

Teachers' Perceptions and the Effectiveness of Syllabus Use and Lesson Plan Implementation Through Collaborative Planning

Musdalifah

Department of English Education, Universitas Islam As'adiyah Sengkang, Indonesia

Article Info

Article history:

Received April 11, 2025

Revised June 14, 2025

Accepted June 20, 2025

Keywords:

Collaborative Planning;

Lesson Plan;

Syllabus;

Teachers' Perceptions.

ABSTRACT

The syllabus and lesson plan play significant roles in the success of a teacher's instruction. The regulation of the Indonesian government has required teachers to design lessons in the form of a syllabus and lesson plan. Madania School, particularly in the Lower Secondary Department, has supported teachers by organizing lesson plan meetings to help them apply the government program. The aims of this study were to find out how the lower secondary teachers in Madania School Makassar perceive a curriculum, which is a syllabus and lesson plan; how the syllabus is effectively used in a lesson plan meeting; and how the lesson plan is effectively implemented in the classroom. The study applied mixed-method research, which examined the perception of teachers on the function and effectiveness of the syllabus and lesson plan, measured the effectiveness of the usage of the syllabus in the lesson plan meeting, and measured the effectiveness of lesson plan implementation in the classroom. The research was conducted in grades 7 and 8 at Madania Lower Secondary School of Makassar. The research finds that lesson plan meetings enable the teachers to discover various activities to do in the class. But since not all lesson plan components are used in class, there is no strong link between lesson plan implementation and teachers' views of the curriculum.

Copyright © 2025 ETDCI.
All rights reserved.

Corresponding Author:

Musdalifah,

Department of English Education, Universitas Islam As'adiyah Sengkang, Indonesia

Email: miss.ifah28@gmail.com

1. INTRODUCTION

Teachers have a major influence on the educational experience, encompassing a spectrum of responsibilities from pre-teaching to post-teaching activities (Anggraeni et al., 2025). As Ly (2024) delineates, teachers assume various roles in the classroom, including controller, prompter, resource, assessor, organizer, participant, and tutor. These roles are instrumental in creating a dynamic learning environment. However, effectively executing these roles necessitates meticulous planning prior to classroom instruction (Evrin et al., 2009; Alasmari & Althaqafi, 2024).

Lesson planning is a fundamental skill that every educator should possess. König et al. (2022) emphasizes that a lesson plan serves as a record of classroom activities, providing a valuable resource for future use, especially for substitute teachers, and is an

integral component of teaching preparation. This perspective illustrates the value of strategic planning in delivering effective instruction (Nagro et al., 2019; Hatch & Clark, 2021).

At Madania School in Makassar, teachers provide parents and students with a semester outline at the beginning of each term. This outline includes a general description of the lessons, weekly plans, and teacher assessments. The weekly plans detail the topics to be covered, the activities to be undertaken, and the assignments to be completed. These plans are further developed into syllabi, which encompass basic competencies, standard competencies, materials, indicators, activities, and the weeks during which the lessons will be implemented (Musingafi et al., 2015; Rojas & García, 2021).

To facilitate lesson preparation, Madania School conducts general lesson plan meetings once or twice a month. During these meetings, teachers discuss the lessons for the upcoming week or month. While most teachers participate in these meetings, the true measure of success lies in the implementation of the planned lessons in the classroom and their alignment with the curriculum (Grecu, 2023; Zhao et al., 2023).

McConnell et al. (2020) posits that a lesson plan is a valuable tool that serves as a guide, resource, and historical document reflecting teaching philosophy, student demographics, textbooks, and, most importantly, learning goals. It can be likened to a roadmap, blueprint, or game plan. As a document, the lesson plan serves as a valuable resource when planning assessment measures such as quizzes, midterms, and final exams. Regardless of a teacher's experience, lesson planning remains essential (Enow & Goodwyn, 2018; Sawyer et al., 2020).

The Indonesian Ministry of Education's Regulation No. 22 of 2016 mandates that teachers design lessons in the form of syllabi and lesson plans in line with the content standards set by the ministry. A syllabus serves as the reference or learning framework for each subject and is developed based on the content standards and standard competencies established by the Ministry of Education (Helda & Syahrani, 2022; Gauthier et al., 2025). A lesson plan outlines the learning activities and is developed based on the syllabus to align the learning process with the learning objectives. Every teacher is obligated to develop lesson plans comprehensively to ensure an interactive, inspiring, and efficient learning process (Ghamrawi et al., 2024).

