

## The 7<sup>th</sup> UNESCO UNITWIN International Conference on Quality Teacher Education 2023

Lesson study skills development training course  
to enhance Souphanouvong University lecturers'  
teaching and learning capabilities



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## 1 Background and the Statements of the problem (Continue)

- **Souphanouvong University (SU)** was established on 5th November, 2003.
- **SU** is one of five public higher education institutions in Lao PDR. Its role is to conduct educational activities in various fields.
- To achieve this, **SU** needs to produce the qualified academics, experienced researchers, and professional scientists to conduct scientific research, preserve and promote the fine art and culture of the nation and provide academic services to the society.
- **Souphanouvong University (SU)** development strategy 2021 - 2025.
  - ✓ Strengthening capacity of the faculty members; the ratio of doctoral/master's/bachelor's degree will be enhanced to 3:6:1 from 1:6:3
  - ✓ Improve the quality of education; the academic **curriculum** will be upgraded to the **international standard** and the **instruction or assessment system** will be **both** aligned the new academic curriculum
  - ✓ Expending infrastructures; the existing facilities will be repaired and new buildings be constructed.

## 1 Background and the Statements of the problem (Continue)

- **SU** can lead the development of higher education in Lao PDR by strengthening its specialization and offering highly education.
- **SU Students' Job Expectations.** Field survey of 1,770 Students in SU inquiring their career plan after graduation, 75.1 % desired to become government official after graduation. This case is exemplary of a barrier in accessing to diverse occupation. **As they point out**, they wanted the **Teacher's instructions development** from SU, Mentioned that Teacher's instructions is not responding to the implementation in career (Souphanouvong University, 2020).
- **However, lecturer's Instructing situation :**
  - Most lecturers **lack cooperation in teaching and learning development.**
  - Lack of gathering to exchange knowledge and plan processes for learning management together, which is a **teaching culture** among teachers that has been around for a long time.
  - Many teachers' ethics and responsibilities are still at a basic of Knowledge, competency, and **teaching skills and assessment are still at basic** level. Methods for evaluating teacher learning are still ineffective. (Souphanouvong University, 2020).

## 1 Background and the Statements of the problem (Continue)

- Learning out put:
  - The overall academic achievement of the students has unable to meet the specified goals CGPA equal 72.75%, 85.56% and 71.25% in 2017, 2018 and 2019 academic year (Criterion 90.00%) (Souphanouvong University, 2020)
- The important approaches to solving problem:
  - 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 (Inprasitha, 2007).
    - it helps in the design of teaching and learning management, strengthens problem-solving skills in classrooms, and fosters creativity and innovation skills. (Inprasitha, 2009; Inthawongsa, 2017; Saosing, 2014; Bayram & Bikmaz, 2018; and Shingphachanh, 2020).

## 1 Background and the Statements of the problem (Continue)

- The important approaches to solving problem:

### 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 (Saratana, 2011).



**Lesson study skills development training course to enhance Souphanouvong University lecturers' teaching and learning capabilities**

## 2 Objectives

- 1) to explore the **state of the problems** of lecturers' instruction and the **needs assessment** of lesson study skills;
- 2) to **design and develop** the training course
- 3) to **evaluate lesson study skills** through the course implementation and efficacy assessment revealed by the training course.

