuwaiti Department of Education to redefine the role and purpose of the supporting teachers in the classroom. With clearly-defined roles and a supportive school atmosphere, all teachers could work together to provide the best possible experience for themselves and for the children under their care.

Rana disliked being observed in the classroom by any authority in an evaluative role. Several times in both interviews, she expressed her aversion to observers in the classroom. She described her experience: “I am always being watched!” Pressured, uncomfortable, nervous, and annoyed are some of the feelings Rana expressed regarding having evaluators present in her class. These included her supervisor, the school superintendent and her cooperating teachers. I asked Rana how many times a week she was observed or evaluated: “My supervisor observes me four times a week and the superintendent observes me once a week. And there is always one of the cooperating teachers present. So all eyes are on Rana! (laughing).”

Rana expressed her need to be trusted in her ability to take good care of her classroom. Evaluation always brought stress and anxiety that had a direct impact on the quality of Rana’s teaching. Because performance evaluation affects her career and her future in the teaching

profession, Rana was very anxious concerning the whole evaluative process. She reflected on how constrained she felt in the presence of the superintendent:

I do not feel free or relaxed. I like the game list we talked about last time. When I used it in this lesson, I was hardly able to sneak my eyes on it. I was more comfortable with the first video. I took my time with the children and moved about freely. But here ... mmm... I couldn't be as relaxed because the superintendent was there.

Rana found herself in a threatening environment where she could not examine new strategies and techniques with confidence. Reflection could be a great tool to help teachers gain confidence in their practice and to gain insights on how to maximize teaching quality and learning opportunities in their classroom - especially in contexts where fear and image sensitivity were dominant. In my analysis memo I wrote:

Rana seemed to believe that using a helpful note in the lesson could be seen as a weakness by her evaluator, the superintendent. Although Rana could not use the note confidently in the presence of her superintendent, she used it on other days. This made me see the light that reflection can shine into the darkness of rigid corridors that still exist in our educational system. Through reflection and video elicitation, Rana found a new way to examine new ways of doing things and to use new assistive tools and materials.

Trust is a two-way street. Rana not only wanted to feel trusted as a teacher, but also fervently desired to be able to trust the feedback she received from evaluators and supervisors. There were moments when she questioned the validity of the evaluations. Rana, in the second video elicitation interview, stated that she had felt nervous and uncomfortable during the second video-taped lesson because of what she considered unprofessional behaviors by her

superintendent who chatted intermittently throughout the lesson. While we were watching the video, the voice of the superintendent could be heard in the background, carrying on a conversation with the cooperating teacher. According to Rana, the superintendent was sitting next to the camera on one side of the classroom. The conversation continued throughout the duration of the lesson. Their words were unintelligible, but it was “noisy” as Rana described it. I asked Rana if she had been aware of this background noise while she delivered the lesson. Rana replied: “Not all of the time.” She continued: “This is too much!” Here, Rana questioned aloud whether the superintendent had been sufficiently focused in order to effectively observe and evaluate her teaching performance.

At another point in the video, when the voice became louder, Rana commented sardonically: “The superintendent chats and then tells me: ‘Rana you did not do that’ or ‘I did not see this.’ Well, my dear if you had paid attention, you would know that I did indeed do those things.” A few minutes later in the video, the superintendent’s voice again got louder. Rana commented ironically: “Can you see how focused they were on me?”

Researcher: Who do you mean by “they?”

Rana: The superintendent and the cooperating teacher.

Researcher: How did you feel about their behavior in your classroom?

Rana: I felt nervous. The superintendent told me I had omitted important elements of the lesson. But how could she properly evaluate my teaching while being so busy chatting?

Researcher: What do you think now while watching the video?

Rana (laughing): Wishing that I was able to kick the other teacher out so no one would be there to chat with the superintendent!

As we continued watching the video, Rana noticed some of the children glancing back periodically toward the camera. As this continued, she said, “The children are distracted by the camera. The superintendent is drawing attention to the camera by sitting right next to it and chatting.” I asked Rana if the superintendent or cooperating teacher had asked her where they should sit throughout the lesson. Rana told me she could not remember a conversation about it. I asked Rana if she had considered discussing the issue with the superintendent and the cooperating teacher. Rana replied vehemently: “No! I am an intern. I believe it would have been inappropriate to do so. It should have been unnecessary to explain the obvious. They should have known better, but it was not my place to point that out to them. In my journal (12/01/2015) I wrote:

I share Rana’s concerns about the credibility of the evaluations by her superintendent. Teachers need to feel valued, appreciated and respected. Mentors and evaluators should bolster the self-confidence of teachers. Rana’s demeanor is vastly different between the first and second video. Reflection could be used as a tool to empower teachers to become change agents when they find themselves operating in a non-supportive or hostile school environment. It is little wonder that Rana had a totally different attitude in the second video elicitation interview! Rana’s face was full of fear when I asked her if she had considered discussing her concerns with the superintendent or the cooperating teacher. This saddens me. Rana’s voice as a teacher is being suffocated. She has been forced into a passive role in her first experience as a teacher in the classroom. I believe reflection is a tool that has the potential to empower teachers. As a Kuwaiti teacher educator I have become increasingly aware of the challenge to help teachers take an active role in their own learning and growth. This can be a daunting task in an educational climate that

disempowers teachers through a heavy-handed exertion of authority by leaders within the educational establishment.

During this interview, Rana told me of that she and the school superintendent had had some differences of opinion concerning some class protocols. The superintendent felt that the children should be sitting on the circle line with arms and legs crossed. On the other hand Rana believed the children should be sitting as they pleased as long as everyone was able to see the teacher. On another issue, Rana told me she loved to see the children being active and moving around. To Rana, this was a sign that the children were spontaneously engaged in the lesson. The school superintendent, according to Rana, believed the students should be still and attentive. Rana expressed her anxiety over these differences in approach: “The superintendent might evaluate my children’s mobility as signifying unmanaged classroom behaviors and negatively grade my classroom strategies.” Rana told me she restricted the children’s’ behavior when there was an evaluator present. Otherwise she allowed the children to sit in whatever way they felt comfortable, as long as they did not annoy anyone or block the view of others. In my analysis memo I wrote:

I empathize with Rana’s frustrations with evaluators in her classroom. As a pre-service teacher several years ago, I became aware of the emerging conflict between my own teaching philosophy and the expectations of, in my opinion, an entrenched and rigid educational establishment. My philosophy back then was based on my personal experiences, educational theories and cultural values. My cooperating teacher was kind and professional and allowed me to teach the class my own way. But I still remember trying to conform to the expectations of the evaluators who visited the class. At that time, I became aware of the chasm that was opening up between my own evolving world-view

and the established practices of the educational system in Kuwait at that time. My desire to bridge this chasm has led me to spend the past several years exploring education and multiculturalism in the United States. I dream of returning to Kuwait with the gift of learning and experience which can help me to inspire young teachers such as Rana to fulfill their potential as teachers for a new age.

The Expansive Beauty of the Deep Blue Sea

The pearl diver rarely got the opportunity to enjoy the underwater beauty of the sea. The pressure of holding his breath and the frenetic search for oysters prevented him from living in the moment, of looking around to take in the amazing landscape and beautiful creatures about him. Rana, the ghawas of the classroom, focused all of her energies on executing her lesson in the manner she had planned it. Rana told me, “I needed to finish before 8:40 a.m. and I had so much to do.” Because of her narrow focus, Rana effectively blocked out distractions to her goal - distractions that on reflection could be regarded as prized pearls in the art of creatively and effectively leading children forward on the voyage to learning and growth.

The video elicitation interviews allowed Rana to strengthen her vision and her self-confidence as a teacher. Rana, in her interviews expressed varied emotions such as surprise, anxiety, laughter, anger, and wonder. In a way, Rana was seeing her classroom for the very first time. The videotaped lessons allowed her to relive the educational moment in a multifaceted way. Almost everything in the video caught her attention. Time and time again she expressed surprise as she noticed details that had bypassed her as she had delivered the lesson to her students. Watching the video with Rana, it was clear that she was dedicated to covering the lesson sections within the allotted time frame. However, because of her narrow focus on delivering all of the planned material, Rana failed to notice many things that were going on in the

physical and social environment of the classroom. In the first interview she made a lot of comments on the classroom setup in terms of the materials, device locations and the organization of her classroom. She was attentive to discovering what was distracting the children during her lesson, but she paid scant attention to the level of engagement of the children with the material she was presenting. Rogoff (2003; 1995) emphasizes the necessity to explore our immediate environment in a detailed multifaceted way. She warns against tunnel vision and being on automatic pilot as we interact as active participants in our present cultural habitat. Rana had developed the habits of a ghawas. She had developed one narrow focus to fulfill one specific task. She had learned the task of instructing, but not the art of teaching. She did not expand and contract her focus in order to understand the multifaceted world around her.

There were moments in both video elicitation interviews when Rana regarded the number, location, and organization of her tools and materials as problematic. For example, during the first videotaped lesson, Rana appeared sitting in her usual position in front of children, with a small wheeled whiteboard to her left side. In this video scene, Rana was placing some pictures on the board using magnets. There were many pictures and tools randomly placed on the floor next to her. We conversed as we watched the video:

Rana: It is a bit chaotic! There is no need for all of those magnets

Researcher: What do you mean?

Rana: I didn't really need all of those magnets either on the board or on the floor in front of me. They are distracting.

Researcher: If you were back in that moment, what would you do differently?

Rana: I would use fewer magnets. I would keep my tools and materials behind me. I prefer getting each prop one at a time instead of having everything in front of me and the children. It was distracting!

Researcher: What makes you feel that they were distracting?

Rana laughing: Well, I myself feel distracted now watching all of this mess.

Researcher: What exactly do you find distracting?

Rana: The TV, the tree, the basket, and all of those unnecessary magnets.

Researcher: I just noticed that there are two screens in front of the children, the TV and the laptop.

Rana interrupted: Yes, that is a lot! It would be better if I use the controller or turn the laptop's screen toward me next time.

In guided reflection, it is essential that the participant starts within their comfort zone.

Rana felt comfortable approaching her lessons as tasks to be learned, performed and perfected. I believe it is the role of the facilitator to become a traveling companion to the participant as the participant begins to use reflection as a vehicle in which to travel forward toward increased creativity on their chosen path. In time, the facilitator can act as the navigator by pointing out new possible roads to travel. In the meantime, I, as Rana's facilitator, was happy to travel Rana's road with her and to share her present challenges as she experienced them.

In the second interview, before we played the video, Rana commented on her reorganization of the class material: "This time I made sure that I used less tools and materials. I pushed back both the TV and the white board so nothing blocked the children's view." When I asked Rana why she had decided to use less tools, she said, "I noticed that the children are more engaged and less distracted when there is less clutter. I myself feel more relaxed too!"

At the end of the first video-elicitation interview and while we were summarizing the issues, Rana mentioned the idea of having her games and competitions listed on note paper in order to be more organized and more engaged with the children. She noted:

I do not like using notes during the lesson. Actually my supervisor suggested this several times, but I did not take her seriously. Only now I can see clearly the chaos and the mess. I really should try using this technique, but not for all of my lessons! I need this technique only for class games, competitions and activities!”

The video helped Rana to understand some of the comments and feedback that she had received from her supervisor. As she stated in the example, before watching herself, she had not felt convinced about her need to use this assistive tool in her classroom.

At the conclusion of the first interview, I asked Rana if there were issues she would like to consider after watching the video. “My voice,” Rana replied at once. I asked her to expand: “I noticed that I talk fast! No wonder sometimes the children do not seem to understand me! I need to slow down.” Later on, in the second video elicitation interview, Rana commented on herself: “I am still speaking too fast. I should slow down more.” I asked Rana if she had noticed this before watching the videos, and she replied: “No! I did not notice this. My supervisor told me this a few times but I did not feel she was right until I saw myself on the videos! (laughing).” Once again, Rana was able to acknowledge that her supervisor was not necessarily her nemesis and could provide valuable feedback to help her grow as a teacher.

These were the few rare instances where Rana acknowledged a positive contribution by her supervisor. I considered this to be an important milestone for Rana on her slow and arduous journey toward a more expansive view of her classroom and her role as teacher. I believe that Rana’s participation with me in the video-elicited reflective process contributed to the creation of

this small patch of common ground that she and her supervisor shared in these few but vital instances of agreement. If reflection was the first step toward a more enlightened place on Rana's journey, then her ability to accept advice from her supervisor, no matter how small, represented another vital step out of the isolation of the ghawas who braved the murky depths alone.

As it was her first time seeing herself, Rana focused a lot on how she appeared and acted in the classroom. She showed considerable concern about the clarity of her communications with her children. She spoke of the importance of her body language, her verbal tone and the words she employed. She expressed her belief that a teacher's words and actions have a deep influence on the students in their care. She was able to see herself, away from all distractions - not only through the lens of the camera, but also as reflected in the third eye of reflection.

I believe that patience is an essential ingredient of the reflective process. We cannot drag somebody to the water and force them to drink. As trustworthy companions, we must travel the thirsty and dusty desert road with them that leads to a bountiful oasis that we know to exist. Reflection is not a finite process that can be rushed through in a three-day conference or even in a semester. Instead, it is a slow and often arduous road to discovery and growth. My limited time with Rana allowed me to introduce her to a new way of looking at life and its challenges in the classroom. I accepted Rana where I found her and gladly and gratefully travelled a short stretch with her on the turbulent ocean of her life - as she crested the waves of her highest hopes and plumbed the depths of her deepest fears. Reflection is a tool for growth. Each person must learn to use it in their own way to help them find their way to that oasis of hope that exists within each of us. We who have travelled that same journey can help our fellow travelers with advice, encouragement and companionship on the often lonely voyage to new and fertile lands just over the horizon.

Reflection, over an extended period of time and with the tool of video elicitation, could help Rana, the ghawas, to momentarily let go of the rope, to widen her field of vision, and to freely explore the world of the classroom with a wider deeper vision. Ongoing reflection could help Rana to develop a third eye, a keen and thoughtful perspective, to start seeing things beyond the shallow surface, to move from her mechanical, step-by-step method of teaching to a more creative approach which embraced all aspects of the learning environment as a dynamic, organic and magnificent whole!

Chapter Six

Amal: The Caring Shawi (Shepherd)

Amal was a pre-service teacher who was also a young mother of a two-year-old girl. By the time I conducted this research, she was doing her final internship. Amal told me that her passion for teaching started to develop at an early age. She stated: “I have always imagined myself as a teacher. I had a whiteboard at home. So I used it to write and play teacher.” Although Amal always wanted to be a teacher, she told me she had not been sure about the age level she wanted to teach. According to Amal:

I applied to the kindergarten program because I love children and because being with them enables me to be how I would like to be. I mean teaching through acting and playing in a fun environment. This is not available in other grade levels.

Amal noted that she herself did not attend kindergarten. She said, “I went straightaway to the elementary school and I still remember those horrible days. I cried and did not want to go but I got used to it in time.” Describing her current experience with the internship, Amal told me that she had not been provided with sufficient preparation. She stated: “Honestly, I did not know much about what really happens inside the kindergarten and what teachers really do. Most of the program courses were theoretical and nothing was practical.” Amal also told me that she started building her practical knowledge during the internship and that she had been trying to improve her skills and abilities day by day.

I met Amal for the first time in the Field Training Center after I gave a speech about my research during one of their meetings. She showed a keen interest in participating in this research, inquired about the process and took a copy of the consent form to read. A few days later, Amal spoke to me over the phone to ask more about interview timing and content. After I had answered all of her questions, Amal agreed to participate in the research. The following table 8 shows the duration and setting of Amal’s interviews and recorded lessons.

