

Enhancing Teacher Pedagogic Competence Through Lesson Study at SMP N 2 Peusangan

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This article focused on teacher pedagogic competence in implementing lesson study in the classroom. The research finding showed that lesson study was an analysis to improve learning or a model of developing teacher quality through collaboration and sustainable based on mutual learning to establish learning community. The primary problem faced when was implementing the lesson study was the collided of teaching schedules and caused the teacher difficult to be an observer. The other problems were the teacher not confident in teaching, The preparation of the model teacher was still largely lacking due to the sense of awkwardness and embarrassment to be observed by other teachers and the lack of openness to other teachers' suggestions and inputs. Teacher pedagogic competence increased after the implementation of lesson study reached 8.7%, it was that the results of the implementation of the Lesson Study program at SMP N 2 Peusangan has shown the improvement to be better with a very satisfactory preparation both in terms of delivery of material and open attitude to various inputs and suggestions submitted by the observers for the achievement of learning goals.

Abstract Number: 20116

Proposal for Pupils' Active Lead for Learning in an Elementary School Class - A Case of Social Studies -

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The purpose of this study is to evaluate the Hint Table created by the author in order to increase pupils' participating and facilitate the class correctly by themselves in interactive learning by leading their own social studies class in an elementary school. Hint Table is a flow chart which is the help for pupils to indicate the direction of the discussion.

It is easy to explain what kind of roles teachers or pupils have in general. Teachers are the persons who teach pupils and pupils are the persons who are taught by teachers. This learning style has contributed effectively to convey knowledge from teachers to pupils. It focuses on how much things pupils can memorize. However, they become sometimes passive and do not think by themselves. They become not to get interested in learning itself.

But now, Ministry of Education in Japan said in March 2017 that the competency to discover problems and to seek solutions with other persons, in other words, the ability of utilizing knowledge should be desired in the future. OECD also emphasizes that skill. To meet the requirements, we have practiced many methods in a class, for example, Project Based Learning, Peer Learning, Collaborative Learning and so on. The independence of learners is very important element on these methods, because it is pupils that organize the study. But it is difficult to get that kind of attitude in an ordinary way.

Therefore, we need to provide the chances in which pupils study independently in daily subjects .

We need to promote independent learning for pupils.

There is a style that pupils take the lead in a class, not the teachers. This is the so-called 'Pupils' Active Lead for Learning' At this style, Pupils who behave as a facilitator organize the class, and teachers design the structure of the lesson and tell important points, for example, the aim of the lesson at the beginning of the lesson or the comments at the end. Teachers need to grasp the process of the class carefully.

In this method, teachers give as little direct guidance as possible for the sake of cultivating independence among pupils. The merit of this learning style is its capacity to develop the abilities and positive behaviors that will be useful in the real world. Now more pupils are able to take an active role in leading lessons and in learning from each other.

Practically, the lessons of this style has been tried in few elementary schools in the classes of 'Japanese language,' 'Math,' 'Science' and 'Social Studies.' from 1st grade (7 years old) to 6th grade (12 years old). The pupils take turns to be the leader. In this situation, however, some problems with this method often occur. It was realized that the number of remarks decreased or the direction of the discussion went wrong way. Those lessons are sometimes not enough for lacking of the contents which are required by the national curriculum.

Some helps to solve these problems are needed. Hint Table is one of them. During the evaluation phase, the authors tested the effect of the Hint Table in an elementary school and determined whether or not pupils were able to understand the Hint Table (understandability), they were able to handle it (usability), and it was

available to them (availability).

These tests confirmed that this tool is understandable and usable as well as available. In addition, it was determined that the help from teachers was not required in the class when the Hint Table was used. Therefore, the Hint Table enables pupils to promote the class by themselves.

Abstract Number: 20341

Self Confidence Development of Kindergarten 3 students by Collaborative 5 -step Learning Process through Lesson Study with Professional Learning Community

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<Background and Problem>

Self confidence is a main component of life skills and personality which has to be form and developed since early childhood. Therefore, self confidence is an important learning outcome of kindergarten 3 students. To develop self confidence, a kindergarten teacher had to set up friendly, supportive and positive learning environment. At the same time, creating opportunities to share values and good practices and to learn in various ways to serve a learning community as well as self-reliance and adjustment were required. This year, Satit Pattana School a large private school in a suburb of Bangkok, Thailand, expanded the collaborative 5-step learning process into kindergarten levels. To support teachers' learning and professional practice, kindergarten teachers had to redesign the lessons collaboratively through Lesson Study (LS) with Professional Learning Community to develop our students' self confidence

<The study objectives were to analyze>

- 1) To analyze important aspects of the redesign of the lesson plans to support self confidence development of kindergarten 3 students.
- 2) the changes in self confidence of the students.
- 3 teachers' professional learning and practice development through Lesson Study (LS) and Professional Learning Community PLC.

<Target Group>

23 Kindergarten 3 students of Satit Pattana School.

<Study Instruments>

- 1) A Self Confidence Development Assessment Form,
- 2) 3 redesigned plans, and
- 3) A Teacher Log Book
- 4) A Self - Evaluation of Planning Form
- 5) A Self ' Evaluation of Lesson Plan Implementation Form

<The findings were as follows>

- 1) Each of the 3 redesigned lesson plans was structured by 5-step learning process (questioning, searching, constructing, communicating and servicing) with collaborative learning in a small group of 4 diversified ability students. The learning concepts were 'teacher' and 'peer'
- 2) Totally, the 23 students lead gain scores on the Self Confidence Development Assessment. Of the 5 key behaviors of self confidence, 3 key behaviors shown high development. They were confidence in 'speaking' 'participating' and 'cooperating' There were 3 students did not show any development in 'festure' and 'eye contact'
- 3) Our school PLC members composing of a model teacher, a buddy, mentor, administrators,

supervisors and experts. The Lesson Study Approach in our school consisting of 5 activities in a learning cycle. They were Analyzing the learning indicators and standards, planning lesson plans, doing learning management and seeing student learning together with PLC members, reflecting students' learning by PLC members and redesigning learning activities and classroom management from PLC reflections and classroom action research' Working collaboratively with buddy teachers and PLC members in LS cycles and PLC meeting supported me to better understand each of my students' difficulty and needs which were essentially regarded as important bases for improvement of my supports to the children self confidence development.