

APEC-TSUKUBA International Conference XVI
 Online Workshops for Lesson Study 2.0: Artificial Intelligence (AI)
 and Data Science for Education in APEC Economies

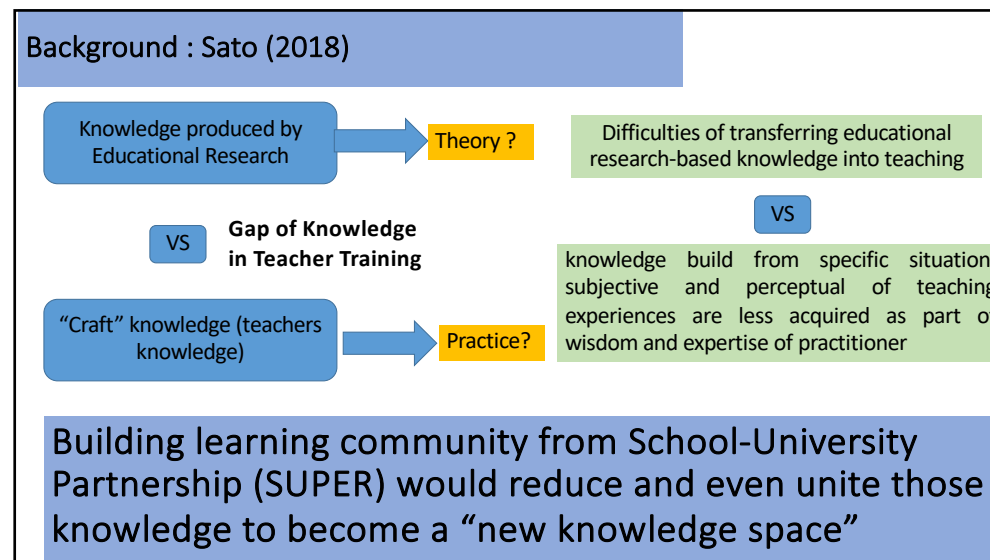
**Lesson Study for Post Modern Society
 through School – University Partnership:
 A Model, Practices, and its Lesson
 Learned**

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Universitas Pendidikan Indonesia
 Indonesia Consortium for Learning Improvement
 Indonesia Association of STEM Education
 April 14, 2023



1



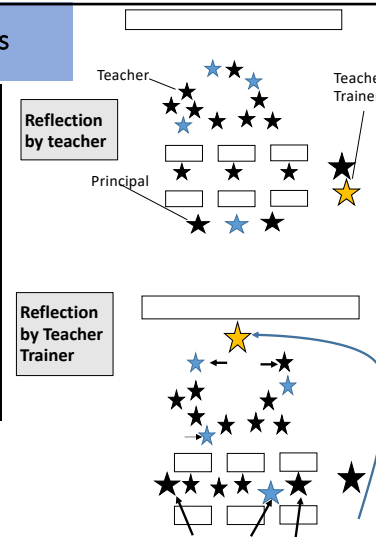
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However : Exist in Professional Learning Activities

