



Challenging Practice
Enhancing Partnerships
Nurturing the Child

WALS-2012 International Conference (Оролцсон тухай тайлан)

- WALS-2012 ОУ-ын хурлын тойм
- Шинэ мэдээ, мэдээлэл
- Хичээлийн судалгааг харьцуулахад...
 - Цаашид бид юу хийх хэрэгтэй, бас боломжтой вэ?

WALS-2012 ОУ-ын хурлын ТОЙМ

WALS-2012 ОУ-ын хурал

			Keynote Speech	Symposium	Plenary	Paper	Workshop	Posters			
Day 1	9.00-13.30 4hours	KNS	1							LKC LT	Building Learning and Caring Communities through High Quality Lesson Studies, Kiyomi Akita
			1						Diagnosis & Design for Instructional Improvement: Formal Structure & School Work Practice, James Spillane		
			1						Professional Learning as a way of life: Community, Complexity, Collaboration, Ann Lieberman		
28 Nov	14.15-15.45 90min	CS A	7						A06-SY	LT26	Using Lesson Study in improving the quality of dissertation research in Biology Education
	16.00-17.30 90min	CS B	6						B01-SY	LKC	Finding the critical features for learning. Improving teaching and learning by exploring the necessary learning conditions, RUNESSON Ulia
Day 2	9.00-10.30 90 min	CS C	3	3					C01-PL	LT1	Theorizing lesson-based teacher research on teaching and student learning in China and Japan, CHEN /China/ & SATO /Japan/
	10.45-12.15 90 min	CS D	2		3	26	77	3	20	D48-PP	Comprehension, so easy, SIM Lucy
										D49-PP	Using Bloom's Taxonomy to enhance Chinese comprehension skills of Primary 5 students, LAU Hwee Noy
										D50-PP	Designing a questioning model based on the revised Bloom's Taxonomy to teach Chinese comprehension skills using Lesson Study approach, TEE Guat Hwa
	13.15-14.45 90 min	CS E	1		3	27	80	3	21	E30-PP	Think-Aloud in the P1 Math classroom, SIVA Sandeetha
										E31-PP	Improving writing through Lesson Study, GIRI Rosiah
										E32-PP	Some results of implementing Lesson study by chemistry teachers of Bayangol district,
15.00-16.30 90 min	CS F			3	27	81	3		F01-WO	TR701	Students learning in mensuration, LIM Selina
Day 3	9.00-10.30 90 min	CPS G		3					G03-PL	LT23	Developing tools and artifacts for supporting Lesson Study and instructional improvement
	10.45-12.00 75 min	Finale Forum								LKC	
	13.30-17.00	School visit									Hillgrove Secondary School
			1	19	6		238	9	41	314	

WALS-2012 ОУ-ын хурал

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Total
		Australia	Bahrain	Brunei	China	Estonia	Hong Kong	Indonesia	Japan	Korea	Malaysia	Mongolia	Netherlands	Philippines	Singapore	Sweden	Thailand	UK	USA	Vietnam	
Keynote Speech-3									1										2		3
Symposium-19	Symposium						4	2	6	1					9	4	1	2	1		30
	Presenter						6	8	14	1					51	11	3	8	3		105
Planery-6	Plenary				1				4						1	2	1	1	1	1	12
	Presenter				1				4						1	2	1	1	1	1	12
	Discussant						2		1							1		2			6
	Chairperson			1											5						6
Paper-238		1	3	5	4	1	6	30	20		7	2	1	5	132	16	1	3	1	3	241
Workshop-9	Workshop						1*						1		7			1*			10
	Organizer						1						2		21			1			25
Posters-41	Poster	1						2	8		1			1	27	1					41
	Presenter	1						3	24		1			1	106	1					137

WALS-2012 ОУ-ын хурал

No	Countries	2011	2012
1	Australia	✓	✓
2	Bahrain		2012
3	Brunei	✓	✓
4	Canada	✓	
5	China	✓	✓
6	Estonia		2012
7	France	✓	
8	Hong Kong	✓	✓
9	Hungary	✓	
10	Indonesia	✓	✓
11	Israel	✓	
12	Japan	✓	✓
13	Korea	✓	✓
14	Macau	✓	
15	Mongolia		2012

No	Countries	2011	2012
16	Malaysia	✓	✓
17	Netherlands		2012
18	Philippines	✓	✓
19	Singapore	✓	✓
20	Slovakia	✓	
21	Spain	✓	
22	Sweden	✓	✓
23	Switzerland	✓	
24	Taiwan	✓	
25	Thailand	✓	✓
26	Turkey	✓	
27	UK	✓	✓
28	USA	✓	✓
29	Vietnam	✓	✓

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1	802
2	47
3	6
4	3

Keynote speech 1: Building Learning and Caring Communities through High Quality Lesson Studies



Kiyomi Akita,
The University of Tokyo, Japan

- RQ1. What are the characteristics of high-quality lesson studies? What factors are related to quality?
- RQ2. How can high-quality lesson study be realized? How do we create and improve upon a school system as a learning and caring community?
- RQ3. What are the design principles of high-quality lesson studies?

RQ1. What are the characteristics of high-quality lesson studies? What factors are related to quality?

