



PROGRAM LESSON STUDY 30-31 MAC 2011

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PROGRAM LESSON STUDY MGC SEJARAHWP
30-31 MAC 2011

Pengenalan Lesson Study . . .

adalah model *perkembangan profesional guru* di Jepang

amalan *hampir seabad* di Jepang
(Isoda, 2007)

amalan yang *berterusan*
khususnya di sekolah-sekolah
rendah dan menengah rendah di
Jepun

Lesson Study . . .

model *berasaskan sekolah*
(*school-based*) dan juga di
peringkat daerah/negeri

inisiatif dari guru-guru sekolah
(*bottom-up*)

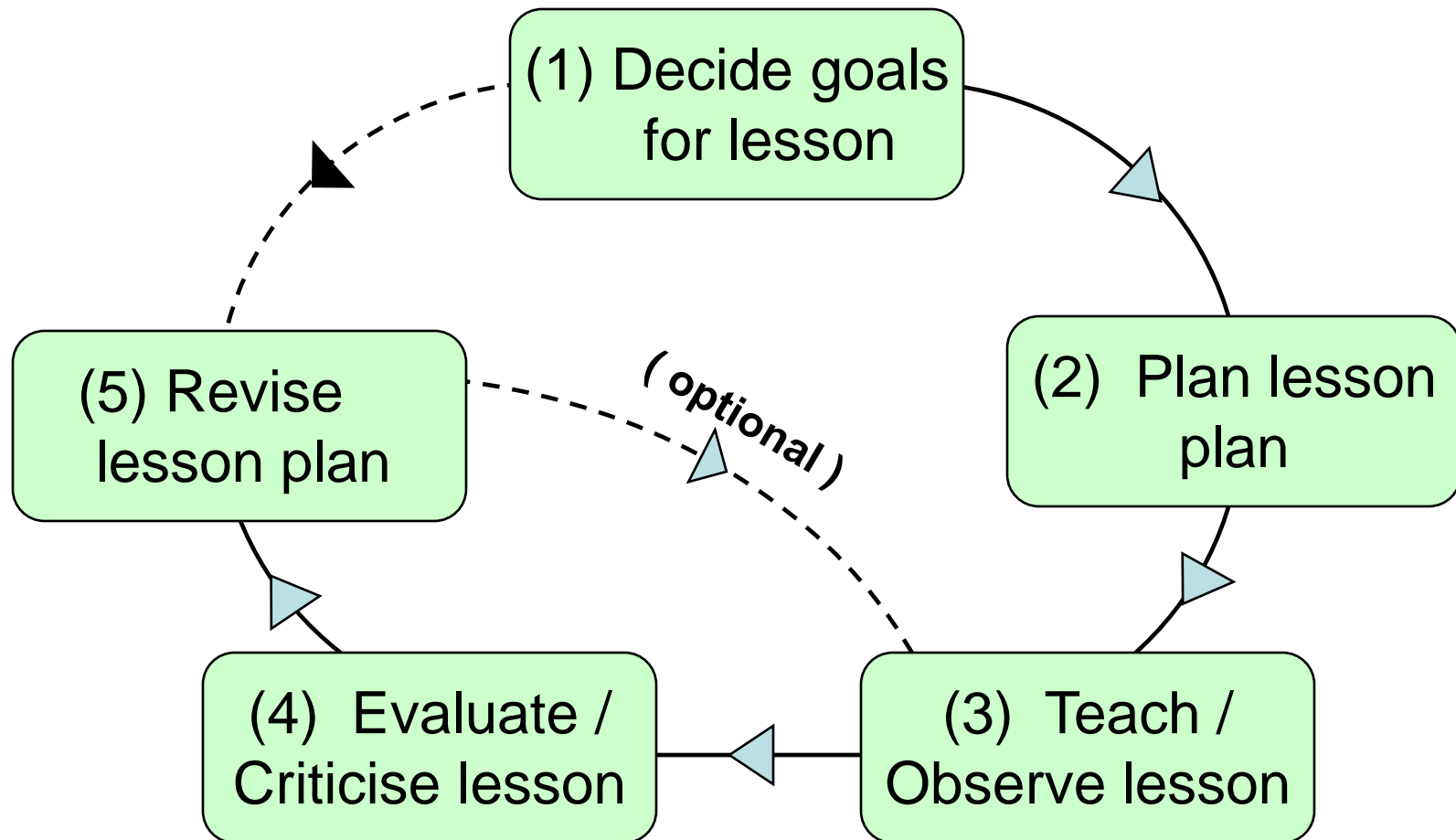
guru-guru Jepun telah mengamal
budaya *Lesson Study* sebahagian
daripada profesion mereka

