

The 9th International Conference
of
School as Learning Community

**Equitable Education and Re-Innovation of Learning
in School as Learning Communities:
Beyond COVID-19 and for the Post Corona Society**

March 4-6, 2022

The University of Tokyo

The conference will be held online for all attendees.

For Japanese presenter only: face-to-face conference

Contents

1. Welcome Greetings	2
2. Overview of the Conference	3
3. School Visit	5
4. Keynote Speakers	6
5. Plenary Speakers	13
6. Keynote Speeches	17
7. Plenary Symposia	18
8. Sessions	19
9. Online Information	25

Welcome Greetings



Manabu Sato

President, International Network for School as Learning Community

It is with great pleasure that we get together at the 9th International Conference of School as Learning Community 2022. Under and with COVID-19 situation, the conference is held both by face-to-face meeting (Japanese presenters and staffs only) and by virtual meeting with Zoom (Foreign presenters and attendees).

The theme of the conference is “Equitable Education and Re-Innovation of Learning in School as Learning Communities: Beyond COVID-19 and For Post Corona Society”. During two years and more, the COVID-19 has drastically changed the world economy, society and education. Despite that the COVID-19 threatens education all over the world, school as learning communities have been active and impacted school reform and learning innovation. We, people who are concerned about human right of education for all, are keen to know what this means to democratize schooling in this hard age. SLC has proclaimed a robust cannon that both are inter-supportive and inter-dependent of each other through enhanced inquiry and collaboration based on listening pedagogy. Indeed, in the last year, we held the 8th international conference with 2,100 colleagues from 31 countries and areas.

In this conference, we invite the leading professors from The United Kingdom, China, Korea, Taiwan, Singapore, Indonesia, Vietnam, Thailand, Mexico and Japan as keynote and plenary speakers.

You are cordially welcome to take part in this exciting international event, and to share your innovations, experiences, cutting-edge theories, excellent practices and visions of further education reforms.

Chair: The Organizing Committee of the 9th International Conference of School as Learning Community

Overview of the Conference

March 4: School Visit

Iizumi Elementary School, Hanyu City, Saitama Prefecture

10:00am – 4:30pm

March 5: Opening Remarks and Keynote Speeches

Haseko-Kuma Hall, The University of Tokyo

9:00am – 5:30pm

9:00am- 9:30am	Opening Remarks
9:30am-10:00am	Keynote 1 Manabu Sato The University of Tokyo, Japan
10:00am-10:30am	Keynote 2 Peter Dudley University of Cambridge, U.K.
10:30am-11:00am	Keynote 3 Christine Kim-Eng Lee National Institute of Education, Singapore
11:00am-11:30am	Break
11:30am-12:00am	Keynote 4 Kiyomi Akita Gakushuin University, Japan
12:00am-12:30am	Keynote 5 Zhu Xudong, China Beijing Normal University, China
12:30am- 2:00pm	Lunch
2:00pm- 2:30pm	Keynote 6 Sumar Hendayana Indonesia University of Education, Indonesia
2:30pm- 3:00pm	Keynote 7 Siripaarn Suwanmonkha Chulalongkorn University, Thailand
3:00pm- 3:30pm	Keynote 8 Li-hua Chen Tamkang University, Taiwan
3:30pm- 4:00pm	Break
4:00pm- 4:30pm	Keynote 9 Woojung Son, South Korea Korean Institute of Learning Community, South Korea
4:30pm- 5:00pm	Keynote 10 Luz Maria Stella Moreno Medrano, Dana Tawil Ibero-American University, Mexico
5:00pm- 5:30pm	Discussion

March 6: Plenary Symposiums, Sessions and Closing Remarks

Haseko-Kuma Hall, The University of Tokyo

9:00am – 4:00pm

9:00am-10:10am	<p>Plenary Symposium A</p> <p>Yoshiko Kitada Saitama University, Japan</p> <p>Yu Lili Beijing Normal University, China</p> <p>Athapol Anunthavorasakul Chulalongkorn University, Thailand</p>
10:10am-10:30am	Break
10:30am-12:00am	<p>Plenary Symposium B</p> <p>Tomoyuki Morita Yamagata University, Japan</p> <p>Khong Thi Diem Hang Monash University, Vietnam</p> <p>Chun-Yi Lin National Taiwan Normal University, Taiwan</p> <p>Hidayat Arif Indonesia University of Education, Indonesia</p>
12:00am-1:00pm	Lunch
1:00pm-2:55pm	<p>Sessions</p> <p>Session A1-A3: Practical Case and Its Interpretation</p> <p>Session B1-B2: Collaborative Learning of SLC</p> <p>Session C1-C3: Professional Development and School Reform</p>
3:00pm-4:00pm	Closing Remarks