Factors related to the Quality of LS

A. Structure

- Time span
- Subject
- Participants
- Support system

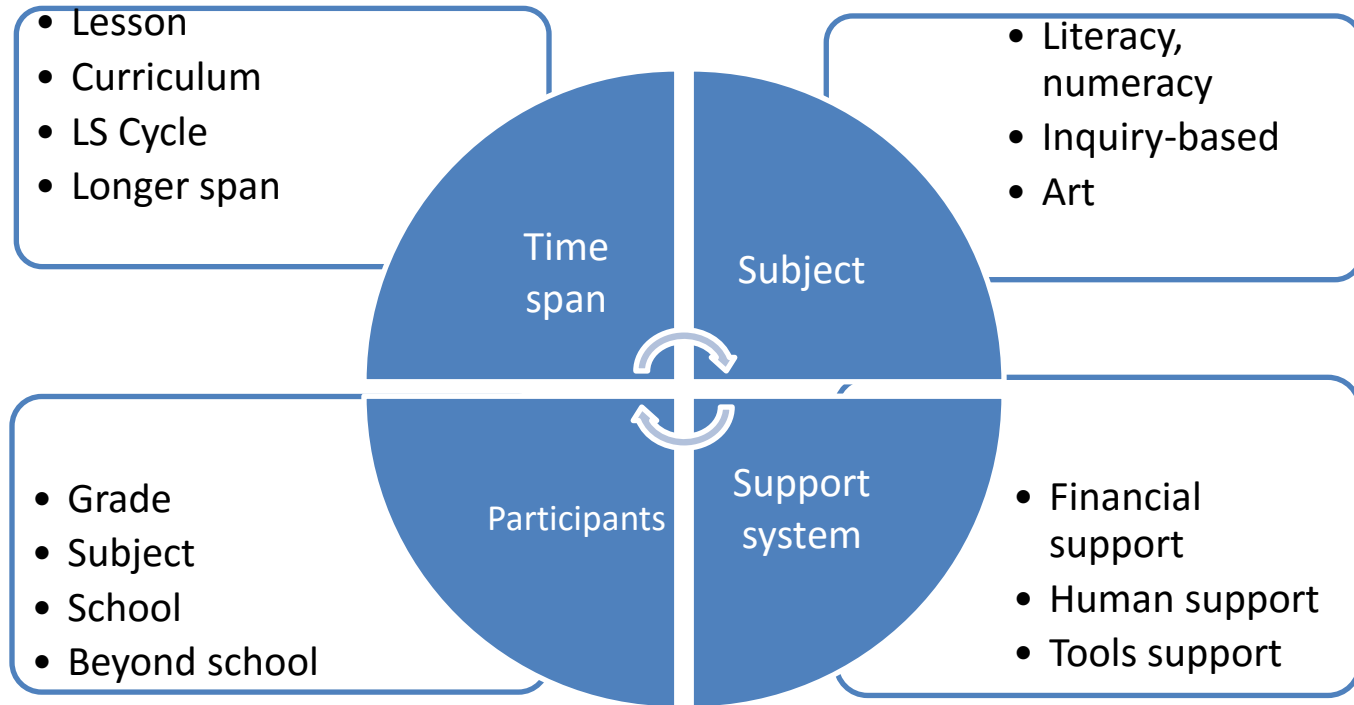
B. Process

- Planning
- Doing RL & observation
- Debriefing
- Documentation

C. Effect

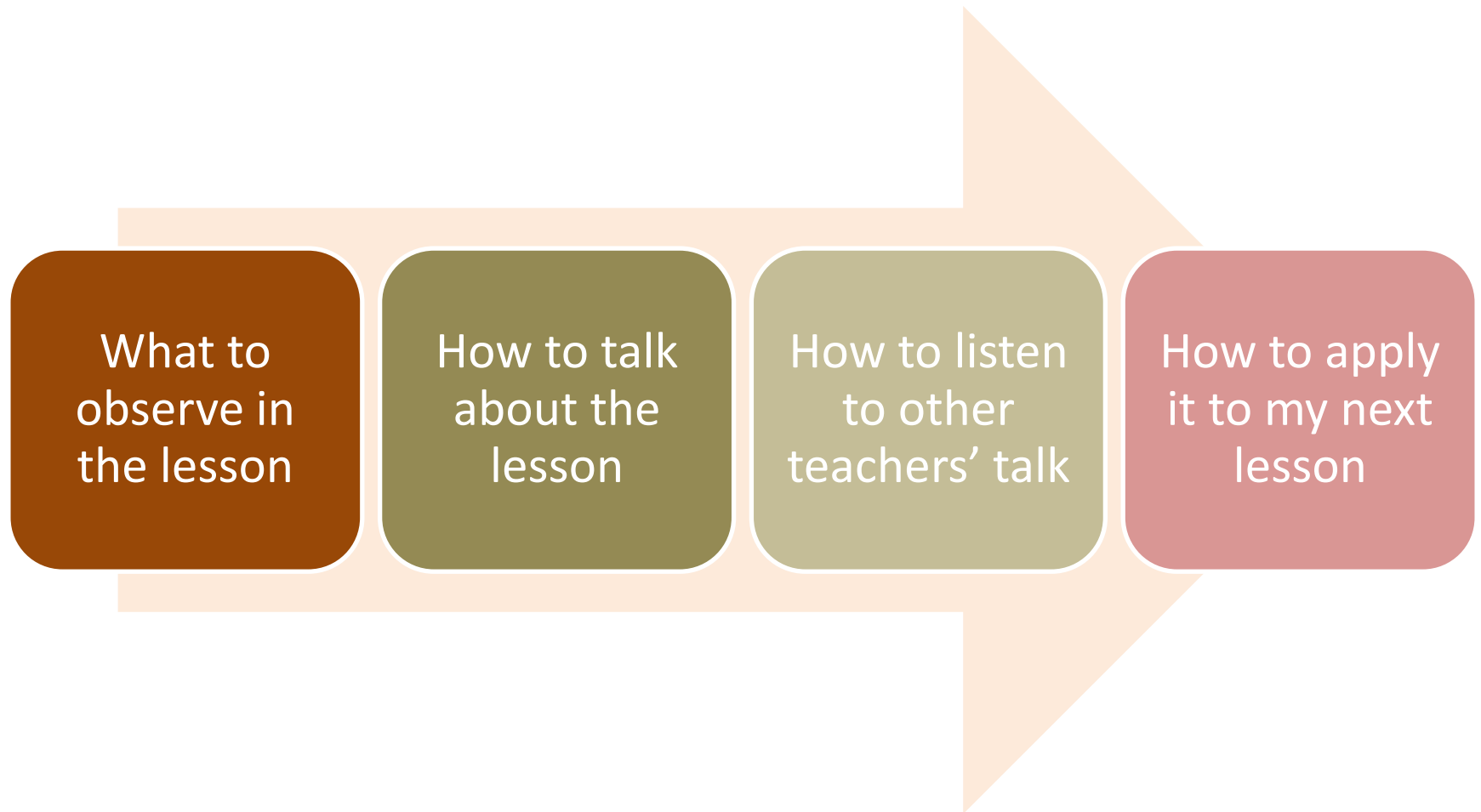
- Children
- Teacher
- School
- Community

Structure-related Quality



RQ2. How can high-quality lesson study be realized? How do we create and improve upon a school system as a learning and caring community?

