

DAFTAR PUSTAKA

- Abd-El-Khalick, F. (2006). Preservice and experienced biology teachers' global and specific subject matter structure: Implications for conceptions of pedagogical content knowledge. *Eurasia Journal of Mathematics, Science and Technology Education*, 2(1), 1-29.
- Abell, S. (2008). PCK twenty years later: Does it remain a useful idea? *International Journal of Science Education*, 30, 1405-1416.
- Adams, K. (2012). Beginning Secondary Science Teachers' PCK: Atomic structure. *Discipline-Based Education Research Group*. Lincoln: University of Nebraska.
- Adisendjaja, Y. H. (2016). *Konsepsi mahasiswa calon guru biologi dan guru IPA peserta pengembangan profesional guru tentang hakikat sains dan inkuiri ilmiah*. Sekolah Pascasarjana Universitas Pendidikan Indonesia. Tidak diterbitkan.
- Afandi, M., & Badarudin. (2011). *Perencanaan Pembelajaran*. Bandung: Alfabeta.
- Alfaro, C., & Quezada, R. (2010). International teacher development: Teacher reflections of authentic teaching and learning experiences. *Teacher Education*, 21(1), 47-49.
- Anwar, A. (2009). *Hubungan antara self-efficacy dengan kecemasan berbicara di depan umum pada mahasiswa fakultas psikologi universitas sumatera utara*. Medan: Universitas Sumatera Utara.
- Anwar, Y. (2018). Revitalization of teacher character through pedagogical content knowledge. *Journal of Education and Practice*, 74-79.
- Appleton, K. (2017). Developing science pedagogical content knowledge through mentoring elementary teachers. *Journal of Science Teacher Education*, 19(6), 523-545.
- Arends, R. (2008). *Learning to teach: Belajar untuk mengajar*. Yogyakarta: Pustaka Pelajar.
- Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education*, 59(5).
- Ball, D., Thames, M., & Phelps, G. (2008). Content knowledge for teaching: What make it special? *Journal of Teacher Education*, 59, 389-407. doi:10.1177/002287108324554

- Bandura, A. (1994). Self-efficacy. Dalam V. Ramachaudran, *Encyclopedia of Human Behavior* (Vol. 4, hal. 71-78). New York: Academic Press.
- Barnett, J., & Hodson, D. (2001). Pedagogical context knowledge: Toward a fuller understanding of what good science teachers know. *Science Education*, 85, 426-453.
- Bektaş, O. (2015). Pre-service Science Teachers' Pedagogical Content Knowledge in the Physics, Chemistry, and Biology Topics. *European Journal of Physics Education*, 41-53.
- Benny, A. (2009). *Model Desain Sistem Pembelajaran*. Jakarta: Dian Rakyat.
- Berry, A., Loughran, J., & Van Driel, J. H. (2008). Revisiting the roots of pedagogical content knowledge. *International Journal of Science Education*, 30(10), 1271-1279.
- Bertram, A. (2014). Cores and PaP-eRs as a strategy for helping beginning primary teachers develop their pedagogical content knowledge. *Educación Química*, 292-303.
- Bransford, J., Brown, A., & Cocking, R. (1999). *How people learn: Brain, mind, experience, and school*. Washington DC: National Academic Press.
- Brookfield, S. (1995). *Becoming a Critically Reflective Teacher*. Wiley.
- Brownlee, J., Purdie, N., & Boulton-Lewis, G. (2008). Changing epistemological beliefs in pre-service teacher education students. *Teaching in Higher Education*, 6, 247-268.
- Buaraphan, K., & Roadrangka, V. (2006). Preservice physics teachers' pathway of pedagogical content knowledge development in a physics methods course: A case study. *Kasetsart Journal: Social Sciences*, 27(2), 339-346.
- Carter, K., & Doyle, W. (1987). Teachers' knowledge structure and comprehension process. Dalam J. Calderhead, *Exploring Teachers' Thinking* (hal. 147-160). London: Cassel.
- Chan, K. K., & Yung, B. H. (2015). On-site pedagogical content knowledge development. *International Journal of Science Education*, 37(8), 1246-1278.
- Chang, R. (2004). *Kimia Dasar: Konsep-konsep Inti* (Vol. 1). Jakarta: Erlangga.
- Clarke, P. (2008). Reflective teaching model: A tool for motivation, collaboration, self-reflection, and innovation in learning. *Educational Research Journal*, 5(4).

