

Training Needs Assessment to Promote the Lesson Study Process for Lecturers of Souphanouvong University, Lao People's Democratic Republic

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I. Background and the Statements of the problem

1.1 Statements of the problem

- “Teachers are like second mothers of the nation; teachers are the engineers who shape children's souls” (Buasangthong & Phanhthavong., 2016, p. 7)
- Education in the past was teacher-centered and teachers focused on lecturing. Now and in the future,
- Strategic Plan for Teacher and Educational Personnel Development of Lao PDR to 2025)
 1. National education **requires teachers to conduct research** to improve learning processes and use them as activities to promote learning for both teachers and students.
 2. **Teachers Professional Standards** for Learning Standards According to the requirements of the Department of Teacher Building, teachers are required to have **knowledge in research in classroom, and how to use research processes in solving classroom problems** and have **research ability** to Develop learning management, learner development and **continuing professional development**
 3. **The Department of Teacher Education** established teacher quality standards for internal quality review and external quality assurance on relevant teacher standards, learner-centered learning management, which teachers needed to have **KNOWLEDGE, UNDERSTANDING** and **ACT** on **RESEARCH IN CLASSROOM**



I. Background and the Statements of the problem

1.1 Statements of the problem (Cont...)

- However, based on the empirical data of teacher professional development with an emphasis on training to develop teachers' potential in Lao PDR
- In fact, **52.8%** of the in-service teachers have never received any training before. This was followed by **37%** who have received training only once a year, and **10.2%** who have received more than two training sessions per year. Prior to the implementation of the new curriculum for secondary schools, only some had received pre-teaching training and 70% had trained according to local circumstances.
- Grade Point Average of SU in academics years 2016-2017, 2017-2018 and 2018-2019 had been achieved **72.75%, 85.56% and 71.25%** Respectly. (Standard Criterion at 90%)



I. Background and the Statements of the problem (Cont...)

1.2 The importance of Lesson Study

- An important process is that groups of teachers meet regularly to collectively develop a lesson management plan, create teaching innovations, experiment in the real classroom, and improve learning management plans together. The basic concept of this approach is that the most effective method for improving and developing teaching in the classroom is the development and improvement of lessons in the context of the actual classroom (Inprasit, 2007).
- it helps in the design of teaching and learning management, strengthens problem-solving skills in classrooms, and fosters creativity and innovation skills. (Inprasit, 2009; Inthawongsa, 2017; Saosing, 2014; Bayram & Bikmaz, 2018; and Shingphachanh, 2020).
- It also helps to enhance positive behavior, actions, and expression, which enables people to think and do what is right and good to encourage people to live together in society peacefully (Chintatiyo et al, 2017).



I. Background and the Statements of the problem (Cont...)

1.3 The important of training

Training is a process that will enhance trainees' knowledge, understanding, skills, and positive attitudes towards a subject or change behavior according to the objective of the training. Hence, in order to develop a training course to match the current situation at Souphanouvong University, assessing training needs is a necessary process in order to analyze the exact needs and priorities of training requirements (Sararatana, 2011).



I. Background and the Statements of the problem (Con....)

Training Needs Assessment to Promote the Lesson Study Process for Lecturers of Souphanouvong University, Lao People's Democratic Republic



II. OBJECTIVES OF RESEARCH

- 1) to **examine** the state of the problems of lecturers' instruction at Souphanouvong University
- 2). to **undertake** a needs assessment for training to promote the lesson study process for lecturers at Souphanouvong University.
- 3). to compare the needs assessment for training to promote the lesson study process on planning of lecturer's instruction; teaching, teaching reflection and strategies to promote of lesson study as classified by administrators, lecturers and student.



