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## Comparison of Open Class and Reflection Session in the Implementation of Lesson Study between Japan and Malaysia

Nuraini Abu Bakar\*

Faculty of Education, Universiti Kebangsaan Malaysia

Zanaton H Iksan

Faculty of Education, Universiti Kebangsaan Malaysia

**Abstract:** The Lesson Study approach is one of the latest efforts in improving the quality of education in Malaysia. The success of Lesson Study in Japan has inspired us to adapt this approach to the education system of Malaysia. By 2015, the Ministry of Education Malaysia has implemented the approach through the Professional Learning Community (PLC) programme in almost every school with the aim of enhancing the quality of education. The learning community contributes a big impact in the lesson study approach by collaborating, discussing and reflecting in order to improve the development of the teaching and learning process. Since the implementation of Lesson Study in Malaysia is still at an early stage compared to Japan, this article therefore aims to focus on explaining how the implementation of open class and reflection had been carried out in Japan. From the observation of open class and reflection during a school visit in Japan, it is found that they have organised a public open class which involved every class in the school for at least once a year. In addition, a few factors have been identified to enhance the effectiveness of the procedures: a) focused observation, b) complete equipment and team for recording c) committed observer. The reflection session was carried out thoroughly and was very detailed.

**Keywords:** Lesson study approach; Learning community; Open class; Reflection; Focused observation.

### 1. Introduction

Developing exceptional human capital, possessing competence on the latest technology, capable of solving problems with facts, articulate and debates intelligently, smart with ICT applications, and creative and innovative minded, is the most important investment in the development of a country. Thus, the Malaysian Education Transformation Programme initiative focuses on the world class human capital development as the prerequisites to carry Malaysia to the 21<sup>st</sup> century global economy competition. Various educational policies and reforms have been designed and implemented with the aim of strengthening the teaching and learning process in schools.

Based on studies in the field of school effectiveness, the students' performance is influenced by the high performance of the school system, which in turn is supported by two main components; the quality of leadership and the quality of teachers. Thus, one of the initiatives undertaken by the Teachers' Education Division to ensure the sustainability of the teachers' quality is the Professional Learning Community (PLC). PLC is a collaboration between teachers, principals, parents and students, joining forces in a continuous effort to seek the best teaching methods to improve the students' performance. Schools with PLC focus on what the students learn rather than what the teachers teach (DuFour *et al.*, 2004). PLC groups also meet regularly, holding dialogues about the students' learning as per protocol. Criticisms are not taken personally, but used to improve the students' achievements (Yendol-Hoppey *et al.*, 2010).

The Professional Learning Community approach provides tools for teachers to form their teaching method insights through feedbacks from both students and fellow teachers. When teachers focus on a quality instructional time, effective questioning methods, good classroom management and peer discussion on students' struggle in learning, a form of effective teaching method will be developed (Ministry of Education Malaysia, 2011). Through the Professional Learning Community reinforcement programme, the Lesson Study method has been introduced in schools. The initiative was aimed at enhancing the quality of teachers towards elevating the teaching profession and raising the national education quality (Ministry of Education Malaysia, 2011).

The effectiveness of learning is generally believed to contingent on the readiness of the existing learning environment to support the learning process. According to Fraser (1998), the learning environment is the place where learning takes place, either in the social, psychological or pedagogical context that can influence students' achievements and attitudes. As students, most of their time are spent in the classroom. According to Woolfolk (2007), the classroom is a special multidimensional environment that is filled with a motley of students, a variety of tasks and constrained in the form of time. In this environment, all the students have specific but different goals,

learning styles and abilities and yet have to complete assignments and share resources, using the same materials and limited to the same space.

The classroom is also a conducive student learning arena that should be utilised as efficient as possible so that the various student cognitive development and skills can be integrated, particularly in terms of physical, emotional, spiritual and intellectual aspects. This goal may only be realised when the quality of the teaching and learning process could be improved by teachers either within or outside the school. Not surprisingly, the quality of teaching should be at par or even higher so that the teaching motivation will last throughout their service. Therefore, teachers need to constantly increase their knowledge, implement changes and strive to improve and adapt their teaching approaches because education is dynamic and changes often occur globally (Md *et al.*, 2014).