- Cohen, D., & Hill, H. (2000). Instructional Policy and classroom performance: The mathematics reform in California. *Teachers College Record*, 102, 294-343.
- Collins, V. (2010). Higher order thinking (HOT) program assessment plan. *The Southern Association of Colleges and Schools Commission on Colleges*. Texas: University of North Texas Health Science Center.
- Cooper, J. (1990). *Classroom teaching skills*. Texinton: D.C Health and Company.
- Creswell, J., & Plano Clark, V. (2007). *Designing and conducting mixed methods research*. Thousand Oaks: CA: Sage.
- Darling-Hammond, L. (1998). Teacher learning that support student learning. *Educational Leadership*, 55(5), 6-11.
- Darling-Hammond, L., & Bransford, J. (2005). *Preparing teachers for changing world: What teachers should learn and be able to do*. San Francisco: Jossey-Bass.
- De Jong, O., & Van Dreil, J. (2001). Developing pre-service teachers' content knowledge and PCK of models and modeling. *National Association for Research in Science Teaching*. St. Louis: MO.
- De Jong, O., Van Driel, J., & Verloop, N. (2005). Preservice teacher's pedagogical content knowledge of using partial models when teaching chemistry. *Journal of Research in Science Teaching*, 947-964.
- Demet, Y. (2009). Reflective practices of preservice teachers in a listening skill course in an ELT department. *Procedia-Social and Behavioral Sciences*, 1820-1824.
- Dewey, J. (1938). *Experience and Education*. New York: Mac Millan.
- Doyle, W. (2006). Classroom organization and management. Dalam M. Wittrock (Penyunt.), *Handbook of Research on Teaching 3rd edition*. New York: Simon and Schuster.
- Evens, M., Elen, J., & Depaepe, F. (2015). Developing pedagogical content knowledge: Lessons learned from intervention studies. *Education Research International*, 1-24.
- Fernandez, C. (2014). Knowledge base for teaching and pedagogical content knowledge (PCK): Some useful models and implications for teachers' training. *Problems of Education in The 21st Century*, 60, 79-100.
- Friedrichsen, P., Abell, S., Pareja, E., Brown, P., Lankford, D., & Volkmann, M. (2009). Does teaching experience matter? Examining biology teachers'

- prior knowledge for teaching in an alternative certification program. *Journal of Research in Science Teaching*, 46(4), 357-383.
- Geddis, A. (1993). Transforming subject-matter knowledge: The role of pedagogical content knowledge in learning to reflect on teaching. *International Journal of Science Education*, 15(6), 673-683.
- Gess-Newsome, J. (1999). Secondary teachers' knowledge and beliefs about subject matter and their impact on instruction. Dalam J. Gess-Newsome, & N. Lederman, *Examining Pedagogical Content Knowledge* (hal. 51-94). Dordrecht: Kluwer Academic.
- Gordon, T. (1996). *Guru yang efektif: Cara untuk mengatasi kesulitan dalam kelas*. Jakarta: Raja Grafindo Persada.
- Grossman, P. L., Wilson, S. M., & Shulman, L. S. (1989). Teachers of substance: Subject matter knowledge for teaching. Dalam M. Reynolds, *The knowledge base for beginning teachers* (hal. 23-36). New York: Pergamon.
- Grossman, P., & McDonald, M. (2008). Back to the future: Direction for research in teaching and teacher education. *American Educational Research Journal*, 45, 184-205. doi:10.3102/0002831207312906
- Guerriero, S. (2017). *Teachers' pedagogical knowledge and the teaching profession background report and project objectives*. OECD.
- Halim, L., & Meerah, S. (2002). Science trainee teacher's pedagogical content knowledge and its influence on physics teaching. *Research in Science & Technological Education*, 20(2), 215-225.
- Hartati, Y., Permanasari, A., Sopandi, W., & Mudzakir, A. (2018). Relationship between content knowledge and general pedagogical knowledge on pedagogical content knowledge. *International Conference on Mathematics and Science Education*. Bandung: Universitas Pendidikan Indonesia.
- Heeralal, P. (2014). Pre-service teacher's reflections of lessons taught during practice teaching. *International Journal Education Science*, 7(3), 789-793.
- Holmberg, J. (2017). Teachers' pedagogical reasoning and reframing of practice in digital contexts. *International Journal of Information and Learning Technology*, 35(2), 130-142.
- Holmberg, J., Fransson, G., & Fors, U. (2018). Teachers' pedagogical reasoning and reframing of practice in digital contexts. *The International Journal of Information and Learning Technology*, 35(2), 130-142. doi:10.1108/IJILT-09-2017-0084