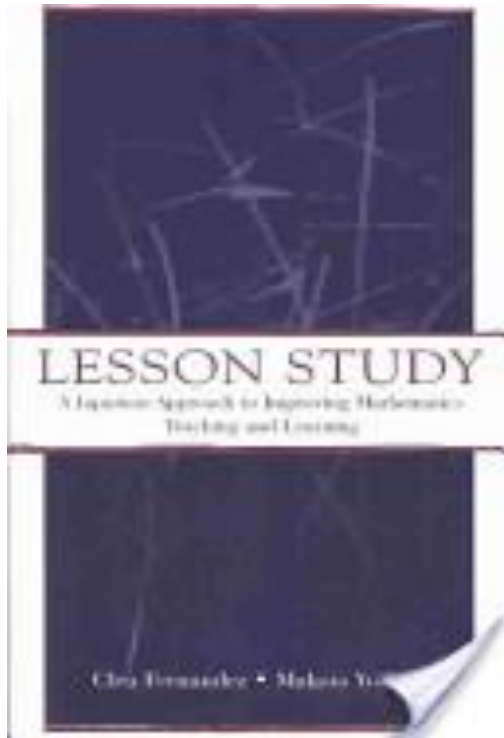
Lesson Study . . .

Lesson Study adalah amalan di mana guru-guru berkolaborasi untuk merancang rancangan mengajar (lesson plan), membuat pemerhatian/ pencerapan terhadap pengajaran guru, membuat refleksi pengajaran dan seterusnya mengubahsuai (revise) dan menambahbaik (improve) rancangan mengajar.



KITARAN *LESSON STUDY*





Step 1: Collaboratively planning the lesson

Step 2: Seeing the lesson plan in action

Step 3: Discussing the lesson plan

Step 4: Revising the lesson plan

Step 5: Teaching the new version of the lesson

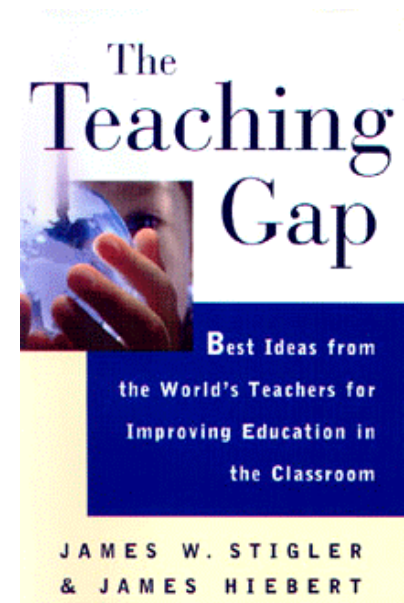
Step 6: Sharing reflections about the new version of the lesson

(Fernandez & Yoshida, 2004, pp. 7-9)

Perkembangan dan Permulaan Lesson Study

Refleksi Lesson Study (LS):

- (i) LS adalah model yang berasaskan peningkatan berterusan jangka panjang.***
- (ii) LS berfokus pembelajaran pelajar.***
- (iii) LS fokus secara langsung kepada peningkatan pengajaran dalam konteks.***
- (iv) LS adalah kolaboratif***
- (v) Guru yang terlibat dalam LS melihat diri mereka menyumbang kepada perkembangan pengetahuan mengenai pengajaran dan juga perkembangan profesional diri sendiri***



Kenapa dan Mengapa Lesson Study?