When viewed from the standpoint of psychology, students are unique individuals and differ from each other even if they are at the same learning level. These individual differences include the aspects of thoughts, reactions, interests, aptitudes, achievements and understanding. Thus, these students have a distinctive style to receive and respond to stimuli in the learning process. The question is, what is the best way for teachers to analyse the classroom to identify any shortcoming and weakness that may exist in his or her community of students?

The solution is to constantly and profoundly observe the behaviour, communication and attitude, learning style and form of questions raised by the students. In accordance with this situation, Lesson Study is felt to be the most appropriate approach to be adopted for use as a teaching and learning activity, in an effort to improve the teachers' professional skills and elevate the students' excellence. This is because the implementation of the Lesson Study teaching itself is a form of study or research on the teaching process, simultaneously with the student learning in the classroom. The main goal of Lesson Study is to see a teaching session with a larger scope, by meticulously analysing how students accept the teaching and then reuse that knowledge to improve future teachings (Cerbin B., 2011).

The Lesson Study practice in Malaysia is still in the early stage compared to neighbouring countries like Indonesia and Singapore. It has been implemented in stages and is coordinated by the Teacher Training Division, Ministry of Education Malaysia. Based on a study of 100 Science teachers in the district of Klang who implemented Lesson Study as a professional development programme, it was found that the effectiveness of the teachers' teaching and students' learning is at the medium high level. The findings also showed that most of the respondents' experience in implementing Lesson Study is less than six months (Muzirah and Nurhana, 2013). This shows that the Lesson Study practice is still not widespread in the Malaysian education culture. Being new, challenges exist and many techniques are still being tested especially during the open class and reflection sessions in school. However in Japan, Lesson Study is a time-honoured practice that has been baked into the teaching system at schools (Zanaton *et al.*, 2011). Therefore, this article aims to compare the practice of Lesson Study from the aspect of open class and reflection session that may differ in their implementation in both countries.

### 1.1. Lesson Study

The term Lesson Study originates from the Japanese word, "jugyokenkyu" which is a combination of two words, 'jugyo' which means lesson, and 'kenkyu' which means study (Fernandez and Yoshida, 2004). Thus, Lesson Study is a study or investigation into lessons. It is a professional development programme for teachers that creates a learning community consistently and systematically among teachers in order to advance each teacher's self-potential. Through the Lesson Study activity, teachers study the lesson through collaborative planning and observation towards enhancing their teaching quality with the purpose of having a positive impact on the aspect of student learning (Ali, 2009). In-class Lesson Study will increase the teachers' learning experience while at the same time improving the teaching itself (Cerbin W. and Kopp, 2006; Meyer and Wilkerson, 2011; Verhoef and Tall, 2011). Students' interest are not at all victimised. This is because the evaluation and reflection for each teaching is not totally focused on just the teachers but also the students' learning progress (Md *et al.*, 2014).

Cerbin W. and Kopp (2006) found that the Lesson Study approach provides an opportunity for teachers to think about the form of teaching and learning from different viewpoints. Through Lesson Study, teachers can observe how their students learn so that the strengths and weaknesses identified can help teachers develop a more effective teaching. Thus, teachers can devise a better teaching when all members of the Lesson Study contribute an opinion based on the same teaching situation. All of these interactions provide teachers with more great ideas compared to just ideas from a single individual (Lanski and Caskey, 2009).

The Lesson Study culture started in Japan as early as 1872 during the era of the Meiji (Mohammad *et al.*, 2010). At the time, the practice of visiting classrooms and observing the teaching is a part of training for novice teachers. A unique environment is formed when colleagues visit the teacher and observe each other in the classroom with an incredible atmosphere for the pupils to be observed during their learning. Usually the reviewer and evaluator teachers will also observe the reaction and behaviour of students to determine their level of attentiveness in class and appropriateness of questions asked and dialogues used (Mohammad *et al.*, 2010). The involvement of elementary school teachers in the Lesson Study practice remains to this day as a distinctive feature of teaching at primary as well as secondary schools in Japan. It focuses on a school culture that encourages collective observation and exchange of views on pedagogy.