- Hume, A., & Berry, A. (2010). Constructing CoRes: A Strategy for building PCK in pre-service science teacher education. *Research Science Education*.
- Ibrahim, N. H., Surif, J., Arshad, M. Y., & Mokhtar, M. (2012). Self reflection focusing on pedagogical content knowledge. *Procedia: Social and Behavioral Sciences*, 56, 474-482.
- Jalal, F., & Supriadi, D. (2001). *Reformasi pendidikan dalam konteks otonomi daerah*. Jakarta: BAPPENAS-Adicita Karya Nusa.
- Jang, S. (2011). Assessing college student's perceptions of a case teacher's pedagogical content knowledge using a newly developed instrument. *Higher Education*, 61(6), 663-678.
- Jasper, M. (2003). *Beginning Reflective Practice*. London: Lucy Mills.
- Kagoda, A. (2011). Role models and life histories of teacher trainers as tools for effective teacher education: A case for geography teacher trainers in Uganda. *Mediterranean Journal of Social Sciences*, 2(7), 91-100.
- Käpylä, M., Heikkinen, J., & Asunta, T. (2009). Influence of content knowledge on pedagogical content knowledge: The case of teaching photosynthesis and plant growth. *International Journal of Science Education*, 31(10), 1395-1415.
- Kaya, O. N. (2009). The nature of relationships among the components of pedagogical content knowledge of preservice teachers: Ozone layer depletion as an example. *International Journal of Science Education*, 31(7), 961-988.
- Kind, V. (2009). Pedagogical content knowledge in science education: potential and perspectives for progress. *Syudies in Science Education*, 45(2), 169-204.
- Kolb, D. (1984). *Experiential Learning as the Science of Learning and Development*. New Jersey: Prentice Hall, Englewood Cliffs.
- Krauss, S., Brunner, M., Kunter, M., Baumert, J., Blum, W., Neubrand, J., & Jordan, A. (2008). Pedagogical content knowledge and content knowledge of secondary mathematics teachers. *Journal of Educational Psychology*, 100, 716-725.
- Lai, G., & Calandra, B. (2010). Examining the effects of computer-based scaffolds on novice teachers' reflective journal writing. *Education Technology Research Development*, 58, 421-437.
- Leach, J., & Scott, P. (1999). Teaching and learning science: Linking individual and sociocultural perspectives. *In memory of Rosalind Driver: Advances in*

research on science learning. Goteborg: Meeting of European Association for Research in Learning and Instruction.

- Leach, J., & Scott, P. (2003). Individual and sociocultural views of learning in science education. *Science & Education*, 12, 91-113.
- Lederman, N. G. (1999). Teachers' understanding of the nature of science and classroom practice: Factors that facilitate or impede the relationship. *Journal of Research in Science Teaching*, 36(8), 916-929.
- Lee, E., & Luft, J. A. (2008). Experienced secondary science teachers' representation of pedagogical content knowledge. *International Journal of Science Education*, 30(10), 1343-1363.
- Lee, E., Brown, M., Luft, J., & Roehrig, G. (2007). Assessing beginning secondary science teachers' PCK: Pilot year results. *School Science and Mathematics*, 107, 52-60.
- Loughran, J. (2002). Effective reflective practice: In search of meaning in learning about teaching. *Journal of Teacher Education*, 53(1), 33-43.
- Loughran, J. (2005). *Developing reflective practice: Learning about teaching and learning through modelling*. Washington DC: Falmer Press.
- Loughran, J. (2006). *Developing a pedagogy of teacher education: Understanding teaching and learning about teaching*. London: Routledge.
- Loughran, J., Berry, A., & Mulhall, P. (2012). *Understanding and developing science teachers' pedagogical content knowledge*. Rotterdam: Sense Publisher.
- Loughran, J., Milroy, P., Berry, A., Gunstone, R., & Mulhall, P. (2001). Documenting science teacher's content knowledge through PaP-eRs. *Research in Science Education*, 289-307.
- Loughran, J., Mulhall, P., & Berry, A. (2008). Exploring pedagogical content knowledge in science teacher education. *International Journal of Science Education*, 30(10), 1301-1320.
- Lucenario, J. L., Yangco, R. T., Punzalan, A. E., & A.Espinosa, A. (2016). Pedagogical Content Knowledge-Guided Lesson Study: Effects on Teacher Competence and Students' Achievement in Chemistry. *Education Research International*.
- Lumpkin, A. (2008). Teachers as role models: Teacher character and moral virtues. *JOPERD*, 45-49.
- Magnusson, S., Krajcik, J., & Borko, H. (1999). Nature, sources, and development of pedagogical content knowledge. Dalam J. Gess-Newsome, & N.