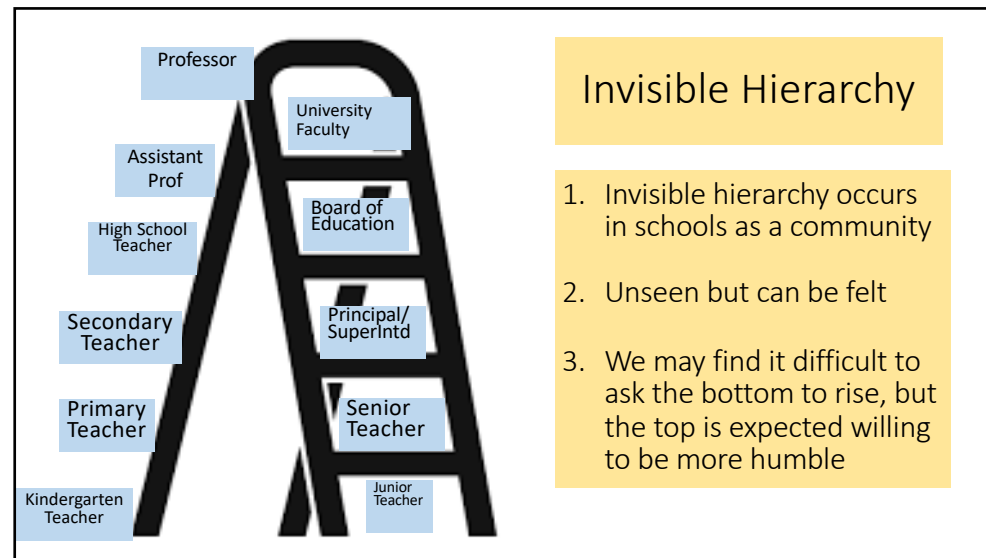


There are unequal power relationships that exist in the professional development process so that it becomes a BIG obstacle in forming a Learning Community

Dewey, J. (1939). *Freedom and culture*. New York: G. P. Putnam's Sons

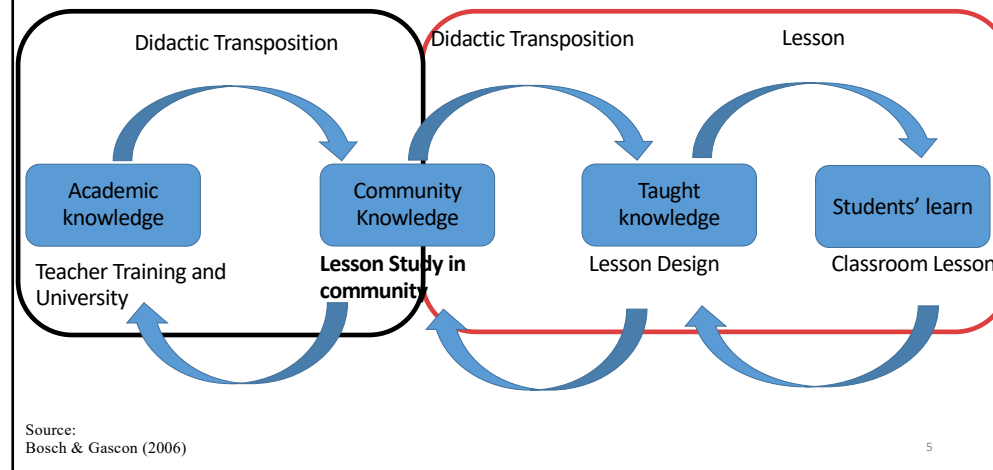


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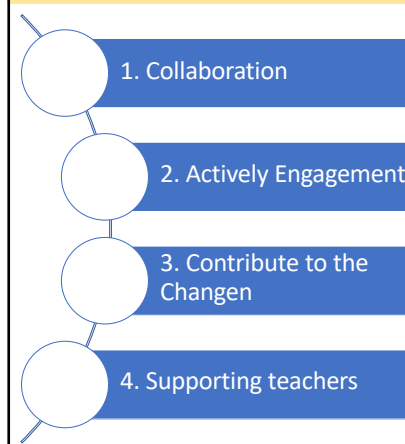
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Meanwhile the way of teacher and teacher trainer learn through lesson studies are through didactic transposition



5

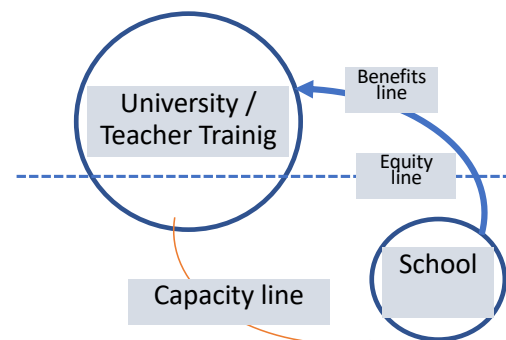
How to build or create a SUPER which these principles



