

An Analyzing of Student Teachers Classroom Observation

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Abstract

This research aimed to analyze student teachers classroom observation. The target group consisted of 6 student teachers consisting of 3 student teachers in Mathematics Education and 3 student teachers in Science Education, during 2019. By using qualitative research methods under the teaching practice context in schools; using Lesson Study and Open Approach. The tools used for data collection were the lesson plan, voice recorder, and video cameras. The data analysis is a content analysis was under the framework of the classroom observation guidelines [1] in the context of the classroom using Lesson Study by analyzing from the document, planning the lesson video, discussing the video. Including a semi-structured interview about class observation. The results of the research were as follows: 1) The student teachers have collected data on evidence of students' ideas, including events that occurred in the class by handwritten notes only.

There are still issues that are missing and do not cover all the students' ideas that occur in the classroom, but the reflection period has exchanged noticeable things with the Lesson Study team. Student teachers can give reasoning and methods for managing students' idea of teachers from recorded class data to reflect together, and 3) student teachers can give reasons to sort the discussion of students' idea by analyzing interpret and be able to students' idea with the goal of the lesson based on the evidence or empirical concepts of students that are confirmed.

Keywords – Lesson Study, Open Approach, Classroom Observation

I. INTRODUCTION

Nowadays, education in many countries places great importance on the development of teacher professions. [2] The teaching profession focuses on developing "teacher knowledge and skills" so that it can be applied to teaching in the classroom. In accordance with professional development, teachers need to develop teacher learning that leads to the development of new skills [3] in which teachers can develop themselves from teachers' opportunities to work together as an area of shared learning to understand "student idea". By allowing Thai teachers to change their roles as observers and search for students' ideas while students solve problems themselves. [5] it is consistent with the belief that teachers should be observing and compiling students' ideas while students solve problems, and teachers learned how to think of students and the teaching flaws from observing classes. [6]

Classroom Observation is an objective examination or learning event through a systematic process for data collection and analysis [7] which is not a judgment or evaluation of teachers' abilities. [8] Class observers are required to stay in real classes, to record the learning behavior of students. Including the ability to provide feedback [9], which student teachers are considered new teachers who lack the experience and skills to observe the class [10] due to lack of guidelines for observing the class [11] without class observation skills, it only results in interpretation and analysis of classes in their aspects. [8] Therefore, new teachers are advised to try to develop their teaching through practice and learning together to raise awareness of learning in new skills [12] Which Classroom observation skills is a skill that is used to collect evidence or evidence to make use of that information. [15]

Therefore, observing the class will help improve teaching and learning, with the help of teachers in collecting evidence based on the guidelines for observing the class [1], which is 1) what are the students' ideas occurred in the classroom? 2) how does the teacher manage the students' ideas? 3) how does the teacher raise the students' ideas to discuss in the classroom? To use class information to develop the teaching and learning process according to the Lesson Study. [4]

II. PROPOSED ALGORITHM

2.1 Classroom Observation Guidelines –

Inprasitha (2011) offers guidelines for class observation. 1) what are the students' ideas occurred in the classroom? 2) how does the teacher manage the students' ideas? 3) how does the teacher raise the students' ideas to discuss in the classroom?

2.2 Lesson Study and Open Approach –

Lesson Study means the process for the professional development of teachers. Which teachers use to improve teaching methods by working with other teachers together into the Lesson Study team based on the concept of Inprasitha (2011) as follows: 1) collaboratively design a research lesson (Plan): the Lesson Study team to study analyze from the real world of the student. previous knowledge and student's difficulty including anticipated students' ideas and preparing for class observation. 2) collaboratively observe the research lesson (Do) refers to the use of a lesson plan by being used in a classroom with a joint observation of the Lesson Study team. The goal of the class observation is to collect student's ideas and evidence that emphasize problem-solving processes. 3) collaboratively discuss and reflect on the research lesson (See) means that the Lesson Study team uses the information from note each individual observes from the class to share in learning and provides feedback to the Lesson Study team.

Open Approach is a teaching that focuses on students to solve problems by themselves [4]. It consists of 4 steps follow as: 1st step Posing Open-ended Problem, 2nd step Students' self-learning, 3rd step Whole class discussion and comparison, and 4th step Summary through connection students' ideas.