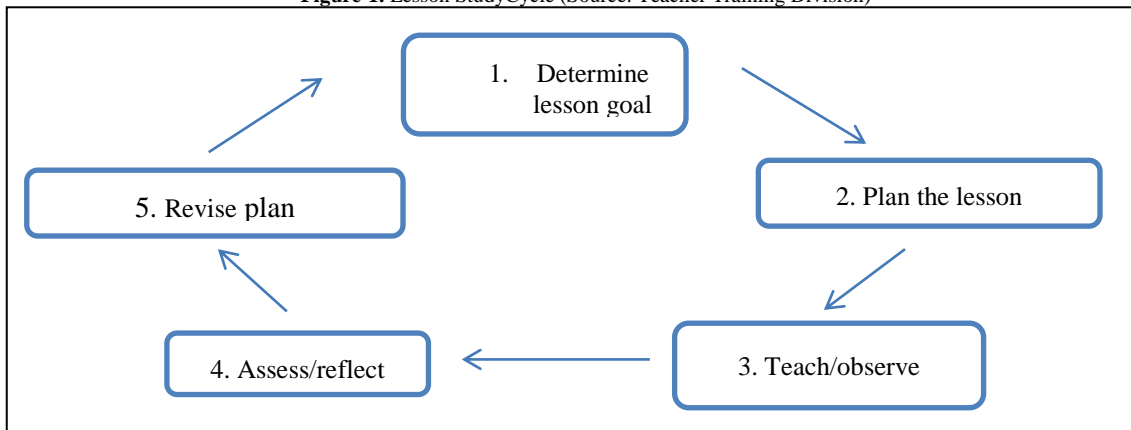
The Lesson Study phenomenon has now grown clearer and more accurate through the sharing of responsibility and collaboration process in preparing lesson plans, implementing and observing lessons, assessing and evaluating the teachers' methods, reflection and replanning practice (Mohammad *et al.*, 2010).

## 1.2. Lesson Study Model

Lesson Study is a unique professional teacher development model and should exist on the initiative of the teachers themselves and not by the order of top management. In an effort to cultivate the Lesson Study culture, teachers need to change the paradigm in line with the concept of lifelong learning. Through this approach, the school teachers collaboratively produce a Daily Lesson Plan (DLP) that focuses on student learning. The collaborative practice which requires the pooling of ideas, experiences and skills will enhance the knowledge content and pedagogical knowledge of teachers. The Lesson Study process which includes group meetings and discussions between teachers may foster the proliferation of knowledge, development of ideas and individual creativity in the joint composition of the DLP.

Generally, the Lesson Study concept is a process cycle (Figure 1) that can be split into several steps. They are identifying the problem and goal, planning the lesson, executing the lesson and doing reflection (Lewis and Hurd, 2011).

Figure-1. Lesson Study Cycle (Source: Teacher Training Division)



The first step is determining lesson objectives by reviewing curriculum objectives and benchmarking against the syllabus. These objectives must be appropriate and consistent with the level of student learning so that their effectiveness can be seen. The strategy should be student-centred so students are actively and comprehensively involved. The second step is to design and develop daily lesson plans. This process requires a Lesson Study group to select a topic or sub-topic from a particular subject. The selection of the title depends on the agreement of the group members, and may be an important, difficult, or even a topic disliked by students. Next, the group has to discuss the students' learning difficulty and suggest appropriate measures to produce an effective lesson plan, taking into account changes that may occur to the students during the teaching and learning session of the open class.

The third step is executing the lesson and the observation. One of the Lesson Study group members will teach in a real class according to the mutually prepared lesson plan. The other members will act as observers and evaluate the teaching process as they also understand the lesson, being involved in the planning. Consequently, the students' responses can be observed better. The other teachers are also encouraged to monitor students' learning outcome without disturbing them during the lesson. Everyone has to remember that the main motivation for making observation is to improve student learning and not finding the teacher's shortcoming. All members of the Lesson Study group, including the teacher, will hold a reflection session as soon as the lesson is over. The data collected include teacher-student interaction and student learning outcomes such as their response and behaviour.

