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Lesson Study in Micro Teaching: A Breakthrough for Professional Development

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This article seeks to explain the rationale for implementing Lesson Study in pre-service teacher training such as in Micro Teaching subject and proposes an implementation procedure. There are two main reasons behind the rationale. Firstly, habit and strategies inherent in collaboration and reflection are two major characteristics of a lesson study that need to be developed since student-teachers learn how to teach in Micro Teaching subject. In order collaboration to work well teachers need to have the same perception on the purpose of lesson study and to be generous on their time. As for reflection, teachers have to raise their awareness about the importance of looking back at their previous teaching on a regular basis before they make the next teaching plan. The strategies to conduct collaborative teaching and reflection are explained in this paper. Secondly, the activities of Lesson Study (plan, do and observe, and debrief) are considered useful for helping student-teachers to raise their confidence, improve their understanding about teaching, and enhance their teaching skills. The proposed procedure of implementing Lesson Study in a Micro Teaching class includes introducing the concept, forming teams, planning, acting and observing, debriefing, sharing with the class. The two first stages may not be included in most stages of lesson study conducted at schools. For student-teachers, however, these are considered important because they have not had teaching experience. The last stage, which probably is not practiced in most lesson study is also essential not only for further reflection, but also to develop a sense of academic open-mindedness. Each stage will be explained in details and it will be coupled with examples for teaching English.

Key words: Lesson Study, Micro Teaching, Collaboration, Reflection

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A Discussion on Recognition of Practical Knowledge of Student Teachers by Analyzing Their Journal Descriptions During Teaching Practice

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The faculty teacher training course, which the author of this article belongs to, wanted to create a model of 'A teacher as a professional'. After the discussion among faculty staff, a model of a 'reflective practitioner' was introduced in 2014. Sato (1996) indicated that the professional teachers' competency is based on practical knowledge by reflection and deliberation. In 2015, we modified the format of the journal and the teacher training program. Firstly, the headers of the everyday record in the journal were changed to put emphasis on reflection. Secondly, what made a reflective practitioner was emphasized even more in the lessons. Thirdly, learning how to describe the reflection in the journal was accented. As a result, it was suggested that the renewal program and modified journal could help the student teachers to reflect more effectively and explore their own solutions.

However, this analysis was only from the researcher's view point of this study. It had not been clarified that the student teachers themselves had recognized their gain in competency. Therefore I investigated what kind of practical knowledge they had recognized gaining and discussed the quality of their practical knowledge. The participants were 28 student teachers who experienced teaching practice in the elementary schools for four weeks in 2017.

I used the procedures of instruction below.

- 1) The student teachers read their journals again and choose the episode which was described about reflection-in-action or reflection-on-action.
- 2) They compose the episode again according to the process of inquiring which John Dewey proposed.
- 3) They describe the practical knowledge which they gained from the process of inquiry.

As a result, I found that the student teachers competently recognized numerous types of practical knowledge and indicated that the knowledge was appropriate for introductory teachers.

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Collaborative Learning Development based on Professional Learning Community and Lesson Study Approach for Novice Teachers of Plearnpattana Secondary School

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The aim of this paper is to investigate an effective development process carried out for 22 novice teachers at Plearnpattana Secondary School in Thailand.

The collaboration and relationship between teachers and students play an important role in the development of professional learning community and the use of lesson study approach. Professional Learning Community of Plearnpattana Secondary School is composed of 5 functions: (1) respect for dignity and diversity of individuals, (2) dialogue with everyone in school, (3) caring relation, (4) collaborative learning via activity-based learning, and (5) after action review. Professional learning community is constructed in order to implement and share of learning of lesson study approach from co-teachers, mentor, expert teachers, principal, etc.

Improved instruction is changed from passive learning to active learning. 5 steps active learning process used as classroom activity-based learning instructional strategies consist of (1) posing the questions, (2) searching and analyzing data, (3) self-constructed knowledge, (4) intra- and inter-group communication, and (5) knowledge application.

The lesson study cycle is used as a way to develop the collaborative teaching approach, of which is composed of 5 following steps: (1) collaboratively analyze; A novice teacher collaboratively analyzes curriculum and standardize with PLC member. (2) collaboratively plan; A novice teacher selects a lesson to implement and collaboratively design activity learning and collaborative learning with PLC member. (3) collaboratively do and see; A novice teacher teach the lesson and PLC member collaboratively observe the student learning and collaboration between student-student in a group. 4) collaboratively reflect; A novice teacher and PLC member collaboratively share data about student learning and students who need help. (5) collaboratively redesign; A novice teacher collaboratively improves the lesson with PLC member for better student learning. After this, A novice teacher and PLC member start the lesson study cycle again.

Findings gathered after implementing lesson study process on 2 occasions showed that:

x Most of the novice teachers - 95.4% - were able to demonstrate active learning lesson plan skill and active learning management skill.

x A large proportion of the novice teachers - 81.8% - agreed that a more collaborative atmosphere in school helped to develop professional learning community.

x The majority of secondary school students - 80% - agreed that classroom environment helped to create a happy learning atmosphere.

x The Ordinary National Educational Test score results, achieved by the students, are at high levels.