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## Collaboration between Inservice Teachers and Student Intern in Thai Lesson Study

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### Abstract

Thailand implemented a Lesson Study and Open Approach in Thai school culture with a unique way of adapting Japanese professional development (Inprasitha, 2012). In schools with student interns, there is a collaboration between them and inservice teachers in a 3 phase Lesson Study (Inprasitha, 2010). This qualitative case study research aimed to study the collaborative working of a first grade' Lesson Study team (two inservice teachers and one student intern) from Kookham Pittayasan school. Data were collected by participatory observation and using questionnaires, interviewing and video recording. Research results revealed as follows: 1) collaboratively designed research lessons, these research lessons have been used by the same group of inservice teachers and group of student interns in the last six years. This year, the student intern revised these research lessons and brought forward to discuss with inservice teacher. 2) collaboratively observing the research lesson, based on their classroom observations in the previous years, inservice teachers took their roles in observing and recording students' ideas, ways of solving problems, and etc., in order to bring to the discussion in the third phase. 3) Collaboratively reflections on teaching practice. Steps of reflections were a) immediately after the classes, they discuss student' ideas and how to improve the next class. b) At the end of the week, all teachers in school have weekly reflections together. The research findings support the way inservice teacher and student intern can work collaboratively, rather than inservice teachers just supervising student intern.

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### 1. Introduction

Collaboration and cooperation are regarded as key factors in professional development (Gellert, 2008), the process that made teacher collaboration concrete and focuses on specific goals was Lesson Study (Wang-Iverson, 2005) It originated in Japan from Japanese Language "Jugyokenkyuu" (Stigler & Hiebert, 1999, Baba, 2007) as an important model of Japanese Teacher Development (Lewis, 2002). It was also a process the teachers used continuously to develop their teaching method by working with other teachers to investigate and understand

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student thinking. The major point of Lesson Study in every process was teachers working together (Baba, 2007). Lesson Study provided opportunities for teachers to observe directly learning and teaching in the classroom, and for students to be the focus for teachers' professional development as well as teachers' individual professional development (Inprasitha, 2009). The implementation of Lesson Study included various steps by different researchers: Lewis (2002) specified four steps, Fernandez & Yoshida (2004) specified six steps, whereas Stigler & Hiebert (1999) specified eight steps. The number of steps of Lesson Study differed, but there was the same goal of working together based on the Lesson Study process. It might be said that the Japanese teachers had simple steps including collaboration in Learning Management Planning, the use of Planning and classroom observation together, and reflection together after classroom observations (Inprasitha et. al., 2007, Isoda 2010, Yoshida, 2008). Thailand implemented this Lesson Study and Open Approach in Thai school culture with a unique way of adapting Japanese professional development (Inprasitha, 2012) by the Center for Research in Mathematics Education, Khon Kaen University by adjusting the steps of Lesson Study Process into three phases: Phase 1: Collaboratively design research lesson, Phase 2: Collaboratively observing the research lesson, and Phase 3: Collaboratively reflecting on teaching practice. It was a weekly activity throughout a school year and was developed aligned with the Open Approach as a teaching method and included four steps: 1) Posing open-ended problems, 2) Student's self-learning through problem solving, 3) Whole class discussion and comparison, and 4) Summarization through students' mathematical idea association occurring in the whole class (Inprasitha, 2010).

In Thailand, the student interns participated in Lesson Study in 2008 by working with teachers as a school teacher as well as a member of Lesson Study Team based on Inprasitha's (2010) approach. It was a weekly activity throughout a school year. In 2009, there were schools using the Lesson Study under the Center for Research in Mathematics Education in many areas of Thailand. The student interns who administered the Lesson Study and Open Approach as an instrument in teaching practice in school were in those areas to teach and work with in-service teachers. In-service teachers consisted both of those who understood the innovation and those who didn't experience the training or understand it. They had to work together under the umbrella of Lesson Study.

Collaboration between teachers and student interns supported the existence of these two innovations. Owing to different contexts, working habits of each student intern, and teacher, which could lead to various guidelines for working together, adjusting the working style based on the Lesson Study Process in order to survive in that context. In real practice, it wasn't easy, for those persons had to work on the process regularly. There were problems since they couldn't practice their work according to the Lesson Study every week. The researcher viewed that it was necessary to study the approach in working together between teachers and student interns who used the Lesson Study and Open Approach in existing conditions, in order to see the picture in practice as a guideline of teacher development in the future.

## **2. Research Methodology**

This qualitative case study research aimed to study the collaborative working of the first grade' Lesson Study team from Kookham Pittayasan school. The target group was the first grade' Lesson Study team from Kookham Pittayasan school, which included two inservice teachers and one student intern from the major field of mathematics education, Faculty of Education, Khon Kaen University during the 2011 school year. The data was gathered in three way, 1) Questionnaire with inservice teachers and student intern, 2) Participatory observation and video recording following Lesson Study activity for one month and 3) Interviewing with inservice teachers and student intern. Data were analyzed by protocol analysis and analytic description based on the process of Inprasitha's Lesson Study (2010) including three phases of implementation under the following model:

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