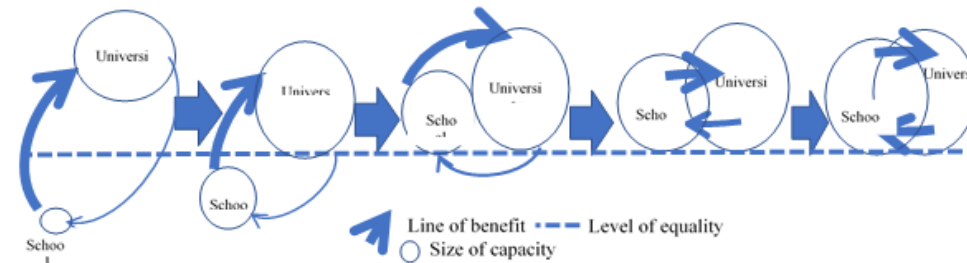
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Meanwhile Institutionally

the relationship between universities and schools tends to be less balanced



it hopes the designed SUPER bring the evolution as follow:

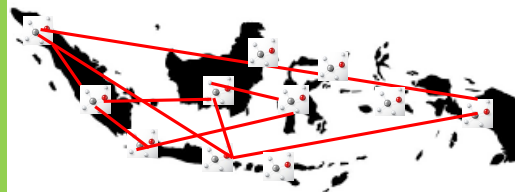


7

MoE Initiative of Bridging between School and University (2021, 2022, 2023 onward)

Instead of asking Faculty Members come to school and teach or making team teaching
(2020 MoE Activities)

How to design and implement a model to create a learning community by this School – University Partnership (SUPER) and linked each other?

