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Using Learning Study as a Platform for University Teacher Professional Development - A Case Study in China

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Teacher Professional Development in tertiary institutions has been a major topic in the past decade, due to the louder student voice on their serious concerns on university teaching quality and students' learning experience. This paper describes the presenter's experience in leading a one-year pilot project of Learning Study for Teacher Professional Development (TPD) in a private university in China. From 2011 to 2014, the presenter was hired as Chief Academic Officer of a large private university in China, which is an integral part of a global universities network. Applying his extensive experience in Lesson Study in Japan, Teaching Study in Mainland China and Learning Study in Hong Kong, the presenter secured a funding for a one-year Learning Study project for TPD in a few selected subject courses in the Business School of the university. An action research team was formed, consisting of instructors in the same or similar subject, with a Learning Study (LS) consultant. The LS consultant's major responsibility was to make sure that the action research project was done in the proper manner and the requested data for further analysis was collected and coded properly. The project was completed at the end of 2014. Through the case analysis, this paper examines the various issues around implementing and promoting Learning Study in a higher educational setting, which, to a large extent, is different from that in secondary and primary schools. The paper uses the case as a source for reflection upon the challenges and the impact of LS on TPD in tertiary institutions. Suggestions and recommendations were made for those tertiary institutes that want to implement LS as a form of teacher professional development/teacher training to enhance the quality of teaching and learning experience therein.

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The Impact of Lesson Study Implementation to Teacher's Metacognitive Awareness as A Case Study in Indonesia Higher Education

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Metacognition needs to be developed because it has an important role to help someone. In this case are the higher education teachers' metacognition especially self-appraisal and self-management of cognition who implement lesson study (LS). However, information on the contribution of activity LS to Teacher's Metacognitive Awareness (TMA) has never been revealed. A case study was conducted to this research to look for contribution between plan, do, and see to TMA in Biochemistry class. Metacognitive Awareness Inventory for Teachers (MAIT) that consist of: declarative knowledge (4 items), procedural knowledge (4 items), conditional knowledge (4 items), planning (4 items), monitoring (4 items), evaluation (4 items) was used to measure teacher's metacognitive awareness. LS Activity Inventory of Teacher (LSAIT) that consists of plan (7 items), do (11 items), and see (8 items) was used to measure lecturers' activity during LS. LS carried out 5 cycles on the topic of metabolism, enzyme, and ATP. Both of MAIT and LSAIT were given to lecturers as respondent at before and after implementing LS. Regression analysis was performed. The study revealed that: the contribution of LS activities that can affect to TMA is 86,8%. This is shown that lecturers' activity at each stage of LS is able to improve of TMA. On the other hand, during LS implementation, all aspects of the TMA were increase. The monitoring and evaluation aspects are increases with high category, whereas declarative, procedural, and planning knowledge are increases with medium category. Other findings in plan step, lecturers learn together about how to understand and practice about the data base exploration method directly. This should be done before so that the teachers can develop a good student performance assessment rubric.

Students' Self-efficacy toward Mathematics and Their Academic Achievement through Lesson Study Activity

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Understanding mathematics not only depends on cognitive structures, but also on motivational and emotional factors such as belief, attitudes and anxiety. There is an interaction between learning and attitudes. The individuals' learning can affect attitudes and conversely, the attitudes can affect their learning. Our behavior can be predicted by our beliefs about our capabilities because beliefs help to determine what we do with the knowledge and skills we have. Therefore, it is important to study students' mathematics self-efficacy as the predictors of their behavior and choices in connection with mathematics. Students' mathematics self-efficacy may be defined as their judgements about their potential to learn the subject successfully. Students with higher levels of self-efficacy set higher goals, apply more effort, persist longer in the face of difficulty and are more likely to use self-regulated learning strategies. Consequently, teachers must be build students mathematics self-efficacy. One of the strategy that can be use by the teacher is lesson study activity. Lesson Study is a form of teacher professional development that originated in Japan and has been cited as a key factor in the improvement of their Mathematics and Science education. Lesson Study is an authentic activity for enabling teachers to conduct their classrooms. This study aimed to determine relationship between the student self-efficacy and academic achievement through lesson study activity of the Junior High School 18 in Bengkulu. This was a descriptive and correlational study. The statistical population included all Junior High School students 18 in Bengkulu at grade 8, of who 85 students were selected using the purposive sampling method. Self-Efficacy scale was used to measure the variables and the mean scores of the students was used for measuring their academic achievement. SPSS-18 was used for data analysis and the results were reported in form of descriptive statistics and Pearson Correlation. Results showed that there is a significant relationship between the variables students' self-efficacy and their academic achievement