



Lesson Planning Challenges of Pre-Service Teachers

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ABSTRACT:

This study investigated the difficulties 39 pre-service teachers faced when integrating ICT into their lesson plans for classrooms at Baguio Central University in Baguio City, the Philippines. Poorly stated instructional goals and a failure to address and integrate the three main elements of a lesson plan—learning objectives, learning activities, and assessment—were challenges encountered during lesson planning. Regarding ICT integration, difficulties included a lack of personal laptops and equipment for educational use, a lack of ICT skills among cooperating teachers and pre-service teachers, and limited Internet accessibility. The study's output was a Pre-Service Teachers' Workshop. FGD and document analysis were used to collect data, and thematic analysis was used to interpret the data. It is advised that the preservice training.

Keywords: Challenges, Lesson Planning, ICT Integration, Intervention Program Teaching Internship

INTRODUCTION

The use of technology has merged seamlessly into the teaching and learning process in the twenty-first century, thus it is crucial for pre-service teachers to have the abilities and knowledge needed to do so (Lin, Ha, & 2021). This is particularly true for individuals who will be participating in teaching internships, where there is a greater requirement for technology in the classroom (Mugge & Lázaro, 2020). According to Elliott & Wong's study (2019), it is crucial for pre-service teachers to have the requisite lesson planning and technology use abilities in order to guarantee that they are sufficiently prepared for their teaching internships. The necessity of lesson planning expertise and technological proficiency for pre-service teachers will be covered in this article, along with an outline of the framework for an intervention

program in teaching internships that can aid in the development of these abilities. The necessity for pre-service teachers to be proficient in using technology in the classroom in the twenty-first century is constantly growing. According to Lampert & Clements (2022), this is particularly true for individuals who will be participating in teaching internships, where using technology may be advantageous for both the instructor and the students. Technology is a crucial part of each teacher's professional toolkit, according to the National Council for Accreditation of Teacher Education (NCATE) (2020). As a result, it's critical that pre-service teachers have the abilities and information needed to effectively integrate technology into their instruction. Lesson planning is one of the essential abilities pre-service teachers need to possess in order to succeed in their teaching internships. The process of developing a lesson plan, known as lesson planning, entails determining the objectives, developing activities and resources, and evaluating the learning outcomes (Horn & Vetter, 2020).

Alongside with this, Ferguson (2019) reports that it is crucial for pre-service teachers to be able to plan successful lessons that are well-structured, interesting, and curriculum-aligned. Additionally, lesson planning demands that future teachers be proficient in using technology in the classroom. Pre-service teachers should, for instance, be able to create digital resources, use online collaboration tools, and create and present multimedia content using digital video editing software. Pre-service teachers should be proficient in lesson planning as well as the use of technology in the classroom. This includes the capacity to recognize and use the right technological resources and tools, as well as the capacity to successfully incorporate technology into their instructional strategies. Furthermore, pre-service teachers should be knowledgeable in the safety and security of technology use, particularly with the use of online collaboration tools and social media.

Furthermore, it is evident that lesson planning and technology use are important for pre-service teachers. It is crucial that they are given the abilities and information needed to use these technologies well during their teaching internships. Implementing an intervention program in teaching internships is one way to achieve this. In one recent study, for instance, Vázquez-Cano, López-de-Andrés, and Conde-González (2021) looked at the outcomes of a training program for pre-service teachers in the use of technology for teaching internships. According to the study, the intervention program significantly increased pre-service teachers' technological literacy and classroom technology usage. Additionally, the program was seen as beneficial by pre-service teachers, who felt more comfortable using technology in the classroom, according to the study. Thus, this study provides evidence of the value of an intervention

program in teaching internships to help pre-service teachers effectively integrate technology into their teaching practices.

Nonetheless, this program should be designed to equip pre-service teachers with the necessary skills and knowledge to effectively utilize technology in their teaching internships. The intervention program should include a variety of activities and resources that will help pre-service teachers to develop their lesson planning and technology utilization skills. For example, pre-service teachers can participate in activities such as creating digital resources and learning how to use online collaboration tools. They can also attend workshops and seminars that will provide them with the necessary knowledge on the use of technology in teaching. Furthermore, the intervention program can include mentorship and coaching sessions with experienced teachers who can provide guidance and support to pre-service teachers in their lesson planning and technology utilization (Gonzalez, 2019; Nandini & Karunasagar, 2020; Zeng & Huang, 2021). Finally, the intervention program should also include assessment activities that will help to evaluate the effectiveness of the program. These evaluations may include surveys and interviews conducted before and after the intervention, as well as the evaluation of the academic progress of the students. This will make it easier to verify that the intervention program is supplying pre-service teachers with the abilities and information required to use technology in their teaching internships effectively. Additionally, in order to succeed in their teaching internships, pre-service teachers must possess the necessary lesson planning and technological proficiency skills. Pre-service teachers can benefit from an intervention program during their teaching internships by getting the skills and knowledge they need to use technology effectively. The activities and materials in this program ought to be varied, and there ought to be opportunities for coaching and mentoring as well as assessment procedures. By providing pre-service teachers with the necessary skills and knowledge to effectively utilize technology in their teaching internships, they will be better prepared to enter the 21st century classroom. The findings of this study are significant because they may provide scientific footing for stakeholders, curriculum planners, and designers in the assessment and evaluation of curricular programmes more specifically on how to increase the competence of the pre-service teachers of the university. Finally, it will benefit basic education since it will contribute to the expanding body of research on the competence of pre-service teachers. Educational planners are urged to perform comparable study in the future, but with greater depth and breadth.