School Visit

March 4th

Observation of lessons and lesson study

Iizumi Elementary School, which we will visit, is an elementary school with about 300 students located in Hanyu City, a small city about two hours' drive from Tokyo. This school has been promoting a school reform of the learning community for the past three years. During this school visit, Principal Yoshino introduced the school at 10:00 am. (Japan time), and we observed all the classes and a focus-class in the morning. In the afternoon, from 1:45 pm to 4:30 pm (Japan time), we will observe a focus-class in first grade classroom and watch a lesson study by all the teachers using this class as a case study and exchange commentaries of global colleagues.

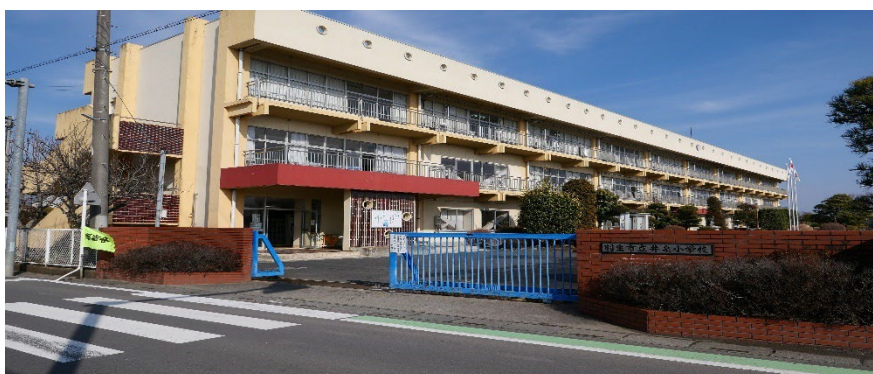
School: Iizumi Elementary School in Hanyu-City, Saitama Prefecture, Japan
Chair: Takayo Ogisu and Manabu Sato
Focused lesson: First grade, Mathematics
Teacher: Ms. Naomi Kudo

Time Schedule:

10:00	Opening
10:15	Introduction of the school by the principal Harumi Yoshino
10:45-11:25	Observation of All the Classrooms
11:35-12:15	Observation of the Focused Class lesson
12:15- 1:45	Lunch Break
1:45- 3:30	Lesson study conference on the focused class by all the teachers of the school
3:30- 4:00	Commentaries by Tomoyuki Morita and Manabu Sato
4:00- 4:30	Exchange of commentaries by SLC global colleagues
4:30	Closing

Interpreter Sae Shimauchi

Technology Innovation Power



Iizumi Elementary School

Keynote Speakers



MANABU SATO Japan

Professor Manabu Sato – Professor Emeritus of The University of Tokyo and a Visiting Professor of Beijing Normal University, He was the past Director of the Humanities and Social Sciences Division of Japan Council of Sciences (Japanese Academy of Sciences) . He served as dean of the Graduate School of Education of The University of Tokyo from 2004 to 2006. He was also visiting professors to the Harvard University and New York University, and invited professors of El Colegio de Mexico, Berlin Free University and the past president of the Japanese Educational Research Association. Professor Sato has published more than 20 books, about 100 editorial books and nearly 200 academic papers. Many of his books have been translated into English, French, German, Spanish, Chinese, Taiwanese, Korean, Indonesian, Vietnamese and Thai. Professor Sato's multiple contributions have been recognized in the world. For instance, he was elected to be a member of National Academy of Education in the United States in 2001, and he was appointed the Inaugural Fellow of American Educational Research Association in 2009. In addition, he was a runners-up winner of Asian Publishing Award 2012 and got Mingyuan Education Award (China) in 2019.



PETER DUDLEY U.K.

Peter Dudley taught for many years in primary and secondary schools in London and is a lecturer and researcher in school leadership and professional, institutional and system learning at the University of Cambridge. He has spent the past 25 years as a school and system leader at local and national levels in the UK. From 2006 - 2011 he ran the government's National Primary Strategy. He has also taught and worked as an education leader and developer around the world. He is President of the World Association

of Lesson Studies, founder of Lesson study UK and is a member of Oracy Cambridge: the Hughes Hall Centre for effective spoken language.

