C-5: Lesson study and teacher preparation: Experiences from Hong Kong, Mainland China, and Thailand

Abstract ID: A0042

Reinvigorating lesson planning with pedagogical imagination: A close-up analysis of ELT lesson plans from Hong Kong classrooms

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Lesson planning is a familiar practice in Teacher Education. Yet I argue in this paper that familiarity breeds a lack of pedagogical imagination in lesson planning. It does not help that lesson planning templates are aplenty, available online and offline. Such templates are helpful to a point, but when they are adhered to rigidly they reduce lesson planning to a fill-in-the-blanks exercise. A good lesson plan that also translates into a well-taught lesson requires much more. It requires pedagogical imagination. This paper analyzes 20 lesson plans submitted by pre-service teachers in a teacher education program in Hong Kong to show, firstly, vignettes of what gets taught in a language classroom in Hong Kong and secondly, how these lesson plans had been conceived and taught (with a lack of pedagogical imagination). Borrowing from literary and literacy studies, I develop the methodological framework of “de-”/“re-” construction useful for lesson studies. The paper also provokes discussion in lesson studies and teacher education, in particular, questions around how to teach lesson planning in ELT that would have wider implications on what it means to teach ELT with pedagogical imagination.

Keywords: ELT, preservice-teacher education, imagination, Hong Kong, lesson planning
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On strategies to improve teaching practice ability of normal university students based on the analysis of their lessons

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It is the basic guarantee of building a highly-quality and professional teachers’ team to strengthen the training of normal university students and improve their practical ability in classroom teaching. According to the target of cultivating application-oriented talents in local universities, it provides a platform of classroom teaching practice for normal university students majoring in primary education. It tries to introduce two lesson cases of mathematics and Chinese in primary education from the aspects of teaching content selection and organization, multimedia courseware production, teaching method selection, and analyze characteristics and existing problems of them two. Then it puts forward specific strategies to improve the practical ability of classroom teaching for students majoring in primary education, that is, to strengthen the autonomy of their learning, to refine their individual teaching characteristics, and to improve their innovative consciousness of classroom teaching, etc.

Keywords: Lesson, Normal school student, Classroom teaching practice, Primary school education major
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Lesson study and teacher preparation: A case study of student-Teacher training at Kornkaew Montessori School, Bangkok Thailand

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“The training of the teacher who is to help life is something far more than the learning of ideas. It includes the training of character, it is a preparation of the spirit.”
Dr. Maria Montessori, 1870-1952

The purpose of this paper is to give the student-teachers, teachers, school administrators and people who are involved in teacher training a practical understanding through lesson study that in teacher preparation, the training of the teachers who are to help life is far more than learning of ideas but it includes training of the character of the teacher and thus preparation of the spirit.

Participants in the lesson study included five fifth-year student-teachers from Suan Dusit University, and six school teachers and three administrators from Kornkaew Montessori School. The results of the lesson study came from observations, discussions and analyzation of the activities conducted by the student-teachers alongside with in the school teachers in different areas of activities such as Montessori, Cooking, Gardening, Creative Arts, Physical Education and Thai Culture.

The project spanned over twelve months during August 2017 - July 2018. These included 120 hours or two semesters (six credits) in-class course program consisting of lectures and reading sessions covering Montessori philosophy, discussions and debates on child-center and teacher-center ways of teaching, observation and teaching practice, supervised practice using and presenting of Montessori didactic materials, classroom material making, setting up a Montessori environment, preparation of individual classroom manuals and a school visit at Kornkaew Montessori School.

The practicum experience started at Kornkaew Montessori School where the student-teachers served as assistant teachers in working under the guidance of the supervising teachers.

In this process, the student-teachers together with the supervising teachers and the school administrators shape and focus the problem in the areas of the activities they assisted teaching. The student-teachers then developed learning goals for each of those activities before planning the lessons. The lessons were then taught and were observed by other teachers and student-teachers in the group. Photos and field notes were taken for purpose of future discussions and analysis. The group met regularly after each lesson were presented sharing observations and photos taken from different perspectives. The lessons were then revised based on the observations, photos, data collected and reflections before teaching the revised lessons. Evaluations and reflections were made again until the final version was completed.
The result of the project was, the student-teachers have cultivated in the characters that was more of a spiritual than a mechanical skill. They gained greater understanding showing that teachings must be based on a psychology honoring of the individuality of the child. They were able to place the child at the center of education, cultivating the child’s interests and stimulating emotional growth alongside intellectual progress. They showed understandings that children developed naturally and have an innate ability to learn, and that education was based on the premise that children have their own potential for life and that with the help of the teacher and learning environment or when they are guided through their developmental needs they can unlock those potentials and can reach their full potential.

To conclude, the student-teachers were able to put into practice the uniqueness character of the Montessori teacher and therefore their spirits were prepared.

**Keywords:** student-teacher, training of character, preparation of spirit