

Introduction to Lesson Study

Components of the session

1. Rationale of the session
2. Objectives of the session
3. Session plan
4. What is a lesson study?
5. Basic components of lesson study
6. The purpose of lesson study
7. Examples of countries implementing lesson study
8. Implementation guide to lesson study activity (Day 3-5)

1. Rationale of the session

- The baseline survey found out:
 - M&S lessons of our schools were still teacher-centered, and student's participation is limited and their learning tends to be a passive way;
 - teacher's skill gap in teaching methods, facilitation, communication, utilization of teaching and learning aids, lesson planning and assessment.
- Therefore, in order to realize and promote “active learning” in our classrooms, the intervention should be provided for all these areas as a continuous form of training, by employing lesson study approach.

2. Objectives of the session

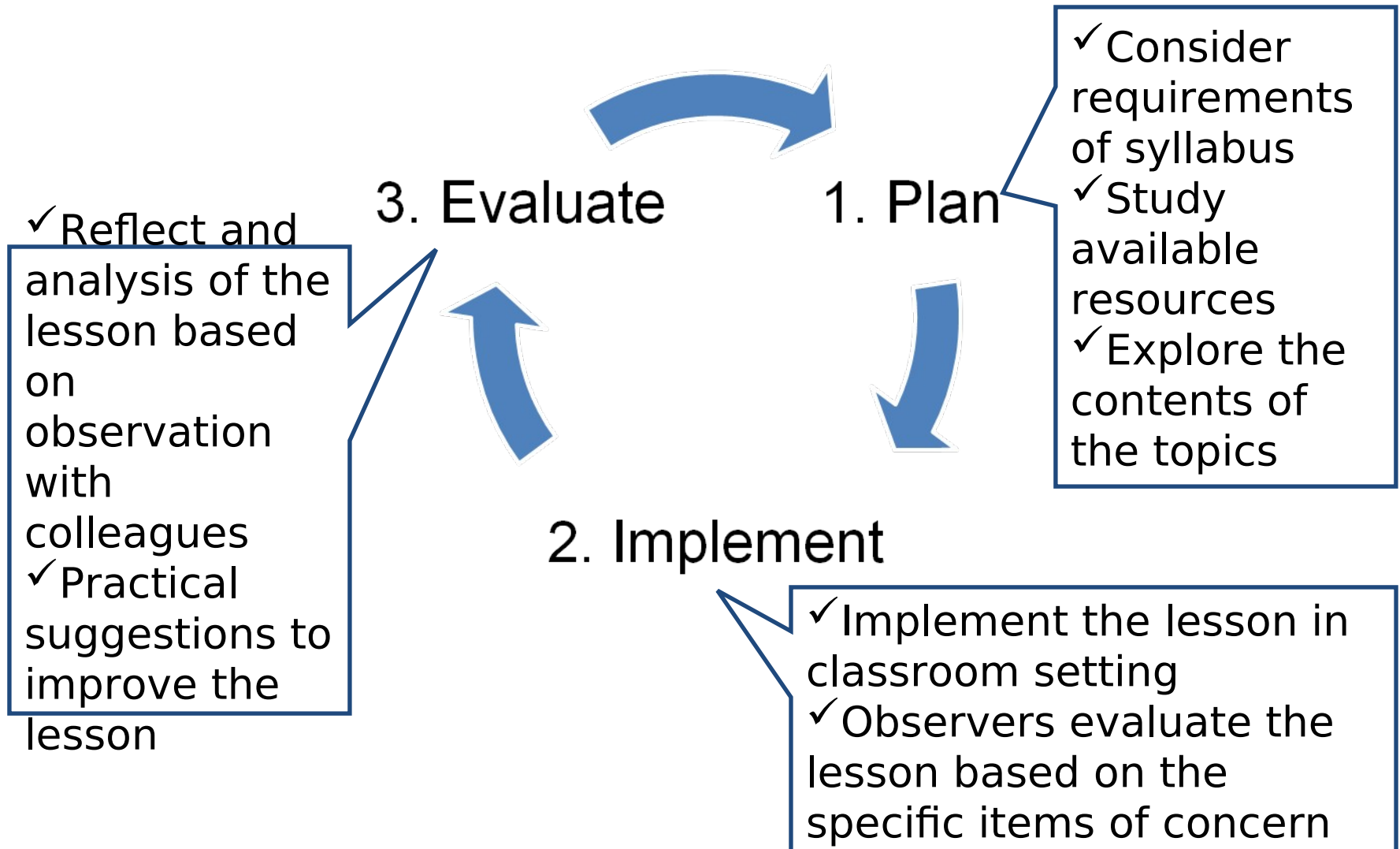
Through the sessions, the participants will be able to:

- Describe the importance and procedure of lesson study approach;
- (Apply lesson study approach to improve their lessons in the training at different levels -> actual implementation will be in Day 3-5).

