G-4-1 PP-240

Abstract Number: **20151**

The Role of Lesson Study in the Quality Assurance of Material Production in Language Education

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In the Erasmus+ funded project PALM (Promoting Authentic Language Acquisition in Multilingual Contexts), Lesson Study is used to assure the quality of learning material production and to enforce student learning on two dimensions: the learning of teacher trainees, who are creating the materials, and that of students in schools, who are the recipients of the materials.

The Erasmus+ Project PALM aims to encourage speakers of eight different languages aged 6-14 years to produce authentic texts in their first languages. The authentic texts, videos and audios are hoped to be interesting reading and listening input for learners of the same age who want to study these languages. School teachers initiate text production imposing as little influence as possible on the originality of text production. Editorial boards at the schools consisting of pupils and teachers select texts for publication on the platform. Teacher trainees produce listening and reading tasks, learning materials and gamified on-line activities to accompany the texts. The platform aims at learner autonomy through immediate feedback on listening and reading competence and self- and peer assessment in gamified on-line activities. All materials are piloted and quality assured through LS carried out at partner schools with two goals: firstly, to find out to what extent the materials create learning opportunities that support language learning and learner autonomy; secondly, to evaluate the learning of the teacher trainees with respect to their understanding of the students' language learning processes and the role of the materials therein. To achieve these goals, teacher trainees work in learning communities of three, supported by school teachers and course tutors. The trainees create materials, plan and revise research lessons with defined learning goals and three learners of varying readiness in mind. They use observation plans during teaching, interview case study students and audio record their reflections on teaching and learning in two cycles of LS. Data is collected in a closed on-line forum and analysed by teacher trainees and course tutors. Preliminary results from this ongoing study suggest that trainee teachers require ample support before and during material production. Moreover, the results point towards their further need of assistance in planning teaching and learning with their materials. Additionally, attention has to be given to the power-distance imposition of trainees and course tutors in the evaluation of learning outcomes and the quality of materials. Anticipated success of the materials and the learning they trigger in connection with the assessment of course work may obstruct the honest discussion of results in the process of LS. Therefore, a disconnection of LS from course assessment is considered for future LS cycles.

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Understanding Student Thinking through Video Analysis

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In the 5th International Conference on Lesson Study on July 13-14, 2012, Bandung, Indonesia, Professor Hiroyuki Kuno in his presentation entitled "Impact of Lesson Analysis: How Can We Share The Values of High Quality Lesson?" explained how to analyzing the lesson using the transcript from video or other recording equipment. According to Professor Kuno, through analyzing transcript of lesson, teachers grasp thinking process of individual student, and find the values of the lesson to improve teachers' insights into lesson (2012). In one of his other publications entitled 'Conceptualizing Lesson Study as Change Management Recipe (2011)', Professor Kuno also said that: video reflection is an effective method to closely analyze individual scenes of Research Lesson. All participants can view it jointly and confirm findings by replaying footage. Video Reflection allows observers to find details that have not been apparent while simply observing the actual lesson.

Referring to that opinion, a short video footage from an open lesson of Science lesson at GagasCeria Primary School (Bandung, Indonesia) was used to analyze student's responses. The duration of video that analyzed approximately 5 minutes 45 seconds (minute 24.55 to 30.40). The topic on the open lesson was the motion of objects. Two students (Student A and B) were observed. They worked together for experimenting the motion of objects.

After analyzing the video footage, some insights are obtained:

- The students have different ability to express their ideas. Student A and B have different speed to expressing their ideas. Student B was faster than Student A to get an idea but he did confirmations on doing the task. Student A, need longer time to gather an idea before she did the task. Communication between Student A and B help them to accomplish the teacher challenge.
- Inspiration is needed by Student A who needs a long time to get an idea. The difficulties of Student A began to be solved after she received inspiration from Student B.
- Share ideas. Student B was quickly got ideas and shared his ideas to Student A who need longer time to express her ideas. The process of sharing this idea went unintentionally.
- Interaction. While doing the task, interacting process happened between Student A and B. When Student A showed confusion, Student B helped Student A by motivating Student A and gave suggestion. At the end, Student A expressed her ideas after her difficulties to found the ideas. The process of motivating through this interaction also unintentionally happened between them.
- Knowledge. How the students express an idea was influenced by the students' knowledge. Teachers need to transfer knowledge so the students can express their ideas through their creations. This condition was called as the process of 'reading' and 'writing' in the context of actual learning.

