

Meet the poster presenters during the poster presentations**Poster presentations 1****Saturday Sep 7 10:45 - 12:15 Odd Poster No. 1, 3, 5, 7, 9, 11, 13, 15****Poster presentations 2****Saturday Sep 7 13:15 - 14:45 Even Poster No. 2, 4, 6, 8, 10, 12, 14, 16**

- Posters are to be put up on September 7 between 10:30 and 10:45. Velcro tapes for mounting posters onto the poster panels will be provided by the organizer. However, presenters will need to bring their own mounting supplies if their displays require special mounting requirements.
- Posters are to be removed on September 7 between 15:00 – 16:00.
- Presenters will be assigned to one of the presentation sessions. Details can be found on the concurrent session schedule at www.walsnet.org/2013/programme.html

Poster 1

Room at the Top: Are Gifted and Talented Pupils Challenged Enough?

Sarah Alothman

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UK schools are asked to identify 10% of their cohort as Gifted and Talented (G&T) and to put in place for these pupils appropriate provision of support and personalised programmes to encourage higher order learning. Gifted students are defined as those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Talented students are those whose skills are distinctly above average in one or more areas of human performance. Using a mixed-method approach, this small-scale pilot study sought to identify the provision in place for G& T students at a large, inner city school in Norwich, and to investigate whether this provides suitable challenge and/or promotes further learning.

Keywords: Challenge, Gifted, Talented, Provision

Poster 2

Smartboard as a Tool in Learning Study

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An improvement process like learning study can make the teacher rather ambivalent in teaching situations. You are obviously stimulated but also frustrated. Since you are more aware of the complexities of teaching, you set high standards for yourself to be faithful to the variation theory in its whole. The theory requires a structure in your planning, from the discernment of the object of learning to the fusion of the critical aspects. Peer learning is the obvious choice for developmental education, but in reality you also must plan lessons on your own.

From that point of view, two questions arise:

1. Are there any tools to help the teacher, to be prepared properly in regards to the content and for clarifying the patterns of variation?
2. Is it possible to have a designed lesson in aim to handle the students' conceptions?

Our school has started to work with Smart Board as a successful means to highlight the content of mathematics. Teachers who practice learning study are now planning and teaching lessons with help from Smart Boards. The Smart Board has effective functions which can visualize the patterns of variation. Planning on Smart Board furthermore makes the teacher more confident and properly prepared to handle the critical features. Hence we claim, using Smart Board is more a matter of new possibilities in learning study and variation theory, than a "flashy" interactive tool in education. (Nevertheless it is motivating to teach the students of today in a familiar surrounding).

This sharing session will show how using the Smart Board can prepare and handle the critical aspects such as contrast, generalization and fusion. We demonstrate the technical advantages of the program which simplify focusing on the contents. It also enables the teacher to moderate and keep the discussion in a normal speed and to have full attention. Another advantage is that you can be precise in your visual examples, such as geometric figures and fractions. When it comes to adding, looking back, comparing etc., the Smart Board is comfortable and flexible when to work with students conceptions.

Keywords: Smart Board, learning study, mathematics, critical aspects, patterns of variation, visualize

Poster 3

Stockholm Teaching and Learning Studies - a network organization for developmental subject didactic teacher research

Jessica Berggren; Helena Danielsson; Anna-Karin Frisk; Jenny Frohagen; Werner Gerholm; Kerstin Hudner-Sidén; Ann-Sofie Jägerskog; Eva Lindqvist; Anna-Karin Nordin; Annika Nylén; Cecilia Sträng; Sanna Wettergren

Stockholm University; City of Stockholm; Botkyrka Municipality; Nacka Municipality

The teacher profession needs a shared knowledge base. In order to enable teacher research which can complement university didactic research, new organisations and structures are required. The aim of this poster is to present a working model for teacher research. This model describes how teachers collaborate with each other and university representatives within Stockholm Teaching and Learning Studies (STLS) in order to contribute to a shared knowledge base for the teacher profession.

STLS is a platform for collaboration between municipalities in the Stockholm area and Stockholm University. The overarching purpose is to promote subject-specific didactic R&D-projects aiming to explore and improve instruction by generating shared knowledge. The core of this organisation consists of teacher driven projects in local schools, stemming from problems related to teaching-learning. Each project belongs to a subject-specific network which provides opportunities for the teacher-researchers to share their experience, further develop the projects (both methodologically and content-wise), and disseminate the results/knowledge. These networks are coordinated by teacher researchers (PhD-students and graduates). Moreover, two university professors function as scientific leaders for the networks.

