

# What teachers observe in open class?

Can LSLC cultivate educational  
connoisseurship?

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# Today's presentation

## Introduction

- International Cooperation Project in Vietnam
- Motive of the study

## Literature review & Research question

## Methods

- Data / Data Collection / Data processing

## Results

- Frequency of 3 categories
- Frequency of 2 sub-categories of S
- Composition of the 3 categories in one's comment

## Findings

- Teacher tends to state situation of student
- Teacher tends not to state objectives of lesson

# 1. Introduction

## **International Cooperation Project**

- The Project implemented by Plan in Vietnam and Japan and IDCJ introduces LSLC to teachers in Vietnam
- Encouraging teachers to change their traditional teaching style by providing in-service teacher training through LS and other trainings
- In the remote areas in Vietnam where ethnic minority people are mostly dwelling
- Project conducted 2 trainings within 1
- Project invited Japanese supervisor (Mr. Masaaki Sato)













# 1. Introduction

## Motive of the study

Teachers' comment in post-lesson was very naïve.



At the beginning of the lesson, this student looked tired and distracted because he was afraid of a lot of teacher observing his class, or he was not interested in math lesson today.



He was looking at the textbook, looked attended to it, but never read it out orally the sentences. He seemed to have already completed today's task at home. The reason why he had prepared it is that he seemed not to like math or to miss to hear teacher's instruction.

We must understand their way of observation, but How?  
Teachers observation skills should be developed

## 2. Literature review

1. Using video in teacher education	Zhang et al. (2011), Tripps&Rich (2012), Maria&Pow (2012) , Tripp&Rich (2012)
2. Video reflection for teacher education	Sherin, van Es and colleagues (2002, 2005, 2008, 2009, 2011, 2012), Baecher&Kung (2011) , McClugh(2012), Coles (2012), Grant&Cline (2010), Fadde (2009), Kleinknecht &Schneider (2013)
3. Classroom observation	Eisner (1979), Frank&Uy (2004), Danielson (2012), Harris&Cullen (2008)
4. Classroom assessment using video	Darling-Hammond&Snyder (2000), Admiraal et al (2011), Bannink (2009)

Table 1. Literature on video use for teacher education

- There are four main streams of studies about teacher professional development mediated by video.
- Most studies deal with HOW teachers interpret classroom, lessons or teachers interventions (pedagogy). Few investigate WHAT teachers actually see as object to observe.



### 3. RQ

This study investigates to understand what teachers actually see during classroom observation.

What kind of tasks do they give themselves during classroom observation?

By investigating teachers' presentation of classroom learning with video/photo, this study answers above two questions.

## 4. Methods - Data

21 sets of presentation slides on their interpretation of student's learning of open classes (Table 2).

Preliminary the study investigates 12 presentation

Table 2.

	Lesson	# of set of presentation slides (in which include video of teachers' presentation)
2013 April	Vietnamese G2	2(0)
	Math G2	6 (0)
2013 September	Vietnamese G2	8 (7)
	Math G2	5 (5)
		21 (12)



# 4. Methods – Data collection

## 1. Input for teacher made by participant teachers (Training's output)

Total of 45 teachers participated in this workshop.

(i) How to observe (Sato, 2011), How to shoot video in classroom

(ii) Video shooting workshop

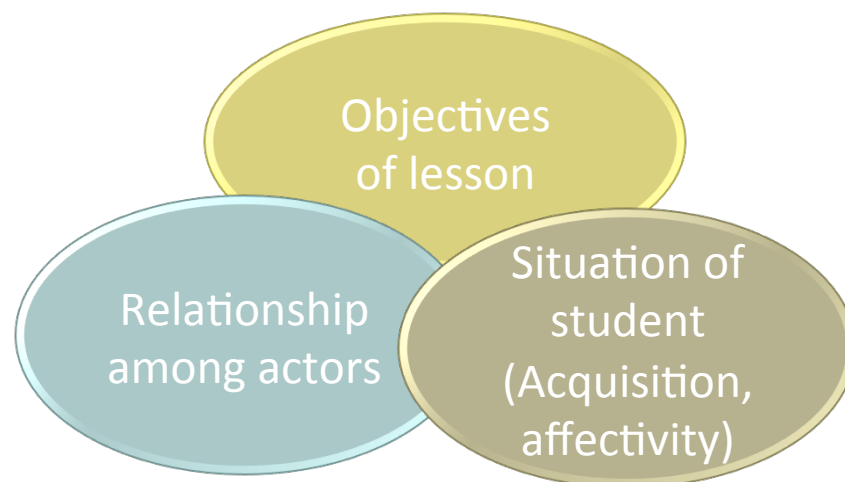
## 2. Task for the teacher (Data production)

All the teachers were required to shoot classroom videos, reflect it individually or by small group, then edit video/photo to make narrative of a student in the class on Microsoft Powerpoint.

