

WALS Expert Seminar 28.Nov.2007

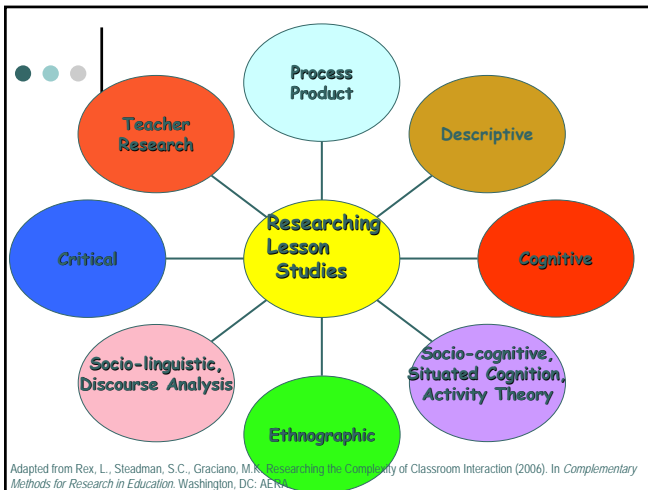
The Latest Development of Lesson Studies in Japan:

Focusing on Teachers' Learning Processes

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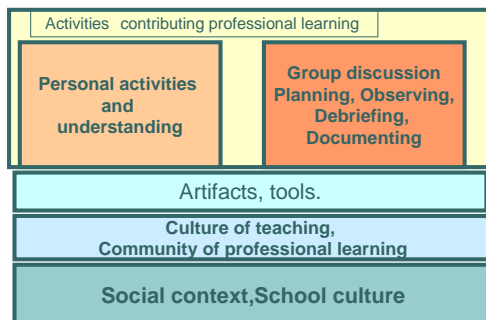
What kinds of research on LS are needed and have done in Japan

- There are papers on LS describing how to do LS and how effective they are. Lewis, Perry and Murata(2006) mentioned, research on LS that explicate the mechanism by which LS results in instructional improvement and in teacher learning as professional development are required.
- Akita(2007),Akita & Wolf(2007),Wolf(2007) presented the framework of eight approaches to LS, adapted from Rex, L., Steadman, S.C., Graciano, M.K. (2006)

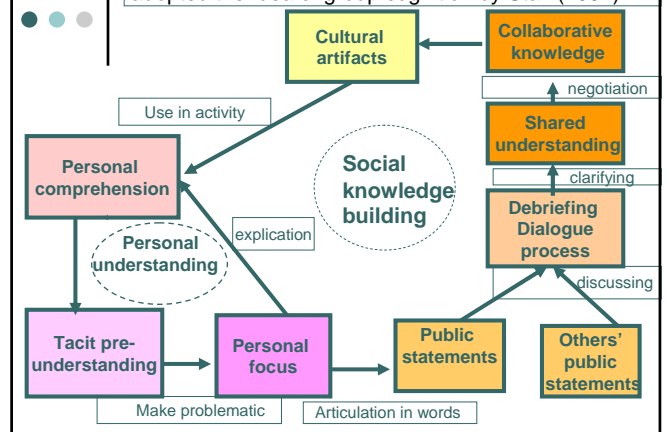


Descriptive	What are LS and products?
Process Product	How do LS produce products, & how do products emerge from LS?
Cognitive	How do LS inform teacher's cognition, & how does teacher's cognition influence LS and classroom practices?
Socio-cognitive Situated Cognition, Activity Theory	How do LS provide social interaction to influence individual teacher learning & how does individual learning prompt social engagement in LS?
Sociolinguistic, Discourse Analysis	How do LS shape discursive events & how do discursive events shape LS?
Ethnographic	How do LS enact and build cultures, & how do LS and school cultures enact and build LS?
Critical	How do LS instigate and generate consequential power struggles, & how do power struggles influence the consequences of LS?
Teacher Research	How are LS uniquely represented by teachers, & how do teachers' views uniquely influence on LS?

The Factors of LS



Professional knowledge–building processes in LS adopted the Idea of group cognition by Stahl(2007)



● ● ● | Latest Japanese research on teachers' learning processes in LS (1)

The change of a teacher's discourse and reflection through one year LS

Ohshima(2006) design experiment
One science teacher's shift his focus towards epistemological issues and new pedagogical content knowledge

● ● ● | Latest Japanese research on teachers' learning processes in LS (2)

The change of a teacher's practice and reflection through three years' LS

Matsuo & Maruno(2007) one teacher
1st year: learning from the theoretical framework of communities of learners
2nd year: reflection on their own practice
3rd year : connecting pedagogical content knowledge with reflection on practices

● ● ● | Latest Japanese research on teachers' learning processes in LS (3)

- The change of discourse and mentoring process by supervisor in LS

Akita (2006,2007)
The analysis of LS study discourse and role of supervisor through three years

- Teacher can see the many facts invisible in the lesson carefully.
- Teacher can think alternative possibilities to design lessons deliberately, through distancing from his own lesson.
- Teacher can think trivial facts meaningful with his theory and philosophy.
- Teachers can see other colleague's behaviors as their own responsibility and making identities of the school teachers.

● ● ● | Latest Japanese research on teachers' learning processes in LS (4)

Discourse analysis on LS and turning points of learning for teachers

- Akita(2007) one pilot school through eight years, discourse analysis and teacher's narrative

conditions for **turning point** of teachers' learning

- autonomous culture
- a sense of failure
- keep their eyes on children's learning inquiry of own practices
- finding support relationships between children in the classroom

● ● ● | Latest Japanese research on teachers' learning processes in LS (5)

Relations between LS discourse process and individual learning process

- Sakamoto(2007) individual differences of teachers on learning from LS discourse using stimulated recall method

● ● ● | Conclusion and Issues in future

- * Japanese recent research on LS focus on not short-term effects on teaching method and students' academic learning, but long term effects on teachers' life long professional learning and reform of school culture through LS discourse and development of tools and artifacts.
- * Many professors engage in LS as advisors now, but there are a few evidence-based research on process analyses and effects of LS. More research by collaboration between teachers and researchers are needed in Japan.