Peter is a deep believer in the power of professional learning communities to transform pupil achievement and also in the role of deliberate practice and of 'ground rules' for talk and dialogue in helping these communities to achieve their potential. Hence, there are significant synergies in his work with that of Sato's SLC network from which he has drawn over the past ten years.

Peter will describe the role of professional and school learning communities, lesson studies and school and system leadership in England, Europe and increasingly across the world, and discuss the potential they may have for bringing about global transformations in learning.



CHRISTINE KIM- ENG LEE Singapore

Christine Kim-Eng Lee is currently an Adjunct Senior Fellow of National Institute of Education, Nanyang Technological University, Singapore. Prior to this appointment, Christine was Associate Professor and Head of Curriculum, Teaching & Learning Academic Group (2006-2015), Head of Humanities and Social Studies Education Academic Group (2000-2006) and Vice-Dean of the School of Arts (1997-2000). Her contributions to education have been recognized through various awards notably the Distinguished Alumni Award from Teachers College, Columbia University, New York. Christine's research interests are in the areas of teacher development and learning, lesson study, cooperative and collaborative learning, curriculum development, implementation and change, curriculum and teacher leadership, and curriculum and school reforms. Through her pioneering efforts in introducing Lesson Study to schools in Singapore through two R & D programmes, Communities of Practice in Cooperative Learning (CoPCL) and Lesson Study as a Teacher-Directed Form of Instructional Improvement, Lesson Study is now implemented over 50% of schools in Singapore. Christine plays an active role in the international Lesson Study community as the President of the World Association of Lesson Studies (WALS) from 2011-2016, Immediate Past President (2017-2021) and Honorary Treasurer (2021). She is lead editor of the WALS-Routledge Lesson Study Series. Her most recent edited book with Aki Murata entitled "Stepping Up Lesson Study" was published under this series.



KIYOMI AKITA Japan

Professor Kiyomi Akita is the professor at the Gakushuin University. She is the emeritus professor, and the former dean the dean of the Graduate School of Education at The University of Tokyo. She majors in teacher education and educational psychology, especially focusing on teacher's professional learning and on discourse analysis in the classroom from preschool to senior high school, she has engaged in lesson studies at many schools as a supervisor for more than twenty-five years, she has been the president elect of World Association of Lesson Studies. She has been the president of Japan Society of Research on Early Childhood Care and Education. She has been a committee member of the teacher education division and the national curriculum division, the Central Education Council of Ministry of Education in Japan.



ZHU XUDONG China

Professor Zhu Xudong, as the doctoral advisor, is the dean of the Faculty of Education of Beijing Normal University. He also serves as the director of Center for Teacher Education Research of Beijing Normal University (Key Research Base of Humanities and Social Sciences for Universities, Ministry of Education) and a distinguished professor of the Yangtze River Scholar Program by the Ministry of Education. As a member and secretary-general of the National Advisory Expert Committee on Teacher Education, Ministry of Education, Prof. Zhu is also the secretary-general of Teacher Education Branch of China Association of Higher Education, and a guest researcher of the Central Committee of the China Association for Promoting Democracy.

Prof. Zhu has long been engaging in research on discipline construction of teacher education, system and policy, comparative education and foreign education history. Prof. Zhu has made great academic achievements. He has published more than 160 academic papers. There are 27 sets of books written,

edited and translated by Prof. Zhu. He also edited 47 books in 2 sets and compiled 13 books in 2 sets. Professor Zhu has received a variety of awards. He is the candidate of Beijing New Century “Hundred-talent Project” for Social Sciences. He is also one of the first “Four One-group” talents in Beijing’s publicity and cultural system. He won the first prize of National Teaching Achievement Award in Higher Education and the grand prize of Beijing Teaching Achievement Award in Higher Education. In 2010, he was selected as an Outstanding Doctoral Thesis Advisor in Beijing and a candidate for the New Century Excellent Talents Support Program of the Ministry of Education, which is one of the first experts in the “National Training Program” of the Ministry of Education. In 2011, he was an advisor for the nominated 100 doctoral theses. Prof. Zhu is also a senior visiting scholar of the University of Maryland in the United States under the Fulbright Program fund.