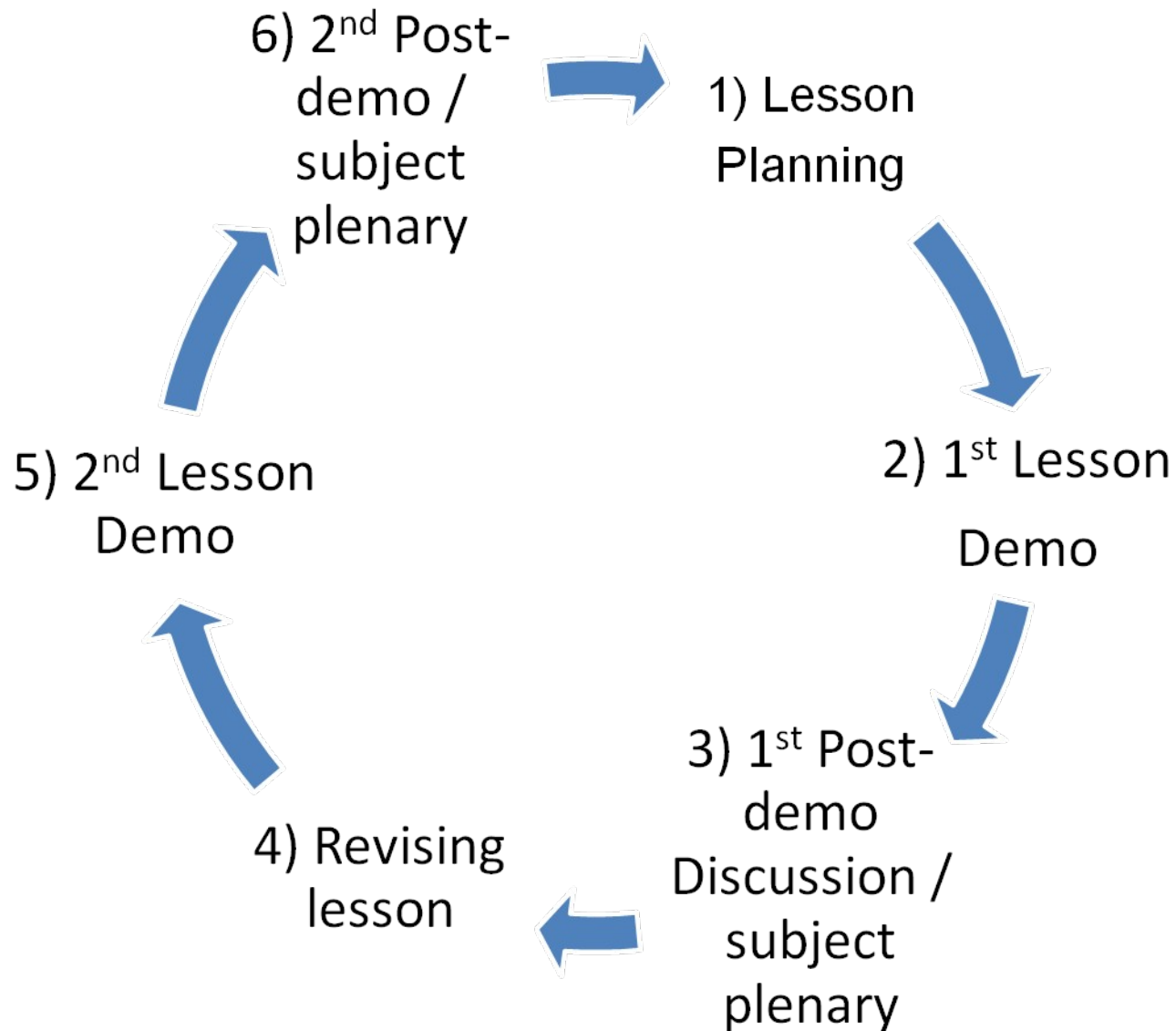
4. What is a lesson study?

- The lesson study is the problem solving process whereby teacher work together for improving classroom lessons, employing “Plan – Implement – Evaluate” principle.
- In this approach, groups of teachers will plan a lesson, a designated teacher gives the lesson based on the lesson plan in the presence of observers, and after the lesson the teacher and the observers discuss it to identify opportunities for improvement.
- Learning from other teacher’s experiences and practices using actual lessons allow teachers to develop knowledge and skills of utilizing teaching and learning materials effectively and of assessing and understanding the students.

5. Basic components of lesson study



In our training...



6. The purpose of lesson study

- Professional development;
- Sharing good practices among teachers;
- Improving teaching skills through reflective practice;
- Enhancing content knowledge;
- Building a learning community through collaborative work among teachers;
- Reducing the gap between intended curriculum (syllabus) and implemented curriculum (lessons); and implemented curriculum (lessons) and attained curriculum (attainment by students).

