

Abstract Number: 20001

Developing the Lesson Study Communities of Practice (CoP) in Malaysian Schools

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The aim of this study intends to address some pertinent questions related to Lesson Study activities. This qualitative study explored the implementation of Lesson Study, a kind of teacher-directed approach of Japanese to develop the Lesson Study Communities of Practices (LSCoP) in the Malaysian schools. The respondent (secondary school teachers) in this study indicated a need to develop a comprehensive Lesson Study training framework and overall, there was a general consensus on the need to enhance teaching practices through Lesson Study Communities of Practices (LSCoP). However, many respondents were unfamiliar with Lesson Study literature and generally were exposed to it informally. The broad-spectrum of this study is to inquire the process that respondents go through when they are engaged in Lesson Study. How does the process of transferring Lesson Study learning take place among respondents? And most of all, the key question: What is the process of developing a Community of Practices (CoP) in school? To probe the influence of lesson study, qualitative case study as the design was employed. Multiple data sources were gathered through in-depth interviews, observations, group discussions and reflections as well as participants' journal writing. Data sources were gathered through in-depth interviews and observation. Analysis of the qualitative data indicated that the lesson study has provided an encouraging opportunity and venue for the respondent to collaborate, discuss and share their teaching experiences in managing their lesson. Findings from the study showed that lesson study has influenced on teachers' Community of Practices to some extent. Again, the degree of influence varies across different individual participating teachers. Findings from this study deduced that lesson study would require perseverance, understanding and commitment from both the teachers and school administrators to foster the culture of teacher learning that is gravely lacking in the Malaysian education context.

Keywords: lesson study; reflective practices; qualitative study; professional development

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Analyzing Collaboration between Mix-Match Secondary Teacher in de-Personalization and de-Contextualization Science Context

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Improve teachers' competence in pedagogy is one of mission of lesson study as teacher professional development (TPD) not only for person but also for their community. In Indonesia, some secondary school hired same teacher in teaching Science while other separated Science lesson based on teacher background. Teacher with Physics background should teach Biology during Science lesson and so as teacher with Biology background. Those every single teacher often found out several obstacles when teaching different content with their background. The research investigated influence of teachers' collaboration between Biology-background teacher and Physics-background teacher (mix-match) on their ability to make didactical design (de-personalization and de-contextualization the material) in teaching Science. The objective is to compare 2 groups of teacher in the different school on their ability to de-personalization and de-contextualization the content. One group consists of 4 teachers (2 Physics-background teachers and 2 Biology background teachers) come from same school which has been employing lesson study since last two year. These secondary teachers discussed and collaborated together in preparing the learning, while another group consists of 4 teachers (2 Physics-background teachers and 2 Biology background teachers) with their personal didactical design. Each group teach same topic for Biology and Physics content at the same level. Analysis is emphasized qualitatively on teachers' effort to de-personalization and de-contextualization the content. Video and its transcript are used to identify the characteristic and pattern of mix-match teacher in teaching Science. Finding on verbal communication among students, teachers and expert involved are described to show that continuous collaboration in preparing learning bring teachers' awareness on de-personalization and de-contextualization of Science content. Furthermore, collaboration among mix-match teacher not only created mutual learning (learning each other) within the teacher, but also created the teaching material getting deeper and richer and indirectly is able to create meaningful learning.

Keyword: science lesson, mix-match teacher, collaboration, de-contextualization, de-personalization

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English Communicative Ability Development of Grade 1 Students by using 5- Steps Learning Process and Interactive Tasks through LSPLC

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Background and Problems:

Our school has managed its teaching and learning process to meet the high expectation of the parents. Fortunately our school administrators are the new generation of educational leaders. New approaches and practices in educational advancement are always acquired and always applied to our classroom teaching and learning. In consequence, why Lesson Study (LS) and Professional Learning Community (PLC) are on their ways to be adopted and practiced in our school to cope with the needs and expectation of the parents and to pioneer the new generation of classroom teaching and learning.

The English Communicative ability development of grade 1 students in Satit Pattana School ,has beentargetedby the school administrators. The schooldevelopment plan and strategy has initiated collaboration among teachers to redesign lessons by applying 5- step learning process to increase active and collaborative learning in classroom.

The study objectives were :

1. To analyze important aspects of redesigning lessons to develop English communicative ability of target students.
2. To study changes in the English communicative ability by using 5- step learning process and interactive tasks through LSPLC.

Target Group :

22 Grade 1 students of Satit Pattana School a large private school in a suburb of Bangkok , Thailand

Study Instruments :

1. An English Communicative Ability Test
2. 4 redesigned Lesson Plans
3. Teacher LogBook

The findings were as follow:

1. The 4 redesigned lesson plans were structured by 5 ‘ step learning process (questioning/ searching/constructing/ communicating and servicing) and interactive tasks through cycle of lesson study with professional learning community (LSPLC)
2. Students’ learning behaviors were more active,collaborative, supportive, caring and sharing.
3. The ability scores of every student increase after learning through the 4 redesigned lessons. The lesson study procedure in our school consisted of 5 collaborative learning steps among teachers and PLC members. They are (1) analyzing learning indicators, (2) planning a lesson, (3) doing and observing students

learning behaviors, (4) reflecting the outcomes of the observed class, and (5) redesigning the observed lesson.

4. Collaboration with buddy teachers and PLC members supported my professional development effectively.