SUMAR HENDAYANA Indonesia

Sumar Hendayana has been actively leading Lesson Study activities in various schools and universities in Indonesia since 2006. He provided technical assistance of lesson study activities to primary and secondary schools in collaboration with West Java and Jambi Provincial Offices of Education. He has been a lesson study committee member of the Ministry of Education and Culture for School-University Partnership through lesson study across the country. He collaborated with JICA in lesson study training for Asian and Ethiopian fellows. He was a WALIS Executive Committee member. He chaired the 2014 WALIS conference in Bandung, Indonesia. In 2015, he received the JICA Award. Currently, he is the President of the Indonesia Association of Lesson Study.



SIRIPAARN SUWANMONKHA Thailand

Siripaarn Suwanmonkha, Ph.D. was an associate professor at the Department of Educational Research and Psychology, Faculty of Education, Chulalongkorn University where she had been teaching for 34 years.

She has served as the Director of Centre for the Advancement of Learning and Professional Development at Chulalongkorn University since 2002.

She previously served as an Associate Dean in Special Affairs (2009-2011), Associate Dean in Academic and Research (1997-2001) and Associate Dean for Research (1900-1992) and Director of Professional Experience Training Unit, Faculty of Education, Chulalongkorn University (1984-1986).

Her main research interest is in the area of teachers' learning and professional development. For example, specific research projects that she conducted in the past are Basic Education for Career Development (2010), Research and Development of Action Research Program on Environmental Education Experience for Reflective Practitioner Development (2003-2004) and Research and Development the Training Program for Leaders in Instructional Integration for Energy and Environmental Conservation in School Curriculums: Dawn Project (1998).

She has led professional development programs such as "Core Team Development through Coaching and Mentoring Collaborative Systems" (2015-) and "Teachers, Principals, and Supervisors Development through Coaching and Mentoring Collaborative Systems" (2013). Additionally, she has served as an academic advisor in "Teachers as Learners: Digital Media for Professional Development" project (2014-). Dr. Suwanmonkha received MS and Ph.D. in Educational Psychology from Michigan State University.



LI-HUA CHEN Taiwan

Li-Hua Chen is a Professor of Department of Education and Futures design at Tamkang University. Her expertise focuses on curriculum design, textbook design, social studies education, civic education, and global education. She has been serving as chairperson or committee member in various national committees in the Ministry of Education, in the Education Bureaus of Taipei City and New Taipei City, and in the National Academy of Educational Research (NAER), such as the National Committee of Curriculum Guidelines Development of 12-Year Social Studies, the National Committee for the Verification of Social Studies Textbooks, National Committee for Localization Education, and National Committee for the Deliberation on 12-Year Basic Education Curricula. These experiences have allowed her academic research closely linked to education policies and practices. Therefore, her recent curriculum design model of civic action approach has been widely recognized in the national educational field, and become a core model practiced in a public lab school in New Taipei City.

She lately carries out two researches. One funded by Ministry of Science and Technology, focus on teacher positioning and democratic classroom. The other funded by Oxfam Hong Kong, focus on world citizenship education. She has also served in the editor boards of five prestige TSSCI Journals in

Taiwan. Since 2012, she has been working from Professor Manabu Sato and “School as Learning Community”, which has given her more delicate and humanistic care for professional services and academic researches.



WOOJUNG SON South Korea

Woo jung Son got her Ph.D. at the University of Tokyo, advised by Professor Manabu Sato. She is a Director of the Korean Institute of Learning Community and actively participates in school innovation based on SLC. Dr. Son has made a contribution to building up 300 innovative schools in Korea. Since 2011 she has given internet lectures on "creating learning community" for teachers. Presently she is a visiting professor at Korean National University of Education and her lectures are about "Case study of lesson study" and "Theories of learning". Her recent book titles are "Learning Community" and "School community of learning and care".



LUZ MARIA STELLA MORENO MEDRANO Mexico

Dr. Moreno-Medrano is the director of the Research Institute for Educational Development (INIDE) at the Iberoamericana University in Mexico City. Her research experience has been the intercultural education from a feminist and anti-racist agenda. She is professor at several graduate programs such as the PhD on Gender Critical Studies, the PhD on Education and the Master on Research for Educational Development. Her recent research is focused on the construction of educational alternatives with urban indigenous populations in urban settings. Luzma Moreno started her teaching experience in a rural indigenous primary school in Chihuahua, Mexico. She holds a Masters' degree in International Education Policy at Harvard University and a Ph.D. at the University of Cambridge. Her research focuses on pedagogical approaches to cultural diversity from a critical perspective. She has worked for many years in professional development

programs with more than 2000 teachers and principals through the International Certification for Transformative Education Leaders in Mexico.

