

Claudia Mewald

What kind of learning?

Learning through Lesson Study
in teacher education and development

Content

- 2 Lesson Studies: initial teacher education, professional development
- kind of learning beginning teachers and experienced professionals demonstrate
- 2 cycles of planning, implementing and revising learning designs for EFL learners
- roles of knowledgeable others
- mentoring and coaching strategies and their effectiveness

Context

TEACHER EDUCATION (TED): teaching-practice courses

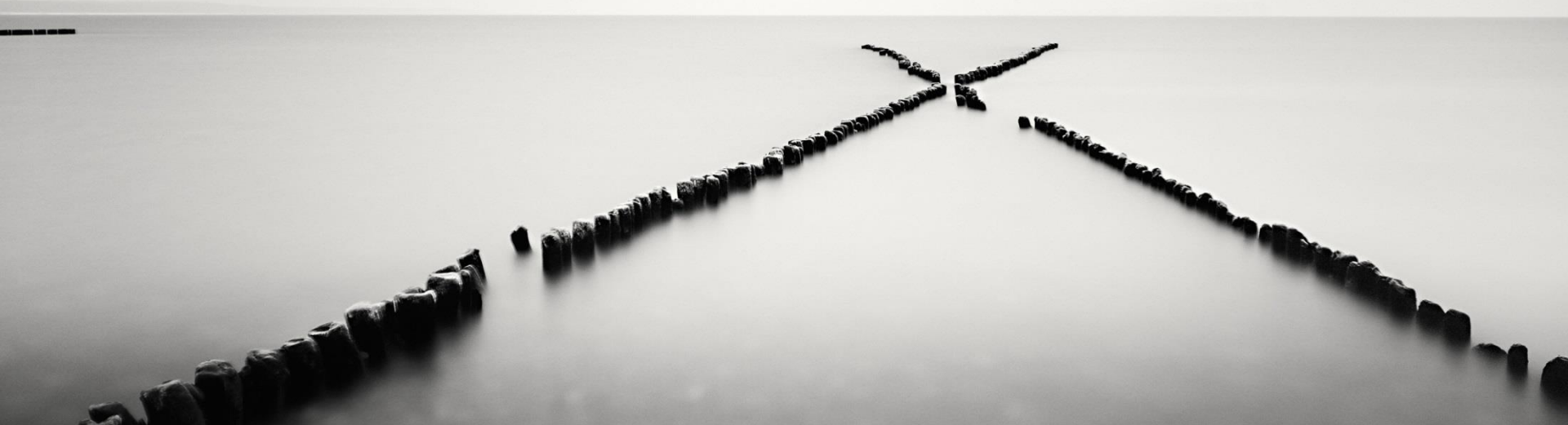
CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD): train-the-trainer courses

EDUCATIONAL CHANGE
through
competence-oriented education



TED & CPD

We walk backwards into the future looking forward into the past.



Silverfineart

Kia whakatōmuri te haere whakamua

Rameka 2016

Sociocultural perspective

- what teachers do in classrooms is a cultural activity based on scripts
- to create change in how teaching and learning are organised, the systemic and cultural aspects of these actions have to be taken into consideration
- shift away from knowledge-based teacher development was propagated in favour of a more practice-oriented approach towards teacher learning

Ball D. L., 1990; Ball & Cohen, 1999; Schratz, Paseka, & Schrittmesser, 2011; Stigler & Hiebert, 1999

- a more research-oriented approach in combination with a practice-oriented approach is needed to create educational change

Mewald & Mürwald, forthcoming

“To become a good teacher, you not only teach the children
but you also learn from them.”

Khawajkie, Muller, Niedemayer, & Jolis, 1996:13

Recent research on CPD draws a clear picture of what teachers need
to learn to be effective.

