

Abstract Number: 20215

## Promoting Character Building through the Use of Interactive Games in a Lesson Study-Based English Speaking Class

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This article aims to investigate how interactive games promote character building in a lesson study-based English speaking class by means of case study. Additionally, it also explores how far lesson study-based teaching supports teacher professional development. It examines the case in an English Speaking class. The study examined a speaking class for freshmen in the academic year 2011/ 2012 at Yogyakarta State University which consisted of 23 students (20 Indonesian and 3 foreign students). There were four colleagues who collaboratively observed the learning process and took notes for any peculiar and prominent details occurred during the process. A media assistant was also hired to video-type the learning process. There were several instruments used to collect data relevant to the study: observation sheets, an observation checklist, a group project self-assessment form, a group discussion self-assessment form and a video recorder. Trustworthiness of the data were achieved by comparing and contrasting the data achieved by all team members as well as crosschecking the data achieved through the use of different instruments. The results indicated that the use of interactive games, if they were carefully designed, could foster the development of several values of character such as being tolerant, honest, respectful, creative, friendly, collegial, sociable, thoughtful, broad-minded, critical, and many more. Beside these affective benefits, the use of interactive games also gave a lot more chances to students to practice using the language for real conversation and also gave wider opportunities to students to play with many language expressions with less anxiety. Furthermore, the implementation of lesson study schema added more values on the instructional side. The results of the study revealed that it strengthened collegiality among the involved teachers and outgrew the mutual learning among them. This article shows that character values are not something taught yet they have to be cultivated into students' everyday life. Fostering the values in formal education can be integrated and embedded into learning components such as technique, media, materials, and learning activities. Through this, students will internalize the values subconsciously and by times the values become students' character. Choosing appropriate teaching techniques and approaches determines the accomplishment of instructional goals. This is clearly the case in the implementation of lesson study based teaching.

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## Student Teachers' Curriculum Design for North-Korean Refugee Students' Korean History and Culture

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This study aims to highlight the principles and process of developing the ability of student teachers in designing a Korean history and culture course as well as one particular lesson plan. The difference of this approach lies in future students on whom student teachers focus regarding in curriculum and lesson design: North-Korean refugee students. As a teacher educator, I believe that student teachers should find appropriate supporting venues to bridge what they learn to teach and what they are asked to teach, especially when they recognize that they confront a changing social and educational environment. Students were informed with emerging theories such as 'learner's community,' 'doing history' and 'backward approach' in teaching and learning history. Thus, the research questions include: 1) What characterizes the process of transforming student teachers' understanding of curriculum theory into development of concrete curriculum units? and 2) In what areas do they demonstrate that collaborative partnership helped to improve in developing curriculum and lesson plan?

During the academic year of 2017, a group of student teachers in history teacher program were assigned to develop a course syllabus to teach Korean history and culture to a group of secondary North refugee students. As a part of teacher preparation programs, student teachers --history, religion and philosophy major-- were asked to facilitate their understanding of curriculum design and future students' needs and levels of learning. Each one selected a theme-based course title, objectives, contents, teaching and learning methods, and evaluation, similar to those components of the National Curriculum.

During the course, this hypothetical curriculum and lesson design task enabled the student teachers to revisit and revise their draft versions based on collaborative feedbacks from three stances on curriculum; whether it meets the need of national-social demands(increase of multi-cultural background students including North-Korean refugee students), the most updated academic works(historical thinking and inquiry through historical debate), and finally the need and interests of future students(decision making skills for future democratic citizens).

Data analysis has been conducted with students' project portfolio, interactive feedback and individual observation. Preliminary analysis result indicates that student teachers were aware that they needed to deepen their understanding of content domain as well as national curriculum constructs. Since the Korean education system has been built on the national curriculum and mandatory learning process throughout elementary to most of high school subjects. No matter what courses they create, they need to figure out the flexibility of teaching new themes with possible strategies under regulations of national system. Most of all, they found their lack of understanding of young students in general and of North-Korean refugee students in specific as the most critical obstacle in their construction of own course. The critical friends, pair of two, circulated each one's feedback according to components of curriculum and lesson designs. Results highlight that this collaborative cycle contributed to articulate course contents to the extent that North Korean refugee students may be able to engage in learning.

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## Development and Current Activities of Lesson Study in Chile: As an Example of Collaboration Between Teachers and Researchers

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In this paper, we report the development and current activities of Lesson Study in Chile focusing on activities of GEC-PUCV (Lesson Study Group of Pontifical Catholic University of Valparaiso) in the academic year 2016.

Lesson Study (Estudio de clases in Spanish) arrived in Chile by collaborative assistance from Japan during years 2006 to 2008 in order to improve teaching of school mathematics. Thirty researchers from eleven universities -most of them are teacher trainers- participated in internship to internalize operation of Japanese education system, especially teacher training in mathematics at primary level. This internship could encourage them to engage in several initiatives to improve primary teachers' competencies to teach mathematics through Lesson Study. Then, several universities added Lesson Study as a part of their teacher education programs.

In this context, faculties of Department of Mathematics of Pontifical Catholic University of Valparaiso established the GEC-PUCV in 2010, a group of researchers, school teachers, and future teachers that are involved in Lesson Study. They have weekly meetings, that lasted anywhere from three months to a year, according to the purpose established for the year. The purpose is usually related to research projects and professional development activities. One innovation of the GEC-PUCV involved the relationship between faculties and teachers because the research problems and the way of solution are discussed according to the lesson as a unit of analysis. The GEC-PUCV implements annual public Lesson Studies, as well as produces lesson plans, lesson videos, research papers, etc.

In the academic year 2016, we realized two main activities with different contents of primary school mathematics and came to fruition as two public Lesson Studies. One is about one-digit addition and subtraction for first-year-students. To improve teaching and learning of this content, we utilized Japanese textbooks' ideas, where composition and decomposition of one-digit numbers are introduced before addition and subtraction. A Japanese exchange graduate student at that time did four sessions of intervention in mathematics class in three courses under a university professor, and during the intervention, classroom teachers observed and learned the ideas. After the practice in each course, they gathered and reflected their practice based on the intervention, and later they made a lesson plan for a public Lesson Study whose theme is one-digit addition using ideas of composition and decomposition. The experience illuminated audience about the difference of students learning about the meaning of composition and decomposition of each number as a key knowledge to learn addition.

Another one is about statistics for third-grade-students. The early stage of primary school provides an ideal setting for promoting statistics, not only due to its importance in various different fields of study, but

also because it reinforces certain mathematical concepts. In the meantime, it integrates them into a context in order to awaken the development of statistical thinking. Under this recognition, teachers of GEC, in collaboration with a university professor, proposed the objective of developing statistical reasoning and not simply learning specific graphical representations, aiming to develop a certain data sense, encouraging students to see the data representations as a whole instead of individually. The experience of preparing lessons as a group allowed the teachers to perform an entire statistical process and then redo most of this process with their students.

Through these activities, we confirmed that significance of Lesson Study is not only for directly improving teaching and learning mathematics but also for realizing powerful collaboration between teachers and researchers.