III. EXPECTED OUTCOME

1. Get a training course to promote the process of studying lessons for teachers
2. It is to strengthen the process of studying lessons that are guidelines for Teachers professional development .
3. has continued systematic exchange of knowledge between teachers in order to create an identity of teaching and learning management with a process of studying lessons that are in the context of Lao PDR
4. It is basic information and guidelines for continuous Teachers professional development
5. It is a source of learning and a guideline for developing teachers with the process of studying lessons



IV. LITERATURE REVIEWS

- **Needs assessment** is an effective management tool that can be used to formulate a work plan consistent with the needs of an organization and that is clear in its implementation. (Wongwanich, 2012; Sararattana, 2011)
- **Training** is the process of developing an organization through systematic, procedural, well-planned and continuous action.
(Charmine et al., 2007; D'Elia, Mazzeo & Raiola, 2018).
- **Lesson Study** (Inpasitra, 2009).



IV. LITERATURE REVIEWS (CONT...)

The history of Lesson Study

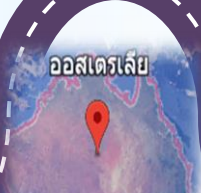
Improve the structure of mathematics and Japanese lessons. (Groves and al, 2016)

Reasoning to enhance student learning through class discussion. (Da Ponte, Quaresma, Mata-Pereira and Baptista, 2018)

- 2002
- 2007
- 2009
- 2020



ญี่ปุ่น



ออสเตรเลีย



เนเธอร์แลนด์



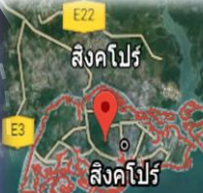
โปรตุเกส



สหรัฐอเมริกา



อังกฤษ



สิงคโปร์

สิงคโปร์
Singapore



ประเทศไทย

ภาษาญี่ปุ่น

jugyokenkyu = jugyo + kenkyu

(Lesson) + (Research)

Lesson or Research (Yoshida, 2006)

Blended lesson learning with the ability, adaptability, or ability to improve teacher planning and instruction to the individual student's learning process. (Moss, Hawes, Naqvi และ Caswell, 2015; Schipper, et al., 2017)

lesson education to improve teaching and learning through teacher development in schools." (Yoshida, 2006)

- Catherine Lewis 2004
- School-Based Teacher Professional Development Project or schools initiate network groups, 2007 (8) 2011 (112) และ 2012 (170) (Shingphachanh, 2020)



IV. LITERATURE REVIEWS (CONT...)

The history of Lesson Study

For LAO PDR.

A new JICA project was launched in **2004** (Figure 1) to enable one-fourth of all teachers in Teacher Training Colleges in Laos to spend two months participating in the following **Lesson Studies** on elementary and junior high school education in Japan over the next four years.

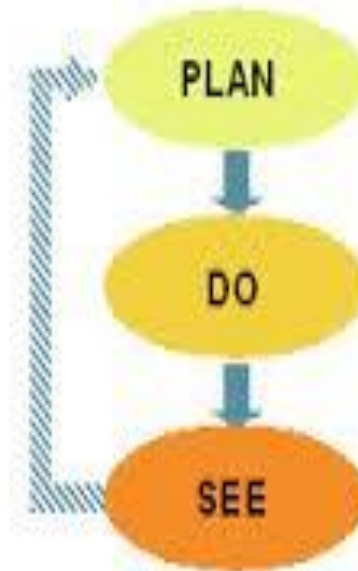


http://archive.cried.tsukuba.ac.jp/data/doc/pdf/2007/09/RCh%205%20Case%207%20Saitou_rev_max.pdf