### 3 Material and methods

- Mixed method were used in this research

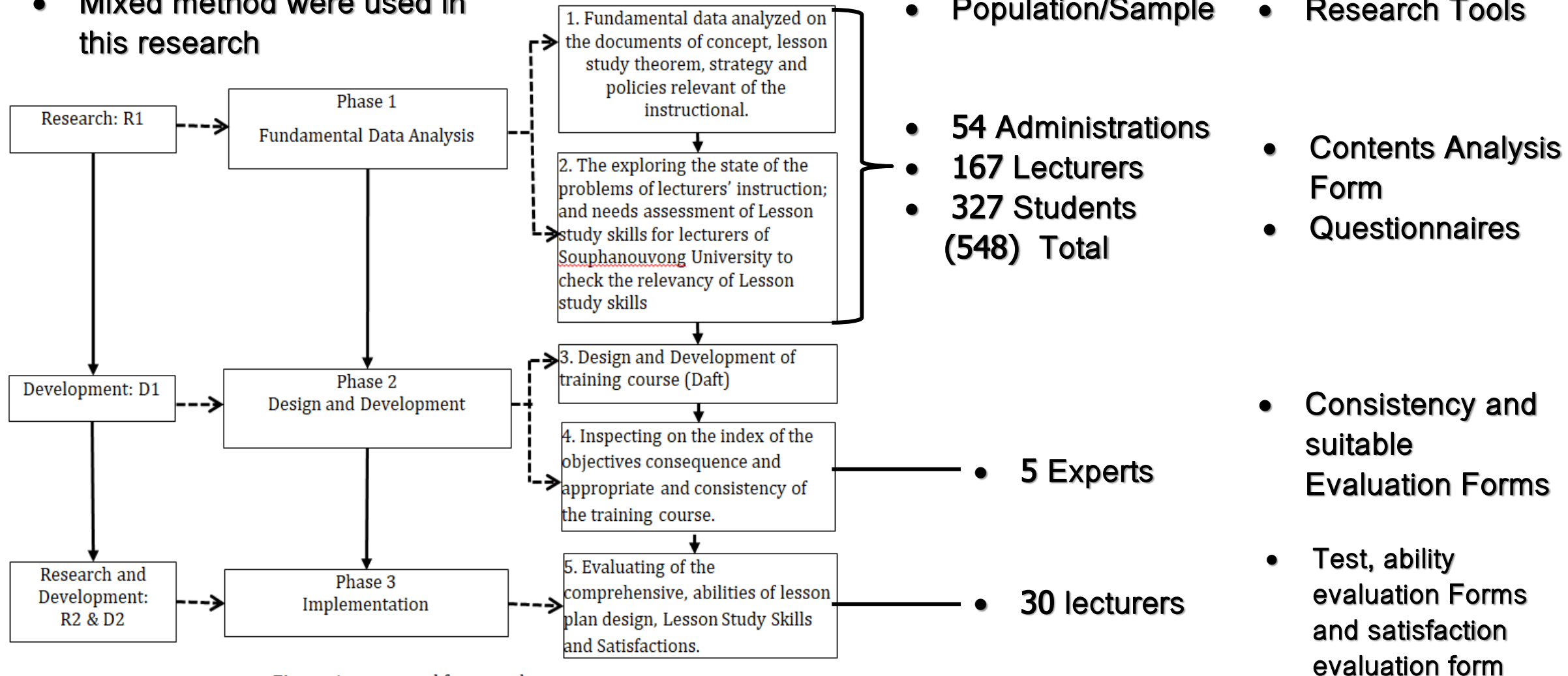


Figure 1: conceptual framework.