Table 8

The Duration and Setting of Amal’s Interviews and Recorded Lessons

| Amal | Interview1 | Lesson 1 | Interview 2 | Lesson 2 | Interview3 | Interview 4 |
|----------|------------|------------|----------------------|------------|----------------------|----------------------|
| Duration | 33 minutes | 26 minutes | 100 minutes | 23 minutes | 63 minutes | 21 minutes |
| Setting | School | School | Kuwait University | School | Kuwait University | Kuwait University |

The Shawi in Kuwaiti Culture

Amal is a shawi - a shepherd for all of the children in her fold. Within her classroom, the wellbeing of the children was Amal’s prime concern and focus. In Kuwaiti culture, the shawi was the person who whole-heartedly and lovingly cared for and guarded the domestic animals for the whole community. Most Kuwaitis had sheep and goats in their houses to provide them with a constant source of milk and dairy products. And every neighborhood had its own highly trusted and beloved shawi. The shawi usually had a donkey that played an essential role in assisting the shawi on his daily travels. The donkey was equipped with a large piece of fabric, called an “alkhirj.” The alkhirj was secured over the donkey’s back and held the shawi’s

belongings and also from time to time the new-born lambs or kids on their way to a safe shelter, followed closely by their watchful and grateful mothers! Each neighborhood had its own way of getting their livestock to the shawi each morning. In some neighborhoods, the shawi started his day by dropping by the little sand-made houses of the community to collect the sheep and goats that belonged to each household. In other neighborhoods, the men and sometimes the children dropped off their sheep and goats at the shawi's place. Figure 13 below exemplify portrays the life of a shawi and his flock.



Figure 13 The Caring Shawi (Shepherd) and his Flock.

When the village sheep and goats were all gathered together, the daily journey began led by the Shawi and his donkey. They all walked together to one of the old main gates of Kuwait City. At that time, more than hundred years ago, Kuwait City was surrounded by a fence built by the Kuwaiti residents to protect themselves and their land from the tribes that inhabited the surrounding desert. The fence around the city had five gates, each with a famous name. The gates were opened every morning, and closed by sunset. Every morning, the shawi and his flock

walked through the closest gate and into the desert in search of pastures. These pastures were surrounded by several water wells. First, the sheep and goats roamed and grazed in the pastures. The shawi was knowledgeable about the various types of plants, their growing season, location and their nutritional benefits for his flock. Around midday, the shawi led his flock to one of the water wells. He drew water from the well into a large basin for all to quench their thirst and have their fill. Before sunset the shawi led them back to the city before the gate closed. When they arrived back in the neighborhood, the sheep and the goats found their own way to their respective homes. (Who says only cows know their way home!). The shawi received a small amount of money each month from the individual owners. Many paid him in the form of milk, rice, wheat or other foods cultivated by the households.

The shawi knew like family each goat and sheep in his flock. The animals loved and trusted their shawi. They followed him only, and never ever mingled with another shawi's flock. The shawi communicated closely with his flock. He used certain sounds and gestures which only they understood. He also was familiar with the personalities of each sheep and goat. He knew how to read their behaviors and to diagnose many of their health issues. The shawi protected his flock from all kinds of dangers such as harsh weather conditions and wild animals. Moreover, the shawi was implicitly trusted by the members of the community to care for their animals and to treat them with caring and respect. The shawi usually inherited his position from his own father and had been apprenticed since childhood to assume the role of shawi when he became a man. Thus, the profession of shawi was handed down through the generations within shawi families.

The shawi has been an integral part of Kuwaiti history and folklore. Many stories are told about his patience, courage, and caring, especially his caring devotion to his flock. The shawi has

a special place in the Islamic religion. All of the prophets, including Mohammed were shawis. In the past, children sang special songs welcoming their shawi and his flock whenever he was seen entering the gates with his flock at the end of the day.

Amal-The Caring Shawi

Amal - my caring shawi - lived and acted from the heart. The shawi loves what he does. He feels attached to his herd, and their health and wellness is always a priority. For the shawi, Amal, her main concern and focus was always on the well-being of the children and how to nurture them as much as possible. Amal wanted her children to feel free and comfortable while in her classroom, not just when playing but especially during her lesson. She told me that her philosophy was to respect their nature and to allow it to be expressed. With reflection, Amal began to expand her vision of that nature. She became less concerned about keeping a tight control on the movements of the children in the classroom. She allowed them as much freedom of movement as possible as long as it did not create too much distraction within the classroom setting. She felt that young bodies love to move and that allowing this movement helped the children to expend their endless physical energy and helped them feel more comfortable and to spontaneously focus on classroom activities. This attitude is the tradition of the shawis who allowed the animals to be themselves in their natural environment. Every day, the shawi led his flock out of their tiny sand houses and into the wide open spaces beyond the city walls where they were free to romp and roam all day in green pastures!

Amal paid special attention to routines within the classroom and throughout the school day. She strove to create predictability and continuity through the daily activities of circle time, then breakfast, then playground, etc. Amal told me she believed that routine helps children feel safe and comfortable, while unexpected changes in events from day to day - e.g. switching

sessions or break times could negatively impact the children's sense of safety and security.

Likewise, for the shawi, routine was considered essential in order to promote the well-being of his flock. Both he and his flock knew exactly what to expect throughout their day. This created an atmosphere of stability and security for all.

Amal was constantly attentive to what was going on with all of the children in her classroom. The shawi was ever vigilant to the welfare of his flock, always keeping them within sight and watching out for possible dangers such as an attack by a wild animal on one of his flock. There was little threat from a wild animal in her classroom, but Amal showed concern for the emotional well-being and mental development of all of her children. Amal herself told me she considered attentiveness to be a crucial part of the teaching process, that the teacher needs to be attentive to what is happening in the classroom while teaching. She told me that her video-elicitation experience had helped her to hone her attention to details.

Amal paid great attention to detail in her classroom and worked to master the technical aspects of classroom management and lesson presentation. She was sensitive to instruction protocols and developed the content of her lessons based on the kindergarten curriculum. Amal came to her lessons well prepared to achieve both her implicit and explicit goals. She knew each day where she would lead her flock, where to find the green pastures of the mind and heart to nurture her children. Amal, I found, was first of all a "teach the person" teacher and she shaped her subject matter to help each individual child to grow. She worked to know each child individually and to understand each child's unique sense of the world and ways of expression.

Amal had a calm, confident and comforting demeanor. She was always relaxed and calm, focusing on the children and the issues associated with teaching and learning. She seemed to enjoy sharing her thoughts and elaborating on them. She did not seem at all threatened by the

evaluation process as was the case with Jasmine and Rana. Amal showed an appreciation and respect for her evaluators and seemed to value their feedback. Amal told me that she had applied many of the recommendations of her evaluators and supporting teachers. She seemed to trust her supervisor and superintendent and they also had high praise for her. Amal displayed an unassuming confidence in herself and in her abilities as a teacher. Her modest self-confidence instilled trust in her children, her cooperating teachers, her supervisors, and also with me! Amal's attention and concerns were always centered on her children and this was apparent in all of her actions. The caring shawi, Amal had earned the trust and respect of all by her obvious commitment to the welfare of her flock. Everything else was secondary to her concern for the children, and this I think, was apparent to all.

Amal and Her Journey in This Research

Introductory interview

Amal was waiting for me at the school gate and greeted me warmly. We walked to the Principal's office to meet the Principal. We were told that the Principal was observing one of the teachers, so Amal guided me to the Assistant Principal office. I introduced myself to the assistant Principal and informed her about the purpose of my visit. The Assistant Principal asked me to have a seat while she went to look for the ministry's permission document. I had a copy with me, but she needed the original document. A few minutes later, she returned with the document and told us that she had prepared a room for the interview. She walked us to the room, handed Amal the keys and asked her to lock the room when we were done. The room was very small and cluttered. It looked like a small storage room, but it was fine for this interview. Amal sat next to me on the same sofa, the only piece of furniture in the room. It was 10:45a.m when we started

the interview. We were done by 11:20 a.m., but continued conversing a few minutes more about education in the US. Amal then locked the room and we both walked back to the administration office. By this time the Principal was there, so I took the opportunity to thank her for her support and cooperation in this research. She was pleasant and gave me her personal contact information. She asked me not to hesitate to contact her whenever I wished. Then she accompanied me to the school gate.

Amal's introductory interview was the longest among the study participants, taking about 35 minutes. She seemed confident and comfortable when she spoke and her answers to my questions were elaborate and detailed. Amal shared a lot about her youth. She told me how she had always dreamed of being a teacher. She shared concerns she held about some of the school's procedures and their negative effect on the kindergarten children:

I feel that everyone is more attentive to the teacher than to the child. I see that children are pressured and no one seems to care about them. For example, they are forced to take three circle sessions a day for evaluation purposes!

Amal noted that the day before our interview, the superintendent had three teacher observations in one class. Amal stated "I taught the first session in its scheduled time. Two hours later another teacher gave her lesson during centers time. Then, she observed a third teacher during an extracurricular session." Amal told me that she felt this was unfair to the children because the children expected to have their center time immediately after their break. She felt that a change in classroom routine would affect their comfort which in turn would have an impact on their participation and interaction. In my journal after this interview (11/12/2015) I wrote:

Amal showed great concern for the children today. I anticipate that this will be an aspect of her reflection in the next video elicitation interview. I believe that of the three

participants in this study, Amal seems the least focused on concerns with evaluators and the evaluative process. After we finished the interview and while we were chatting about Early Childhood Education in America, Amal inquired about the percentage of male teachers and administrators in the American Early Childhood Education institutions such as preschool and kindergarten. Then she shared an interesting thought. She proposed that an all-female setting poses many challenges and that having an increased male perspective in the school would enrich the educational experience. I am looking forward to what she will share and reflect on in the upcoming interviews.

Before we concluded the first interview, Amal and I discussed scheduling her video lesson. She told me that she needed to check her next week's lessons to select the one she wanted to videotape. Later in the day, I received a text from her suggesting a day for recording a class. Fortunately, her suggestion worked well with my schedule.

First Lesson recording

I arrived fifteen minutes late to the school because of traffic. It was 8:10 a.m. when I entered the classroom. Fortunately, the children were still in the morning assembly, so I had time to set up my recording equipment. I asked Amal about the position she preferred for the camera. She pointed to a spot and stated, "I want it to be there, behind the display. I am going to do an activity using that board, so I want the whole thing to appear in the video if possible." I placed the camera where she requested and asked her to check the camera's display. After she confirmed the recording angle, I tested the devices to make sure that everything was ready. A few minutes later, the children entered the classroom and sat on the circle rug facing Amal. Amal then started her lesson. All of the children were focused on Amal and only occasionally did some of the children look back at me.

When Amal was fifteen minutes into her lesson, a teacher knocked on the door and asked to borrow something from Amal. I was confused and I did not know what to do to avoid her being captured in the video. Once the teacher entered the classroom to get what she needed, I paused the recording and did not resume it until the visiting teacher had left. Amal had noticed my concern and she gestured asking me if I needed help. I smiled and gave her a thumbs up. When she finished her lesson, I collected my equipment and walked out. On my way out I thanked Amal for the lesson.

In this lesson, I used my backup camera which was the Samsung Galaxy because my Canon 70D was broken after it took a hard fall on the floor the day before. When I arrived at my office, the first thing I did was check the video quality and it was very clear. The audio quality was fine also. I saved the video on my encrypted hard drive and formatted the memory card. That evening, I called Amal to schedule her first interview, which we agreed to have on the following week in the computer lab offered by the College of Education.



Figure 14 Amal's Videotaping Setting

First Elicitation Interview

Amal and I arrived at the computer lab at the same time. When we entered the room, she looked around and said, "This is exciting!" Then she walked towards one of the chairs, grabbed it, and asked, "Where do you want me to sit?" I pointed at the projector screen and computer screen and asked her which screen she would prefer to watch. Amal chose the large screen and moved her chair to face it. While waiting for me to get set up, she took a phone call. When I was ready for the interview, I asked Amal if we could start. She put her cell phone aside and said "yes" with a big smile.

Before starting the first video-elicitation interview, I restated the research purpose and explained the interview process to Amal. I also reminded her that there was no judgment or evaluation involved in the reflective process and that it was all about growth and learning. Then, I asked her to feel free to share any concerns or questions about the research in general or about the interview. Amal replied that nothing in particular came to mind. After that, I told her to feel free to speak at any point in the interview and to share any thoughts that came to her mind while we were watching the video. I reminded her also to feel free to use the video controls to pause, rewind, or fast-forward any segment of the video.

Amal's recorded lesson was 26 minutes long and the video elicitation interview took about 1 hour and 40 minutes (See Table). In this interview, the first thing that caught Amal's attention once we played the video was her way of sitting. On the video, at the beginning of the lesson, Amal appeared sitting with legs crossed on a large round rug facing the children who were sitting on the same rug in a half-circle arrangement. Amal was singing and dancing in place with the children the daily starting song. As we watched, Amal commented: "I think I'm leaning. I don't know, I should be sitting erectly. Maybe the chair would help...but no, because then I

would not be at the same level as the children. But I really feel like I'm leaning forward too much.”

Amal responded throughout this first video elicitation interview and commented on various issues that arose as we watched the video together. Many of her comments were on the mechanical and technical aspects of her classroom. Amal also shared some general thoughts reflecting her personal beliefs and values. Several times in the interview, Amal alluded to her feeling that she wanted her classroom to be a home away from home for her children and that she strived in her practice to make the children feel as cozy as they felt at home with a mother, with a sister - with someone close to their hearts. At the end of the interview, Amal commented on the angle of the videotaping:

When I looked at the recording angle on the camera's screen, it seemed very fine to me. I wanted it to capture the broad picture and I thought that it would also capture some details such as my facial expressions. Now that I have seen the video, I wish that I had zoomed the camera on myself.

I told Amal that the wide-angle view was a nice start and since we had another recording, we definitely could make sure that the zooming degree captured what she was looking for. The interview ended with scheduling the second lesson recording.

Second Lesson Recording

I entered the classroom at 7:55 am. Amal and two of her cooperating teachers were there. I greeted them all and then they initiated a nice chat concerning photography and video recording and they showed a keen interest in what I was doing in this study. Then I moved to the back of the classroom to unpack my tools and set up my equipment. I prepared and tested all of the recording devices and asked Amal to come and check both the recording angle and the

zooming degree. Amal moved the camera to the middle of the room in order to have it centered on her. She asked if I could move the camera around at certain points during the lesson. She told me that at the beginning of the lesson she would ask the children to search for something in one of the classroom corners and she wanted me to capture that. Once the children got back to the circle, she wanted the camera to be centered on her.

Fifteen minutes later, the children arrived and Amal welcomed them. Amal asked them to sit nicely because they had a guest who wanted to see their wonderful classroom. Amal pointed to me and all the children's eyes fixed curiously on me at the back of the room with my camera. Amal started singing the daily lesson opening song which asks the children to sit and be ready for an enjoyable circle time. The children turned their attention from me, took their places on the rug in a half-circle arrangement in front of Amal and sang the song with Amal. I followed Amal's instructions for the video recording and moved the camera accordingly throughout the lesson. The lesson took about 23 minutes. Then the cooperating teachers took the children to the playground and Amal accompanied me to the school gate.

I went immediately to my office to follow my usual routine for this study to ensure the safety and confidentiality of the study materials. I saved the video on the encrypted external hard drive and formatted the memory card. The quality of the video was better than the first time, because I had used my (now repaired) professional 70D Canon. I felt anticipation to hear Amal's thoughts on the clarity of this second video and how it had served the goal of showing her facial expressions and other details in the classroom.

Second Elicitation Interview

Amal came to the interview 25 minutes late because of the rush hour traffic. She was stressed because of her delay, but I asked her to not to worry as I was not rushed and indeed

was working on some stuff until she arrived. Amal seated herself in the same position as last time, facing me and the large screen. She politely asked if she could use the restroom before starting. I responded, "Of course," and asked her to feel comfortable doing what she needed to do before starting. I assured her that we could take as much time as felt comfortable for the interview. A few minutes later, Amal returned, resumed her seat and told me she was ready! By then, she looked calmer and more relaxed than she had been when she arrived.

Before playing the video, I reminded Amal of the process and the purpose of what we were doing. I asked her if she wanted to share anything or if she had questions for me. Amal stated that she was looking forward to watching the video and discussing it with me. We then started the video. The first thing Amal commented on was her sitting position. She happily noted, "Oh this looks better than last time! I am almost sitting straight; I believe that I can still enhance it more but for now it looks fine as I am not bending forward too far."

Amal's interaction with the video in this interview was similar to last time. She shared her thoughts freely and spontaneously as we watched the video. Sometimes she also posed questions and musings on things she had no answer for. One of her questions was, "Why would some children raise their hand even when they do not know the answer?" This question stemmed from her observation of some of the children in the video who at different points in the lesson were raising their hand even before she had finished asking the question. At other times, some of the children raised their hand only to inform her: "I do not know." Amal told me she would love to investigate these phenomena in greater detail.