IV. LITERATURE REVIEWS (CONT...)

The Steps of Lesson Study



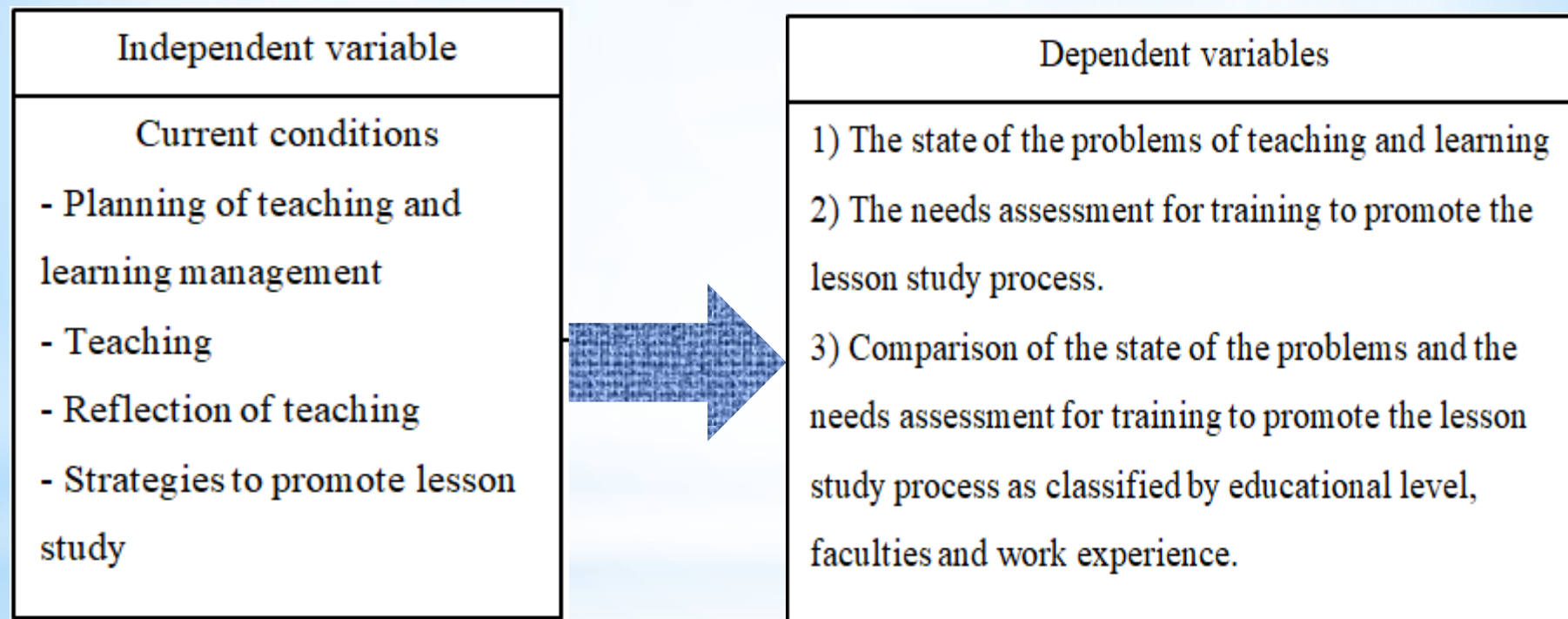
Make a **lesson plan**
(Design a **lesson**)

