

Impact of Lesson Studies on Teachers Professional Development

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The aim of this paper is to present a tool we built, that can bring out the effects of Lesson Studies (LS) on teacher's professional development. This tool, meant to suit all LS contexts around the world, indicates what type of data to collect and how to use it, so we can produce comparable results, in order to assert the effectiveness of LS.

To do this, we try to collect data that is naturally produced in a LS process, so we don't add work to participants. To select such data, we firstly present our common definition of LS. Based on a literature review, this redefinition of the process takes into account three types of LS and several adaptations they went through in various contexts. This model shows common features that we can consider as essential in LS, but also lists several Add-ons, each of which can be a key to break a stalemate, to overcome a hindrance or simply to help organising the research of a LS group according to its goals.

This common LS's skeleton allows us to determine which data will be naturally produced during the process. Among it, the data our tool suggests to collect has to bring out the effect of each LS feature on teachers' development. So, we secondly briefly determine what we mean by 'teachers' development' and how to measure it, especially regarding the goals of the LS team.

Lastly, we present how we are going to test this tool in the scholastic context of Lausanne, French-speaking Switzerland, at the University of Teacher Education. This environment brings some adaptations to the LS process, due to the specificities of pre-service teachers training. This is an opportunity to check the adaptability of our tool. After this test phase, we will refine our tool and put it into practice in different situations.

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Lesson study: Friend or Foe? Development of Teacher In-Service Training Programme

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The main aim of the presentation is to introduce the teacher in-service training programme on “Lesson study”.

The presentation will focus on the main stages of the development of the intraschool course for professional development of school trainers and teachers, its specific aspects and expected outcomes after introducing the course in schools in Kazakhstan.

Development and enhancement of secondary education system is a state priority in Kazakhstan. The key strategy is professional development of teachers. In 2011, Private Entity ‘Center of Excellence’ of Autonomous Educational Organisation ‘Wazarbayev Intellectual Schools’ (hereinafter ‘CoE’) was established. The main goal of CoE is to provide services in in-service professional development of teachers throughout the country. CoE started its work with a breakthrough project ‘multilevel in-service training programmes for teachers, comprising advanced educational ideas, approaches and strategies/. ‘Lesson study’ as a method of improving the practice of teachers, became a constituent part of the multilevel training courses content.

Teachers of the country accepted Lesson study positively and started using it in their everyday practice. However, there is a lack of systemic professional methodological support for consistent introduction of ‘Lesson study’ at schools. In this respect, a demand for the development of teacher professional development programme for school internal professional development occurred. It is planned that each school throughout the country would have a school trainer instructing teachers to use ‘Lesson study’ approach in their practice and providing necessary methodological support. Such approach would allow teachers to professionally develop on-the-job without leaving school. Moreover, principle A peer teaches a peer’ works, which means that teachers are taught by their colleagues from the same social group.

Principle A peer teaches a peer’ successfully works in another developed by CoE professional development intraschool training course ‘Seflection in practice’ It aims at preparing school trainers for methodological support of teachers in the framework of multilevel programmes. However, the development of ‘Lesson study’ training course differs from ‘Seflection in practice’ Specific features of ‘Lesson study’ approach itself defines the content and structure of the course. ‘Lesson study’ is aimed at professional development of teachers and considered to be very practical. Practical aspects of the approach (stages, methods and etc.) determine the content of the sessions and their design. The Lesson study programme of preparing school trainers and then teachers is based on tasks focused on understanding of the approach processes and its significance in the activity of teacher and his/her professional development. Through practice teachers understand the essence of the approach and learn how to use it efficiently. In this view, ‘Lesson study’ is a ‘friend’ as it provides basis for the course structure and content. On the other hand, ‘Lesson study’ is a ‘foe’ as it predetermines the content and the structure of the course and sessions.

The presentation will be the first stage in the research of the course impact on school teachers’ practice

in the discourse of Kazakhstani schools. It will include the specifics of the course development and approaches used to design the course highlighting the tools for course monitoring and impact assessment.

An Experience from Implementing Workshop-based Learning in EFL Classroom through Lesson Study

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In recent years, teachers of English as a Foreign Language (EFL), have been paying increasing attention to presenting English as a fun and meaningful subject to learn. Consequently, promoting various teaching techniques in EFL classroom becomes a demanding effort for EFL teachers. A challenge is posed to pre-serviced teacher in English Education Department who have to be able to both use English as a means of communication and learn it as a subject matter. However, many obstacles arised in comprehending the material optimally. One of the most crucial problems is when the students only understand the material without knowing how to implement it in the real English practices. This is because the students were accustomed to just reading many references, summarising and presenting the material in the EFL class without considering an effort of how to implement it in real teaching and learning processes.

An intensive Lesson Study was conducted in five cycles during a half term of sixth semester in an EFL Classroom. The focus of the action was on making the students able to not only comprehend the material but implement it in a real teaching practice. During the five cycles, both model lecturer and observers designed the learning process through a workshop in which the students had to present the material and simulate it. The five-cycled Lesson Study covered challenging learning processes which started from asking the students to discuss the material in a team work to present and demonstrate it in a short simulation. A good result showed that most of the students were able to comprehend the material optimally through this hands-on expereince. A fact proved that most students were good at demonstrating the materials as well. On a whole, learning how to be good teachers is not only comprehending the whole material well, but also know how to implement it in real teaching practices.