Amal also shared her thoughts on issues that had arisen during the first video elicitation interview. One of these issues was classroom "chaos." While watching the first video, Amal shared that she found the children to be focused nicely on Amal and the lesson, despite her fears

during the lesson that the children had been inattentive and distracted. Watching the second video, Amal exclaimed: “I have become more confident and happy with the children moving about!” Amal had always felt that the children should be allowed as much freedom of movement as possible. However, she had felt intimidated by the contrary opinion of her evaluators who preferred to see the children sitting still and attentive in their assigned places. Amal now had visual feedback to bolster her claim that movement by the children is not necessarily a sign of distraction or inattentiveness. Visual feedback had given Amal new insights into the dynamics at play in the classroom and it also provided her with concrete evidence to defend her position.

Themes

Green Pastures

Amal had the heart of a shepherd. The happiness and welfare of her flock took precedence over everything else. Amal loved children and would have been as caring a shepherd of children in any other profession such as doctor or social worker. Amal chose to be a teacher because she believed the school environment to be a green pasture where children could feel safe and supported, a place that was rich in resources to sustain and nurture children. Amal’s essential faith and trust in the school environment and institution had practical and positive repercussions. Amal believed in the school as a creative nurturing place. She strove to recreate this in her classroom and assumed that her peers, supervisors and the school institution itself shared her vision and goals for the children. Amal’s trust in her school team was reciprocated and she enjoyed a relaxed supportive relationship with her supporting teachers, with her supervisors and with the school superintendent. There was a mutual trust and respect between Amal and her colleagues that helped to nurture a safe and supportive environment, not only for the children,

but for Amal and her colleagues also. This non-threatening environment helped Amal to focus her energies on her children. Amal brought the same attitude to my study on reflection and the video-elicitation process. Amal regarded this study as another valuable resource for her children, herself and her school. Her open and trusting attitude and demeanor allowed her to move into new territory and to find new ways to cultivate a nurturing environment for her children. The video elicitation interviews provided Amal with the opportunity to express her thoughts and feelings about being a teacher at a personal and a professional level. Amal's interviews lasted about 80 minutes and she never showed concern over the time spent on the interviews. She seemed relaxed and seemed to enjoy our in-depth conversations. During the interviews, Amal not only commented on the videos, but also shared her philosophy and insights on teaching and learning.

Amal emanated a relaxed, confident and trusting attitude in her classroom. Many of Amal's comments reflected that she felt valued and appreciated by her evaluators. For example, at one point in the first video, Amal sat with her legs crossed singing and moving in place. She was telling a story and performing it for the children. While we were watching this, Amal said:

There are so many good teachers in the school. But what makes me different than them I think is what I do while telling stories - using vocal sounds and acting. That is something we are encouraged to do and the superintendent told me that none of the teachers do it the way I do... I do not mean that they are not good, but they just need to work on their storytelling styles and skills. I love role play and I love the fact that it is a part of my job and that everyone likes it!

Amal told me she had received praise from the school superintendent and from her supervisor throughout the semester. This seemed to have increased Amal's level of confidence

and comfort and she was proud to share that in the interviews. In her first recorded lesson, Amal used a chicken toy as a prop to introduce the number thirteen to her students. She told the children that her friend the chicken wanted to visit and give them a gift. She told the children that the gift was a new number they are going to learn in the lesson that day. On cue, a chicken toy walked from behind the white board, which was placed next to Amal, and headed towards the middle of the circle with a large number thirteen on its head. While we were watching this part of the video, Amal suddenly said:

Amal: Before we keep watching, do you know that I forgot to address one of the goals in my lesson?

Researcher: Which goal was it?

Amal: Performing physical movements such as jumping and clapping thirteen times to emphasize the new number

Researcher: In which part of the lesson were you planning to include this goal?

Amal: I had not even thought about it!

Researcher: If you were to re-teach the lesson, where would you include it?

Amal: To be honest, to me, the lesson was complete without it. I was going to include it because it is required. It would not contribute much to the lesson. We practiced counting the new number in different ways, though not using physical movements. But I just could not believe that the supervisor did not notice that I had omitted the movements!

Amal was glad that no one had noticed the missing goal. She was also confident in her performance and how it was viewed through the eyes of her supervisor. Trust and respect was indeed mutual between Amal and her evaluators. Amal told me she always followed the advice

and recommendations of both the superintendent and the supervisor and kept their feedback in mind when planning, conducting and assessing her lessons. For example, she told me she applied their input by choosing and arranging lesson games and activities that matched the lesson goals:

I used to mix up my games and activities. I mean that I prepared them really well the day before, but never considered their order. I usually started with whatever was on my mind at the moment. However, I found myself struggling when we reached the end of the lesson and some important activities had not been conducted. I am thankful that the supervisor advised me to always order the activities based on their significance. In this way, when the time is up, what is left undone usually will not impact my lesson and goals. Her recommendations are always on target!

Amal believed in her evaluators and their role as supporters in her growing and learning journey. She looked forward to applying their suggestions and recommendations. While Amal was also aware of differences in opinion and outlook between her and her evaluators, she was able to manage these differences in a healthy, constructive way. Amal knew that as preservice teacher she needed to follow rules, but she also felt free discuss some of these differences in a calm and non-confrontational way with her evaluators and cooperating teachers. Amal also enjoyed being able to express her thoughts, feelings and values in our study interviews.

Amal was fully engaged during our interviews. She was able to focus on her strengths and also on the areas that needed special attention. In my reflective journal I wrote:

Today's interview embodied a new and different experience. Amal's first video-elicitation interview was scheduled to be last among the participants. In the interview, she made a lot of comments on how great she was doing in her teaching. At one point, I was afraid that she might be expressing some aspects of resistance to the process. As a

researcher, I felt a heavy responsibility in my role as facilitator in the guided reflection process. It seems that I came to the interview with some assumptions that probably had been formulated based on my experience with the other participants who were experiencing stress in response to the evaluative process. However, as my interview with Amal progressed, I realized that Amal was not experiencing such stress. She seemed to be able to explore her strengths and weaknesses in an open and candid way, without fear of the evaluative process. She was proud of her strengths and ready to examine her weaknesses without feeling threatened or inferior. Amal also showed a respect and appreciation for the feedback she received - both positive and negative. Today's interview revealed to me the impact of the school environment on the participant's engagement and performance in their interviews. I can see a huge difference in the attitude of the participants based on what they shared about their evaluators and the school's atmosphere.

At the time we did this research, Amal had the confidence that she was good enough as an intern, but not quite there yet as a teacher. She believed that she was on the trail in search of green pastures for her children. Amal seemed to recognize that her new tools of reflection and video elicitation would help her on this journey of a lifetime.

Home Away from Home

Amal's primary goal as a teacher was to create a loving, nurturing and supportive environment within her classroom walls - to create a home away from home for her precious flock, her children. This was apparent in all of her interviews and in all of her interactions with the children, her colleagues and her supervisors alike. Amal's reflective dialogues always returned to the children and how best to promote their learning and growth. Amal, the caring

shaw, wanted the children to enjoy playing and learning while feeling safe and secure under her caring tutelage. She wanted them to romp and play like lambs on a hillside, confident that they would learn and grow in the freedom to be themselves, to be children full of life, vigor, curiosity and spontaneity. Amal believed that she could harness this wild freedom which through guided expression would be transformed into creativity and fulfillment of their true potential as human beings.

Amal believed that the home represented the essence of the perfect environment to grow and prosper. Home, symbolized comfort, peace, and unconditional love. Amal wanted every member of her classroom family to feel as comfortable as they did in their home. For example, at the beginning of the first video elicitation interview, we were watching Amal asking the children to tell her the name of the day. The children were sitting in a half-circle in front of her. Watching this on the video, we had this conversation:

Amal: I want to say something; I feel that it would be better if I was barefoot.

Researcher: What do you mean? Tell me more.

Amal: When sitting on the floor wearing my shoes, I don't feel comfortable, especially when I have my legs crossed. I wish I could take them off. And I think that this also applies to the children. When they sit on the rug with crossed legs, I feel that it can sometimes be painful with their shoes on. So to me, being barefoot would make it comfier for me and the children.

Researcher: Have you tried doing that, having no shoes on?

Amal: No! I do not think that it is acceptable.

Researcher: What makes you think this way?

Amal: I don't know. Maybe because I have not seen anyone else doing it.

Researcher: Maybe they all made the same assumption you did.

Amal: I do not think so. They all are teachers with more than fifteen years of teaching experience and they have never tried this.

Researcher: What if it is because they never wanted to go barefoot?

Amal: I do not know. But let me share this with you. There is a little girl in my classroom who loves playing in the Home Center, and she always takes off her shoes. Every time she does that, the other teacher scolds her and asks her to put them back on. But the girl insists on staying barefoot. That's why I feel it is unacceptable to ask.

Researcher: What are your thoughts about the girl's behavior?

Amal: I don't see it as a problem. This is her own time to play. She was playing at the Home Center. So it makes sense why she took off her shoes. I think she was role playing, lying on the bed, sitting on the floor. So, the girl considered this to be her home. I also noticed that every time she enters the Home Center she starts to act as if she is at home.

When I asked Amal if she had shared her thoughts with the other teachers, she indicated that she would not do so unless someone asked for her opinion. She stated that being an intern made it hard for her to impose her perspective on how the classroom was run. However, she told me that she was seriously considering issues such as this for her future teaching practice and that she would apply as many new ideas as possible in order to make her classroom a home away from home. Amal told me she believed it was very important to have an environment that was safe for children to act and move freely without constraints. She also stated, "I like to be close to the children. I do not want them to see me as a formal teacher, but as a mother and sister to them." In my analysis memo I wrote:

I think that Amal's childhood experiences have helped shape her approach to teaching today. She wishes to relieve every one of her flock from the anguish she herself experienced as a child dreading going to school every morning. She wants them to have a wonderful and pleasant school experience - a smooth transition into another loving family - the school family. Amal wishes to be a warm and caring family member, a mother or a sister. She seems to be using reflection as an assistive tool to help her to achieve her goal. The children were always Amal's prime focus. In both video elicitation interviews, Amal told me that her philosophy was to respect the child's nature and to allow it to be expressed. With reflection, she has begun to expand her vision of that nature. She has become less concerned about keeping a tight control on the movements of the children in the classroom. She allows them as much freedom of movement as possible as long as she feels it is not creating a distraction within the classroom setting.

In one segment of the first video, Amal was sitting on the floor. Two baskets were placed nearby that had egg paper cutouts and two of the children were playing a game counting the eggs. Amal was busy with the two children who were counting and placing the eggs on the little whiteboard next to her. While she was attending to these two children, the rest of children were moving about and changing their places. Then, the cooperating teacher appeared in the frame shouting and asked the children to be quiet and to sit properly. The children then moved back to the circle line and crossed their legs. We discussed the scene.

Amal: that was a truly quiet moment!

Researcher: What happened?

Amal: The children were moving about and not in their places. That is why the supporting teacher intervened.

Researcher: Do children need to sit in a certain way?

Amal: For me no, because it is hard to make them sit in one position for a long time.

Researcher: What are your personal views on this?

Amal (laughing): I wish that they could sit properly and be still. But this never happens in reality with children. Even I myself, an adult, cannot stay still for long. As I sit in this chair I am moving left and right from time to time. And you know what, it helps me to focus more! So I do not have a problem with the children moving.

According to Amal, children are energetic creatures who need to move frequently.

Reflecting on the children's behavior during the lesson, she stated that she had felt nervous during the lesson because she had thought that the children had not been focused and that things had seemed chaotic. However, when she saw the video, she was surprised:

I felt it was a mess! It seemed as if they were distracted and misbehaving. Now that I am watching the video, they don't look that way. They are listening and participating! What I see is natural movement that is totally normal. I want to tell you something. I think what made me feel that the children were making a mess was my cooperating teacher's comments. During the lesson, she gestured to me several times, asking me to make them quiet, but I just ignored her because it was not a big deal to me. However, when I finished the lesson, the first feedback she had for me was to work on my management strategies because from her perspective the children were out of control. For some reason I thought she was right and this is what I was expecting to see in the video. Fortunately, this is not what happened. The children were highly interacting and participating and only a few times did they act improperly. I am so glad to see this! I am going to share what I saw with her because I was right. She was exaggerating!

At the beginning of the second video elicitation interview, Amal indicated that she had shared what she had seen last time on the video with the cooperating teacher the day after we met. She seemed proud for having done so and continued: “I became less concerned about the children’s movements during the lesson, and more focused on their attentiveness.” I felt curious to know about her cooperating teacher’s reaction and according to Amal, her cooperating teacher was fine. Amal added that the cooperating teacher was now less intervening in her lesson when it came to managing the children and that she felt better about it. In my reflective journal (12/03/2015) I wrote:

I was concerned about Amal’s decision to share what she had learned in the video with her cooperating teacher. I was particularly concerned about the way in which she would present her thoughts as well as the attitude of her cooperating teacher. However, I am happy to see Amal sharing her insights after she reflected on the video.

The video reflection process helped Amal to interpret what she saw and to have new insights to help her improve her teaching practice. Through reflection, Amal gained confidence in her own judgment and felt confident in sharing her thoughts with the cooperating teacher who understood and respected Amal’s views. Later in the second video, I noticed one of the children was lying on his stomach. I pointed out to Amal that it was sort of funny. She laughed about it and said:

I feel totally fine with that. To me it doesn’t matter how the children sit, even if they lie on the floor - as long as they are focused and listening. Because, again, this is a normal behavior for a child. They cannot sit in one position for a long time.

Amal shared more thoughts about making children feel comfortable and free while in her classroom. She asked me to rewind the video and pause it. She pointed to a child on the screen and said:

Look. The way Yousef is sitting indicates that he is feeling at home because we usually sit this way if we are at home and I like it! I really want them to feel as if this is their home.

Amal told me she felt that young bodies love to move and that allowing this movement helped the children to expend their endless physical energy, helped them to feel more comfortable and to spontaneously focus on classroom activities. Each day, Amal transformed her classroom into a home away from home for her children.

Exploring and Expanding the Learning Environment

The shawi paid constant attention to his total environment in order to nurture and protect his flock. The shawi, Amal, paid great attention to detail in her classroom and worked to master the technical aspects of classroom management and lesson presentation. She seemed sensitive to instruction protocols and developed the content of her lessons based on the kindergarten curriculum. Amal came to her lessons well prepared to achieve both her implicit and explicit lesson goals. She knew each day where she would lead her flock and where to find the green pastures of the mind and heart to nurture her children. Amal, I found, was first of all a “teach the person” teacher and she shaped her subject matter to help each individual child grow.

Because it was her first time using video in the classroom, Amal focused a lot on herself and how she appeared in the video. In her reflections, Amal examined her communicative skills and especially her facial expressions and body language. She considered the tools and technologies she used and the way she used them to achieve her goals. She also expressed her

belief that it was important for the teacher to be innovative in the classroom. She described the lesson she gave in which she used a chicken toy as a prop to introduce the number thirteen to her students. “I borrowed this wireless speaker from the class next door in order to make my stimulus alive and attractive.” When I asked her to elaborate, she said:

You can use it from distance without touching it. I prepared the chicken sound file on my phone and then connected my phone with these speakers through wireless connection.

After that I handed the phone to my cooperating teacher and gave her instructions before we started the lesson. I told her that once you hear me telling children about my friend the chicken, click the play button. And as you saw, the children were so excited looking around to see where the sound was coming from until the chicken appeared from behind the board! It is one of my favorite technologies and I am going to buy a similar one later because it has a lot of uses and this lesson shows only one of them.

Tools, teaching techniques and technologies were always part of Amal’s reflection. Amal also used our reflective dialogue as a space to explore some challenging issues she faced concerning behavior in the classroom. For example, on the class video, a child was sitting on the rug with his peers. The boy would shake his body for a few seconds and then seemed to be dancing in place, with his eyes on Amal the whole time. On the video, Amal posed a question to the class. The child raised his hand and leaned his body over the boy who was sitting next to him. Amal commented: “This boy moves a lot. I have no problem with that. but sometimes he distracts the other children.” I asked Amal what she usually does when she notices this in the lesson and she responded:

Keeping him busy usually works. I let him participate in the games and activities. But I cannot keep him busy all of the time, especially if I have a lesson and want to give equal

opportunities to all of the children, not just him. During centers time, I ask him to help me with small tasks. Although it works very well with him, it is unfair to the other children because they also want to be my assistants... mmm maybe I will think of small roles or so... I will keep thinking about it.

