

1. Record Nr.	UNINA9910624314203321
Autore	Kusanagi Kanako N.
Titolo	Lesson study as pedagogic transfer : a sociological analysis // Kanako N. Kusanagi
Pubbl/distr/stampa	Singapore : , : Springer, , [2022] ©2022
ISBN	9789811959288 9789811959271
Descrizione fisica	1 online resource (191 pages)
Collana	Education in the Asia-Pacific Region: Issues, Concerns and Prospects ; ; v.69
Disciplina	378.16913094248
Soggetti	Lesson planning Educació intercultural Didàctica Llibres electrònics Japó Indonèsia
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Intro -- Series Editor's Introduction -- The Recontextualisation of Lesson Study: A Foreword -- Preface -- Acknowledgments -- Contents -- Part I Lesson Study and Pedagogic Transfer -- 1 Introduction -- 1.1 Education Transfer and Recontextualization -- 1.2 The Global Discourse on Education Quality -- 1.3 Transfer of Student-Centered Pedagogy -- 1.3.1 Background of Student-Centered Pedagogy Introduction -- 1.3.2 Criticisms of Student-Centered Pedagogy -- 1.3.3 Local Adaptation of Student-Centered Pedagogy -- 1.3.4 Pedagogic Transformation and Teacher Agency -- 1.4 Overview of the Book -- References -- 2 Historical Development of Lesson Study in Japan -- 2.1 Introduction -- 2.2 Origins of Lesson Study -- 2.3 Lesson Study as Teachers' Initiatives -- 2.4 The New Education Movement and Lesson Study -- 2.5 Promulgation and Stagnation of Lesson Study -- 2.6 Lesson Study as a Learning Community -- 2.7 Lesson Study Today -- 2.8 Conclusion -- 2.8.1 Student Learning

