

A Reflective Teaching Journey Through The Kampus Mengajar Batch 7 Program

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Abstract

Kampus Mengajar provides valuable opportunities for students to contribute directly as teaching partners at various levels of education, including elementary, junior high, and senior high schools, with a primary focus on improving learning quality and strengthening students' literacy and numeracy skills, especially in schools that require additional support. The research investigates about a reflective teaching report which aimed to explore educational interventions and their impact. Employing qualitative descriptive approach using narrative reflection to document the author's experience during the Kampus Mengajar Batch 7 Program at SD Negeri 61 Lekkong, Enrekang Regency, South Sulawesi. Data were collected primarily through daily reflective journaling throughout the program, feedback from the Field Supervisor and Mentor Teacher, and documentation of implemented activities, including reading corners, literacy and numeracy boards, the Market Day program, the English Club, and library revitalization. The findings reveal that literacy programs that fostered a reading culture, engaging numeracy activities that promoted real-life mathematical application, the integration of digital learning tools to enhance student participation, character education to instill essential values, and environmental awareness projects that encouraged responsibility toward nature. These results suggest that close collaboration with school stakeholders to ensure contextual relevance and long-term sustainability. By grounding approach in the actual conditions and culture of school, the programs succeeded in creating a positive impact not only on students' academic performance but also on their personal development and enthusiasm for learning.

Keywords: *KM 7, MBKM, Reflective Teaching, Primary Education, Literacy and Numeracy, English Language Learning*

Introduction

Kampus Mengajar program represented such a pivotal opportunity, providing crucial insights into the urgent educational needs of Indonesia's underserved primary schools. The reflective piece of program details that journey, highlighting the practical initiatives undertaken and the unexpected lessons learned, ultimately showcasing a growth that extended well beyond the confines of the classroom. Education in Indonesia continues to face persistent challenges in its efforts to equalize quality across all levels, from elementary to senior high school, and to address disparities between urban areas and 3T regions (the forefront, outermost, and underdeveloped). Data from UNESCO (2023) highlights that Indonesia's education index remains below the average of Southeast Asian countries, particularly in terms of student literacy and numeracy. In response to these challenges, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) is implementing various strategic programs, one of which is

Kampus Mengajar, an integral part of the Merdeka Belajar Kampus Merdeka (MBKM) policy.

Kampus Mengajar provides valuable opportunities for students to contribute directly as teaching partners at various levels of education, including elementary, junior high, and senior high schools, with a primary focus on improving learning quality and strengthening students' literacy and numeracy skills, especially in schools that require additional support. In the 7th cohort of Kampus Mengajar in 2024, more than 32,000 students from 800 universities throughout Indonesia have been deployed to over 7,000 schools (Kemendikbudristek, 2024). During the assignment period until June 2024, the program is regularly monitored and evaluated to ensure its effectiveness and sustainable positive impact (BBPMP, 2024). The Minister of Education, Nadiem Makarim, emphasized that this initiative has made significant contributions to improving student literacy and numeracy achievement, as well as strengthening the competencies of students as prospective educators (Kemendikbudristek, 2024).

As one of the Kampus Mengajar participants placed at SD Negeri 61 Lekkong, located in Dusun Lekkong, Desa Pinang, Kecamatan Cendana, Kabupaten Enrekang, South Sulawesi, I had the opportunity to be part of a team consisting of four students. Within this team dynamic, I was entrusted with the role of secretary, editor, and social media manager for the team. Although team collaboration is an essential part of this program, each Kampus Mengajar participant has an individual responsibility to compile a report that reflects their experiences, learning, and contributions. Therefore, this article aims to document my experiences during the Kampus Mengajar program, analyze its impact on the learning process at SD Negeri 61 Lekkong, and reflect on professional development as a prospective educator, which will be elaborated in an individual report as part of the comprehensive evaluation of the Kampus Mengajar program.

Method

This research employed a qualitative descriptive approach using narrative reflection to document the author's experience during the Kampus Mengajar Batch 7 Program at SD Negeri 61 Lekkong, Enrekang Regency, South Sulawesi. As a reflective teaching report, the research aimed to explore educational interventions and their impact, as well as the author's personal and professional development. The research was grounded in reflective practice theory, which views self-examination as essential for continuous teacher learning and improvement (Schön, 1983; Larrivee, 2008). Data were collected primarily through daily reflective journaling throughout the program, feedback from the Field Supervisor and Mentor Teacher, and documentation of implemented activities, including reading corners, literacy and numeracy boards, the Market Day program, the English Club, and library revitalization. Collaborative observations and team discussions also enriched the reflective process and helped validate the findings, following the principles of teacher collaboration in professional development (Vangrieken et al., 2015). All data were thematically analyzed to identify patterns related to student engagement, instructional strategies, learning outcomes, and the overall effectiveness of the initiatives. This approach enabled the author to critically evaluate teaching practices within the contextual realities of an underserved primary school setting and aligned with the objectives and monitoring framework of the Kampus Mengajar program (Kemendikbudristek, 2024).

