

COMPLETION REPORT

Implementation of Lesson Study (Jugyokenkyu): Comparison between Malaysia and Japan

Dr. Zanaton Haji Iksan (+6)
Senior Lecturer
Faculty of Education
Universiti Kebangsaan Malaysia,

This study aims at identifying key factors for a successful integration of Lesson Study in Malaysia. The study employs a qualitative approach utilizing observation, interviews and document analysis techniques for data collection. Classroom observations were done at two Japanese Schools during public open lesson and National Gathering in Kyoto. Observation was also done in Malaysia during two Lesson Study workshops initiated by the Ministry of Education involving four schools. Semi-structured interviews were conducted on teachers, school administrators, and education officer from the Department of Teacher Education in Malaysia to gather their experiences in implementing Lesson Study. We have learned the followings points based on lesson study model involving “building the learning community”, “developing a lesson plan”, “open class” and “reflection”.

a) Building learning community. The purpose to establish learning community in Malaysia is to discuss about lesson plans. The learning community group consists of department heads and subject matter teachers. After early introduction in 2011, lesson study is at the stage of knowledge dissemination undertaken by the Division of Teacher Education In Japan, learning community is formed by Public Lesson participants of around 200-250 people consisting of education officer, school teachers, parents as identified by the school, the local community, university professors and their graduate students.

b) Developing a lesson plan. Community groups are the basis to start the lesson study approach in Malaysia. Collaboration in preparing Lesson Plan, create motivation and facilitate the sharing of ideas among members in terms of teaching strategies, use of teaching aids and appropriate evaluation in the classroom. Instead of preparing lesson plans individually, lesson study facilitate teachers to prepare lesson plan in a collaborative atmosphere which was very helpful. Alternatively, teachers in Japan provide a lesson plan to gain insights from informal discussion with friends or others who can be consulted to improve their teaching. Often, teachers prepare lesson plans followed by mock teaching to see the content and observed by colleagues to gain feedback. The lesson plans were systematically planned and designed in the form of "Bancho" for reference during observations. Participants refer to program book to choose the open class to observe.

c) Open Class. The lesson study community in Malaysia consists of workshop participants and senior officials from the Ministry of Education. Upon preparing the lesson plan, a member will volunteer as a teacher for open class at a selected school. Students in these classes are taught by teachers from the lesson study groups. The subject teacher are encouraged to be the observant during the open class, which typically include school administrators who will be standing or sitting at the back of class to observe teaching. In Japan, normally, all classes are involved in the open class with 15 to 20 observers. Lecturers and their students are also involved to make observations for research. Pictures were taken as evidence while observations were done to examine the learning process by referring to lesson

plans and following students' conversations and thoughts. Observers stood in the back; left and right corner and within student groups without disturbing the learning process. High quality recording equipment managed by professionals includes TV screen placed behind the class, four cameras, video recording at different angles and microphone at the middle of the students to capture their voices. Observations were focused on the students' behavior, students' discussion and anything that contributes to the learning process.

d) Reflection. Reflections were done soon after the observations by gathering participants in a room. In Malaysia, the reflections were initiated with the teacher's self-reflection on achieving the learning objectives and his/her feelings during the teaching process followed by reflections from identified observers. The comments were based on lesson plans, related skills stated in the plan and how well was it implemented. In Japan, reflections were conducted in detail referring to lesson plan and facilitated by a moderator. Details of the discussion were written on mahjong paper and a "National Gathering" are conducted to analyze the reflections where enthusiastic teachers voluntarily come to learn from the classroom analysis.

In conclusion, we strongly believe that the lesson study will help Malaysian teacher educators and prospective teachers to practically integrate lesson study in their future classroom strategy.

Publication of the Results of Research Project:

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

- 1) 17-18 September 2014 / Institut KWSP Kajang, Selangor, Malaysia / International Conference on Learner Diversity/ Lesson Study (Jogyoukenyu): Kajian Perbandingan Jepun dan Malaysia / Zanaton H Iksan
- 2) 25-28 November 2014 / Indonesia University of Education in Bandung, Indonesia / World Association of Lesson Studies International Conference 2014 / Building Learning Community Through Lesson Study Approach during Practical Teaching / Zanaton H Iksan
- 3) 16-17 September 2015 / Universiti Tun Hussein On Malaysia / Seminar Kebangsaan Majlis Dekan-dekan Pendidikan Universiti Awam Malaysia / Pelaksanaan Lesson Study di Jepun dan Malaysia / Zanaton H Iksan
- 4) 6-9 August 2015 / Gakushuin University Tokyo / The Third International Conference for School as Learning Community / Learning Community at School through Approach: Malaysian Context / Zanaton H Iksan
- 5) 7-9 Oktober 2015 / Institut KWSP Kajang, Selangor, Malaysia / ASEAN Comparative Education Research Conference (ACER-N 2015) / Perbandingan Pelaksanaan Lesson Study di Jepun dan Malaysia / Zanaton H Iksan – **(Best paper award)**
- 6) 13-22 Disember 2015 / Hotel Florida Norte Madrid. Th 3rd International Conference on Research in Islamic Education and Arabic language 2015 (CRIALE 2015) / Integration of Tawhidic Science through Lesson Study Approach in Teaching and Learning Science or Islamic Study / Zanaton H Iksan

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

- 1) Zanaton H. Iksan & Esther Daniel (2016) Type of Wait Time during Verbal Questioning in Science Classroom. *International Research in Higher Education*. 1(1): pg ?? Doi:10.5430/irhe.v1n1p (in progress)
- 2) Marziah Md. Rahim & Zanaton H. Iksan (?) Teacher reflection on Teaching and Learning mathematics using Video Critique and Lesson Study. (In Progress)
- 3) Nuraini Abu Bakar & Zanaton H. Iksan (?) Implementation of Open Class and Reflection sessions during Lesson Study Approach: Comparison between Japan and Malaysia (In progress)

- 4) Zanaton H. Iksan, Aida Abdul Karim, Fariza Khalid, Rossemi Din, Effandi Zakaria, Mohd Yusoff Daud, Roslinda Rosli. (?) Comparison on Lesson Study approach between Japan and Malaysia. (In progress)

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

- 1) Penerbit Universiti Kebangsaan Malaysia / 2016 / Pembelajaran Komuniti melalui Kajian Pembelajaran (Lesson Study) / Zanaton H Iksan (Editor) - (submit to the publisher/ evaluation process)
- 2) Penerbit Universiti Kebangsaan Malaysia / 2016 / Pembelajaran (Lesson Study): Langkah demi Langkah / Zanaton H. Iksan, Aida Abdul Karim, Fariza Khalid, Rossemi Din, Effandi Zakaria, Mohd Yusoff Daud, Roslinda Rosli – (writing process)
- 3) Video: Lesson Study: Penelitian dalam Proses Pengajaran.
<https://drive.google.com/file/d/0B3Ske43540I9QXVPUDI4S001QU0/view>