Amal did not explore the nature and causes of the child's hyperactivity. Instead, she focused her energies on devising ways to include the boy in classroom activities in ways that did not distract the other students or make the other students feel they were getting less attention from her. During the interview, Amal mentioned the terms "equal opportunities" and "fair" several times. Her discussion of "equality of opportunity" was confined to their participation in the classroom activities and games as well as their roles and daily jobs in the classroom.

In her reflections, Amal made the children a priority and considered their perspective when making her decisions. She believed that this maximized the children's' participation and their opportunities to excel. At the end of the second video-elicitation interview, Amal set a goal for herself. She stated, "I am planning to learn more about the children and their preferences. I will ask them about the seating arrangement they prefer. I will also ask them if they would like to keep their shoes on or off." Amal added that she loved giving her children options and hoped she would be allowed to try out these things as a teacher. She said she was determined to do so whenever possible.

Amal at certain points in the interviews displayed thinking that went beyond the technical issues that usually preoccupy preservice teachers as they attempt to gain a foothold in the classroom. Amal concentrated a lot on these technical issues, but she also explored the underlying dynamics and how it affected the learning experience. For example, the first thing she noticed and discussed in her first video elicitation interview was her sitting position while

teaching the lesson. She said that she was not sitting properly. When I asked her to elaborate, she replied: “I think I’m leaning. I don’t know, I should be sitting erectly. Maybe the chair would help...but no, because then I would not be at the same level as the children. But I really feel like I’m leaning forward too much.” Here, I asked:

Researcher: What do you mean by the same level?

Amal: I mean I don’t want to stand up and make the children crane their necks to look at me. I want to be at their level, so they can interact more with me.

Researcher: Do you mean that if you were sitting on a chair, they would not interact with you?

Amal: Sitting on the chair or standing up while the children are on the floor would make them feel that there was a gap between us. I feel that height implies authority. It tells the children that I am above you, older than you. It feels more controlling and I don’t like it. That’s why I prefer sitting on the floor with them. It tells the child that I am just like you and that we are equal. This is my own perspective.

Researcher: Where did this perspective come from? Is it for example from personal experience or from a specific theory?

Amal: I studied this in psychology. I remember we talked about authority, not in the classroom, but within the family. I believe the same holds true between teacher and students.

Researcher: Do you see this idea of shared power and authority somewhere in the school curriculum or policies?

Amal: Well, the supervisor always tells us to sit down in order to be on the same level as the children. I believe teachers can also communicate equality and respect by their tone and attitude.

To Amal, the sitting style was more than a physical position. It also conveyed messages to her children concerning authority and power. The video elicitation interviews assisted Amal in bringing some of her beliefs and values to light. In my reflective memos I wrote:

I was happy to hear Amal looking at the classroom through the eyes of the children. I consider this as a deeper level of reflection that explores events from multiple perspectives. Amal displayed empathy and a respect for the integrity of other points of view. Although she is struggling to master the basics of teaching, Amal shows the potential to become a teacher who is constantly expanding her horizons and increasing her understanding of the learning environment.

In the second video elicitation interview, Amal again brought up the issue of authority. She referred to behaviors by some teachers that suggested a desire to control the children. Amal told me that she did not like it when teachers stood next to the children during breakfast and gave them orders such as ‘Eat properly’ or ‘Don’t throw food’ and ‘Don’t get your clothes dirty.’ She stated: “Instead of barking out orders, teachers could sit at the same table and eat with the children and be on the same level! That is how I believe it should be.” I asked Amal if she herself sits and eats with the children and we had the following conversation;

Amal: Yes! I often bring my food with me and we eat together at the same table.

Researcher: How do the children feel about it?

Amal: It makes them so happy! The first time I did it they made some nice comments and some of them even offered me their food. Sometimes, they also fight over who sits next to me.

Researcher: How did you feel about it?

Amal: I was really happy. It was fun! Honestly, I don't like the attitude of some teachers and I don't like the way some of them talk to the children. Sitting with the children was truly worth it. By the way, the breakfast idea was from a professor I had in a class I attended. He shared his daughter's experience when she was in a preschool in the U.S. He told us that teachers over there have their breakfast with the children and that it has had a positive impact on his daughter in making her love her school and her teachers. So I liked the idea and I decided to try it myself

Amal reflected on new and sudden changes in the curriculum. She shared:

There are things that I do not like, or let's say I find confusing. I mean the curricula. Since I started my internship, I have received three different versions of the Teacher Theme Manual. I do not know if this differs from school to school, because one of my colleagues in another school is using a different manual.

Amal explained that each manual had some differences in content. During the video elicitation interviews, she highlighted some of the challenges she faced because of these changes. One example was teaching number values to 5-year-old children. This topic came up when I asked Amal about a child who appeared confused in the video about recognizing the number twelve. On the video, Amal had a large board at the back of the classroom, behind the children. On that board, there were numbers written on cardboard and these numbers were 11, 12, and 13. Amal asked a girl to bring her the number 12, which they had learned the week before. The girl

walked slowly toward the board. When she arrived, she paused for a few seconds looking at the numbers before she picked the number 11. Amal asked the children if that was the correct number and they answered in unison: “No!” Then, Amal asked a boy to help the girl choose the number 12. The boy stood up, went to the board and brought the number 12 to Amal. The little girl stood still at the board, looking confused and still holding the number 11 in her hand. Amal asked the girl to return the number 11 to the board. I inquired about what Amal and I had just viewed on the video and Amal responded:

I want to be honest here. This is built on a previous challenge. Last week I was supposed to teach the number 12, including the place value of numbers. It was my first time teaching the place value. I wasn't sure how to do it, so I just read the manual and followed the steps as best I could. However, in the middle of the lesson, the cooperating teacher stepped in and said that she would continue teaching the lesson because teaching the place value of numbers was an important part of the new curriculum.

According to Amal, both the children and the teacher had had some difficulties the previous week. Consequently, the children had difficulty in recognizing the number 12 when it was reviewed a week later before introducing the new number which was 13. Amal told me she believed that teaching the place value of numbers was not age appropriate for her class. She said that teaching 5-year old children to identify the place value of numbers - tenths, hundredths, thousandths - was too difficult for them and that it was more appropriate for the elementary level.

Amal seemed intent on following school policies and procedures even when she sometimes disagreed with various methods and protocols. She paid careful attention, not only to the main objectives, but also to the implied objectives. In the first video elicitation interview, she

stated that teachers were required to embed patriotic and religious aspects in their lessons whenever possible. At one point in the video, Amal asked the children “Who created the chicken?” and the children responded in unison: “Baba (our father) Sabah, Prince of Kuwait.” Amal and I laughed when we watched this, and she shared the following:

We are required to incorporate patriotic and religious themes into our lesson. And here on the video I wanted to add a religious theme as I found it nice to thank God for his gifts. Chicken is one of the food gifts we receive from God. So when I asked the children: “Who created the chicken,” I was not expecting them to say ‘Baba Sabah.’ But I realized where this answer came from. We previously had talked about the type of supermarkets supported by the government. We had used The Prince’s name to represent the government which supports the supermarket that we get the chicken from. I found it to be a good opportunity to build on their answer so I said “Yes we buy the chicken from the supermarket and the supermarket is supported by the Kuwaiti government and by our father Sabah.” Having introduced a patriotic theme, I now followed up with a religious theme by asking the question “Now Tell me who created the chicken?” This time the children replied: “God.” We then thanked God together.

I asked Amal if she incorporated embedded content into her lesson plans. She responded saying that she always kept these aspects in mind when planning. She added:

Teachers should be attentive in the classroom to seek opportunities to embed these aspects in their lessons. Sometimes I find it hard during planning, but during a lesson opportunities present themselves it is my role to take advantage of those opportunities. This is what happened in this instance.

Amal considered attentiveness to be a crucial part of the teaching process - that the teacher needs to be attentive to what is happening in the classroom while teaching. She told me that her video-elicitation experience had helped her to hone her attention to details. In the last interview, when I asked about how she felt about her experience with this study, she responded:

I am so happy that I participated in this research as it allowed me to see myself and my practice. Discussing what I saw along with your questions made me see new things, consider some aspects, and look at some issues in a different way. It enlightened me. But honestly the timing of the study was not helpful. I have been very pressured with internship responsibilities. I hated that I barely got time to prepare my materials for the following day in order to be really ready and involved in the process. In future, I must find time to avoid rushing my lesson preparation.

Amal showed herself to be a devoted and dedicated participant in the process of reflection and video elicitation. Amal devoted more time than any other participant in the study to planning and keeping her appointments with me. She showed an eagerness to expand her horizons in her profession through her use of the reflective process. Amal indicated that she would have been less stressed if the reflective process had started earlier in her coursework. She told me she was planning to use video-elicitation and reflection in her future work in the classroom as a full-service teacher. Amal told me she believed reflection be an ongoing process to help teachers grow in their practice. Amal confided that before her participation in my study, she had once tried videotaping herself and her class with her smartphone camera:

I had my phone on a table at the back of my classroom. The back camera was on me and the phone screen was towards the wall. Unfortunately, a few seconds after I started my

lesson, the phone flipped but continued recording. At least I was able to hear my voice!
(laughing)

Amal indicated that a future concern would be her access to quality tools such as a professional camera and a tripod. She said:

The phone for example seems like a good option but it wouldn't stay still without supporting tools and I do not think it would show details nicely. I mean having certain tools is important because it enhances the quality of videos which is something I want.

Amal also explored and expanded her skills in using tools to enhance her practice. During the second video recording, she asked me to move the camera around at different stages of the lesson and directed me on how to use the zoom to capture details. Amal had devised a definite plan on how to use the camera for optimum effect.

Amal, the caring shawi, worked to find green pastures for her flock. She believed that the school environment should be an oasis of growth and learning for her children. Amal believed that all school personnel - teachers, supervisors and administrators - were members of the same team whose primary mission was the welfare of the children in their care. Amal strove to create a home away from home for her children within her classroom walls. She believed that this provided the best conditions for the happiness, growth and development of her children. Amal also believed in constantly expanding her horizons in search of new ways to nurture and support her children. She volunteered for this study in the hope of deepening her ability to understand and help her students. Both Amal and I agree that her decision was a good one - for her children, for me and for her long and fruitful career ahead in the wonderful profession of teaching.

Chapter Seven

Cross-Case Analysis

This study aimed to explore the experiences of Kuwaiti pre-service teachers with guided reflection and the extent to which video technology facilitates their participation in the reflective process. This research was conducted in Fall 2015 using a qualitative descriptive study (Berg & Lune, 2012; Creswell, 2013). I used multiple data sources in this study to gain additional insight about the experiences of the three early childhood pre-service teachers who were purposefully selected for participation to optimize the quality and credibility of the research findings (Patton, 2002). The data sources were semi-structured and comprised video-elicited interviews, field notes, and researcher reflective journals. The study was guided by two research questions: In what ways does video elicitation facilitate Kuwaiti pre-service teachers' reflections? What do Kuwaiti pre-service teachers reflect about?

In chapter one I shared my own personal story as a Kuwaiti woman who found her place in life as a teacher and educator in her homeland and who then found herself traveling across the world to the US and immersing herself for several years in a challenging and fulfilling intellectual and multicultural setting - a modern Kuwaiti woman who is now poised to return to her homeland with the wisdom and gifts she has garnered abroad in order to enrich Kuwaiti culture and especially its educational system as we embark on a new age for Kuwait and the world.

In chapter two, I introduced my hero-philosopher, Barbara Rogoff who inspires and guides us to expand our intellectual frameworks in order to do justice to the complexity, beauty and interconnectedness of all human life on this planet. Rogoff (2003; 1995) holds up a mirror for us to see ourselves in a new way as global citizens participating in a myriad of interconnected and overlapping cultural settings that defy our oversimplified, Eurocentric and linear approach of the twentieth century. Rogoff sees humanity as a unified whole and also sees a humanity that is so highly differentiated that none of our simplistic categories are effective in comprehending it. We must be continually exploring the immediate world about us as a highly complex ecosystem with many aspects that interact with each other to form an intricate web of relationship and meaning.

To view our social world in a new and effective way demands a new focus that I call “third-eye” thinking. Third-eye thinking views the world from a multi-faceted frame of reference that respects the complexity and the multidimensional nature of life itself. Reflection as used in this study represents a way of thinking that helps us to use our third eye to comprehend our world in a deep and meaningful way. We have much scholarly research from around the world and some from Kuwait and the GCC countries. We must use third-eye thinking to reinvent our Kuwaiti educational system to include our rich cultural heritage and our place in a new global world and a new Information Age. We must promote new research within Kuwait by Kuwaiti researchers who understand Kuwaiti culture from the inside out and who are also a part of the world community of scientists, scholars and educators.

In chapter three, I examined the methods and materials used in order to explore the use of reflection in a classroom setting and how the feedback mechanism of video elicitation could facilitate this reflection. I chose to study preservice teachers rather than veteran teachers because

I believe that reflection is a lifelong process that should start as early as possible in a teacher's career. Reflection does not provide ready answers for twenty-first century challenges. Reflection provides the tool for a new generation to explore our world in a new and creative way that will lead its users into new territory where new ways of thinking lead to new solutions for the challenges of the day.

Rogoff (2003; 1995) emphasizes the primacy of cultural context in order to understand and shape our social world. The nature of this study demanded a qualitative approach in order to explore the learning environment in all of its rich complexity and unity. The qualitative approach allowed me to explore the school and classroom environment from multiple perspectives. Each of the three chosen participants had unique backgrounds and personalities and this study gave me the opportunity to take Rogoff's advice and to delve into the details of their lives in order to understand their world through their eyes. This was by no means an exhaustive study. However, we need more research on reflection, video-elicitation and we need more research specifically in Kuwait and in its neighboring Arab countries. Rogoff emphasizes the importance of cultural specificity. We need more research within more countries and within different subcultures. We can no longer depend mostly on European and American research to understand society, culture and institutions in other parts of the world. I believe my study to be an important first step to trigger more research in Kuwait and the Arab region. I hope that others can follow in my footsteps and explore Kuwait's rich cultural heritage and help to transform our institutions in order to fulfill the demands of a new age.

In chapters four through six, I portrayed each participant individually and explored their experiences in-depth with regard to the Kuwaiti culture. Each participant provided me with new learning opportunities and helped me to see, through their eyes, what reflection looks like and

what it can offer. This also allowed me to explore the role of video in facilitating their reflection and learning. Each participant in the study brought forth unique themes that I believe have relevance for all educators - teachers and theorists alike. The study also shed light on the levels of engagement in the reflective process by the three participants while respecting the unique position of each participant in the learning matrix.

I promoted a collaborative, collegiate approach to this study by all of the participants. I urged the three participants to consider themselves as partners in my study. I encouraged them to own the study and to actively participate in directing and shaping it. One participant actually did all of her own class video recording. All participants were equally involved in setting schedules and arranging the mechanics of each recording session. Participants were also free to shape the nature of the interviews and to control and direct the equipment and the narrative. This study aimed to get an insider's view of the classroom experience of some preservice Kuwaiti kindergarten teachers and to discover how reflection and video elicitation can enhance that experience and lead to new ways of teaching for a new time.

In chapter seven, I will examine the three participants from several thematic perspectives that research indicates have a strong bearing on the overall effectiveness of a teacher. I, like many researchers and theorists, believe that it is exceptionally difficult to define and predict what makes a good teacher. There are however certain aspects that seem to contribute to the making of a good teacher. These provide a useful lens with which to constructively view a teacher in action and to explore the teacher as a vital participant in the learning environment. While not all-encompassing, these spheres of influence reflect Rogoff's exhortation that we explore our cultural world and its participants in a multidimensional way. Jasmine, Rana, and Amal each had unique interactions and engagements with the process of video based guided reflection. Each

participant’s experience of the process played a role in the topics and issues the participants explored and reflected about. The findings of this section are structured on a combination of approaches: Rogoff’s (2003; 1995) sociocultural notions and Korthagen’s (2004) “onion” model which explores the participant teacher from multiple aspects that have been found to have a bearing on the overall effectiveness of a teacher. First, let us briefly revisit our three preservice teacher participants: Jasmine, Rana and Amal.