Dana Tawil

Dana Tawil is an undergraduate pedagogy student at the Universidad Iberoamericana at Mexico City. Dana is also co-researcher in the research-action project on Intercultural Practices for Learning Communities; she will share her experience as a critical student who co-construct with her University' s teachers the development of intercultural dialogues and horizontal relationships in educational processes.

Plenary Speakers



YOSHIKO KITADA Japan

Yoshiko Kitada is an associate professor of Saitama University, Japan. Kitada has been supporting a number of school reforms based on the philosophy of “learning community.” She was a Fulbright scholar-in-residence in 2019-2020, working for a lesson study project for US teachers as a part of the program supported by Japan-United States Educational Commission. Her research focuses on the effects of “learning community” on both students and teachers; how students learn in collaborative group work, how teachers develop their professional expertise, and how principal’s leadership affects school reform.



YU LILI China

Yu Lili, who is currently working as Research Fellow at Beijing Normal University starting on October 1st, 2016. She holds master degree in Education from the University of Tokyo, and entered Doctoral programme on April 1st, 2007 at Graduate School of Education, the University of Tokyo. Since 2012, she worked as Visiting Researcher at Research Institute for Humanities of Gakushuin University, and then worked as part-time Lecturer at Foundation Study Center of Saitama Institute of Technology, meanwhile as part-time Lecturer at Tokyo University of Social Welfare. Recently she focuses on promoting school as learning community in China.



ATHAPOL ANUNTHAVORASAKUL Thailand

Assistant Professor Athapol Anunthavorasakul is a Head of Teaching Social Studies Division and a Director for Research and Development Center on Education for Sustainable Development (ESD Center), Faculty of Education, Chulalongkorn University in Thailand. His ESD Center has been selected by Asia-Pacific Center of Education for International Understanding (APCEIU) to be Global Citizenship Education Co-operation Center (GCC) since 2021. In Thailand, he has played significant roles to promote policies and innovations in education such as Global Citizenship Education, Democratic Citizenship Education, Media, Information and Digital Literacy through Basic Education, and Teacher Education. He has involved in SLC movement for seven years. Until now, he and his colleagues support many schools' transformation with SLC philosophies via the concept of teacher learning together to escalate quality learning for all students.



TOMOYUKI MORITA Japan

Tomoyuki Morita is an associate professor at the Professional School of Education, Yamagata University, Japan. He has been involved in a number of school reforms based on the philosophy of “learning community”, especially in Yamagata. His research interests cover the history of education in a local community in Japan and action research on building “learning community”.



KHONG THI DIEM HANG Vietnam

Khong Thi Diem Hang is currently a Teaching Associate at Monash University. She earned her Ph.D in teacher professional development at the University of Queensland in 2020. She served as a co-investigator for a teacher capacity building project in Indonesia funded by the Head Foundation from 2017 to 2018 and as a coordinator and local participant analyst for a 2-year Toyota research project on school reform in Vietnamese schools from 2012 to 2014. She has supported the promotion of Lesson Study for Learning Community (LSLC) in Vietnam since 2006 by connecting leading Japanese scholars and practitioners with Vietnamese teachers, local educational authorities at all levels and non-governmental organizations. Her research interests include teacher learning and professional development, classroom talk, collaborative learning, school reform, LSLC, education policy, and education in Vietnam. She has jointly published papers in internationally renowned education journals such as Cambridge Journal of Education, Educational Review, Professional Development in Education, Reflective Practice, Journal of Educational Change and Improving Schools and two book chapters under Taylor & Francis and ABC-CLIO. One of the papers was awarded the Educational Review's Most Read Article in 2014.



CHUN-YI-LIN Taiwan

Chun-Yi is an assistant professor in the Department of Education at National Taiwan Normal University, Taiwan. She earned a PhD in Instructional Systems Technology at Indiana University Bloomington, USA. Her recent research focuses on curriculum and instructional design to support children's and teachers' learning in local elementary and high schools.



