

Realising the Effectiveness of Lesson Planning and Its Actualization in A Science Class

Dr. Lepheana A and Phage I

Central University of technology, South Africa

Abstract

Having engaged in an activity of observing student teachers doing their micro teaching and teaching practice from two different universities, we had an opportunity to engage with their lesson plans. It seemed like the third and the final fourth year students do not understand the process, the importance of time and the breaking down of topics into subtopics that can fit in a smaller daily lesson plan. The paper therefore intends to find out whether teachers in-training realise the effectiveness of lesson planning with focus to science subjects. Science is a practical subject with various pedagogical strategies that can be implored to the success of imparting knowledge, skills and understanding of processes. Through qualitative method, a questionnaire was distributed to 3rd and 4th year preservice teachers in Education in one university. The analysed data from the identified themes show a limited time given to master teaching methodologies an more time to content mastery. In conclusion, a need to strengthen the teaching practice has been recommended, in order to have quality teachers who would know how to appropriately engage in a teaching process.

Keywords: teaching, procedure, lesson planning, effectiveness.