During my participation in the Kampus Mengajar program, I employed reflective journaling and collaboration with various school stakeholders to enrich my teaching

experience. Reflective journaling is recognized as an effective tool for professional development, helping educators critically evaluate their teaching practices and better understand student needs (Larrivee, 2008; Schön, 1983). By maintaining a reflective journal, I documented daily activities, teaching challenges, and insights, which enabled me to critically assess my instructional methods and gain a deeper understanding of my students' needs.

A key aspect of my experience was the invaluable guidance provided by my Field Supervisor, Mrs. Dian Firdiani, S.Pd., M.Pd., and my Mentor Teacher, Mrs. Rosita, S.Pd. Mentorship and supervision have been shown to significantly enhance teacher effectiveness and professional growth, especially in pre-service teacher programs (Ingersoll & Strong, 2011). Mrs. Dian played a crucial role in offering direction and academic support throughout the program, ensuring that all activities aligned with its objectives. Together, we conducted regular evaluations, either weekly or monthly, to reflect on our progress, tackle challenges, and incorporate feedback for continuous improvement (Kemendikbudristek, 2024).

Moreover, Mrs. Rosita was essential in my daily engagement at the school. Our frequent discussions regarding classroom strategies, insights, and challenges greatly contributed to my professional development. Collaborative reflection between mentor teachers and student teachers fosters deeper pedagogical understanding and enhances instructional quality (Vangrieken et al., 2015). The support and constructive feedback from both Mrs. Dian and Mrs. Rosita were instrumental in refining my teaching practices and fostering my growth as an educator.

Results

Program Implementation and Teaching Experience

Literacy Development Initiatives

One of the core focuses of our team-based intervention was to cultivate a stronger reading culture among the students. We realized early on that many of the classrooms lacked dedicated reading spaces. To address this, we designed and established reading corners (*pojok baca*) in each class. These spaces were not just about placing books in a corner, they were carefully arranged with colourful designs, thematic decorations, and curated book selections that matched students' reading levels. Our goal was to make reading feel less like a task and more like a joyful experience. We also collaborated with homeroom teachers to maintain these corners, making them an integrated part of the daily classroom routine.

In addition to physical changes in the learning environment, we implemented a 15-minute daily reading program before formal lessons began. This initiative encouraged both students and teachers to start the day with a quiet, focused activity that fostered reading fluency, comprehension, and discipline. It was rewarding to observe how students gradually became more comfortable selecting and reading books independently. Even reluctant readers started showing curiosity, especially when we brought in new stories or rotated books weekly. The program not only enhanced literacy but also built a consistent learning habit across grade levels.

To further promote literacy, we also introduced a series of poster-making and bulletin board (*mading*) activities. These were designed to encourage students to express their ideas through writing and art. Students created poems, short stories, and educational posters that were then displayed on class and hallway bulletin boards. These displays served not only as a source of information but also as a medium for peer

recognition. Some students who were initially shy began taking pride in seeing their work showcased in public spaces. The combination of structured reading activities and creative outlets made our literacy programs more dynamic, personal, and impactful.

We also incorporated interactive literacy games to make learning more engaging. One of the most memorable activities was the Kartu Estafet game. In this game, a short story was cut into segments and shuffled. Students were divided into small groups, and each group was challenged to rearrange the story in the correct sequence. The first team to successfully reconstruct the narrative became the winner. This activity promoted collaborative learning, sequencing skills, and reading comprehension in a fun and competitive environment. It also encouraged students to think critically and communicate effectively with their peers, reinforcing key literacy skills through play. The students enjoyed the game immensely and often asked to play it again, which showed how effective and enjoyable the learning process could be when combined with interactive storytelling.