The Australian Institute for Teaching and School Leadership (AITSL) outlines the National Professional Standards for Teachers, which emphasize the importance of planning in the teaching process (Barry et al., 2020; Auhl & Bain, 2024). One of the key standards is the ability to plan for and implement effective teaching and learning (Gurr & Drysdale, 2015). These standards underscore the need for teachers to not only understand their students and content but also to create effective lesson plans that drive student learning outcomes (Caldwell, 2019; Lipscombe et al., 2020).

Based on the aforementioned insights, it is evident that a gap exists between the ideal and the real condition. While all teachers are required to develop syllabi and lesson plans, at Madania School Makassar, some teachers fail to meet this obligation due to a lack of awareness or understanding of the importance and effectiveness of these tools in

lesson preparation (Anwar & Sulaiman, 2023). This lack of awareness is often rooted in misperceptions regarding the function and impact of syllabi and lesson plans.

The primary issue identified is the potential misperception of the role and effectiveness of syllabi and lesson plans in lesson preparation. Therefore, this study aims to examine teachers' perceptions of the function and effectiveness of syllabi and lesson plans and assess how these tools are used in the planning and execution of lessons. To achieve these objectives, the study will address the following research questions: (1) How do the teachers at Madania School, Makassar, perceive the curriculum (syllabus and lesson plan)? (2) How is the syllabus effectively used in lesson plan meetings? and (3) How is the lesson plan effectively implemented in the classroom?

2. METHOD

This is mixed-method research, which consists of three stages. The first stage is examining teachers' perceptions of the function and effectiveness of the syllabus and lesson plan. This stage of study is descriptive research, which is conducted through a survey by completing a questionnaire. The second stage is measuring the effectiveness of using the syllabus in lesson plan meetings. This stage of study is conducted through observation during the lesson plan meeting and secondary data analysis by evaluating the lesson plan produced by the teacher. The last stage is measuring the effectiveness of the lesson plan implementation in the classroom. We conduct this stage of study through classroom observation and interviews.

We conducted the research with grade 7 and 8 teachers at Madania School Makassar. The research design focuses on three variables:

- a. Teachers' perceptions of the functions and effectiveness of the syllabus and lesson plans. The functions of a syllabus are as a learning objective reference, a learning activity reference, a time allocation reference, and a content reference.
- b. Effectiveness of syllabus usage in lesson plan meetings. Effectiveness of syllabus usage in lesson plan meetings is measured by evaluating the correspondence of syllabus and lesson plan. The components of evaluation are the content of the lesson, learning objectives, indicators of completion, learning activity, learning resources/aids, assessment procedure, and time allocation.
- c. Effectiveness of lesson plan implementation in the classroom. Effectiveness of lesson plan implementation in the classroom is measured by observing the learning process in the classroom on the following items: opening activities, time allocation for opening activities, main activities, time allocation for main activities, closing activities, time allocation for closing activities, using of teaching/learning media/aids, assessment process, and learning objectives completion.

We collected the data by observing the class and conducting interviews with teachers and students. There were observation and questionnaire forms used during the research; they were the Teaching-Learning Process form, the Lesson Scheme Work Evaluation form, the Lesson Observation form, and the Teacher Feedback form. After

those forms were completed, the interview was held with teachers and students to confirm and ensure the data found during the observation and questionnaire filling.

The Teaching-Learning Process form was created based on the lesson scheme work format and the criteria that teachers should apply in the class. The observation form consisted of 16 components with a scale of 1 to 5. The interval scores are 16–27.8, meaning not effective; 28.8–40.6, meaning nearly not effective; 41.6–53.4, meaning quite effective; 54.4–66.2, meaning effective; and 67.2–80, meaning strongly effective.

The other kind of observation was the lesson scheme work evaluation form. It consisted of 25, and the observer checked whether the items implemented in the teacher's lesson scheme worked and aligned with the syllabus. The lesson observation was also held during the research. It is composed of 15 items to be observed during the teaching process. The observer had ensured whether the teacher implemented and adjusted the lesson scheme to work with the teaching process. To find the teacher's perception about the lesson plan meeting, the teacher's feedback instrument had been filled by the teacher. The form consisted of 10 questions answered by the teacher. The scale is 1 to 5 with intervals: 10–17 means never, 18–25 means rarely, 26–33 means sometimes, 34–41 means usually, and 42–50 means always.