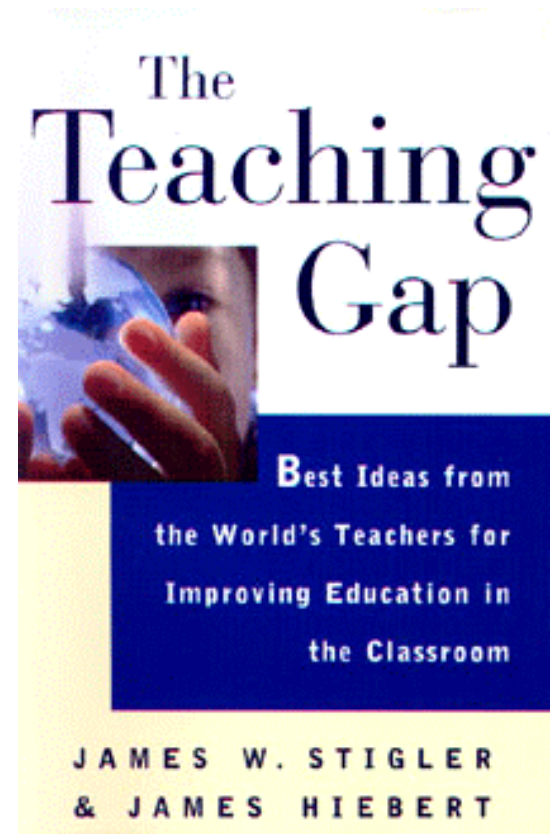
Perkembangan/Permulaan (background)

Lesson Study

Kajian videoTIMSS (1995) (yang melibatkan tiga buah negara: Amerika, German dan Jepun) mendapati pengajaran dan pembelajaran matematik di Jepun amat berkualiti tinggi dalam tiga aspek:

- (i) Isi kandungan matematik**
- (ii) Koheren dan pertalian antara konsep dan isi kandungan dalam penyampaian guru**
- (iii) Pemikiran murid semasa P&P**

Berdasarkan **kajian video TIMSS**, Stigler and Hiebert (1999) dalam buku *The Teaching Gap* berpendapat sistem perkembangan profesional guru Jepang yaitu *Lesson Study* telah banyak menyumbang kepada prestasi tinggi pengajaran matematik dalam bilik darjah.



Perkembangan/Permulaan *Lesson Study*

Makoto Yoshida (1999)

Tesis: “Lesson study: A case study of a Japanese approach to improving instruction through school-based teacher development”



Perkembangan/Permulaan *Lesson Study*

Catherine Lewis,
seorang pendidik
Amerika Syarikat (US)
sangat kagum dengan
pengajaran Jepun
semasa beliau
menjalankan
penyelidikan di negara
tersebut pada 1990an.



*“A Lesson is Like A
Swiftly Flowing River”*

Mengapa *Lesson Study*?

Terdapat minat dan perhatian dalam kalangan penyelidik dan pendidik terhadap *Lesson Study* sebagai suatu amalan perkembangan profesional guru yang efektif.

Dalam tempoh tiga tahun, kumpulan *Lesson Study* (Lesson Study Groups) telah mula dan berkembang di 200 sekolah dalam 25 negeri di Amerika Syarikat (Lesson Study Research Group, 2004)

Lesson Study telah dilaksanakan sebagai projek di peringkat negeri di New South Wales, Australia

APEC (Asia Pacific Economic Cooperation) telah menaja projek penyelidikan Lesson Study dalam kalangan negara-negara APEC

Connect Lesson Study to Instructional Improvement

Visible features of Lesson Study

- Consider goals for student learning and development
- Plan a research lesson based on these goals
- Observe the research lesson and collect data on student learning and development
- Use these data to reflect on the lesson and on instruction more broadly
- Revise and re-teach the research lesson to a new group of students (if desired)

Key pathways

- Increased knowledge of subject matter
- Increased knowledge of instruction
- Increased ability to improve students
- Stronger collegial networks
- Stronger connection of daily practice to long-term goals
- Stronger motivation and sense of efficacy
- Improved quality of available lesson plans



Catherine Lewis, 2005

Instructional Improvement

APEC Tsukuba International Conference 2006 "Innovative Teaching Mathematics through Lesson Study" at Tokyo, Japan



