How Lesson Study Discourse Changes:Making an autonomous professional learning culture
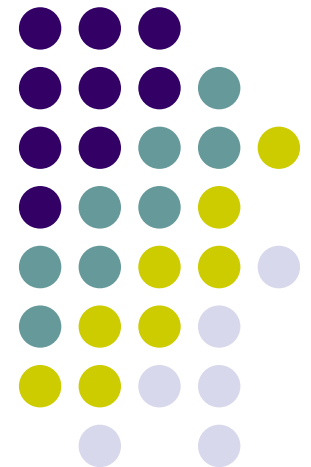
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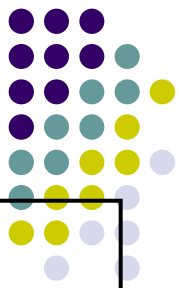
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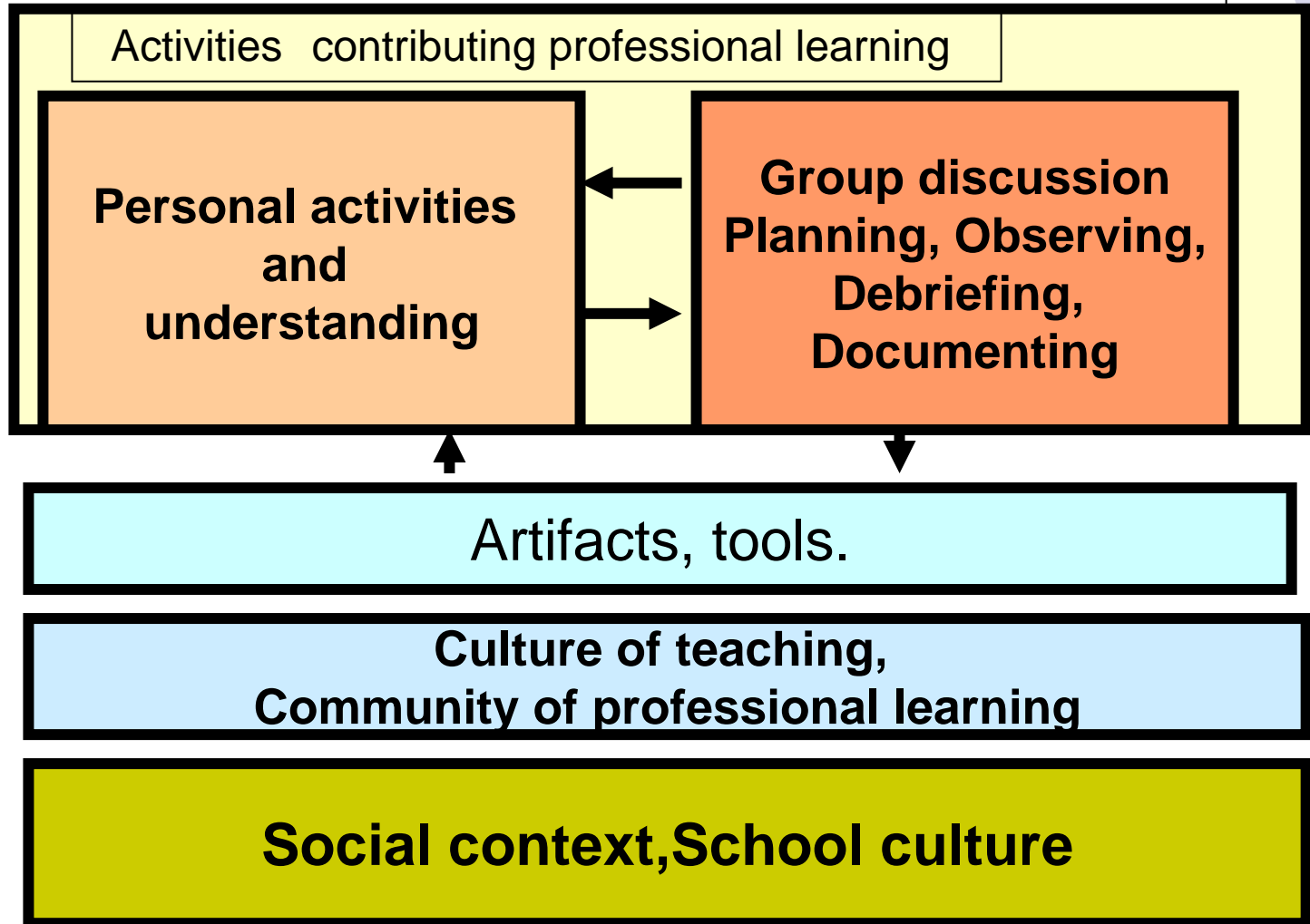
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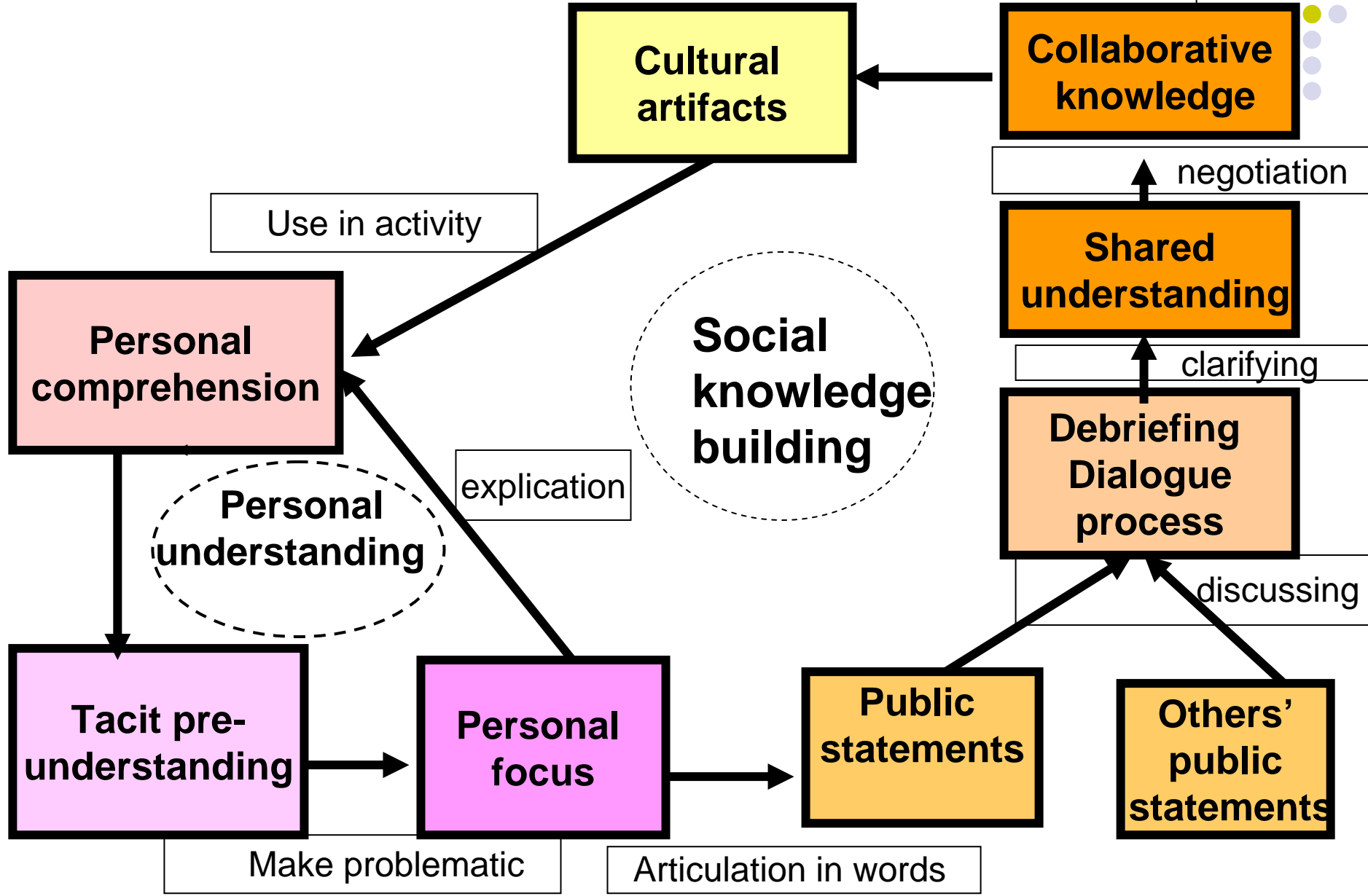
Learning Through LS discourse