as a Social and Holistic Experience -- 2.8.2 Teacher-Initiated Inquiry -- 2.8.3 Teacher-Generated Knowledge and Professional Knowledge Base -- 2.8.4 A Flexible Learning System -- 2.8.5 Practitioner-researcher Dialogue and Collaboration -- References -- 3 Importing and Exporting Lesson Study -- 3.1 Introduction -- 3.2 Foreign Attraction to Lesson Study -- 3.3 Parallel Development of Lesson Study in China -- 3.3.1 Historical Development in China -- 3.3.2 Features of Chinese Lesson Study -- 3.4 Lesson Study in the U.S. -- 3.4.1 Background -- 3.4.2 Progress and Diversification of Lesson Study in the U.S. -- 3.4.3 Contextual Gaps of Lesson Study in the U.S. -- 3.4.4 Local Adaptation of Lesson Study in the U.S. -- 3.5 Lesson Study in Asia -- 3.5.1 Asian Curriculum Reform under Globalization -- 3.5.2 Singapore -- 3.6 Lesson Study in Developing Countries. 3.6.1 Introduction of Lesson Study in Developing Countries -- 3.6.2 Features of JICA Lesson Study -- 3.6.3 Challenges in JICA Lesson Study -- 3.6.4 Implications for Pedagogical Transformation -- 3.7 Conclusion -- References -- Part II Ethnography of Lesson Study in a Javanese Junior High School -- 4 Teacher Professional Development in Indonesia: Issues and Challenges -- 4.1 Introduction -- 4.2 Sociological Analysis of Teacher Professional Development -- 4.3 Background of Lesson Study in Indonesia -- 4.4 The Research Setting and Fieldwork: SMP Sari -- 4.5 Data Analysis -- 4.6 Conclusion -- References -- 5 The Javanese Teacher Community and Their Coping Strategies -- 5.1 Introduction -- 5.2 Overview of the Teachers' Community -- 5.3 The Indonesian Familism System -- 5.3.1 Family Responsibilities -- 5.3.2 Two Discourses in the Familism System -- 5.4 School Leadership Under the Familism System -- 5.4.1 Leadership of Principal -- 5.4.2 Symbolic Leadership of Mr. Beni -- 5.4.3 Authoritative Leadership of Mrs. Dewi -- 5.4.4 The Impossibility of Balancing Two Accountabilities -- 5.5 Teacher Cooperation Under the Familism System -- 5.5.1 School Programs as Community Participation -- 5.5.2 Accountability to Teach for Exam Preparation -- 5.5.3 Discourses in Professional Accountabilities -- 5.5.4 Professional Interests as a Personal Choice -- 5.6 Negotiating Responsibilities in the Familism System -- 5.6.1 Negotiations Between a "Good" Family and a "Good" Teacher -- 5.6.2 Seniority as Privileged Status -- 5.6.3 Understanding of Teaching Competence -- 5.6.4 Hidden Competition -- 5.6.5 Good Cooperation Under the Patronage -- 5.6.6 The Ambiguity of Bureaucratic Boundaries -- 5.7 Coping Strategies of Teachers -- 5.7.1 Internalization -- 5.7.2 Conformity and Compliance -- 5.7.3 Externalization -- 5.8 Conclusion -- References. 6 Teachers' Pedagogies, Strategies, and Authority -- 6.1 Introduction -- 6.2 Pedagogic Strategies -- 6.2.1 Zone of Proximal Development as Social Space -- 6.2.2 Restricted Pedagogic Strategy -- 6.2.3 Elaborated Pedagogic Strategy -- 6.3 Features of Teaching Practices at SMP Sari -- 6.3.1 Presentation of Materi as Standardized Texts -- 6.3.2 Minimum Teacher Support -- 6.3.3 Teacher Discourse in RPS -- 6.3.4 Class Management -- 6.3.5 Teaching to the Test -- 6.3.6 Variations in the Lesson Format -- 6.3.7 The Pedagogic Scope and Challenges -- 6.4 "Good" Teachers and Their Pedagogies -- 6.4.1 Mr. Edi -- 6.4.2 Mr. Halim -- 6.5 Pedagogic Strategies and the Pedagogic Discourse -- 6.6 Teacher Expertise and Authority Strategies -- 6.6.1 Career Advancement (Traditional Versus Bureaucratic) -- 6.6.2 Responsibility to Students (Bureaucratic Versus Charismatic) -- 6.7 Conclusion -- References -- 7 Enactment of Lesson Study as a Bureaucratic Project -- 7.1 Introduction -- 7.2 The Bureaucratization of Lesson Study -- 7.2.1 Lesson Study as a School Program -- 7.2.2 Lesson Study as Bureaucratic Protocols -- 7.3 Lesson

Study Implementation -- 7.3.1 Indonesian Language Open Class by Mr. Basuki -- 7.3.2 Interpretation of Lesson Study -- 7.3.3 Teacher Support in Student Activities -- 7.3.4 Interpretation of Student Learning -- 7.3.5 Teacher Cooperation in Post-Lesson Discussions -- 7.4 Conclusion -- Reference -- Part III Sociological Understanding of Pedagogic Transfer -- 8 The Recontextualization of Lesson Study -- 8.1 Introduction -- 8.2 Professional Accountabilities -- 8.3 Collegiality -- 8.3.1 Teacher Cooperation -- 8.3.2 Responsibility for Professional Development -- 8.4 Professional Expertise -- 8.4.1 The Contextual Difference in Teaching Expertise -- 8.4.2 Interpretation of Student Activities -- 8.5 Contents of Post-Lesson Discussions. 8.6 The Bureaucratization of Lesson Study -- 8.7 Conclusion -- References -- 9 Conclusion -- 9.1 Teacher Professional Development and Pedagogic Transformation -- 9.2 Essential Features of Lesson Study in Japan and Its Relation to Local Educational Contexts -- 9.3 Teachers' Response to Teacher Development -- 9.4 Accountability to Teaching -- 9.5 Teacher Collegiality and Community Accountability -- 9.6 Lesson Study and Teacher-Student Interactions -- 9.7 Recommendations -- References.