Colleagues' contributions to LS



RQ3. What are the design principles of high-quality lesson studies?

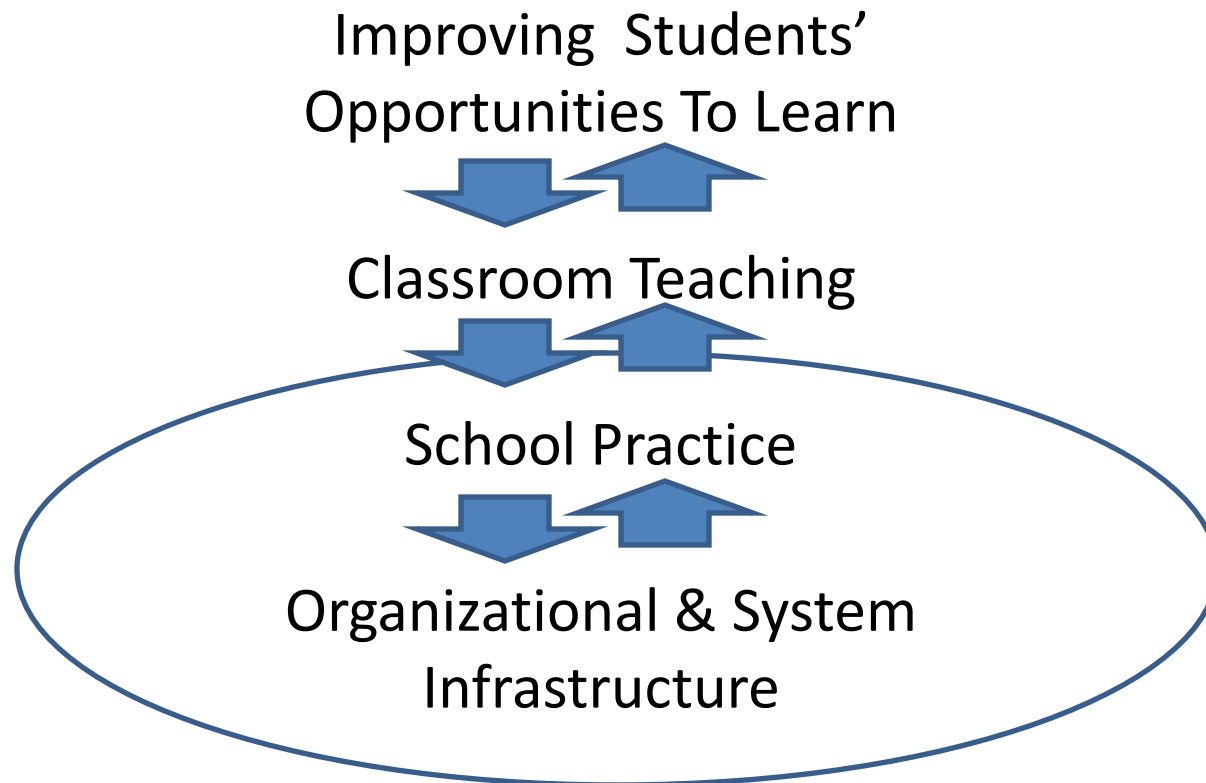
RQ3

- The systems that support professional development would be designed to be multi-layered, multi-links with long time perspectives.
- One characteristic of Japan is that has established multiple links between these elements and resources to maintain a sustainable system.
- The learning environment has been rapidly changed with progress of IT and globalization. We Japanese should learn from new style of LS from network members' countries.

**Keynote speech 2:
Diagnosis & Design for
Instructional
Improvement: Formal
Structure & School
Work Practice**



James Spillane,
Northwestern University, USA



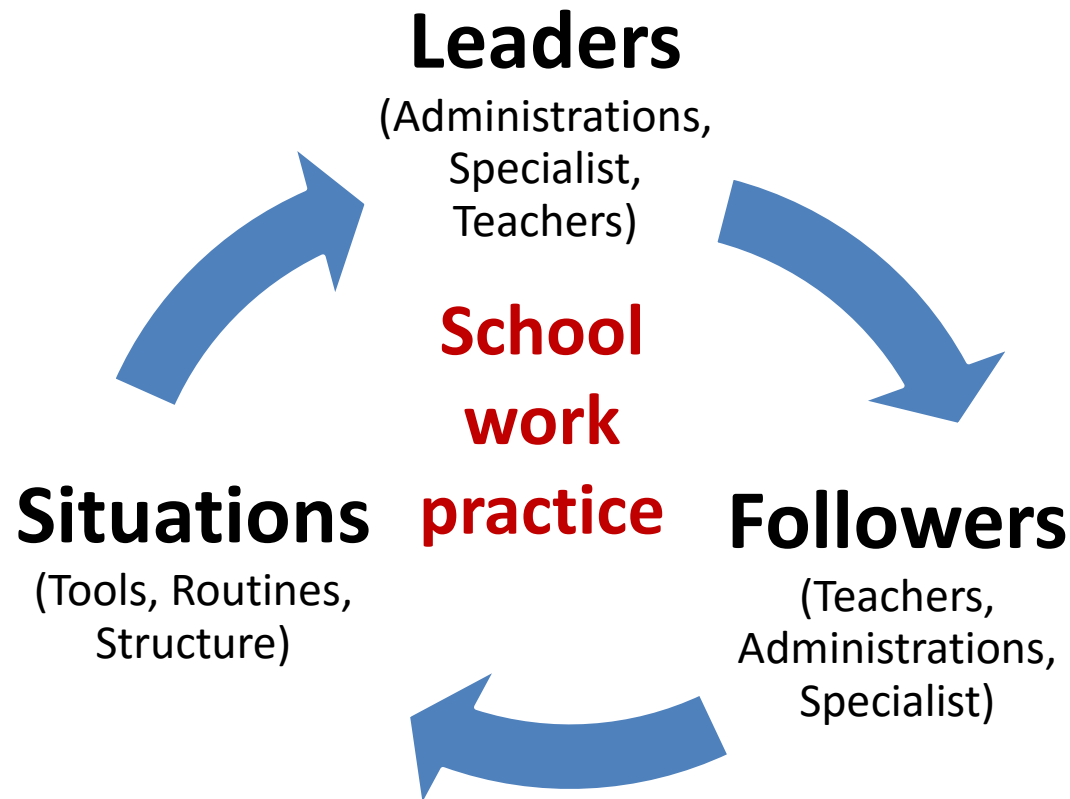
- Diagnostic and Design Mindset



Identify
nature of
cause of
something



Shaping
things/objects
/positions to
purposes



**Keynote speech 2: Diagnosis & Design for Instructional Improvement:
Formal Structure & School Work Practice, James Spillane**