- Teachers learn from lessons and acquire their practical knowledge and skills from everyday interactive discourse with colleagues (Clark, 2001; Little, 2002).

- Little (2002) mentions that relatively little research examines the specific interactions and dynamics by which a professional community constitutes a resource for teacher learning and innovations in teaching practice.Little(2007) points out that teachers' conversation works for normalizing, specifying and generalizing about problems of practice.

- How do teachers construct "representation of practice","orientation to practice" and "norms of interaction" (Little,2002) through LS discourse?

The Factors of LS

Activities contributing professional learning

Personal activities and understanding ← **Group discussion Planning, Observing, Debriefing, Documenting**

Artifacts, tools.

Culture of teaching, Community of professional learning

Social context,School culture

Professional learning processes in LS adopted the Idea of group cognition by Stahl(2007)

Cultural artifacts

Collaborative knowledge

Use in activity

negotiation

Personal comprehension

Shared understanding

Social knowledge building

clarifying

explication

Debriefing Dialogue process

Personal understanding

discussing

Tacit pre-understanding

Personal focus

Public statements

Others' public statements

Make problematic

Articulation in words

# The purpose of this research
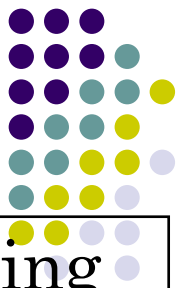
Q1 How have lesson study discourses changed during eight years in the same pilot school?

Q2 What have the teachers learned from these lesson study discourses during these years?

It is assumed that there are two kinds of learning in LS,

1)professional learning as accumulation and organization of practical knowledge and skills, and

2) professional learning as a change in quality of practices and restructuring of their beliefs and pedagogical content knowledge.

Method 1 Description of the school
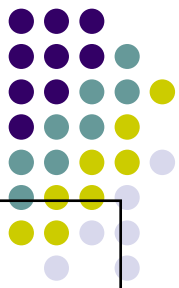
- Hamanogo elementary school. a public elementary school designated as a lesson study pilot school, the vision of the Learning community.

- The characteristics of lesson study in the school

1. Every teacher, including new teachers and part-time lecturers, has to open his or her classroom to his colleague.

2 For lesson study meeting, video-tapes recorded are used for watching a lesson carefully again.

3 There is no meeting for planning research lesson
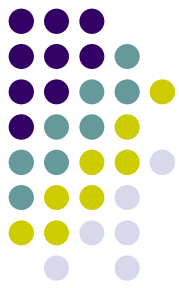
4. There are two types of LS meetings. One type of lesson study meeting is the meeting that all teachers attend and a supervisor from university comes. The other type is held by teachers taking charge of the same grade.

5. The rule of the meeting is that teacher have to talk about the facts in the lesson that he or she observes

6 The chair of the meeting changes in turn. The lesson teacher does not talk about his reflection too much because too long utterance involves an excuse and self-protection.
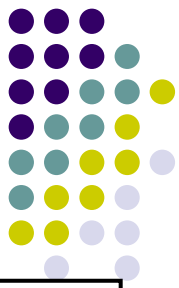
Method 2 Framework of analysis of LS meetings

Akita(2006,2007CRPP)

Twenty-six lesson study meetings in three years from the foundation stage 2000-2002 recorded

Eight lesson study discourses of Japanese language lessons were analyzed.

1)Participant structure

2)Categorization of the utterances by the participants

3)Discourse structure of LS

Akita(2007,WALS)

1   Comparing three LS meetings in 2000-2002 (foundation stage:F) with three LS meetings in 2004-2006 (upkeeping stage:U). Both LS meetings have the same LS teachers (one experienced, two novices) but attendant teachers, the headmaster and the supervisor are different.

Group knowledge-building process

Akita (in preparation)

2   Analysis of narratives written by the LS teachers about how they learn during these days

Individual learning process

# **Result 1** Participant structure of the meetings

Person	Foundation stage2000-02	Upkeeping stage2004-06	
Lesson teacher	18.6	**21.0**	**F=U**
Chair	4.2	5.0	F=U
Other teachers	29.8	**46.2**	F<U
Head-master	0.1	3.8	F<U
Supervisor	47.4	24.0	**F>U**

Difference between U and F

1) The proportion of teachers' utterances in lesson study increased after the foundation stage. That was the time when the teachers felt that they made the lesson study their own.

2) At the foundation stage, the teachers felt that the supervisor and the headmaster led as a mission and the teachers believed the vision and followed them.

