

WALS 2016: Session 6

<b>Presentation Code</b>	6Ka
<b>Title</b>	Transforming 'Model Lessons' into Everyday Practice: The Case of a Japanese Mathematics Teacher
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<b>Affiliations</b>	The University of Exeter
<b>Type of presentation</b>	Paper presentation
<b>Strand</b>	Innovative uses of lesson study
<b>Time/Location</b>	Monday 5 <sup>th</sup> September 9:00-10:30am (Peter Chalk 1: 1.1-1.3)
<b>Abstract</b>	<p>It is always a challenge for any teacher on a daily basis to plan and implement lessons in which teachers and students gain sound knowledge and understanding. In Japan, so-called 'model lessons' (what in some countries might be called 'demonstration lessons') are often provided by expert teachers during 'Lesson study open house' in which the expert teachers and their schools open their lessons to other teachers. As model lessons are often provided by university-attached schools in which often more-able students are taught by expert teachers, a challenge for many teachers is how to 'transform' such model lessons into their own practice.</p> <p>Our focus is the planning phase of lesson study. This is a critical part of lesson study yet it remains under-researched. Our research questions relate to a) what processes are involved in which teachers use lesson studies to transform model lessons into daily practice, and b) what factors can be identified as essential to enable such processes.</p> <p>In this paper, as a case study, four lessons by one teacher were selected from our larger-scale classroom-based study in Japan. The four lessons were planned by a teacher who works in ordinary public school in her own lesson studies after observing a model lesson. We analyze four lesson plans, four lesson transcripts (in total 180 minutes of teaching time) and the teachers' written reflections on planning and implementing these lessons.</p> <p>We found, for example, that the teacher planned a lesson about 'construction of a square through two given points' that was originally proposed as 'given three points' in the model lesson. This change might look quite small but our analysis suggests that this change was made as a result of 1) the teacher's own explorations of the original problem, 2) the teacher's observation of the model lesson in which students' mathematical explanations were not clear despite them devising many different answers, and 3) the teacher's own professional judgement about ways of presenting the problem that would give her students the best opportunities to explain their reasoning. Our analysis suggests that the process of transforming model lessons into everyday practice is rather complex and that during this process teachers critically evaluate their own subject</p>

	knowledge, pedagogical knowledge, and knowledge about their students in order to create their own lessons. Such findings should provide new insights into how lesson studies can be used by teachers for creating effective future lessons.
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