All teachers completed the task. 21 teachers are required to present their product in front of other teachers

# 4. Methods – Data processing

- i. Transcribing all comments/ dividing them into unit of meaning (N-comments=59)
- ii. Coding them into 3 categories:  
Objectives **(O)**, Relationship **(R)**, Situation of student **(S)**  
(N-units=79)
- iii. 2 sub-categories of S  
Comment on S was further divided into Student's acquisition of knowledge/skill **(aC)** and Student's affectivity **(aF)**



(Sato&Sato, 2011)

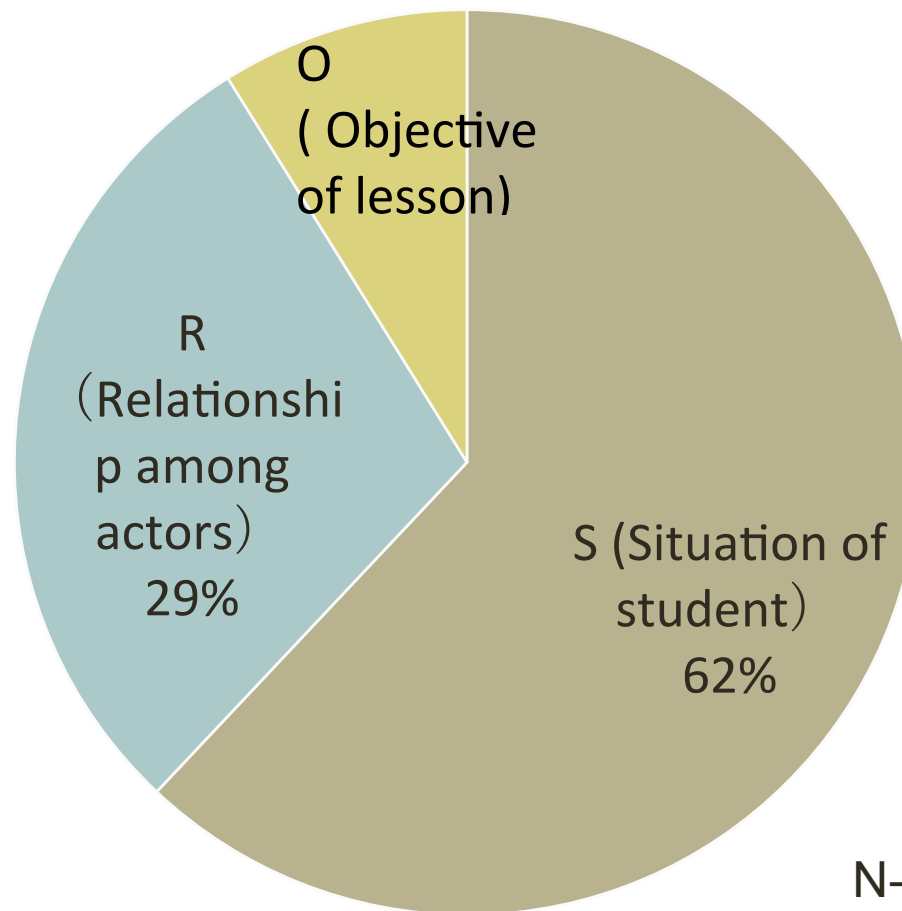
	A	B	C	D	E	F	G	H	I	J	K	L
	コメント番号	ビデオ番号	コメント	映っている画像	時間	コメント内容	課題-O 子ども状況-S 関係性=R		SIについて			
1												
2	1	83	A		00:00-0:44	その子どもははっきりと課題がわかっていない。授業では多くの活動があったが、子どもは集中せず、定規をくわえている。他の子どもはそのとき授業に集中している。	S			F		
3	2	83	A		0046-02:20	授業の最後において、子どもたちはノートを交換してチェックすると言う関係が生まれた。この二人だ。しかし、二人は見ているもののやり方がわかっていない。なぜ隣りの子はこのような答えなのか?と。ここでもっと関係が生まれていれば活動の効果はあったと思う。まだこのやり方に慣れていない。	R		S		Q	
4	3	83	A		2:30	khi co giao chua lai thi co mot ban da sua lai... co hai ban phut cuoi cung. 教師が90と結果を確認、そのときあるペアでは80と書いていて、子どもは教師の90を聞いてそのまま書き直した。教師はできているかどうかを子どもに確かめてから確認してはどうか。みんなは答えが出たけど、先生の答えと比べてどうか。と。このままほっておくと、まちがったまま子どもはいる。家に帰っても間違った答えを見る。教師が直したと思っているが、実はまちがっていたということになる。	S		R		Q	
5	4	83	A	子どもの小黒板の写真	4:50	この場面では「繰り上がり記号」が10の位に見えますね。今日は印 (dau trong) を繰り上がりに使っていた。一番前の子どもは、繰り上がり記号を下につけていて、教師がそれを直した。直した後は、子どもたちはきちんと答えが出ていた。教師の方法は効果的だった。	O		S	R	Q	
6	5	83	Tuan	ペアの映像	21:25	一番後ろに座っている生徒。23+4を計算する場面。そのときの子は集中しているように見えた。他のペアはしっかり2人組になっているのにこの子だけ一人だった。	R		S		F	
7	6	83	Tuan	答えの紙	23:10 答えの紙	この子どもは80と誤答した。教師からの答えの提示があり、ペアでも確認したのに、その子どもはそれでもどこが間違っているのかわからなかった。授業において教師は、すべての生徒に注意を向ける必要がある。生徒を一人にすることはいけない。したがって教室の席順にもう少し気をつけるべきだ。	S				Q	
8	7	86	Sen		0:00	グループ1の子どもに注目しました。授業の始まりはとても楽しそうでしたし、集中していました。	S				F	
9	8	86	Sen	飽きた写真	01:10 飽きた写真	ところがここで飽きてしまいます。このとき教師にはまったく注意を払っていません。Em rat chan nan. Luc nay khong chu y den gi co giao ca. 教師が何を行っているのか、友達がどうかについてまったく。さらには、ここで扱っている言葉の意味も分らなかったのでしょうか。何も考えていない状況です。Em cung co the khong hieu giai nghia. Trong dau ban nay khong nghi ra.	S				F	
10	9	86	Sen	輪ゴムであそ	...	そしてその子は輪ゴムを持ち出して遊びます。	S				F	



