

Title: Exploring Student Teachers' Understanding of the Stadio Lesson Plan **STADIO**

PRESENTERS:



Kehumile Molotsane




Matebogo Nkosi



Kelaetswe Mokoka

WHAT TRIGGERED THE RESEARCH:

STADIO


- 
- A discrepancy between the Stadio lesson plan format expectations and its execution during teaching practice assessments.
 - This raises questions about whether challenges in lesson delivery are due to a lack of understanding of the lesson plan components or limited teaching skills.
 - Variation in lesson presentation quality and preparation suggests a gap in either comprehension or implementation of the lesson plan template.
 - The study aims to investigate the underlying causes of this issue.

Objective of the Study:



- To determine students' understanding of the interrelation among the phases of the Stadio lesson plan template.
- To explore students' perceptions of prior knowledge in lesson progression.
- To assess students' understanding of how objectives shape lesson steps.
- To analyse students' views on integration within the lesson plan template.

Sample:**STADIO**

- 
- 36 4th Year Waterfall Campus Stadio Students
 - 180 Formal lesson plans
 - Lesson plans are formally assessed by mentor and supervisor.

THEORETICAL FRAMEWORK

STADIO

Constructivist Theory:

- Emphasizes active knowledge construction.
- The role of prior knowledge and experiences in shaping new learning.

Herbartianism Theory

- Focuses on structured lesson planning (preparation, presentation, generalization).
- Importance of clear objectives and building on existing knowledge.

KEY FINDINGS (CHALLENGES IDENTIFIED)

STADIO



- Differentiation and ICT adaptation for neurodiverse learners.
- Time and classroom management issues .
- Learner autonomy .
- Lesson content connection to real-life applications.
- External factors and unanticipated learner needs.
- Reactive adjustments.
- Template lacks provisions for real-time disruptions.
- Reflection is often shallow.

Planning and implementation gaps negatively affect student comprehension and lesson outcomes.

KEY FINDINGS CONTINUED...



Lesson Template Strengths:

- Aligns with Constructivism and Herbartianism theories.
- Supports structured lesson phases and reflective practices.