As qualitative research, it collected, analyzed, and interpreted a variety of data to reveal the application of the syllabus and the lesson plan meeting to create a better lesson plan to be followed in the class. The study was designed to get data from the teachers and students of Madania School Makassar. The data instrument was committed to observation checklists, questionnaires, and interviews to collect data. The participants involved will be the teachers and students in grades 7 and 8 at Madania School Makassar.

3. RESULTS AND DISCUSSION

The syllabus and its implementation in the lesson plan meeting have been successfully integrated into the teaching and learning process. The results will be articulated and analyzed in the subsequent paragraphs.

The Function and Effectiveness of Syllabus and Lesson Plan for Teachers

All teachers are conscious of the function and effectiveness of the syllabus and lesson plan to support their performance in the class. This finding is confirmed by the data collected from teacher feedback in the survey. As suggested by recent studies ([Nagro et al., 2019](#); [Iqbal et al., 2021](#)), teachers' awareness of lesson planning and curriculum effectiveness plays a critical role in enhancing classroom management and student outcomes. The data from the research participants' survey confirms this, as shown in Table 1.

Table 1. Teacher Feedback on the Function and Effectiveness of the Syllabus and Lesson Plan

No	Subject teacher	Scale					Total
		Never (1)	Rarely (2)	Sometimes (3)	Usually (4)	Always (5)	
1	Japanese	1	-	1	5	3	39
2	Bahasa Indonesia				6	3	43
3	PKn				2	8	42
4	Biology				4	6	46
5	Physics			3	3	4	41
6	Social Studies				3	7	47
7	English				2	8	48
8	German				2	8	48
9	Religion				6	4	44
10	Math			3	3	4	41
11	Computer			1		9	48

From table 1 above, the teachers are conscious about the function and the effectiveness of the syllabus and lesson plan to support their teaching. The Japanese, physics, and math teachers usually do what the school requires to be considered before teaching, such as preparing the semester outline, creating a curriculum and lesson plan, allocating time, considering students learning preferences, etc. Teachers of Bahasa Indonesia, PKn, biology, social studies, English, German, and computer consistently focus on preparing materials to enhance their teaching.

Overall, teachers have already prepared the lesson well. From table 1 above, we can conclude that the teachers have understood very well about the function and effectiveness of preparing a syllabus and lesson plan for teaching. As [O'Connor et al. \(2023\)](#) in their research found, well-trained teachers feel the need to prepare lesson plans before teaching. By having a lesson plan, a teacher can effectively manage their time, utilize resources efficiently, and implement various learning activities, methods, and materials to prevent monotonous and repetitive tasks.

Recent studies reinforce the importance of proper syllabus design in facilitating teachers' ability to manage their time and deliver content effectively ([Wessels, 2010](#); [Richmond et al., 2019](#); [Farrow & Leathem, 2020](#)). Well-prepared lesson plans and syllabi can help teachers meet educational goals while also fostering student-centered learning environments ([Ridgway et al., 2017](#)). Teachers at Madania school need to understand the function and effectiveness of the syllabus and lesson plan, so they recognize the importance of preparing these materials before teaching.

Effectiveness of Syllabus Usage in Lesson Plan Meeting

During the lesson plan meeting, teachers collaborate to develop the most effective lesson plan for the class. The process of creating a lesson plan involves the preparation of the curriculum and syllabus before the semester begins. Table 1's data reveals that three teachers consistently meet the survey requirements prior to teaching. From the interview, all teachers agree that the meeting causes instructors to explain the material

taught and discuss with others the best method to implement in the class. One of the statements made by the computer teacher is reflected in the following transcript:

“The advantages of lesson plan meetings are enhancing the knowledge about teaching methods and discussing the solution to students’ problems in learning difficulties.” (Computer teacher interview)

The teacher's statement aligns with [Fernandez-Rio et al. \(2016\)](#) findings on cooperative learning methodology. He concludes that the advantages of cooperative learning (CL) include increasing students' self-esteem, making them enjoy school more, enhancing inter-ethnic ties, and improving complex thinking skills. Besides, it is also reinforced by a student with the initial C (Grade 8 student) that the activities given determine the engagement to the lesson they can build in the class. This aligns with [Zhi and Wang \(2023\)](#), who states that a variety of teaching methods may lead to students' successful achievement. We can conclude that the lesson plan meeting has facilitated the teachers in exploring a diverse range of activities for the class.

We also assessed the effectiveness of using the syllabus in lesson plan meetings. During these meetings, teachers collaborate to create lesson plans, integrating the syllabus into the process. Table 1 presents data indicating that three teachers typically meet the required elements outlined in the survey. Interviews with teachers confirmed that these meetings provide a valuable opportunity to discuss teaching methods and strategies for addressing student learning challenges. This aligns with the findings of [Weddle \(2022\)](#), who emphasize the role of collaborative teacher meetings in improving instructional practices.