The systematically generated subject-specific knowledge from these projects contributes to teachers' professional knowledge-base. The channels used to communicate the results include pedagogic websites, teacher symposia and didactic and scholarly journals. In addition, STLS organizes an annual research conference with and for teachers. This unique combination of joint resources, collaboration between teachers and researchers, and development of channels for the dissemination of results facilitates the ongoing process of building a shared didactic knowledge base.

Keywords: teacher research; subject specific knowledge base; Stockholm Teaching and Learning Studies; creating knowledge in practice

Poster 4

A case study on teacher's instructional responses to pupils' unexpected utterances

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There are many factors that affect a lesson, such as teaching approaches, teaching aids, and lesson planning. However, since pupils have their own experiences and perceptions, a lesson may not proceed as it is planned. To make matters more complicated, pupils' experiences and perceptions may be altered during their contact with new matters being introduced in the classroom. As a result, pupils may produce unexpected utterances. But in order to conduct the lesson as planned, teachers tend to pay more attention to pupils' utterances that are related to the objective of lesson rather than pupils' unexpected utterances. Although these unexpected utterances from pupils may interfere with the flow of the lesson, these unexpected utterances can help teachers to have a better understanding of pupils' thinking and perceptions. Therefore, there is a vital need to discuss on how to cope with the unexpected utterances from pupils in a lesson. The purpose of this article is to demonstrate some more instructive ways for pupils by studying how teachers responded to their pupils' unexpected utterances and how they utilized these utterances to cater pupils' needs. The researcher observed social studies lesson on one class (13 boys and 14 girls) in the fourth grade of an elementary school. Three video cameras and two voice recorders were used to record the teaching and learning process that occurred during the lesson. The discourses recorded were then transcribed into transcription. The discrepancies between the lesson plan and actual lesson as portrayed in the transcription and camera recording were used to identify the pupils' unexpected utterances. It was found that the teacher provided flexible responses in accordance to the pupils' unexpected utterances. On the surface level, these utterances may appear to interfere the flow of the lesson. However, upon detailed examination, it was observed that when teacher made adjustment to the lesson plan based on the unexpected utterances, the lesson became more instructive for the pupils. As for the teacher, the unexpected utterances help her to gauge the pupils' level better, which enables her to have a more appropriate lesson plan for the future lessons.

Keywords: Pupils' unexpected utterances; teacher's responses

Poster 5

The case study of utilizing peer review from outside the class at a video editing class in higher education

Daisuke Kaneko

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Recently, digital cameras or cell phones with camera are widely spread; anyone who desired could record and edit videos easily. Moreover, websites that allow sharing of user-generated videos, such as YouTube, are extremely popular. We could easily upload video clips and share these videos with others.

Even in higher education, the development of media literacy is still important. The

author examines educational methods for achieving media literacy in his video editing class. Particularly, collaborative group work, in-class student peer reviews, and making videos on the premise that they would be uploaded to YouTube for public viewing, were introduced into the class. Students are required to evaluate other students' works critically while the peer review process. Of course, students get critical comments from other students. This process would help students to improve their movie clip and to develop multiple viewpoints when they watch movies. Uploading their videos to YouTube, students would get comments from outside the class.

However, it is still difficult to get effective feedback on YouTube. There is a time lag before viewing/commenting to the video. Not all YouTube videos would obtain comments from an educational viewpoint. Therefore, the author tried to introduce a new environment that can receive feedback from outside the class. He collaborated with the professor who taught the similar video editing class at another university. In this practice, students could evaluate each other's video works mutually.

The author conducted semi-structured interviews with a focus group of students after the final class. The interviews suggest that the interaction had a salutary effect on the students. Watching other video works stimulated students' creative urge and motivation for making their works better. The comments from students outside the class were also helpful to improve them. On the other hand, for commenting to students outside the class, some students felt that it was difficult to express their feelings directly. An insufficiency of interchange between the two classes might lead to the diffidence. In the further practice, it is necessary to provide an environment to constantly communicate with other students using social media.