Keynote speech 3:
Professional Learning
as a way of life:
Community,
Complexity,
Collaboration

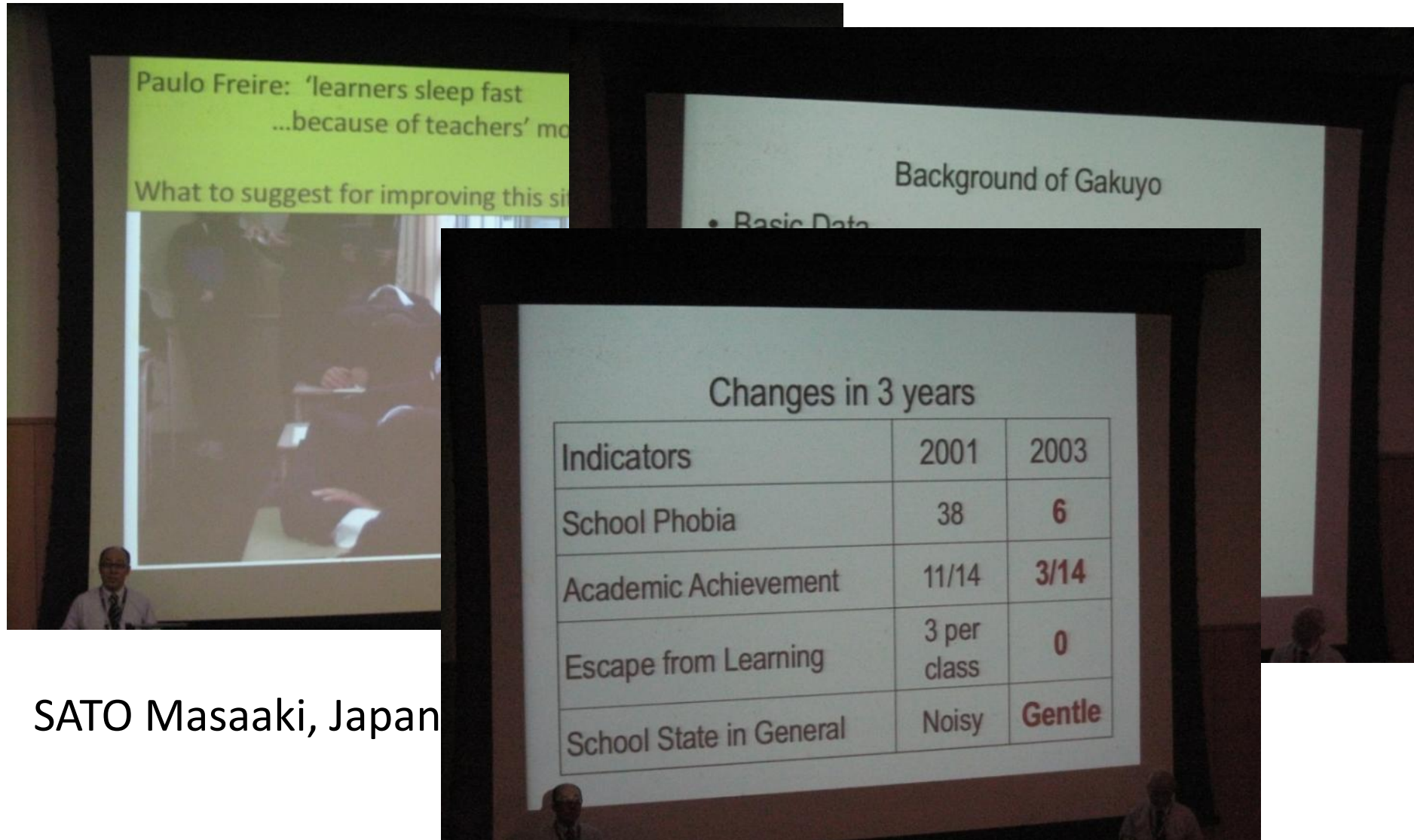


Ann Lieberman,
Columbia University, USA

- Research on Learning Community
 - Early Roots of Knowledge on Collegiality
 - Different types of Communities
 - Development of a Learning Communities
- The Formation of Teacher Professional Community
 - Beginning Evolving Mature

.....

C02-PL: Learning communities and School reform through Lesson Study



Paulo Freire: 'learners sleep fast
...because of teachers' model
What to suggest for improving this situation

Background of Gakuyo
• Basic Data

Changes in 3 years

Indicators	2001	2003
School Phobia	38	6
Academic Achievement	11/14	3/14
Escape from Learning	3 per class	0
School State in General	Noisy	Gentle

SATO Masaaki, Japan

C02-PL: Learning communities and School reform through Lesson Study

THE SY Phan, Vietnam

Initial contexts of Lao Ho Primary

- Established in 2007:
 - Separation from
- Inadequate infrastructure
 - Lack of classroom
 - Limited teaching

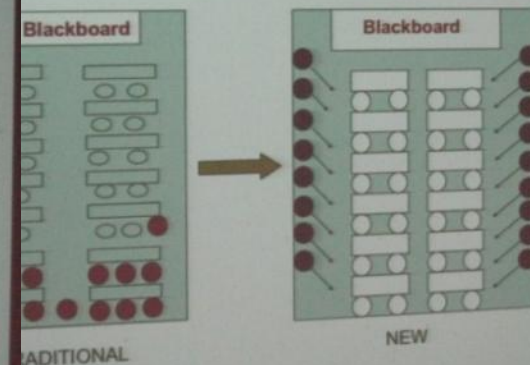
Strategies

1. Set up different

Initial results

1. Students
 - More confidence in lessons and extra-curricular activities.
 - Less neglected in lessons
2. Teachers
 - Better relationships with students
 - Realise limitations and see a need to improve professional capacity.
 - Teacher quality is upgraded to a new level
3. School
 - 25/25 → 20/25 (1 year) → 6/25 (2 years)

Change in observation standpoint



Poster section D, E



G01-PL: Developing tools and artifacts for supporting Lesson Study and instructional improvement

Phase 1

- workshops
- lectures
- videos
- journal articles

Objective: develop k

- content knowled
- pedagogical cont
- general pedagog
- knowledge of cu

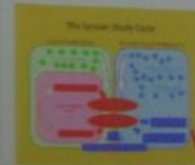
Phase 2

Objective: develop **expertise** for teaching.