REVIEW OF RELATED LITERATURE

These evaluations may include surveys and interviews conducted before and after the intervention, as well as the evaluation of the academic progress of the students. This will make it easier to verify that the intervention program is supplying pre-service teachers with the abilities and information required to use technology in their teaching internships effectively. Additionally, in order to succeed in their teaching internships, pre-service teachers must possess the necessary lesson planning and technological proficiency skills. Pre-service teachers can benefit from an intervention program during their teaching internships by getting the skills and knowledge they need to use technology effectively. The activities and materials in this program ought to be varied, and there ought to be opportunities for coaching and mentoring as well as assessment procedures. The lesson will have more meaning for the students because the teacher has taken these connections into account and is now able to make those connections clear to the students. Teachers can assess their own knowledge of the material they will be teaching by using the lesson planning process (Reed & Michaud, 2010).

The teacher, the student, and others are involved in the process of class planning and the circumstances surrounding the dynamics of the class. It is crucial to establish a positive learning environment in the classroom to encourage students to engage in the various activities that are suggested by the teacher, who should assess the needs present in the space. It is the responsibility of the teacher to consider a variety of elements that might influence the progress of the class and the learning process, such as the students' school context, everyday problems, and motivations. Because of this, it's crucial to remember that the classroom is a place for them to have fun, cooperate, and collaborate as well as a place to learn. Since they learn information and share what they have learned and experienced with others, students build knowledge in the classroom and get to know new people. Because teachers can anticipate the activities and reflect on what they see, perceive, and realize in their classes, all the factors that teachers must consider when developing a class should be described in their lesson planning. The lesson plan illuminates both strengths and weaknesses in this area and encourages teachers to assess what needs to be reinforced (Jensen, 2001). Additionally, Jones (2018) emphasized that a teacher must be ready to ensure that students reflect on the lesson learned after class in order for it to be effective. Questions pertaining to all aspects of the course should be addressed in the aims and objectives. To ensure that the students can easily understand the material, the teacher should prepare a variety of explanation techniques. The techniques might involve providing examples from real life or imagining a

hypothetical scenario pertaining to the subject. It helps students retain the lesson's content if there are activities included in the lesson.

As people from rural areas become more aware of the value of education, the ethnic diversity in schools is growing over time. Thus, each student has a different capacity for learning. This understanding gap can be reduced through lesson planning if the teacher does it well. This can be achieved by starting with the fundamentals so that no student is left behind and that everyone is on the same page, and then the teacher moves on to the topic. According to Jones (2018), a teacher's motivation is what drives lesson planning, and students' desire to learn more is what keeps a teacher going. The use of ICT in education, on the other hand, typically refers to a technologically based teaching and learning process that is closely related to the use of learning technologies in schools. The issue of ICT integration in schools, specifically in the classroom, is crucial because students are accustomed to technology and learn better in a technology-based environment. This is due to the fact that using technology in education makes a significant contribution to the pedagogical aspects, where the application of ICT will result in effective learning with the aid and support of ICT elements and components (Jamieson-Procter et al., 2013).

It is accurate to say that technology-based tools and equipment help students learn nearly all subject areas, including mathematics, science, languages, the arts, and other important fields. Additionally, ICT offers assistance and supplementary supports for both teachers and students when it comes to effective learning using computers as learning aids (Jorge et al., 2003). Technology and computers are not seen as a replacement for good teachers; rather, they are seen as supplemental add-ons for improved teaching and learning.