The next step is appraising the lesson reflection all together in form of the strength and weakness of the teaching. The session is started by looking back at the Lesson Study objectives. The instructing teacher will first be given a chance to comment, clarify and reflect on his or her teaching and the lesson plan. This reflection session should be done professionally and any criticism or admonition is for the purpose of refining the teacher's professionalism. Based on this discussion, remedial steps can be taken by tweaking the lesson plan. Teachers have to think in detail how the DLP could be fine-tuned to overcome any weakness that has been identified. A second teaching session may be held, based on the revised and improved Lesson Plan.

In conclusion, the Lesson Study approach has to be implemented in a systematic and orderly manner so that the teachers involved will get the required impact. The effectiveness of Lesson Study depends solely on the teachers' participation, their strength and willingness.

## 2. Methodology

This study is a qualitative study in which data was collected through observation, interviews and document analysis to identify and compare the process of lesson study in Japan and Malaysia. However, this study focuses on comparing the differences of open class and reflection sessions. Both sessions were conducted during the open lesson day in Japan. We have done the observations at two schools in Japan during open lesson day and visit of the three schools in Malaysia during open class. We also done some observation and interview in two workshops of lesson study sessions which organized by the Teacher Education Division, Ministry of Education. The interviews

done with school administrators, teachers and officer of Ministry of Education who involve in lesson study program. The results of the observations and experiences of visit used for comparative aspects of its implementation on open class and reflection between the two countries.

### 3. Findings and Discussions

Comparisons are made against the open class and the reflection, which are the third and fourth step based on the model in Figure 1. Normally, both of these steps occur during the observation sessions at school and done continuously. However, other steps may not occur during the observation sessions at school.

#### 3.1. Comparison of Open Classes

##### a) Public Open Class

An open class teaching in Japan is normally held at least once a year and is open for the public. When this public open class is organised, teachers and other educators are invited to attend and discuss a set of lesson that has been provided by the organisers. Usually, the public open class is organised after the Lesson Study group work to achieve its objectives and has ideas or other issues that it wants to discuss with the invited guests (Fernandez, 2002). In particular, schools with a good reputation can expect a large number of observers when they organise this open class. Open classes held in national schools usually attract hundreds of teachers from across the country. These observers often come armed with video camera and filled every inch of classroom space. Others observe through the classroom doors and more peer through the windows along the balcony (Doig and Grooves, 2011).

According to Senge, Lesson Study is certainly a collaborative effort that acknowledged everyone's participation in the system in collectively realising their aspirations, developing their self-awareness, and exploiting their ability (Peter *et al.*, 2000). However, most observers are made up of educators from areas and neighbourhoods in the vicinity of the school. Regardless of the type of Lesson Study, all observers are given a detailed copy of the lesson plan, and fully concentrates on the lesson as evidenced via the recorded videos and pictures (Doig and Grooves, 2011). During the open classroom teaching, the observers do not focus on teachers; but instead on the students. How do students respond to the lessons? What do they understand or misunderstand? In conclusion, the main focus of the observation is to see the thinking and learning process of the students, and record the students' solving strategy for a given problem. Hence, the purpose of Lesson Study is truly to improve teaching, not to criticise teachers.

Normally, the observing teachers will examine and evaluate the response and behaviour of students to determine their level of concentration in class and the appropriateness of questions and dialogues used (Mohammad *et al.*, 2010). It is definitely worth noting here, that the practice of Lesson Study focus on the school culture that encourages collected observation and exchange of views on pedagogy. This practice also shows that teaching and learning takes place on a voluntary basis but able to improve the professional competence of school teachers. According to Mohammad *et al.* (2010), teachers who confessed to others that their lessons are not effective, have empathy with other teachers and find something in common with colleagues, have the opportunity to set a new goal for themselves and future learning.