Requires careful practice with reflection:

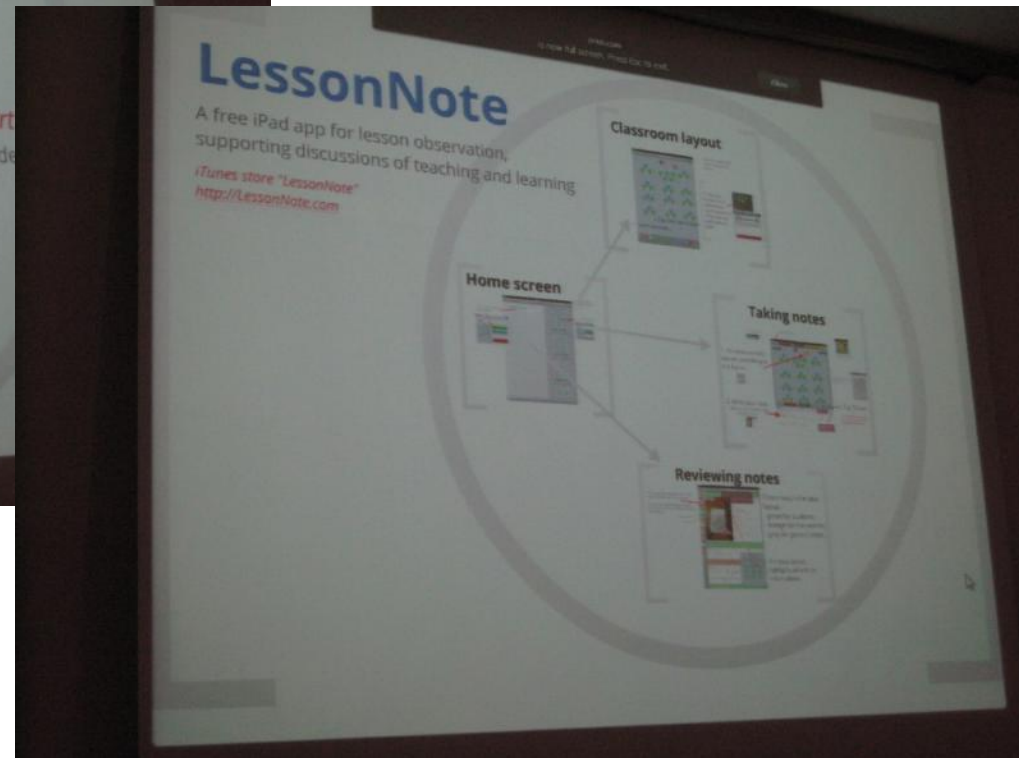
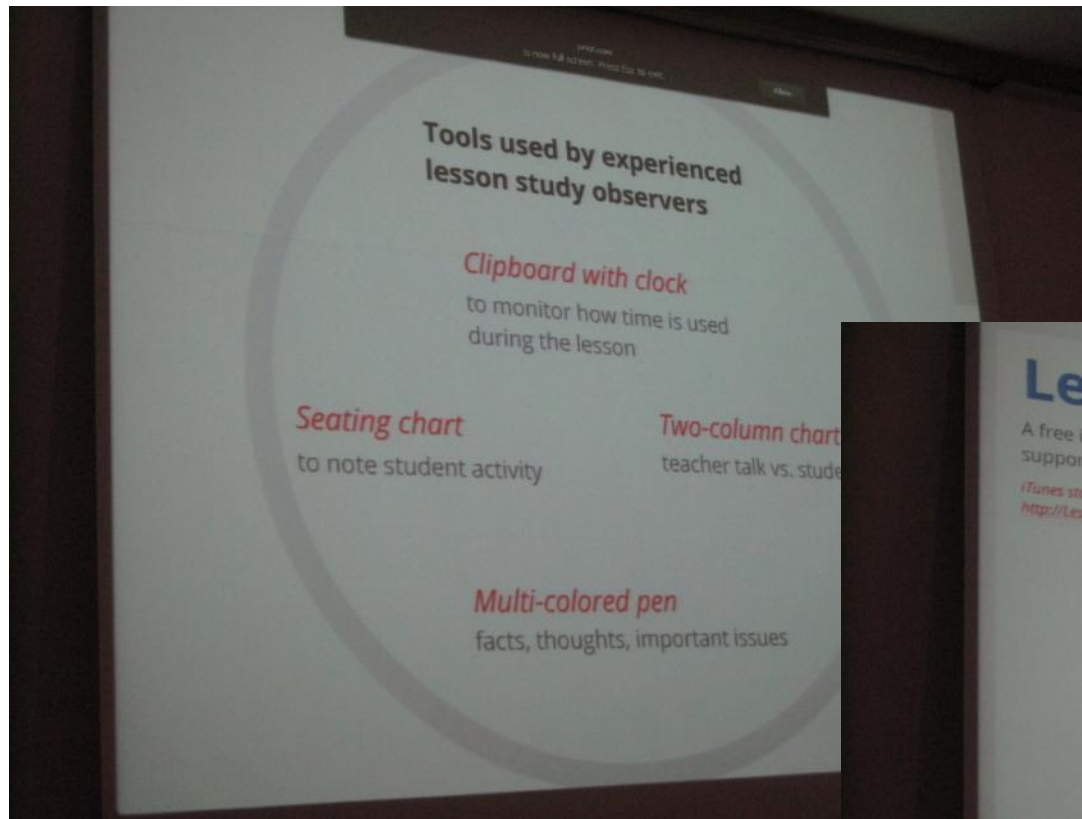
- Carefully-developed lesson plan
- Teaching according to the plan
- Reflecting upon the results.