APEC Tsukuba International Conference 2007 "Innovative Teaching Mathematics through Lesson Study II: Focus on Mathematical Thinking" Tokyo, Japan



<http://www.criced.tsukuba.ac.jp/math/apec/>

Projek APEC – *Lesson Study*

**Tahun 2006: Promoting “Good Practices”
through Lesson Study**

Tahun 2007: Focus on mathematical thinking

**Tahun 2008: Focus on communication in
mathematics**

Tahun 2010: Focus on assessment

Tahun 2011: Focus on textbooks

Refleksi terhadap *Lesson Study*

Kajian-kajian penyelidikan nampaknya berkongsi pandangan terhadap perkembangan profesional guru yang efektif (effective teacher professional development) dan berkesan (Darling-Hammond & McLaughlin, 1995; Loucks-Horsley et al., 1996; Guskey, 1997; Hawley & Valli, 1999; Elmore, 2002).

Prinsip-prinsip yang digariskan dalam perkembangan profesional yang berkesan adalah seperti berikut:

- i. Fokus kepada pembelajaran murid dan *outcome*
- ii. Peluang kepada guru-guru untuk memperolehi pengetahuan dan kemahiran mengajar
- iii. Berdasarkan penyelesaian masalah secara kolaboratif
- iv. Berasaskan sekolah (School-based)
- v. *On-going* dan sokongan yang berterusan

Refleksi terhadap *Lesson Study*

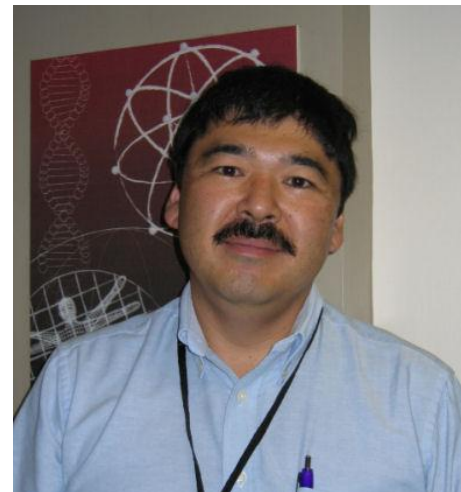
Apabila prinsip-prinsip perkembangan profesional yang berkesan dibandingkan dengan ciri-ciri dalam *Lesson Study* (seperti yang diuraikan oleh Stigler & Hiebert, 1999), ia didapati konsisten dan bersesuaian.

Sebenarnya, banyak kajian penyelidikan telah menyokong **amalan *Lesson Study*** dalam **meningkatkan profesionalisma guru**. (contoh seperti Lewis & Tsuchida, 1998; Stigler & Hiebert, 1999; Fernandez & Yoshida, 2001; Lewis, 2002; Hiebert et al., 2002).

Kesimpulan

“Lesson Study is really as much of a culture as it is a professional development practice, and there has to be some kind of *cultural shift of teachers in our country*”

Tad Watanabe, Penn State University



Tanya diri anda . . .

“How can teachers improve their teaching without Lesson Study?”

Akihiko Takahashi, De Paul University



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"Lesson Study is by far the best form of professional development I have ever seen."
Barton Dessinger, Principal, Chavez Elementary School, Chicago

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Lesson Study Group at Mills College

Who We Are

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FAQ

What is Lesson Study?

In Japan, teachers improve their teaching through "lesson study," a process in which teachers jointly plan, observe, analyze, and refine actual classroom lessons called "research lessons". Lesson study is widely credited for the steady improvement of Japanese elementary mathematics and science instruction. Since 1999, lesson study has rapidly emerged in many sites across the United States.

In Lesson Study teachers:

- Think about the long term goals of education (such as love of learning and respect for others);
- Carefully consider the goals of a particular subject area, unit or lesson (for example, why science is taught, what is important about levers, how to introduce levers);
- Plan classroom "research lessons" that bring to life both specific subject matter goals and long term goals for students; and
- Carefully study how students respond to these lessons - including their learning, engagement, and treatment of each other.



Our Research

Terima kasih
MGCSEJARAHWP
2011

Lesson Study: MASARIAH MISPARI @SSAS