

Students Point of View on Lesson Study

Martin Huchler, *Paedagogische Hochschule Vorarlberg*

After the publication of ‘Visible Learning’ (Hattie 2013) and the ‘PISA Studies’ (OECD), the Austrian Ministry of Science and Education introduced targets for teaching and learning. In this context, ‘Lesson Study’ (LS) and ‘Learning Study’ have been specified as sustainable and theory-based methods to develop learning processes and improve professional standards for teaching.

The present paper gives an introduction of how LS is implemented in the education of vocational teachers at ‘Paedagogische Hochschule Vorarlberg’ (PHV). A special focus is put upon the student’s critical reflections on their expectations towards LS and their experiences with LS. This is intended to support and enhance possible further steps of implementing LS in Bachelor and Master programs.

Since 2015 LS has been a part of teaching practice at PHV. PHV is a University of education and a center of educational studies. It offers Bachelor and Master courses as well as a range of in-service education and professional training for teachers and early childhood educators in Austria.

LS was introduced to the Bachelor studies in 2015, in particular to the training of teachers who teach at schools of the so called ‘dual educational system’ This type of vocational school system is a specific and successful part of the Austrian educational system. It is a compulsory school that accompanies apprenticeship of usually 15 to 20-years-old students who get trained for their crafts or trades in companies. The future teachers in such schools are required to have an educational background such as Master’s degree in a profession to enter this teacher education program. Furthermore, what makes these students unique, is the fact that they work as teachers at vocational schools already during their Bachelor program.

Along with the implementation of LS, the concept is continuously scientifically evaluated. On one hand, the whole module, which LS is a part of, gets evaluated within the quality management of PHV. On the other hand, the students themselves undertake critical reflections on LS in the course and at the end of their teaching practice. This is part of the workload of Bachelor program.

This article will be rounded off by an outlook on the further development of LS at PHV.

Abstract Number: 20409

Internship: Learning to Learn

Rustan Santaria, *IAIN Palopo*

Abdul Pirol, *IAIN Palopo*

Rusdiana Junaid, *Universitas Cokroaminoto Palopo*

Internship (in Indonesia: Magang) in terms of teaching practice is an intensive engagement for Students of Pre-Service Teacher Education at real job places. This concept is recognized in Indonesia as a way of real job practice to be a professional worker candidate. This study aims at describing the good practice of learning on how to learn from the setting, collaborating, planning, discussing, observing, reflecting, revising, and following up the outcomes of teaching and learning process in a classroom by applying lesson study procedures: plan, do, and see. These procedures are set in four stages: (1) focus the concept of the lesson study (2) develop the lesson (3) teach the lesson to collect data (4) reflect, revise, record, plan next steps. The students of Pre-Service Teacher Education have an intensive training in a set of time to obtain learning outcome targets of curriculum based on the Indonesian National Qualification Framework of academic knowledge and skills. This work applies the stages of Lesson Study process. The result contributes some practical and meaningful knowledge, skills, and point of view in the world of professional teacher that covers the following abilities: (1) the students of internship program are able to discuss variety of teaching and learning process on the parts of speech concept of the lesson topic, (2) the students of internship program are able to make a unit outline for the topic, (3) the students of internship program are able to select specific vocabulary mastery problem(s), (4) the students of internship program are able to study the vocabulary mastery and anticipate varied student responses, (5) the students of internship program are able to bring up reflection questions, (6) the students of internship program are able to draw up a rough lesson outline, (7) the students of internship program are able to collect some preliminary data, and (8) the students of internship program are able to complete the lesson plan as follow up of the reflection.

Key Words: learning to learn, teaching practice, engagement, collaborating

Teachers' Understanding and Concerns on the Practice of Lesson Study in Suburb Schools in Lao PDR

Sommay Shingphachanh, *Hiroshima University*

Lesson study is perceived as an effective approach for teacher professional development. The concept of lesson study has been introduced into Lao education since 2004 in the form of JICA project so-called the Project for Improving Science and Mathematics Teacher Training which was commonly known as SMATT project. During 2004 - 2006, there were more than 50 participants from Lao PDR came to get training in Japan about teaching methodology. The target groups for this training were primarily in-service teachers from teacher training colleges throughout the country. However, because of the beginning of educational progression in Lao PDR, teachers and Ministry of Education and Sports (MoES) did not perceive above-mentioned project as lesson study; but they knew as a new way of teaching which was locally called 'JICA approach' Until 2015, when the full form of lesson study has been implemented to some suburb schools in Lao PDR then lesson study became well-known among teachers. Subsequently, teachers became very much interested. However, because of lesson study was perceived as a new way of teaching, much teachers started questioning on this framework. Therefore, for better lesson study implementation in the future, this study aims to examine the situation of lesson study in some suburb schools in Lao PDR; specifically, to investigate teachers' understanding and their concerns through the experiences while they were engaging in lesson study. Data from 70 participants including 11 periods of observations and some documents analysis revealed that most of the teachers have moderate understanding in lesson study. Although lesson study process has imported from Japanese professional training activity, the ways of doing lesson study in those suburbs schools were slightly different from Japanese way. Most of the teachers concerned very much on the format report of lesson study, a good model of lesson study, collaboration, lesson study procedure, and teachers and students themselves. This study implied the need of expertise in lesson study, collaborative support system and more practice in lesson study. Further study is advisable to have deeper look at how lesson study has impacts towards the change of teachers' traditional teaching or how lesson study has effects on transforming teacher center to learner center teaching practice.