Teacher conducts a lesson
Other teachers **observe** it

Teachers **reflect** on the
lesson together



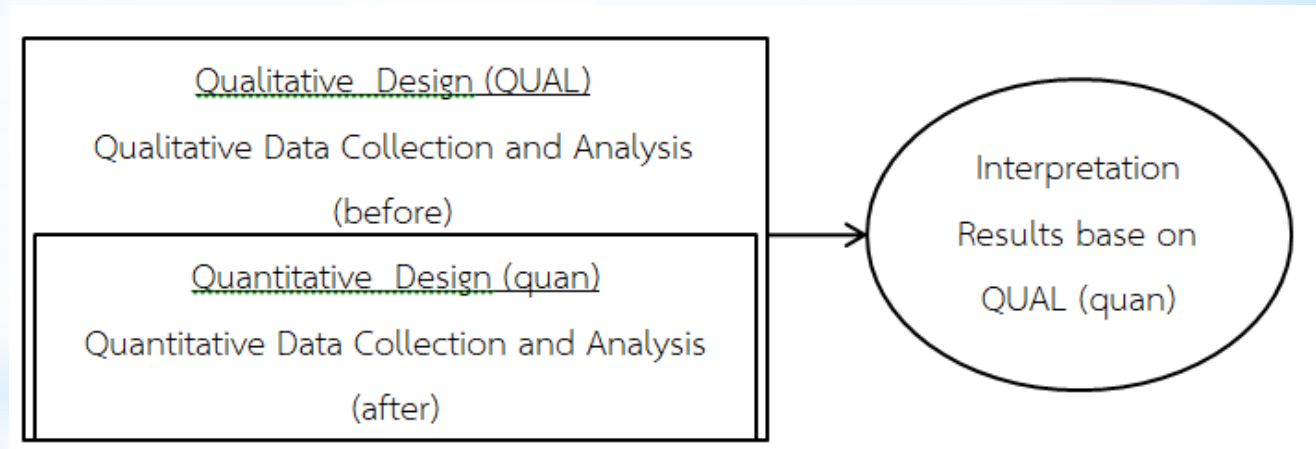
V. CONCEPTUAL FRAMEWORK





VI. METHODOLOGY

- This study used **mixed methods**. The results are discussed on the basis of interpreting both quantitative and qualitative data (Creswell & Plano Clark, 2011)
- The Embedded Design were used in this research.



(Creswell & Plano Clark, 2011)



VII. METHODOLOGY

7.1 Participants: The respondents are 54 administrators, 167 lecturers and 327 students who are at the Souphanouvong University by Krejcie & Morgan formulate with stratified random Sampling (Krejcie & Morgan, 1970 cited in Srisa-art, 2010)

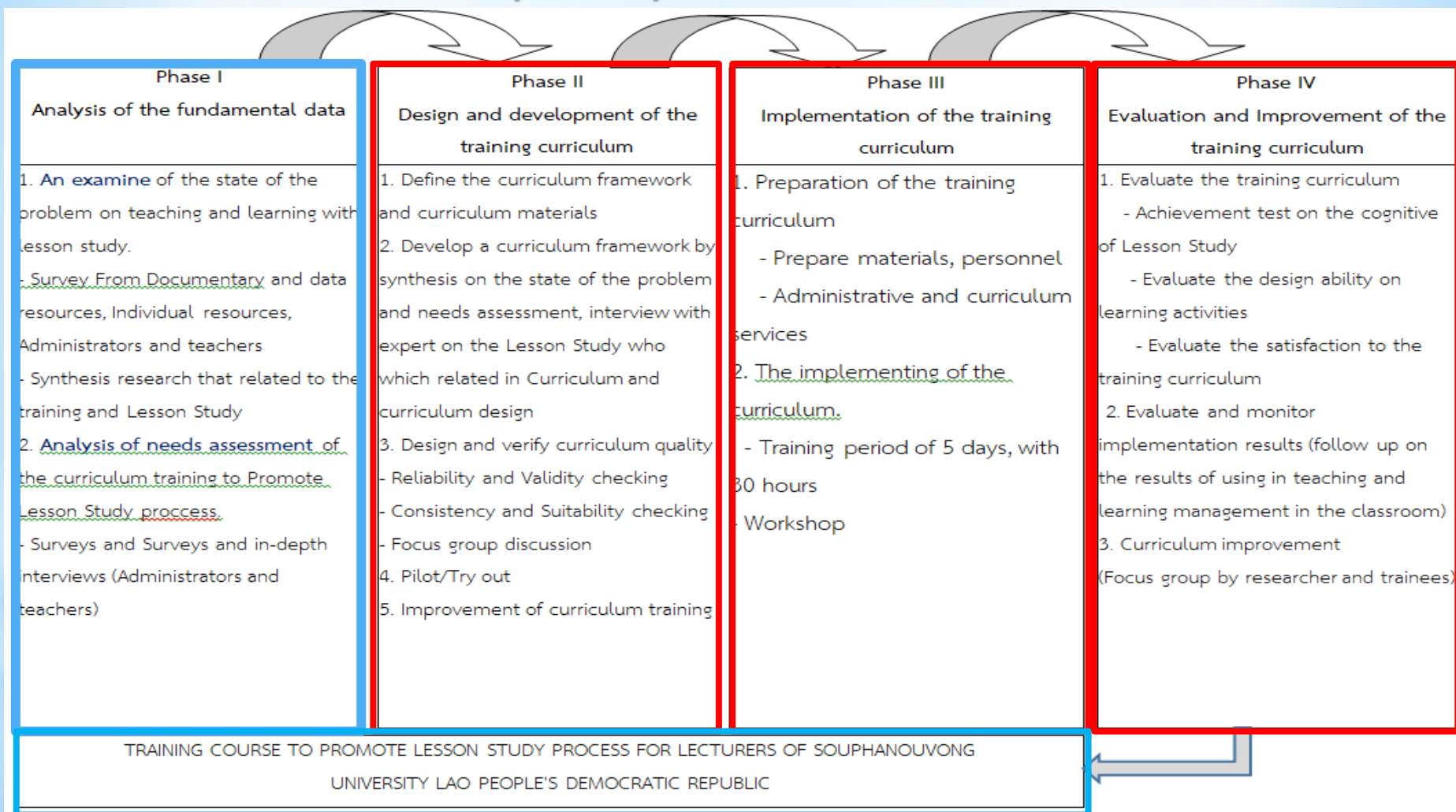
7.2 Instruments Used: The questionnaire and The interview form