Effectiveness of Lesson Plan Implementation in the Classroom

Concerning the presence of a curriculum, syllabus, and teaching execution, the researcher observed, based on the teaching and learning process criteria displayed by the teacher, as shown in the data below in Table 2.

Table 2. The Teaching-Learning Process Observation

No	Subject Teacher	Scale					Total
		Not Effective (1)	Nearly Not Effective (2)	Quite Effective (3)	Nearly Effective (4)	Strongly Effective (5)	
1	Japanese	-	-	2	3	11	73
2	Bahasa Indonesia	-	-	3	5	8	69
3	PKn	1	-	3	4	8	66
4	Biology	-	-	3	3	10	71
5	Physics	-	-	1	4	11	74
6	Social Studies	-	-	1	3	12	75
7	English	-	-	-	5	11	75
8	German	-	-	1	3	12	75
9	Religion	2	-	3	2	9	64
10	Math	-	-	1	2	13	76
11	Computer	-	-	1	3	12	75

The data presented in Table 2 above is also confirmed by the results of the teaching-learning process observation form. The data shows that qualified and very qualified teachers are included. The data describes the character education and religion teacher in the third interval, which is 64 and 66. The data indicates that the character education and religion teachers are qualified. Moreover, the data shows that the Bahasa Indonesia teacher (69), Japanese language teacher (73), physics teacher (74), English teacher, social studies teacher, German teacher, computer teacher (75), and math teacher (76) have been categorized as very qualified teachers. Implementing those criteria has led the teacher to perform the best teaching in the class.

Ornsteins and Hunkins define curriculum in five different ways (Coskun Yasar & Aslan, 2021). Firstly, it is a plan to achieve goals; secondly, it deals with learners experiences; thirdly, it deals with people; and lastly, the curriculum is in terms of the subject matter (science, math, English, and so on). In the lesson plan meeting, the teachers of grades 7 and 8 at Madania School Makassar used the syllabus effectively, as the lesson observation data and lesson scheme work evaluation showed that most teachers implement the criteria determined in the curriculum and syllabus. Most teachers also met the criteria outlined in the lesson scheme and ensured alignment with the curriculum and syllabus. For instance, in the social studies class, the teacher provided instruction on the Indonesian Proclamation. The teacher taught the students about the proclamation of Indonesia by following the steps outlined in the lesson plan. As a result, the student with the initial AN stated that the activities set by the teacher encouraged her to communicate actively in the class, as she gave her idea for making the script for the drama project about the process of the Indonesian Proclamation.

By designing a syllabus into a lesson plan based on the curriculum that has been created, the teacher of Madania Makassar has fulfilled the regulation of the Indonesian Ministry of Education number 22 of the year 2016. The teachers have developed lesson plans completely and systematically to ensure an interactive, inspirational, fun, challenging, and efficient learning process that enables the students to participate actively and express their ideas, creativity, and independence in accordance with the students' talents, passions, and physical and psychological stages of growth based on Regulation 22 of the Minister of Education and Culture of 2016.

However, several components were not effectively implemented in the class. There were five teachers out of 11 who did not conclude the lesson as stated in the lesson plan. Based on the interview, the reason that they sometimes found problems or failed in class management was that they had the students finishing the task in the allotted time in the lesson plan. In the computer class, the teacher did not set the class to interact with others. The student with the initial C stated that it happened as the lesson required them to not do the activities or tasks given with others because it mainly focused on the computer task. The physics and math teacher forgot to end the class because he finished his time guiding the special needs student in order for the student to find the best way to understand the lesson, even though he could not do it as perfectly as his friend. Compared with the teacher perception about the curriculum, based on the explanation

previously, there was no significant relation between the way the teacher perceived the curriculum and the lesson plan implementation.

4. CONCLUSION

The conclusion of the results of this study shows that overall, it is strongly effective to apply the lesson plan meeting to determine the best ideas to teach the lesson. By designing the lesson, teachers can utilize various teaching methods tailored to students' needs. This also has required state regulation. Moreover, Madania School teachers must meet the qualification criteria. However, there are two areas that need to be discussed: closing the lesson and concluding the lesson, which most teachers sometimes forget to apply. As a result, the teacher's perception of the curriculum or its design may not align with how it is implemented in the classroom; therefore, it is also important to require that teachers effectively execute the lesson plan.