### 3 Material and methods (continue)

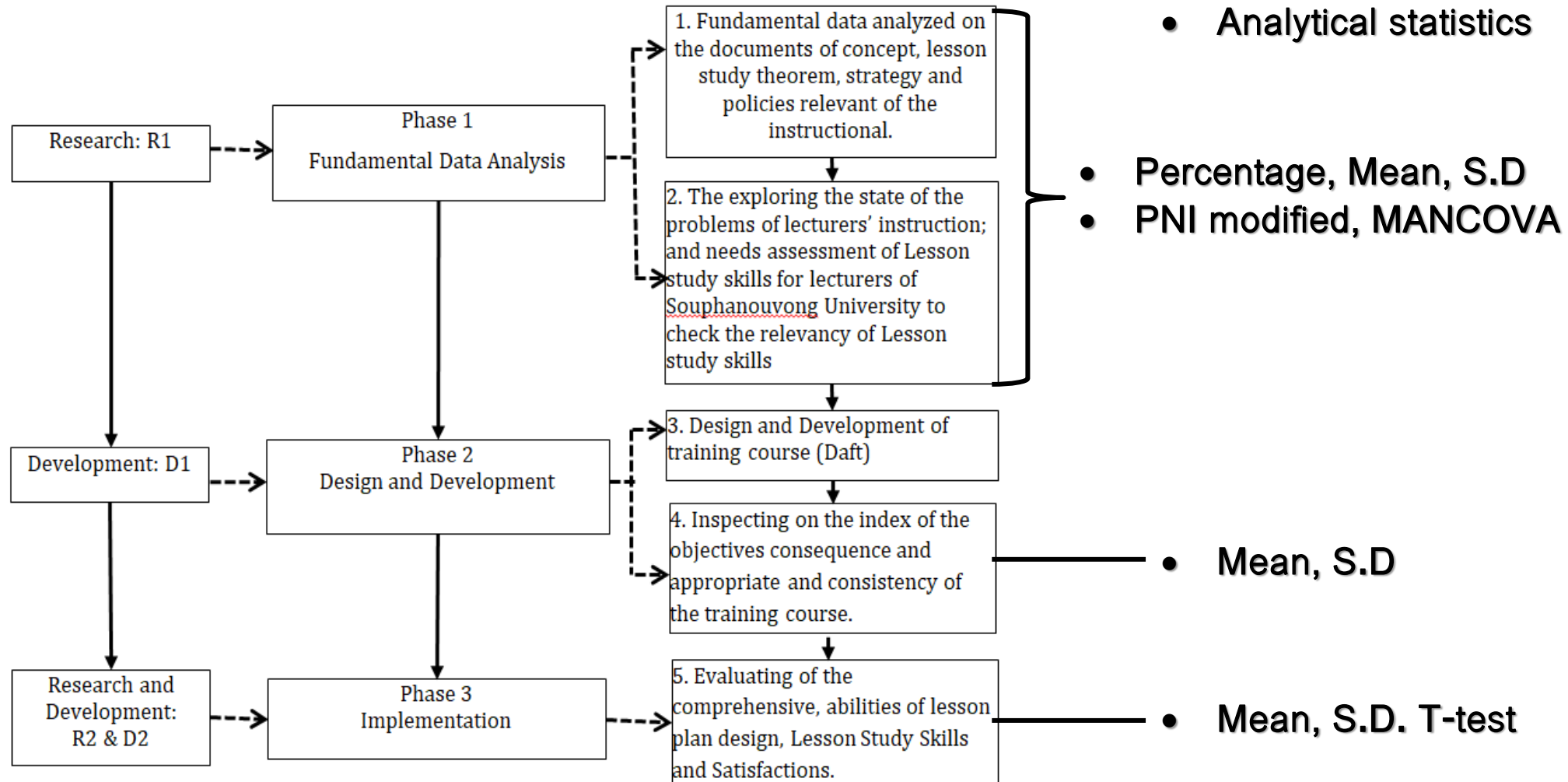


Figure 1: conceptual framework.

## 4 Results

### 4.1 The Results of the fundamental data analysis of the lesson study skills development course.

Table 1 the qualitative data analysis

Documents	Content analysis /Categories	Conclusion/Interpretation
<ol style="list-style-type: none"> <li>1. The 9th five-year education and sports development policy plan (2021-2025)</li> <li>2. The strategic plan for teacher and personnel development in education and sports of the LAO PDR to the year 2025,</li> <li>3. The souphanouvong university development strategic plan to the year 2025.</li> <li>4. The vision and strategy for education and sports development to the year 2030</li> </ol>	<ol style="list-style-type: none"> <li>1. Strategic and Policies; there were <b>22</b> indicators (P1 – P22)</li> <li>2. Lesson study theory.</li> </ol> <p>There were <b>9</b> Indicators (T1 – T9)</p>	<ol style="list-style-type: none"> <li>1. Plan-Preparation</li> <li>2. Do-Teaching and observation</li> <li>3. See-discussion &amp; reflection</li> <li>4. Strategies to enhance lesson study</li> </ol>
<p>Shimizu (2006), Lewis and Berry (2006), Mulyana (2007), Isoda, Ohara &amp; Miyakawa (2007) and Inprasitha (2007)</p>		