Hattie, 2012; Ling & Marton, 2011; Lo, 2012; Lotz-Sisitka, Wals, Kronlid, & McGarry, 2015; Lyons, 1996;
Marzano R. , 2011; Muijs & Reynolds, 2011

Teacher learning

- is self-directed, active and ongoing process
- requires formal as well as informal job-related and off the job activities which create new knowledge

Bakkenes, Vermunt, & Wubbels, 2010; Clement & Vandenberghe, 2000; Shulman, 1986

- is often challenged by fossilised personal beliefs, experiences and cultural norms, frequently grounded in teachers' own experiences as learners

Hargreaves, 2002; Stigler & Hiebert, 1999

Change of perspective

from a more TRADITIONAL MODEL

from pupil



from pupil as learner

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to teacher



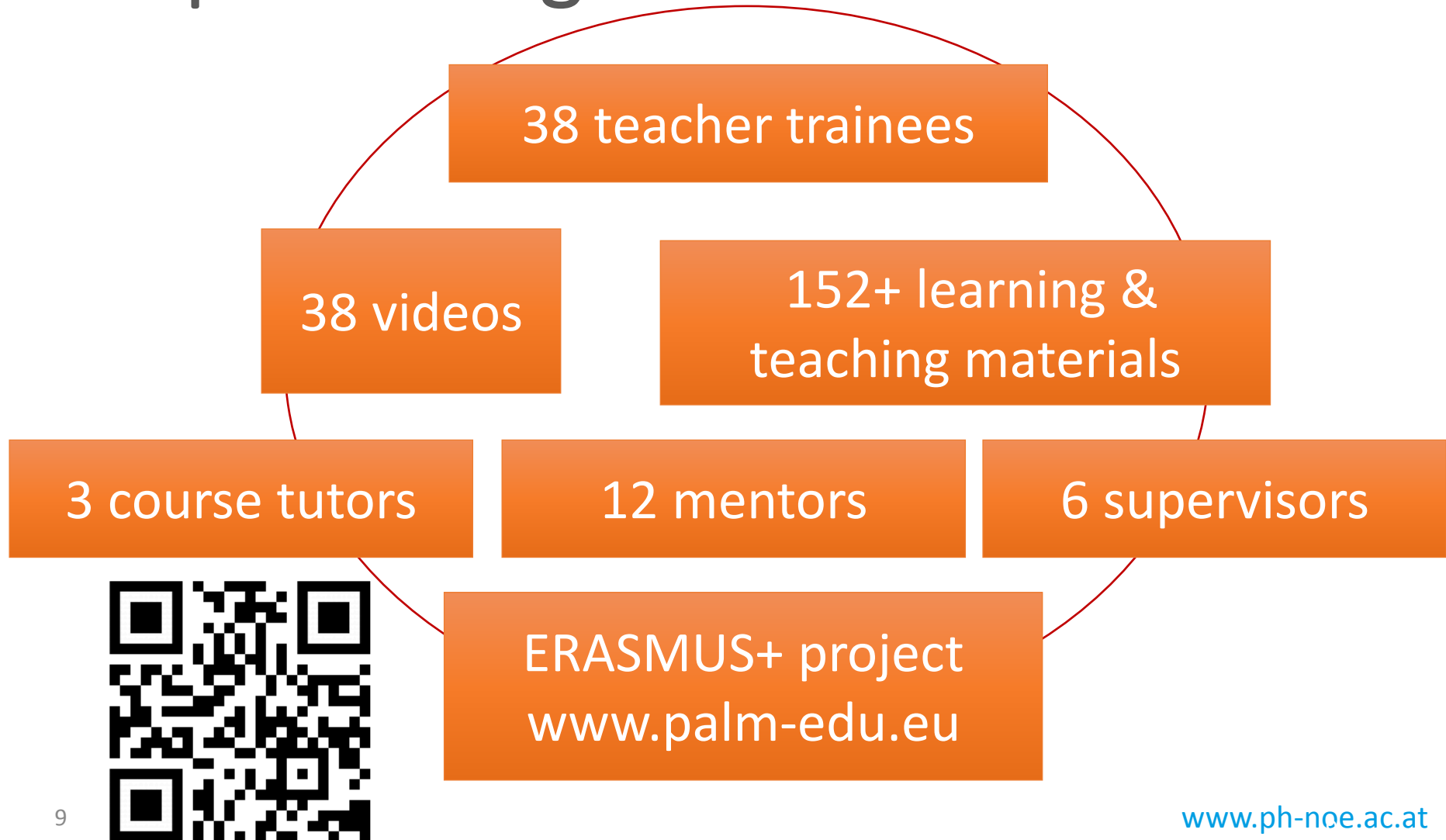
to teacher as learner

to LESSON STUDY & LEARNING STUDY

Method

- 2 Lesson Studies, 2 cycles each: initial teacher education, professional development, 2017/2018
- semi-structured observation and interview schedules
- document research (research lesson plans, observation protocols, appraisal and reflection meetings, interviews with pupils)
- data analysis - framework of learning theories based on a critical-constructivist paradigm
