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An Investigation of Social Studies Teacher Candidates' Views on the Lesson Study Model

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ABSTRACT

In this research, it is aimed at examining the opinions of the Social Studies teacher candidates about the Lesson Study Model carried out in the Teaching Practice course. The research was designed as a case study. The participant group of the research consists of three pre-service teachers selected by the criterion sampling method: the social studies teacher of the practice school, the students of the practice class, and the researcher. The data obtained was analyzed using the content analysis method. This model applied in the research was found to be very beneficial for teacher professional development, intra-group communication and collaboration, and students' learning and development. The negative reactions from the students to the seriousness of the research lesson and the thought that the lesson plan prepared in collaboration with the team could not be well reflected in the lesson by the teacher were considered disadvantages regarding the model in the research. At the end of the research, it was seen that the Lesson Study Model is applicable in education. In the light of the findings, it is recommended that the model be applied and disseminated both in other fields and in the field of social studies education in Turkey.

Keywords:

Social studies, teacher candidates, lesson study model, professional development

1. Introduction

Most of the learning is gained through planned and programmed education. An important part of the process of acquiring the desired gains is the teacher's professional development. Studies examining the relationship between teacher quality and student achievement show that students perform better when teachers use teaching practices more in professional development (Kirkpatrick, 2002) and that professional development, when combined with higher teacher quality, positively affects student achievement in mathematics and reading (Gibson, 2003). The fact that student success, which is also a determinant of social structure, is affected by the quality of the teacher at various points supports the teacher in his professional development and demands continuity in this development process. In this study, the Lesson Study Model, which is a model that supports the teacher's professional development, has been discussed.

The term Lesson Study, which was introduced into Turkish literature indirectly through its English expression, corresponds to the words jugyou and kenkyuu in Japanese (授業研究) (Allen, Donham, & Tanner, 2004). It is seen that the word jugyou means 'instruction' or 'lesson' and the word kenkyuu means 'research' or 'study' in English (Sims & Wals, 2009). A lesson study is collaborative research that includes steps such as inquiry, planning, implementation, observation, evaluation, and replanning (Sarkar Arani, Shibata, & Matoba, 2007). The historical origins of the model in Japan, where it emerged, date back to the early Meiji period and its practices, with the opening of a primary school based on the Education Law of 1872 (Ishii, 2017). By the 1900s, many local education boards organized conferences called 'Jugyo-hihyo-kai' or 'Jugyo-kenkyu-kai' (Makinae, 2019). The lesson study practice, whose basis was shaped by these conferences, has become a model

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used in teacher education and professional development in many countries today. The USA, United Kingdom (Doig & Groves, 2011), Singapore, Hong Kong, China, Sweden, Canada (Dudley, 2014), Malaysia, Australia (White & Lim, 2008), and South Africa (Ono & Ferreira, 2010) are the main areas where the model is applied. In Japan, the country of origin of the model, there is almost no school where the model is not applied (Lewis & Tsuchida, 1998). This application, which is of such importance, is structured in several steps as follows:

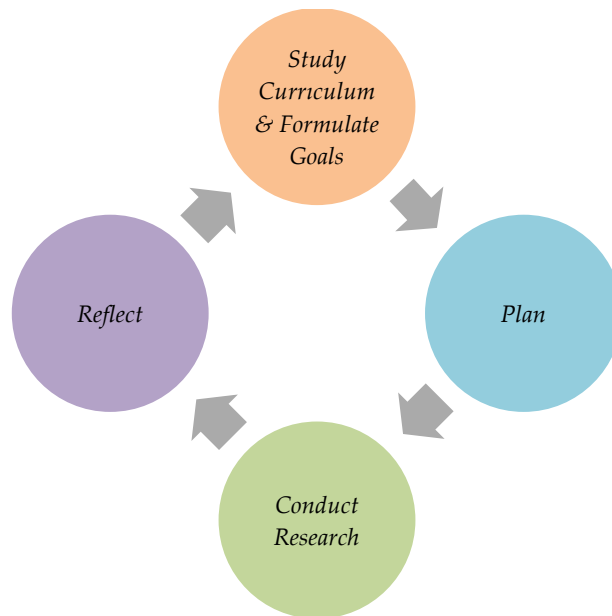


Figure 1: Lesson Study Cycle (Lewis, Perry, & Murata, 2006, p. 4)

In the cycle, after defining the curriculum and objectives, the research course and the time when the course will be conducted are planned. In the next stage, one team member conducts the research lesson. Other members observe the lesson and collect data. The final phase is the reflection phase, where evaluations are made and the results are shared (Lewis, Perry, & Murata, 2006). During the evaluation phase of the model, if deemed necessary or desired, the decision to revise and re-apply the relevant lesson plan can be taken (Allen, Donham, & Tanner, 2004; Fernandez & Chokshi, 2002). The revised plan created in line with the decision is applied to a new student group (Murata, 2011).

