

Guidelines for Lesson Study

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1. WHAT IS LESSON STUDY?

Lesson study can be defined as an activity by teachers and for teachers to improve their lessons. Lesson study involves planning the lesson, presentation of a lesson and reflecting on the lesson. Lesson study is a continuous cyclical process, Plan, Do and See. Lesson study involves collaboration among teachers in the same Learning Area.

Lesson study is peer teacher learning process, therefore profound respect to each others is very important. Lesson study is not for evaluation of teachers. Lesson study supports teachers who try to apply new teaching method to overcome their challenges.

Effective implementation of lesson study needs the support from administrators of the school and from the community.

Process of Lesson Study Plan, Do, See Cyclical Process

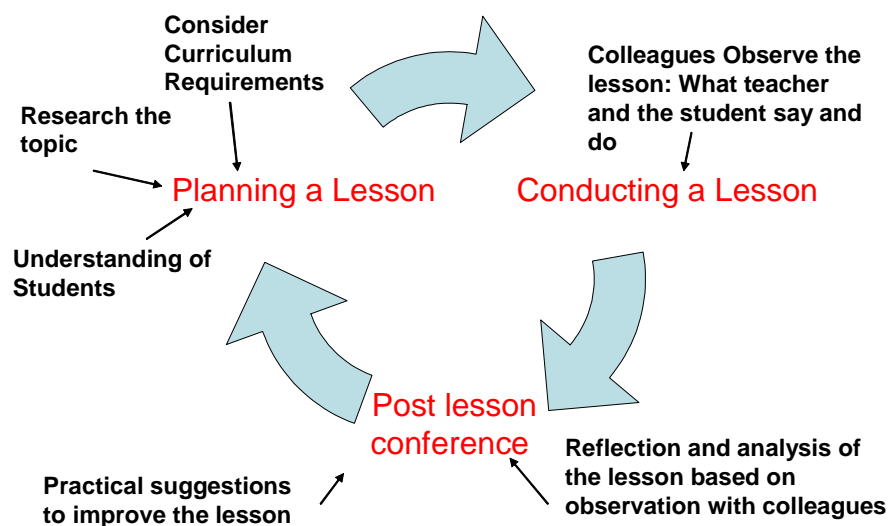


Fig 1. Process of Lesson Study

2. THE PURPOSE OF LESSON STUDY

- Professional development of the teachers.
- Sharing good practices among teachers.
- Improving teaching skills through reflective practice.
- Building a learning community through collaborative work among teachers.
- Reducing the gap between intended curriculum and implemented curriculum; and between implemented curriculum and attained curriculum.

3. BENEFITS OF THE LESSON STUDY

For teachers,

- Breaking isolation and team building
- Improvement of teaching skills.
- Enhancing content knowledge.
- Giving more attention to learner thinking and understanding.
- Sharing good practices
- Planning skills development

For administrators,

- To help intended curriculum implementation
- Professional development of teaching staff

For learners,

- Learner-centered lesson
- High achievement of outcome

4. THE PROCESS OF LESSON STUDY

The lesson study process consists of three major parts, planning the lesson, conducting the lesson and post lesson conference.

(1) Planning the lesson

- Planning the lesson as a team
- Identify the challenges for teachers and students.
- Explore the content through the curriculum.
- Consideration of curriculum requirements
- Material development and trial.
- Select the method for evaluation.
- Simulating lesson

(2) Conducting the lesson

- The presenter prepares and distributes lesson plan and worksheet to the observers.
- The lesson is presented by one of the teachers and the other colleagues observe the lesson,
- The observers should capture what the teacher is doing as well as what learners are doing (learners' speaking, writing, attitudes).

- Noting the enough positive aspects of the lesson as well as those areas of the lesson that need improvement.

(3) Post Lesson conference

- Observers firstly indicate positive aspect of the lessons.
- Do not critique the presenter but analyze the lesson and give constructive comments.
- The presenter should resist the temptation of self-defense when the lesson is being critiqued. He/she should give explanations when asked to.
- The person leading the session should preferably be someone who was not involved in the planning of the lesson. This will enhance objectivity of the critique.
- Scribe records the discussion.

5. PROCEDURE OF POST LESSON CONFERENCE

- The facilitator will first allow the presenter to give his/her view/assessment of the lesson. The self assessment should focus on what the objectives of the lesson were, how far were they achieved, what the strong points of the presentation were as well as what the challenges were and how he/she thinks they could be overcome in order to improve the lesson.
- After the teacher's comments, the observers will then be given a chance to give their inputs.
- The observers should start with the positive /good aspects of the lesson first.
- When the positive aspects of the lesson have been exhausted, the results of observation and the challenges should be listed. When challenges or weaknesses of the lesson are pointed out, they should be accompanied by recommendations of how the situation could be improved.
- At introductory stage of the lesson study, the challenges may not be noted. Give only suggestions.
- At the end of the session the presenter should be thanked for the efforts and courage to plan and present the lesson to other teachers.

6. APPLICATION OF LESSON STUDY IN INSET ACTIVITIES

Lesson study can take various forms and can therefore be applicable in different situations.

Mentoring of a novice teacher by an experienced one

A novice teacher prepares a lesson plan sheet and presents the lessons in the class. A mentor also prepares a lesson plan sheet and presents the lesson in the same class. The novice teacher observes the lesson. After the lesson, the novice teacher reflects the lesson and the mentor gives suggestions to the novice teacher based on the observation. The mentor also reflects the lesson and novice teacher gives comments.

School-based in-service training

Study group is composed of teachers who teach at same grade (Primary School) or teachers who teach same subject (Secondary School). Principal decides the study theme of the year based on discussion with teachers and supervises the activity. Study groups identify the challenges and set the target for each group based on the theme of whole school. Study groups explore the content, develop the teaching materials and evaluation tools, and finalize them in lesson plan. One of the teachers presents the lesson and other teachers of the school observe the lesson. Post lesson conference is held after the lesson and participants discuss how to improve the lesson.

In-service training of teachers in regions

One school in the community or province is selected as a venue for annual conference. The teachers of the school set the theme of the conference and prepare the demonstration lesson. Teachers from other schools observe the lesson and discuss in the post lesson conference.

Let's Enjoy Lesson Study!