Overview of Cases

The Unsettled Nomad (Bedouin) Jasmine

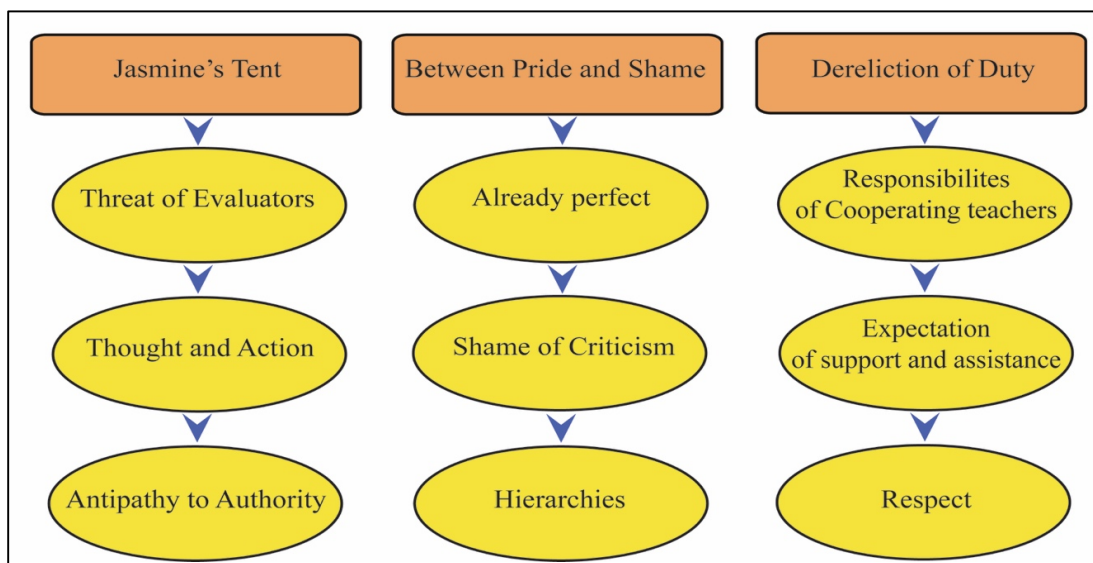


Figure 15 The Unsettled Nomad: Jasmine

My study found Jasmine at the beginning of a promising career in her chosen profession as teacher. As Jasmine struggled to become an effective teacher, she was also struggling to unite her sense of herself as a modern Kuwaiti woman with her equally strong identity as a Bedouin. At this stage, Jasmine identified more intensely with her Bedouin past. She attempted to create a

Bedouin-like atmosphere in her classroom and school. To fulfill her dreams, Jasmine needed to bridge the gap between her past and her future. She needed to realize that she could not impose her own vision on others. She would need to work to form a new identity that embraced her Bedouin past and also her place in the modern world as a Kuwaiti woman and world citizen. Jasmine cared deeply for her students and strove to give them her best. The conflict between her past and her future made life difficult for Jasmine and her coworkers. Through reflection, Jasmine had the potential to embrace her multiple identities and to find her own place in the world of today.

The Methodical Ghawas (Pearl Diver) Rana

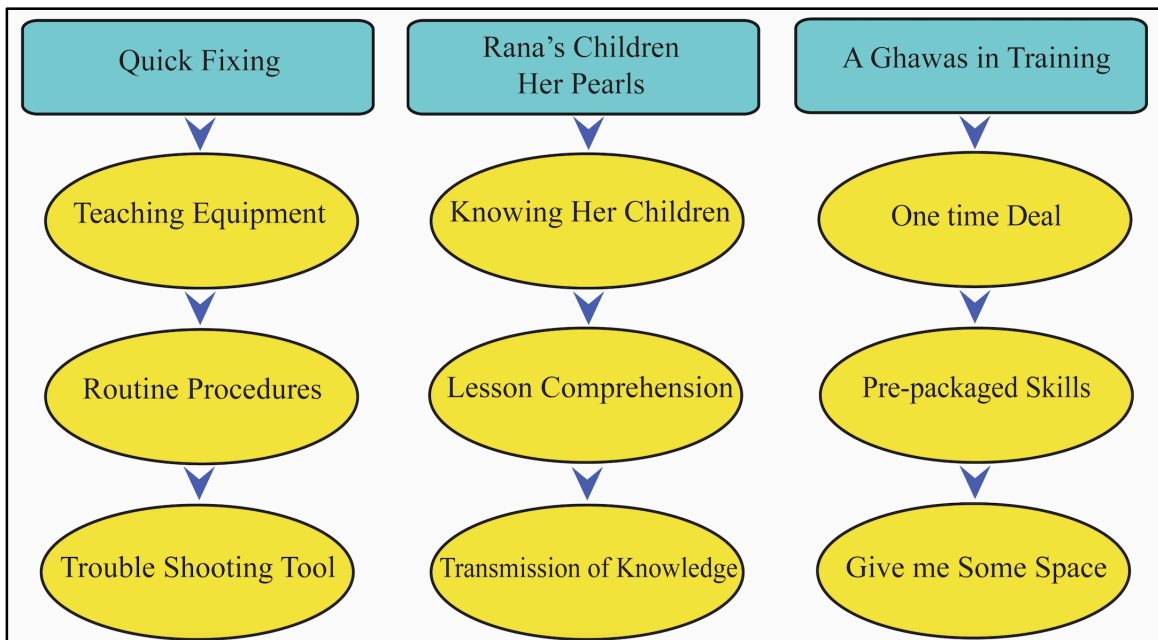


Figure 16 The Methodical Ghawas: Rana

Rana, the pearl diver, presented herself as a committed and capable preservice teacher who was determined to master the task of teaching. Like the pearl divers of old, Rana paid great

attention to detail. She strove to master all of the variables involved in teaching a class and worked to evolve and perfect a routine that would guarantee effective teaching outcomes. Rana was faithfully following in the tradition of the ghawas, the pearl diver, as she worked to gain a foothold in her chosen profession as teacher. The Ghawas had many admirable qualities and manned the front lines in the perilous quest for pearls. However, the mission to teach - to cherish and cultivate the hearts and minds of a new generation of children - required more than the narrow, determined focus of a ghawas. Rana, by embracing the role of a ghawas also embraced some serious handicaps in her chosen calling. The ghawas followed procedure and got the job done. But, in reality, the ghawas depended on his captain, his puller and the rest of the crew to take care of everything beyond his narrow task of diving and gathering. The Ghawas, though independent-minded, obeyed rather than commanded, accomplished one task superbly and was oblivious to all else around him. A teacher can learn many things from a ghawas, but the teacher must then step beyond those too-narrow boundaries. The teacher must be the captain of the classroom, standing on deck and moving throughout the vessel, aware of all aspects of her mission and always re-envisioning the big picture. The ghawas in Rana had taken her far. But in order to fulfill her role and mission as teacher, Rana would need to grab the wheel, to take responsibility for all that happened within her classroom and to navigate the sometimes tumultuous seas beyond the classroom walls - the school, the parents, the educational system and the multicultural influences in Kuwaiti society. It was time for Rana to become the mistress of her own destiny.

The Caring Shawi (Shepherd) Amal

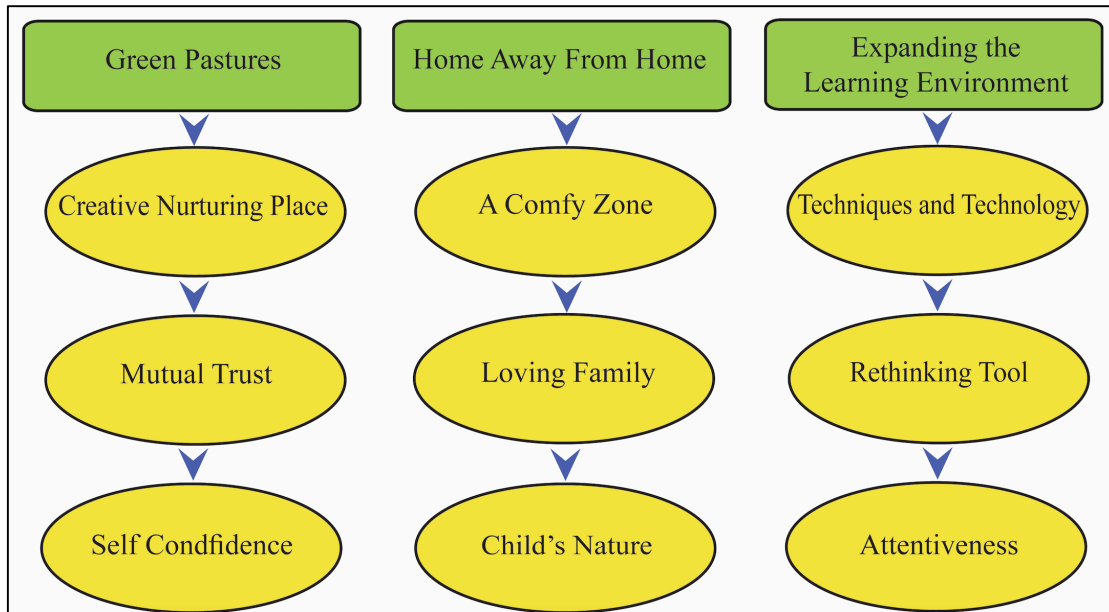


Figure 17. The Caring Shawi (Shepherd): Amal

Amal was born to care for children. Every fiber of her being felt the urge to love, protect and nurture young hearts, minds and spirits until they too found their own true place in the world. Rana empathized with children, with their fragility, their vulnerability, their spontaneity, their resilience. Amal herself identified with children and anticipated their wants and needs, was attuned to their fears and dreams. Amal's deepest desire was to be a champion for children, to be the hero who was always in the wings to oversee the festivities of life and to magically swoop in whenever danger darkened friendly skies. Amal wanted to be the adult in the room who spoke for children who had yet to find their own voice. Amal was the confident and capable adult who had committed her life and her career to protect, defend and nurture the weakest, most vulnerable and most precious among us - the child.

Amal had found that teaching provided her with the best opportunities to care for and nurture children. Amal, the good and loving shepherd, found within the school environment a

green and bountiful pasture in which to lovingly tend to her precious flock. Amal appreciated the rich resources and caring staff within her school. She expected her peers and the educational hierarchy to share her primary vision to provide a safe and creative environment for all of the children. Amal's peers sensed her genuine dedication to the welfare of the children and gladly worked with her to make the school a home away from home for all of the children in their care. Amal, the teacher with a heart of gold, knew her role and mission in life. She strove to increase her knowledge and mastery in the world and as teacher in order to ensure continued green pastures for her children. Amal's humility kept her heart and mind open to new experiences and new ways of being effective in the world and in her classroom.

The Cultural Spheres of Influence

The findings of this section are structured in a combination of approaches: Rogoff's (2003; 1995) sociocultural notions, and Korthagen's (2004) "onion" model of aspects that influence the development of an effective teacher. Applying this combined interpretive approach helped me to understand how the experiences of my three participants have been shaped in a holistic way. Rogoff emphasized the importance of using a multidimensional focus to understand the cultural environment. While there are a multitude of ways to explore a participant's overall effectiveness as a teacher, I found Korthagen's six onion aspects to be particularly useful in building up a comprehensive picture of a teacher in their learning environment. This was a preliminary study and more time and resources would be required in order to explore these aspects at deeper levels through a continued process of guided reflection and video elicitation.

Korthagen's "onion model" has six influential aspects: environment, behavior, competencies, beliefs, identity and mission. These levels are not hierarchical. However, they are all interconnected and represent spheres of influence in the formation of an effective teacher.

These levels are essential aspects that together represent the multifaceted influences that make each of us who we are. These are the forces that together mold and shape the teacher who shows up in the classroom each morning. According to Korthagen, it may not be possible to define what makes a good teacher but that any attempt to do so must examine various levels of influence which he terms the “onion.” Let us explore the lives of Jasmine, Rana and Amal using Rogoff and Korthagen to focus on essential aspects of a teacher’s world.

Environment

Rogoff (2003; 1995) considered the environment to be critical in any discussion of a participant. Rogoff believed we can only comprehend human motivation and behavior through an understanding of a person’s immediate environment. Cultural context is critical to any appraisal of character or behavior. For Rogoff the environment included the personal, the interpersonal and the communal spheres of influence. The environment comprises everything that participants encounter outside themselves: the class, the students, the school and the home. According to Korthagen (2004), this is the most objective and external aspect in his model. In this research, all three participants focused intensely on their social and physical environments. Many of the challenges and issues which the participants faced originated in their immediate environment as they struggled to adapt and to find their place, not only in within the school, but also within their new profession. The children, the cooperating teachers, the evaluators and administrators all affected the way Jasmine, Rana, and Amal practiced their teaching. This impact extended to the video elicitation interviews as there was a strong connection between what was going on in their classrooms and how they perceived and engaged with the reflective dialogue.

This was the first time for all the three preservice teachers to see themselves teaching on video and this allowed them to observe different nuances than those previously considered without the benefit of video playback. Their reflections revolved around the behaviors of all participants in their classroom. Much of their focus was on the children and their behavior. Watching the videos helped all three participants to modify their teaching habits and protocols to improve their practice. Supervisors had a major influence on all three participants. Jasmine and Rana felt intimidated by the evaluative process, while Amal took things in stride and was happy to get feedback from her evaluators. The cooperating teachers affected the participants. Amal had a good relationship with her cooperating teachers and communicated her thoughts and feelings at least to a certain degree. Jasmine and Rana had rather negative attitudes toward their cooperating teachers and did not feel free to share their thoughts and feelings or to work out differences in strategy and approach. While the school administration was cordial, it seemed that the evaluative process was rather one-sided and the preservice teachers did not feel welcomed to share and discuss theory and practice as equals with the evaluators. My study was also an important part of their teaching environment. I believe it provided all three with a release valve, a safe place to discuss their ideas and feelings openly and without recrimination. I believe their self-esteem increased because they felt empowered by the collegiate atmosphere which I had consciously nurtured and considered essential to the effectiveness of my study and the use of reflection to improve teaching practice.

Behavior

Korthagen (2004) lists behavior as another important aspect that influences a person's teaching practice. Rogoff stressed cultural context in any attempt to interpret an event. Behavior itself may be objectively viewed, but it can only be understood within its immediate cultural

context. A behavior may be acceptable in one setting and inappropriate in another. Behavior includes the methods and strategies the teacher employs in the teaching process. Behavior is what teachers do in their classrooms and schools as they attempt to cope with problems that occur within their environment. Indeed, there is an ambiguous relationship between the environment and behavior. Sometimes, the environment works as a trigger for certain behaviors by teachers. Behavior in turn often has an immediate effect on the environment. Behavior is directly observable and provides us with the end result of our identity, beliefs, and dreams.

According to McFarland et al. (2009), the reflective process invites teachers to look at past events, experiences and challenges and reexamines their behaviors in the light of present understanding. In this research, my three participants acted differently based on the unique dynamics of their situations. As explained in the previous section, Jasmine, Rana, and Amal found themselves in varied environmental conditions and faced unique challenges. Their behaviors, both in the classroom and during the interviews, were in response to certain environmental variables. Ward and McCotter (2004) explain that reflective teaching gives preservice teachers the opportunity to think carefully about their own teaching behaviors. In my research, I found that watching the video recorded lessons enabled the participants to explore some behaviors and to discuss it through a reflective dialogue.

Jasmine pointed out many things that she had not been able to accomplish and felt her failure was due to the ominous presence of her supervisor or to the hindering behavior of her cooperating teachers. For example, she told me the children were out of control because the cooperating teacher was not helping her: “The supervisor was there. So my cooperating teacher should have helped me with class management. She was supposed to sit in the circle with the children and to control those who were misbehaving.” Ward and McCotter (2004) call

this routine reflection - when the teacher tends to blame other participants and external conditions for any problems perceived. Jasmine's behavior was triggered by her lack of trust in her supervisors and cooperating teachers. Rana took responsibility for her actions which she found to be inadequate or ineffective and planned to avoid repeating her mistakes. She used phrases like "I shouldn't do this..." or "I was not supposed to make that ...". Amal examined her behaviors and went a step further by exploring the emotional and learning consequences for her children. For instance, she wished to sit at the same level as the children in order to convey respect and equality.