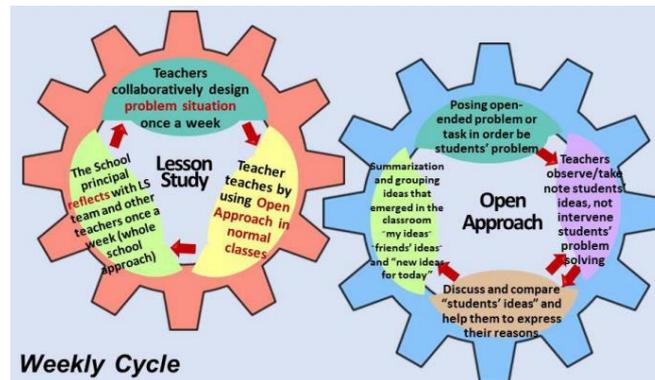
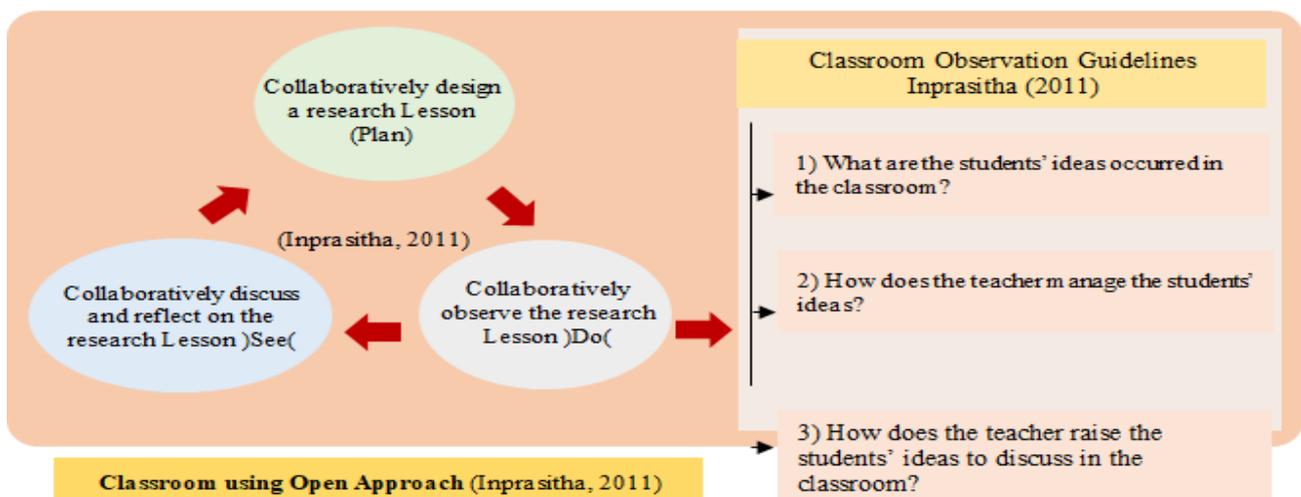


Figure 1. The weekly cycle of Lesson Study and Open Approach [14]

The research framework follows as:



III. METHODOLOGY

The objectives of this to analyze student teachers classroom observation under the context of a school internship by using Lesson Study and Open Approach. Method: the qualitative research design was used in this study. Data were collected by observation through participation in Lesson Study and Open Approach and

semi-structured interview about the current condition of class observation. Observations: Occurred during the steps of Lesson Study including planning the lesson, teaching, and reflecting. The focus point is the process of classroom observation of student teachers according to Lesson Study. Interviews: The semi-structured interview was the student teachers in Lesson Study teams. The questions were asked in various issues. For example, what are the guidelines and issues in observing the class, what you see in-class observations and how they can be utilized, what is the purpose of class observation, what are the obstacles or problems with class observation and what needs to be improved teaching and learning. Analysis: interviews were recorded and transcribed. The text from the observation notes. Which is a descriptive analysis based on the conceptual framework for classroom observation guidelines of Inprasitha (2011)

IV. RESULT

4.1 Lesson Study Process–

The Lesson Study team by using a weekly cycle according to Inprasitha's idea [6]. The Lesson Study team consists of 6 student teachers consisting of 3 student teachers in Mathematics Education and 3 student teachers in Science Education, during 2019. The research results are as follows:

1st step: Collaboratively design a research Lesson (Plan) The results show that; student teachers did not use the students' idea of the previous observations from previous classes in planning the lesson together with textbook analysis. Causing the inability to anticipate students' idea to be comprehensive and consistent with the real-world, including planning to support the management of students' idea that have occurred and still spend less time understanding the lessons to prepare to observe the class

2nd step: Collaboratively observe the research Lesson (Do) The results show that; student teachers able to record evidence of students' ideas that occurred in the classroom, including the students' ideas of what happened, teaching approach, roles' teacher, communication and learning behavior of students. Some people are unable to reason and keep evidence while teachers are managing students' ideas with notes about teaching techniques. Using conceptual questions Including taking students 'ideas for discussion together, recording and giving reasoning for the sorting of students' ideas. The recording can show how to use students' ideas or materials to expand the students' ideas of the class. All observation notes will be recorded in handwriting format only. There may be issues that are missing and do not cover all the students' ideas that arise in the classroom, but while reflecting student teachers have exchanged knowledge gained from classroom observation with the Lesson Study team.

