

Abstract Number: 20059

Developing Inter-school Professional Learning Community through Lesson Study: A Hong Kong Case on Teaching English Writing

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The advancement in technology has affected many aspects of our lives in terms of the manner we communicate, the way we collaborate, the strategies we learn, and what educators care most is the pedagogy we use to teach the digital generation. Therefore, equipping students with the 21st century skills to meet the demand of the workforce has been a global concern of the education sector in recent years. In response to the changing demand in education, the Education Bureau of Hong Kong has implemented a series of e-Learning policies since 1998. With the enactment of the 4th Strategy on IT in Education in 2014, schools in Hong Kong are provided with funding to upgrade their Wi-Fi infrastructure and to acquire mobile computing devices to facilitate e-Learning in schools. As a result, teacher professional development in using e-Learning resources increases.

This paper presents a case study using a lesson study approach to investigate (1) the impact on teacher learning through collaborating in a cluster, and (2) the effect of adopting pedagogy with and without e-Learning tools in the learning outcomes of students' writing. Lesson study which emerged in Japan in the nineties has become a prominent approach for teacher professional development which requires teachers to conduct systematic inquiry to improve classroom practices. The case displays how teachers from two different schools have been arranged to collaborate in a cluster to conduct a research lesson adopting two different approaches to teaching story writing according to their readiness in using e-Learning tools. During the one-year collaboration as a learning community, teachers discussed and planned their lessons in co-planning meetings. Through lesson observations and post-lesson conferences, teachers refined their lessons for teaching and learning improvement. The inter-school collaboration has given teachers a wider exposure to different pedagogical approaches, helping them examine their existing practices with the aim to enhance student learning.

The findings of the case demonstrate that inter-school lesson study on online and offline approaches to teaching story writing is fruitful in the aspects of developing inter-school professional learning community, enriching teachers' pedagogical content knowledge, and a broader exposure to the possibilities of integrating e-Learning in language teaching. With regard to the student learning outcomes, the results show that online and offline approaches have different effects on students' writing. It is found that the offline interactive role-play has better facilitated the use of dialogues in story writing while the online interactive e-learning tool has created a platform for peer editing and peer feedback. The paper concludes that whatever pedagogy, if appropriately selected to meet the needs and the contexts of the school, could have a positive impact on student learning outcomes. The paper may shed light on the notion that arranging schools to collaborate in a cluster helps establish inter-school professional learning community.

Key words: lesson study, professional learning communities, community of practice, English Language pedagogy, e-Learning

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How 5-Step Learning Process and Peer-Coaching through LSPLC Help Elevate Computer Ability in Painting Program of Grade 1 Slow Learners

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Background and Problems:

As a novice teacher in of Satit Pattana School Bangkok of Thailand. I had to help grade 1 students develop a sound foundation in computer literacy. I found it difficult in helping some students who were very slow in working on drawing program. Simultaneously, my school provided me with opportunities to acquire and adopt LS (Lesson Study) and PLC (Professional Learning Community) which are the school development strategies. I redesigned my lesson plans by applying 5-Step Learning Process and Peer Coaching activity in a class composing of groups of 4 diversified -activity students to assist slow learning students and the others with of the average learning ability of whole class what

The objectives of this study are to analyze:

- 1) The important aspects of the lesson plan redesign to assist slow learning students and also the whole class of grade1 students,
- 2) The changes of slow learning students and their relationship with their peers,
- 3) The learning outcomes and the changes of students' skill in terms of analytic thinking as well as the learning achievement in drawing after using Paint Program

Target Group : of 22 Grade 1 students comprising
- 11 slow learning students, and 11 with average learning ability

Study Instruments:

- 1) Drawing Test through Computer Painting Program,
- 2) Quality Assessment Rubrics of the students' outputs,
- 3) Students' Learning Behaviors Observation Form, and
- 4) Self Evaluation of Peer Coaching Ability
- 5) Teacher Learning Logs.

The findings were as follows:

- 1) Three lessons were redesigned by using 5-step learning process and peer coaching activity in a small group of 4 diversified - ability students.
- 2) All the 11 slow learning students had in crescent learning to active and collaborative learning. They accepted and improved their outputs based on peer feedback. At the same time, the students who did the peer coaching were willing and were fully responsible for assisting their friends' learning and accomplishing their outputs with quantity and quality.
- 3) Having worked collaboratively through the cycles of LS in PLC with my buddy teacher who teaches

arts in grade 1, I assumed that my professional learning and practice has developed effectively as planned.

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Conceptualising and Implementing Lesson Study as a form of Action Research in schools: Progress Report on an Impact Case Study

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As Lesson Study globalises beyond its original context in the Japanese school system it is important to avoid an isolationist stance towards it as a form of teacher research, and instead to enrich it methodologically by bringing it into a creative and fruitful interaction with other globally circulating pedagogical ideas. In doing so one renders Lesson Study a globally dynamic form of teachers' action research.

This paper tells a story about the design, development and impact of a post-graduate Masters-level module in the University of East Anglia, UK, aimed at 1) enabling groups of teachers within schools in the area to develop innovative approaches to teaching and learning on the basis of their own Lesson Studies, and 2) creating a school network of excellence for Lesson Study in the area as a context for building a cumulative evidence-base, which focuses on identifying and resolving enduring problems of teaching and learning in schools.

The first part of the paper outlines the curriculum for the module and sets the innovative conceptual framework that underpins its design in a historical and personal context. This framework is innovative because it connects and unifies a number of distinct pedagogical perspectives. It links the methodology of Japanese Lesson Study with Stenhouse's idea of 'the teacher as a researcher' and his 'process model' of curriculum development. Then in turn, the framework builds on the work of Lo Mun Ling in Hong Kong, to incorporate Marton and Booth's pedagogical theory of 'variation'. The paper argues that linking and fusing Lesson Study methodology with this wider context of pedagogical ideas unambiguously renders teacher research as Learning Study.

The paper depicts the conceptual framework that underpins the module as dynamic and continually evolving as the design of the course is tested and evaluated in practice by the authors (John Elliott, Course Director, and Lucy Austin, Research Associate and Support Teacher) in dialogue with participating teachers. Hence, it refers to evidence that some teacher groups are using Vygotsky's 'zone of proximal development' and Bruner's concept of 'scaffolding' as tools for analysing and designing lessons. The authors suggest that this may be connected with participating teachers increasing use of 'variation theory' to inform their lesson studies during the course. The course design may as a result be modified in future years to give teachers space to design lesson studies that enable them to systematically explore possible connections between 'variation theory' and neo-Vygotskian pedagogical ideas.

The second half of the paper focuses on the problems of implementing Lesson Studies, which are informed by the conceptual framework that underpins the design of the module. Evidence is cited to show that these are linked to an organisational culture that permeates schooling and the educational system more generally in the UK. In the light of evidence gathered about the impact of the module on the professional practice of participating teachers, and on the organisational culture of the schools in which they teach, the paper discusses the extent to which the module as a local resource facilitates, accelerates, and supports the

pedagogical transformation of teaching and learning in schools in an enduring form. The major sources of evidence cited consist of:

a) 'Individual learning narratives' produced by participating teachers as formally assessed work; in addition to the lesson studies they collaboratively produced in groups.,

b) Retrospective interviews conducted by Lucy Austin with participating teachers and members of school leadership teams.

The paper will conclude with some reflections about the strategic implications of the case study in progress, concerning the acceleration of Lesson and Learning Study as a globally sustainable and enduring participative pedagogical science in school systems.