In Japan, lesson study is the usual form of Phase 2 professional development.

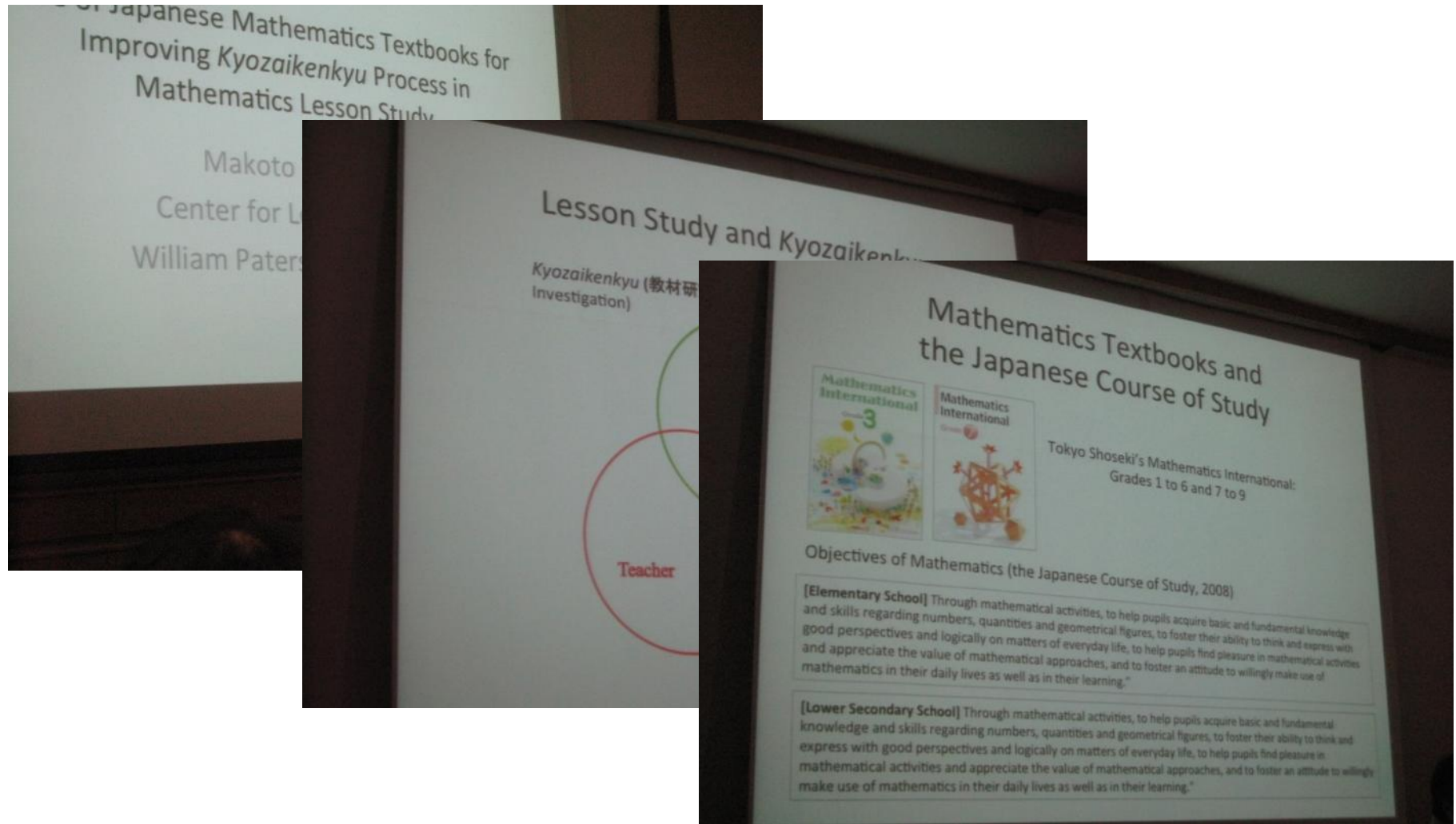


An ideal entry point for lesson study is as an

G01-PL: Developing tools and artifacts for supporting Lesson Study and instructional improvement



G01-PL: Developing tools and artifacts for supporting Lesson Study and instructional improvement



Final Forum



Final Forum: Kiyomi Akita

WALS as the commu

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Staring
acceptin

Everyone
from new
mindset.

Lesso

Actio

Everyone takes each his own role
of responsibility.