- Lederman, *Examining Pedagogical Content Knowledge* (hal. 95-132). Dordrecht: Kluwer Academic Publisher.
- Mapolelo, D. (1999). Do pre-service primary teachers who excel in mathematics become good mathematics teachers? *Teaching and Teacher Education*, 715-725.
- Maulia, E. (2011, Februari 11). *Jakarta Post*. Diambil kembali dari <http://www.thejakartapost.com>
- Mavhunga, E. (2014). Improving PCK and CK in chemistry pre-service teachers. Dalam M. Askew, M. Venkat, M. Rollnick, & J. Loughran, *Exploring Content Knowledge for Teaching Science and Mathematics: Windows into teacher thinking* (hal. 29-49). London: Routledge.
- McDavid, J. C., Huse, I., & Hawthorn, L. R. (2013). *Program evaluation and performance measurement: An introduction to practice* (2 ed.). Thousand Oaks: CA: Sage Publications.
- McIntyre, D. (1993). Theory, theorizing and reflection in initial teacher education. Dalam J. Calderhead, & P. James, *Conceptualizing Reflection in Teacher Development* (hal. 39-52). London: The Falmer Press.
- Monet, J., & Etkina, E. (2008). Fostering self-reflection and meaningful learning: earth science, professional development for middle school science teachers. *Journal of Science Teacher Education*, 19(5), 455-475.
- Muhibbuddin. (2008). Dipetik September 2, 2012, dari <http://muhibbuddin.files.wordpress.com>
- Muhtadi, A. (2010). *Pengembangan model pembelajaran Active Learning dengan metode kelompok untuk meningkatkan kualitas proses pembelajaran di perguruan tinggi*. Tidak diterbitkan.
- Mulhall, P., Berry, A., & Loughran, J. (2003). Framework for representing science teacher's pedagogical content knowledge. *Asia-Africa Forum on Science Learning and Teaching*, 2(2), 1-25.
- Mulholland, J., & Wallace, J. (2005). Growing the tree of teacher knowledge: Ten years of learning to teach elementary science. *Journal of Research in Science Teaching*, 42(7), 767-790.
- Munby, H., Russell, T., & Martin, A. (2001). Teachers' knowledge and how it develop. Dalam V. Richardson (Penyunt.), *Handbook of Research on Teaching 4th edition* (hal. 877-904). Washington D.C: American Educational Research Association.