From the short video footage video, many insights obtained. With the current technological advances, the opportunity to conduct video analysis is wide open.

G-4-3 PP-242

Abstract Number: **20224**

Scaffolding through the Use of an Interactive White Board: A Case Study of Students with Intellectual Disabilities in Japan

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INTRODUCTION:

The purpose of this research is to clarify the process of learning for students with intellectual disabilities and the functions of teacher's scaffolding through the use of Interactive White Boards (IWB). This case study was conducted in a special support school for those with intellectual disabilities in Tokyo, Japan. Students learn through active participation in classroom discussion (Cazden, 2001; Mercer, 1995). So, it is said to be important to allow students take three elements of a classroom discourse sequence: I (Initiation), R (Reply), and F (Feedback) (Mayer, 2012). The goal of the lessons I observed was to develop the ability of the students with intellectual disabilities to initiate discussion or to lead others in a social context. Teachers in the class gave the role of chairperson, who presides over classroom discussion, to two learners. The main teacher displayed the manuscript of classroom process to the two chairpersons and remotely operated it. Only the two chairpersons could view the IWB, and the other participating students listened and followed their lead. The two students led the classroom process or discussion, with assistance by the teachers or IWB, or without any cues. I videotaped five lessons, and analyzed discussion sequences of the classroom and the visual focus of the participating students.

METHOD:

The classroom has six students who have moderate intellectual disabilities (12 to 15 years old) and two teachers (the Main Teacher (MT) and the Support Teacher). I videotaped 5 lessons which composed one unit of the curriculum of the school from June to September. In this study, I focused on two points. First, I analyzed the initiative in the discussion sequence. I coded students' and teachers' utterances to the following five categories: 'Initiation' (I), 'reply' (R), 'feedback' (F), 'promotion' (P), and 'other' (O). Afterward, I classified the discussion sequences to four levels according to the combination of these categories. The four levels are: 'responsive sequence' (RS), 'Quasi-Responsive sequence' (QRS), 'Quasi-Initiative sequence' (QIS), and 'Initiative sequence' (IS). It was predicted that if the scaffolding through the use of IWB functioned appropriately, the amount of RS, QRS, and QIS would decrease, and IS would increase. Next, I analyzed the gaze of the four participating students. I analyzed the focal points of the eyes of each participant, and coded their focus once per second for the duration of each sequence as: 'chairperson, 'MT', 'IWB', and 'other'. It was expected that if the scaffolding through the use of IWB functioned appropriately, the participating students would gaze at the Chairpersons more frequently than at MT or IWB.

RESULTS and DISCUSSIONS:

The findings show that the two chairpersons led discussion by actively using the IWB after Day 2. It suggests that the IWB functioned as a substitute for the teacher and indirectly conveyed the teacher's intentions (Warwick & Mercer, 2010). The leading of discussion sequences by the chairpersons promoted

both their consciousness of their role, and the participants' awareness that the authorities of the discussion were not the teachers but the chairpersons. Within the process of the gradual release of responsibility (Pearson & Fielding, 1991), it was found that the meaning of the IWB for the chairpersons changed from a tool which teachers use in order to inform their intention to one which the chairpersons themselves utilize to confirm the current or the next process. Contrary to my expectations, chairpersons did not progress to a level where they were comfortable conducting IS without an IWB or teacher direction. This suggests that a complete reduction of IWB use is necessary to accomplish optimal scaffolding.