In a research course to be conducted, teachers-researchers (Hart, Alston, & Murata, 2009), prospective teachers (Burroughs & Luebeck, 2010), academics (Doig & Groves, 2011), other invited experts (Murata, 2011), and consultants (knowledgeable others) who contribute to the process with their comments and suggestions (Lewis & Hurd, 2011; Murata, 2011) are in a team of four or six participants (Fernandez & Chokshi, 2002). A member of the team or an external participant takes on the role of facilitator, managing the process and the team (Lewis & Hurd, 2011).

This model, which is widely used at the school and national level, has also created a well-established literature on this subject. In this context, it is seen that the model has been carried out with teachers (Lee, 2008) and teacher candidates (Erbilgin, 2013). In these studies, positive contributions to cooperative learning and professional development were found. When the status of the model in Turkey is examined, it is seen that it is mostly carried out with pre-service teachers, and the studies are quite limited.

Regarding the importance of research, professional development in the Turkish education system is widely carried out in the form of seminars. In related studies (Ergin, Akseki, & Deniz, 2012; Kanlı & Yağbasan, 2001; Seferoğlu, 2001), the finding that teachers could not get enough efficiency from the in-service training given in the form of seminars drew attention. In addition, the TALIS (Teaching and Learning International Survey), which collects data on teaching and learning, reveals remarkable results in terms of professional development for Turkey with 2018 data. According to this research, while 86% of teachers in Turkey attended face-to-face training courses or seminars in the last year, the satisfaction rate of these trainings was 72%, which is lower than the OECD average of 82% (OECD, 2019). In the same study, it was observed that the most common barriers to participating in professional development activities were the lack of an appropriate professional

development activity and the lack of incentives to participate in professional development activities (Ceylan, Özdoğan Özbal, Sever, & Boyacı, 2020). At this point, it is thought that this model can be used both to address the problems experienced in the in-service training given in the form of seminars and to encourage teachers to participate in professional development activities.

As seen in the in-service period in terms of professional development, some similar problems have been encountered in the pre-service period, especially in Teaching Practice and School Experience courses (Çepni & Aydın, 2015; Tonga & Tantekin Erden, 2021; Yeşilyurt & Semerci, 2011). These problems also affected the efficiency of the lesson. At the same time, situations that pre-service teachers state as problems also create reluctance and low motivation in them (Çam Tosun, 2019; Yeşilyurt & Semerci, 2011). In the face of all these problems, it is thought that the planned process management and task distribution offered by the collaboration structure of the model can be a solution by positively affecting motivation. At the same time, it is thought to guide future studies on the lesson study model. The main purpose of this study is to reveal the views of pre-service social studies teachers on the lesson study model. In light of the current table and findings, and in line with this purpose, this study sought to answer the following questions:

Pre-service social studies teachers’;

- What are their views on the stages of the model?
- What are their views on the impact of the model on the process?
- What are their views on the effect of the model on in-group communication and cooperation?
- What are their views on the effect of the model on professional development?
- What are their views on the impact of the model on students and research courses?
- What are their views on the experience of the model and the emotions felt?

2. Methodology

2.1. Research Model

This research was designed as a case study. In this design, the fact is tried to be defined in depth by focusing on a phenomenon such as an individual, group, institution, community, or social unit (Merriam, 2002). It is richly descriptive, with diversity in data collection and analysis, including quantitative tests (Woodside, 2016). In the research evaluated in this context, the holistic single case design, which is a type of case study, was used. As the name suggests, the confirmability of the problem status of the research was tested on a single analysis unit.

2.2. Participants

This research was carried out in the spring semester of the 2021–2022 academic year. The research was applied in the Teaching Practice II course in a secondary school in the central district. Criteria such as taking the Teaching Practice II course, having prepared and presented a lesson plan for any course before, being willing and open to criticism, establishing harmonious collaborations, and taking responsibility were effective in the selection of teacher candidates. The other participants in the study are the author of the research with the role of facilitator and researcher, the Social Studies teacher of the practice school with the role of expert, and sixth grade students. The focus of this research is on the teacher candidates, who are the conductors of the research courses. Therefore, directly observed were the teacher candidates and the teaching process.