- Nelson, C., & N.L, H. (2003). Professional development for secondary science teachers in a contextual setting. *National Association for Research in Science Teaching*. Philadelphia.
- Nilsson, P. (2008). Teaching for understanding: The complex nature of pedagogical content knowledge in pre-service education. *European Journal of Science Education*, 30(10), 239-258.
- Nilsson, P. (2009). From lesson plan to new comprehension: Exploring student teachers' pedagogical reasoning in learning about teaching. *European Journal of Teacher Education*, 32(3), 239-259.
- Nursa'adah, E., Kurniawati, D., & Yunita. (2016). Analisis kemampuan kognitif mahasiswa pada konsep asam-basa menggunakan tes berdasarkan taksonomi bloom revisi. *EduChemia: Jurnal Kimia dan Pendidikan*, 1(1), 25-35.
- Olofson, M., Swallow, M., & Neumann, M. (2016). TPACKing: a constructivist framing of TPACK to analyze teachers' construction of knowledge. *Computers & Education*, 95, 188-201.
- Oser, F., & Baeriswyl, F. (2001). Choreographies of teaching: Bridging instruction to learning. Dalam V. Richardson (Penyunt.), *Handbook of research on teaching* (hal. 1031-1065). Washington D.C: American Educational Research Association.
- Park, D., & Kim, Y. (2015). Developing science teachers' pedagogical reasoning through reflective practice in overseas professional development program: A case study. Dalam M. Khine, *Science Education in East Asia: Pedagogical Innovations and Best Practices*. Dordrecht: Springer.
- Park, S., & Oliver, J. S. (2008). National board certification (NBC) as a catalyst for teachers' learning about teaching: The effects of the NBC process on candidate teachers' PCK development. *Journal of Research in Science Teaching*, 45(7), 812-834.
- Park, S., & Oliver, S. (2008). Revisiting the conceptualisation of pedagogical content knowledge (PCK): PCK as a conceptual tool to understand teachers as professionals. *Research in Science Education*, 38, 261-284. doi:10.1007/s11165-007-9049-6
- Park, S., Jun, J., & Chen, Y.-C. (2011). Is pedagogical content knowledge (PCK) necessary for reformed science teaching?: Evidence from an empirical study. *Research Science Education*, 41, 245-260. doi:10.1007/s11165-009-9163-8

- Peers, C., Diezmann, C., & Watters, J. (2003). Supports and concerns for teacher professional growth during the implementation of a science curriculum innovation. *Research in Science Education*, 33(1), 89-110.
- Pella, S. (2015). Pedagogical reasoning and action: Affordance of practice-based teacher professional development. *Teacher Education Quarterly*, 81-101.
- Peterson, L. (1995). Stop and think learning: A teacher's guide for motivating children to learn: Including those with special needs. *The Australian Journal of Teacher education*, 21(1).
- Puspendik. (2011). *Survei Internasional TIMSS*. Dipetik April 4, 2012, dari <http://litbangkemdiknas.net>
- Puspendik Kemdikbud. (2015, Juni 27). *Puspendik Kemdikbud*. Diambil kembali dari Puspendik Kemdikbud: <https://puspendik.kemdikbud.go.id>
- Rahman. (2014). Profesional competence, pedagogical competence and the performance of junior high school of science teachers. *Journal of Educational and Practice*, 5(9), 75-80.
- Robertson, D. (2013). Teacher talk: One teacher's reflections during comprehension strategies instruction. *Reading Psychology*, 34(6), 523-549.
- Rollnick, M., & Davidowitz, B. (2015). Topic Specific PCK of Subject Matter Specialists in Grade 12 Organic Chemistry. *Annual Meeting of the Southern African Association for Research in Mathematics, Science and Technology Education* (hal. 243-250). Maputo: Eduardo Mondlane University.
- Rollnick, M., & Mavhunga, E. (2014). PCK of teaching electrochemistry in chemistry teachers: A case in Johannesburg, Gauteng Province, South Africa. *Educ. quim*, 25(3), 354-362.
- Sabers, D., Cushing, K., & Berliner, D. (1991). Differences among teachers in task characterized by simultaneity, multidimensionality, and immediacy. *American Educational Research Journal*, 28(1), 63-88.
- Salazar, S. (2005). The pedagogical content knowledge as a category of study of teacher education. *Research News in Education*, 5(2).
- Samuels, M., & Betts, J. (2007). Crossing the threshold from description to deconstruction and reconstruction: using self-assessment to deepen reflectin. *Reflective Practice*, 8, 269-283.
- Sarimaya, F. (2008). *Sertifikasi guru: Apa, mengapa dan bagaimana*. Bandung: Yrama Widya.

