



**University of Limpopo Student Teachers' Experiences and
Reflections During Teaching Practicum:
An Experiential Learning Theory**

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ABSTRACT This paper reports on a study in which the researcher sought to understand student-teachers' experiences and reflections during teaching practicum using an experiential learning theory. A qualitative multiple case study research design using unstructured interviews was adopted. Fifteen participants were purposively sampled from Bachelor of Education's final year students at the University of Limpopo. The findings revealed that student-teachers experience challenges with mentoring schools because in many schools mentor teachers do not provide adequate professional support and do not execute their roles and responsibilities as required by University guidelines. It was further established that effective practice teaching requires committed principals and staff who offer their school resources for student-teachers. The paper concludes with the recommendation that the university should send student teachers to effective schools that could provide enabling school environment that can handle student-teachers' mentorship and offer adequate classroom practice. Furthermore, universities-school partnership should be initiated and training for mentors to be provided.