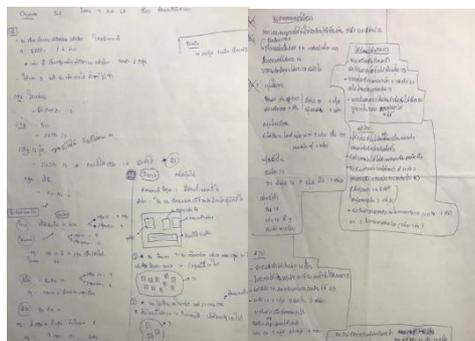


Figure 2. The observation notes

3rd step: Collaboratively discuss and reflect on the research Lesson (See) The results show that; after observing the class, the information in the class observation record was used to reflect. In which, student teachers have tried to gather evidence of all students' idea but the information observed in the class is not yet systematic causing to not be able to reflection directly and unable to select important issues for discussion because it's hard to find. Most student teachers will focus on the students' idea without considering other factors that affect the students' idea but some people can reason in managing students' idea, including the ability to reason and evidence in order of students' idea in a joint discussion by analyzing, interpreting and linking from evidence or empirical students' idea to be confirmed. Some people have discussions and reflect on their perceptions based on what is recorded in-class observations only, unable to provide accurate feedback or guidelines for developing teaching and learning due to lack of clear information or evidence.



Figure 3. Lesson Study process

4.2 Classroom Observation of student teachers–

From a semi-structured interview about the class observation of student teachers as some examples from the open-ended questions as following:

1. Guidelines and issues in-classroom observation.

Student teachers: “Observe the teachings of teachers, students’ ideas and problems occurring in the classroom, the behavior of students in learning that occurs, and the role of teachers and students.”

2. Utilizing class observation.

Student teachers: “I will apply teacher teaching techniques, student problems and difficulties to be used in planning the lesson, including teaching instruction media design”

3. Purpose of classroom observation.

Student teachers: “I use it to reflection together with the Lesson Study team, use the class observations to improve own class, find out what is the problem and how to solve it in the next class and learning behavior of students”

4. Obstacles or problems with classroom observation.

Student teachers: “Now, I am not able to take notes and not knowing where to record, the recording was disordered and not as detailed as it should be, there are no clear points or guidelines for class observation, unable to collect students’ ideas due to lack of experience in classroom observation And none can be observed to reflection Due to not being able to store class details and send information systematically”

4.3 Discussion

An Analysis of classroom observation of student teachers according to the conceptual framework for classroom observation base on Inprasitha (2011) under the teaching practice in schools that use Lesson Study and Open Approach base on the conceptual framework of Inprasitha (2011). Classroom observation is involved in all stages of Lesson Study. This is consistent with Inprasitha (2014), which Lesson Study as an effective method for improving teaching and learning by improving lessons. Based on the important principle that the exchange of knowledge and problems in the classroom with other teachers and teachers’ groups to recognize teaching goals together. Which is the observation of the classroom in the objective and the collection of information that is not a judge or teacher evaluation by allowing teachers to share knowledge in the profession and find solutions to improve teaching and learning. [8] Research results show that student teachers operating teaching in schools still lack guidelines for classroom observation. It is not possible to collect evidence in the classroom extensively. It is important to record or collect evidence that occurs in the class.[10] If class observers are unable to collect evidence, then the data from the class observation cannot be analyzed and interpreted. Consistent with the lesson goals. Most student teachers lacking observational skills will not be able to interpret or analyze the classroom, but rather own interpretations [8], which makes the researchers want to propose ways to research in the future. It is the development of classroom observation of student teachers under the context of Lesson Study and Open Approach.

V.CONCLUSION

An analysis classroom observation of student teachers under the context of Lesson Study and Open Approach as follows: 1) Collaboratively design a research Lesson (Plan); student teachers did not use the class data in the class observation record to be analyzed together with the textbook, to anticipate the concepts of students

in a comprehensive with the students' real-world but a whole new beginning from textbook analysis only 2) Collaboratively observe the research Lesson (Do); student teachers can observe class according to what is happening in the class form of notes on paper. Some issues are missing or do not cover all student's ideas that occur in the classroom, but during the reflection there is an exchange of knowledge that is different from other observers in the Lesson Study team. There is a record showing evidence of students' idea management of teachers. In most cases, teachers bring students' ideas in the classroom for discussion. And some people can reason in the order of students' idea used in the discussion by analyzing, interpreting, and connecting students' idea with the goals of the lesson 3) Collaboratively discuss and reflect on the research Lesson (See); Due to the use of class data recorded by them to be used to exchange knowledge from evidence or empirical of students' idea. In which the information may not be complete and covers all students' idea allowing students and teachers to reflect only on own perspective. Therefore, the observation of the student teachers in the teaching practice in the school according to the process of Lesson Study shows that all concepts that have occurred in the class will be used in planning the lesson. Student teachers will focus on students' idea without considering other factors that affect students' idea but some people can reason in managing students' idea including the ability to reason and evidence in order of students' ideas in a joint discussion by analyzing, interpreting and connecting from evidence or empirical concepts of students to be confirmed.

VI. ACKNOWLEDGMENT

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