Competencies

Competencies reflect a teacher's grasp of the subject matter. The three preservice teachers in my study had completed all of the courses related to their teaching practice. All three displayed an ease with the subject matter, even while they struggled to teach it in their lesson plans. All three participants noted that their competencies had been taught without any connection to its practical application in the classroom setting. They felt unprepared by their college classes for the challenge of applying their knowledge in the classroom. They all felt that their college classes should have better prepared them to apply their knowledge effectively to help their students. They all felt out of their depth and doing their best to learn from day to day how to be a real teacher in a real classroom.

Beliefs

Beliefs represent the worldview or of the teacher. Beliefs are influenced by our childhood experiences, the social and cultural environment in which we grew up and by our own emotional responses to life. Rogoff considered all of these influences to be important aspects that influence

how we feel and think, how we interpret our experiences, and, ultimately, how we interact in our present cultural environment.

Jasmine was influenced greatly by her Bedouin background. She felt that the school in which she served her apprenticeship was an alien and unsupportive environment that was inferior to a Bedouin environment. Jasmine's beliefs prompted her to blame external forces for the difficulties she encountered. They also made her feel powerless to take control and initiate change. She took an absolute position on issues and was not ready to find common ground through negotiation and compromise.

Rana believed in her ability to become an effective teacher. This confidence helped her to make this a reality. Rana believed that teaching was a task to be perfected. This motivated her to improve her practice in technical ways. However, this belief also limited her ability to explore teaching at a deeper level, to see it as an ongoing process of inner reflection that leads to new insights and new ways of becoming a more effective teacher in touch with students' needs and potentials.

Amal believed in her ability to provide her students with a loving and supportive environment, a home away from home. Amal believed that teaching was an ongoing process of learning how to better serve the evolving needs of her students in a changing environment. Her beliefs had a deep effect on how she applied her knowledge in the classroom.

Identity

Identity is subjective but it has concrete implications in how effective a teacher can become. Rogoff believed that a person's sense of one's place within a cultural context affected their attitude, behavior and how they interacted with their environment.

Jasmine identified as a Bedouin and so she felt uncomfortable in a non-Bedouin community. Through reflection, Jasmine had the potential to expand her identity and to see herself as a Kuwaiti woman who was also a Bedouin. In this way, Jasmine could celebrate her Bedouin past while embracing a new, broader identity that could help her feel like a respected citizen of Kuwait and a member of a world community called humanity. Jasmine's narrow identity made her feel threatened by non-Bedouin ways and traditions. This also limited her in her interactions with her students, her colleagues and with the school as an institution

Rana felt comfortable as a modern Kuwaiti woman. However, Rana had a limiting sense of identity as a teacher. Rana regarded teaching as a job of labor and routine in an environment where a teacher followed but did not have the power to lead. Because of this, Rana strove to master the routine, technical aspects of teaching. She kept her head down and did not look to the horizon in order to explore new ways of learning and doing and to lead others toward a more enlightened sense of what a teacher and a school can achieve when they believe it is possible.

Amal's sense of identity revolved around her desire to help children learn and grow in a safe and loving environment. Amal saw herself as a teacher who could transform her classroom into a home away from home for her children and provide them with physical, emotional and intellectual sustenance. Amal's sense of identity made her feel capable to affect change in her school environment in order to better serve her students.

Mission

Mission refers to the teacher's sense of place in the universe. It answers the question "Why am I here?" Mission can be regarded as our spiritual purpose in life. Rogoff believed that our world is a dynamic creative, interconnected web of consciousness. A person's mission was to find their role in that creative process.

Jasmine's mission revolved around preserving her Bedouin identity in a culture in which Bedouin values and way of life seemed under constant siege. Jasmine's mission collided with the mission of a teacher to help all children grow regardless of their background or beliefs. Jasmine's mission could only be realized by finding a Bedouin community in which to teach. However, even this would prove ineffective since modern society is linked through travel and communication and one can only fulfill one's life mission by embracing a broader identity that includes all of humanity.

Rana's mission in life was to become a good teacher and to live a normal happy life in her homeland Kuwait. Rana had the ability and self-confidence to fulfill her life mission. However, Rana set her sights too low and her idea of mission fell short of the vision needed to be an effective teacher in Kuwait today. Today's Kuwait needs a teacher vision that raises the expectations of what is achievable and helps children grow with this vision. Modern Kuwait needs leaders of the mind, not laborers who toil at tasks. Teachers need to lead the next generation by showing them that more is possible. The world is an oyster still waiting to reveal its riches. It is the teacher's job to point out the way to help the next generation to thrive

Amal's mission was to help her children grow and fulfill their true potential. In order to achieve her mission, Amal strove to fulfill her own potential and to constantly learn how to become a better teacher. Amal's sense of mission helped her to avoid petty conflicts with fellow teachers and supervisors. Amal followed her vision of creating the best possible atmosphere for her students each day. Amal also searched for ways to improve her knowledge and abilities in order to constantly improve the lives and future of her children.

Rogoff's cultural participation approach accompanied by Korthagen's aspects that influence the development of an effective teacher can help us to chart a path for teachers to begin

the journey toward a more fulfilling and ambitious role as teacher in the twenty-first century. We can heed Rogoff and allow ourselves to view teaching as a multidimensional process. We can view the teacher through Korthagen's prism of: environment, behavior, competencies, beliefs, identity and mission. In this way we can widen and deepen our expectations of what a teacher can be.

Kuwaiti Specific Constructs of Reflection

In this study I explored in-depth the experiences of preservice teachers in modern Kuwait and the potential to use reflection as a tool for growth and development. Reflection has become an integral part of teacher education in many countries around the world. However, reflection has not received much attention in Kuwait or in neighboring GCC countries, and we have a paucity of research in the region. I hope that my study becomes just one of many new studies that explore education and reflection in Kuwait and other Arab countries. In this section, I will revisit the regional literature and discuss the culturally specific constructs of reflection in light of my research.

Reflection within the Kuwaiti culture encompasses two essential concepts rooted in Arab culture and religious belief: meditation and striving for excellence. From the Islamic perspective, the practice of meditation is a necessity of faith imposed by the moral conscience of the profession and the demands of the twentieth century (Abdulhadi, 2001; Ostaz, 2011). This certainly applies also to the twenty-first century. Meditation is an essential element in the teachings of the Holy Quran, which emphasize the necessity to use the human mind to meditate and practice forethought. Striving for excellence is a cultural value held in the highest regard in our culture. The Islamic religion encourages "perfection of action," which means completing work and tasks with proficiency and seeking constant improvement (Ahmed, 1989). Prophet

Mohammad, peace be upon him, once said, “Allah loves that whenever any of you does something, he excels in it” (Al-Damashki, 1986, p. 8). So reflection is not a new concept, but it has not been introduced in a structured and systematic way for thinking and practice in Arab/Kuwaiti teacher education. This realization is behind every step I took in my investigative journey with reflection in the context of Kuwaiti Early Childhood Teacher Education.

The experiences of Jasmine, Rana, and Amal with reflection revealed some of the potentials and challenges related to reflection within the Kuwaiti context. My three participants engaged in reflection in their own uniquely individual ways. Their individual levels of reflection depended on many influences. For this reason, I believe we should not make simplistic comparisons regarding the level of reflection displayed by the participants. Generally, it can be said that the overall level of reflection by the study participants was technical and superficial. This is compatible with what Ostaz (2011) found in his study. His findings showed that middle school science teachers’ level of reflective thinking was low because of the teachers’ unfamiliarity with the concept of reflective thinking and the process it entails. His results also showed that while there were no significant differences in the levels of reflective thinking of science teachers that could be attributed to gender, scientific qualifications, or educational institutions, teachers with more years of experience demonstrated higher levels of reflective thinking than those with less experience. Preservice teachers grapple with the mechanics of teaching. It is, therefore, inevitable that their reflections will revolve mostly around the technical aspects of teaching practice.

My participants in this research used the process of reflection to look at their practice from various perspectives. Tashman et al. (2012) call this process “critical thinking.” At times, the participants used an evaluative lens while viewing their performance. Rana, for example,

categorized her practices on the video recordings - what went right and what did not turn out as planned. According to Buqahoos and Alkalili (2005), this can be considered as part of the development of critical thinking. Buqahoos and Alkalili reviewed the literature for the purpose of developing a critical thinking model for teachers in Saudi Arabia, and they found that most of the “critical thinking” definitions were focused on the formation of judgments concerning a topic or issue. However, they asserted that one should be cautious, because not every judgment is based on critical thinking. Through my experience with this research, I came to realize that it can be challenging to detect whether judgement is an outcome of thoughtful critical thinking or not. Probing the participants during the interviews not only helped me to investigate the assertions they made about their performance, but also assisted the participants to follow their evaluative thinking process and verify the conclusions they were making. “Why do you feel this way” and “How did you come to this view” are some examples of the questions I asked to deepen our conversations and to explore aspects of the thinking process.

The terms “reflective thinking” and “critical thinking” have similar definitions in some of the GCC regional studies and sometimes they are used interchangeably. Alshuwairekh (2011) stated that reflective thinking is a complicated term that does not have a clear unified definition in Arab literature. His investigation found a wide range of possible meanings. However, most of these meanings had something in common: the transformation of experience into learning. This meaning accurately describes my third-eye reflection and embodies the core findings of my research. Both the participants and I were learning to grow through the facilitated conversations we had revolving around video-recorded lessons. We both gained insights that did not necessarily stem directly from what was viewed on the video recordings. Rather, the video recordings acted as a focal point for shared conversations and guided reflection, which led to a

deeper appreciation and comprehension of the whole learning environment. For example, with Amal, one conversation started with how she looked while sitting on the floor but ended discussing ways of viewing issues of power and authority through the eyes of children.

Dawani (2009) views reflection as a human activity in which individuals retrieve their experiences in order to ponder and evaluate them. Dawani asserts that reflective thinking has a strong relationship with the ethics of caring. Caring, as Dawani explained it, is not just a way of showing love and appreciation towards students. Caring is about using interactive approaches with students in ways that help to reveal their strengths and potentials. Amal, my thoughtful shawi (shepherd), cared about the children in her classroom and used reflection to deepen her ability to understand them in order to help them to learn and grow. Rana, my methodical ghawas (pearl diver), used reflective dialogue to discuss the interests of her children and to explore how to integrate reflection into her practice in order to increase their motivation and enthusiasm. The findings of my study confirm Dawani's assertion that the practice of getting to know the students and their interests, combined with the process of reflection, helps teachers to further the growth and development of the children in their classroom.

Kuwaiti teachers face challenges in implementing reflection within the current educational environment. One of these challenges arises from working in a regimented and distrustful climate. According to Dawani (2009), most of the regional Arab educational systems constrain the freedom of teachers and restrict their minds, depriving them of the gift of meditation and creativity. This was evident in the case of Jasmine who struggled to find her place within the school community and fought to defend her views on teaching and learning. Jasmine found herself in an alien environment. This had an impact on her participation in this study and was the main source of her resistance to being engaged in reflective dialogue during

the interviews. Bshara (2010) emphasizes that the opportunity to cultivate a supportive learning environment begins with preservice teachers. Bshara stresses that the relationship between student teachers and teacher educators must be built on trust, and with minds open to diverse ways of looking at the world we live in.

Rogoff stressed the importance of cultural specificity, the avoidance of grand generalizations across cultures. This means that we must refrain from using a cookie cutter approach to educational issues across regions and cultures of the world. Most research on education, reflection, and video elicitation still stems from Western countries and Western researchers. This poses dangers and pitfalls as assumptions are made and data are transplanted inappropriately across cultures. We have a glaring example of this in the study by Richardson (2004). Richardson regarded reflective practice as an extension of Western values, which she believed to differ greatly from Eastern values. Richardson claimed that the “Arab, Islamic beliefs and values of the society do not readily lend themselves to the transfer of western teacher education concepts and models” (p. 435). It is not surprising to see the pessimistic conclusions that were based on applying Western criteria, as Richardson stated, in judging the effectiveness of a new teacher education curriculum developed in UAE. I found that she used a narrow focus based on anecdotal comparisons between the Western and Eastern implementation of reflection by female student teachers. Nonetheless, the findings of my study concur with Richardson on the risks and challenges in promoting change within authoritative and hierarchal school systems in the GCC context. Indeed, this is a concern that has been raised by a number of Arab regional scholars in their work, such as Bshara (2010) and Dawani (2009). I also agree with Richardson that Western models cannot be applied as-is in non-Western cultural contexts such as Kuwait and other Arab/Islamic cultures. Richardson makes a huge leap, however, when she doubts that

reflection can be applied effectively in Arab/Islamic cultural contexts. Reflection is not an exclusively Western concept as Richardson seems to presume. Reflection is a tool that works in all cultural environments, including educational systems that still cling to regimented and rigid frameworks.

Richardson (2004) asserts that “students’ resistance to making the change to taking more responsibility for their own learning, stems from their previous experiences in local Arab primary and secondary schooling where passive learning and memorization of tracts is the expected way of learning” (p. 432). This view takes me back to Korthagen’s (2004) spheres of influence discussed in the previous section. The experiences of my participants with the reflective process were shaped by diverse influences, and their past experiences in schooling are among these influences. For example, when Rana watched herself on the video, she seemed to perceive me as the expert or coach. At first, she asked me what she was supposed to do in the various situations we discussed. I was initially surprised to find myself in that role, but instead of answering her questions, I invited Rana to take a more active role and to analyze the video-recorded events. Rana responded well and delivered logical and creative solutions to her own questions as described her narrative. Similarly, Amal’s childhood experiences have helped shape her approach to teaching today. She wishes to relieve every one of her flock from the anguish she herself experienced as a child fearing going to school every morning. Amal used reflection to learn ways to create a wonderful and pleasant school experience for the children - a smooth transition into another loving family—the school family.

These stories of my participants taught me that when teachers are supported with guided reflection they may take an active role to make the change they desire and make a difference in the lives of the young children in their classrooms. Indeed, my research findings confirm the

conclusions of Clark and Otaky (2006), whose investigation of Emirati women's perception of reflective teaching in the same setting of UAE was published two years after Richardson's work. The research of Clark and Otaky reveals that the participating student teachers viewed themselves as change agents in the educational system of UAE through the implementation of critical and reflective thinking strategies in their training programs. Clark and Otaky indicate that reflective teaching has been adopted and is being shaped by historical, social, and cultural factors. Their findings are data driven, and they supported their assertions with examples of student teachers' reflective journals and portfolios. Clark and Otaky's consideration of the contextual cultural influences explains the contradiction found between the findings of their study and that of Richardson (2004). despite the fact that both studies addressed the same new program in the UAE context, the researchers approached their inquiry through different lenses. Also, this view of teachers as change agents is compatible with findings of similar studies in the region and particularly in the Omani context. In his work, Al-Issa (2005) recognizes that providing teachers with such tools can enable them to become effective change agents through reflective teaching. He found that critical reflection, progressive training modes, and analytical thinking abilities are vital in helping prospective teachers to create change in rigidly centralized and hegemonic education systems as in Oman.

Reflection aims and practices vary according to cultural conditions. Various cultures find themselves at unique positions on the cultural continuum between independence and interdependence, and this affects directly the aims and applications of reflection in these cultural settings. Reflection as practiced within the US educational system, for example, cannot be transplanted as is into a Middle Eastern educational system. We must not be lazy or elitist by applying a one-size-fits-all approach to reflection within various cultures and subcultures.

Reflection must be aligned with the aims, methods, and customs of a specific cultural setting anywhere in the world.

Kuwaiti scholars and researchers must combine their global perspective with their intimate knowledge of Arab-Kuwaiti culture to lead the way with more research and third-eye reflection to uncover the treasures lying just beneath our feet. Reflection is neither Eastern nor Western. It belongs to all of us, and we are all free to use it in a culturally-specific and meaningful way. Rogoff inspires us to embrace the rich cultural diversity of our planet. Korthagen reminds us of the strong invisible influences of beliefs, identity and mission that are shaped within our immediate cultural environment. Arab-Kuwaiti scholars and researchers must roll up their sleeves and begin a new voyage of discovery by exploring in detail the Arab-Kuwaiti cultural terrain. There are more oases to seek out. There are more pearls to be found. There are more green pastures with which to nurture our precious flock. Let the adventure continue!

Implications: Unlocking Reflective Potentials

Reflection is a powerful tool that has the potential to affect change not only within the classroom, but within the larger context of community, society, nation and the world. It is my hope that this study will be the first of many conducted in my home country of Kuwait. Most scholars, including Kuwaiti and GCC researchers, have focused on measuring teachers' levels of reflective thinking and practice. My goal with this study has been to unfold and comprehend the concept and practice of reflection and its specific application in the cultural context of Kuwait.