Similarly, the implementation of the open class in a Malaysian classroom environment does not have much difference in terms of the number of observers present, with the classroom quite filled. Most of these observers are subject teachers, school administrators, committee heads, as well as a small group of education officials representing the ministry. Almost all of the participants who attended as observers showed interest and high motivation to explore and try to understand the concept of Lesson Study more clearly. This situation may be different with the aim of observer presence in Japan who want to see learning occurs through the actions and activities of the students. On the other hand, the observers in Malaysia are more interested in comprehending the implementation of Lesson Study itself in contrast to the classroom learning process taking place. However, this is not an abnormality given that the exposure of Lesson Study in Malaysia is still low, there are even some teachers who do not know what Lesson Study is. Therefore, building up the knowledge about the Lesson Study practice is the current emphasis of the watchdog group, who are also school educators, before they can look more in detail about the actual matter of Lesson Study.

The long-ingrained culture of Lesson Study in Japan certainly cannot be reasonably compared with the implementation in Malaysia which is still wet behind the ears. However, various initiatives and continuous efforts of the ministry of education to disseminate and provide further exposure regarding Lesson Study has shown that this approach is taken seriously. There then depends on the teachers themselves to adopt and implement it according to the current educational context.

##### b) Recording equipment and professional recording group

The school teachers in Japan teach their classes based on their views on the education, and it has become their culture to exchange views about the education development with others, whether in school or even with the community at large. In the early 20<sup>th</sup> century, teacher use photographs to record the activity in the classroom and learning environment. They make these images and words available to public through education journals (Mohammad *et al.*, 2010). Photography is usually used for a more empirical evaluation of teaching and learning.

However, with the latest and state of the art advances in technology, video recording is the technique of choice for teachers in Japan to record moments throughout the learning process during the open class. It is common for the assessor or observer teachers to record the teaching session themselves using a small and simple personal video camera. Nevertheless, the organisers i.e. the host school typically engage a team of professional recorders equipped

with quality recording equipment. Three video recorders are placed in different places in order to record from several viewpoints. Video recording is important as evidence of the teaching and learning process which will be discussed later in the reflection session.

In addition, several sets of loudspeakers are also placed in the middle of the classroom to help amplify the voice of the students who are discussing and debating the learning session. The use of these speakers are seen as crucial during the open class lesson because it can ensure the high quality of the recording in terms of both video and audio.

In contrast, the use of recording devices during the open class in Malaysia is more modest and unassuming. There is no professional recording service for recording the lesson nor a speaker set placed in the middle of the classroom. However there are some regular video cameras parked in the corners passively recording the session. The atmosphere of the open class sounds a little noisy with the small voices of observers discussing among themselves. Perhaps with the advanced mobile phone technology of today, it is more comfortable for the majority of observers to take pictures and record the interesting lesson moments using just the mobile phones. Thus, we can conclude here that the use of technology is very helpful in smoothing the process of Lesson Study implementation in both countries, even though there are dissimilarities between them.

### c) Focused Observation

During observations in the open class, the observer teachers can be seen standing very close to the table or student discussion groups. This very close position aids the observers to hear all the conversation between the students, as well as to detect any change in facial expression, or the any expression of the students to certain items. Although the observers are quite close to the students, they are not too close to impede the learning process. Observer teachers are also prohibited to interrupt, disrupt or assist students during discussions (Doig and Grooves, 2011).

The open class learning session lasts for 50 minutes with the observer teachers remain in a standing position until the end of the lesson. Practically none of the observer teachers sit while making observations, instead they wander around the students and take notes of things that interest them. As the number of pupils in a classroom is quite a lot, between 35 to 40 students, the observers may not be able to scrutinise all the students. Therefore, observations are focused only on certain students that may interest the assessors.

The reflective nature of the Lesson Study put an emphasis focusing on how students see and understand the contents of the subject being taught. The observation of learning activities of students, can encourage teachers to become more enthusiastic and motivated to reflect their own teaching practice and directly adding to the teachers' teaching experience. In fact, the continuous practice of Lesson Study may prompt teachers to check their level of professionalism and form a purpose that can help maintaining a positive teacher motivation level. This flourishing function can also generate new teaching practices (Mohammad *et al.*, 2010).