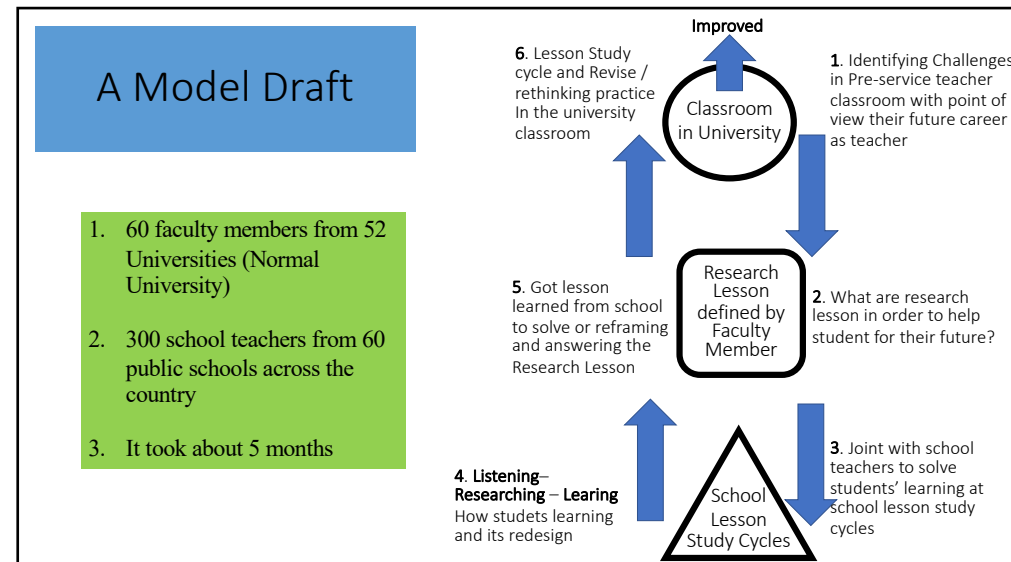


Panduan **Kemitraan Dosen LPTK dengan Guru di Sekolah** 2021

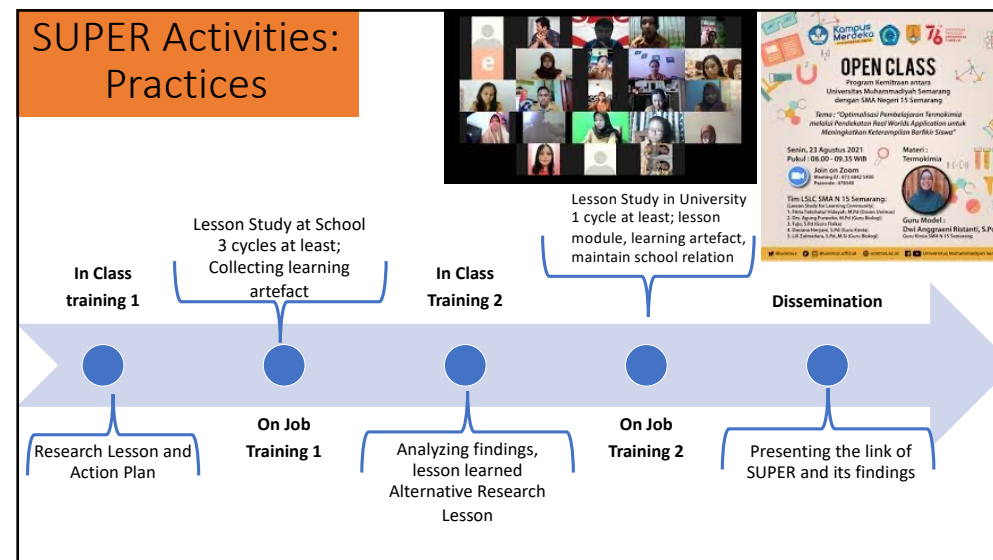


Direktorat Jenderal Pendidikan Tinggi
Kementerian Pendidikan dan Kebudayaan

8



9



10



Findings from Pre and Post Assesmet Survey

"... Initially I thought that that this kind of an intersection of my job to teach students at school and their task in university, ... kind of enhancing each other. ... time goes on in our lesson cycle, ... more learning than I expected, as if this is new system for me (Faculty Member #4, #38, #49)

Enhancing intersection → **Enhancing intersection**

He is cool ... Nice. ... and we did not feel that were discussed with university lecturer, ... like us in teacher office (School Teacher #16 #18 #32)

Dialogues and program thinking → **Congruence and reform**

11

Cont Findings from Pre and Post Assesmet Survey


Amazing to follow the lesson with their complex student situation, ... I could confirm some learning theories ... make a critical point of my own belief through discussion ... and analyzed students finding (Faculty Member #7 #9 #47 #22)

Purposeful set of meetings → **Sites of exemplary practices**

I was thinking He would be a kind of mentor for us, you know he must be knowledgeable person. ... nicely that our comments are accepted and appreciated ... we got his comments useful. ... even we heard that our comments and discussion on kids are appraised ... aha for him (School Teacher #45 #75 #237)

Yes indeed I got students voices during lesson and ... wonderful ... Much more in reflection ... Got more interested in teachers' voices which some of them ... Unpredicted (Faculty Member #18 #11 # 28)

Systematics crossing of multiples voices → **Bridging roles and governance structure**



12

Cont Findings from Pre and Post Assesmet Survey

Sometimes I took as moderator, or in other time She made it. All of just flow like 'hey let us start the plan . . . or reflection., We acted as if we were form teacher from just observed lesson and seeking best solution for them (student) (School Teacher #288, #65 #114)

Systemic roles



Redistribution of roles and responsibilities



I feel like being guided to see more how my own student learning sharper and sharp through this group (School Teacher #221; #129)

It is great to have an opportunity which kick me with a bunch of research in the future and collaborate with them (teacher) (Faculty Member #58 #13 #42)