2.3. Lesson Study Application Process

A presentation was made in class 104 at the faculty to a group of five students who took the Teaching Practice II course and who had previously stated that they could volunteer in a study. At the end of the presentation, three candidates stated that they would voluntarily participate in the study, and thus the candidates were determined. Then, with the opinion of the practice school teacher, five achievements were determined for the writing of the revised lesson plans to be created in collaboration with the three candidates. Relevant achievements are as follows (MoNE, 2018, p. 21):

SB.6.4.4. Defends the necessity of obtaining copyrighted and patented products legally.

SB.6.5.1. Relates our country's resources and economic activities.

SB.6.5.2. Analyzes the effects of unconscious consumption of resources on living life.

SB.6.5.5. Analyzes the place and importance of qualified manpower in the development of the Turkish economy.

SB.6.5.6. Researches the personality traits, skills, and educational process required by the professions he or she is interested in.

When the research was carried out in a single class in line with the decisions from the observations and meetings, the plans were presented on Thursday in the last two lecture hours. In writing the lesson plan, the candidate first expressed his or her opinion: "If I had taught this course individually, I would have conveyed my introduction, development, conclusion, and evaluation activities as follows:...". Afterwards, there was a process of opinion and discussion on the individual plans presented as opinions. In line with this pre-discussion activity before the plan was written, a common revised lesson plan was written on the relevant achievement. This preliminary activity on the plans, the team evaluation after the research lesson, and the feedback of the practice school teacher were effective in the revision of the lesson plans.

2.4. Data Collection Tools and Procedure

In the research, a lesson observation form, participant diaries, lesson plans, and a semi-structured interview form were used as data collection tools. The participants followed the pre-service teacher's lecture process through this plan, distributed before the lesson. In the study, the participant diary was used by the observers to reveal the situations that the participant wanted to express, if any, apart from the academic observation of the course and to create a sincere observation environment. Participant diaries have a structure that is far from the standard, formal, and participant-limiting structure of other data collection tools, with the effect of creating a sincere and pleasant natural observation environment. The course observation form used in the research reflects a form prepared by the researcher and shaped under four headings. This form includes the heading "behaviors observed in the pre-lesson preparation stage, in the course introduction stage, in the transition to the course, in the development stage, and in the last stage of the course". These titles were filled in order as a result of academic observation in parallel with the presentation of the jointly prepared lesson plan and the preparations made before. A standard structure was not followed in this form either. In the creation of the lesson observation form and the participant diary, the opinion of the subject expert who experienced the lesson study model in Japan was taken into account.

After the research lessons, which were completed in three rounds and observed for a total of six hours, individual interviews were conducted with the pre-service teachers. For this purpose, a semi-structured interview form was created. This form was created by the researcher after the literature review, studies, and examinations on the subject and presented to an expert on the subject. In order to ensure the internal validity of the interview form, expert opinion was sought. In line with the feedback received from the field experts, the interview form was revised and finalized with ten questions. Experts and the pilot application group also evaluated the form in terms of language, clarity, and ethics. The pilot application was applied to the candidates who participated in the lesson study practice carried out in another teaching practice group at the same time. The form, which took its final form in terms of clarity and scope, was recorded as an audio recording during the interviews.

2.5. Data Analysis

In this study, the content analysis method was used in the analysis of the data. In this method, similar data is brought together under certain concepts and themes and presented in an understandable way (Yıldırım & Şimşek, 2018). The data obtained during the research process was checked by a different researcher, and consensus was achieved. The consistency of the codes used by the two researchers independently of each other was determined by marking them as in agreement or disagreement. The percentage consensus formula developed by Miles and Huberman (1994) was used to calculate the reliability of all these codes. The agreement rate among the coders was determined to be 92%. Other methods used in the study for validity and reliability were triangulation, participant confirmation, detailed and rich description, purposive sampling, and external expert opinion. The pre-service teachers whose opinions were taken into account in the research were called by pseudonyms in the data analysis.

2.6. Ethical

The research was carried out with the approval of E-86837521-050.99-189448, dated April 1, 2022, and numbered E-86837521-050.99-189448, by Ömer Halisdemir University Ethics Committee.