# 4. Results

## 4-1. Frequency of the 3 categories

**Graph 1**  
**Frequency of 3 categories**

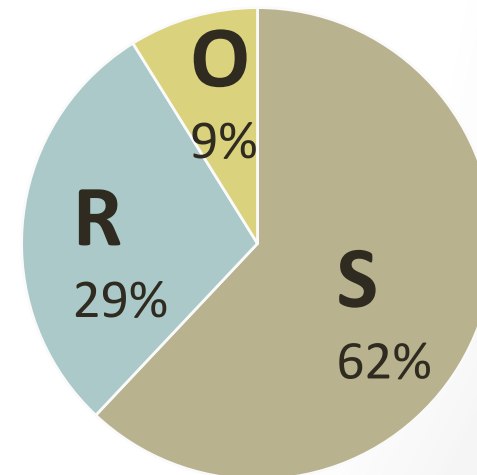


## 4. Results 4-1. Frequency of the 3 categories

The frequencies (in N-units=79) shows that there are large portion of S and R while O accounted few.

e.g. Comment of Situation of student

*A student wants to answer a question by raising his hand. But, his answer was wrong. Correct answer was 79, but his answer was 69.*

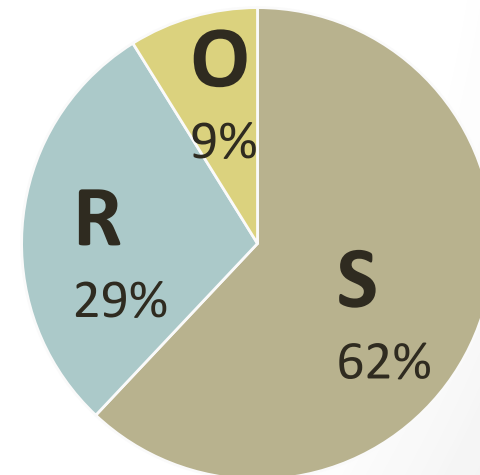




## 4. Results 4-1. Frequency of the 3 categories

e.g. Comment of Relationship among actors

*A task of 49-25. I would like to focus on whether the students support each other, and whether the supports have some effect in such a situation*

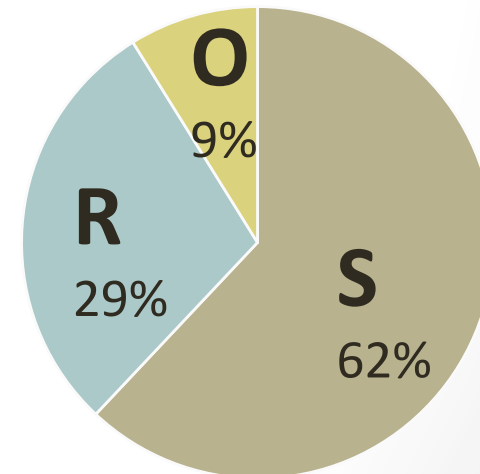


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# 4. Results 4-1. Frequency of the 3 categories

e.g. Comment of Objective of lesson

*49+25. There is a student who answering from multiple of 10... What does it mean (as for the today's lesson's objective)?*