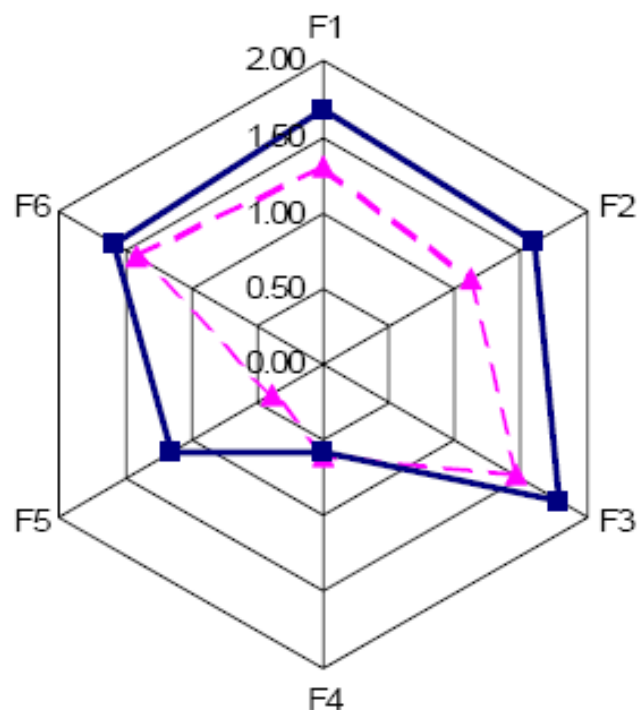
7. Examples countries of implementing lesson study

LS has been implemented in Japan, America, Australia, Philippines and Malaysia and has been found to be effective for improving classroom teaching.

Zambia

- The Ministry of Education of Zambia introduced this approach in their in-service teacher training programme called “School-Based Continuous Professional Development (SBCPD)” programme in 2005.
- After the pilot phase of three years, some degree of improvement was observed in science lessons as follows:

Comparison between Baseline and Endline Result on the Observation of Science Lessons (Grade 8 - 12)



F1: Objective & its attainment
 F2: Lesson Progression (Processing)
 F3: Use of Teaching Materials
 F4: Cognitive level of teacher's question
 F5: Task allocated to Learners in lesson plan
 F6: Other factors (Time Mgt., Boardwork, laboratory safety etc.)

(source: Ministry of Education, Republic of Zambia, 2007)

7. Examples of countries implementing lesson study

Small-scale case study in Ethiopia

- It was implemented in one of the cluster (consisting of one center school and four cluster schools) in Oromia Region.
- As discussed in the research paper by Dr. Jeilu, remarkable differences in achievement of the students were observed before and after the intervention as follows:

Schools	Students	Pre-test	Post-test
Dhankaka CRC	No. of students sat for test	274	274
	Mean scores achieved	4.91	7.31
	No. of students passed	140	234
	No. of students failed	134	30
Dhankaka No.2	No. of students sat for test	100	100
	Mean scores achieved	5.02	6.59
	No. of students passed	64	91
	No. of students failed	36	9
Gubasaye	No. of students sat for test	46	46
	Mean scores achieved	5.38	6.62
	No. of students passed	32	42
	No. of students failed	14	2
Giche	No. of students sat for test	27	27
	Mean scores achieved	5.93	7.26
	No. of students passed	25	27

8. Implementation guide to lesson study activity (Day 3-5)

[Day 3]

- Each subject group will be divided into four sub-group A, B, C and D (ideally one team will not exceed more than 12-13). Two sub-groups (A&B) for Grade 7 and the other two (C&D) for Grade 8. Each sub-group will nominate two secretary and two lesson demonstrators (one secretary and demonstrator for the first cycle of lesson study activity in Day 4; while another secretary and demonstrator for the second cycle in Day 5);

- Each sub-group will design a lesson respectively, but two sub-groups should work on the same identified units of the grade. For example, two physics sub-group A and B will work on the unit “Motion” of Grade 7 and other two sub-groups C and D on unit “Static Electricity” of Grade 8.
- The process of **lesson planning** include not only preparing the lesson plan, but also studying the teaching materials (using syllabus, textbook, teacher’s guide, other reference materials), preparing teaching and learning aids, preparing assessment materials, etc.;

[Day 4]

- One designated participant of each of the two sub-groups will present their **demo lessons** consecutively in front of students of the same class (two consecutive periods). The other participants of the two sub-group will observe demo lessons, using the lesson observation sheet;
- After the two demo lessons, the two sub-groups will make **post-demo discussion** to share the positive aspect of lessons as well as the points to be improved. The national trainers (NTs) at national training / regional trainers (RTs) at regional training will facilitate the discussion, while one of the designated secretary of the sub-group take notes;

- After the post demo discussion, the **subject plenary session** will be carried out. The presentation will be made by the secretary of the four sub-groups. Further discussion on each lesson will be made with the facilitations of NTs/RTs;
- Based on the discussion of the post-demo and the subject plenary sessions, the participants will **revise the lesson** and the related materials;

[Day 5]

- The other designated participants will present the revised lessons (**2nd demo lesson**), while other participants will observe the lessons;
- The **second post-demo discussion** will be made amongst two sub-groups. This time the focus of the discussion would be more on how the lesson is improved (minimal improvement should be appreciated) and how much more the lesson can be improved. The other designated secretary will take notes for the plenary sessions;
- The **second subject plenary session** will be conducted. The presentation will be made by the secretary of the four sub-groups. Further discussion on each lesson will be made with the facilitations of NTs/RTs.

*We strive to promote AL through
PASFACT!*

Thank you!!