Looking at the Malaysian scene, the open class observation is more relaxing and moderate. The standing observers are only present around the student seats at the beginning of the lesson. Afterwards, the observers choose to sit at a row of provided chairs and watch from afar. They may be under the impression that observation may be done from any preferred angle without needing to be near the studied subjects. Moreover, it is the culture of Malaysians to provide chairs and seats to the guests of an event or programme. Thus, it is not unexpected for the observers to be comfortable observing from the distance while consulting and discussing with their colleagues. This situation is clearly different with the observers in Japan who are very serious listening to the students' conversion from a very close distance in order to understand their learning process.

### d) Committed Observer

The most obvious difference that can be seen in the open class session in Japan is the very committed Lesson Study learning community. As it is known, the Lesson Study practice in Japan involved educators who are very eager and willing to do it voluntarily. The readiness of this community to shoulder the responsibility of the Lesson Study make the open class process smooth and natural. This also true with the observer groups who are willing to come from various distant districts using their personal fund just to learn through this open class. Looking at this in earnestness, it is no wonder that the observer groups are very committed and meticulous in their observation and evaluation.

Regarding the presence of the observers in a Malaysian session, they are largely tied to the head of department's request and commitment to the organisation which requires their participation in academic programmes like this. Despite the fact that these observers are initially just fulfilling their responsibility as public servants, at the end of the open class session they became more sincere and appreciate the responsibility that has been discharged to ensure the success and effectiveness of the programme. This situation is actually normal for a place that has not culturalise a new activity. Eventually it will become a routine and its absence at the necessitated time will be felt.

## 3.2. Comparison of Reflection Sessions

### a) Teaching and Learning-Focused Discussion

As soon as the open class observation ends, the observer teachers will be gathered in another classroom or a special room to continue with the reflection session. As usual, the discussion begins with the teaching teacher commenting on the just concluded session. The teacher might want to share the objective of the lesson and express his or her feeling on the successful, or not so successful, teaching. Next, the other members of the Lesson Study

group will explain the rationale of the lesson plan and how it might be promoted to a higher level of investigation (Doig and Grooves, 2011). Only after that will the commentary session commence, allowing the observer teachers to voice out their opinions. During this discussion, all observer teachers are encouraged to share their personal view. Since no one is exempted, then every participant has to think of at least one issue or idea that may arise from their observation.

The focus during the reflection session is not on the personnel but is about the learning enquiry process itself. In detail, the discussion revolves around the lesson that has just finished and how to improve lesson further (Doig and Grooves, 2011). This reflection session is conducted in a pretty relaxing but serious manner in discussing the student learning issues. The term just a 'passenger' or 'listener' does not exist during the reflection session, unlike the situation that normally happens in school meetings. On the other hand, the feel of responsibility to improve self-professionalism strengthen the teachers' motivation to exuberantly join the discussion.

Meanwhile, the reflection sessions conducted in Malaysian school environment do not differ much compared to those in Japan. The session is still kicked off by the teacher who taught the open class to express his or her heart on the lesson plan regardless of whether it was successfully implemented or not. The other teachers, whether they are from the same Lesson Study group or observers, may then share their opinions. One aspect that is quite different can be seen here, the reflection session tends to turn towards criticising and pointing out the teacher's shortcomings. While everyone has been reminded several times during the introduction of Lesson Study to not focus on the teacher's weakness, it has become a habit of the public to notice any flaw of the teachers. This reflection session should truly be used to explore the learning process of students whether they are weak, average or smart.

In addition, a conflict that arise during the reflection session is the participants involved do not have a clear idea of the issues to be discussed. Despite the presence of a panel as mentors and facilitators, they still cannot imagine the major foci about student learning that should be brought forward nor explain it in general. Exposures in the form of reflection training may be increased to familiarise the observer with a more correct and focused method for doing reflections.