Djscussion of students artefact



Collaborative Inquiry / research

13

Lesson Learned: 1. Shifted of Partnership Modes

1. Informal partnership

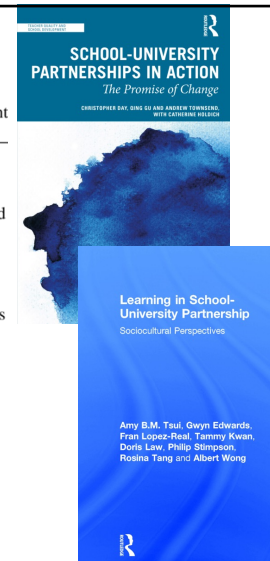
2. Intentional Partnership

3. Professional Development School

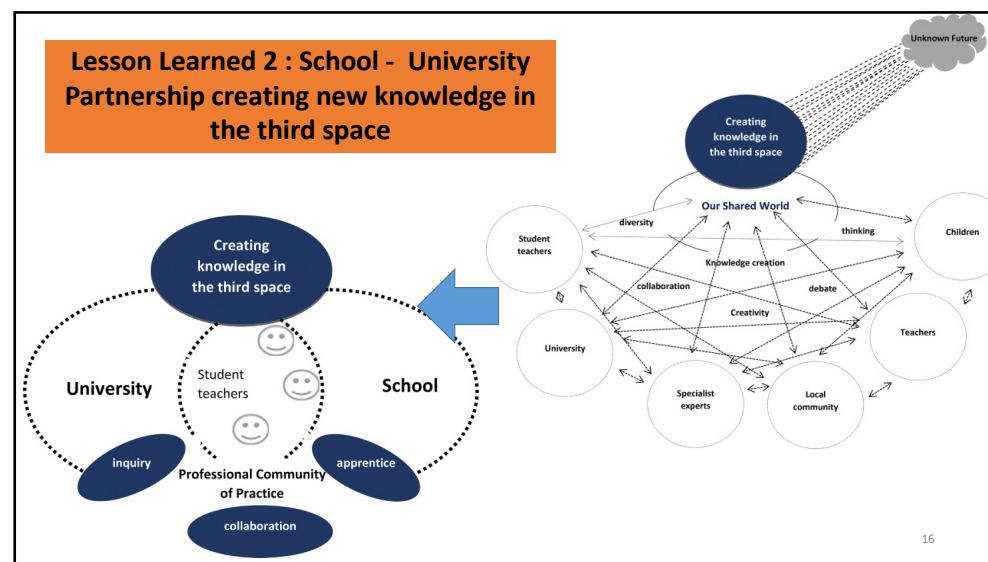
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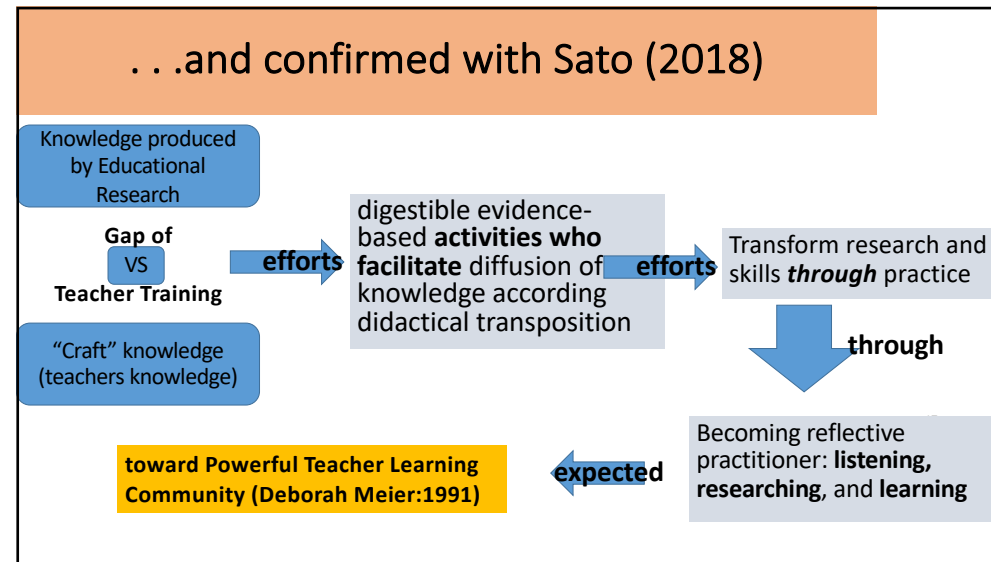
| Model | Informal Partnership (Typical Internship) | Intentional Partnership | Professional Development School |
|------------------------|---|---|--|
| Focus | Negotiating two worlds | Enhancing intersections | Restructuring systems |
| Purpose | Placement of pre-service teachers | Dialogue & program re-thinking | School and teacher education congruence and reform |
| Structure | Internship placements | Purposeful Set of Meetings | Sites of exemplary practice |
| | Student teachers and supervisors as conduits between school and university | Systematic crossing of multiple voices | Specialized bridging roles and governance structure |
| Central Practice(s) | Maintenance of existing relationships | Discussion of student learning artifacts | Redistribution of roles and responsibilities |
| | | | Collaborative inquiry/research |



15



16



17



18