- dimensions of the teachers' & pupils' learning

Sample & design – TED



Palm





TOPICS ABOUT PALM PALM4TEACHERS





Topics





Search

Language Level: All

All / CONTENT AREA ENGLISH / Creativity & Fantasy / Education & work / Free Time / Health & well being / Nature / Other / People / The year

 Soccer
  Food
  Books in the school library
  Favourite sports

 Cleveland sports teams
  Pets
  Adam's hobbies
  My favourite sport: soccer

 Our favourite books
  Student council
  My favourite book
  Interview about ballet

Languages to learn

Deutsch Englisch Español Français Italiano Ladni Magyar

Recent texts

Soccer
Food
Books in the school library
Favourite sports

Rating

A postcard home 5/5 (3)
The friendship bench 5/5 (3)
Bürgermeister-Empfang mit Erasmus+ Nationalagentur-Direktor/innen 5/5 (3)
The way to my school 5/5 (3)
PALM Symposium: Keynote Dr. Brian

Soccer

1092

Watch later Share

No ratings yet.

Quiz Do Classroom task

Question 1 of 6

1. Question

What is Leonardo talking about?

☐ His favourite food.
☐ His favourite sport.
☐ His favourite animal.

Check

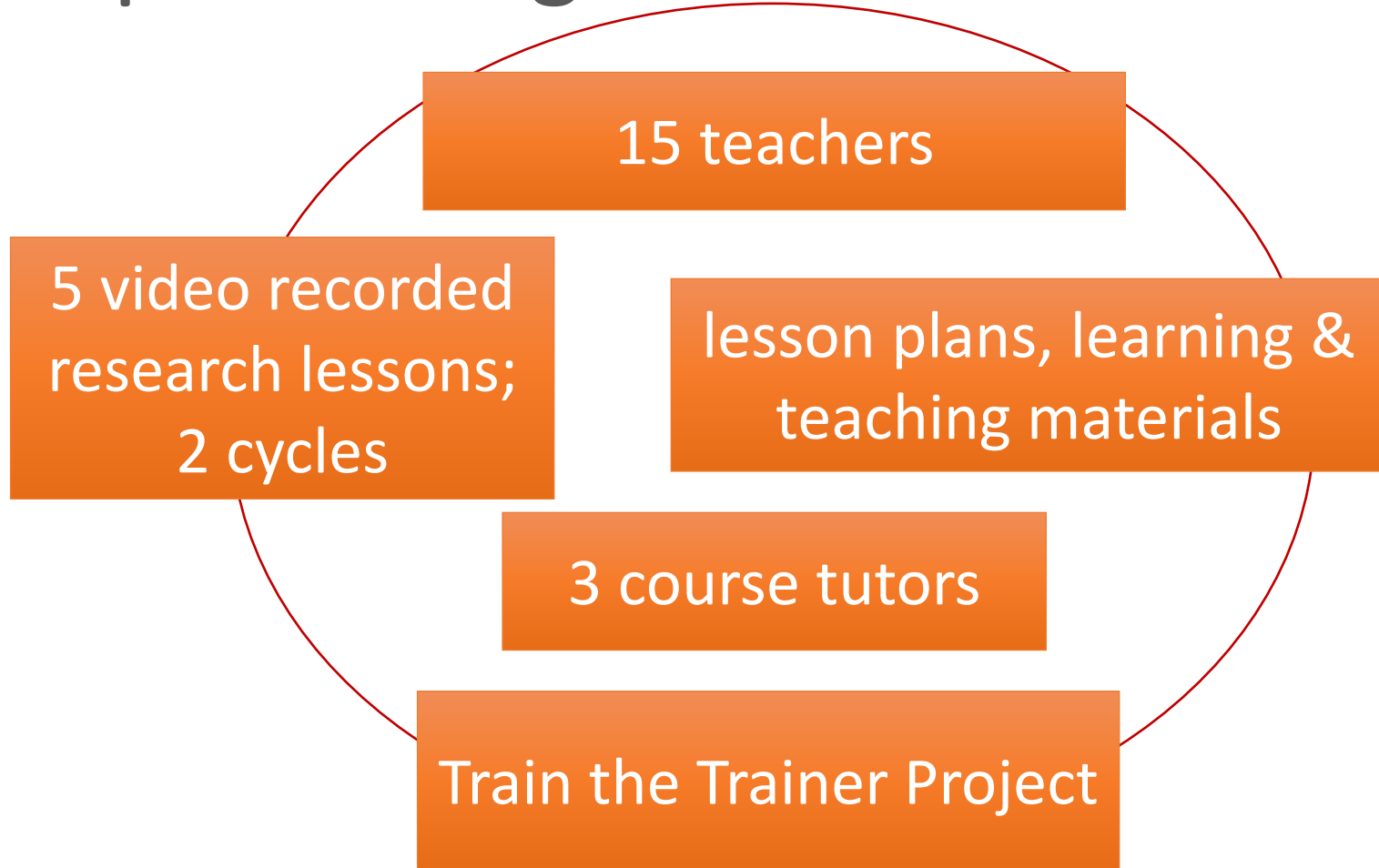
Levels
 Activities
 My Rating
 ID
 Transcript
 Survey