7.3 Statistical Techniques Used: The statistics used included mean ($\bar{x}$), standard deviation (S.D.) and Priority Needs Index Modified (PNI_{Modified}). A T-test and One Way MANOVA were applied.



VII. METHODOLOGY

7.4 Curriculum development process





VIII. FINDING

8.1 State of the problems and needs assessment for training to promote the lesson study process by planning of lecturer's instruction

Table 1 State of the problems and needs assessment for training to promote the lesson study process by Planning of lecturer's instruction

Planning of lecturer's instruction	n	Current Condition			Needs assessment		
		$\bar{x}$	<i>S.D</i>	Interpretation	$\bar{x}$	<i>S.D</i>	Interpretation
Administrators	54	3.39	0.28	Moderate	4.44	0.42	High
Lecturers	167	3.71	0.51	High	4.52	0.34	Highest
Students	327	3.53	0.69	High	4.86	0.32	Highest
Mean		3.57	0.63	High	4.72	0.41	Highest



VIII. FINDING (CONT...)

8.1 State of the problems and needs assessment for training to promote the lesson study process by planning of lecturer's instruction (Cont...)

Table 2 State of the problems and needs assessment for training to promote the lesson study process by teaching

Teaching	n	Current Condition			Needs assessment		
		$\bar{x}$	<i>S.D</i>	Interpretation	$\bar{x}$	<i>S.D</i>	Interpretation
Administrators	54	3.46	0.41	Moderate	4.33	0.53	High
Lecturers	167	3.55	0.68	High	4.46	0.24	High
Students	327	3.51	0.73	High	4.89	0.28	Highest
Mean		3.52	0.69	High	4.71	0.44	Highest



VIII. FINDING (CONT...)

8.1 State of the problems and needs assessment for training to promote the lesson study process by planning of lecturer's instruction (Cont...)

Table 3 State of the problems and needs assessment for training to promote the lesson study process by teaching reflection

Teaching reflection	n	Current Condition			Needs assessment		
		$\bar{x}$	<i>S.D</i>	Interpretation	$\bar{x}$	<i>S.D</i>	Interpretation
Administrators	54	3.42	0.49	Moderate	4.47	0.41	High
Lecturers	167	3.93	0.58	High	4.75	0.40	Highest
Students	327	3.60	0.68	High	4.57	0.39	Highest
Mean		3.68	0.66	High	4.62	0.41	Highest



VIII. FINDING (CONT...)

8.1 State of the problems and needs assessment for training to promote the lesson study process by planning of lecturer's instruction (Cont...)

Table 4 State of the problems and needs assessment for training to promote the lesson study process by strategies to promote of lesson study

Strategies to promote of lesson study	n	Current Condition			Needs assessment		
		$\bar{x}$	<i>S.D</i>	Interpretation	$\bar{x}$	<i>S.D</i>	Interpretation
Administrators	54	3.73	0.49	High	4.57	0.48	High
Lecturers	167	3.59	0.58	High	4.60	0.52	Highest
Students	327	3.40	0.68	Moderate	4.35	0.71	Highest
Mean		3.56	0.66	High	4.50	0.62	Highest