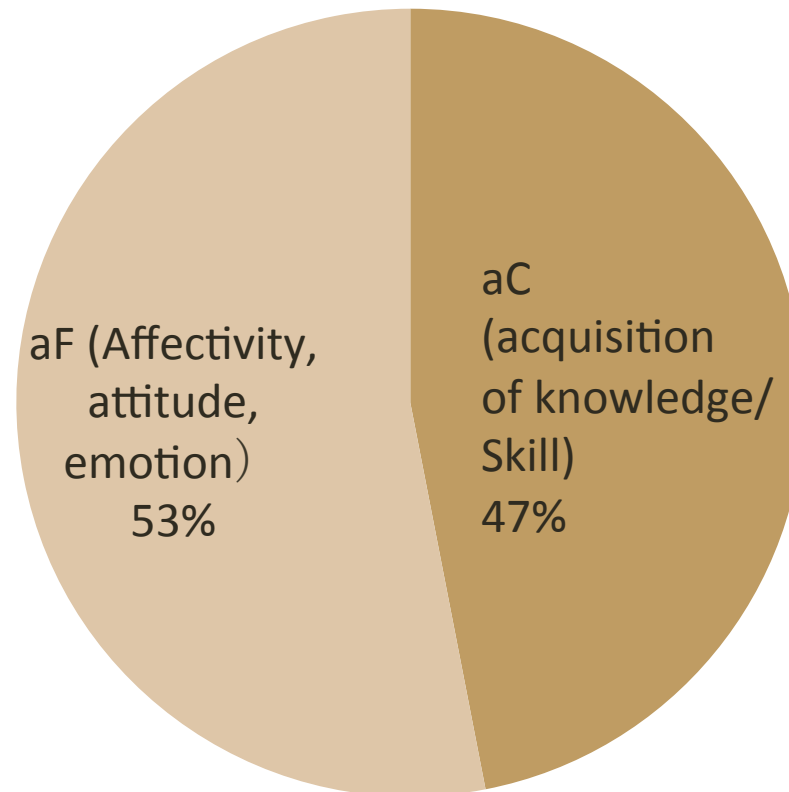
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# 4. Results

## 4-2. Frequency of 2 sub categories of the S

**Graph 2**  
**Frequency of 2 sub-categories of the Situation of student**



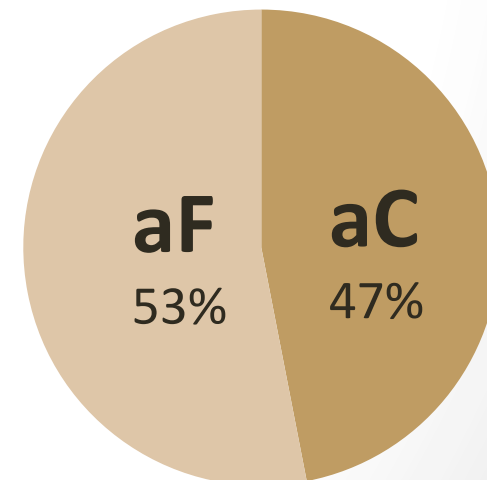
# 4. Results

## 4-2. Frequency of 2 sub categories of the S

Acquisition (aC) and Affecitivity (aF) account almost even.

e.g. Comment of situation of student's acquisition

*Student of 13<sup>th</sup>. He did not realize where he made a mistake.*

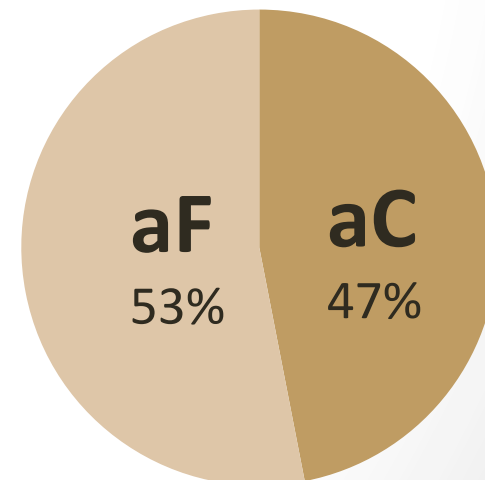
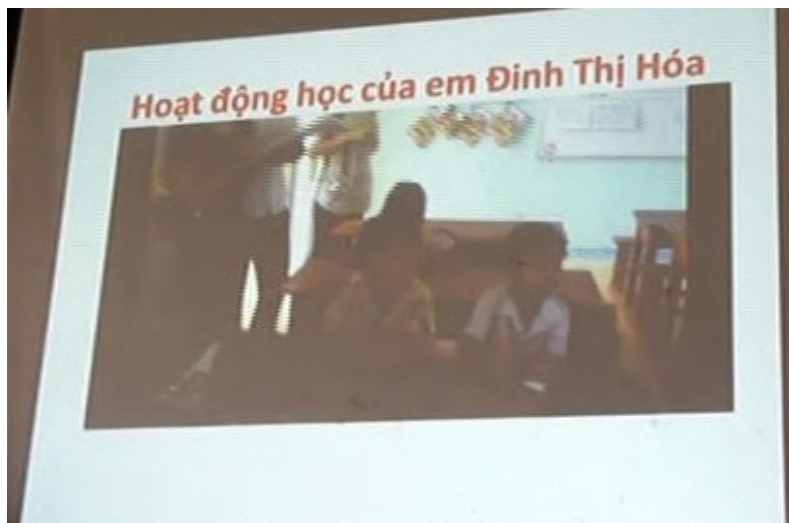


# 4. Results

## 4-2. Frequency of 2 sub categories of the S

e.g. Comment of situation of student's affectivity

*A student sitting at the back, a scene calculating  $23+4$ . **She was looked like concentrated on the lesson.** But while other students were in pair, she was alone without any peer.*



