

Classroom Format: Every class session will consist of interactive lectures, student presentations, discussions, and other group activities.

Specialized Practicum & Classroom Observation (REQ / 3 cr.)

Instructor: Prof. Underwood

Email: kh20001@kuis.ac.jp

9/27 (Sun. 10:00-17:00)	10/25 (Sun. 10:00-17:00)	11/22 (Sun. 10:00-17:00)
12/20 (Sun. 10:00-17:00)	1/10 (Sun. 10:00-17:00)	

Note: Online work equivalent to 6 hours will be provided.

Course Overview

The overall aim of this specialised practicum is for student-teachers to develop sustainable, context-appropriate, and effective approaches to classroom observation and professional learning. They will have an opportunity to develop collaboration and leadership skills by forming *enquiry teams* to research, plan, teach, observe, and evaluate a '**research lesson**'. This will emphasise an Active Learning approach and be thematically linked to the UN's Sustainable Development Goals (SDGs). As this second course in the practicum sequence occurs toward the end of the MA TESOL Program, student-teachers will have the opportunity to apply and further refine previously learnt pedagogical strategies, techniques, principles and practices. They will further build on the professional tools that were introduced in the first practicum, such as classroom observation, reflective practice, and implementation planning. In the specialised practicum, the focus will be on how to collect valid observational data and reliably analyse it; how to conduct constructive post-observation discussions; and the interrelationship between these. Attention will be given to *professional noticing* and *interthinking* and their role in deepening interpretations and understandings of teaching. In the main course assignment, called the *Research Lesson Paper*, student-teachers articulate the rationale for their lesson plan, report on the research lesson and its outcomes, and explain how the enquiry process and/or its particulars (e.g., classroom practices, techniques, etc.) might be adapted to their school.

Course Schedule*

Session	Topic	Assigned Readings**
1.	Project Background, Scope, and Set-Up	<ul style="list-style-type: none"> ● Lewis, C. C., & Tsuchida, I. (1999) ● Reynolds, E. (2016) ● Ito, H. (2017)
2.	Collaborative Lesson Planning and Data Collection/ Analysis Methods	<ul style="list-style-type: none"> ● Dörnyei, Z. (2007) ● Cohen, L., Manion, L., & Morrison, K. (2011)
3.	Pilot Lesson, Discussion, and Revisions	<ul style="list-style-type: none"> ● Karlsen, A., & Helgevold, N. (2019)
4.	Research Lesson and Feedback	<ul style="list-style-type: none"> ● Rock T. C., & Wilson, C. (2005)
5.	Discussions, Reflections, and Contextualisation	<ul style="list-style-type: none"> ● Takahashi, A., & McDougal, T. (2016)

Pre-course Reading

Prior to the first session students are required to read and complete assignments for the following articles *All readings and assignments are provided on Google Classroom.*

- Lewis, C. C., & Tsuchida, I. (1999)
- Reynolds, E. (2016)
- Ito, H. (2017)

All readings and assignments are provided on Google Classroom.

Required Textbook

There is no required textbook.

The following required readings are provided by the course instructor in Google Classroom.

- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education*. Routledge.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press. (pp. 178-186)
- Ito, H. (2017). Rethinking active learning in the context of Japanese higher education. *Cogent Education*, 4(1), 1298187.
- Karlsen, A., & Helgevold, N. (2019). Lesson Study: analytic stance and depth of noticing in post-lesson discussions. *International Journal for Lesson and Learning Studies*, 8(4), 90-304.
- Lewis, C. C., & Tsuchida, I. (1999). A lesson is like a swiftly flowing river: how research lessons improve Japanese education. *Improving Schools*, 2(1), 48-56.
- Reynolds, E. (2016, July 22). How to teach the UN's development goals, and why. British Council. Retrieved from <https://www.britishcouncil.org/voices-magazine/why-teach-uns-development-goals-and-how>
- Rock T. C., & Wilson, C. (2005). Improving teaching through Lesson Study. *Teacher Education Quarterly*, Winter, 77-92.
- Takahashi, A., & McDougal, T. (2016). Collaborative lesson research: maximizing the impact of lesson study. *ZDM*, 48, 513–526.