The need for ICT integration in education is crucial, because with the help of technology, teaching and learning is not only happening in the school environment, but also can happen even if teachers and students are physically in distance. However, ICT integration is not a one-step learning process, but it is a continual process of learning that provides proactive teaching-learning environment (Young, 2003). ICT can be used in various ways where it helps both teachers and students to learn about their respective subject areas. A technology-based teaching and learning offers various interesting ways which includes educational videos, stimulation, storage of data, the usage of databases, mind-mapping, guided discovery, brainstorming, music, World Wide Web (www) that will make the learning process more fulfilling and meaningful (Finger & Trinidad, 2002). Moreover, students will benefit from ICT integration where they are not bounded to the limited curriculum and resources, instead hands-on activities in a technology-based course is designed to help them to stimulate their understanding about the subject. It also helps teachers to

design their lesson plans in an effective, creative and interesting approach that would result in students' active learning. Previous researches proved that use of ICT in teaching will enhance the learning process and maximizes the students' abilities in active learning (Jamieson- Procter et al., 2013).

According to a study by Ghavifekr, Rosdy, and colleagues (2015) on the effectiveness of ICT integration in schools for teaching and learning, ICT integration is very effective for both teachers and students. In conclusion, lesson planning and technology integration in the 21st century classroom is an instructional choice by the teacher, and should be developed by the prospective teachers. Findings show that teachers' well-prepared preparation with ICT tools and facilities is one of the main factors in success of technology-based teaching and learning. Always collaborate with others on this, and plan carefully.

METHODOLOGY

Qualitative design was used in determining the pre-service teachers' challenges in lesson planning and ICT integration. The participants of the study were the 39 BEED pre-service teachers purposively taken, of Baguio Central University, Baguio City, Philippines for Academic Year 2022- 2023. Purposive sampling method was used.

RESULTS AND DISCUSSIONS

1. Majority of participants indicated that lesson planning is a challenging and time-consuming task and teaching in the field was a new and exciting experience. The interview results showed that the pre-service teachers dealt with some problems during the process.

a. inadequate description of the learning goals

Participants consistently said that the method in which the lesson goals were developed and constructed had a negative impact on their tasks and the effectiveness of their instruction. "Actually, teaching will continue to be challenging for me till the conclusion of practice", said one respondent. Setting goals is a really difficult task. I'm unsure of how to express an aim in my own terms.

"It's difficult to imagine what the lesson's goals will be", another participant stated. I had to come up with a number of goals that would meet the pupils' educational demands.

b. the three essential elements of a lesson plan—Learning Objectives, Learning Activities, and Assessment—are not addressed or integrated

The participants talked about their experiences as they expressed their opinions about the difficulty they had in aligning the objectives, activities, and

assessments as they thought more deeply about their teaching internship. Each participant appeared to be processing as the participants sat in a circle facing each other and were able to add to the thoughts.

One of the discussants affirmed:

“Finding relevant and adequate approaches for each subject I should cover was a challenge. I too struggled with planning and creating daily energizers and inspirations”.

Probing further, another participant reiterated:

“I first find it challenging to decide which activity to include in my class discussion. Activities have to be consistent, particularly with regard to the demands of the students. In order for the students to comprehend the presented information, it must be done carefully.”

They shared a variety of opinions on how much they like their teaching experience. Another insightful comment was noteworthy:

“Finding the appropriate resources and activities in accordance with the lesson's and test's objectives is, in my opinion, a major issue. Since my students are in Grade Five, I struggle to come up with learning activities that would support my learning objectives and also fit with their skills..

“I must consider the best and most suitable approach that will complement and match the learning style of the students I work with.”

c. Regarding the requirement to use creative methods to facilitate learning

The importance of using strategies and tactics in the teaching-learning process was discussed by the attendees. Another difficulty they have is not structuring the lesson in a way that is interesting and relevant.

One discussant said:

“At first, I struggle to come up with the best plan of action, especially for experiments that require difficult-to-find items in a scientific lab.”

I have to take my time choosing the right adjectives and learning exercises. Planning might be challenging for me at times since I have no idea how to create a lesson plan that would work for my students. I put forth a lot of effort and conducted more study on comparable instances of tactics. I took a lot of time to consider how I would engage my students and convey the subject to them.

d. Creating an evaluation process

It might be difficult to plan for instructional evaluation. The participants came to the same understanding that a good teaching-learning process depends on integrating preparation for an exam into the lesson plan.

One discussant narrated:

I also faced difficulties creating assignments and tests that were relevant to my field of study. since of this, I have come to know how crucial lesson plans are since they serve as our daily lesson's manual. There is a lot more planning required for the test and preparation for the next day's session.² Furthermore, there are challenges encountered by the Pre-service teachers in ICT integration.

e. Lack of access to personal computers and other ICT equipment for use in academic settings

Since technology integration is so popular now, it was also apparent that this was a big issue in how lessons were run.

