

Selected Microteaching Papers

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Model of Lesson Study Approach during Micro Teaching

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Abstract

Lesson study is a study of teaching to provide learning opportunities for teachers to enhance teachers' professional development. Advantages of this approach have been recommended by the Ministry of Education and implemented in stages in selected schools. Thus, students at the pre-service level should be given the exposure about lesson study. Lesson study was implemented by integrating the micro teaching training for the course curriculum and pedagogy. Students perform simulations in micro teaching for seven weeks. This article discusses the proposed model of lesson study integration in a micro teaching class. In addition, this paper also discusses the reflection of students at each element in this model. The implication of this study is the need for students to be given early exposure to lesson study so that they can apply it directly to their teaching practices.

Keywords: curriculum, lesson study, micro teaching, pedagogy, pre-service teacher

1. Introduction

Lesson study, called "Jugyokenkyu" in Japanese, means "the study of teaching". The term lesson study was introduced by Makoto Yoshida, an expert with vast experience in this field (Takahashi, Watanabe, & Yoshida, 2006). Lesson study is a collaborative effort of teachers that can help new and senior teachers develop meaningful learning communities (Fernandez, 2005). Not only that, the lesson study could also be done in collaboration with teachers who teach different subjects at the same school or teachers from different schools who teach the same subjects. However, the most popular lesson study in Japan is a group formed in the school itself.

1.1 Lesson Study as a Learning Community

The implementation of lesson study involves a group of teachers who collaborate to make a lesson plan based on the goals that have been agreed upon (Ministry of Education, 2011). Then, the lesson study group observes the teaching of one of the teachers who used lesson plans which had been built together. After the first lesson, teachers can make changes to the lesson plan and improve on a new one. After that, the second lesson plan is implemented based on a new lesson plan. Observations are made on the second lesson plan delivered by different teachers. Discussion is conducted to reflect on the lessons that have been used. The discussion will identify the strengths and the changes that need to be done if the next instruction is to be executed (Fernandez & Yoshida, 2004).

Lesson study is an alternative that emphasizes social interaction in building teacher knowledge of students' learning and to stimulate the development of teaching practices. The implementation of lesson study provides the opportunities for learning communities to implement partnerships and involve collaborative efforts to improve student learning. The goals set in lesson study allow teachers to determine the best way to improve their teaching practices. Strategies in lesson study produce new ideas in teaching and learning based on the initiative that was taken to better understand the thinking of students (Yoshida, 2002, p. 5). Professional learning communities provide opportunities for teachers to (a) identify the appropriate questions to enhance learning for teachers and students, (b) share experiences in the classroom with a group of friends, (c) identify issues of equality and equivalence, and (d) allow the teacher to learn, implement teaching and enhance student achievement in the classroom (West-Oblunji, Behar-Horenstein, & Rant, 2008).

Professional learning communities bring changes to the functionality of students and teachers in school. Taylor (2005) states that teachers learning either individually or collectively are tested in a professional learning community. In fact, it is an indicator of academic development. Indeed, the characteristics of learning in

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Microteaching: Selected Papers. Association of Teacher Educators, Washi gton, D.C.; ERIC Clearinghouse on Teacher Education. Washington, D.C.. National. This paper proposes eight major questions, each of which gives rise to significant . a microteaching programme', in A J Trott (ed), Selected microteaching. Microteaching, a recently developed procedure in teacher education offers a new model .. Status", Microteaching: Selected Papers, ATE Research Bulletin, No. This paper presents an outline of the various phases of microteaching, core teaching skills, implementation aspects, and the impact of microteaching on medical. A microteaching exercise is a valuable tool to help students develop communication, critical-thinking, and problem-solving skills. . Selected microteaching topics spanned disease states, eg, malaria; .. Background Paper II. Microteaching has become a widely used technique in teacher training, and a great deal of literature has been published in this area. This paper concentrates. The purpose of this paper is to reflect upon a decade of the area of microteaching in teacher education, and in the will touch on selected problems only. and three types of supervisory treatment on selected teacher behaviors . Paper presented at the APLET/NPLC Microteaching Conference, Reading, England. Micro-teaching is a teacher training technique first developed by Dwight. W. Allen and Selected Addresses Delivered at the Conference on English Education janicegilbertsonwriter.com Throughout this paper I have alluded to the use of videotapes in the. books online. Get the best Microteaching books at our marketplace. Microteaching in Teacher Education and Training Selected Microteaching Papers. The study sought to find out the effectiveness of micro-teaching in primary . conditions suitable for the use of a certain skill and the main purpose of using that . focus of this paper is not to provide a history of microteaching as its usage mirrors in activities such as skills, techniques, methods, and curriculum selection. The present study was designed to see the impact of micro teaching skills learned .. selected microteaching skills were used in the many in service training. which compose the microteaching process and the the teacher to focus on a selected teaching skill. .. dence." Paper presented at AERA, February do not today know how to select, train for, encourage or evaluate 26 M cIntyre , D Microteaching Discussion paper at meeting of British Psych ological Society. Full-Text Paper (PDF): Micro-teaching Videos in EFL Teacher statements more than half of the participants selected either strongly agree or. selected teaching skills under a carefully controlled condition (Cruickhank et al., .. documents to facilitate the planning of the microteaching sessions. Cooper, J.M. and Allen, D.W. (1971), 'Microteaching - History and Present Status'. In Cooper J.M, et al. Microteacing. Selected Papers. Association of Teacher.

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