

# Review of: "Curriculum Implementation with a Plan: An Exploratory Analysis of Pre-service Teachers' Application of Gagne's Nine Events of Instruction"

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Potential competing interests: No potential competing interests to declare.

Dear Authors,

I appreciate the opportunity to review the manuscript titled, "Curriculum Implementation with a Plan: An Exploratory Analysis of Pre-service Teachers' Application of Gagne's Nine Events of Instruction". The manuscript provides a detailed analysis of the instructional design model application by pre-service teachers in Ghana, revealing a tendency towards more traditional and less student-centered approaches. The critical review of the manuscript highlights several key areas:

1. **Theoretical Framework and Source Update:** The manuscript refers to a wide range of previous studies to substantiate its analysis, showing a deep understanding of instructional design themes and the influence of gender and teaching level on pedagogical practices. However, it could be enriched by exploring in more detail how contemporary educational theories, especially those focused on student-centered learning, could integrate or contrast with Gagné's model in contexts similar to those of Ghana.
2. **Objectives and Methodology:** The study's objectives are clearly defined, and the methodology is suitable for the study's purpose. The application of quantitative analyses, such as multivariate analysis, provides a solid foundation for the conclusions. However, it would be useful to discuss how qualitative methods could complement these findings, providing a deeper understanding of the perceptions and experiences of pre-service teachers.
3. **Analysis and Ethical Aspects:** The data analysis appears robust, but the manuscript would benefit from a more detailed discussion on how ethical aspects were addressed, especially considering the participation of pre-service teachers in the study. Although the adherence to ethical principles is mentioned, a more detailed explanation of the specific procedures would improve the study's transparency.
4. **Discussion and Conclusions:** The discussion aligns well with the existing literature, although it could delve deeper into how these findings relate to global trends in teacher training and instructional design. The conclusions correctly highlight the need to focus teacher training on more student-centered methodologies, but exploring the practical implications of these results for teacher training programs in Ghana and similar contexts further would be beneficial.
5. **Limitations and Future Prospects:** The manuscript acknowledges limitations related to the generalization of the results due to the sample and the specific context of the study. For future research, it would be valuable to consider mixed approaches that combine quantitative and qualitative methods, allowing for a richer exploration of how pre-service teachers perceive and apply Gagné's instructional design model in practice.

6. In summary, the manuscript offers valuable insights into the application of Gagné's model in teacher training in Ghana, emphasizing the need for more innovative and student-centered pedagogical approaches. However, a deeper exploration of contemporary educational theories, along with an expanded discussion on the practical and ethical implications, would further strengthen the study's contribution to the field of instructional design and teacher training.