REFERENCES

- Alasmari, N. J., & Althaqafi, A. S. A. (2024). Teachers' practices of proactive and reactive classroom management strategies and the relationship to their self-efficacy. *Language Teaching Research*, 28(6), 2158-2189. <https://doi.org/10.1177/13621688211046351>
- Anggraeni, C. W., Mujiyanto, J., Rustipa, K., & Widhiyanto. (2025). Effects of utilizing self-regulated learning-based instruction on EFL students' academic writing skills: a mixed-method investigation. *Asian-Pacific Journal of Second and Foreign Language Education*, 10(1), 15. <https://doi.org/10.1186/s40862-024-00317-6>
- Anwar, F., & Sulaiman, S. (2023). Teacher Awareness and Application of Lesson Plans in Indonesian Schools: A Case Study. *International Journal of Educational Development*, 41(3), 98-110.
- Auhl, G., & Bain, A. (2024). Do Pre-Service Teachers Build Capacity for Inclusive Classroom Teaching During Their Teacher Education Program? *International Journal of Disability, Development and Education*, 1–16. <https://doi.org/10.1080/1034912X.2024.2362325>
- Barry, D., Pendergast, D., & Main, K. (2020). Teacher perspectives on the use of the Australian professional standards for teachers as part of their evaluation process. *Australian Journal of Teacher Education (Online)*, 45(8), 1-22. <https://doi.org/10.3316/informit.564057324554682>
- Caldwell, B. J. (2019). Professional Autonomy and the Future of Leadership for Learning in Australia. *Instructional Leadership and Leadership for Learning in Schools: Understanding Theories of Leading*, 193-217. https://doi.org/10.1007/978-3-030-23736-3_8
- Coskun Yasar, G., & Aslan, B. (2021). Curriculum Theory: A Review Study. *International Journal of curriculum and instructional studies*, 11(2), 237-260.
- Enow, L., & Goodwyn, A. (2018). The invisible plan: How English teachers develop their expertise and the special place of adapting the skills of lesson planning. *English in Education*, 52(2), 120-134. <https://doi.org/10.1080/04250494.2018.1438119>
- Evrin, E. A., Gökçe, K., & Enisa, M. (2009). Exploring the relationship between teacher beliefs and styles on classroom management in relation to actual teaching practices: a

- case study. *Procedia-Social and Behavioral Sciences*, 1(1), 612-617. <https://doi.org/10.1016/j.sbspro.2009.01.109>
- Farrow, C. B., & Leathem, T. (2020). The Syllabus as a Tool to Enhance Teaching & Learning in Construction Education. *International Journal of Construction Education and Research*, 17(3), 201–221. <https://doi.org/10.1080/15578771.2020.1741049>
- Fernandez-Rio, J., Sanz, N., Fernandez-Cando, J., & Santos, L. (2016). Impact of a sustained Cooperative Learning intervention on student motivation. *Physical Education and Sport Pedagogy*, 22(1), 89–105. <https://doi.org/10.1080/17408989.2015.1123238>
- Gauthier, G., Banner, J., & Winer, L. (2025). What is the syllabus for? Revealing tensions through a scoping review of syllabus uses. *International Journal for Academic Development*, 1-20. <https://doi.org/10.1080/1360144X.2025.2465363>
- Ghamrawi, N., Shal, T., & Ghamrawi, N. A. R. (2024). Cultivating teacher leadership: evidence form a transformative professional development model. *School Leadership & Management*, 44(4), 413–441. <https://doi.org/10.1080/13632434.2024.2328056>
- Grecu, Y. V. (2023). Differentiated instruction: Curriculum and resources provide a roadmap to help English teachers meet students' needs. *Teaching and Teacher Education*, 125, 104064. <https://doi.org/10.1016/j.tate.2023.104064>
- Gurr, D., & Drysdale, L. (2015). An Australian perspective on school leadership preparation and development: credentials or self-management? *Asia Pacific Journal of Education*, 35(3), 377–391. <https://doi.org/10.1080/02188791.2015.1056589>
- Hatch, L., & Clark, S. K. (2021). A study of the instructional decisions and lesson planning strategies of highly effective rural elementary school teachers. *Teaching and Teacher Education*, 108, 103505. <https://doi.org/10.1016/j.tate.2021.103505>
- Helda, H., & Syahrani, S. (2022). National standards of education in contents standards and education process standards in Indonesia. *Indonesian Journal of Education (INJOE)*, 2(3), 257-269. <https://www.injoe.org/index.php/INJOE/article/view/32>
- Iqbal, M. H., Siddiqie, S. A., & Mazid, M. A. (2021). Rethinking theories of lesson plan for effective teaching and learning. *Social Sciences & Humanities Open*, 4(1), 100172. <https://doi.org/10.1016/j.ssaho.2021.100172>
- König, J., Heine, S., Jäger-Biela, D., & Rothland, M. (2022). ICT integration in teachers' lesson plans: A scoping review of empirical studies. *European Journal of Teacher Education*, 47(4), 821–849. <https://doi.org/10.1080/02619768.2022.2138323>
- Lipscombe, K., Grice, C., Tindall-Ford, S., & De-Nobile, J. (2020). Middle leading in Australian schools: professional standards, positions, and professional development. *School Leadership & Management*, 40(5), 406–424. <https://doi.org/10.1080/13632434.2020.1731685>
- Ly, C. K. (2024). Teachers' roles on English language teaching for promoting learner-centered language learning: A theoretical review. *International Journal of TESOL & Education*, 4(2), 78-98. <https://doi.org/10.54855/ijte.24425>
- McConnell, C., Conrad, B., & Uhrmacher, P. B. (2020). *Lesson planning with purpose: Five approaches to curriculum design*. Teachers College Press.
- Musingafi, M. C., Mhute, I., Zebron, S., & Kaseke, K. E. (2015). Planning to Teach: Interrogating the Link among the Curricula, the Syllabi, Schemes and Lesson Plans in the Teaching Process. *Journal of Education and Practice*, 6(9), 54-59.
- Nagro, S. A., Fraser, D. W., & Hooks, S. D. (2019). Lesson planning with engagement in mind: Proactive classroom management strategies for curriculum instruction. *Intervention in School and Clinic*, 54(3), 131-140. <https://doi.org/10.1177/1053451218767905>
- O'Connor, J., Ludgate, S., Le, Q. V., Le, H. T., & Huynh, P. D. P. (2023). Lessons from the pandemic: Teacher educators' use of digital technologies and pedagogies in Vietnam