## 4 Results (continue)

### 4.1 The Results of the fundamental data analysis of the lesson study skills development course.

Table 2 the quantitative data on the state of the problem and needs assessment

Item	State of the problems						Needs Assessments					
	Adminis- trators (n=54)		Lecturers (n=167)		Students (n=327)		Adminis- trators (n=54)		Lecturers (n=167)		Students (n=327)	
	$\bar{x}$	S.D	$\bar{x}$	S.D	$\bar{x}$	S.D	$\bar{x}$	S.D	$\bar{x}$	S.D	$\bar{x}$	S.D
1. Plan-Preparation;	3.39	0.28	3.71	0.51	3.53	0.69	4.44	0.42	4.52	0.44	4.86	0.32
2. Do - Teaching & Observation	3.46	0.41	3.55	0.68	3.51	0.73	4.33	0.53	4.46	0.47	4.89	0.28
3. See - Discussion & Reflection	3.42	0.49	3.93	0.58	3.60	0.68	4.47	0.49	4.75	0.40	4.57	0.39
4. Strategies to enhance lesson study	3.73	0.39	3.59	0.79	3.40	0.84	4.57	0.45	4.60	0.52	4.35	0.67
means ( $\bar{x}$ )	3.50	0.39	3.70	0.64	3.51	0.74	4.45	0.47	4.58	0.46	4.67	0.42
Overall ( $\bar{x}$ )	3.57 (high)						4.63 (highest)					
S.D	0.69						0.47					



## 4 Results (continue)

### 4.2 Results of design and development of the lesson study skills development course.

Table 5 the lesson study skills development training course.

Components	Contents/Activity
<b>(1) Background and importance of the course</b>	In this article, the researcher has determined from the study of education policy Related research papers include the necessary requirements based on the information obtained from the study of the background information and the state of the problems at the lecturers' university which identifies the reasons and important necessities for developing this training course.
<b>(2) Principles of the course</b>	It is an intensive course that aims to develop the potential of lecturers in teaching lessons for teachers that lead to classroom operations that focus on the learning process from real practice with a collaborative learning process, which are: (1) shared values and norms with a focus on learning; (2) collective focus on student learning in a culture of collaboration; (3) collaboration that mentions collaborative teamwork; (4) expert advice and study visits; and (5) discussion-reflection dialogue.

## 4 Results (continue)

### 4.2 Results of design and development of the lesson study skills development course.

Table 5 the lesson study skills development training course (continue)

<b>(3) Goals of the course</b>	Course goals In order for lecturers or trainees to have the knowledge, performance, and ability to manage teaching and learning that will be used in the lesson study as well.
<b>(4) Course objectives</b>	This objectives course were to: (1) assess the comprehension of lesson study skills after training (2) evaluate the ability to design lesson plans in the lesson study process; (3) evaluate the lesson study skills; and (4) evaluate the satisfaction of the trainees in the lesson study skills according to the training course.
<b>(5) Duration of training.</b>	The duration of the training is 4 days, 6 hours per day, for a total of 24 hours.
<b>(6) Content and structure</b>	Unit 1 instruction to lesson study Unit 2 Development of learners in higher education Unit 3 Plan-preparation Unit 4 Do-teaching & observation Unit 5 See - discussion & reflection
<b>(7) Training media and equipment</b>	The manual of the training course, the award, course documents, stationery, computers, video, audio clips, and the internet.

## 4 Results (continue)

### 4.2 Results of design and development of the lesson study skills development course.

Table 5 the lesson study skills development training course (continue)

Components	Contents/Activity
(8) Training evaluation.	<p>8.1 The training evaluation measures consisted of a test to measure knowledge and understanding of the lesson study process after the training, an assessment of the ability to design instructional plans, an assessment of lesson study skills, and an assessment of satisfaction. To check that trainees have developed potential in knowledge, skills, and attitudes as a result of training activities.</p> <p>8.2 For the conditions for completing the training, the researcher sets the following criteria:</p> <ol style="list-style-type: none"> <li>(1) Participating instructors must participate in the training at not less than 80% throughout the training period.</li> <li>(2) Have a knowledge and comprehension test result after training of not less than 80%.</li> <li>(3) Lesson study process skills of not less than 80 percent or 3.50</li> <li>(4) Cooperate and participate in training activities.</li> <li>(5) Have certificates for those who meet the specified conditions or criteria.</li> </ol>