Presentation by teacher, school

Presentation by supervisor, mentor

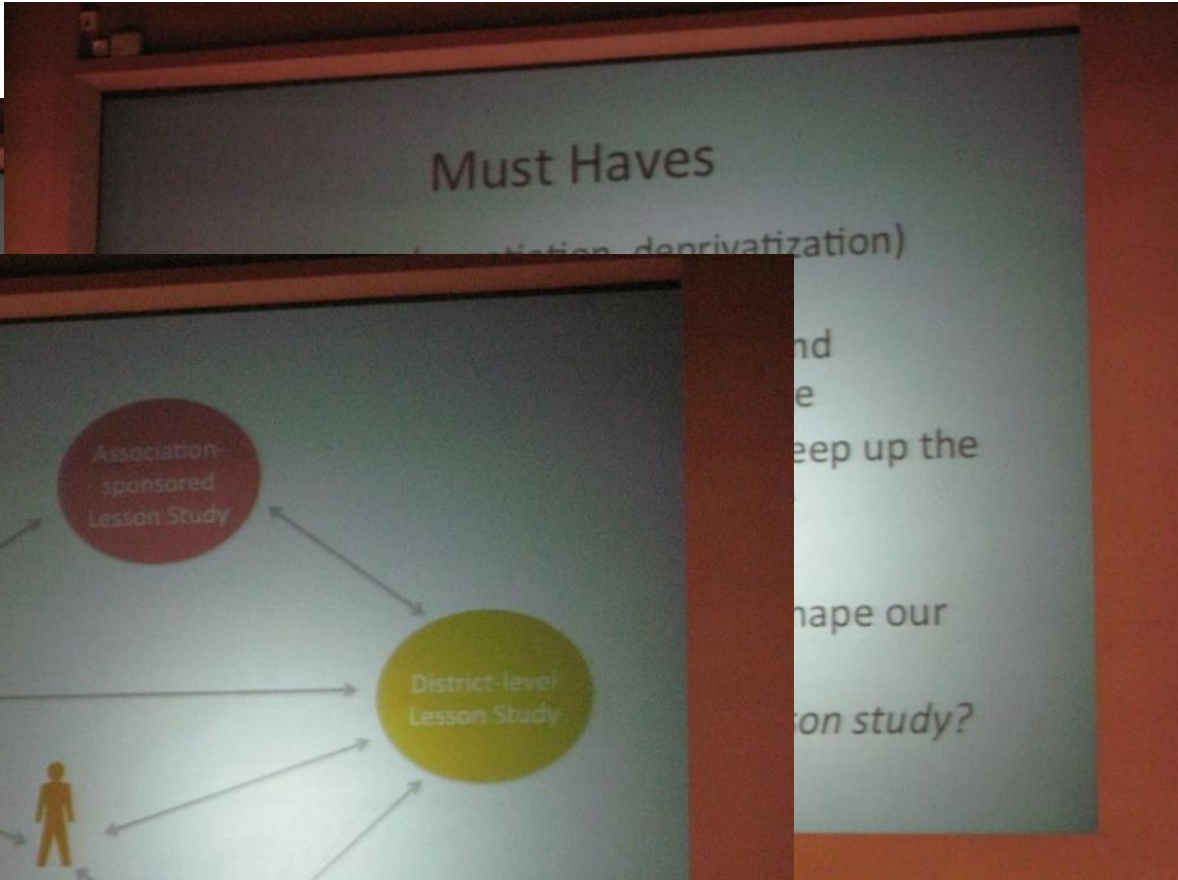
velopment

S

- Catherine pointed
what purpose of LS is
for teachers, school improvement
for making research progress
for making educational policy

◆ LS have many purposes.

What is necessary to do our educational
reform from grassroots movement?



School visit: Hillgrove Secondary School



ХС-ны нэг баг дээд
тал нь 4 хүнтэй

School visit: Hillgrove Secondary School



School visit: Hillgrove Secondary School



Шинэ мэдээ, ìúäúýëýë

Шинэ мэдээ, мэдээлэл

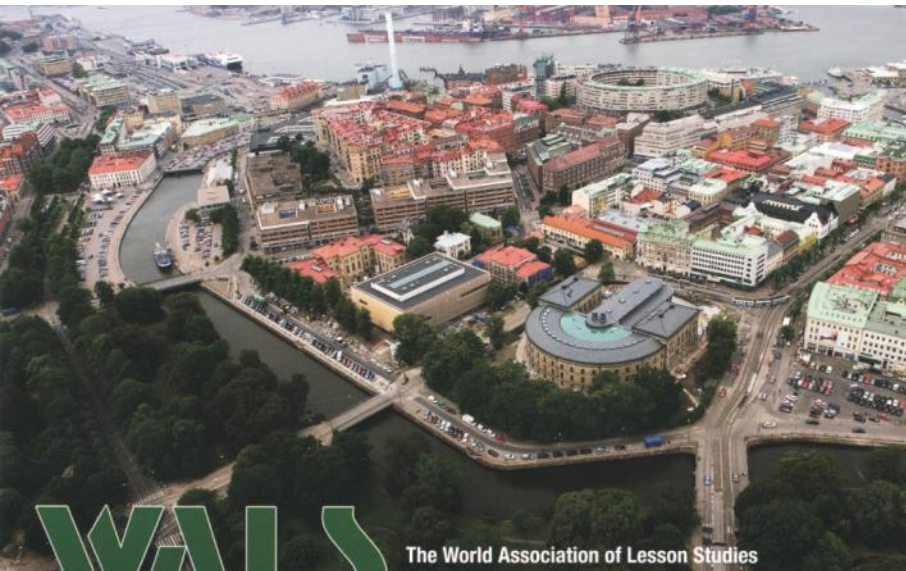
Онлайн боломжууд

- International journal for Lesson and Learning Studies
 - www.emeraldinsight.com/ijlls.htm
 - Username: WAL2012
 - Password: emerald
- Хичээлийн ажиглалтын протокол хөтлөх iPad программ
 - lessonnote.com

Дараагийн ОУХурал

- WAL2013
 - Gothenburg, Sweden
 - September 6-9, 2013
 - Lesson and Learning as Teacher Research
- WAL2014
 - Bandung, Indonesia
- WAL2015
 - China ???
- 2013 IASCE Conference

Шинэ мэдээ, мэдээлэл



The World Association of Lesson Studies
International Conference 2013 in Gothenburg, Sweden

LESSON AND LEARNING STUDY AS TEACHER RESEARCH, September 6-9, 2013



The World Association of Lesson Studies
International Conference 2013 in Gothenburg, Sweden

Welcome to

WALS International Conference September 6-9, 2013

LESSON AND LEARNING STUDY AS TEACHER RESEARCH

Venue: Pedagogen, Västra Hamngatan 25, Gothenburg, Sweden

IMPORTANT DATES

1 February 2013

Strict deadline for submission of proposals and abstracts (only online submission accepted)

12 April 2013

The WALS organization will let you know if your proposal has been accepted
The 'Early Bird' registration starts

14 June 2013

Deadline for 'Early Bird' registration and payment

31 July 2013

Final deadline for registration and payment

15 August 2013

The online programme will be published

5 September 2013

Expert Seminar

6-8 September 2013

Main Conference

9 September 2013

School visits

More information will soon be available at
www.walsnet.org



Шинэ мэдээ, мэдээлэл



2013 IASCE Conference

(International Association for the Study of Cooperation in Education)



 **UNIVERSITY OF Hull**
Scarborough Campus

The Transformative Power of Cooperation in Education

4, 5 & 6 July 2013

Faculty of Education, University of Hull, Scarborough Campus, England.