Mind map
 Mind map, example
 Picture dictionary

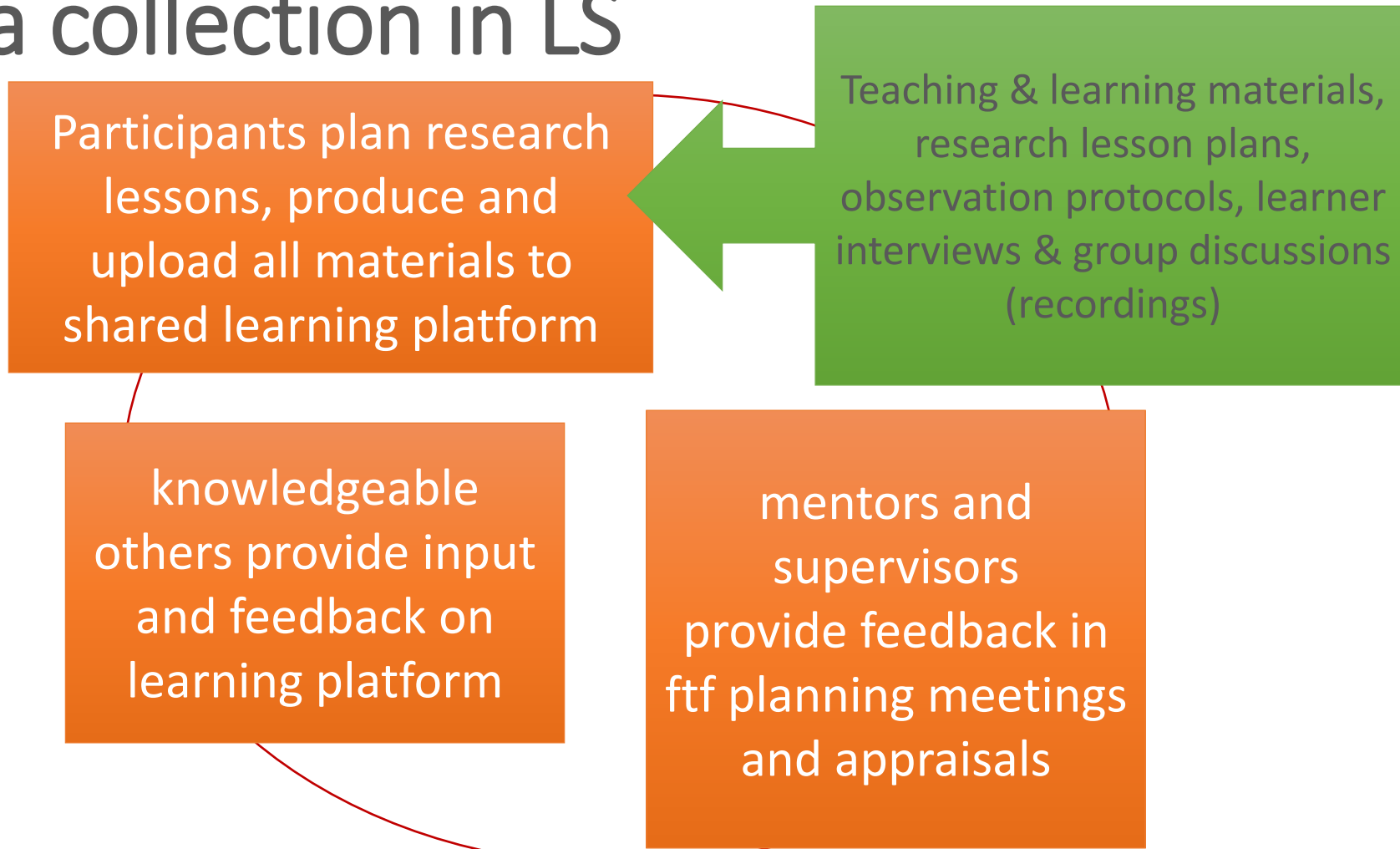
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Sample & design – CPD