Numeracy Activities and Mathematical Exploration

Improving students' numeracy skills was another major focus of our collaborative efforts. From our initial assessment, we observed that many students had limited exposure to numeracy outside of their textbooks. To address this, we introduced a Mathematics Bulletin Board (Mading Matematika) in the school, which functioned as a space to display student-created posters, puzzles, and math-related facts. We used bright colors, playful fonts, and visuals to make the board more attractive and approachable. Instead of focusing solely on complex numbers or formulas, we emphasized real-life applications of math, such as counting games, patterns, and logic problems. This helped students see math not as a difficult subject, but as something present in their everyday life.

In parallel, we organized a highly engaging activity called "**Market Day**", where students in grades 4 to 6 created small "business stalls" to sell homemade snacks and crafts. This program served a dual purpose: to develop students' basic financial literacy and to foster entrepreneurial spirit. The preparation phase included budgeting, pricing, and teamwork, where students had to decide on product types, calculate profits, and manage simple transactions. During the event, students interacted with peers, teachers, and even parents, simulating real-life buying and selling. Many of them showed surprising leadership and communication skills. This hands-on approach brought numeracy to life in ways that traditional classroom instruction could not.

The outcomes of these programs were encouraging. Students who were initially quiet during math class became more confident when working on Market Day. The combination of creativity, collaboration, and practical use of numbers helped reinforce key mathematical concepts. By turning math into something tangible and interactive, we were able to boost students' curiosity and reduce anxiety toward the subject. The success of these numeracy programs was also reflected in the results of the AKM assessments, where students demonstrated a significant improvement in their problem-solving skills and logical thinking.

Digital Integration and Interactive Learning

Realizing the growing importance of technology in education and the students' enthusiasm for visual learning, our team made it a priority to incorporate digital learning tools into classroom activities. The school had access to basic equipment such as a LCD projector and a laptop, but these tools had not been fully utilized. We initiated

lessons using Quizizz, Wordwall, and Kahoot, which transformed regular reviews and exercises into interactive learning games. These platforms allowed students to engage more actively in lessons, answer questions in real time, and receive instant feedback, all of which helped reinforce their understanding of key concepts in both literacy and numeracy.

The response from the students was overwhelmingly positive. Many of them showed a high level of motivation when learning involved games or digital interaction. Even students who usually struggled in class became more participative when learning was presented in a game-based format. This shift in energy made classroom dynamics more vibrant and collaborative. We found that by simply changing the medium of instruction from textbook to screen, students were more eager to listen, compete, and learn. The implementation of these digital tools was also a way to prepare students for the future, helping them develop basic digital literacy and familiarity with online platforms.

In addition to using learning apps, we also made use of digital presentations to support visual learning, especially for thematic and language-related content. The LCD projector was utilized to display videos, storytelling visuals, and song lyrics, creating a multisensory learning experience. One memorable moment was when we played a short educational video related to bullying prevention; students not only watched attentively but were eager to discuss what they had learned afterward. These small steps in digital integration demonstrated that, even with limited infrastructure, meaningful tech-based learning is possible with creativity, planning, and strong collaboration with teachers.

Character Building and Cultural Programs

Education is not solely about academics, it also shapes values, attitudes, and life skills. Throughout the Kampus Mengajar program, our team placed strong emphasis on developing students' character through meaningful activities beyond the classroom. One of the highlights was the Pesantren Kilat, a short-term religious enrichment program held during the month of Ramadhan. This event brought students from grades 3 to 6 together for spiritual learning, Qur'anic recitation, group discussions, and fun competitions. The energy was lively and the participation enthusiastic, as students engaged in learning that deepened their understanding of Islamic values and community spirit. On the final day, we held friendly contests such as religious quizzes and adzan recitations, which helped students build confidence while reinforcing their identity and respect for faith.

In addition to religious activities, we also celebrated Kartini Day through a themed poetry competition that invited students to write and perform original poems about heroes and female role models. This program was especially meaningful, as it gave students an outlet to express appreciation for figures like R.A. Kartini and to explore themes of courage, equality, and education. Some students surprised us with their emotional delivery and thoughtful language. Preparing for the event involved peer coaching, brainstorming sessions, and guidance on writing structure all of which supported both literacy skills and personal growth.

Through these character education programs, we witnessed how students became more confident, empathetic, and collaborative. They showed genuine respect during religious sessions, pride in their cultural heritage during performances, and a growing sense of responsibility when participating in school-wide events. These outcomes reminded us that shaping students' character requires consistent encouragement and opportunities to express themselves. By integrating cultural and

religious values into learning activities, we were able to create a more holistic and human-cantered educational experience.

