EXAMINING SECONDARY SCHOOL STUDENTS OBSERVATIONS ABOUT LESSON STUDY MODEL

[1]ELİF BORAN, [2]KAMURAN TARIM

[1]Master Degree StudentÇukurova University Institute of Social Sciences
[2]Prof. Dr.Kamuran Tarım Çukurova University Faculty of Education Elementary Education
E-mail: [1]boranelif01@hotmail.com, [2]kamuran.tarim@gmail.com

Abstract - The aim of this survey is examining the opinions of secondary school students about Lesson Study (LS) profoundly. The survey was carried out in one of the southern cities of the Republic of Turkey in a public school with 11 students.The working group of the survey was determined by criterion sampling method. The survey was carried out by qualitative research model and each student was negotiated by the structured interview method.It was used descriptive analysis for the interview data.In the consequence of the analysis it is seen that, while in the process of LS a lot of activities were conducted, technology was used, lessons became more amusing and didactic, therefore it was generally productive; before LS there was more excitement, even uneasiness and negative feeling because of being recorded.As a result students reported generally positive feedbacks for the survey.

Key Words - Lesson Study, Secondary School Students, Career Development, Math Teaching

I. INTRODUCTION

In recent years Lesson Study (LS) ,which was ensued in Japan and spread to other countries in time, has been mentioned most often and supported teachers career developments.In LS method teachers attend a lot of activities that includes lesson planning, teaching, observing and criticising in a collaboration and they focus on that lesson (Akyüz ve Öztürk, 2013). Providing teachers career development, this method has a wide coverage in literature (Chokshi and Fernandez, 2005). For this reason LS approach is seen as an alternative method for advancement of teacher development and proactivity in school education and spread to whole world (Arani and Fukaya, 2009).

According to Abazoğlu (2014).LS;

i. Creates the chance of questioning the teaching technics with the help of analysing the lessons
ii. Increases teachers qualifications
iii. Aims to develop students learning
iv. Provides to teachers understanding their students better
v. Gives a chance to teachers evaluating the problems with the eye of students
vi. Contributes to students understanding the lesons.

Approaching the situations in students eyes during the research lessons helps teachers having deep percept for solving a problem. It is known that, a lesson plan prepared in this way, helps students learning and teaching becomes more practical and understandable (Bütün, 2015). For this reason, teachers paying much attention to the idea of how their students think and how much they know, is caught researchers and education politicians eyes (Schulman, 1986). This research, done with the help of LS career development model, is one of the seldom research that was handled with the aspect of students.Within this context it is necessary to focus on this subject because these type of LS researches should increase and teachers professional cognizance should develop. In this direction the aim of the study is to examining students opinions deeply about LS.The subgoal is to find some answers to these questions:

i. What are the opinions of secondary school students about LS teaching process?
ii. How are the effects of the research lessons on secondary school students?

II. METHODOLOGY

2.1. Research Method and Data Collection Tools

Carried out by two researchers, it is used qualitative research method inherently. Hence specific number of students' LS process were observed and later on they were interviewed with the help of semi structured interview. For the data descriptive analysis was used. With this approach as it is aimed to reveal students opinions dramatically, it includes a lot of quotations and the subject can be organized before or during interviews (Yıldırım and Şimşek, 2013, s.256).

2.2. Participants and Data Analysis Findings

The study was carried out in a southern cities of Turkish Republic, in a public school with 11 students. The working group of the study was determined by criterion sampling method. To determine the number of students who express their opinions frequency table was prepared. While quoting, it was used some codes instead of names.These codes include also the gender. For example 1EÖ means the number 1 student is male. 6KÖ means the number 6 student is female. Two researchers and two expert were always in contact to each other before and during the study. Therefore researcher codified the data and these codified data were controlled by the experts regularly. Comparing the codification and calculating the

reliability were actualised in this manner. The findings of the analysis were classified abide by category and theme in accordance with subgoals of the study.

2.3. Findings

2.3.1 Findings About The Opinions Of Secondary School Students With Lesson Study

Hereby revealing what the students generally think about LS model is aimed. For this reason they were asked 3 questions. The first one is: "How was the lesson according to you? And why?" The answer were given in Table 1. A below.

Themes	*f*
Productive	11
Didactic	10
Incomprehension	1
Nice	6
Pretty good	4
Normal	2
Easy	2
Total	*36*

Table1.a: Students Opinions About The Research Lessons Process And Frequency Distribution Of Related Findings

When examined closely it is seen that the mostly opinions are indicated here. Nearly all of the students that were attended to the interview indicated that the research lessons were didactic and productive. In the meantime more than half of the students stated that the lessons were pretty good. Some of the students opinions about the LS process are so:

"Yes, it was productive. Because when i saw the problems i realized that i can solve them, i mean i got this." (7KÖ)

"... was very productive, we friends solved the problems together. For example we completed each others' lack. We learned new things." (1KÖ)

On the other hand it is known that a student couldn't comprehend the lesson. Accordingly it can be said that the statements below correspond to "incomprehension" subtheme.