Data collection in LS



Example for feedback - TED

Video 1031

TASK 1


1. What is the video about?

- a) food
- b) buildings
- c) supermarkets
- d) asking for the way/direction
- e) friends

Correct: asking for the way/direction (d)

Competence: Overall understanding. (2)


Feedback: You can give the correct topic. (7)



Claudia Mewald
12 Mar 2017

Resolve

you need to add more items. maybe some at word level (comp. 1)



Claudia Mewald
12 Mar 2017

Resolve

your distractors don't work because they are too different from the solution. please make sure they are all of the same kind but different. also, this may too specific for overall understanding.

technical,
skill
oriented

Example for feedback - CPD

ness skills among classmates it would be useful to foster a class
k and help their classmates when they fill in/complete
p avoid spelling mistakes from happening and therefore help
their writing competences. Especially for learner C it would be
ere aware that he needs special help when completing forms. The
eir classmates spell new words correctly when filling in
would be useful to have an example of the beginning of the text
g him to do the writing tasks. Learner B was very attentive and was
although he sometimes appeared to be unsure. The "find your twin"

focus on
teacher
learning as
well as pupil
learning

Comment [CM8]: Again, this is extremely interesting. It seems, all content criteria were met easily and the lesson was perfect as such. Your insights into metacognitive learning are really thought provoking here. You might pursue this in the MA thesis and draw attention to metacognition and contemplate if gk4 have enough descriptors in his domain... I think you could discuss the value of learning to learn in primary school If you also find this interesting. Maybe interview Angelika, Fiona and Regina.

Framework

Design principles, teacher roles and checklist
for **effective research lesson design** based on van de Grift 2016

