E-15: The development of lesson study and teaching research in Germany, South Korea, and China

Abstract ID: E0443

Colleague-based professional development of early career teachers in Germany at the beginning of the 20th century

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Our paper aims to describe colleague-based professional development of early career teachers. We intend to reconstruct their activities in best practice conferences in Germany at the beginning of the 20th century. Due to the fact that these conferences were means to discuss educational methods and improve teachers’ competences, we understand them as an integral part of lesson studies.

Since a big number of nation states have established their modern educational systems to form their future citizens at school, various reform attempts began to spread out gradually in many countries in order to make schools and lessons for example more child-centered. The so-called new education movement firstly occurred in Europe at the end of the 19th century and reached the US and Asia until the beginning of the 20th century. The lesson study in Japan has its origin precisely in this era. It is described commonly as teachers’ initiatives to develop the quality of lessons and school culture and also as opportunities for the teachers’ professional development, which is often organized within and over a public and private school. Till Today, these core characteristics have been critical components of the lesson study and are widely accepted, especially since the Japanese jugyo kenkyu spread abroad in the 1990s. In the international borrowing of the lesson study, its characteristics of teachers’ initiative to develop lessons met different traditional teacher trainings in many regions of the world. The new perspectives of the lesson study on colleague-based lesson development and professional development are emphasized in theory and practice. There are many common features between the lesson study and other lesson inquiries that are initiated by teachers. These practices found its origins in the late 19th and early 20th century. This mirrors specific thoughts and ideas on lessons in each region and at specific times. In this context, we focus on especially early career teachers and their colleague-based discussions, because they develop vocation specific insights into schools. A central aspect is: How do young teachers see lesson practice, especially their lesson competence?

Our hypothesis is, that a central aspect of these conferences was improvement of teachers’ methods and techniques and not development of students’ achievements, as it was in Japan at that time. In the era of the new education movement in Japan, teachers at state and private schools often tried to improve lessons within their team of colleagues. They protocollled daily education practices in detail of each pupil along the school year. This owes to
child-centered lesson practice as one of the central concepts of the new education movement. In contrast, according to teacher-orientated lesson improvements of that time in Germany/ Saxony, such characteristics of the new education movement will be slightly relativized among the conference themes and discussions in teacher magazines.

To answer these questions, we will explore German examples, more specifically Saxonian examples, at the annual conferences of early career teachers, on which they exchanged their experiences and didactical ideas with each other. Furthermore, monthly magazines of Saxonian teacher leagues (e.g. “Sächsische Schulzeitung”) are also interpreted, because they were edited and read by teachers. The purpose of these magazines was to discuss teacher related problems such as employment, school life and concrete lesson topics. These materials enable us to sketch self-portraits of early career teachers who reflected their professionality in the lessons. So, we hope to make a contribution to highlight lesson studies initiated by teachers in the history of teacher education.

**Keywords:** professional development, early career teacher, Germany
A research of the emergence and development of class critique in South Korea

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Class critique has begun to appear in South Korea during the early years of the new millennium. The definition of it is a critical and creative writing based upon the description, interpretation, and evaluation of the phenomena of class. Class critique method was arranged into five stages; preparation of encounter with class, observation and video-taping of class, collecting and analyzing related data including transcription of class, finding the main topic of class, and writing of class critiques. Class critique is regarded as ‘a new research method’, ‘a new way of reading a class’, ‘a way of critical writing’, ‘producing and sharing a narrative of a class’, and ‘a movement for new class culture’ in South Korea.

Several factors are reciprocally related to the appearance of class critique in South Korea. First, alternative perspectives or concepts to view the phenomenon of class was either restored or has newly appeared. Second, alternative methodologies for research on classrooms have appeared. Third, filming technology and web-based environment formed the physical foundation that made class criticism possible. The purpose of this study is to examine when and how class critique has emerged and developed in South Korea. More than 100 academic papers and 10 books on class critique was collected and analyzed in this study. As results, the emergence and development process of class critique can be divided into three stages: emergence of class critique (2002 to 2004), practice and unique conceptualization of class critique (2005 to 2008), and practice and theorization of class critique (2009 to present). The emergence of class critique stage (2002 to 2004) refers to the period when the term, class critique, has begun to be used and the need for new methods as an alternative to the traditional classroom observations and research methods has begun to be recognized. The second stage, the practice and unique conceptualization of class critique stage (2005 to 2008), is a period in which class critique was serialized in the monthly magazine, "Uri-Kyoyuk", and scholars have begun to attempt their own conceptualization of the term. The last stage, the practice and theorization of class critique (2009 to present) is the period when the concepts, methods, and applications of class critique have been quantitatively and qualitatively expanded in research and the period in which class critique has been dispersed, applied, and utilized in practice.

The evaluation of these processes comprehensively reveals that the process of developing class critique began with the introduction of the rudimentary concept of class critique, followed by monthly publications on class critique, and the dispersion and theorization of class critique. Based on this evaluation, the current study discuss the historical significance of the emergence of class critique and how to use the activity of class critique to enhance the professionalism of teachers and deepen the understanding of class phenomenon.

Keywords: Class Critique, New research method of class, History of Class Critique, Class critique method
Abstract ID: B0026

A special model of lesson study in China: a case of teaching instructor-led lesson study

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Lesson study is a model of professional development and a process of knowledge building that has its origins in Japan. The current paper contributes to our understanding of a special model of lesson study – teaching instructor-led lesson study, by providing a case of English lesson in a high school of Shanghai. Teaching instructor system was born in last century in Mainland China and has become an important part of entire education system. In the case, one or two teaching instructors form a small group with several teachers from the same grade, helping one teacher to give an open class which will be observed by the teachers from other schools. This case comprises three main steps: 1) Plan, working out teaching plan and trail teaching observed by the group; 2) Do, demonstration teaching and observations by other teachers; 3) See, post open-class discussion and reflection among all the teachers attending the class. The lesson was spoken highly of but there were still a lot to improve. The model provides an excellent opportunity for professional development either to the teacher who teaches the lesson and the teachers who observing the class.

Keywords: special model, teaching instructor-led lesson study, case study, professional development