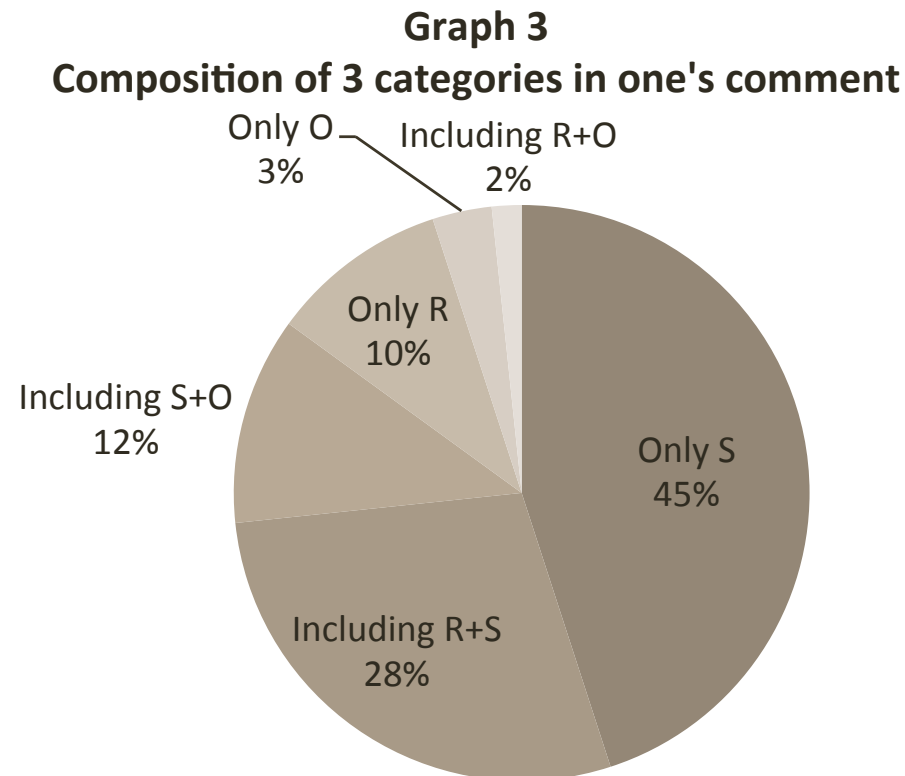


# 4. Results

## 4-3. Composition of the 3 categories in one's comment

Looking at one's comment (N-comment=59), composition of 3 categories is as graph 3.

Three major patters consist of “only S”, “Including R+S” and “Including S+O”

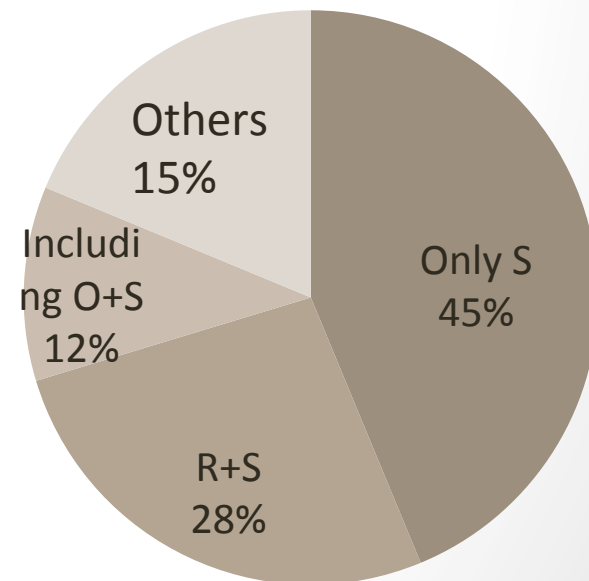


# 4. Results

## 4-3. Composition of the 3 categories in one's comment

e.g. Only S

*A picture, 3 students putting their elbows on the table. Other groups also behaving like them. But they were very active when given some cards (for work). Because working with cards is something new, but many students were still not concentrated on nor listening teachers. Anyway what I would like to share with you is that cards is new, but reading the textbook is old activity. That made students looked board.*