3. Findings

In the research, the views of pre-service teachers were handled with content analysis, and the themes, categories, and codes that emerged in this direction were shown on the tables. The findings were supported by direct quotations reflecting the views. The related themes, which are discussed under headings accompanied by detailed findings, are shown in Figure 2.

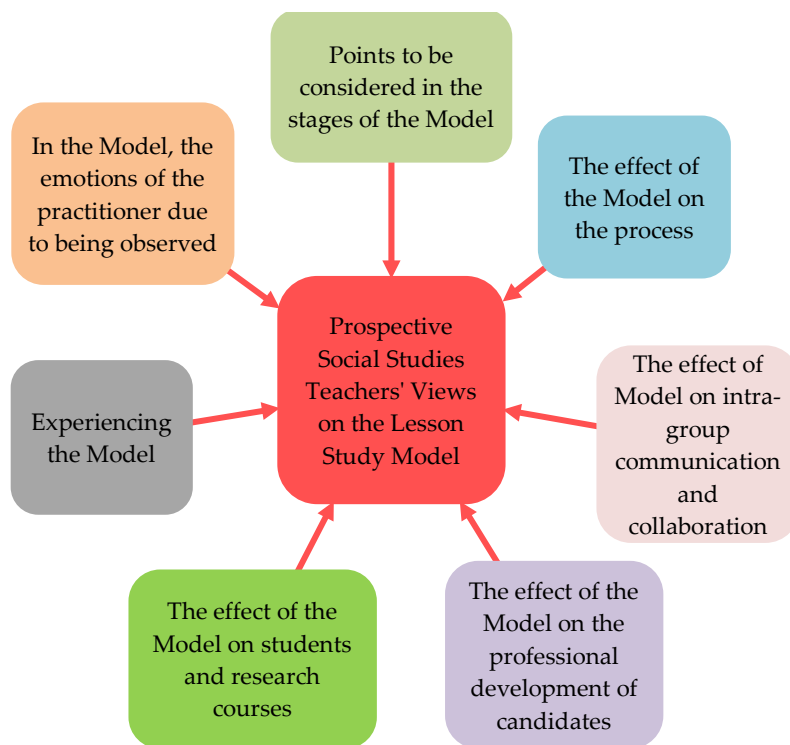


Figure 2. Opinions of Social Studies Teacher Candidates on the Lesson Study Model

This theme consists of three categories, reflecting the phases of the cycle. These categories are the planning, implementation, and evaluation phases. Through this theme, what pre-service teachers pay attention to at the various stages of the model was analyzed. The results obtained are given in Table 1.

Table 1. The points that the participants paid attention to in the stages of the Model

Theme	Category	Code	Participant
Points to be considered in the stages of the Model	Planning Phase	Preparing a plan to increase students' awareness levels	Bilge Teacher
		Preparing a plan considering professional development	Şeyma Teacher
		Preparing a plan considering the benefits of the course for students	Pelin Teacher
		Preparing a plan for students to actively participate in the lesson	Pelin Teacher
	Implementation Phase	Paying attention to the active participation of students in the lesson	Pelin Teacher, Bilge Teacher, Şeyma Teacher
		Paying attention to classroom dominance	Pelin Teacher, Şeyma Teacher
		Paying attention to the effective use of time	Şeyma Teacher
		Paying attention to giving students an equal say	Pelin Teacher
	Evaluation Phase	Evaluation to identify needs	Şeyma Teacher

Evaluation of the efficiency of the course for the student	Bilge Teacher
Evaluating by taking into account prior knowledge and misconceptions	Pelin Teacher
Making an assessment by taking into account the students' participation in the course	Pelin Teacher
Evaluation by considering how the evaluation can contribute to the next lesson	Pelin Teacher

In the planning stage of the model, the pre-service teachers created their lesson plans by taking into account situations such as student awareness, teacher professional development, the benefit of the lesson for the students, and active participation in the lesson. A pre-service teacher's opinion supporting the findings regarding the planning phase is as follows:

We made a plan by taking ideas from all of us during the planning phase and considering how the plan would be beneficial for students. We paid attention to this. In the plan, we paid attention to acting by thinking of students so that they could participate more actively in the lesson (Pelin Teacher).

