

## Specialized Practicum & Classroom Observation (REQ / 3 cr.)

Instructor: Prof. Underwood

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4/19 (Sun. 10:00-17:00)	5/17 (Sun. 10:00-17:00)	6/7 (Sun. 10:00-17:00)
6/28 (Sun. 10:00-17:00)	7/26 (Sun. 10:00-17:00)	

Note: Online work equivalent to 6 hours will be provided.

### Course Overview

The overall aim of this specialised practicum is for student-teachers to develop sustainable, context-appropriate, and effective approaches to classroom observation and professional learning. They will have an opportunity to develop collaboration and leadership skills by forming *enquiry teams* to research, plan, teach, observe, and evaluate a '**research lesson**'. This will emphasise an Active Learning approach and be thematically linked to the UN's Sustainable Development Goals (SDGs). As this second course in the practicum sequence occurs toward the end of the MA TESOL Program, student-teachers will have the opportunity to apply and further refine previously learnt pedagogical strategies, techniques, principles and practices. They will further build on the professional tools that were introduced in the first practicum, such as classroom observation, reflective practice, and implementation planning. In the specialised practicum, the focus will be on how to collect valid observational data and reliably analyse and report it; how to conduct constructive post-observation discussions; and the interrelationship between these. Attention will be given to *professional noticing* and *interthinking* and their role in deepening interpretations and understandings of teaching. In the main course assignment, called the *Research Lesson Application Paper*, student-teachers articulate the rationale for their lesson plan, report on the research lesson and its outcomes, and explain how the enquiry process and/or its particulars (e.g., classroom practices, techniques, etc.) might be adapted to their teaching context.

### Key Course Outcomes

Upon successful completion of this course, participants will have:

1. in collaboration with classmates, created a clear and cohesive lesson plan on the thematic content of UN SDGs that is informed by the research literature and incorporates principles of active learning **(DP 2,3,5,10)**.
2. determined appropriate instruments for collecting valid classroom observational data and reliable methods for analyzing it **(DP 2,3,10)**.
3. team-taught the aforementioned lesson plan and used observational data to deepen understanding of their teaching by engaging in critical, constructive post-observation discussions **(DP 2,3,5,7,10)**.
4. composed a *Research Lesson Application Paper* that outlines the research lesson, rationalizes it, reports key findings from the observational data, interprets it, and discusses potential applications to teachers' classrooms **(DP 2,3,4,5,7,10)**.
5. independently maintained a *Reflective Teaching Journal* to promote self-reflection, observation, analysis, and discovery regarding their teaching practice, classroom experiences, and day-to-day work. **(DP 2,3,5,7,10)**

Note. DP is an abbreviation of Diploma Policy statements. TESOL Program statements (objectives) can be found [here](#). Numbers correspond to the statement(s) emphasized in each course outcome.

## Course Schedule

Session	Topic	Assigned Readings
1.	Enquiry-based Teacher Development, Active Learning, Teaching the UN SDGs, and Project Scope and Set-up	<ul style="list-style-type: none"> <li>Lewis, C. C., &amp; Tsuchida, I. (1999)</li> <li>Black, M., &amp; Underwood, P. (2024)</li> </ul>
2.	Cooperative Learning, Collaborative Lesson Planning, and Classroom Data Collection/ Analysis Methods	<ul style="list-style-type: none"> <li>Dörnyei, Z. (2007)</li> <li>Cohen, L., Manion, L., &amp; Morrison, K. (2011)</li> </ul>
3.	Maximizing the Effectiveness of Post-observation Discussion, Pilot Lesson(s), Feedback, and Revisions	<ul style="list-style-type: none"> <li>Karlsen, A., &amp; Helgevold, N. (2019)</li> </ul>
4.	Refinements, Research Lesson(s), and Preliminary Feedback	<ul style="list-style-type: none"> <li>Rock T. C., &amp; Wilson, C. (2005)</li> </ul>
5.	Final Analyses, Post-observation Discussion(s)/ Presentation of Findings, and Contextualization	<ul style="list-style-type: none"> <li>Takahashi, A., &amp; McDougal, T. (2016)</li> <li>Underwood, P. (2016)</li> </ul>

### Pre-course Reading

Prior to the first session students are required to read and complete assignments for the following articles:

- Lewis, C. C., & Tsuchida, I. (1999)
- Black M., & Underwood, P. (2024)

All readings and assignments will be provided on Google Classroom.

### Required Textbook

There is no required textbook.

The following required readings are provided by the course instructor through Google Classroom.

- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education*. Routledge.
- Black, M., & Underwood, P. R. (2024). *Collaborative Lesson Research (CLR): fostering deeper discussion of subject content in English in a Japanese university EFL class*. 東洋英和女学院大学『人文・社会科学論集』第41号, 53–80.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press. (pp. 178-186)
- Karlsen, A., & Helgevold, N. (2019). Lesson Study: analytic stance and depth of noticing in post-lesson discussions. *International Journal for Lesson and Learning Studies*, 8(4), 90-304.
- Lewis, C. C., & Tsuchida, I. (1999). A lesson is like a swiftly flowing river: how research lessons improve Japanese education. *Improving Schools*, 2(1), 48-56.
- Rock T. C., & Wilson, C. (2005). Improving teaching through Lesson Study. *Teacher Education Quarterly*, Winter, 77-92.
- Takahashi, A., & McDougal, T. (2016). Collaborative lesson research: maximizing the impact of lesson study. *ZDM*, 48, 513–526.
- Underwood, P. R. (2017). Challenges and change: integrating grammar teaching with communicative work in senior high school EFL classes. *Sage Open*, 7(3).  
<https://doi.org/10.1177/2158244017722185>

### Optional Readings

- Ito, H. (2017). Rethinking active learning in the context of Japanese higher education. *Cogent Education*, 4(1), 1298187. **(Session 1)**
- Hurd, J., & Licciardo-Musso, L. (2005). Lesson Study: teacher-led professional development in literacy study. *Language Arts*, 82(5), 388-395. **(Session 2)**

- Larssen, D. L. S., Cajkler, W., Fauskanger, J., Jakobsen, A., Bugge, H. E., Næsheim- Bjørkvik, G., & Norton, J. (2018). A literature review of lesson study in initial teacher education: perspectives about learning and observation. *International Journal for Lesson and Learning Studies*, 7(1), 8-22. **(Session 3)**
- Lesson Study Alliance. (2020). CLR–A powerful form of Lesson Study. Retrieved from: <http://www.lsalliance.org/clr-a-powerful-form-of-lesson-study/> **(Session 1)**
- McDonough, J., & McDonough, S. (1997). *Research methods for English language teachers*. London, UK: Arnold. (pp. 105-11) **(Session 2)**
- Reynolds, E. (2016, July 22). How to teach the UN's development goals, and why. British Council. Retrieved from <https://www.britishcouncil.org/voices-magazine/why-teach-uns-development-goals-and-how>
- Takahashi, A., & Yoshida, M. (2004). Ideas for establishing Lesson-Study communities. *Teaching Children Mathematics*, 10(9), 436-443 **(Session 1)**

## Assignments and Assessment

- Required Readings, Assignments, and Quizzes (30%)
- Participation and Collaboration: self- and teacher-assessed (10%)
- Reflective Teaching Journal (10%)
- Research Lesson Application Paper (50%)

*Note:* A percentage proportion will be deducted for each day an assignment is late.

## Grade Scale

A+ 100-90    A 89-80    B 79-70    C 69-60    D 59-0

## Course Objectives

Course participants will be able to work both collaboratively and independently to enhance learning and build a supportive, professional community.

### 1. Research Lesson (online/synchronous)

*Course participants will work collaboratively to*

- create a clear and cohesive lesson plan (description of context, goals, objectives, materials, procedures, assessment and rationalised in reference to the research literature). This should plan should respond to the
  - (1) thematic content, namely the UN SDGs;
  - (2) predominant pedagogical approach, namely Active Learning; and
  - (3) context of delivery (e.g., in-person, online, etc.) and the (imagined) language proficiency level of learners.
- identify context-appropriate objectives, practices, and materials to achieve the lesson plan.
- clearly articulate the rationale for the lesson plan in reference to the research literature.

### 2. Classroom Observation

*Course participants will work collaboratively to*

- design or adapt appropriate instruments for collecting valid data during the classroom observation.
- establish reliable methods of analysing data from classroom observations.
- critically evaluate lesson outcomes by drawing on observational data.
- deepen interpretations and understandings of teaching through engaging in critical, constructive post-observation discussions.

### 3. Research Lesson Application Paper

*Course participants will work collaboratively to produce a detailed lesson plan for the research lesson, which is rationalised in reference to the research literature.*

*Course participants will work independently to*

- report on the *research lesson* by describing and explaining
  - (1) the points arising in the research lesson and post-observation discussion;
  - (2) observational data, using tables, graphs, and/or figures as well as interpretation in text;
  - (3) the subsequent revisions made to the original lesson plan;
  - (4) how they contributed as a member of the enquiry team/process; and
  - (5) their perceptions of and own learning through the process.
- report on the extent to which they could implement an enquiry-based model of professional learning and/or adapt its particulars (e.g., specific classroom practices, techniques, etc.) to their own school context by considering personal, social, and resource-related factors.

#### **4. Reflective Teaching Journal**

*Course participants will work independently to*

- develop greater self-reflection, observation, analysis, and discovery regarding their teaching practice, classroom experiences, and day-to-day work.
- record, analyse, and critically reflect on specific areas of enquiry in their teaching practice.
- recognise their development and identify and monitor areas that require improvement.
- recall, describe, and articulate their *struggles and successes* for discussion in class sessions.

#### **5. Google Classroom Assignments and Class Sessions**

*Course participants will*

- submit assignments (e.g., reflective teacher journals) and access course resources (e.g., video lectures and quizzes) via Google Classroom.
- articulate and discuss the content of assigned readings and actively participate in session activities by carefully completing pre-class assignments.

#### **Instructor Bio**

**Paul Underwood (Ph.D.)** is a professor in the Department of International Studies at Toyo Eiwa University, Yokohama, Japan, teaching CLIL courses, ELT methodology for teacher trainees, and comparative and international education. His recent research is in the areas of CLIL, AI in language education, and Collaborative Lesson Research in university contexts. He has been teaching in Japanese universities and across Japan on pre- and in-service teacher education programs since 2007. Prior to his university positions, he taught in Japanese junior and senior high schools.