Environmental and Climate Awareness Activities

Another area we focused on during the Kampus Mengajar program was environmental awareness and climate education, which we integrated through our Go Green initiative. Recognizing the importance of environmental responsibility from an early age, we organized a series of activities under the theme “Jumat Bersih yang Asri, Sehat, dan Bersih.” Every Friday, students, teachers, and Kampus Mengajar participants joined together to clean the school environment, including classrooms, school yards, and gardens. The weekly routine fostered not only a cleaner physical space but also a sense of collective responsibility and school pride. We often saw students becoming more mindful of trash, reminding each other to keep their surroundings tidy.

In addition to routine clean-up efforts, we established a mini garden on an unused patch of land within the school area. This space was transformed into a small but thriving garden with vegetables and ornamental plants. Students took turns watering the plants, learning how to care for living things, and understanding where food comes from. For many of them, this was their first experience with gardening, and it became a meaningful opportunity to connect with nature directly. We integrated these activities with short lessons on urban farming, sustainability, and climate change, especially in upper-grade classes. We also held class discussions and visual presentations that introduced simple concepts like reducing waste, recycling, and protecting green spaces.

What made these environmental activities impactful was how they encouraged habit formation and long-term thinking. Some students began bringing their own water bottles instead of disposable cups. Others became more proactive in reminding their classmates to throw garbage in the right bins. Though the actions were small, the mindset shift was visible. The program demonstrated that climate education doesn't require expensive tools just consistency, relevance, and student involvement. It also allowed students to see themselves as active participants in protecting their environment, reinforcing values like stewardship, responsibility, and respect for nature.

Library Revitalization and Administrative Support

One of the most impactful programs I participated in was the revitalization of the school library, a space that had previously been underutilized and poorly organized. During our initial observation, we noticed that the books were not arranged properly, the room lacked color and warmth, and students rarely visited the library on their own. Together with my team, I led the effort to transform the library into a more welcoming and vibrant learning space. We reorganized the books by reading level, created labeled sections, and sorted fiction and nonfiction titles to make them more accessible to students. This structural change helped both students and teachers find materials more easily and encouraged independent reading.

To make the space more engaging, we also took creative steps in decorating the library. We painted the walls with colorful educational art, added posters promoting reading habits, and designed a “**literacy tree**,” where students could write book titles they had read and post short reflections. This small activity quickly became a favorite among students. We also introduced reading challenges and sticker rewards for consistent library visits, turning the library into an interactive, student-centered environment. The atmosphere of the room shifted entirely from dull and quiet to

colorful and inspiring. For many students, the library became a space not only for reading but also for relaxing and exploring stories outside the classroom.

In addition to physical improvements, we supported the school in improving certain administrative tasks, especially related to literacy promotion. This included designing reading logs, organizing mini-book fairs using donated materials, and helping teachers plan class visits to the library. We also shared digital book resources and simple cataloging methods that teachers could continue using after the program ended. What made this initiative special was not just the physical change, but the emotional connection students began building with books. Seeing a student proudly recommend a book to a friend, or write their name on the "I've Read This" chart, was a powerful sign that literacy was starting to take root more deeply in their daily lives.

Extracurricular and Outside-Class Activities

Beyond formal classroom teaching, I actively participated in organizing and supporting various extracurricular and outside-class activities that enriched the students' overall school experience. One of the most consistent programs we facilitated was flag ceremony training, held every Friday. This training prepared students for their roles in the official Monday ceremonies, which included responsibilities like leading the pledge, raising the flag, reading the Pancasila and the preamble to the Constitution, delivering prayers, and conducting the choir. These weekly sessions became a platform for leadership development, public speaking, and responsibility. Many students, especially those who were initially shy or unsure, gradually gained confidence and took pride in their roles. The sense of discipline and teamwork cultivated through this activity was one of the most visible signs of character growth.

Another major extracurricular program we supported was the school's Scouting (Pramuka) program. In collaboration with teachers, we helped guide students through a variety of structured activities that focused on independence, cooperation, and moral values. These sessions were conducted in an engaging and hands-on manner, involving games, outdoor tasks, and group challenges that encouraged students to think critically and work together. The Scouting program was not only aligned with national curriculum goals but also served as a powerful tool for nurturing soft skills that students could carry with them beyond school life.

One of the most enjoyable and impactful group initiatives we implemented was the Fun English Club, a collaborative effort designed to make English learning more interactive and enjoyable for students across all grade levels. The club was intended to complement other literacy and language programs, including the English Wall, by providing students with additional opportunities to engage with English in a fun and supportive setting. Together as a team, we organized storytelling sessions, song-based learning, vocabulary games, and English-themed competitions.

