

ePortfolios as a Means for Helping Student-teachers Reconcile Craft Knowledge with Academic Concepts

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The authors conducted exploratory research on the implementation of critical incident writing in combination with ePortfolios as a means to promote the development of teaching expertise among pre-service English teachers at a Japanese university. The purpose of exploratory research is for teachers and learners to understand and interpret a particular issue rather than resolve it. Understanding the nature of an issue can lead to improvement in the teaching and learning lives of teachers and students. In this case of this research, the issue was how to combine theoretical and practical knowledge to promote the development of teaching expertise in the pre-service teachers. Research into learning to teach has shown that much of teaching expertise can be considered 'craft knowledge' or expertise gained from actual practice and collaboration with colleagues. This kind of knowledge is called an 'every day concept.' Academic concepts can help teachers critically examine their every-day concepts and serve as psychological tools which enable teachers to enact their agency to promote student learning. Thus, the purpose of language teacher education should be to help student-teachers develop both their craft knowledge and understanding of academic concepts. This will enable them to construct their own form of practice amenable to their respective teaching contexts as well as principles of language teaching and learning. To do this, the English Department at the Iwate University Faculty of Education offers four English Teaching Methodology (ETM) Courses in succession over the span of two years which combine classroom practice with university lectures on academic concepts. Student-teachers update their ePortfolios (EPs) during each ETM course. Portfolios are a means for the student-teachers to combine craft knowledge and their academic concepts into their own expertise. More specifically, student-teachers write a Critical Incident, their current Philosophy of Teaching, and their Development in the current ETM class. A critical incident is an event that occurred in the classroom which caused teachers to rethink their current beliefs about teaching or teaching practices. Sociocultural research in teacher learning has found that experiencing and reconciling cognitive dissonance is a part of teacher development. In their Philosophy of Teaching, student-teachers write their current principles on how English should be taught and learned based on their learning in their ETM classes and their teaching experiences. Lastly, for their Development, student-teachers write about their current stage of expertise.

The researchers formulated the following research questions: What is the nature of change in student-teachers' Teaching Philosophy over the four ETM classes? To what extent does the EP design encourage student-teachers to reconcile their craft knowledge with their academic concepts? These questions were answered by using a methodology for coding called Applied Thematic Analysis. It was found that while student-teachers acknowledged the concepts learned in ETM, the know-how developed from teaching did not necessarily help elucidate these concepts for teachers. This is the result of the unpredictable nature of teaching and an indication that teachers internalize academic concepts gradually over time. Therefore,

teacher education needs to take a longer-term approach concerning student-teacher development. Concerning the EP design, this experience informs us that it is not only design but also implementation which will encourage student-teachers to reconcile their craft knowledge with academic concepts. We will conclude the presentation with recommendations for EP design and implementation.

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Using Lesson Study to Improve Flow of Lessons in Mathematics 7th Grade Lesson Plans

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Learning mathematics by themselves, students might meet on situated knowledge and social cognition. To the benefit of student solve their problems and go through the mathematics contents. Teachers need to prepare their lesson for teaching involve a simplistic to account for everyday life of students (Inprasitha, 2016). The recent research, mainly carried on teaching mathematics as telling the ways to solve mathematics problem rather than let students think by themselves (Inprasitha, 2014). Creating lesson plan, teacher always do it alone. If we use different views to look at the problem, so we have a chance to make lesson plan better. This study aims to use lesson study to improve flow of lessons in mathematics lesson plan of Grade 7th. Qualitative research design focused on the mathematics lesson plans and analytical description. The learning unit is positive and negative numbers, it composed of 16 lesson plans. The target group is the lesson study team consist of a teacher, a teacher as observer, a researcher assistance, the head of mathematics department, an experiences teacher.

The results showed that the flow of lessons improved students learning: it made students used their own perspectives to view and solve a problem with different ideas. It made students gave more reasons to discuss the problem. It helped students understanding the problem.

Key words: Lesson study, flow of lesson.