It is seen that the most important points taken into consideration during the application phase of the model are ensuring the active participation of the students in the lesson and in-class dominance. Other points of attention at this stage were time management and giving students an equal right to speak. As a basis for these findings, the following view can be given as an example:

We used much more methods and techniques than we normally use in the model. This is the expectation of the student. They are so bored now that they want to see different activities and different studies in standard lectures. As a result, a student who never took part in the class attended the lesson. Therefore, we paid attention to their active participation (Bilge Teacher).

While the evaluation phase, which is a step of the model in the research, covers in-class activities in practice, a general evaluation of the previous lesson and writing a new plan are discussed in the plan preparation meetings. Therefore, the evaluation phase was a phase in which both situations were taken into account. At this stage, the points that the candidates paid attention to were the needs and situation determinations, the determinations about the lesson, and how the evaluation could contribute to the next lesson. The following view can be presented as the basis for the findings regarding this stage:

We took the students into consideration in the evaluation. We did this by taking into account the participation of all students in the course, their contribution to their prior knowledge of the subject, and their misconceptions. We acted at this stage by discussing how our assessments could contribute to the next lesson (Pelin Teacher).

In this theme, the effect of the model on the process has been revealed by examining its stages. The theme consists of three categories, reflecting the stages of the model. These categories are the planning, implementation, and evaluation phases. The results obtained are given in Table 2.

Table 2: The Effect of the Model According to the Participants on the process

Theme	Category	Code	Participant
The effect of the Model on the process	Planning Phase	Getting the support of friends on the missing points in the planning	Bilge Teacher
		Plan preparation allows different ideas to be seen	Bilge Teacher
		Making the plan easier for the practitioner candidate	Bilge Teacher
	Implementation Phase	Individual benefits of planning	Bilge Teacher, Şeyma Teacher, Pelin Teacher
		The model provides a better command of the subjects in planning	Şeyma Teacher
		Making the lesson more effective and efficient	Bilge Teacher
		Increasing the permanence of the research course for students	Bilge Teacher

	More regular classes	Şeyma Teacher
	Ensuring effective use of time	Şeyma Teacher
	Making the students willing	Bilge Teacher Pelin Teacher
	The model provides class dominance in practice	Pelin Teacher
Evaluation Phase	Being efficient for students	Bilge Teacher, Pelin Teacher
	Evaluations that have not been made before reveal the current situation in practice	Şeyma Teacher

In the research, the effect of the planning phase on the general process was reflected positively in the findings, such as team support, differences in opinion, individual benefit and convenience, and mastery of the subjects. Findings related to this stage can be supported by the following view:

Thanks to this model, I actually benefited a lot during the planning phase. Since I was planning lessons with my friends, my friends supported me when I was lacking. Later, I realized that I was advancing to a certain standard myself, but when I came together with my friends and made a lesson plan, I saw that our friends had different ideas. This has been a win for me and the process (Bilge Teacher).

In the research, the effect of the model on the general process was felt through the category of implementation stage in subjects such as the effectiveness of the lesson, its permanence, the regular progress of the lesson, effective time and classroom management, and active participation in the lesson. Therefore, it is seen that the learning and teaching processes have a positive experience through the model. The impact of the model on the process is supported by the following view in terms of the implementation phase category:

In practice, we normally organized the lesson individually while we were teaching ourselves, but this became more organized within the lesson plan we prepared together. In other words, we were able to see everything more clearly, and we proceeded accordingly. I can say that I have experienced using time effectively and making the lesson more organized in practice. The model had an impact on the process in that direction (Şeyma Teacher).

In the study, the efficient evaluation of the course for the students and the fact that the evaluations that were not made before revealed the current situation in practice reflect the effect of the model on the process through the evaluation category. The following statement can be given as an example of an opinion on the situation:

Let me put it this way: for example, whether it was me or my other friends, after lecturing, such a thing was not done; we were not doing it. You know, we were just listening to the lesson and going out, but I identified the missing aspects in these assessments. I saw our current situation in the assessment (Şeyma Teacher).

In the research, the effect of the model, carried out in team collaboration, on communication and collaboration was also a matter of curiosity, and in this context, opinions were taken from the teacher candidates. The findings obtained from the opinion are shown in Table 3.

