ACTIVITIES TO SUPPORT TEACHERS BECOME CONSCIOUS OF THEIR BELIEFS ABOUT TEACHING PRACTICES

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Research on teachers’ beliefs strongly suggests that the relationship between beliefs and practice is dialectic (Thompson, 1992). Change in teachers’ beliefs may not lead to change in their practices or vice versa (Philipp, 2007). We must find ways of helping teachers to become conscious of their own beliefs and become to change (Thompson, 1992; Ponte et al., 1999). This study aimed to describe activities which support teachers become conscious of their beliefs about teaching practice. The targeted group was six teachers who participated in a five-year professional development project conducted by CRME, Khon Kaen University. Teaching practice will be treated as activities under an implementing lesson study incorporating Open Approach and emphasizing “collaboration” in every phase of lesson study cycle that proposed by Inprasitha (2011). Data collection involved participatory observation on teaching practice twice a week through one academic year, interviewing and collection of documents.

The results showed that teaching practice under the cycle of lesson study incorporating Open Approach was as followings; 1) collaboratively designing research lesson; every week teachers and researchers collaborated in designing lesson plan with emphasis on open-ended problems in the form of short instruction. The process of designing the materials has patterned the Japanese mathematics textbook. 2) Collaboratively observing their friend teaching the research lesson; the research lessons would be taught in classroom by a teacher which was carried out for four times a week. Teaching was conducted in a sequential of Open Approach. Firstly, teacher posed the open-ended problem. Second, the students were allowed to be involved in problem solving or doing group activities; meanwhile, the teacher observed actions of the students during the activity interaction. Then, the teacher let the students present their work by telling what they had done. Next, after the presentation by every single of group, the teacher made summary of the current lesson taught and learnt. In this phase, all of the observers underwent observation and recorded the activities performed by the students. Contents of the observation included the students’ problem interpretation, problem solving, presentation and group working. 3) Collaboratively doing post-discussion or reflection on teaching practices; this phase was mainly provided by the principal and attended by all of the school’s teachers as well as members of the lesson study team. Occasionally, mathematics educator collaboratively provided reflection.

Keyword: Teachers’ beliefs, Teaching Practice, Lesson Study, Open Approach