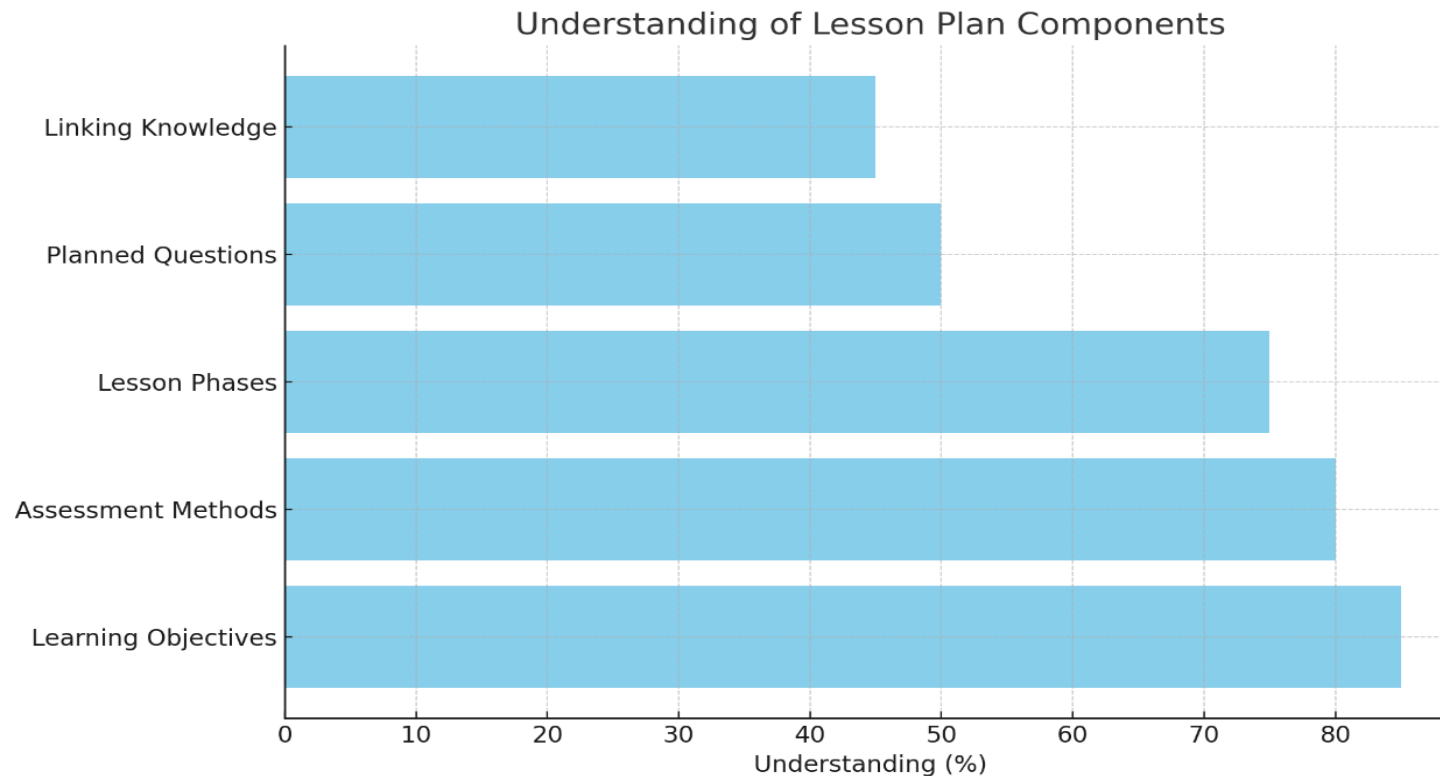



TABLE: APPLICATION OF THEORETICAL MODELS IN LESSON PLANS

Principle	Presence in Plans (%)
Encouraging Participation	70
Active Learning	65
Constructing own Knowledge	40
Herbartian Model Reflected	20

RECOMMENDATIONS

A horizontal bar composed of ten colored segments: blue, purple, orange, red, green, yellow, teal, dark blue, pink, and maroon.

➤ Areas for Improvement:

- - Incorporation of contingency plans.
- - Guidelines for better time management and inclusivity.


➤ Enhancing the Lesson Plan Template:

- Add sections for flexibility and contingency planning.
- Focus on inclusive learning strategies.

➤ Professional Development:

- Workshops on differentiation, ICT integration, and reflective practices.
- Mentorship programs for time and classroom management.

REFERENCES

- 
- Farhang, Q. Hashemi, S.S.A. & Ghorianfar, S.M. (2023). Lesson Plan and Its Importance in Teaching Process. *International Journal of Current Science Research and Review*, 06 (08): 5901-5913.
- Mappah, J.R.b. (2024), The Nexus Of Teacher's Self-Directed Learning And Reflective Practices For Continuous Professional Development: A Conceptual Paper, *Educational Administration: Theory and Practice*, 30(5):11837-11854.
- Sandholtz, J. H. (2011). Preservice Teachers' Conceptions of Effective and Ineffective Teaching Practices. *Teacher Education Quarterly*.
- Mathew, P., Mathew, P., & Peechattu, P. J. (2017). Reflective Practices: A Means to Teacher Development. *Asia Pacific Journal of Contemporary Education and Communication Technology (APJCECT)*, 3 (1): 2205-6181.
- Sturtevant, H., & Wheeler, L. (2019). The STEM Faculty Instructional Barriers and Identity Survey (FIBIS): Development and exploratory results. *International Journal of STEM Education*, 6(1), 1-22.
- Buzza, D & Allinote, T (2013). Pre-service Teachers' Self-Regulated Learning and their Developing Concepts of SRL. *Brock Education*, 23(1):58-76.
- Farhang, Q., Hashemi, S., & Ghorianfar, S. (2023). Lesson Plan and Its Importance in Teaching Process. *International Journal of Current Science Research and Review*, 6(8): 5901-5913.

REFERENCES



- Abdul Razak R, Mat Yusoff S, Hai Leng C, Mohamadd Marzaini AF (2023) Evaluating teachers' pedagogical content knowledge in implementing classroom-based assessment: A case study among ESL secondary school teachers in Selangor, Malaysia. *PLoS ONE*, 18(12).
- Rice, A. H., & Kitchel, T. (2016). Deconstructing content knowledge: Coping strategies and their underlying influencers for beginning agriculture teachers. *Journal of Agricultural Education*, 57(3), 208-222.
- Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content Knowledge for Teaching: What Makes It Special? *Journal of Teacher Education*, 59 (5):389-407.
- Guerriero, S. (n.d.). Teachers' Pedagogical Knowledge and the Teaching Profession: Background Report and Project Objectives. URL: https://www.oecd.org/education/ceri/Background_document_to_Symposium_ITEL-FINAL.pdf : [Accessed: 26-06-2024]
- The University of Edinburgh. (2020). Gibbs' Reflective Cycle. URL: <https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle> [Accessed: 16-08-2024]
- Gibbs, G. (1988). Learning by Doing: A guide to teaching and learning methods. Further Education Unit. Oxford Polytechnic: Oxford.

Q & A

STADIO

Thank
you !