In this research, I was able to explore the experiences of three Kuwaiti pre-service teachers with guided reflection and the extent to which video technology facilitated their participation in the reflective process. The preservice teachers expressed varied ways of

interacting with the process, which ranged along a continuum of resistance to and readiness for change. As discussed earlier, there are varied essential aspects and influences that shaped these experiences and that contributed to who the participants are and their level of engagement with the reflective process. Teacher educators need to pay special attention to the cultural spheres of influence that shape each teacher and help them find their way forward toward growth and increased awareness.

Reflection is an ongoing learning process, not a task to be completed. Neither is it a pre-packaged skill to be transmitted to teachers. I believe that every teacher and educator has the potential to become a reflective practitioner, and it is our job as teacher educators to unlock these potentials. In Kuwait, we need to deepen our thinking and broaden the discourse on teacher education. One of the core missions of teacher education in Kuwait should be to develop teachers' capacity for reflection. We need to shift the focus away from "training teachers." Training entails a passive role as if teachers are machines we can program. Instead, we need to nurture teachers as "change agents" who are active in their own learning and who can become the experts of their own classrooms. It is time to think of more collaborative approaches rather than the current competitive ones in which teachers are struggling just to get by. A true learning experience is one that helps teachers gain confidence in their abilities through trust and respect—something teachers in Kuwait are not experiencing today. Under the threat of evaluation and its implied notions of control and authority, teachers feel dehumanized and undervalued. Under such conditions, desired change can never happen. Indeed, desired change happens only when teachers are given the opportunity to participate in a well-structured learning experience that includes a multifaceted view of the teacher. This well-structured learning experience views teachers as active learners seeking to grow. This type of experience also values

their unique characteristics and their individuality, which are essential aspects of the effective teacher.

A well-structured learning experience is one that views reflection as a way of seeing, a way of learning, and a way of living. It is an experience that integrates various models and tools of reflection within each of its aspects. Reflective journals and videos are examples of such tools. There are teacher educators who themselves practice and model reflection. These teacher educators use reflection to learn about their practice and to know their students. They can thus respond to their students' particular needs and be able to create individualized learning experiences. Offering specific courses that address reflection and introduce reflective tools might maximize the effectiveness and potential of reflection. These courses may allow student teachers to explore these tools and become familiar with them before, during, and after field training.

Preparing teachers to be change agents is a task that needs certain considerations. At first, teachers must feel safe and secure. The relationships between evaluators and teachers should be more collegial and framed as part of a collaborative approach, rather than being authoritative and threatening. To help teachers broaden their thinking beyond searching for mistakes, we need to establish a new perspective in looking at teaching practice. This perspective views mistakes as learning opportunities, and there should be no personal judgments involved. In this collaborative approach, teachers are trusted and are thus empowered to find their own voice. Kuwaiti preservice teachers do not need others' eyes to guide their learning and growth. Instead every teacher needs to develop and strengthen his/her own unique third eye. This third eye of reflection will help them become better observers—observers that are more aware of their surroundings and who affect continual change within their classrooms. With such approaches and

perspectives, Kuwaiti teachers can become the desired change agents every Kuwaiti is dreaming about.

Concluding Thoughts

This research project was a dream come true for me. As I grew into adulthood and began my teaching career in my home country of Kuwait, I dreamed of finding a way to help our people face a new century with new eyes and with a new identity to match a new age for Kuwait and indeed for the entire world. As I made my way through the Kuwaiti educational system, I realized more and more that we need to explore innovative ways to approach education, learning and change. But I felt I did not have the tools and materials to affect change within the system. I realized also that I myself needed to grow in order to fulfill my dream. Then God provided me with a wonderful privilege and the opportunity of a lifetime to travel abroad and to learn to look at the world in new and refreshing ways.

My reflection study of three pre-service kindergarten teachers in Kuwait City was a small but important step toward transforming our cultural institutions from within. Traveling abroad and experiencing a new culture gave me new eyes with which to view my familiar Kuwaiti environment. I returned to my homeland and to the institutions that shaped me both as an insider and an outsider. The insider in me loves my country and my people and our traditions dearly. The outsider in me sees the pitfalls of old ways of viewing and acting that can hinder our growth and participation in a new and exciting world. My study of three pre-service teachers, Rana, Jasmine, and Amal, provided me with the wonderful opportunity to explore first-hand the landscape inside Kuwait's schools with three people who were themselves grappling to find their place within this environment. I had hoped that these three pre-service teachers would represent by their various personalities and backgrounds many of the teachers and pre-service teachers

within the Kuwaiti educational system today. Rana, the methodical ghawas (pearl diver), represents a large number of today's teachers. Rana was competent, open to learning and change, but happy to stay within the safe parameters of current institutional expectations and protocols. Jasmine, my unsettled nomad, represents those who fear change and the complexity of operating in a multicultural, rapidly evolving information age. Amal, my caring shawi (shepherd), represents our hope for the future. Amal lives from the heart and uses her mind to further her heart's desire to see all people, teachers and students alike, grow and flourish and be all that they can be.

I have spent seven years in the US absorbing the ideas of the best minds on the planet and exploring first-hand new ways of learning and growth. I call my new perspective "third eye" thinking. This involves a multidimensional approach to learning that is closely connected to day-to-day experience within the myriad cultural spheres of influence that shape who we are and how we interact with the world. Barbara Rogoff, it seems, went through a similar phase of dissatisfaction with the intellectual status quo that led to her refreshing new approach, exploring human beings and how they operate within their cultural environment. Rogoff believes that we need to move away from trying to define our experience in a one-dimensional static fashion. She realized that we cannot divorce human motivation and behavior from its cultural context. So we must roll up our shirt sleeves and experience first-hand as participants the environment in which people live and operate on a daily basis. This environment is multifaceted and in constant flux and change. So we can never rest on our laurels and presume we understand wholly what we are seeing. Change must be our new constant. Constant learning and reinterpretation must be our way of life. We must explore our human world from personal, interpersonal, and community perspectives, and within these spheres of influence we must remember that we are all

participants in an intricate web of relationships and shared meanings, where all parts are affecting and affected in a constant sea of change. As we acknowledge the beautiful interconnectedness of all that we see, we can learn to promote harmonious change for individuals, communities, and cultures the world over. I wish for all of my people to be all that we can be - as individuals, as communities, and as a proud nation in the family of nations that share our earth.

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Appendix A

Introductory Interview Protocol

- What led you to teach and come into this program?
- What field experiences/teaching experiences do you have?
- What other experiences, if any, have you had working with kindergarten-aged children? (This can be in and/or outside of the school setting). What were these experiences like?
- What kind of kindergarten did you attend? Setting, demographics, etc.
- What do you remember about those days in preschool? How was your experience?
- When you think back to your own preschool, and compare it to the kindergarten you teach in today, what similarities do you see? What differences? (Ask for each separately). What are your thoughts about those similarities and differences?
- Imagine that it's now five years in the future. What do you imagine that you will be doing at that time?
- You're just starting out on your first teaching experience as a pre-service teacher. What are your concerns about being in this new position—that is, teaching in a preschool setting for the first time?

Appendix B

Framework for The Video Elicitation Interview

The following framework is borrowed from Powell (2005). These questions will be used to guide the reflective dialogue in the video elicited interviews and to probe the participants for a deeper analysis to what they view in the videos.

Intentions and purposes

- What were your intentions/aims/purposes in using this strategy?
- How far were you successful in this?
- How did you come to this view?
- What did you expect learners' response to be?
- How/why was it different?
- What does this tell you?
- On what basis were your purposes formed?
- Did the context (school policy/time of year etc influence your purposes?

Self-awareness

- What were you thinking in this moment?
- What were you feeling in this moment?
- What are the roots of this feeling?
- What did you learn from viewing yourself?

Practical reflection

- What assumptions are you making about teaching and learning?
- What are these assumptions based on?
- Personal experience, teacher training, other professionals, school/professional culture, research evidence?

- What alternative actions/solutions/views might be appropriate?
- How might you decide what is appropriate to you situation?
- What source of new/alternative knowledge/information might useful?
- What values are represented in the teaching?
- What other values might be applicable to the teaching?
- What does being professional mean to you?

Technical reflection

- What were you doing/aiming for here?
- How did you decide what outcomes were appropriate?
- Why did you choose this strategy/subject matter?
- What evidence/information did you base this choice on?
- Can you break down what you were doing into different elements?
- How might different/individual children perceive/respond differently to the strategy?
- How did your prior experience of the class influence your actions/thinking?
- How might your actions be improved
- What kind of learning was promoted? How do you know that?

Perceptual awareness

- What were you aware of in the classroom at this moment?
- Where was your attention focused?
- What did you notice now that you weren't aware of during the lesson?
- What alternative foci might there be?

Critical reflection

- What ethical/moral choices have been made here?
- What alternative moral/ethical positions are there?
- What wider historical, socio-political, cultural forces/constraints apply here - interpersonal, classroom, school?
- How are pupils affected by your actions beyond the classroom/in subtle ways.
- What covert messages might be conveyed?
- Does the practice offer equality of opportunity? Is it just? Judged by what criteria?

Appendix C

Final Interview Protocol

- Can you tell me how do you feel about this experience?
- What have you learned about yourself as a teacher throughout this experience?
- How did you feel about being videotaped while teaching? Did the camera have any impact on you or the children in the classroom?
- What are your overall views on using video-based reflections?
- Did the videotapes assist you in reflecting about your teaching or planning? How?
- Have you learned anything about reflection? How do you define reflection?
- Have your participation in this experience changed you? In what ways?
- If you were to tell one of your colleagues and/or friends about your experience with video guided reflections, what would you tell them?
- Are you planning to use this tool in the future? How? What will you change?

Appendix D

Informed Consent (Arabic Version)

Study ID: Pro00022709 Date Approved: 10/27/2015 Expiration Date: 10/12/2016



أقرار بالموافقة على المشاركة في بحث تربوي

مقترح # ٢٢٧٠٩

هذه الدراسة البحثية تتضمن فقط أولئك الذين يوافقون على المشاركة، وهذه الوثيقة تسمى "نموذج اقرار بالموافقة على المشاركة في بحث". الرجاء قراءة المعلومات المذكورة أدناه بحرص وأخذ الوقت الكافي ل اتخاذ قرارك. يمكنك طلب مناقشة هذا الاقرار مع الباحث أو فريق البحث لشرح الكلمات أو المعلومات الغير مفهومة أو الغير واضحة. كذلك يمكنك أن تتحدث مع أسرته وأصدقائك بشأن هذا البحث قبل أن تتخذ القرار بالمشاركة. المعلومات الخاصة بطبيعة الدراسة والمعلومات الأخرى حول الدراسة موجودة في الأسفل. في هذا الإقرار نحن نطلب منك المشاركة في بحث تربوي عنوانه مايلي:

عين المعلم الثالثة: استخدام الطالبات المعلمات في تخصص رياض الأطفال ل الفيديو كأداة مُساعدة لتأمل وتحليل أدائهم.

الشخص المسئول عن هذه الدراسة البحثية هو حصة السهيل. وتسمى ب الباحث الرئيسي. كذلك قد يكون هناك بعض الباحثين الآخرين ممن يمكنهم أن يتصرفوا نيابة عن الشخص المسئول. كما أنها تقوم ب هذا البحث تحت اشراف الدكتورة آيلين بيرسون، أستاذة دكتور في جامعة جنوب فلوريدا والمتخصصة في الطفولة المبكرة. سيتم إجراء البحث في جامعة الكويت وفي عدد من رياض الأطفال المتعاونة مع كلية التربية.

الغرض من الدراسة

Social Behavioral

Version #1

Version Date: 10/25/2015

Page 1 of 6



الغرض من هذه الدراسة هو استكشاف دور الفيديو كأداة مُساعدة للمعلمين في تأمل وتحليل أدائهم. التأمل المقصود هنا هو عملية التحليل العميق للأداء من أجل تطويره وتحسينه مما بالتالي يعود بالفائدة ليس فقط على المعلمة إنما كذلك على الطفل ك تلبية احتياجاته ورفع تحصيله الأكاديمي. لهذا فإننا في هذه الدراسة سوف نقوم بتصوير فيديو لدرسين مقدمين من قِبَل كل طالبة معلمة مشاركة حيث سيتم استخدام الفيديو في وقت لاحق كجزء من حوار تأملي بين الباحث والمعلمة.

لماذا نطلب منك المشاركة؟

لأنك طالبة معلمة في تخصص رياض الأطفال بجامعة الكويت مسجلة هذا الفصل في التدريب الميداني.

إجراءات الدراسة:

في حال مشاركتك سيطلب منك ما يلي:

- المشاركة في أربع مقابلات مع الباحثة خلال الفصل الدراسي الأول من العام ٢٠١٥/٢٠١٦. اثتان من هذه المقابلات سيتخللها مشاهدة فيديو مسجل مسبقاً للمعلمة الطالبة ومن ثم المشاركة في حوار مع الباحث حول ما يتم مشاهدته في الفيديو.
- مكان المقابلات سيكون من اختيار المعلمة (اما في المدرسة، الجامعة، أو أي مكان تنطبق عليه الشروط) كما سيتم تسجيل هذه المقابلات صوتياً بغرض التحليل لاحقاً.
- الباحثة سوف تقوم بتسجيل فيديو لـ حلقتان صباحيتان مقدمتان من قِبَل الطالبة المعلمة وكذلك من اختيارها. كل درس ستكون مدته حوالي 20-25 دقيقة.
- في هذه التسجيلات سيظهر الأطفال وكذلك المعلمات الأخريات في الفصل من خلال تفاعلهم مع المعلمة الطالبة أثناء التصوير. في حال عدم موافقة اي ولي أمر لظهور الطفل في التسجيل او حتى المعلمة الأخرى في الفصل فرغبتهم سوف تُحترم حيث انهم سيشاركون في الدرس بشكل اعتيادي ولكن لن يظهروا في التصوير (ستدار عدسة التصوير بعيداً).

- كل بيانات الفيديو سوف تكون محمية بشكل سري بكثير من الطرق، منها اقتصار مشاهدتها على الباحثة والطالبة المعلمة، وسيتم اخفاء كل المعلومات الشخصية مثل أسماء المشاركين أو المدرسة التي تم فيها التسجيل.
- سوف يتم استخدام بيانات ونتائج هذا البحث لأغراض تعليمية منها تدريب المعلمين ودراسة التعليم والتعلم في الفصول الدراسية لرياض الأطفال. وعلاوة على ذلك، قد يتم عرض الفيديو ونتائج البحث في مؤتمرات المحلية و/أو عالمية. لكن نؤكد بأنه لن يتم استخدام أشرطة الفيديو التي تظهر بها إلا بإذن خاص منك.

العدد الكلي للمشاركين

سوف تشارك مجموعه مكونة من 5 طالبات معلمات في هذا البحث حيث سيتم تصوير حلقتان دراستيان من تقديمين وسيتشاركن في مقابلات شخصية مع الباحثة، اما المعلمات الأخريات اللاتي معهن في الفصل وكذلك الأطفال فتقتصر مشاركتهن على الظهور في الفيديو دون المشاركة في اية مقابلات شخصية.

البدائل / المشاركة الطوعية / الانسحاب

المشاركة في هذه الدراسة طوعية بالكامل. لا ينبغي أن تشعرى ب أن هناك أي ضغط عليك للمشاركة في الدراسة. لديك الحرية في المشاركة في هذا البحث أو الانسحاب في أي وقت. لن يكون هناك أي عقوبة أو فقدان لفوائد مستحقة لك في حال توقفك عن المشاركة في هذه الدراسة. وقرار عدم المشاركة لن يؤثر على حالتك كطالبة، مثل درجات التدريب او كمعلمة.

الفوائد

ليس هناك أي فوائد مباشرة تعود عليك من هذه الدراسة. لكن هذا العمل يعد إضافة إلى المعرفة في المجال التربوي الذي يهدف إلى دعم المعلمين في تقييم وتعزيز ممارساتهم من أجل تقديم خدمة أفضل لإحتياجات الأطفال في صفوفهم.