Fig.1: The number of teacher speakers in the meetings
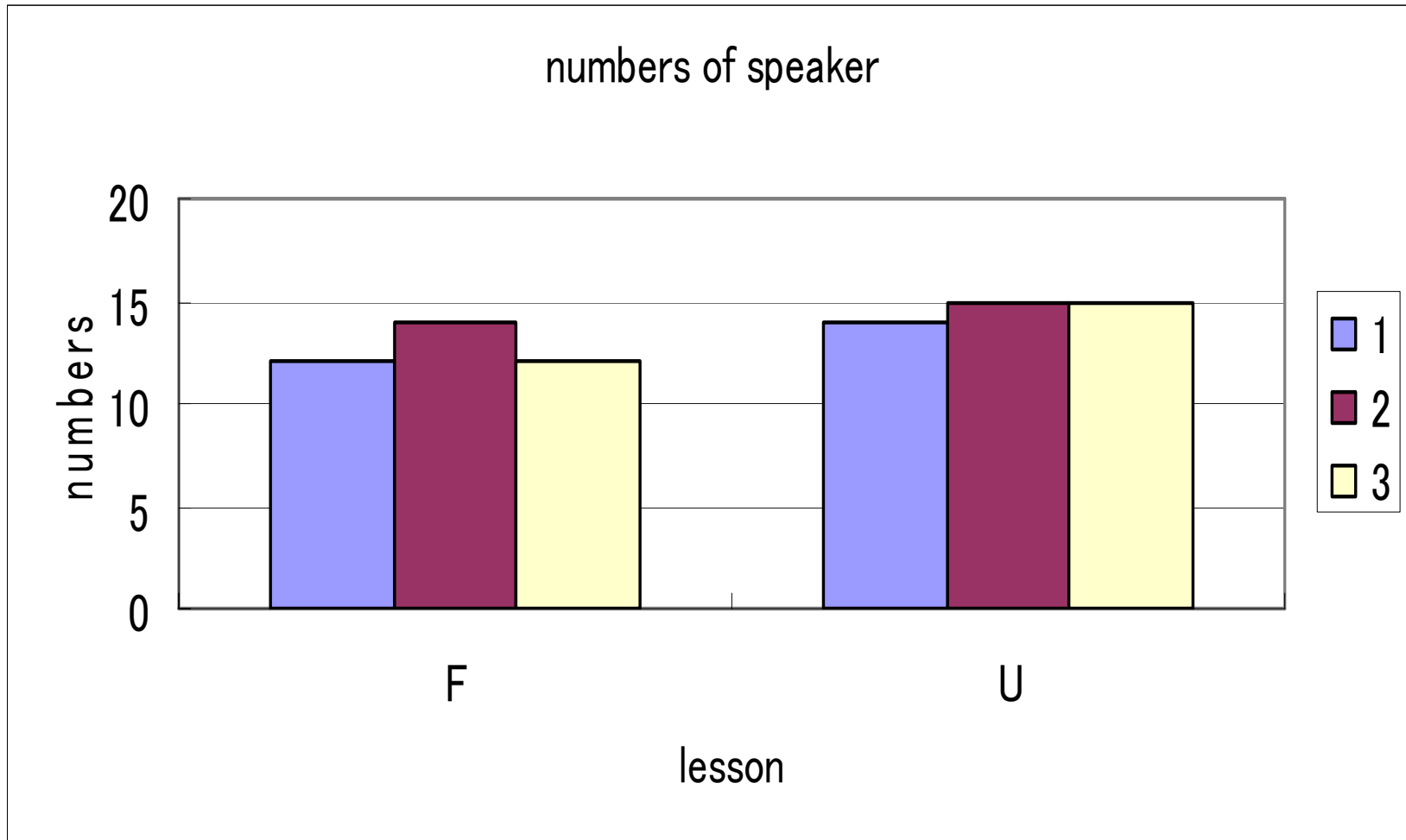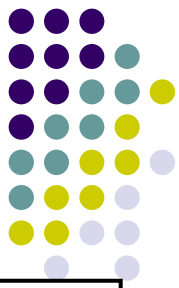

numbers of speaker

2) Commonality of speakers between F and U

- More than half of the teachers talked in the formal setting of LS meetings.
- The numbers of U are slightly more than that of F .
- Even when the number of speakers is the same, the teachers who talked changed, dependent on the lessons. The persons who speak in every lesson study are a few. There is none who dominates the discourse of the LS meeting.
- The headmaster talks and comments on every LS session.

Akita(2006)

- Coding labels are identified from the utterances by modified grounded theory approach(M-GTA) (Kinoshita, 2003). The unit of coding is based on one utterance.

- Sixteen subcategories are extracted from the eight lesson protocols. After making the subcategory, higher-order categories are labeled from the perspective on teacher learning.

