

Teacher Professional Learning through Lesson Study in Wes Java

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Lesson study has been implemented through school-university partnership in Indonesia since 2006. Teachers in collaboration with teacher educators promote student active learning through a plan-do-see cycle. In plan sessions, teachers collaboratively design a lesson based upon 'hands-on' and 'mind-on' activities with a real world, daily life approach utilizing available local materials. In do sessions, a teacher delivers a lesson while others observe the lesson focusing on student learning. See sessions are conducted soon after the lesson to share views on student learning. For committed teachers, the practice of lesson study as a form of teacher professional development has resulted in professional learning resulting, for example, from observing a colleague's lesson or through self-reflection on video recordings of one's own lessons. Mathematics teachers were able to facilitate students' engagement in collaborative learning after participating in subject based lesson studies. Another increased her sensitivity to facilitating slower learner students. A science teacher initiated and led the participation of her colleagues in school based lesson study. Another introduced and trialled a new form of lesson design, much to the appreciation of her Principal. Following successful implementation of piloting, lesson study has been expanded to other districts in West Java Province in Indonesia. Detailed evidence of teacher learning and supporting factors in West Java contexts will be shared.

Keywords: Lesson Study, subject based lesson studies, West Java Province, Indonesia

PA-C29 (Former PA-D16)**Strand 9****Critical aspects from an empirical and a theoretical perspective**

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We have been working with Learning Study and Variation Theory since 2003 when we were teachers in the first studies in Sweden. During the last years our main focus has been tutoring teachers in the use of Variation Theory in practice. Our experience is that teachers on one level quite easily can apply a theory of learning, both in planning and conducting teaching, but that some of the concepts in Variation Theory are more challenging to transfer into practice.

The concept of critical aspects is an example of this and several aspects could easily be taken for granted when using this concept for developing lessons in a Learning Study. In our presentation we will discuss and highlight the difficulties you can face in the process of transferring theoretical concepts into practice. Questions addressed in the presentation are: What could be critical when introducing the concept of critical aspects for teachers in a Learning Study? What alternative ways of seeing the concept have we found?

Keywords: Learning study, variation theory, practice, critical aspects