A-6: Crossing-boundaries in lesson study I

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Empowering students to become self-regulated learners through interdisciplinary lesson study: Experience from teachers across subject areas and different levels

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In the era of information explosion, it is surprising to find that most of our students have not learned to self-regulate their own studies well. It might be explained by the common use of spoon-feeding teaching method since the beginning of public schooling in Asian countries. The individual differences in intelligence or diligence of students may not have been taken into careful consideration in mass class teaching. Students seem to be expected to overcome their personal limitations in order to benefit from the school curriculum. In recent studies, it is found that students’ failure to learn may be caused by insufficient ability to manage their own learning due to the lack of learning motivation, effective learning habits and skills. Self-regulated learning is widely perceived as a crucial element of successful, independent and life-long learning. Therefore, equipping students with self-regulated learning skills and empowering them to become self-regulated learners have become the major concerns of educators.

The professional development programme entitled “Integrating Self-directed Learning in Classroom Pedagogy” has been offered to in-service teachers by the Education University of Hong Kong since 2017. It is a five-week block-release programme for practicing teachers. During those five weeks, the participants are encouraged to put theory into practice. They are divided into several learning circles according to their subject disciplines. Each learning circle is asked to develop effective ways of integrating self-regulated elements in their lesson design and implement the research lesson in their own schools.

This paper reports an interdisciplinary lesson study of the professional development programme mentioned. Five teachers teaching the subjects of Business, Accounting and Financial Studies (BAFS), Liberal Studies, History and General Studies in primary and secondary schools were grouped together as a learning circle to plan a lesson on empowering their students to become self-regulated learners. Although there are variations in the subject areas as well as students’ age and learning abilities, the teachers were able to develop a core self-regulated learning and teaching framework including pre-lesson tasks, group work, and extended learning tasks to be applied in their own contexts. Similar innovative teaching and learning strategies
were adopted in their lessons so as to enhance their students’ self-regulated skills. The learning activities which required students to acquire knowledge and skills through face-to-face interactions with groupmates have addressed the importance of social experiences in developing self-regulated learning. The essence of Lesson Study (lesson observations across schools, pre- and post- lesson case studies and post-lesson reviews) was embedded in the five teaching cycles taking the learning needs of each class of students into account.

The evaluation of the research lesson shows that the research lessons have enhanced student learning motivation, and thus developed a sense of ownership in their own learning. With regard to professional development, the teacher participants stated that they could better understand the learning needs of their students, thus able to help them plan a lesson which could help develop their students to be self-regulated learners.

**Keywords:** Self-regulated learning, Community of Practice, group work
Teacher learning as boundary-crossing in school-university partnership: A case study of Chinese EFL teachers based on activity theory

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Despite the accumulating body of research on teacher learning through lesson study in the field of second/foreign language teacher education over the past years, most research concerns how to organize lesson study effectively and what teacher have learnt from lesson study. Few studies have inquired the dynamic process of teacher learning through lesson study and the way teachers interact in this learning community. Drawing on the theoretical framework of Activity Theory, this research aims to fill this gap by investigating the expansive learning that was afforded by a school-university partnership as one university teacher, one teaching-research staff and three novice EFL teachers in elementary school mutually engaged in a new activity system mediated by lesson study. Specifically, the research intends to understand teachers’ learning trajectory in collaborative inquiries of classroom teaching, especially the contradictions and tensions that influence teachers’ interaction in the learning community as an activity system. As a longitudinal qualitative case study, this research involves a wide array of procedures and multiple sources of data collection, including classroom observation, lesson study observation, in-depth interview, reflective journal and other documents. A ground approach was adopted to analyze the data with no preconceived categories. Overall, the findings indicate that many contradictions have emerged in the new activity system, including the theory and praxis dichotomy, the unequal power relationships and division of labor between the participants. The research reveals that contradictions, which contains historicity and multi-voicedness, and which can be resolved through mutual engagement, collaborative construction of meaning and complementary contributions, are driving force of change and innovation of teachers’ learning activity system as well as the source of opportunities for teacher learning. In the course of resolving these contradictions that were inherent in the boundary zone, the mediating tool was negotiated and consequently, the activity system was transformed from improving school teachers’ learning into learning for all participants. The research concludes that in-service teacher education is more than just a pedagogical or technological task but a task deeply infused with conflicting cultural and ideological beliefs and practices. It is crucial for teachers and teacher educators to develop the capability to engage in expansive learning through community boundaries and collaborate with members of diverse communities of practice.

Keywords: Lesson study, Teacher learning, Boundary-crossing, Contradiction, Activity theory
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An analysis of the relationship between teacher learning community and school culture

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‘teacher learning community’ is a group for interactive learning on the basis of teachers’ autonomy and spontaneity. It is the policy that the Seoul Metropolitan Office of Education has been promoting since the 2015. In 2017, there were over 3,700 teacher learning communities in all elementary and secondary schools. In this study, to analysis the relationship between teacher learning community and school culture therefore an online survey was conducted from October 23, 2017 to November 2, 2017 for elementary school, middle school, high school, and special school teachers in Seoul. A total of 4,374 questionnaires were been collected. Multiple Regression Analysis was conducted and characteristics of teacher learning community and teachers’ position were set as independent variables, school culture were set as dependent variable.

The major characteristics of the research results are as follows: the influence of the teacher learning community on the school culture is high in both elementary and innovative schools. It is necessary to consultation for the curriculum implementation and reconstruction in elementary, and relatively low individuality due to be responsible for subject, maybe because of that it is easy to create a cooperative atmosphere. Innovation schools also require close consultation and cooperation on a daily basis for school and classroom innovation. Also, it provides that these characteristics should be emphasized in the teacher learning community when the vision sharing and cooperative learning of the teacher learning community consistently affect the school culture.

Keywords: Teacher Learning Community, School Culture, innovation school, Multiple Regression Analysis