6 themes

24 categories

74 descriptors

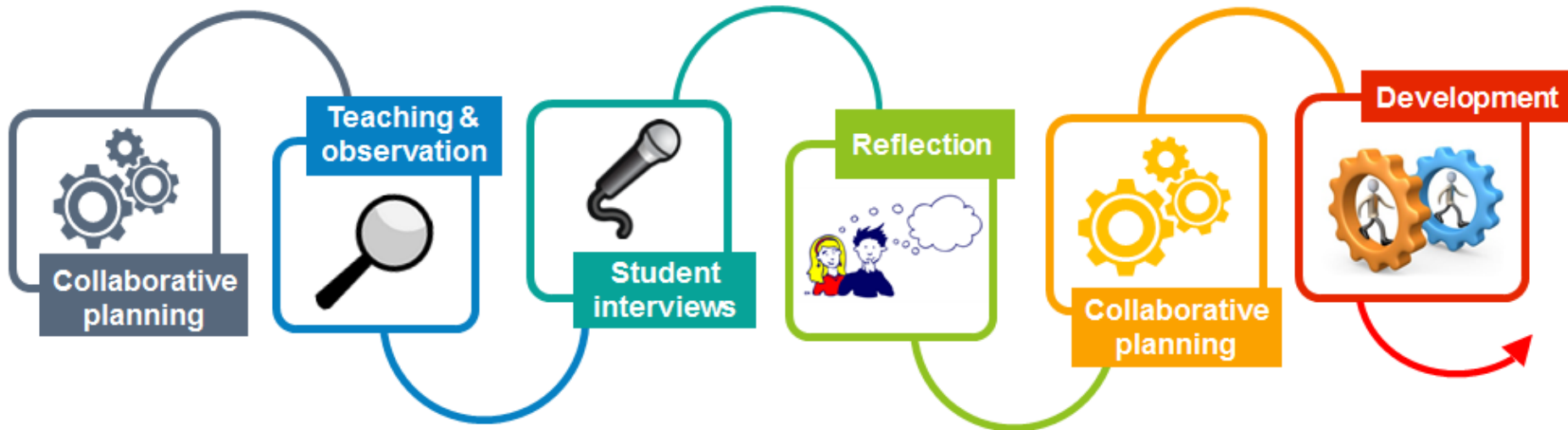
design
principles

checklist

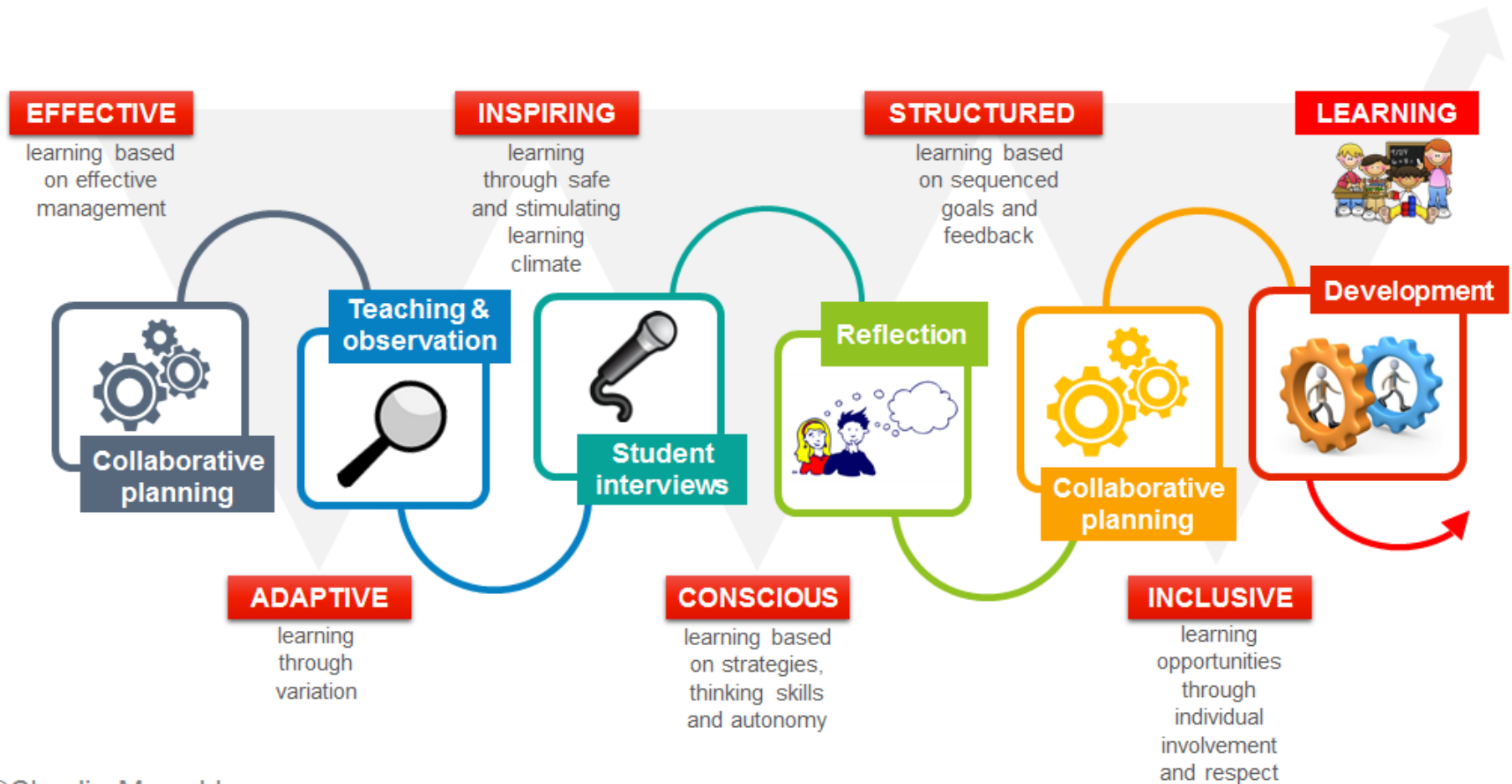
Feedback & teacher roles

| Feedback | TED | CPD | Role: Teacher as ... |
|-----------------------|---------------|-------------------|--------------------------|
| Effective learning | most frequent | least frequent | instructional manager |
| Inspiring learning | frequent | infrequent | caring and moral person |
| Structured learning | frequent | frequent | designer of learning |
| Adaptive learning | frequent | somewhat frequent | facilitator of variation |
| Explicit learning | frequent | somewhat frequent | learning consultant |
| Personalised learning | frequent | infrequent | inclusive person |

Teacher learning



Pupil learning



LS double loop in CPD: results from maths education

- stimulating different demanding thinking processes, such as comparisons (i.e. “What are the similarities?”, “What did you find?”)
- supporting problem solutions where the same answer can be achieved by a different way of operations
- offering tasks that recall relevant prior knowledge or experience, which initiate a cumulative learning process
- catching pupils up with beliefs so that the connection and “carrying capacity” of linking old and new information can be successful
- understanding-oriented learning requires active, cumulative and social processes (i.e. understandable, descriptive explanations; reflection on justifications, negotiations, and discussions about different solutions or attempts, not memorizing solution schemes or algorithms)

Lipowsky, Rakoczy, Pauli, Drollinger-Vetter, Klieme, & Reusser, 2009; Rakoczy & Pauli, 2006

