

Abstract Number: 20302

Study on Utilization of Lesson Record During Post Lesson Conference in Lesson Study Process

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The purpose of this research is to deepen the theoretical consideration of relation between lesson record used in post lesson conference of lesson study process and teacher learning, by conference record analysis in which various participants analyze the conference record.

Lesson record is collection of objective facts of lesson process using various media such as video camera, stenographic record, photograph, etc (Miyahara, 1999). Historically, diverse lesson records have been utilized depending on the form and purpose of lesson study (Matoba & Shibata, 2013).

This study examine two records of the post lesson conference using stenographic recording or video recording. In doing so, we conduct an analytical meeting of records of post lesson conference records that incorporate the method of lesson analysis, in order to extract points to be the basis for a theoretical argument based on not only scientific but also practical and teacher's perspective.

1. Extract scenes of two records of post lesson conference using stenographic record or video to create a verbatim record, which was used as a material of the analysis meeting. Since we emphasized the points actually used at each school site, we used two records of different elementary schools.

2. We held a meeting to analyze two records of post lesson conference participating by various schoolteachers and university researchers. Participants were 14, teachers, retirement principals, university researchers, and graduate students who are energetically working on lesson study. The time of the analysis meeting is 3 hours.

3. Verbatim record of the analytical meeting was created, and the utterances related to stenographic record and video recording utilization and conference discourse were extracted. And then, issues on relationship between post lesson conference discourse and lesson record were summarized.

As a result, as issues on utilization of lesson record, the possibility of sharing of facts, time control, the extensibility and validity of interpretation, and the mediation of records were clarified.

Future tasks were to further refine the theoretical argument of relationship between the utilization of lesson record, the post lesson conference discourse, and teacher learning from literature review based on the above issues.

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Comparative Study on Physics Education between Bhutan and Japan

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Purpose: Owing to the changing times, and the inspiration derived from the national aspiration, Bhutanese education system has undergone comprehensive review and systemic transformation to improve the quality of education. However, not much has been changed with the lesson observation method; what we see now is what we had many years ago. Therefore this study was conducted to compare lesson study in Japan with the lesson observation method done at school level monitoring and support services (SLMSS) in Bhutan. It addresses the differences in a way they are carried out to the point to which they are focused, and the impacts they made in the field of classroom practices and professional development.

Design: Dampchu central school in Bhutan and the schools in Fukui Prefecture were considered for the study. Data was collected randomly using interviews, observation and literature review. Analysis was made based on the samples collected from the schools. The in-depth interviews were done to collect their context of experiences equivalent to the impacts lesson study made to their professional growth and learning activities in the classroom. The data collected are from physics lessons.

Finding:- The results indicated that there are significant differences between the Lesson study of Japan and the SLMSS of Bhutan.

Future plan: Research will be done on the effectiveness of lesson study in Bhutan.

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Teacher's Desirable Competencies for Learning Organization through Lesson Study in Thailand's Multicultural Context

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Thailand is the center of the South East Asia region which consists of 10 member countries combined to strengthen the economy, society, culture, and security. Thailand has borders with 4 neighboring countries: Myanmar, Laos, Cambodia, and Malaysia. Therefore, the number of their population and labor is constantly moving at all times. Moreover, each region in Thailand consists of many ethnic minority populations. For example, there are more than 50 tribes in the north that Thailand has provided opportunities for children living in the country and children following their migrating parents to work in Thailand have the opportunity to enter the government school. That makes schools in Thailand with a diversity in cultures, ethnicity, languages, religions, beliefs and life styles. As part of learning organization using lesson study, for over 10 years, Thailand has adopted the concept from a faculty of Khon Khan University. It has been used to manage learning and teaching in mathematics and extensive research into educational institutes and many schools around the country. However, the context of schools in Thailand are multicultural. Therefore, using lesson study to develop learning and teaching processes should integrate more views of ideas. Also, teachers need to have major roles in learning management using classroom education in multicultural contexts of Thailand. Last but not least, the teachers themselves should have desirable competencies as part of a question of this research.

This research aims to synthesize teachers' desirable competencies for learning organization through lesson study in Thailand's multicultural context. It is a qualitative research by interviewing the target group of 3 school administrators and focus group discussions, 9 teachers from 3 schools that have a variety of ethnic students and use lesson study to manage learning mathematics. Then, the information taken from interview synthesis is put into desirable competencies with research tools which are semi-structure interview form and focus group record form having a question framework about the topic.

The result of the research found that the teachers' desirable competencies for learning organization through lesson study in Thailand's multicultural context consist of

1. Knowledge domain

1.1 Content knowledge is the number and operation, measurement, algebra, geometry, statistics, probability, mathematical skills, and processes.

1.2 Pedagogical content knowledge is the teaching specific content, lesson planning, board using, instructional media, and learning assessment.

1.3 Students' cultural knowledge is the learning style of each tribal student, native language of the students, and life style of the students. Limitation of expressions, especially speaking and working with others, can give examples of nearby things that are close to the students to teach.

2. Skill domain

2.1 Lesson study step process skill consists of setting goals for student learning and development, planning a lesson, observing the lesson and collecting data on student learning, and using the data to reflect on the lesson and improving the quality of the lessons for further use.

2.2 Atmosphere management skill is physical management of classroom. It is to create familiarity, culturally sensitive practices, and questioning.

2.3 Guidance skill is the speech in communication, interaction with students, and being classroom observers.

3. Attitude domain

3.1 Good attitude to ethnic is accepting students' differences, honoring students, and honestly praising all students equally.

3.2 Good attitude to listen is welcoming all advice, being open minded, and joining the student development conference.

3.3 Good attitude to teaching is being open to improve their teaching methods.

4. Personal character domain is being well-dressed, fluent, coordinating with others well, and expressing gratitude towards students.