Keywords: peer review, higher education, video editing, YouTube

Poster 6

Enhancing the spaces of reflection: A buddy peer-review process within Physical Education Initial Teacher Education

Dr Penny Lamb

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Innovation in enhancing reflective abilities of physical education trainee teachers was explored in this small-scale qualitative study undertaken as part of a university Teaching Fellowship. Opportunities for active engagement in peer- and self-reflection were provided to two consecutive cohorts of full-time Post-Graduate Secondary Physical Education trainee teachers (n = 45: male x 28, female x 17); all trainees were White British aged 21 to 30 years. Prior to their first school placement each member of the trainee-teacher cohort was assigned a peer as a buddy, and tasked with the dual responsibility of being and having a training buddy for a lesson observation. Whilst on placement, they recorded each other teaching a lesson; immediately afterwards, the pair watched the recorded lesson and conducted a joint evaluation. This dialogue allowed them to engage in reflective discussion. When being a training buddy, trainees acted as both a critical friend and a supportive extra pair of eyes to feedback to their peer. When having a training buddy, trainees assumed the role of reflective practitioner, acting upon

feedback received from their training buddy. The process was repeated during the trainees' second placement with a different peer training buddy. Data were collected through surveys, focus group interviews and trainee reflections shared through online discussion boards. Grounded theory methodology informed an emergent model of reflective practice. By being and having a training buddy, trainees created, enabled and negotiated their own rules, structures and practices for implementing the process. Common themes emerging from the data pointed to a series of mutually-created spaces: safe – non-judgemental and creating a sense of solidarity; relaxed – non-pressured and conversational; equal – involving participants at the same professional stage and status; pedagogic – involving the sharing of ideas; negotiated – allowing autonomy and ownership of the process; and alternative – experiencing a different school environment. Trainees endorsed the peer review process as a method of engaging in critical reflection. The data illustrated the positive benefits that can be derived from sharing reflection, giving and receiving feedback with a peer. The emergent theory presented suggests that collaborative spaces created and owned by training buddies enhance reflective ability and practice.

Keywords: Reflection, peer-review, physical education, initial teacher education, collaborative spaces

Poster 7

The effectiveness of the Process-Oriented Guided Inquiry Learning (POGIL) approach to develop students' higher-order thinking in Chemistry

Chen Yee Farn, Jelena Sundraraj, Kasmawati Kassim, Kuo Yu Hsuan, Lim Boon Ping, Too Jhon Horng, Yip Minghao

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The purpose of this action research is to investigate the effectiveness of the Process-Oriented Guided Inquiry Learning (POGIL) approach across students of different ability levels in improving higher-order thinking in Chemistry. Lawson (1990) writes that thinking comes together as a continuum in the upper segments of the Bloom's Taxonomy. The three highest levels (analysis, synthesis, and evaluation) are frequently said to represent higher-order thinking (Kennedy et al., 1991). POGIL is a learner-centred pedagogical approach comprising three essential elements – active engagement of students through group learning, guided inquiry materials based on the learning cycle paradigm, and a focus on process skill development. Five Secondary 3 classes in the express stream were involved in this action research. The classes were divided into three ability groups – high, middle and low. The POGIL pedagogy was used in the instructional design for a selected topic in Upper Secondary Chemistry. The teaching and learning plans were developed collaboratively by the research team and implemented in all the groups. A pre-test and a post-test were administered to all the groups. The students' written responses in the test items and the differences in the pre- and post-test scores were analysed. In this research, lesson study was the designated platform for collective learning and development. Lesson study was also employed to improve lesson design and instruction. Leveraging on the lesson study process (collaborative lesson planning, conducting the lesson, observing for evidences of student learning and thinking,

post-lesson conferencing), insights distilled and learning gleaned were used to provide continuous refinements to the lesson planning and delivery, and review the lesson resources.

Keywords: Process-Oriented Guided Inquiry Learning (POGIL); Bloom's Taxonomy; Higher-order thinking

Poster 8

Evaluating the use of Lesson Study as a 'response to teaching' method of assessing the needs of pupils with learning difficulties

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This paper presents the rationale, development and evaluation of Lesson Study practices for assessment purposes. This involves the use of LS as a way to undertake a 'response to teaching' method of assessing learning needs in pupils with difficulties in learning. (corresponding to the US 'response to instruction' or RTI model; Vaughn and Fuchs, 2003).