"Actually the negative thing is that i think i feel like couldn't comprehend the subject. Actually i could solve but i would rather prefer my own teacher give the lesson to understand it better. " (6KÖ) The second question of LS process was "What do you think about the activities?". The answers were below:

Temalar	*f*
Amusing	4
Nice/Good	4
Not good enough	1
Productive	2
Total	*11*

Table1.b: Students Opinions About The Activities Of Research Lessons Process And Frequency Distribution Of Related Findings

When it is given a look into the table, it is seen that during LS about half of the students found the activities amusing or described good or nice. These findings can be explained with the opinion given below:

"…i had fun with the activities because we conducted them together with my friends.I helped them and they helped me too."(EÖ3)

"..i wish we could have done them more...Activities helped me to understand easier." (8EÖ)

On the other hand it is seen that a student was not up to much with the activities.Hereunder it is seen that 2EÖ covers "not finding well enough" subtheme.

"About the game,it could have been better. For example students could have gone to the blackboard one by one and created a pattern. Or we could have find a new and good solution to the problems we couldn't solve.

The third question of this theme is: "In your opinion, is there any difference between this lessons and others? Why?" The findings are transferred to the table 1C

	Themes	*f*
Yes	Using Technology	3
	Being Recorded	2
	Different Teachers	1
	Plenty of Activities	4
No	No differences	3
Total		*13*

Table1.c: Students Opinions About The Differences Between Research Lessons And Others and Frequency Distribution Of Related Findings

When examined the table above mentioned, it is seen that nearly half of the students sees the difference due to the plenty of activities.And some of them find it different by the reason of being used technology during lessons and being recorded by a camera.The opinions for this situation are so; "Teacher was different. Activities helped me understand better." (9EÖ)

"…lessons were more entertraining we benefit from technological goods, this became more permanent but other lessons are not so." (2EÖ)

"There was differences.Because a lot of teacher were watching on us.There were two cameras on the edge of class. I mean, it was a bit unusual.Because there are no such thing in other lessons." (2EÖ)

On the contrary, some students think that there is not much difference between research lessons and others.It is clear that the statement given below is parallel with "no differences";"There wasn't any differences for me, i mean we learned all in all but i was a bit excited just because a different teacher was teaching." (10KÖ)

”There was no differences from other lessons because we learn ever after the same things, there was just more teachers, that’s all.” (3EÖ)

2.3.2.Findings About The LS Process Effect on Students

Hereby they were asked three questions on the purpose of getting information about how LS process affected them.First question was“How did you feel in the lesson?”The answers are shown below, Table 2.A.

Themes		*f*
Before	Scared	1
	Excited	8
	Unusual	1
	Bored	1
After	Good	4
	Had Fun	3
	Happy	1
	Normal	8
	Relaxed	1
Total		*28*

Table2.a: Frequency Distribution of Findings About How Students Feel In The Research Lesson

Accordingly students indicated that almost a great majority of them were excited;
“I felt happy. It was nice.I was a bit excited but after attending the lesson, time has passed and my excitement was gone.” (4KÖ)
“At first i was excited in the first lesson but after i saw the teacher’s explaining the subject, my excitement diminished and second lesson was better.” (9EÖ):“I was excited in the first lesson but the second lesson was normal, OK.” (10KÖ)
These statements are suitable for the subtheme “excitement”. Second question was “How did ‘having been watched by other teachers ‘affect you during lesson? The answer is given on the table below:

	Themes	*f*
Before	Astonishment	1
	Excitement	2
	Emotionlessness	3
	Unable to conc. on the lesson	1
	Being uneasy	2
	Hesitation	1
	Being anxious	1
After	Getting used to	3
	Forgeting the existence of teachers	2
Total		*16*

Table2.b: Frequency Distribution Of Findings About How The Students Were Affected By The Existence of Other Teachers

According to the table during LS some of the students were not affected but some of them indicated that they were excited or hesitated.

It is seen that they had that feelings in the beginning of the lesson. Students statements are given below;
” I mean, it didn’t affected much because it was just a normal lesson and we didn’t need to be interested in them.” (3EÖ)
” There was a teacher behind us, i was uneasy at first but then he didn’t do anything, he was just sitting.”(7EÖ)
”I was just excited,nothing more.I mean, it was the first time we had a lesson with a lot of and different teachers.” (9EÖ)

In the upcoming moments of lesson,some students indicated that they forgot the teachers or they got used to them. (1KÖ)’s answer is so; “Actually i was surprised when i first saw them,i mean i couldn’t focus on the lesson. But then when we were in the second lesson i am used to them.”

Lastly they were asked:“How were you affected by being recorded?Opinions are given below on the table 2.C.