Students showed great enthusiasm, especially during group games and singing sessions, which helped them develop pronunciation and listening skills in a relaxed, low-pressure environment. One memorable moment was when a group of first-grade students confidently introduced themselves in English for the first time, a clear sign of how enjoyable and consistent exposure can build both competence and confidence. This collective program demonstrated how collaborative teaching strategies and joyful learning environments can be powerful tools in supporting language acquisition and student growth.

Personal Initiative “English Wall”

As part of my individual contribution to the Kampus Mengajar program, I initiated the English Wall project to support the introduction of English language learning in lower grades, particularly classes 1 to 3. These students were not formally learning English due to curriculum regulations under the Merdeka Belajar policy. Realizing this gap, I designed an interactive and visually engaging English Wall filled with basic vocabulary posters, themed word illustrations, and simple sentence examples.

To make it more effective and enjoyable, I integrated children’s English songs, storytelling sessions, and vocabulary games into the lessons. This approach not only helped students recognize and pronounce basic English words but also sparked their enthusiasm for learning a new language.

The English Wall quickly became a favorite spot in the classroom, with many students returning to it during breaks to review words or sing the songs we had learned. Through this initiative, I witnessed how early exposure to English could boost students' confidence and motivation, even in an informal setting. It was deeply rewarding to see their curiosity grow, especially among those who had never encountered English learning before.

Reflection and Evaluation

Participating in the Kampus Mengajar Batch 7 program was a profoundly transformative experience for me, both professionally and personally. Throughout the program, I encountered various challenges that tested my adaptability, communication skills, and pedagogical strategies. One of the main challenges was adjusting to the school’s limited infrastructure and resources. Designing effective learning materials with minimal support required creativity, flexibility, and collaboration with fellow team members and school staff. However, these limitations became opportunities for innovation and resilience, allowing me to grow as an educator who can thrive in diverse learning environments.

Another valuable aspect of this experience was the continuous process of reflection and evaluation. Each week, our team conducted internal discussions to assess the effectiveness of our activities, review student responses, and identify areas for improvement. We also participated in structured evaluations with our Field Supervisor (DPL), Mrs. Dian Firdiani, S.Pd., M.Pd., who provided ongoing academic guidance and professional feedback. These regular evaluations allowed us to recalibrate our strategies and ensure alignment with the program’s objectives. Feedback from our mentor teacher, Mrs. Rosita, S.Pd., was equally important in helping us contextualize our interventions within the school’s culture and needs.

From this experience, I learned that teaching is not just about delivering content, it is about understanding students’ contexts, building relationships, and creating learning environments that empower. I discovered the importance of patience, empathy, and consistency in guiding students, especially those who require more attention in literacy and numeracy. The success of our programs, from the revitalization of the library to the English Wall and interactive learning sessions, showed that meaningful change is possible through collaborative, student-centered efforts. Most importantly, this program solidified my commitment to education and reminded me why I chose this path in the first place: to be a part of something greater than myself, and to contribute to a future where quality education is accessible to all.

Conclusion

The Kampus Mengajar Batch 7 program provided a transformative opportunity for me as an aspiring educator to contribute meaningfully to the advancement of primary education, particularly at SD Negeri 61 Lekkong in South Sulawesi. Throughout the program, I was involved in designing and implementing a variety of well-targeted initiatives, each tailored to address the specific needs of the school community. These included literacy programs that fostered a reading culture, engaging numeracy activities that promoted real-life mathematical application, the integration of digital learning tools to enhance student participation, character education to instill essential values, and environmental awareness projects that encouraged responsibility toward nature.

Each activity was developed in close collaboration with school stakeholders to ensure contextual relevance and long-term sustainability. By grounding our approach in the actual conditions and culture of the school, the programs succeeded in creating a positive impact not only on students' academic performance but also on their personal development and enthusiasm for learning.

This experience has been pivotal in shaping my growth as a reflective and adaptive educator. I learned to create learning strategies that respond to diverse student needs, to communicate effectively with teachers and school leaders, and to navigate classroom challenges with empathy and creativity. The weekly evaluations with our DPL and ongoing feedback from my mentor teacher played a significant role in refining my teaching approach and deepening my understanding of collaborative education.

Most importantly, this program reaffirmed my commitment to the field of education. It taught me that meaningful educational change begins with genuine engagement, a willingness to listen and learn from the community, and a deep belief in the potential of every student. Kampus Mengajar was not just a program, it was a personal journey of growth, contribution, and purpose.

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