Research from a recent UK Lesson Study – Moderate learning Difficulties (MLD) project showed that the LS methods helped teachers to improve their understanding of pupils' learning needs (Ylonen and Norwich, 2012). From this came the idea that, as LS procedures involve the observational assessment of learning in response to planned class room teaching, it is an appropriate procedure for a 'response to teaching' or a systematic formative approach to assessment.

The LS model enables this adaptation for assessment purposes because of these features: i. collaborative planning, teaching and reviewing, ii. the focus on the learning of specific case pupils to analyse responses to teaching in terms of the interaction between pupil's strengths / difficulties and contextual teaching supports and barriers, iii. taking account of the pupil's perspectives on their learning and iv. the integration of different assessment perspectives from LS team members including outside and specialist professions. This response to teaching mode of formative assessment reflects a dynamic model of assessment in a class-teaching context (Lidz and Elliott, 2000).

The paper will present initial findings from a UK trial of the LS for assessment method in 3 primary and 3 secondary schools. The 6 LS teams will each carry out 2 lesson studies to produce an assessment of the learning needs of 2 pupils with difficulties in learning in English and mathematics. The trial is organised into 3 phases:

1. Preliminary phase – collecting data relevant to assessment questions about case pupil
2. Lesson Study phase – conducting research lessons to address assessment questions
3. Personalised plan phase – using the assessment derived from the LS to plan and evaluate a short-term teaching programme.

The paper will also report the findings of the evaluation research about the process, outcomes and assessment products of these lesson studies.

Keywords: Assessment, learning difficulties, response to teaching assessment, dynamic assessment

Poster 9

How do Pupils use ICT Devices as Tools to Support and Enhance their Learning?

James Reeve

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ICT devices such as laptops, tablets and mobile phones are increasingly seen as useful tools to use in educational settings. It has been said that a new generation of so called 'digital natives' now fill twenty-first century classrooms. As a result teachers must look to adjust their pedagogical models to accommodate this latest type of learner. Aylsham High School is a high achieving, average sized secondary school in a rural area of North Norfolk. The school embraces the use of ICT devices by pupils in their lessons and seeks to develop their inclusion within each curriculum area to enhance pupil progress. The aim of this small scale pilot study was to investigate (i) what ICT devices pupils use in lessons (ii) how they are used in different subject areas and (iii) the benefits and limitations of their use. A mixed-method approach was used combining questionnaires, focus groups and lesson observations.

Keywords: Devices, ICT, learning, progress

Poster 10

Reflections on the narrative spaces in a case-study: "The nature of experience"

Dawn Sanders

Göteborg University

The proposed poster reflects on the diverse narrative spaces in which the case-study - The nature of experience: engaging special needs learners through the natural world (Sanders, Duemler and Hartman, 2009) brought the story of the lesson-study 'out into the open' (Moon, 2010). Drawing on Fulford's notion of stories surviving 'partly because of what we know and partly because they call us back to what we consider significant' (Fulford, 1999), and in recognition of the iterative practice of lesson study, the author will consider how a range of narrative spaces - in both textual and visual media - wove individual and team-based reflections into a 'coherent story to explain observations' (Moon, 2010). In particular, the use of visual material to represent learning engagements will be highlighted as a critical tool for capturing the relationship between teacher and learner, especially when the learner has complex needs, including non-verbal communication.

Keywords: Narrative, teachers, lesson-study, nature-based learning, complex needs

Poster 11

Leading Lesson Study: Using ICT tools with the infusion of SDL & COL to enhance the teaching and learning of Primary Science

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This lesson study was carried out to understand and clarify students' comprehension of the "Water Cycle". Realising through our school's statistical data that students often have difficulty applying the concepts learnt in the previous chapters to the water cycle, we designed the 3-part lesson package that would focus on strengthening students' understanding through hands-on experiments coupled with collaborative learning (CoL) through ICT. Designed in line with the Ministry of Education's (MOE) Curriculum 2015 competencies, the lesson package uses the well-known 5E instructional model, namely, engage, explore, explain, elaborate and evaluate. Based on the constructivist approach to learning, activities have been included to ensure that students are able to develop their cognitive learning based on prior experience (Huit, W., & Hummel, J. 2003) and are engaged through their various intelligences (Gardner, H. 1983), thus developing the students' confidence and encouraging them to take responsibility for their learning.

