

# USING LESSON ANALYSIS TO LEARN FROM TEACHING

Müjgan Baki

Trabzon University

Considering the complexity of the teaching profession, it is important for the teachers to act as active learners in order to contribute to the students' learning. Lesson analysis as an approach to learn from teaching can be used in this sense (Hiebert et al., 2007; Santagata et al., 2007). It is important that the teacher educator puts different pedagogies into practice in the lessons in order to develop the lesson analysis skills of the pre-service teachers (PSTs). In this study, the lecturer leading the School Experience course redesigned the course assignments to include the lesson analysis tasks. PSTs analysed the lessons of the teachers they observed in real classroom environment. Based on observations and lesson analysis (that PSTs did), a class discussion on elementary teachers' mathematics teaching was held every week. It was intended that by utilizing this learning environment, pre-service teachers would be able to improve their lesson analysis skills as well as obtain knowledge about student-centered mathematics teaching. When the perspectives of PSTs on the significance of this learning environment to their professional development were examined, the importance of the class discussion emerged. The purpose of this research is to examine deeply how the class discussion takes place.

The sample of the research consisted of pre-service mathematics teachers (24 senior) studying at a state university in Turkey. The course lasted a total of ten weeks. The PSTs' end-of-term evaluation report, and the transcripts of the video recordings of the class discussions serve as data tools. The data collected was analyzed using qualitative data analysis methods. The strongest aspect of the class discussion setting is that it allows for discuss based on the teaching of four teachers. In this way, the PSTs access to information on the class levels they didn't observe as well as the teachers' approaches. PSTs exchanged ideas from peers and teachers about the situations they noticed about student understanding. PSTs were sometimes unable to interpret the students' learning difficulties. It is seen that PSTs give suggestions to improve teaching, however they are not always effective. Completing lesson analysis prior to the meeting, generated the ideas that will be presented in the discussion environment.

## References

- Hiebert, J., Morris, A. K., Berk, D., & Jansen, A. (2007). Preparing teachers to learn from teaching. *Journal of Teacher Education*, 58(1), 47-61.
- Santagata, R., Zannoni, C., & Stigler, J. W. (2007). The role lesson analysis in pre-service teacher education. An empirical investigation of teacher learning from a virtual video-based field experience. *Journal of Mathematics Teacher Education*, 10, 123-140.