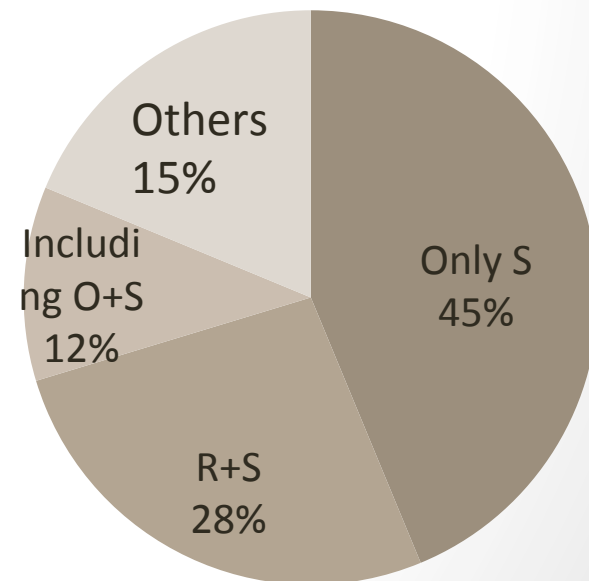
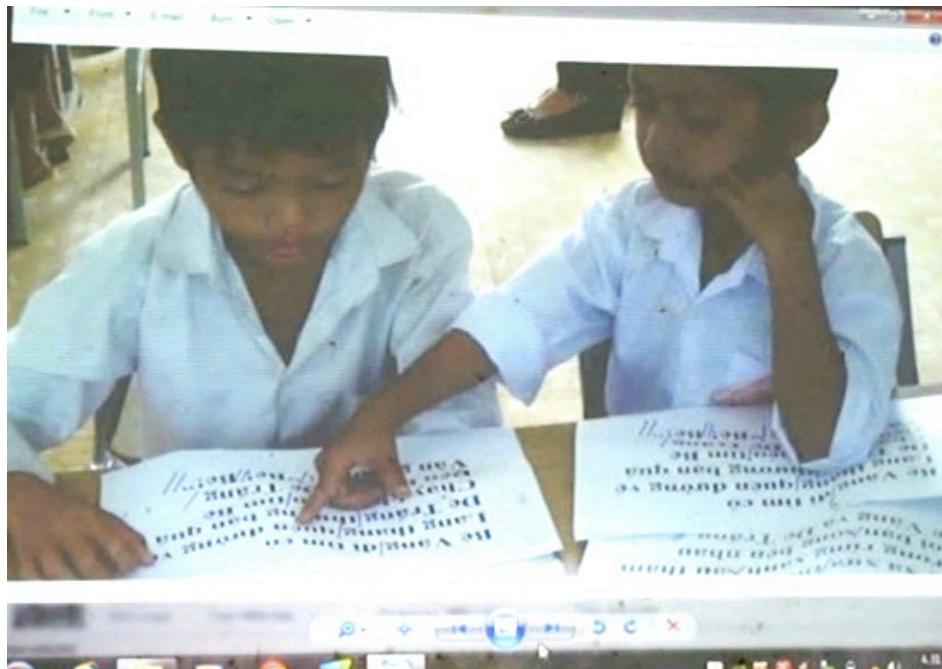
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# 4. Results

## 4-3. Composition of the 3 categories in one's comment

e.g. R+S

*Reading of a big printed paper. At 11 min. teacher approached this pair and supported them. Then this (right) student became play as leader's role.*



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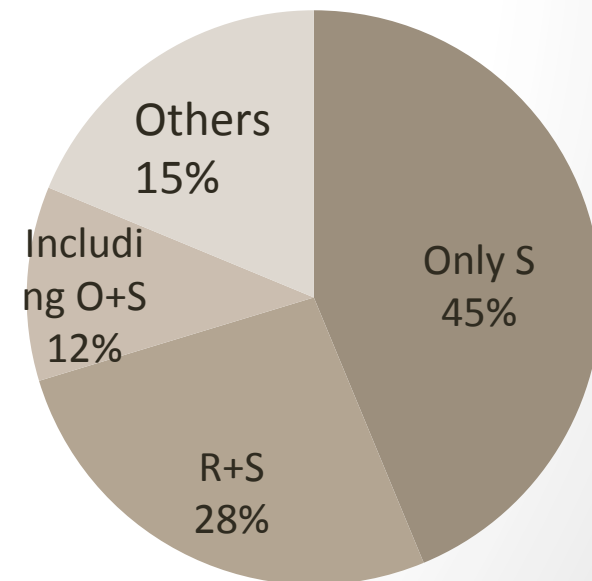
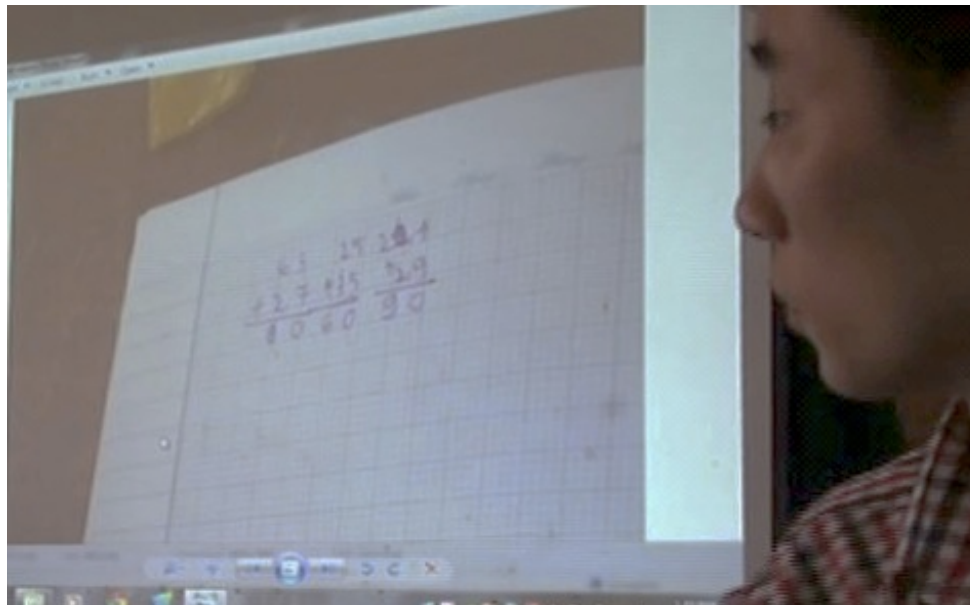