An additional "E" was taken into consideration when designing our package, the "environment" where students learn. ICT tools such as spiderscribe, wallwisher and online forum discussion (LMS portal) were used to enhance the engagement of students during lessons. These tools allowed students freedom to discuss their thoughts on an open platform and learn from one another as they research online to enhance their understanding of the water cycle. Collaborative learning (CoL) is also evident when students work in pairs or groups to recreate the water cycle, thus working together to achieve a common learning objective (Barkley et al., 2005).

Keywords: Lesson study, water cycle, collaborative learning (CoL), 5E Instructional model, Information and Communication Technology (ICT)

Poster 12

Tutor experiences from municipality Learning Study projects in Mathematics

Cecilia Sveider, Margareta Engvall, Jessica Elofsson
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An evaluation report of the mathematics initiative in Sweden points out certain aspects for succeeding in using Learning Study as a method for developing mathematics education. These aspects are (1) a limited content, (2) qualified tutoring, (3) set-aside time and (4) supportive school leaders. Purpose Our purpose is to share our experiences from tutoring different municipality Learning Study projects, by highlighting aspects that could be regarded as crucial for a successful project. Design In order to get better results in students' achievements in mathematics, the teachers attended a municipality Learning Study project, aimed to develop mathematics teaching, especially with focus on content. The first project started in

2010 and the last ongoing project will be finished in spring 2013. Totally approx. 70 mathematics teachers (grade 1-9) together with tutors and project managers were involved. Main activities have been lectures and group discussions of books and articles about Learning Study together with planning, developing and carrying through lessons according to the Learning Study model. Overall, a total amount of about 40 Learning Studies will be fulfilled before summer 2013. Findings As tutors in the projects we have experienced some aspects that we, from our point of view, believe could affect and be crucial for the outcome of Learning Study projects. We present our findings divided into three main themes (1) General aspects, e.g. visible project management, distinct organization and a compressed Learning Study cycle, (2) Successful groups, e. g. profound understanding of fundamental mathematics, knowledge and awareness about curriculum, and high expectations on students' achievements. Finally, a third theme has emerged, through analyzing videotaped lessons, tests and materials from project evaluations, (3) Impact on teaching. Some examples are (a) increased and conscious use of manipulatives, (b) increased use of group discussions, and (c) less time for students' individual work in textbooks.

Keywords: Learning study; Mathematics; Tutor; Experience; Municipality project; teachers grade 1-9

Poster 13

Teaching salient features of complex technological systems

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Teachers and researchers in the field of technology education stress the importance of addressing what is necessary to offer good learning opportunities. This poster presents a project where teachers in collaboration with researcher plan for and teach technological systems in Swedish compulsory schools, grade 7-9. Research about technological systems as a knowledge area that has evolved in recent years and in respect to previous research and theories of technological systems lessons is designed to provide good learning opportunities. Teachers knowledge about technology education is an important starting point in combination with critical aspects of pupils understanding of technological systems.

Technological systems is a interdisciplinary area based on the needs humans have relating technical and human components in networks. Understanding systems in everyday life, (e.g. water supply system, various transport systems) requires capabilities related to society, economy as well as science. The Swedish national curriculum highlights some important content related parts, such as "How components and subsystems work together in larger systems, such as the production and distribution of electricity... The Internet and other global technical systems. ... Systems – their advantages, risks and vulnerabilities." But little is known about what this means in relation to develop pupils knowledge about this content.

In this study six teachers has planed four lessons using the critical aspects: resource – What the system acts on, in terms of matter, energy and information, intention – What can be identified as the system’s intended function, internal structure – How the systems is organised in terms of components, framework of relationships and human agency, external structure – How the system is organised in terms of how it interacts with the surrounding world, such as other technological, natural and social systems.

Keywords: Technological systems, critical aspects , technology teachers

Poster 14

Understanding Mathematical Word Problems

Tan Lee Lian, Esther Morales, Tricia Tork and Yap Lai Boon

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The purpose of this lesson study is to address the area of concern related to pupils’ ability to solve two-step mathematical word problems. Solving two-step word problems has always been a challenge for eight year-old pupils. They have to decode what they have read in a few sentences and make connections in order to comprehend and identify the relevant information that will help them solve the sums. Teaching pupils to understand the word problems thus becomes critical in a mathematics classroom.