ARIF HIDAYAT Indonesia

Dr. Hidayat is an Assistant Professor of Indonesia University of Education (Universitas Pendidikan Indonesia / UPI). Earned Bachelor of Education from UPI and Master in Theoretical Physics from Bandung Institute of Technology, He has been working with schools improvement and teachers empowerment since 2009. He obtained his Ph.D. in Education from Hiroshima University in 2018 and founder of Indonesia Consortium for Learning Improvement (ICLI); A National School-University Networking of Practices and Research on Learning Improvement in Indonesia.

Being appointed as an Expert for SEAMEO QITEP in Science since early 2019, he also actively involved in coaching at National Science Teacher Trainer Center activities regarding Inquiry-based learning and STEM Education. Experienced as UNESCO Fellow in 2011 on Integration of ICT in Science Lesson at Illinois State University, He is also one of the representatives of Indonesia in Asia-Africa University Dialogue. His research interests are Teacher learning, School empowerment, Technological Pedagogical Content Knowledge, Computational Thinking, Inquiry in Science Learning, Teaching and Learning Analytics, Teacher Professional Learning, Democratic Pedagogy, and Learning Community.

Keynote Speeches

March 5th

Keynote 1 Manabu Sato

Challenges of Reforming School as Learning Community in Response to the COVID-19 Pandemic: Learning Recovery and Its Innovation

Keynote 2 Peter Dudley

The oracy approaches that can, combined through SLC approaches, enhance learning post-pandemic

Keynote 3 Christine Kim-Eng Lee

Are we listening?: Listening Pedagogy in Classrooms and Student Well-Being in a Covid world

Keynote 4 Kiyomi Akita

Lesson Studies for Slow Pedagogy :
Capturing the Critical Moments when Children's Desire to Learn Begins to Take Hold

Keynote 5 Zhu Xudong

Collectivistic-collective learning: From the perspective of learning community

Keynote 6 Sumar Hendayana

Re-innovation of Virtual High School Chemistry Learning through School-University Partnership in Pandemic Covid-19

Keynote 7 Siripaarn Suwanmonkha

Re-innovation of Learning in SLC: Seedling for Growing gains: A continuation of Thai Journey

Keynote 8 Li-hua Chen

Generating teacher positioning in line with SLC by exploring one's own mental imagery and metaphor of teaching and learning

Keynote 9 Woojung Son

Korea's SLC reform for post- COVID 19 society

Keynote 10 Luz María Moreno Medrano, Dana Tawil

Intercultural Practices for Learning Communities: A Professional Development Experience in Higher Education

Plenary Symposia

March 6th

A

Yoshiko Kitada

Teaching for Social Justice at School as Learning Community

Yu Lili

The Challenges for the SLC Polite Schools in China: How to build Learning Community in the "Post-epidemic" Period:

Athapol Anunthavorasakul

SLC as a compass for schools coping with challenges amid COVID-19

B

Tomoyuki Morita

Trajectory of Building up SLC in a High School in Yamagata: Changing "Group Activities" to Inquiry and Collaboration

Khong Thi Diem Hang

Learning equity during the Covid-19 pandemic: Digital divide and beyond

Chun-Yi Lin

Exploring Collaborative Learning in the Fluid Zone of Proximal Development

Arif Hidayat

Creating Learning Community through School – University Partnership: A Model, Practices, and its Lesson Learned

Sessions

March 6

Session A: Practical Case and Its Interpretation

A1

Chair: Takayo Ogisu

Phurithat Chaiwattanakun Thailand

Lesson Learned from Open Class During and Post COVID-19 at Plearnpattana Secondary School as Learning Community

Chey Sotharoth Cambodia

The perceptions of English Language Instructors in a Cambodian Higher Education Institution on implementing problem-based learning (PBL) online during COVID-19

Elizabeth Pusporini Indonesia

Midterm Assessment Online Festival:

Connecting the happiness and relation between Students, Teachers, and Parents

Lystiana Nurhayat Hakim, Yuyun Siti Noorhaesih Indonesia

School-University Partnership: How Teacher Foster Students' Critical Thinking Skills

Nakarin Chowwadi Thailand

Improvement of four language skills in English for grade 5 students by using Gang of Four and the LS-PLC methodology

A2

Chair: Tomoyuki Morita

Yosefein Ary Marganingsih Indonesia

Creating Learning Space through Project Activity to Build Confident and Communication Skills for 1st Grader

Kamolchanok Baibua Thailand

Teaching spelling section in Thai language for 1st grade students at Satit Pattana School by collaborative working techniques.