المخاطر أو عدم الشعور بالراحة

Appendix D (Continued)

Study ID: Pro00022709 Date Approved: 10/27/2015 Expiration Date: 10/12/2016

هذا البحث لا يحمل أية مخاطر. وهذا يعني أن المخاطر المرتبطة بهذه الدراسة هي نفسها التي تواجهها كل يوم. لا توجد مخاطر إضافية معروفة تواجهها من تشارك في هذه الدراسة.

التعويضات

ليس هناك أي أجر أو تعويض جراء المشاركة في هذه الدراسة.

التكاليف

المشاركة في الدراسة لن تُنتج أي تكاليف.

الخصوصية والسرية

كل البيانات والتسجيلات ستحفظ بشكل سري وآمن. الاطلاع على السجلات سيكون أمر محدود ومقتصر على أفراد معينين وسيتم ذلك بشكل آمن. الأفراد الذين يحق لهم الاطلاع هم:

- فريق البحث، بما في ذلك الباحث الرئيسي، ومنسق الدراسة وطاقم البحث.
 - أفراد من الحكومة وأعضاء الجامعات الذين يحتاجون إلى معرفة المزيد عن الدراسة، والأفراد الذين يقومون بالرقابة لضمان أننا نقوم بالدراسة بالطريقة الصحيحة.
 - لجنة المراجعة المؤسسية في جامعة جنوب فلوريدا (IRB) والموظفين ذوي الصلة الذين لديهم مسؤوليات الإشراف على هذه الدراسة، بما في ذلك الموظفين في قسم تكامل البحوث والامتثال بجامعة جنوب فلوريدا.
- وربما نقوم بنشر ما نتعلمه من هذه الدراسة. إذا قمنا بذلك، فإننا لن نذكر اسمك. ولن ننشر أي شيء من شأنه ترك الناس يعرفون هويتك.

يمكنك الحصول على إجابات لأسئلتك، والمخاوف، أو الشكاوى

إذا كان لديك أي أسئلة، مخاوف أو شكاوى حول هذه الدراسة، أو واجهت أي مشكلة غير متوقعة، اتصل بالاستاذة/ حصة السهيل على هاتف نقال 97184844(965)+ .

Social Behavioral

Version #1

Version Date: 10/25/2015

Page 4 of 6



Appendix D (Continued)

Study ID:Pro00022709 Date Approved: 10/27/2015 Expiration Date: 10/12/2016

إذا كان لديك أسئلة حول حقوقك كمشاركة في هذه الدراسة، أو لديك أي شكاوى، أو مخاوف أو اهتمامات ترغب في مناقشتها مع شخص من خارج إطار البحث، اتصل على لجنة المراجعة المؤسسية في جامعة جنوب فلوريدا (IRB) على الهاتف: - (813)974-5638 .

Appendix D (Continued)

Study ID: Pro00022709 Date Approved: 10/27/2015 Expiration Date: 10/12/2016

إقرار الموافقة على المشاركة في هذه الدراسة

أقر أنا الموقع أدناه ب موافقتي على المشاركة في هذه الدراسة وبمطلق حريتي. كما أنني أعلم ب أنه بعد التوقيع على هذا الإقرار، فإنني سأكون قد وافقت على المشاركة في البحث. كما وقد تلقيت نسخة من هذا النموذج لأخذها معي.

توقيع الشخص المشارك في الدراسة التاريخ

الاسم المطبوع للشخص المشارك في الدراسة

بيان الشخص الحاصل على إقرار الموافقة

لقد شرحت بعناية للشخص المشارك في هذه الدراسة كافة إجراءات البحث وما هو متوقع من مشاركتهم. كما إنني أؤكد على أن شرح الإقرار وكذلك إجراءات البحث قد تم باللغة الأساسية التي يتحدث بها المشارك في هذا البحث وهي اللغة العربية. كما أن المشارك الموقع أعلاه قام بتقديم موافقة فعالة على المشاركة في البحث وبشكل قانوني.

توقيع الشخص الذي حصل على إقرار الموافقة التاريخ

الاسم المطبوع للشخص الحاصل على إقرار الموافقة

Appendix E

Informed Consent (English Version)

Study ID:Pro00022709 Date Approved: 10/12/2015 Expiration Date: 10/12/2016



Informed Consent to Participate in Research Involving Minimal Risk

Pro # 22709

You are being asked to take part in a research study. Research studies include only people who choose to take part. This document is called an informed consent form. Please read this information carefully and take your time making your decision. Ask the researcher or study staff to discuss this consent form with you, please ask him/her to explain any words or information you do not clearly understand. We encourage you to talk with your family and friends before you decide to take part in this research study]. The nature of the study, risks, inconveniences, discomforts, and other important information about the study are listed below.

We are asking you to take part in a research study called:

Teacher's Third Eye: Using Video Elicitation to Facilitate Kuwaiti Preservice Teachers' Reflections

The person who is in charge of this research study is Hessa Alsu hail. This person is called the Principal Investigator. However, other research staff may be involved and can act on behalf of the person in charge. She is being guided in this research by Dr. Ilene Berson, USF Professor of Early Childhood.

The research will be conducted at Kuwait University and multiple Kuwaiti public kindergartens that partner with the College of Education.

Purpose of the study

The purpose of this study is to find out how the use of videos would facilitate Kuwaiti preservice teachers' reflection. Reflection here means the process of critically analyzing their practices to gain better understandings and thus to enhance these practices to meet the needs of children. For this, we will videotape two typical lessons delivered by the participating pre-service teachers and then use these videos later on as part of a reflective dialogue during an interview between the researcher and the preservice teacher.

Why are you being asked to take part?

We are asking you to take part in this research study because you are an early childhood pre-service teacher in the College of Education at Kuwait University and currently doing your final internship.

Study Procedures:

If you take part in this study, you will be asked to:

- Participate in four interviews conducted by the researcher. These interviews will be audio recorded for later analysis. The interviews' location might vary depending on your preference and some conditions; it will be either in your place of employment (during school hours), if we get offered a quite private room, or after school hours in a room offered by the Field Training Center at the college of education at Kuwait University.
- Two of these interviews are video elicitation interviews; in these interviews you will watch short videos of your own teaching with the researcher and engage in a reflective dialogue around the watched practices to gain better understandings.
- Videos used in these interviews will be recorded during the morning circle time that occurs during the typical day in the classroom. The researcher will unobtrusively videotape two lessons delivered by you, approximately 20-25 minutes, over the course of this study. In these videos children and cooperating teachers might appear, with permission, as they interact with the preservice teacher during the lesson but will not be interviewed or asked any questions.
- Although video data is inherently non-anonymous, confidentiality will be protected in many ways, such as restricting access to the videos and to personal information such as the names of the participants or the school in which data is collected.
- Individuals who choose not to participate in the study will engage in typical instruction activities with no interference.
- If a parent does not give permission for a child to be videotaped during the lesson, the child will still participate in the classroom instruction as usual. However, he/she will just be seated out of camera range in designated "no-video" zones. This area will provide students who are not participating in the research with a way of being involved in the classroom without being identified on the video. This also applies to cooperating teachers. They will still participate in the lesson but will not be videotaped.
- The video recordings and findings may be used for educational purposes as part of teacher training and in the study of teaching and learning in kindergarten classrooms. Furthermore, video recordings and findings may be presented at local and/or national conferences. Only with your permission will we create and use videos that contain your image.

Total Number of Participants

5 preservice teachers will be videotaped in the classroom and will be interviewed. Children and cooperating teachers in their classroom who agree to participate via consent forms will appear in the captured videos but will not be asked any questions.

Alternatives / Voluntary Participation / Withdrawal

You should only take part in this study if you want to volunteer. You should not feel that there is any pressure to take part in the study. You are free to participate in this research or withdraw at any time. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in this study. Decision to not participate will not affect your student status, e.g. internship grade.

Appendix E (Continued)

Study ID:Pro00022709 Date Approved: 10/12/2015 Expiration Date: 10/12/2016

Benefits

There are no direct benefits to you from this study. However, this work may add to the knowledge in the field and support teachers in evaluating and enhancing their practices to better serve the needs of children in their classroom.

Risks or Discomfort

This research is considered to be minimal risk. That means that the risks associated with this study are the same as what you face every day. There are no known additional risks to those who take part in this study.

Compensation

You will receive no payment or other compensation for taking part in this study.

Costs

It will not cost you anything to take part in the study.

Privacy and Confidentiality

We will keep your study records private and confidential. Certain people may need to see your study records. Anyone who looks at your records must keep them confidential. These individuals include:

- The research team, including the Principal Investigator, study coordinator, research nurses, and all other research staff.
- Certain government and university people who need to know more about the study, and individuals who provide oversight to ensure that we are doing the study in the right way.
- The USF Institutional Review Board (IRB) and related staff who have oversight responsibilities for this study, including staff in USF Research Integrity and Compliance.

We may publish what we learn from this study. If we do, we will not include your name. We will not publish anything that would let people know who you are.

You can get the answers to your questions, concerns, or complaints

If you have any questions, concerns or complaints about this study, or experience an unanticipated problem, call Hessa Alshail at + (965) 97184844.

If you have questions about your rights as a participant in this study, or have complaints, concerns or issues you want to discuss with someone outside the research, call the USF IRB at (813) 974-5638.

Consent to Take Part in this Research Study

I freely give my consent to take part in this study. I understand that by signing this form I am agreeing to take part in research. I have received a copy of this form to take with me.

Signature of Person Taking Part in Study

Date

Appendix E (Continued)

Study ID: Pro00022709 Date Approved: 10/12/2015 Expiration Date: 10/12/2016

Printed Name of Person Taking Part in Study

Statement of Person Obtaining Informed Consent

I have carefully explained to the person taking part in the study what he or she can expect from their participation. I confirm that this research subject speaks the language that was used to explain this research and is receiving an informed consent form in their primary language. This research subject has provided legally effective informed consent.

Signature of Person obtaining Informed Consent

Date

Printed Name of Person Obtaining Informed Consent

Appendix F

IRB letter of Approval



RESEARCH INTEGRITY AND COMPLIANCE
Institutional Review Boards, FWA No. 00001669
12901 Bruce B. Downs Blvd., MDC035 • Tampa, FL 33612-4795
(813) 974-5638 • FAX (813) 974-7091

October 12, 2015

Hessa Alsuhail
Educational and Psychological Studies
Tampa, FL 33612

RE: **Expedited Approval for Initial Review**

IRB#: Pro00022709

Title: Teacher's Third Eye: Using Video Elicitation To Facilitate Kuwaiti Pre-service Teachers' Reflections

Study Approval Period: 10/12/2015 to 10/12/2016

Dear Ms. Alsuhail:

On 10/12/2015, the Institutional Review Board (IRB) reviewed and **APPROVED** the above application and all documents contained within, including those outlined below.

Approved Item(s):

Protocol Document(s):

[Study protocol Version#1 \(10/3/15\)](#)

Consent/Assent Document(s)*:

[1. Cooperating Teacher Video Only.pdf](#)

[2\) Parental Permission Video of Child Only.pdf](#)

[3\) Preservice Teacher Interviews and Video.pdf](#)

*Please use only the official IRB stamped informed consent/assent document(s) found under the "Attachments" tab. Please note, these consent/assent document(s) are only valid during the approval period indicated at the top of the form(s).

It was the determination of the IRB that your study qualified for expedited review which includes activities that (1) present no more than minimal risk to human subjects, and (2) involve only procedures listed in one or more of the categories outlined below. The IRB may review

Appendix F (Continued)

research through the expedited review procedure authorized by 45CFR46.110 and 21 CFR 56.110. The research proposed in this study is categorized under the following expedited review category:

(6) Collection of data from voice, video, digital, or image recordings made for research purposes.

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

[Study involves children and falls under 45 CFR 46.404: Research not involving more than minimal risk..]

As the principal investigator of this study, it is your responsibility to conduct this study in accordance with IRB policies and procedures and as approved by the IRB. Any changes to the approved research must be submitted to the IRB for review and approval via an amendment. Additionally, all unanticipated problems must be reported to the USF IRB within five (5) calendar days.

We appreciate your dedication to the ethical conduct of human subject research at the University of South Florida and your continued commitment to human research protections. If you have any questions regarding this matter, please call 813-974-5638.

Sincerely,



Kristen Salomon, Ph.D., Vice Chairperson
USF Institutional Review Board

Appendix G

IRB Continuing Review



RESEARCH INTEGRITY AND COMPLIANCE
Institutional Review Boards, FWA No. 00001669
12901 Bruce B. Downs Blvd., MDC035 • Tampa, FL 33612-4799
(813) 974-5638 • FAX (813) 974-7091

9/15/2016

Hessa Alsuhail
Educational and Psychological Studies
16304 Fairford Palms CT
Tampa, FL 33647

RE: Expedited Approval for Continuing Review

IRB#: CR1_Pro00022709

Title: Teacher's Third Eye: Using Video Elicitation To Facilitate Kuwaiti Pre-service Teachers' Reflections

Study Approval Period: 10/12/2016 to 10/12/2017

Dear Dr. Alsuhail:

On 9/13/2016, the Institutional Review Board (IRB) reviewed and **APPROVED** the above application and all documents contained within including those outlined below.

Approved Item(s):

Protocol Document(s):

[Study protocol Version#1 \(10/3/15\)](#)

The IRB determined that your study qualified for expedited review based on federal expedited category number(s):

(6) Collection of data from voice, video, digital, or image recordings made for research purposes.

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Research Involving Children as Subjects (45 CFR §46.404)

Per CFR 45 Part 46, Subpart D, this research involving children was approved under the minimal risk category 45 CFR 46.404: Research not involving greater than minimal risk.

Appendix F (Continued)

As the principal investigator of this study, it is your responsibility to conduct this study in accordance with USF HRPP policies and procedures and as approved by the USF IRB. Any changes to the approved research must be submitted to the IRB for review and approval by an amendment. Additionally, all unanticipated problems must be reported to the USF IRB within five (5) calendar days.

We appreciate your dedication to the ethical conduct of human subject research at the University of South Florida and your continued commitment to human research protections. If you have any questions regarding this matter, please call 813-974-5638.

Sincerely,

A handwritten signature in cursive script that reads "John A. Schinka, Ph.D.".

John Schinka, Ph.D., Chairperson
USF Institutional Review Board

Appendix H

IRB Certificate



Appendix I

Letter of Support

مركز التربية العملية
Student Practicum Center

كلية التربية
College of Education

جامعة الكويت
Kuwait University



August 31, 2015

To Whom It May Concern,

I am writing this letter of support for Hessa Alsuhail, a doctoral candidate in Early Childhood Education at the University of South Florida. I, the director of the Training practicum Center of the College of Education at Kuwait University, give my permission for Hessa Alsuhail to conduct her study related to (Using Video Elicitation Interviews to Facilitate Kuwaiti preservice Teachers' Reflection).

Sincerely,

Dr. Noha Alruwaished

Teaching Practicum Center Director
College of Education
Kuwait University
P.O. Box 5969, Safat 12060
Kuwait
Tel: (+965)24632028
noha.alruwaished@ku.edu.kw

د. نهي راشد الرويشد
مديرة مركز التربية العملية
جامعة الكويت - كلية التربية

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هاتف 24632029 (965)
Tel: (965) 24632029


ص.ب. 13281 كايفان 71953 الكويت
P. O. Box 13281 Kaifan 71953 Kuwait

Appendix J

Approval of the Ministry of Education


MINISTRY OF EDUCATION
CAPITAL EDUCATIONAL AREA
Director Manager Office


الجمهورية العربية السورية
المصادر
08 NOV 2015
رقم: 0000000000


وزارة التربية
الإدارة العامة لمنطقة العاصمة التعليمية
مكتب المدير العام

Date: 4/4/2015

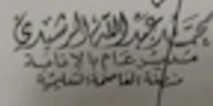
الرجح: 632633


السيدة المحترمة / مديرة روضة المقدسي .
/ روضة السرة .
/ روضة النزّه .
تحية طيبة وبعد ،،،،

يرجى التكرم بتسهيل مهمة الاستاذة / حصة عبدالعزيز
السهيل من جامعة الكويت - كلية التربية - باجراء دراسة
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الفيديو لتطوير أداء المعلم " ، تحت إشراف الدكتورة / نجاة
عبدالعزيز المطوع .

ولكم خالص التحية ،،،،

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الإدارة العامة لمنطقة العاصمة التعليمية


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العاصمة التعليمية


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