What Can We Learn from the Way Mistakes are Perceived in the Classroom? A Comparative Lesson Study

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Building teaching ability of teachers has been a significant issue across the ages as teachers and researchers strive to improve teaching practice. However, it is claimed that teaching ability is difficult to acquire outside of teaching practice (Stenhouse, 1975). It is also argued that teachers changing their awareness, their concept of lessons, or learning pedagogical approaches through training seminars and published literature often does not lead to actual improvements or change in teaching practice (Hiebert and Morris, 2012).

Similarly, changing teachers does not necessarily improve quality of teaching. The key is to apply approaches that link theory with method, and to integrate cultural known factors that allow those approaches to work effectively. However, it is difficult to recognize such approaches and cultural factors as they are often hidden within the cultural beliefs of each teacher. Stigler and Hiebert (2009, p. 12) point out that the actions and decisions teachers make in the classroom is ascertained by the cultural code that functions, in some way, 'like the DNA of teaching.' This cultural code is referred to as a teaching script. If we can gain an insight into the cultural script of a teacher we can further prepare ourselves as teachers and avoid discrepancies in the classroom.

This presentation will report on a study conducted in the summer of 2016 in a high school mathematics class in Malaysia that addresses cross-cultural analysis with regards to the way student mistakes are overseen in class. The objective of the study was to examine how well a transnational learning project can determine the cultural script of a mathematics lesson in Malaysia through the perspective of Japanese educators well trained in the lesson study approach. Data retrieved in this study determined the cultural script of a class in Malaysia and highlighted Malaysian teachers' responses to students' mistakes.

There is currently little empirical research addressing 'classroom culture regarding mistakes' that represents how teachers and students learn from mistakes in the classroom. This study focuses on how there was a very different interpretation of the way teachers managed student mistakes in the classroom in Malaysia and Japan. It was discovered that the 'cost of the mistake' from the students' perspective was far greater in Japan as opposed to Malaysia. Similarly, it was noted that the way teachers reacted to mistakes was quite different. Regarding these, plus several other notable findings, this paper provides a table of 27 viable categories that researchers determined influential to the way teachers responded to students' mistakes in class. The implications of this research for future studies in curriculum research and development are profound. If teachers can acquire the knowledge of a cultural code of teaching, then they can greater train

and perhaps prepare themselves better for situations that will inevitably arise. Copies of this paper currently published with Emerald Insight, will be available for distribution after the presentation.

References

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An Educational Practice After the Disaster: Case Studies of Expressive Writing at Two Schools in Japan

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The purpose of this study is to examine an educational practice at two local schools after the Great East Japan Earthquake and the following tsunami disaster in 2011. Many children in the damaged area suffered from the sudden loss of loved ones and the substantial destruction of their livelihoods, which could deeply impact their development in a range of ways in both the short and long term. After the disaster in Japan, some teachers implemented a historic and practical educational method called 'expressive writing' or 'Seikatsu tsuzurikata' (in Japanese), aiming for students to face their reality through journaling and finding the way to cope with it. This study examines the educational benefit of expressive writing after a disaster and the strategy of classroom management to encourage students to speak their mind safely by comparing expressive writing in two schools.

Data sources were students' writings and interviews of coordinators in two different schools in Miyagi prefecture, Japan. 1) A set of three journal books were collected at K primary school published every year after the disaster and 2) a set of selected writings written by students at third grade of N secondary school in 2015. Coordinators were interviewed on the purposes and benefits of their practices. The qualitative coding method and quantitative text mining analysis were used for analyzing all writings in terms of the changes of students' writings over time.

Collected writings of the two schools expressed negative experiences and emotions of the earthquake and tsunami but also stated appreciation to supporters, reconstruction of area and realization of future dreams. However, their classroom settings and the purposes of their practices were different. At K primary school, journals were written along with themes provided by the school each year in order to publish as gifts for supporters. These were conducted by each classroom teacher not by the coordinator directly. In regards to N secondary school, the coordinator who was in charge of every expressive writing class called A lesson of Life' asked students to describe 'their experiences at a certain moment' with the same theme of 'Life' Students shared their experience with classmates by reading out loud their writings and gave feedback to the others. The changes of students' minds based on writings through classroom interaction can be verified in the practice of N secondary school while no clear relation between each writings at K primary school.

Findings from the data analysis suggest that expressive writing could be effective for students in disaster areas. Children can journal their experience respectively through the process of expressive writing, which encourages them to find a meaning of their experience and create a positive story. This positive change of thinking may have mental and physical benefits in children. However, the result presented that teachers have to be aware of persuading or encouraging only a positive attitude from young and vulnerable students because this may not be a true representation of their feelings.

This study suggests an important factor in implementing the method. That is, teachers should be eager to improve the relationships between teacher-student, student-student, and also to develop student's self-esteem through a range of activities in schools. Further research is needed to develop educational programs on expressive writing.

The Implementation of School-based Lesson Study (sbls) in Elementary Schools

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This study aimed at describing and interpreting the implementation of School-Based Lesson Study (SBLS) in elementary schools in Bantul district. This study used a qualitative approach. The data were collected by using in-depth interviews, participant observation, field notes, and documentation. The data validity was determined through sources and techniques triangulation. The subjects were elementary school teachers in Bantul, Yogyakarta Province, Indonesia in the academic year of 2016-2017. The data were analyzed by using Interactive Analysis Model from Miles and Hubberman. The results show: 1) SBLS was initiated first by the small group of teachers in the State Elementary School I Kretek Subdistrict, in 2013 and continued in the bigger group member of teachers in 2014. Because of good responses from the teachers around Bantul district, it was regularly implemented in the following years. Then it was officially under-supervisioned by the governmental board of education of Bantul district in 2015. So, in fact, SBLS was naturally established in a bottom-up system; 2) the program of SBLS has been coordinated by the official Board of SBLS for elementary school which was established in 2015. This board was to be responsible for planning, implementing, and evaluating the SBLS program; 3) SBLS has been implemented every year in open class regularly based on the schedule. Open class was conducted in three phases, namely: planning, doing, and reflecting. Besides, SBLS is oriented to build collaborative learning both for teachers and students. The teachers can learn to each other through open class, because they plan, observe, and reflect the lesson together. In this case, no one single and individual spectacular teacher and no single teacher left behind because they learn to each other, or in other words, they learn collaboratively during the open class; 4) the evaluation of SBLS implementation has been conducted by the team who has implemented open class of SBLS thoroughly in intensive discussion of reflection. So, interestingly, the program of SBLS lead them to be reflective teachers; 5) there were the obstacle factors in implementing SBLS, such us: a. the difficulties in making fixed schedule of open class related with the busy schedule of the teachers in teaching and learning process in every school, b. the limitation of financial support in running the program. In other-hand; 6) there was a supporting factor in succeeding SBLS. It was a high motivation from the elementary school teachers in Bantul district to implement SBLS in order to develop the quality of teaching and learning process.