# 4. Results

## 4-3. Composition of the 3 categories in one's comment

e.g. O+S

*This scene, “a sign of increasing digit” can be seen at 10<sup>th</sup> place. Today the teacher used the sign as showing increasing a digit. A student sitting in front made mistake putting the sign wrong place, but the teacher corrected his mistake, students were able to answer correctly. The teacher’s instruction was effective.*



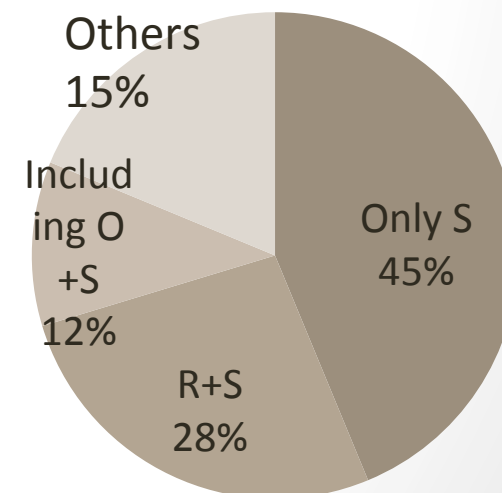
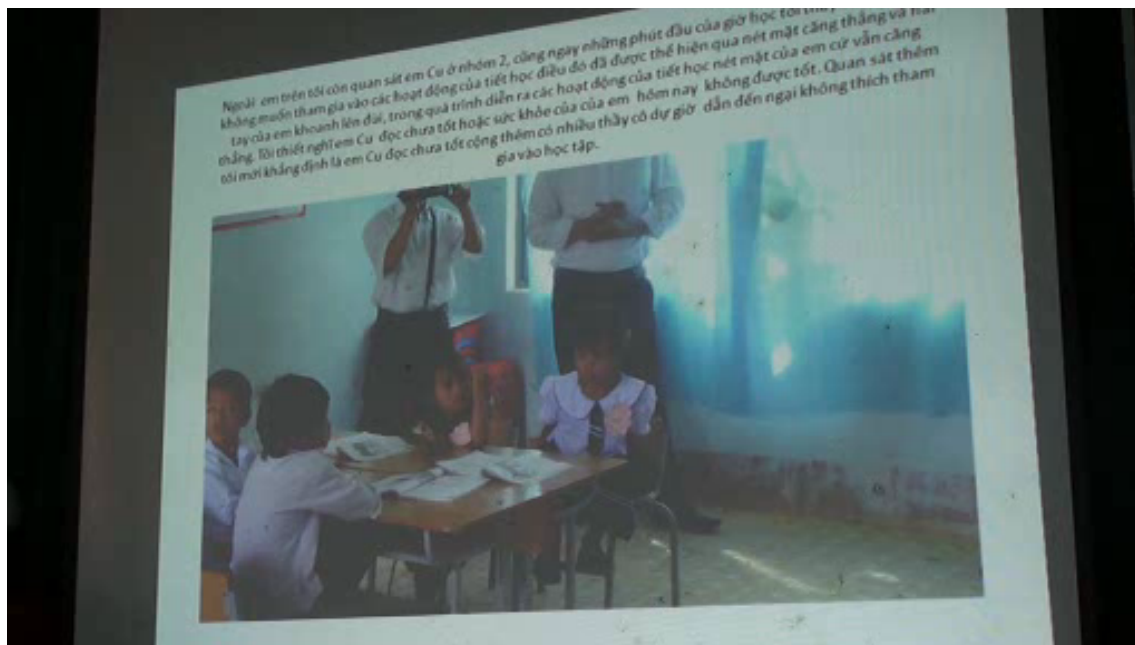
# 5. Findings

## 5-1. Teacher tends to state situation of student

In conventional schools in Vietnam, teachers tended to evaluate the teacher who opened class.

Teachers who are familiar with Lesson study as learning community often talk about students.

*A girl, her name is Cu. She was quite nervous with her face. I understand that she was so, maybe she could not read well or her physical condition was not well.*



# 5. Findings

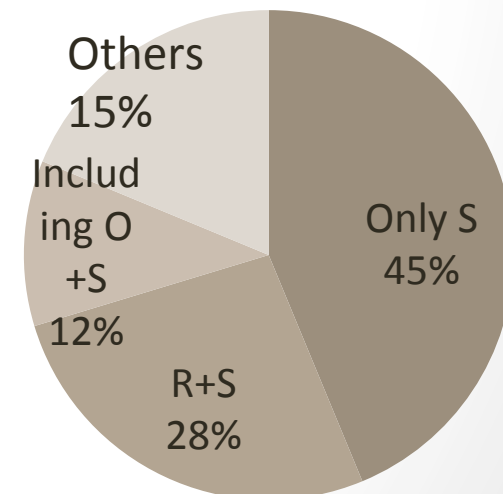
## 5-2. Teacher tends not to state objective of lesson

Few teacher state about O (objective of lesson).