Akita(2007) setting new sub-category

　referring to teacher-child interaction, child-child interaction, teacher behavior, child behavior
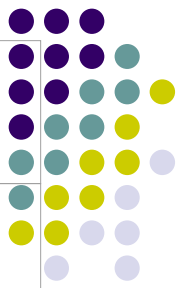
Category	Subcategory
A Sharing the feelings and impressions with others	1 Talking about impressions, feelings about the lesson
	2 Acceptance, agreement, revoicing of other talk
B Finding and connecting the episodes in the lesson	3 Pointing out episodes and facts in the lesson
	4 Relating a episode with another episode in the lesson
C Connecting the lesson with other lessons	5 Relating the lesson with previous lessons , comparing practices
	6 Referring to similar practices of other teachers
	7 Talking about other practices related with the lesson

|	
D Meaning-making from the wider and higher-order perspectives	8 Paraphrasing in different expressions, valuing the lesson
	9 Extracting abstract conceptions, principles from the episode
	10 Giving a different perspective
	11 Reframing and converting the value of the episode
	12 Giving a wider context and principles of subject matter
	13 Talking about children's development
E Making prescriptions for teaching, curriculum, materials and environment	14 Talking about how to cope with the situation and what to do
	15 Talking about curriculum, general aspects of teaching
	16 The other utterances, except for the 1-15 categories
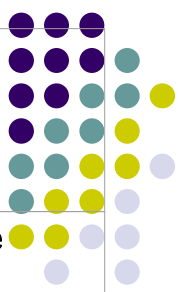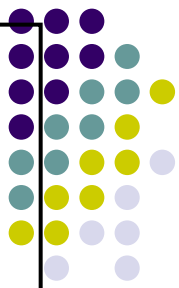
1)

- F & U Most of the utterances spoken by the teachers are categorized in Category A " Sharing the feelings and impressions with others",, B "Finding and connecting the episodes in the lesson", C "Connecting the lesson with other lessons".

- F :All utterances of category D "Meaning-making from the wider and higher-order perspectives" are utterances spoken by the supervisor.

  U: Supervisor, Headmaster and Experienced teachers refer to Category D.

- F&U: These abstract conceptions that they utter give a chance to teachers to reflect on their teaching and reframe their beliefs .

Referring to concrete facts of children's learning
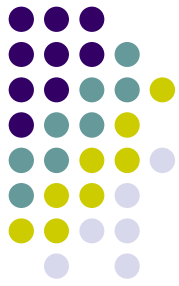
- 2) Teachers referred to concrete facts of children's learning in the research lesson more and talked about their own emotions and their similar experiences.

- Through LS discussions, teachers share the emotion and value of the lesson with colleagues, finding facts and framing in the lesson, relating the facts in the lesson and structuring them, connecting the issues discussed with other lessons, reframing their own epistemological beliefs, making visions for doing lessons, and getting general skills and pedagogical content knowledge.

- The discourses in the school suggest that it is a good opportunity, not only for acquiring procedural knowledge on teaching, but also for having a theory of learning and teaching, and recognizing the value of collegial discussion and inquiry

# 3) Emergence of perspectives on child-child interactions and relations

- F: Most utterances refer to teacher-children interactions.

- U:Some teachers refer not only to teacher - children interactions, but also to child-child supporting relations in a lesson.

One teacher,H, says (6 years-experience at 2006) F

- F 2001 "I am very surprised that children's performance goes beyond the teacher's expectation. I respect them.How competent they are."

- F2002 " I am concerned that children are patient without laughing.They cannot feel at ease. I understand the teacher's intention to discipline, but···"

U
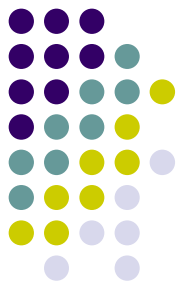
- U2006 "One teacher cannot grasp all children. It is better to make relations between children and support each other.

  Misaki glances at Hiroya .She studies hard so as not to be inferior to him. Tatsuya, next to Misaki, wants to play with her during the lesson but she will not. There are interesting relationships between them and they support each other. Tatsuya starts to study, owing to Misaki's attitude"

4) Referring to task and materials more U
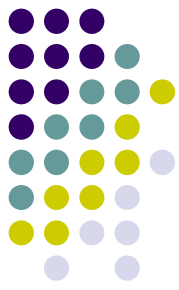
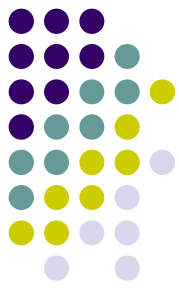Many senior teachers talk about materials and learn more than before.

"What is a challenging task for children to make them think deeply and grasp core concepts?"

ex.) Studying the science unit, "The work of the lever"

Where is the point of the fulcrum, the point of action,and the point of a lever when forc applied to this nail cutter?

Conclusion

These findings show that it takes more than a few years to establish an autonomous professional learning culture and teachers' perceptions and discourse change from lesson study as problem-solving to lesson study as finding possibilities of learning and making sense of their profession.

Thank you for your attention !