About the Conference:

For over 30 years, the IASCE has led the way in highlighting and disseminating research and practice in co-operative learning and co-operation in education. The 2013 conference will explore the power of co-operation from a broad range of perspectives and is an opportunity for practitioners, academics, and representatives from community organisations to participate in an event that is designed to encourage dialogue and reflection through intentional interaction. We invite proposals that focus on students, teachers, classrooms and schools, as well as communities, co-operative enterprises, and regional and national entities.

The conference is being organised by the International Association for the Study of Cooperation in Education (IASCE) in co-operation with the Faculty of Education at the University of Hull, England and with the International Association for Intercultural Education (IAIE). It will be located at the University's Scarborough Campus located beside the sea and overlooking the beautiful town of Scarborough, with easy access to a range of spectacular countryside and historic cities.

University of Hull
Scarborough Campus
Filey Road
Scarborough
England
YO11 3AZ

www.hull.ac.uk
www.iasce.net

The Programme:

The programme has been designed to be dynamically engaging and deliberately interactive. It will give voice to researchers and educators who are engaged in challenging and innovating pedagogy, policy, and practice through cooperative learning and cooperation. The goals of the conference include

- deepening understanding of how co-operation can be appropriately developed and expanded in differing contexts to encourage learning and development, and
- encouraging educational and organizational innovation and transformation based on co-operative values.

The conference seeks to provide an interactive experience with a variety of session types such as workshops, roundtable discussions, interactive dialogue sessions as well as papers.

The Conference Strands:

The 6 conference strands intend to promote stimulating sessions on topics relevant to co-operation in all aspects of education.

These will focus on:

- Transforming school, college and university classrooms through co-operative learning
- Co-operative pedagogies: Transforming teacher education
- Co-operative catalysts: Transforming schools and communities
- Co-operative dispositions: Transformative solutions for diversity and inclusion
- Co-operative innovations in the arts, with technology, and to enhance creativity
- Transformative policy: Supporting local/regional/national and organisational policy

As well as the specific focus, across all strands, we expect to hear of examples, experiences and study that demonstrate the following:

- high-quality implementation;
- organisational approaches;
- application in different contexts;
- current quantitative and qualitative research;
- assessment and evaluation.

Contributors:

Our keynote speakers for this conference are:

Dr. Pasi Sahlberg: Director General of the Centre for International Mobility and Cooperation, Helsinki, Finland, Board Member of IASCE and author of *Finnish Lessons: What can the world learn from educational change in Finland?*

Dr. Robert Slavin: Director of the Center for Research and Reform in Education at Johns Hopkins University Baltimore USA, professor at the Institute for Effective Education at the University of York UK, and co-founder of the US-based *Success for All Foundation*. Dr. Slavin was a founder of IASCE and served as its president.

Maureen Breeze: Co-President of IASCE, South West Region of the Schools' Co-operative Society, UK and freelance editor who will lead a small group presentation with colleagues.

Full details, proposal forms and registration details and costs can be found at www.iasce.net

Closing date for submission of proposals for WALS conference participants is 14 December 2012

www.iasce.net

14 December 2012, WALS
conference participants

**Хичээлийн судалгааг
харьцуулахад...**

ХС-г харьцуулахад...

Монгол дахь ХС-тай төстэй байгаа зүйлс

- ХС-ны үндсэн 3 алхам
- Сургууль, хичээл, багш, сурагчдад байгаа тулгамдсан асуудал
- ХС-г хэрэгжүүлэхэд учирдаг бэрхшээл, түүний шийдэж буй зарим арга зам
- Хичээлийн судалгааны зарим төрөл (судлагдахуун, сургууль)
- Сургуулийн захирал, сургалтын менежер чухал үүрэгтэй
- Сурагчдыг суралцахуйд сэдэлжүүлж байна
- Багшийн арга зүй хөгждөг

Монгол дахь ХС-аас ялгаатай байгаа зүйлс

- Европийн улсууд Суралцахуйн судалгаа нэлээд хийдэг
- Багшлахуй арга зүйн тодорхой нэрлэсэн прагматик зарчимд үндэслэдэг (Singapore: CPA)
- Их дээд сургуулийн эксперт багш нартай албан ёсоор хамтран ажилладаг (Singapore, Hong Kong)
- Боловсрол судлалын судалгааны талбар болон хөгжиж байна
- Сурагчдын сурлага, мэдлэг эзэмшсэн байдлыг үнэлж байна (pre-test, post-test)

**Цаашид бид юу хийх хэрэгтэй,
бас боломжтой вэ?**

Takahashi , Үнэлгээний багийн ахлагч



**SAITO Eisuke, National Institute of Education,
Hillgrove Secondary School**



Зөвлөгөө:

- **Тийм ч амархан ажил биш, урт хугацаа шаардана гэдгийг ойлгох**
- **Сургууль дээр тогтмол, ойр ойрхон очиж харилцаагаа бататгаж байх**
- **Бусдыгаа хошуучлах хүнийг олох, хамтран ажиллах**
- **Хичээлийн судалгааны нөлөөт үр дүн (impact)-г тодорхойлох**
- **ХС-ны 3-р үе шатыг чухалчлан үзэж, туршлагатай, мэргэшсэн хүмүүсийг оролцуулах**

Цаашид юун дээр анхаарах вэ?

- Ерөнхий боловсролын сургуулийн түвшинд
- Хичээлийн судалгааны чанар
- Lesson Study for Learning Community (LSLC)
- Аймаг дүүргийн БСГ-ын түвшинд
- Lesson Study for Learning Community (LSLC)
- Түгээн дэлгэрүүлэх үйл ажиллагаа (ХС-ны чанар, хөгжил)
- Их дээд сургуулийн судлаачдын хувьд
- Action research methodology
- Case study methodology
- Transcript-based lesson analysis
- Багшийн хөгжилд хувь нэмэр оруулах
- Багшийн мэргэжил дээшлүүлэх институтын хувьд
- Багшийн хөгжлийн тасралтгүй хангах арга бол ХС
- Lesson Study for Learning Community (LSLC)
- Түгээн дэлгэрүүлэх үйл ажиллагаа (ХС-ны чанар, хөгжил, бага хурал, форум)

Талархал

- БШУЯ, МУИС, ЖАЙКА, Төслийн багийн хамт олондоо
- Баянгол дүүргийн химийн багш нарын хичээлийн судалгааны баг, Химийн багийнхандаа