One discussant asserted:

I never used Power Point presentations during my 2 and a half months of practicum teaching at my cooperating school because my main ICT challenges were an unstable internet connection, a lack of training, a lack of knowledge about how to use some technology in the classroom, and a lack of a laptop.

Pre-service teachers find it difficult to get their students more involved with the technology that supports their interests since there aren't enough computer units in the classrooms for ICT integration.

Another discussant cited:

The absence of technology and multimedia is one of our center's problems. There was no ICT integration in our classroom throughout my first day and the first several months of our internship. From February through May, there was no TV. Since there is no TV, we employ the conventional method of instruction. We/I used to write on the chalkboard and in the Manila paper. I used to believe that if technology were present, learning would be much more in-depth since there would be a wealth of materials available via the internet and multimedia.

f. Lack of ICT proficiency among cooperating teachers and pre-service teachers

Since I had to repair my laptop and projector every day for my talk, struggle was actually present. It's also difficult to set up since my laptop and the projector are incompatible, so I have to locate other teaching resources to carry on my discussion. ICT is the most challenging issue I have to deal with in order to better myself. I always used ICT for video clips in my lessons, despite the fact that I am not very adept at utilizing technology. I had some issues utilizing the projector, including how to operate it and how to change the brightness and speaker. The photographs are jumping when my files are transmitted to my critique teacher's laptop, and I'm not sure how to repair it. The majority of my editing time is wasted when I should be creating a fresh document from scratch.

g. Limited Internet accessibility

My main issue is the lack of facilities and the weak signal. The issue, however, was that we lacked a projector, hookup, and WiFi. Since the school cannot provide Wi-Fi for research, downloading, etc., I must travel to a computer store to complete my study on the subject I will be discussing. Because my critique instructor is a conventional teacher, she teaches in a traditional manner, which is one reason I wasn't able to incorporate ICT. Even though she utilizes it in the conventional manner, the class discussion is not dull. She just talks about the subject using Manila paper and then gives the students blank sheets to copy. The lack of a laptop and an internet connection were the difficulties I ran across when integrating ICT.

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS**Findings**

1. The following were the main difficulties that pre-service teachers were now facing with lesson planning and ICT integration in 21st-century classrooms:
 - a. inadequate description of the learning goals;
 - b. the three essential elements of a lesson plan—Learning Objectives, Learning Activities, and Assessment—are not addressed or integrated;
 - c. Regarding the requirement to use creative methods to facilitate learning
 - d. Learning Objectives, Learning activities and Assessment; and
 - e. Developing Assessment Procedures.
2. The following were the current top difficulties that pre-service teachers faced while integrating ICT in 21st-century classrooms:
 - a. Unavailability of personal laptops and other ICT Equipment for academic purposes;
 - b. Lack of ICT proficiency among cooperating teachers and pre-service teachers; and
 - c. limited access to the Internet
3. Furthermore, the participants asserted that in their teaching internship, they found difficulty in some areas of lesson planning and ICT integration.
4. Writing Lesson Plans and ICT Pedagogy Integration: Pre-service Teachers Training Workshop is the name of the intervention program that will be put into place to improve the lesson planning and ICT integration abilities of the pre-service teachers.

Conclusions

1. Although the pre-service teachers are aware of the value of lesson planning and the use of ICT, they ran into issues when they were developing, preparing, and implementing their lessons that focused on these two.

2. It can be inferred that the pre-service instructors might not be devoting much effort to lesson plan design. Teachers will become more thorough in their planning and execution if they devote more time to it. This can be linked to the fact that some of them still need to work to support themselves or that they live far away from their relatives, who must help them with errands and assistance.
3. It would seem that the office of teaching internship, in collaboration with ICT specialists on campus, would need to conduct a quick lesson preparation and technology usage training before putting future teachers in their internships.

Recommendations

1. Strongly scaffolded support for pre-service teachers may be given in the form of mentorship, coaching, remediation, training workshops, and arranging shared planning times for lesson preparation and ICT integration.
2. By establishing more MOA among schools responsible for teacher preparation, the Office of Teaching Internship may continually improve the cooperation and partnership between the universities and the schools.
3. To give student-interns the prerequisite skills for conducting self-evaluations of their competency in lesson planning and ICT Integration, the university may examine the procedures for conducting teaching internships.
4. The importance of 'dangers' of signing lesson plans that are inadequately designed should be stressed during ongoing feed-back sessions among cooperating teachers since this has the impact of undermining the efforts to educate competent future teachers.
5. Pre-service teachers may be exposed to more possibilities where they may become more creative in lesson preparation rather than being dependent on the readily available downloaded files, in addition to the DepEd authorized downloadable lesson plan templates.
6. Future studies may examine the issues with creating practical daily lesson plans and discover solutions, particularly given the development of new technology.

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