B-12: Lesson study and approaches to teaching social studies

Abstract ID: H0222

Improving Core Competence in Effective History Teaching

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Object
Based on the practical case of ancient Roman history lesson, the object of this paper is to explore effective ways to enhance the students' historical core competence (concepts of space-time, historical facts, historical explanations, historical materialism, and historical understanding) in teaching.

Methodology
This study adopts case study and survey methodologies. Three-level students performed in different ways towards various tasks driven by the five core competence. Survey and observations are utilized to describe how historical core competence were improved and what teachers learned from this practical teaching case.

Findings
According to the practical case, there are three main factors about effectively improving students' historical core competence.

The first factor is the design of high-level issue of the lesson, which guides the whole teaching and learning process. The second factor is raising questions step by step, to build a ladder from the specific knowledge students have already acquired to the further exploration about essence (e.g. why did Rome move from the Republic to the Empire?). Moreover, the third factor is the interpretation of historical materials, in which part the methods of simplification, keyword tagging, sentence-by-sentence analysis and refining can be used.

Conclusion
According to the survey and the test followed, the historical core competence of students improves obviously by teaching with these three main factors. The study provides a practical perspective towards this and the three main factors concluded are highlighted.

Keywords: Core Competence, Practical Case, Chinese Lesson Study, Ancient Roman History
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Research on the Strategy of traceless teaching in ideological and moral course in Junior Middle School

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Ideological and moral character of junior high school are a practical and theoretical curriculum combined with practicableness and ideologies. The subject has been attached great importance to by experts and scholars in the government and in the field of education. However, in actual teaching, there are some problems. On the one hand, because of over-political or over-theoretical, psychological inversion appears among them when students learn this subject. On the other hand, due to the inappropriate teaching methods, students do not have a deep understanding of basic knowledge and thus their learning effects are not satisfying. Meanwhile, as the reforms of College Entrance Examination gradually carry out, the ideological and political curriculum would become students-oriented. From the perspective of the cultivation of qualities, to make the subject an interesting and easily acceptable curriculum is an urgent research topic. According to Sukhomlinski and Lao Zi’s theories, based on students’ psychological development, traceless teaching provides an effective method for the teaching reforms of the ideological and political lessons.

The present study mainly explains traceless teaching from four parts. The study includes four parts: Part One is the study of traceless teaching. Part Two is the survey of current situation of the ideological and political lessons in senior high schools. Part Third, the last to traceless teaching was proposed and constructed. Part Fourth, based on the above content analysis, summarizes the advantages or characteristics of this study, and points out research direction in the future, also points out the deficiency in existence, finally to summarize.

The above content from the theory, in practice, and then return to the improvement of the theoretical knowledge, mainly from the theory, practice, theory of loop, to achieve the continuous improvement of the thought political lesson teaching, make traceless teaching to form a complete and scientific theoretical system, to constantly provide teaching high school ideological and political teaching wisdom.

Keywords: Ideological and moral character of junior high school, traceless teaching, Strategies
Lesson Study and teaching controversial topics

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Research questions

What characterize teaching that encourages controversial topics such as racism, discrimination and prejudice?

And:

Which advantages and challenges (pros and cons) in using LS when teaching controversial topics?

Background

The introduction of Lesson study in Norway is an ongoing project. We introduce LS in schools, in teacher education and perform research on LS. This presentation is based on an ongoing research project: “The use of Lesson Study related to controversial topics.”

An important goal in school is for students to develop competence to stand in controversy and dealing with conflicts in a constructive and civilized manner (Lenz, Nustad, & Geissert, 2016). We focus on an existential form of teaching, which allows students to choose and take a stand, within an existential framework (Sæverot, 2017).

Aim related to ongoing research

The intention of this project is to identify characteristics in teaching when the topics are controversial. A topic is controversial when strong emotions emerge and at the same time there are divided opinions about the topic in the group. There are seldom simple answers when considering controversial topics. The project may help to develop concepts that can clarify and explain existential aspects of teaching controversial topics.

Method

Our research took place in a lower-secondary Norwegian school. The teachers were familiar with the Lesson study model. This time LS were the helping model for planning controversial topics.

To explore our research-question triangulation is used as a method, with the following sources as base for analysis:

• Teachers planning schedule
• Film/audio recording of research lesson
• Observation and observation notes (researchers’ and teachers’)
• Group interviews with participating teachers

After our presentation:

Discussion and feedback related to our presentation:

Your experience concerning teaching existential or controversial topics in school?
Do you see any challenges concerning controversial topics and Lesson Study?
How can controversial or existential topics affect the planning phase in LS?

Keywords: Controversial topics, existential topics, Professional development