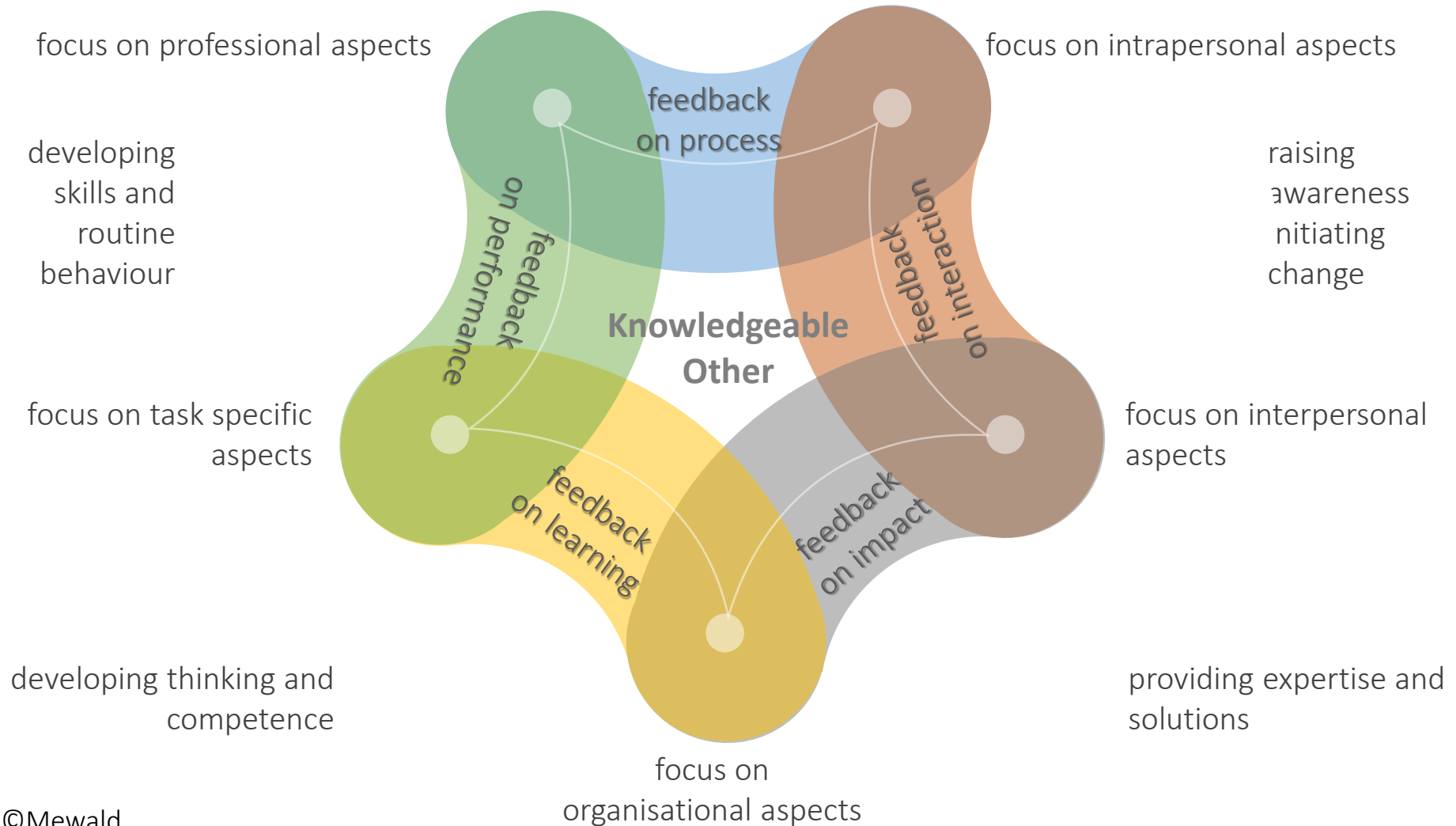
Mewald & Mürwald, forthcoming

The role of the knowledgeable other

- collaboration with knowledgeable others cannot be forced
- ownership among all members of a LS team is important
- teachers should feel attached and committed to the project and the school
- finding a compelling vision, assigning tasks and roles to team members, organising collaborative planning meetings
- changing old habits of working in isolation and at one's own pace
- online tools help coordinate meetings as well as the collaborative work on learning materials and assessment tools
- ready-made research lesson designs and materials can be adapted by LS teams to meet their students' needs
- providing a guided and resourceful start with available lesson designs can stop excuses for failing to collaborate

giving feedback and guiding growth

assessing on advice from an insider's perspective



Results in a nutshell

- experienced teachers can concentrate on various aspects of multidimensional learning processes simultaneously
- beginning teachers / trainees can either focus on the pupils' or their own learning
- shifting the focus from teacher performance to learner behaviour and learning outcomes through LS creates a new perspective in CPD
- teachers develop ownership and a feeling of responsibility for educational change more readily if their own learning has direct effects on student learning
- available designs that reduce the initial workload as well as the fear of personal failure further the motivation for collaborative practitioner research

Design principles, teacher roles and checklist for effective research lesson design

<https://www.ph-noe.ac.at/index.php?id=458>



<https://www.palm-edu.eu>



Thank you for your attention



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