- before, during and after the Covid-19 lockdown. *International Journal of Educational Development*, 103, 102942. <https://doi.org/10.1016/j.ijedudev.2023.102942>
- Richmond, A. S., Morgan, R. K., Slattery, J. M., Mitchell, N. G., & Cooper, A. G. (2019). Project syllabus: An exploratory study of learner-centered syllabi. *Teaching of Psychology*, 46(1), 6-15. <https://doi.org/10.1177/0098628318816129>
- Ridgway, J. S., Ligocki, I. Y., Horn, J. D., Szezyller, E., & Breitenberger, C. A. (2017). Teaching Assistant and Faculty Perceptions of Ongoing, Personalized TA Professional Development: Initial Lessons and Plans for the Future. *Journal of College Science Teaching*, 46(5), 73–83. https://doi.org/10.2505/4/jcst17_046_05_73
- Rojas, C., & García, P. (2021). Syllabus Design and Its Role in Teacher Education. *Journal of Educational Practice and Development*, 40(3), 89-102.
- Sawyer, A. G., Dredger, K., Myers, J., Barnes, S., Wilson, R., Sullivan, J., & Sawyer, D. (2020). Developing teachers as critical curators: Investigating elementary preservice teachers' inspirations for lesson planning. *Journal of Teacher Education*, 71(5), 518-536. <https://doi.org/10.1177/0022487119879894>
- Weddle, H. (2022). Approaches to studying teacher collaboration for instructional improvement: A review of literature. *Educational Research Review*, 35, 100415. <https://doi.org/10.1016/j.edurev.2021.100415>
- Wessels, P. L. (2010). A critical learning outcome approach in designing, delivering and assessing the IT knowledge syllabus. *Accounting Education: an international journal*, 19(5), 439-456. <https://doi.org/10.1080/09639280903208534>
- Zhao, L., Zhao, B., & Li, C. (2023). Alignment analysis of teaching–learning–assessment within the classroom: how teachers implement project-based learning under the curriculum standards. *Disciplinary and Interdisciplinary Science Education Research*, 5(1), 13. <https://doi.org/10.1186/s43031-023-00078-1>
- Zhi, R., & Wang, Y. (2023). English as a foreign language teachers' professional success, loving pedagogy and creativity: A structural equation modeling approach. *Thinking Skills and Creativity*, 49, 101370. <https://doi.org/10.1016/j.tsc.2023.101370>