O+S account approx. 10% yet comments on S were primitive.

R+O account very few. R goes with S not with O

*I focused two students sit backside. Teacher required to solve a calculation. One student was upset, had no idea. The other student, (the right side), she put the stick of 10 digit at the right then put it left side. She did not follow teacher's*



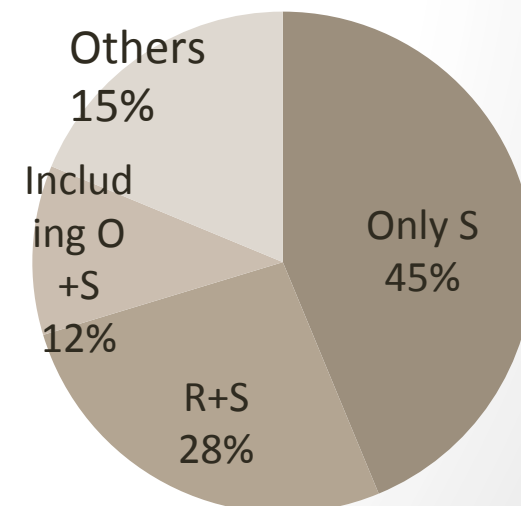
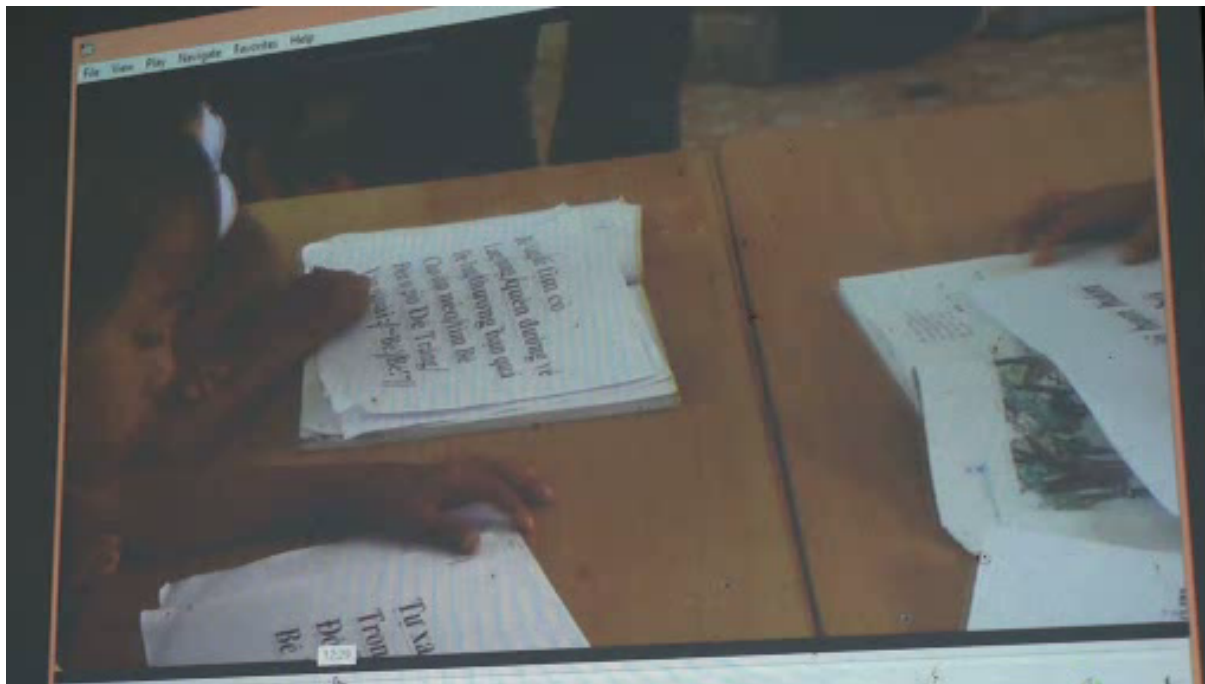


# 5. Findings

## 5-2. Teacher tends not to state objectives of lesson

Teacher observes eye-catching student then comment aC but not O.

*This student worked in pair, but he played with rubber band, put it into his mouth. It's a kind of his habit... When teacher required students to look at the picture, I wonder what he did look at it (\*he did not look at the picture).*



# 6. Discussion

Why did they miss Object of lesson?

The teacher questioned aC, BUT not examined O

What was the teacher looking at?



aC = Task has been finished/ not finished  
= The results is right/ wrong  
= as if lighting a candle

O = Student develop the current  
knowledge/skill toward the goal  
= as if cultivating a plant