E-12: Teachers as researchers, facilitators, and questioners in lesson/learning study

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Teachers as lesson and learning study researchers – establishing a research environment

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The aim of this paper is to discuss the type of conditions for establishing a research environment for teacher driven research.

Lesson and Learning Study (LLS) has gained a growing interest during the latest years. In most cases it is framed in relation to teachers’ professional development, teachers’ learning and school development. That is the knowledge that teachers gain from different studies are not object for dissemination and review. Thus, in most cases the aim of a LLS is not to produce knowledge outside the local context. However, LLS has a great potential to function as a research approach for teacher driven research. An approach that would make it possible for teachers to take responsibility for their own professional knowledge base (Carlgren e.g. 2012). This type of research has been compared to medical clinical research (Bulterman Bos 2008; Carlgren 2012). That is, the issues, problems and demands that teachers are trying to master in their everyday work are to be focused in the research. But further, teachers who identify such objects of research also need to be the researcher (Bulterman Bos, 2008). Several problems are related to such a research. Partly due to the lack of traditions and infrastructures, partly due to lack of teachers with formal research education. In this presentation we primarily focus on the conditions, in the form of traditions and infrastructures important to establish a research environment for teacher driven research. To date, teachers who want to conduct research on teaching and learning in their own or their colleague classrooms have to accomplish their research work under different conditions compared to university researchers. What conditions are important to establish a research environment where such research of high quality might be produced? How can teachers with little or no research training be supported to qualify their own research projects? What type of support do they need? Since teachers normally do not have access to university library resources, seminars, and workshops that are of fundamental value for university researchers (Ratki?, 2006), one issue is how such research activities may be adapted to become compatible with teachers’ work in schools? Further, how can aspects of research, such as dissemination and publications be supported and organized?

In this paper, we provide an account of how we in Stockholm have sought to establish a dynamic research environment for teacher-driven research in an in-between space of school and university. The particular space, or platform, is called Stockholm Teaching & Learning Studies (STLS). STLS includes open
seminars, subject specific networks led by senior researchers, a research conference for teachers, project research seminars, project applications and publication as a highly held value. i.e an infrastructure is built to open for discussion, verification, and refutation or modification of research findings. STLS is a platform for teachers and researchers with an interest in didactic research aiming at developing teaching. The overall objectives are to provide a research environment where teachers are offered support and opportunities to participate in didactic research and development (R&D), to develop methodological models that allow teachers to participate in conducting didactic research in school practices, to function as a ‘knowledge-production-workshop’ for the processing and analyzing of data and to support and provide arenas for peer-review, writing and dissemination of research results. Some of the challenges involved in establishing STLS has concerned the creating time and resources for teachers to engage in research, developing processes of application for teachers to propose research projects and how to inviting teachers with no or very little prior experience in research.

**Keywords:** Teacher as researcher, research environment, subject specific research, Stockholm Teaching & Learning Studies
Lesson study: Teacher's roles in facilitating learners to be autonomous in learning

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One of the purposes of autonomous learning is to make students know how to study and achieve life-long learning and development. To achieve that purpose, teacher’s role is needed to create and maintain a learning environment in which learners can be autonomous. Formerly, the majority of teachers and learners in my institution are accustomed to the traditional model in teaching and learning. So, a program like Lesson Study is adopted and it becomes the right place for teachers to lead learners to be autonomous in learning. In Lesson Study, teachers can make their own classroom as the best venue for them to develop their professionalism. This study focuses on exploring the teacher’s roles in facilitating learners to be autonomous in learning. The objects of the study were teachers at Faculty of Teachers and Education at Cokroaminoto Palopo University, Indonesia. Lesson Study has been implemented in this institution since 2014. The data collected and analyzed through classroom observation and focus group interview. The data shows that teacher plays some roles in facilitating learners to be autonomous in learning. They did it as a part of their professionalism development in teaching.

Keywords: Autonomous, Facilitating, Learner, Role, Teacher
Teacher questions in the context of individualization and collectivization: Intercultural dialogue on methodology of case reconstruction between Germany and Japan

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In our presentation, we show how we reconstruct teacher questions in the context of individualization and collectivization in lessons by using and combining interpretative and hermeneutical methods from different research traditions and perspectives in Germany and Japan. This comparative triangulated approach shows how teacher questions in class interactions do (not) work.

School lessons consist of diverse components and phases of interaction, which are understood and treated comprehensively in global discourse on teaching lessons and pedagogy. The expectations placed on the role and function of teachers are also inherent to this discourse. In classroom interactions, teacher questions are meaningful and fulfill a lot of didactical purposes. The questions posed by teachers motivate and encourage students and also act as a means of securing pupil’s knowledge and learning contents; furthermore, they control - even unrelated to learning - coordinate social process. Therefore, teacher questions are focused in lesson studies in which they can be reconstructed as a means for and expression of the process of individualization and collectivization in lessons.

Nowadays, individualization and collectivization of learning are required in the globally operated education reforms and debates which influence education studies and teacher education at college. The demand of both concepts is and has to be recontextualized in each cultural and institutional frame and in teachers’ everyday practice. In the context of the global requirements, they need to develop different tasks and practices in each specific cultural context. Besides, individualisation and collectivization are also primarily embedded in social
interactions in lessons. Thereby, it becomes obvious that various research methods and/or methodologies for lesson inquiries apply in each region and institution. In short, the internationalized education reform and research expose different insights not only into the lesson itself but also into lesson inquiries all over the world. To create an understanding of different research perspectives it is important to demonstrate clearly and structurally what kind of normative expectations on lessons there are, and how they connect to interpretation steps and contribute to the reconstruction of lessons.

In our intercultural research cooperation of lesson studies/ inquiries in Japan and Germany, we critically examine and reflect upon our own research stance, and our partner’s scientific fundament. Thereby it is inevitable to reconsider one’s own knowledge and perspectives on lessons in the light of those of our partner’s. Our contrasting ways of carrying out research show different understandings of lessons and classes. Thus, individualization and collectivization are understood differently. In our presentation, we will show our different reconstructions of teacher questions in the context of individualization and collectivization, and also illustrate our methodological dialogue.

In the empirical part, a videotaped German literature lesson will be analyzed as an example. It took place in the 11th grade at a state gymnasium in a middle-sized German city. Researchers from Japan and Germany interpret, reconstruct and characterize selected teacher questions according to the specific and divergent research methods. Presupposing concepts of a theory of practice, the team of Leipzig interprets the selected questions using qualitative-reconstructive methods. The partners from Hiroshima work on the transcript translated from German to English, referring to their traditional hermeneutical lesson study methodology. Each team illustrates their interpretation steps on the analyzed sequence as a foundation of a triangulated interpretation of some teacher questions. In conclusion, some (dys-)functionalities of teacher questions in connection to the individualization and collectivization of learning are sketched by comparing the different understandings of both teams. The hypothesis-generating findings from our qualitative and hermeneutical interpretation can open the discussion on possible implications to the international discourse.

**Keywords:** Case Reconstruction, Intercultural Dialogue, Teacher Questions, Individualization, Collectivization