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A Lesson Study on Improving Student's Critical and Collaborative Learning with Internet Base at English Class

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This study aims at 1) knowing the implementation of Lesson Study, 2) knowing the students' critical thinking skills in web-based English lessons, 3) knowing the students' response to the implementation of Lesson Study in web-based English lesson. The type of the research is a classroom action research based on Lesson Study. The research uses descriptive qualitative method. The procedure of classroom action research based on Lesson Study is 2 cycles adjusted to the time allocation and subject matter selected, each cycle consists of plan, do and see. The location is in SMA Muhammadiyah 3 Batu, and the subjects of the study are the students of class XII / I in English lesson. The techniques of collecting the data with observation, questioner and test, while data analysis using descriptive qualitative analysis to describe the phenomena that occur in the research class. The results of this study are 1) the implementation of Lesson Study in web-based English lesson of 100%, 2) The implementation of Lesson Study in web-based English lesson can improve the collaborative skill of 9,25% and critical thinking skill equal to 1,25% from cycle I to cycle II. While students' responses based on questionnaire shows 18 students (85.71%) say strongly agree of collaborative learning activities with internet, 2 students (9.52%) say agree, 1 student (4.76%) does not answer and no student disagree. Meanwhile, almost all students complain of obstacles with the internet in school that is not running smoothly. The conclusion of this study is the implementation of Lesson Study in web-based English lesson can improve the collaborative and critical thinking skills of high school students.

Key Word : lesson study, critical thinking, collaboration and, classroom action research

The Emerging Role of Knowledgeable Other in Lesson Study in the Philippines: A Heuristic Inquiry

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This presentation aims to report findings from my study about the emerging roles of knowledgeable other in lesson study in the Philippines, using heuristic inquiry method (Douglass and Moustakas, 1985). The study involved a semi-structured focus group interview/discussion conducted among science education specialists in the Philippines who, like myself, have been serving as knowledgeable others in various lesson study groups around the country. The interview/discussion focused on the participants' actual experiences as well as the insights gained from these experiences. My aim here was to determine the: a) emerging roles of the knowledgeable others and how common these roles are in a variety of contexts and settings; b) challenges encountered by the knowledgeable others while performing these roles; c) contextual elements that impact their roles and experiences; and d) qualities needed for an effective knowledgeable other in the Philippine setting.

The result of the analysis of the data from the interview revealed the emerging roles of knowledgeable other under the following major categories: expert, facilitator, and moderator. The first category includes the participants' vital roles in the collaboration, which include being a content knowledge expert, pedagogical knowledge expert, and lesson study process expert. Although there may be some overlapping in terms of the details of the other two categories, what actually differentiates them is the major task associated with each. While the 'facilitator' role is associated with taking care of the lesson study process and the entire discussion, the 'moderator' role is responsible for establishing the group, like ensuring their participation, attendance, and commitment. Also, the contextual elements that were identified to have impact on the performance of the knowledgeable others were classified into the following domains: composition of the lesson study group; lesson study process; and school environment and setting. Lastly, the qualities of an effective knowledgeable other in the Philippine context were derived from the discussion which aimed at addressing the challenges encountered by the participants at different stages of the lesson study process/cycle.

This study hoped to contribute to the formulation of standards or principles as well as the development of resources that would support the conduct of lesson study in the Philippines. Also, the findings of this study can be used to guide the training of potential knowledgeable others.

Use of PEEL Strategy and Assessment Rubrics to Stimulate Critical Thinking and Improve Essay Writing Skills in Food and Nutrition

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In this lesson study, Nutrition and Food Science teachers formed a professional learning team to improve students' ability in answering essay questions in the Food and Nutrition written paper. The team reviewed the essays written by students in the past years and discovered that students generally lack the ability to generate relevant content for essay writing and tend to write out of context. They could not identify the key factors required to answer the question and are unable to organise their points coherently. In addition, students lack understanding of how their essays are evaluated for the purpose of self-improvement. As such, the team would like to bridge these gaps so that students can not only understand the theory concepts but can also apply them relevantly. Critical thinking skills are required for essay writing as when the students write, their writing and thinking improve as writing forces the clarification of ideas, attention to details and the logical assembly of reasons (C. Bean, 2011). The team decided to adopt the 'PEEL - Point, Evidence, Explanation and Link' strategy to build students' critical thinking skills whilst providing them with a structure to enrich their writing. Assessment is crucial as it defines the playing field of academic interaction where the processes of teaching and of learning should be mutually reinforcing (C. Stull, Varnum, Ducette, Schiller, Bernacki, 2011). Formative assessment via the use of Assessment Rubrics designed by the Nutrition and Food Science teachers was implemented to allow students to have a better understanding of their own learning and development. The learning team planned and completed two cycles of lesson study on Upper Secondary Food and Nutrition students. Qualitative analysis is implemented as improvements were made to the lesson plans based on feedback by teacher observers, students' reflection and analysis of students' essays. The findings, as well as both success factors and challenges faced, will be presented by the team.