The team designed and implemented a four-step approach to help pupils understand word problems. Lessons were customised and selected thinking routines were incorporated to meet the learning needs of the pupils. The first step involves “focused reading” which allows pupils to have a sense of what the word problem is about. The second step involves “chunking” where pupils break down the information that they have read and clarify their thoughts with the help of a set of guided questions. The third step “acting out” allows pupils to visualise what would otherwise have been abstract to them in the word problems. The fourth step requires pupils to make visual representations in order to demonstrate their understanding of the word problem.

The ultimate goal of teaching pupils this approach is to have them internalize the process and develop self-directed strategies so that they can use them independently as they progress to solve more complex word problems in upper primary.

This approach increased pupils’ engagement and participation levels as they played an active role in understanding word problems. The set of guided questions was an effective tool in increasing pupils’ confidence in expressing their understanding of the word problems and solving them ultimately. We will be sharing our experiences in implementing this approach in the classroom and how it can be further enhanced in a collaborative setting.

Keywords: mathematics, understanding, acting out, visualisation, word problems

Poster 15

A Lesson Study on enhancing Habits of Mind lesson through the use of Thinking Hats

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Habits of Mind (adopted from Arthur L Costa's Habits of Mind) has been a key programme in BBSS since 2003. After ten years of implementation, Habits of Mind (HOM) has become a culture in BBSS. Students are taught the HOM weekly, at the Lower Secondary levels. Each class is taught by 2 HOM trained teachers.

Our current HOM lesson packages allow students to be aware of the habits and to be able to identify the exhibition of the habits in themselves and others. Thus, our students are able to articulate the HOM used during any activity. However, most students stop at the awareness and identification stage. There is a need for a structured approach in guiding the students to exhibit the HOM in our lesson plans, eg. from 'what is persisting' to 'how to persist'.

By using Lesson Study as a platform, our team hopes to enhance HOM lessons through the use of Edward De Bono's Thinking Hats. We believe that the 6 Thinking Hats could be gradually inserted into the current HOM lesson packages to systematically generate the exhibition of HOM. For instance, instead of just teaching students to persist, they can be taught how best to persist through the use of certain thinking hats such as the White Hat (Students will focus on the data available, analyze past trends, and perhaps decide if it is worthwhile to continue persisting) and the Green Hat (Sometimes, we cannot persist to solve a problem with a solution that does not work. Thus, students wearing the Green Hat have to develop creative alternative solutions to the same problem. It is a free-wheeling way of thinking, in which there is little criticism of ideas).

Our team will explore various modes of assessment to measure the effectiveness of this enhancement.

Keywords: Habits of Mind

Poster 16

Indonesia and Mongolia Profile of Qualities of Effective Teachers Through Lesson Study

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One of the goal of Lesson study activity is to improve teachers ability in managing a meaningful teaching and learning activity through observing and reflecting classroom activity. On the other hand, how we can accept the lesson as a meaningful teaching and learning activity was a hard part to explain. Qualities of effective teachers include characteristic of the teacher as an individual; teacher preparation; classroom management; and the way a teacher plans, teaches, and monitors student progress (Stronge, 2007: xi). Utilizing qualitative research, the data is gained from interview, Classroom Environment Scale (CES) questionnaire (Trickett & Moss, 2002), and observation in order to investigate the qualities of

effective teachers in the lesson activity. After used of an adapted version of the CES (translated into Bahasa Indonesia and Mongolia) to survey over 40 teachers and over 100 pupils whose experienced with lesson study activity in Indonesia and Mongolia. The findings show most aspects of learning environments are report more by the teachers than their students do, this situation prevailing for both of countries. In Mongolia, specifically, involvement, rule clarity, affiliation, task orientation, competition, order and organization, and inovation aspects of teachers higher than students. While in Indonesia slightly more in teacher support and teacher control. In conclusion, lesson study activity in Indonesia and Mongolia has an effect on the qualities of an effective teachers, however, this qualities not already effect to all of the aspects. Hence, lesson study activity is recomended to apply in developing countries classroom, which have a similarities of characteristic with Indonesia and Mongolia in order to improve the qualities of effective teachers.

Keywords: Qualities of Effective Teachers, Lesson Study