Themes	*f*
Disturbed	1
Excited	4
Embarrased	2
Emotionlessness	4
Total	*11*

Table2.c: Frequency Distribution Of Findings About How Students Were Affected By Being Recorded in Research Lessons

As it is seen,nearly half of the students stated that they were excited because of camera. The opinions are so;
”I never looked at the camera, i don’t like the cameras.”(1KÖ)
“I was very ashamed at first, in fact class was quieter when they saw the camera.” (2EÖ)
“…I was affected mostly by the cameras.I don’t know, i felt very unusual, it is hard to explain it.I was excited.” (5KÖ)

On the other hand the same amount of students indicated that they weren’t affected by the camera. These opinions fits with the subtheme of “emotionlessness”
“I mean, it didn’t affect that much because we were in a normal lesson and we didn’t need to look at them.” (3EÖ).“I was abit excited but nothing more.”(9EÖ)

III. RESULTS AND DISCUSSION

3.1. Ortaokul Öğrencilerinin Ders Araştırması Hakkındaki Görüşleri İle İlgiliTartışma

Beypınar and Kıncal (2015) say that Lesson Study is effective on students in math teaching and it has positive effects on the students and quality, reasoning ability, students’ active attendance of learning

process and their problem solving ability. These thoughts are matched up with the research's findings. Besides,it is seen that with the activities of LS, students realized their mostly made mistakes and they eliminated these mistakes (Baki, Erkan ve Demir, 2012). Hence it is found in the literature that LS activities contribute to achieve. Jacobs (2012) and Abazoğlu (2014) stated that LS carries a different value by communicating other teachers, collaborating with students and aiming a better aspect for students. These findings of the research contribute to the literature.

3.2. Argumentation About Effects of Lesson Study Process On Students

According to a study carried out with candidate teachers by Erbilgin(2013) even they don't represent the majority, some candidate teachers state negative opinions about being recorded in the classroom.The findings of the research are similar to Erbilgin's study.

RESULTS

In this study students opinions about LS are examined thoroughly and investigated the effects on students.The results are presented below in accordance with subgoals. Hereunder;

1. It is clear that secondary school students find the research lessons didactic and they do nice and entertaining activities.
2. Whereas they are excited in the first few minutes of research lessons, afterwards they become more relaxed and they fest as if they had been in a normal lesson.

The conclusion of the article reveals that teachers can see the teaching/learning process with the student aspect due to Lesson Study. And they indicated that math lessons became more productive. In the light of findings of this research some suggestions can be offered. For example some researches can be done about the students negative responses to being recorded and being watched by other teachers during LS process.Thus student can undergo LS process more comfortable and get more efficiency from lessons.

REFERENCES

[1] Abazoğlu, İ. (2014). Dünyada öğretmen yetiştirme programları ve öğretmenlere yönelik mesleki gelişim uygulamaları. International periodical for the languages. Literature and History of Turkish or Turkic, 9(5), 1-46.

[2] Arani, S., & Fukaya, T. (2009). Learning Beyond Boundaries: Japanese Teachers Learning to Reflect and Reflecting to Learn. http://files.eric.ed.gov/fulltext/ED506400.pdf

[3] Baki, M., & Arslan, S. (2015). Ders imecesinin sınıf öğretmeni adaylarının matematik dersini planlama bilgilerine etkisinin incelenmesi. Turkish Journal of Computer and Mathematics Education,6 (2), 209-229.

[4] Beypınar, D., & Kıncal, R. (2015). "Ders araştırması" uygulamasının matematik öğretmenlerinin mesleki gelişimlerine ve öğrenme sürecinin geliştirilmesine etkisi. Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi, 33, 186 – 210.

[5] Bütün, M. (2015). Öğretmenlik Uygulaması dersinde ders imecesi modelinin değerlendirilmesi: Sorunlar ve çözüm önerileri. Adıyaman University Journal of Educational Sciences, 5(2), 136-167.

[6] Jacobs, D. (2012). Japonya'da fen ve fizik öğretmenlerinin mesleki gelişimi ve mesleki gelişimde Japon Yaklaşımı:"DA". Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 45(2), 33-54.

[7] Chokshi, S., & Fernandez, C. (2005). Reaping the systemic benefits of lesson study:Insights from the U.S. Phi Delta Kappan, 674-680.

[8] Öztürk, G. ve Akyüz, G. (2013). Öğretmen adaylarının matematiksel düşünmeye odaklı öğretimi planlama becerilerinin incelenmesi. Kastamonu Eğitim Dergisi, 21(3), 841-864.

[9] Shulman, L. (1986). Those who understand: Knowledge growth in teaching. Educational Researcher, 15(2), 4-14.

[10] Yıldırım, A.. & Şimşek, H. (2013). Sosyal bilimlerde nitel araştırma yöntemleri (9.baskı). Ankara: Seçkin

★★★