- Schön, D. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Schön, D. (1987). *Educating the reflective practitioner: Towards a new design for teaching and learning in the professions*. San Francisco: Jossey-Bass.
- Schwartz, R., & Lederman, N. (2002). It's the nature of the beast: The influence of knowledge and intentions on learning and the nature of science. *Journal of Research in Science Teaching*, 205-236.
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14. doi:10.3102/0013189X015002004
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of a new reform. *Harvard Educational Review*, 57(1), 1-22.
- Shulman, L. S. (2004). *The wisdom of practice: Essays on teaching, learning, and learning to teach*. San Francisco: Jossey Bass.
- Sifers, S. (2012). Reflecting on teaching through reflective service-learning: A pedagogical journey. *Reflective Practice: International Multidisciplinary Perspectives*, 13(5), 651-661.
- Stufflebeam, D. L. (1971). The use of experimental design in educational evaluation. *Journal of Educational Measurement*, 8(4).
- Stufflebeam, D. L. (2003). The CIPP model for evaluation. Dalam T. Kellaghan, D. L. Stufflebeam, & L. A. Wingate, *International Handbook of Educational Evaluation* (hal. 31-62). Dordrecht: Kluwer Academic Publisher.
- Sugiyono. (2008). *Metode penelitian kuantitatifkualitatif dan R&D*. Bandung: Alfabeta.
- Sukarno, Musadad, A. A., S, L. A., Yamtinah, S., Mukholid, A., Asrori, M., & Bugis, H. (2015). *Buku pedoman program pengalaman lapangan (PPL)*. Surakarta: Universitas Sebelas Maret.
- Suparman, A. (1997). *Desain instruksional*. Jakarta: PAU-PPAI Universitas Terbuka.
- Talanquer, V. (2004). Teacher training: What knowledge distinguishes good teachers of chemistry? *Revista Educación Química*, 15(1), 60-66.
- Tayipnapi, F. Y. (2000). *Evaluasi Program*. Jakarta: Rineka Cipta.
- Tobin, K., & Garnett, P. (1988). Exemplary practice in science classroom. *Science Education*, 72(2), 197-208.

- Tripp, D. (1993). *Critical Incidents in Teaching: Developing Professional Judgement*. London: Routledge.
- Twelker, P. A., Urbach, F. D., & Buck, J. E. (1972). *The systematic development of instruction*. Stanford: ERIC: Clearinghouse On Media and Technology.
- UNDP. (2016, Juni 27). *UNDP*. Diambil kembali dari UNDP: <http://www.id.undp.org>
- Van Driel, J., & Berry, A. (2012). Teacher professional development focusing on pedagogical content knowledge. *Educational Researcher*, 41(1), 26-28.
- Van Driel, J., De Jong, O., & Verloop, N. (2002). The development of preservice chemistry teachers' pedagogical content knowledge. *Science Education*, 86, 572-590.
- Veenman, S. (1984). Perceived Problems of Beginning Teachers. *Review of Educational Research*, 54(2), 143-178.
- Webb, M. (2011). Changing models for researching pedagogy with information and communications technologies. *Journal of Computer Assisted Learning*. doi:10.1111/j.1365-2729.2011.00465.x
- Wilson, S., Shulman, L., & Richert, A. (1987). *150 different ways of knowing: Representations of knowledge in teaching*. Sussex: Holt, Rinehart & Winston.
- Wilson, S., Shulman, L., & Richert, E. (1988). '150 different ways' of knowing: Representations of knowledge in teaching. Dalam J. Calderhead, *Exploring Teachers' Thinking*. New York City: Taylor and Francis.
- Wiyarsi, A. (2016). *Pengembangan model pembekalan kemampuan merancang pembelajaran sesuai konteks kejuruan berbasis pedagogical content knowledge dan collaborative learning bagi calon guru kimia*. Universitas Pendidikan Indonesia, Sekolah Pascasarjana. Bandung: Tidak diterbitkan.
- Woolfolk Hoy, A. (2000). Educational psychology in teacher education. *Educational Psychologist*, 35, 257-270. doi:10.1207/S15326985EP3504_04
- Wubbels, T., & Korthagen, F. (1990). The effects of a preservice teacher education program for the preparation of reflective teachers. *Journal of Education for Teaching: International Research and Pedagogy*, 16(1), 29-43.
- Zeegers, Y. (2003). *Australasian Science Education Research Association*. Melbourne.

- Zeichner, K. (1995). Reflection of a teacher educator working for social change. Dalam T. Russell, & F. Korthagen, *In Teacher Who Teach Teacher* (hal. 11-24). London: Falmer Press.
- Zeichner, K., & Liston, D. (1996). *Reflective teaching: An introduction*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Zippay, C. (2010). *An exploration of the critical and reflective thinking and the culturally relevant literacy practices of two preservice teachers*. Tennessee State: Tidak dipublikasikan.