**The overall index of item objective congruence equaled 0.97 (IOC = 0.97) and was appropriate at a high level (Mean=4.38, S.D = 0.55) with the training course's reliability of Cronbach's alpha at 0.872.**

## 4 Results (continue)

### 2.3 Results of Implementation of the lesson study skills development course.

#### 2.3.1 The comprehensive of lesson study

Table 6 Comparison of comprehensive results after training

Comprehension of lesson study	Sample	$\bar{x}$ (Score 30)	S.D	df	t	Sig.
After training	30	24.96	2.12	29	2.49	0.019
Criterion (80 percent)		24.00				
Item	Criterion (80 percent or 24 scores)		Lecturer (People)	Percentage		
Passed criteria	More than 80 percent or score $\geq 24$		26	86.66		
Not passed criteria	Less than 80 percent or score $< 24$		4	13.34		
	Total		30	100.00		

## 4 Results (continue)

### 2.3 Results of Implementation of the lesson study skills development course.

#### 2.3.2 The ability to design lesson plans in the process of studying the lesson.

Table 7 Evaluation results of the ability to design lesson plans in the process of studying the lesson.

Item	$\bar{x}$	S.D	Level
1. Desired results	4.77	0.49	highest
2. Evaluation Evidence	4.85	0.61	highest
3. Designing instructional activities	4.57	0.53	highest
4. Teaching materials	4.96	0.65	highest
5. Measurement and Evaluation	4.18	0.52	high
6. Elements of Lesson Plans	4.07	0.54	high
Overall Average (Mean)	4.56	0.44	highest

## 4 Results (continue)

### 2.3 Results of Implementation of the lesson study skills development course.

#### 2.3.3 The lesson study skills.

Table 8 Evaluate results of lesson study skills

Item	$\bar{x}$	S.D	Level
<b>1. Plan-preparation</b>	4.57	0.70	Highest
1.1 Team formation	4.54	0.64	Highest
1.2 Lesson study goal setting	4.59	0.71	Highest
1.3 Lesson plan design	4.60	0.71	Highest
<b>2. Do-teaching and observation</b>	4.60	0.40	Highest
2.1 Warm-up	4.59	0.52	highest
2.2 Teaching and learning learning management	4.66	0.48	highest
2.3 Conclusion	4.55	0.39	highest
<b>3. See-discussion and reflection</b>	4.50	0.40	highest
3.1 Analyze approaches to achieve periodic learning	4.33	0.60	highest
3.2 Presented to reflect the results, covering the issues in the report clearly.	4.63	0.49	highest
3.3 Answer questions and express opinions clearly	4.53	0.62	highest
3.4 Propose a solution to the problem in the next lesson.	4.50	0.57	highest
3.5 There are traces or evidence that reflects the appropriate improvement and development of teaching and learning plans.	4.57	0.68	highest
<b>Overall Average (Mean)</b>	4.55	0.45	highest

## 4 Results (continue)

### 2.3 Results of Implementation of the lesson study skills development course.

#### 2.3.4 The satisfaction of the lecturers or trainees in the lesson study.

Table 9 Evaluation results of the satisfaction of the lecturers or trainees in the lesson study.

Item	$\bar{x}$	S.D	Level
1. Contents of training course	4.72	0.45	Highest
2. Process and organization of training activities	4.66	0.58	Highest
3. Duration of training	4.64	0.80	highest
4. Trainers	4.51	0.53	highest
5. Training service	4.00	0.64	high
6. Applying into classroom	4.53	0.59	highest
Overall Average (Mean)	4.52	0.55	highest

## 5 Discussion and conclusion

### 5.1 The Results of the fundamental data analysis of the lesson study skills development course.

- The results of state of the instruction's problems were found in high level. That were Corresponding to Charmine, Yuka, Victoria & Karen (2007), Phansaytha&Khasay (2020).
- PNI Corresponding to Sousavajdee & Sthinyakorn (2020) and Klaharn (2018)
- Because of the state of the problems of instruction at Souphanouvong University has been conducted to the educational development policy guidelines for teaching and learning according to 3 characteristics (Nationally characteristics, Scientifically characteristics and Socially characteristics) and 5 educational competencies (Personality competencies, Intellectual competencies, Working competencies, Physical competencies, and Artistically competencies) at a certain level.