Wantana Panboot Thailand

The Development of Critical Thinking Skills in Thai Subjects for 6th grade students at Satit Pattana School by LS – PLC

Tanawat Muaklek Thailand

Lesson learn from lesson study online with the parents During Covid-19 at Jumrus Witthaya School

A3

Chair: Yoshiko Kitada

Stepanus, Ferdinanda S. T. Utami Indonesia

Virtual Camping: A teacher's effort to help students find motivation in online learning

Rattikarn Putmuen Thailand

Results of using the 5 STEPs process with peer-to-peer techniques To enhance coding skills with Scratch program of students taking introductory programming electives. Grade 3, with LS – PLC

Kasirapat Panthong Thailand

The effects of using the 5 STEP in combination with the collaborative working process technique, combining the power of gang of 4 with LS via PLC affects the ability to develop systematic working skills in the visual arts course. of students in grade 1/5 at Satit Pattana School

Ratu Ilma Indra Putri, Zulkardi, Rita Inderawati, Meilinda, Ranni Permatasari, Duano Sapta Nusantara, Sulafah Ansya Saskiyah Indonesia

Development of Distance Learning Mathematics Activities during The COVID-19 Period (Case Study Secondary School in Indonesia)

Chaiwchan Kongsakul Thailand

Buddy Supervisor strategies empowering Professional Learning Community, Case Study of Hanphopittayakom School as Learning Community

Session B: Collaborative Learning of SLC

B1

Chair: Kanako Kusanagi

Yuswa Istikomayanti, Mashuri Indonesia

How Students Collaborate:

A Case Study Between Teacher Internship and Student Learning Skills

Pitchayada Bunnag, Somrutai Plangsri, Sireepat Netpinyo, Sahaphorn Khongbua Thailand

Online Lesson Study through Social Network Broadcasting for Improving Online Teaching and Learning in Rajinibon School, Bangkok, Thailand

Benidiktus Tanujaya, Jeinne Mumu Indonesia

Students' Involvement in the Development of Mathematics Tests

Marygin T. Joson Philippines

The Transformative Potentials of Exploring Online Parent-Teacher Collaboration in Assessing Grade 10 Learner's Classroom Performance

Jarintorn Wintachai Thailand

Learning and Growing Together with a Peer Buddy

B2

Chair: Jun Moriya

Jun Moriya Japan

What is "Shutaiteki" (proactive) learning?: learning as middle voice

Gamaliel Septian Airlanda Indonesia

Implementation of Merdeka Belajar with Perspective of Three Study Backgrounds in Cultivate Pre-service Teacher of Home Science Process Skill

Thanun Brinangkool Thailand

How to use Buddhism for School as Learning Community:
Four sublime states of mand with Group of 4 method with 5 STEPs Collaboration Learning
process at Krittasilphwittaya School

Nitchaporn Nitchapornpong Thailand

The Efficiency of the Knowledge Construction Instructional Model through Meme Face on
Learning Achievement in Music 2 Subject for Grade 8 Students Muangkrabi School

**Fitria Fatichatul Hidayah, Desiana Heryani, Muhamad Imaduddin, Sumar
Hendayana** Indonesia

Transcript-based Lesson Analysis on the Online Chemistry Learning Process in Developing
Students' Communication Skills

Session C: Professional Development and School Reform

C1

Chair: Atsushi Tsukui

Piroon Sirisakdi Thailand

N2LC; The formation of New Normal Learning Community in Rajinibon School, Bangkok, Thailand

Maria Melita Rahardjo Indonesia

Pedagogical Leadership to Support the New Indonesian Curriculum: Kurikulum Merdeka

Chau Soryaly, Chau Khon Vietnam

ACTIVE TEACHING – THE ROLE OF TEACHERS IN THE 21ST CENTURY

Reyneth Renan P. Matta, Edmund G. Villareal, Nilo G. Salazar Philippines

TEACH CALM:

Teaching with Excellence through Collaborative Analysis in Lesson Study Methods

Ladda Pukiatt, Pariya Pipitphan Thailand

Strengthening the Work of Teachers in Schools as a Professional Learning Community: A Case Study of Satit Pattana School

C2

Chair: Yoshie Kittaka

Yoshie Kittaka Japan

Between Common Sense and Elementary Science: David Hawkins' Discussion of Critical Barrier Phenomena

Dang Minh Tuan, Pham Kim Chung Vietnam

Viewpoints of STEM TEACHING CAPACITY EDUCATION FOR Pre-service STUDENTS of NATURAL SCIENCE pedagogy at VNU University of Education

