

## COMPLETION REPORT

The two ultimate aims of the study were (1) to investigate how Lesson Study has been implemented in schools and teacher education institutes in Vietnam and (2) to test the effects of the use of Lesson Study on teacher students' development of knowledge and skills which effective teachers possess. To achieve the two research aims respectively, the research was designed as a two-phase study. Phase 1 followed the descriptive design and phase 2, experimental design.

To achieve the first research aim, data were collected in schools in Bac Giang and Hau Giang provinces and in universities in Ha Noi and Hue. Group discussions and in-depth interviews have been conducted to gain insights into how Lesson Study has been implemented in teaching and learning in Vietnam. The results indicated that lesson study is a good instrument to change teachers' perception of what makes a good teacher (e.g., the one who knows how to help students learn better, the one who knows how to be a good lesson observers and feed-back givers to their colleagues,...). Lesson study was found to be supportive of building a learning community where teachers share challenges in their teaching and work together to develop their professionalism and help students achieve learning objectives). The role model of school management team and leaders at teacher education institutes in recognizing the value of lesson study to teacher professional development, in using lesson study in their own practices and supporting the use of lesson study is key to the success of disseminating the use of lesson study in teaching contexts of schools and teacher education institutes. Research work of Phase 1 also resulted in a working model of procedures of lessons conducted in light of lesson study.

To attain the second aim of the study, the researchers developed a series of lessons in light of the working model of procedure of lessons, as a result of research of phase 1 and tested their effects on teacher students' development of knowledge and skills which effective teachers possess. The Research activities in the second phase of the study lasted for 15 weeks. Participants were teacher students who took the micro-teaching course in geography teacher education at the School of Education at Can Tho University. Participants' planning activities with their peers, their teaching practices and their evaluation sessions after their teaching practices were observed and at the end of phase 2, focus group interviews were conducted to gain insights into which knowledge and skills teacher students developed for their teaching career. Results showed that participants learned how to (1) communicate effectively with their peers, both in giving compliments and suggesting areas for improvement, (2) identify problems in the lessons which need attention so that teachers may adjust their teaching methods to help students learn better, (3) work in teams for professional development, and (4) reflect and evaluate strengths and weaknesses of their trial lessons. These knowledge and skills are essential to being effective teachers. Participants showed strong positive attitudes towards the use of lesson study in teacher education programs. Teacher educators' expertise in lesson study, class size in courses in teacher education programs and the mis-match in terms of teaching method in teacher education program and real practices in schools were identified as factors hindering the use of lesson study in teacher educator programs.

The project has successfully completed with empirical results, which contribute to policy making on a professional development for teachers in Vietnam.

Publication of the Results of Research Project:

Verbal Presentation (Date, Venue, Name of Conference, Title of Presentation, Presenter, etc.)

(1) November 28, 2012. National Institute of Education: Singapore. The World of Association of Lesson Studies International Conference 2012: Challenging Practice, Enhancing Partnerships, Nurturing the Child. *Presentation title: Using Lesson Study in a Micro-Teaching Course: A Case Study in Geography Teacher Education in Vietnam* by *Ho Thi Thu Ho, Trinh Quoc Lap and Nguyen Thi Hong Nam.*

(2) November 29, 2012. National Institute of Education: Singapore. The World of Association of Lesson Studies International Conference 2012: Challenging Practice, Enhancing Partnerships, Nurturing the Child. *Presentation title: Effects of Lesson Study on Teaching Professional Development and Teacher Education in Vietnam* by *Trinh Quoc Lap, Nguyen Thi Hong Nam and Ho Thi Thu Ho.*

(3) December 10, 2013. Can Tho University: Vietnam. International Conference “Towards Quality Teacher Education & Educational Research”. *Presentation title, “ Using Lesson Study in Teacher Education”* by *Ho Thi Thu Ho, Nguyen Thi Hong Nam and Trinh Quoc Lap.*

Thesis (Name of Journal and its Date, Title and Author of Thesis, etc.)

No

Book (Publisher and Date of the Book, Title and Author of the Book, etc.)

No