

My Commentaries as a Discussant

Expert Seminar in WALIS 2015



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An Episode for Introduction

- Five years ago, I found out a historical document in a storage of an elementary school in a local area of Shiga Prefecture near Kyoto. The document is a record of a lesson study in 1935.

- The lesson study 80 years ago was implemented as follows.
 - 1) The school organized a study committee of 6 teachers and decided a research theme, “effective learning of mathematics”.
 - 2) The committee decided three teachers to present proposal lessons. All of them were young teachers.
 - 3) Teachers studied the subject matters to make lesson plans by monthly meetings.
 - 4) The lesson studies were implemented in June, October and February, and the lessons were recorded by stenography.
 - 5) All the teachers observe the proposal lesson and discussed about it, focusing mainly on “questioning”, “blackboard script” and “teaching skills” to examine the “lesson plan”.

This document displays that the traditional style of lesson study was formalized in 1930s in Japan.

No, change up to now, in ordinary schools dominated by bureaucratic administration and conservative teachers culture.

Awful !!!!.



The Three Presentations of This Session

- Professor, Sumar Hendayana from Indonesia

Learning Through Collaboration: Exploring New Values for Society

- Ms, Yu-Lun Huang from Taiwan

How Pupils of Different Levels learn in Jumping Tasks: A Case Study of Dagan Elementary School in Tainan City


- Dr. Choy Ban Heng from Singapore

Enhancing Mathematics Teacher Noticing; Using a Modified Lesson Study Protocol in Singapore



The Three Lesson Studies Display the Three Approaches to Classroom Practice

- ▶ Prof. Sumar: Lesson Study is a tool to pursue social values, such as collaboration, critical thinking, democratic communication etc. as well as knowledge and skills acquisition.
- ▶ Ms. Huang: Lesson study is a way of design and reflection for making a learning community both of students and teachers, through enhancing “quality and equality” of learning through collaboration.
- ▶ Dr. Heng : Lesson Study is a way for developing teacher noticing in planning, teaching and reviewing a lesson through activating mathematical and pedagogical reasoning in teaching.



Prof. Sumar's Approach to Lesson Study

- ▶ Prof. Sumar explain, the lesson study in Indonesia has developed in accordance with democratization of society since 1998.
- ▶ Prof, Sumar shows us how the challenge of School as Learning has changed social values of teaching practice, learning activities and lesson study itself.
- ▶ The case of school change of Sumedan province, which he introduced is a typical one of the impact of contextualization of educational practice which makes difference in “dependency” and “direction of learning”.

I once defined learning as texturing and contextualizing meaning and relation. I learn so much from Prof. Sumar that a process of democratization of teaching and learning through contextualization of educational practice and collaborative reflection about it.

Dr. Heng's Approach of Lesson Study

- ▶ Dr. Heng focusing on “teacher noticing” and its transformation with lessons study and presents three aligned components, such as concept (key points), confusion (difficult point) and course of action (critical point).
- ▶ In this process of focusing teacher noticing through lesson study, Dr. Heng combining “mathematical reasoning” and “pedagogical reasoning”, with which Dr. Heng explores a “lesson plan template” composed of “key task design”, and “monitoring chart”.
- ▶ I agree Dr. Heng's approach, because teaching or learning is not a technological process to attain a predetermined goal, but a cultural, social and existential practice through coping with complicated dilemmas in its context. In this sense, his idea of focusing transformation of teacher noticing through experience of solving the “confusion”, is understandable.

Ms. Huang's Approach to Lesson Study

- Ms. Huang displays an innovative approach of lesson study for reforming schools from within and wiring the reform network both in Tainan City and nationwide. In this meaning, the lesson study is a way of bottom up school reform and building professional community inside and outside of the school.
- Through exploring an intensive reflection of a case of Mr. Lu's class, Ms. Huang depicts a very inspiring issue, how students of different levels learn together in "jumping task" on a context of "listening pedagogy" of School as Learning Community.
- Ms. Huang concludes that, "reciprocal learning" based on listening relation among students and the reciprocity of joint works based on collegiality of teachers are both critical in the SLC approach.
- This case is a typical lesson study which enable us to transform teaching from "invisible practice" to "visible practice", and to develop teachers from "impossible profession" to "possible profession".

Two Types of Conceptions of “Knowledge” in Lesson Study

▶ TYPE A: Knowledge as substance of content

Pedagogical content knowledge is transformed from content knowledge with pedagogical reasoning

Lesson study is an aligned process of planning, teaching and examining the plan.

Main Focus of Lesson Study: Teaching

▶ TYPE B: Knowledge as function and relation of meaning of content (Knowledge as Design)

Pedagogical content Knowledge is a pedagogical mode of representation of content knowledge focusing on its function and relation in learning.

Lesson study is a circular process of design, practice and reflection to inquire function and relation of collaboration, authenticity and task design.

Main focus of lesson study: collaborative learning

Two Types of Context of Lesson Study

▶ Type A: Ordinary Classroom

- ▶ Teacher centered style of lesson
- ▶ Individual style of learning
- ▶ Lesson study is a personal development at teacher meeting (Case conferences are held usually three times per year)



▶ Type B: Innovative Classroom

- ▶ Child-centered style of lesson
- ▶ Collaborative style of learning
- ▶ Lesson Study is a collegial development in professional learning community (Case conferences are held usually 50 Or more times per year).





How to Innovate Lesson Study Not Only to Improve Teaching But to Establish a Democratic Professional Community.

- ▶ For children, learning is a core of human right and a hope for living for future. So, classroom should be a locus where all of students are respected each other in terms of delegation of dignity in learning. Therefore, all the students should be treated as protagonists of learning.
- ▶ For teachers, lesson study is a core of professional learning for restoration of dignity and autonomy of their profession. Only learning teachers can be blessed with happiness of their profession.
- ▶ Remind the episode of introduction. I suppose, the lesson study should be innovated to new modes, which are implicated with the three presentations of this session.

Three Dimensions of Design and Reflection of Lesson Study: Alternative Approach

- ▶ Lesson study is an enterprise to innovate the following conventional frames which are embedded in teaching and learning and bounded them explicitly and implicitly.
- ▶ The first frame is “**discourse frame**” The second frame is “**activity frame**”. And third one is “**contextual frame**”.
- ▶ Design and Reflection of Lesson Study are the very process through which teachers and students are emancipated from such stable frames, and are liberated to detect a way to “**reframing frames**”.
- ▶ But, it is a hard and tremendously intellectual work to do “reframing the dominated forms” of three dimensions of discourse, activity and context.
- ▶ The traditional lesson study, which is also traditionally framed as a aligned process, < subject matter study ⇒ planning lesson ⇒ observation of lesson ⇒ evaluation of teaching and learning thorough reflection on pre-determined lesson plan>. How to reconstruct the dominant frames is most critical.
- ▶ The lesson study of SLC, which I invented about 25 years ago and today introduced by Prof. Sumar and Ms. Huang, is an alternative one for considering the above three dimensional “reframing frames”.