Wasan Panya Thailand

Administration and Management in School as Learning Community
Beyond The COVID-19 Pandemic. Case Study of Muangkrabi School, Thailand

Yossiri Yossatorn, Theerapong Binali, Cathy Weng,

Nicholas O. Awuor Thailand

University students' motivational beliefs and their online self-regulated English learning

Nova Susanti, Amirul Mukminin, Hadiyanto Indonesia

Analysis of Teachers' Teaching Patters Based on Transcrib Based Lesson Analyses (TBLA)
on Temperature and Heat Materials

C3

Chair: Takashi Nagashima

Takashi Nagashima Japan

SDGs of SLC in the context of Japanese public school- beyond talented-personnel thinking,
toward system and design thinking –

Amornthut Eadsrichai Thailand

The Effects of Using the 7 steps of Environment Education for Sustainable Development with
AIC Technique (Appreciation-Influence- Control) to Conserve and Restore Mangrove Forest
Together with the Local in From the Mountain to the Sea at the Estuary of the Krabi River
Subject of 12th Grade Students, MuangKrabi School

Lan Anh Hoang Vietnam

Developing critical thinking among Vietnamese high school students through “Jumping tasks”
in Literature lesson

Eny Winaryati Indonesia

Teacher Scientific Articles: Portraits of Increasing Lesson Study Mastery

Misnar Indonesia

Improving The Literature Capabilities Of Students In Realizing A Modern Pedagogical
Through School-University Partnership Based On Lesson Study In Remote Elementary
School

Online Information

The available access time is, 9:30 – 17:00 on March 4, 8:30 –17:30 on March 5 and 8:30 – 16:00 on March 6, each Japan Time.

You need to complete “registration form” on the website, International Platform for School as Learning Community, school-ic.com. Then you can get the passcode of the Zoom.

Zoom URL: English

March 4: School Visit

<https://us02web.zoom.us/j/81126946624?pwd=M0Y5SzR4T1hPRFJ3RFV1cEF5bDJodz09>

March 5: Opening Remark and Keynote Speeches

<https://us02web.zoom.us/j/82684770195?pwd=MXdyM01EdDRRUXJ4Y1lyakZZWXQxQT09>

March 6: Plenary Symposia and Closing Remark

<https://us02web.zoom.us/j/84575476781?pwd=NkpWK0JCZCsxMvp4bzZIY2t1ZXd2QT09>

March 6: Session A1

<https://us02web.zoom.us/j/83845039966?pwd=bGFwbXo5cSs0Y25CY2Q4V2tjWmYzdz09>

March 6: Session A2

<https://us02web.zoom.us/j/85459010997?pwd=SXU4YzFvTngvaFZkUmQzb2ZJOVhMdz09>

March 6: Session A3

<https://us02web.zoom.us/j/82449340903?pwd=N2dlbUtrcENvTkYwRGNoWXdkZUJudz09>

March 6: Session B1

<https://us02web.zoom.us/j/85152484277?pwd=S0c4bUY1V3lza3NMZ0JTaU0zaWh2UT09>

March 6: Session B2

<https://us02web.zoom.us/j/89135785885?pwd=SXZadDVLV2JGaFN3c2RzZmZsZDBhQT09>

March 6: Session C1

<https://us02web.zoom.us/j/84296378078?pwd=WCT3WmVBTmFtSjJER1VncE9IVTNydz09>

March 6: Session C2

<https://us02web.zoom.us/j/87693221393?pwd=MVQ4S0lqUFc1Tkxwb3hSeit6REZOUT09>

March 6: Session C3

<https://us02web.zoom.us/j/85130211715?pwd=NWI3dkl3ajM5QmFYSGQxcTI6N3NIQT09>

Zoom URL: Japanese

March 4: School Visit

<https://us02web.zoom.us/j/86140058143?pwd=bVNJcDZoNHNDb2NEcFBnRmVENDgyZz09>

March 5: Opening Remarks and Keynote Speeches

<https://us02web.zoom.us/j/85721585196?pwd=cm9YRzBhVFMyMnhOMWRRRmJuSE9Bdz09>

March 6: Plenary Symposia Only

<https://us02web.zoom.us/j/87918114317?pwd=ZGFZTDJXOGpMNEM1S2tkL1Zac0RRQT09>