

Abstract Number: 20347

## Supporting Teachers' Critical Reflection During Lesson Study Circles: A Didactical Design Research Approach

Didi Suryadi, *Indonesia University of Education*

There are three fundamental problems regarding educators' culture of thinking in Indonesia, both within the university (lecturers) and at school level (teachers). The three problems are imitative thinking in the context of teaching and learning, procedural-administrative thinking in the context of self-development capacity, and isolated from each other in the context of achieving collective and existential goals of national education. The accumulation of these problems is counterproductive to the development of new skills and characteristics that can strengthen the professional capacity of educators in the future. Application of Didactical Design Research (DDR) in the Lesson Study cycle is an alternative way of empowering educators' thinking in doing research collaboratively. Culture of thinking that developed through this approach is expected to improve the capacity of educators on an ongoing basis. Collaboration between faculty members, teachers, and student teachers in the lesson study cycles that includes the Plan-Do-See will create space for each party to undertake critical reflection (reflection for, in, and on action). Lecturers, as experts who have theoretical insights (explicit knowledge); teachers, as experts who have practical knowledge (tacit knowledge); and student teachers, as those who learn directly from experts of the two communities, will have the opportunity to share the results of critical reflection on the phenomenon of learning, so that each party will have opportunity to be adaptive experts who, among others, are able to provide academic arguments for what he did in the process of teaching.

Key words: Lesson Study, Didactical Design Research, Critical Reflection

Abstract Number: 20229

## What Continuities Teachers Learn in Cooperative Lesson Studies Between Elementary Schools and Junior High Schools

Takayoshi Sasaya, *Mie University*

Koichi Noro, *Tobu Junior High School*

There has been a great discussion about transition program between elementary schools and junior high school. Many teachers and researchers have shown an interest in continuities of transition program. This paper examined lesson studies for this transition.

In Japan, some elementary and junior high schools have cooperative lesson studies. Teachers in an elementary school take part in lesson studies in a junior high school, vice versa. They have official interest in informational exchanges each other. It is possible that they learn continuities of transition program in these lesson studies. However, few studies have attempted to their learning in cooperative lesson studies. This paper put its focus on their learning of continuities between elementary and junior high schools in cooperative lesson studies.

Continuities can be classified into some categories according to the characteristics of contents, for example, students' learning, curriculum, friendship, classroom order. This study analyzed what continuities teachers learn in cooperative lesson studies.

In this study, interview data were gathered from some teachers in an elementary school and in a junior high school in Mie prefecture (next to Aichi). They have cooperative lesson studies for ten years. All students in the elementary school go on to the junior high school.

It is evident from interview data that these teachers learning 4 kinds of continuities of transition program in cooperative lesson studies. (1) Elementary school teachers can get models of students' development by watching students who were in the class under their charge in years past. (2) Junior high school teacher can correct models of students' development by watching students' autonomy in the elementary school. (3) Elementary school teachers are apt to learn continuities of curriculum and goals of subjects. (4) Junior high school teacher are apt to learn a multiple of lesson styles.

In this presentation, a junior high school teacher (a leader of lesson studies in the school) presents his experiences in cooperative lesson studies in the elementary school.

The results indicates that elementary and junior high school teachers learn developmental grade in cooperative lesson studies, and that they learn continuities of curriculum and lesson styles between elementary and junior high school. It suggested that developmental grade and curriculum should be combined in lesson studies.

It is critical that cooperative lesson studies can make elementary and junior high school teachers' zone of proximal development.