### 5.2 Results of design and development of the lesson study skills development course.

- consisted of 8 components, namely: (1) Background and importance of the course; (2) Principles of the course; (3) Goals of the course; (4) Course objectives; (5) Duration of training; (6) Content and structure; (7) Training media and equipment; and (8) Training evaluation.
- Saylor & Alexander (1974); Sangad Utranan (1989); Charmine, Yuka, Victoria&Karen (2007) and Wongyai & Pattaphol (2019) and research result of Somkane (2014), Ngern (2016), and Vongsatan, Mangkhang, and Dipyamandala (2020).

## 6 Recommendation

- Firstly, - use the results of this research as resource for the training course development to match the real needs of its lecturers.
- Secondly, - integrated with instruction tools or training modules to enhance the lesson study processes in any discipline for either normal onsite classrooms or online platforms effectively.
- Finally, - 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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## Training Activities



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## Training Activities



### การแก้ปัญหาของนักศึกษา



### กิจกรรมเปิดชั้นเรียน

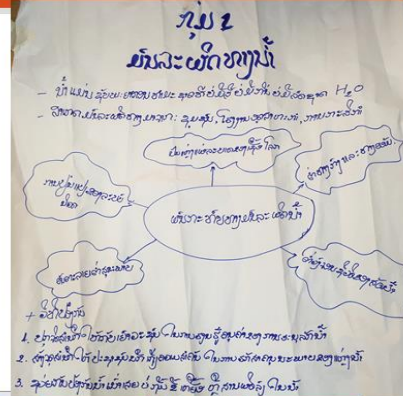
เรื่อง มลพิษทางสิ่งแวดล้อม  
สอนโดย

Miss. Soulina VILAYSENG

คณะวิศวกรรมศาสตร์  
มหาวิทยาลัยสุภานุวงศ์



### แนวคิดของนักศึกษา กลุ่ม 1



### ปัญหา/อุปสรรค

1. ในระหว่างเริ่มนำเข้าสู่บทเรียน มีนักศึกษาบางคนใช้โทรศัพท์
2. ในระหว่างการนำเสนอแนวคิด นักศึกษาในชั้นกังวลกับงานกลุ่มของตนเอง
3. กระดาษบันทึกม้วนตัว ไม่เรียบ เขียนยาก
4. ปากกาเมจิกมีสีเดียว
5. การนำเสนอของนักศึกษายังไม่คล่องแคล่ว
6. การใช้เกม Quiz ยังไม่พร้อมเท่าที่ควร



### แนวทางแก้ปัญหา/อุปสรรค ปรับปรุงบทเรียน

1. ในระหว่างเริ่มนำเข้าสู่บทเรียน มีนักศึกษาบางคนใช้โทรศัพท์
2. ในระหว่างการนำเสนอแนวคิด นักศึกษาในชั้นกังวลกับงานกลุ่มของตนเอง

1. กำหนดกติกา ข้อตกลง ร่วมกันในห้องเรียน
2. ก่อนดำเนินการนำเสนอแนวคิด ควรเก็บใบงานของนักศึกษา และเตรียมพร้อมฟังการนำเสนอ



### แนวทางแก้ปัญหา/อุปสรรค ปรับปรุงบทเรียน

3. กระดาษบันทึกม้วนตัว ไม่เรียบ เขียนยาก
4. ปากกาเมจิกมีสีเดียว
5. การนำเสนอของนักศึกษายังไม่คล่องแคล่ว
6. การใช้เกม Quiz ยังไม่พร้อมเท่าที่ควร
3. จัดเตรียมกระดาษให้พร้อมเตรียมที่รองกระดาษ
4. เตรียมปากกาหลายสี
5. ฝึกนำเสนอฝึกทักษะการสื่อสารแนวคิดของนักศึกษา
6. เตรียมการล่วงหน้า ชักซ้อมการใช้เกม

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