VIII. FINDING (CONT...)

8.2 the comparison between the current condition and the needs assessment develop the training course on the **One Way MANOVA testing**

Item	Current Condition								Needs Assessment								F	P- Value	PNI	Ranging
	Administrators		Lectures		Students		Total		Administrators		Lectures		Students		Total					
	$\bar{x}$	S.D	$\bar{x}$	S.D	$\bar{x}$	S.D	$\bar{x}$	S.D	$\bar{x}$	S.D	$\bar{x}$	S.D	$\bar{x}$	S.D	$\bar{x}$	S.D				
1. Planning of lecturer's instruction	3.39	0.28	3.71	0.51	3.53	0.69	3.57	0.62	4.44	0.42	4.52	0.44	4.86	0.32	4.72	0.41	7.53	0.001	0.32	2
2. Teaching	3.46	0.41	3.55	0.68	3.51	0.73	3.52	0.69	4.33	0.53	4.46	0.47	4.89	0.28	4.71	0.44	0.36	0.695	0.33	1
3. Teaching reflection	3.42	0.49	3.93	0.58	3.60	0.68	3.68	0.66	4.47	0.49	4.75	0.40	4.57	0.39	4.62	0.41	20.59	0.000	0.25	4
4. Strategies to promote of lesson study	3.73	0.39	3.59	0.79	3.40	0.84	3.49	0.80	4.57	0.45	4.60	0.52	4.35	0.67	4.45	0.62	5.58	0.004	0.27	3



VIII. FINDING (CONT...)

8.3 Interviews

the insight information we had from the interview also mentioned **the status of the instruction particular in before the instruction every administrators/teachers had the central outline from the ministry to analyze for their lesson plan**, this mentioned plan was a kind of annual plan for each subject that planed individually; for the instruction implementation they had collected their teaching contents and students remarks by themselves **But they never conducting any record and observation about their teaching or students behaviors**, they have not an interview with the students; other colleague had no opportunity to observe each other teaching and student behaviors; there is no any open classes for another stakeholder to participated or observation; the instruction improvement process was an annually conducted and the Lesson study process was issued in the faculty policy but not implement as a concrete system.



IX. CONCLUSION

- 1) The **state of the problems of teaching and learning** for lecturers at Souphanouvong University, including the overall average, was moderate;
- 2) **A needs assessment to promote the lesson study process** by all groups of the sample was an essential requirement for all items, with the PNI_{Modified} between 0.25 to 0.33 and an overall average of 0.29; and
- 3) **The needs assessment for training to promote the lesson study process** on planning of lecturer's instruction; teaching, teaching reflection and strategies to promote of lesson study as classified by administrators, lecturers and students, which **were different** of planning of lecturer's instruction; teaching reflection and strategies to promote of lesson study at the .05 level of statistical significance. Meanwhile the teaching was **not different**.



X. DISCUSSION

- The results of the needs assessment to promote the lesson study process for lecturers of Souphanouvong university, Lao PDR in term of the status of instruction was found in Moderate level which **it corresponded** with the study of **Phansaytha and Khasay (2020)**
- The **outcomes of this research were both consistent and inconsistent** with the research of **Patisonnicharern (2010)**
- The research was also **supported by Sousavajdee & Sthinyakorn (2020)** whose study on the training needs assessment to instruction design for vocational teachers in a program of industry technicians in Lao PDR found that the priority needs index (PNI) of the training was in highest level including the following ranked processes: Teaching aid design, Curriculum analyzation and Neo Method in range of 0.44 to 0.57



XI. RECOMMENDATION

Firstly, the Souphanouvong University or other Higher Education in Lao PDR could use the results of this research as resource for the training course development to match the real needs of its lecturers.

Secondly, the outcome can be integrated with instruction tools or training modules to promote the lesson study processes in any discipline for either normal onsite classrooms or online platforms effectively.

Finally, it is recommended that the causes of the current condition of teachers' instruction be studied. In addition, it is necessary for each field of study to reflect the information for the promotion of the lesson learning process of teachers at the higher education level (higher education) of Lao PDR effectively.



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**Thank you for your
attention!**

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