Optional Readings

- Hurd, J., & Licciardo-Musso, L. (2005). Lesson Study: teacher-led professional development in literacy study. *Language Arts*, 82(5), 388-395. **(Session 2)**
- Larssen, D. L. S., Cajkler, W., Fauskanger, J., Jakobsen, A., Bugge, H. E., Næsheim- Bjørkvik, G., & Norton, J. (2018). A literature review of lesson study in initial teacher education: perspectives about learning and observation. *International Journal for Lesson and Learning Studies*, 7(1), 8-22. **(Session 3)**

Lesson Study Alliance. (2020). CLR–A powerful form of Lesson Study. Retrieved from:

<http://www.lsalliance.org/clar-a-powerful-form-of-lesson-study/> (**Session 1**)

McDonough, J., & McDonough, S. (1997). *Research methods for English language teachers*.

London, UK: Arnold. (pp. 105-11) (**Session 2**)

Takahashi, A., & Yoshida, M. (2004). Ideas for establishing Lesson-Study communities. *Teaching Children Mathematics*, 10(9), 436-443 (**Session 1**)

Assignments and Assessment

- Required Readings and Assignments (30%)
- Participation and Collaboration (15%)
- Reflective Teaching Journal (15%)
- Research Lesson Paper (40%)

Note: A percentage proportion will be deducted for each day an assignment is late.

Grade Scale

A 100-85 B 84-70 C 69-60 D 59-0

Course Objectives

Course participants will be able to work both collaboratively and individually to enhance learning and build a supportive, professional community.

1. Research Lesson (online/synchronous)

Course participants will work collaboratively to

- create a clear and cohesive lesson plan (description of context, goals, objectives, materials, procedures, assessment and rationalised in reference to the research literature). This should plan should respond to
 - (1) the thematic content, namely the UN's SDGs;
 - (2) the predominant approach, namely Active Learning; and
 - (3) the **online (synchronous)** context and the language proficiency level of learners (to be decided).
- identify context-appropriate objectives, practices, and materials to achieve the lesson plan.
- clearly articulate the rationale for the lesson plan in reference to the research literature.

2. Classroom Observation (online/synchronous)

Course participants will work collaboratively to

- design or adapt appropriate instruments for collecting valid data during the **online** (**synchronous**) classroom observation.
- establish reliable methods of analysing data from classroom observations.
- critically evaluate lesson outcomes by drawing on observational data.
- deepen interpretations and understandings of teaching through engaging in critical, constructive post-observation discussions.

3. Research Lesson Paper

Course participants will work collaboratively to

(1) produce a detailed lesson plan for the research lesson, which is rationalised in reference to the research literature.

Course participants will work independently to

- report on the *research lesson* by describing and explaining
 - (1) the points arising in the research lesson and post-observation discussion;
 - (2) the subsequent revisions made to the original lesson plan;
 - (3) how they contributed as a member of the enquiry team/process; and
 - (4) their perceptions of and own learning through the process.
- report on the extent to which they could implement an enquiry-based model of professional learning and/or adapt its particulars (e.g., specific classroom practices, techniques, etc.) to their own school context by considering personal, social, and resource-related factors.

4. Reflective Teaching Journal

Course participants will work independently to

- develop greater self-reflection, observation, analysis, and discovery regarding their teaching practice, classroom experiences, and day-to-day work.
- record, analyse, and critically reflect on specific areas of enquiry in their teaching practice.
- recognise their development and identify and monitor areas that require further improvement.
- recall, describe, and articulate their *struggles and successes* for discussion in class sessions.

5. Google Classroom Assignments and Class Sessions

Course participants will

- submit assignments (e.g., reflective teacher journals) and access course resources (e.g., video lectures and quizzes) via Google Classroom.
- articulate and discuss the content of assigned readings and actively participate in session activities by carefully completing pre-class assignments.

Instructor Bio

Paul R. Underwood (Ph.D.) is Associate Professor of English and Chair of the Language Education Committee at Toyo Eiwa University, where he teaches ELT methodology (英語科教育法) and Content and Language Integrated Learning (CLIL) courses. He is lecturer for Academic Literacy (*Perspectives on Global Politics and Society*) at the Center for Global Interdisciplinary Courses (GIC), Keio University. His current research activity is in the areas of international relations CLIL courses and Collaborative Lesson Research in higher education contexts. He has been teaching in Japanese universities and across Japan on pre- and in-service teacher education programs since 2007. Prior to his university positions, he taught in Japanese junior and senior high schools.