#### **b) Presence of External Advisor during Reflection**

An external advisor may be invited as a 'teaching superintendent' panel to observe and comment on the teaching during reflection. The panel's role is to help the school in the event of any problem that often occur in primary and secondary schools in the course of Lesson Study. This Lesson Study advisor is chosen among those who have sound knowledge in terms of content, pedagogy and curriculum that is suitable for discussion in a group.

The experts also serve as an instrument to facilitate access to essential information such as knowledge about the latest theory or research finding that may be difficult for the Lesson Study group members to obtain due to the constraint of time. On top of that, the feedback given by the advisor to the group is also frequently based on the review of the observations made from visits to other groups. As a result, the advisor can also act as a liaison that helps a troubled Lesson Study group to learn from the experience of other groups (Fernandez, 2002). Interestingly, this advisory role does not take over the work of group members, but instead is intended to ensure that the teachers always remain guided and responsive to the specific needs of children that have been passed on by other teachers in the group.

If observed carefully, external advisors certainly also exist in the culture of Lesson Study in Malaysia. However their numbers are small and packed commitments make it difficult for schools to get their services. So there are schools in certain areas or regions that still implement Lesson Study even without the presence of these professional advisors.

#### **c) Meticulous Observation on the Students' Behaviour, Attitude and Response**

The fact is, there are a lot of items and aspects that can be discussed during the reflection. The analysis option of the classroom is so wide so it depends on the observers themselves to choose their study perspectives. The teachers in Japan scrutinise every move, body language and response of the students as they are trying to comprehend the students' difficulties, whether they are able to grasp the lesson well or not. The failure of the students to understand a lesson does not mean that it stem from their capabilities and motivations. Nonetheless, it actually provides a chance for the teachers to reflect on their teaching and encourage all members of the teaching staff to be more considerate in improving students' achievement.

Furthermore, the observer teachers in Japan actually prefer to focus on students who have the potential to make mistakes. To them, students like this are rich with information that can be studied and examined. The teacher can see how the students build a new understanding or correct a previous misconception if the real information is not easily obtained by the students.

Lesson Study allows educators to observe the students' development while improving their teaching skills (Mohammad *et al.*, 2010). In other words, the teachers would be more aware of the diversity of their students and are more likely to plan student-oriented learning activities rather than just focusing on pedagogy. A careful and collaborative assessment during reflection helps in generating teachers' self-awareness, that all the responsibilities in the school should be shouldered and tackled together. The reflection discussion usually ends after two hours and is followed by a lunch or dinner at a local restaurant (Doig and Grooves, 2011).

A meticulous observation on the students' behaviour, attitude and response may sound simple to do if given a clear guide at the beginning of the observation. However, it becomes difficult for the observer groups in Malaysia

when they have to decide themselves the subject they want to focus on. A brief explanation before the open class observation session may not be sufficient to give a proper impression on the observers about the items and aspects that need to be focused on. So ultimately it will end with a reflection session which looks very general and unrestricted. Moreover, it is a habit of Malaysians to suggest recommendations for every shortcoming that is seen and observed. In reality, the purpose of Lesson Study is to examine the teaching and learning of students and not finding the weakness of the teacher. This perception is not impossible to be changed but it requires time and continual practice before everyone can understand clearly the purpose of implementing Lesson Study.

#### 4. Conclusion

This discussion on the open class and reflection is a preliminary discussion of steps in Lesson Study in Japan that should be compared with context of implementation in Malaysia. In Japan, Lesson Study is a model that serves to guide the community of teachers and educators to study students' thinking for the purpose of improving their teaching practices in the classroom. The success and effectiveness of Lesson Study in the land of the rising sun was not achieved in a short time, but it has been practiced since the last century and underwent several stages of innovation and reform. Nonetheless its original goal is still the same, namely to improve the teaching practice through the observation of student learning in the classroom.

Given that the involvement of Malaysia in the Lesson Study approach is still pretty new, therefore the information and knowledge gained is hoped to be a guide and can be directly applied by teachers in their teaching sessions. However, the factors of cultural influence and history are important to be taken into account as it contributes significantly to the effectiveness on this approach.

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