Table 3: The Effect of the Model According to Participants on Intra-Group Communication and Collaboration

Theme	Category	Code	Participant
The effect of the Model on intra-group communication and collaboration	Intra-group communication	Positive development of intra-group communication	Pelin Teacher Bilge Teacher Şeyma Teacher
		Intra-group communication increases interaction	Pelin Teacher
		Collaboration creates an effective discussion environment	Pelin Teacher
	Collaboration	Contributing to cooperative learning	Şeyma Teacher
		Collaboration ensures focus and motivation	Bilge Teacher

Pre-service teachers found the model very useful in the development of intra-group communication and, accordingly, interaction. The structure of the model, which is carried out in team collaboration, directly and closely affects the communication and collaboration situation. The model had a positive effect on creating an effective discussion environment under the category of collaboration, on cooperative learning, on focusing on the lesson, and on being motivated. An opinion on the theme is as follows:

We, as teacher candidates, have been studying at the same faculty and in the same class for 4 years. I know my friends more or less. I had communication with them, but frankly, it was not that much. The thing was, it was more of a normal friendship level. I did not know how they taught a lesson or the methods and techniques they used. But when we planned together, when we went to class together, and when I knew they were watching me, I went more focused. I was more focused on the lesson and also more motivated. The fact that my friends always gave such positive reinforcements and even a smile showed me that I was on the right track and that this model was effective. It was nice that there was intense communication and collaboration in practice. For me, it had a positive impact on our communication (Bilge Teacher).

Through this theme, the effect of the Model, which is a professional development model, on the professional development of teacher candidates has been revealed. The findings related to the theme are given in Table 4 as follows:

Table 4: The Effect of the Model According to Participants on Professional Development

Theme	Category	Code	Participant
The effect of the Model on the professional development of the candidates	Individual gains	Recognizing the shortcomings of the pre-service teacher	Bilge Teacher
		Gaining control and achieving class dominance	Şeyma Teacher
		Observation skills	Bilge Teacher Şeyma Teacher
		The model enables students to be known more closely.	Pelin Teacher
	Achievements in professional life	The idea that it will enable me to attend classes more regularly and in a planned way in my professional life	Şeyma Teacher
		The thought that it will be useful in preparing a plan alone in professional life	Pelin Teacher
		Providing convenience in the classroom	Bilge Teacher
		dominance of research courses	Pelin Teacher

As seen in the table, the pre-service teachers evaluated the model based on the individual gains they gained through practice and the anticipated reflections of these gains for the future. The model has been found useful in gaining awareness of the shortcomings that the candidate sees in himself in the dimension of individual gains, gaining control and observation skills in classroom dominance, and getting to know the students better. It is thought that the model will contribute to the candidates professional lives in terms of attending classes more regularly and in a planned manner in the future, preparing a plan alone, and acting together with other branch teachers in the field. An opinion on the theme is as follows:

I realized that I was missing some points. After seeing even better the things we think we know, we say, Oh my goodness', 'we have shortcomings', we do not know. We think that what we have is enough, so we realize this both when we research in this way and when we meet and observe our friends within the scope of this model. Maybe I'm making a mistake made by my friend I observed in class. Then I say, Oh, I shouldn't be doing this; it has a negative effect on students'. Because I observed it in my friend. So it has an impact on professional development. I can say that observations and gaining observation skills had an effect (Bilge Teacher).

5. The Effect of the Model by Participants on Students and Research Courses

The effect of the model, carried out by the teacher candidates in team collaboration, on students and research lessons was reflected through opinions under this theme. The findings regarding the opinions are shown in Table 5 as follows:

Table 5: *The Effect of the Model by Participants on students and research courses*

Theme	Category	Code	Participant
The effect of the Model on students and research courses	Impact on Students	Increasing student interest in the lesson	Bilge Teacher Şeyma Teacher
		The idea that the model increases retention in learning	Bilge Teacher
		The idea that the topics covered in research courses are better understood and comprehended	Pelin Teacher
	Impact on Research Courses	Providing a fair discussion environment for research courses	Pelin Teacher
		Less disruption of the seriousness of the lesson	Pelin Teacher
		Enables effective time management	Şeyma Teacher Bilge Teacher
		Providing convenience in classroom dominance of research courses	Bilge Teacher Şeyma Teacher Pelin Teacher

According to the opinions of the teacher candidate in the study, the effects of the model on students have been positive in the dimensions of interest, permanence in learning, and learning the subjects. The impact of the model on the research courses, which is a reflection of the class in the classroom, has been to provide a fair discussion environment, lessen the seriousness of the course, and ease the dominance of the class. An opinion supporting the theme is as follows:

That class participated in the lesson. Therefore, although most students did not have any differences in their participation in the course, some students did have differences in their learning and development. We tried to add those who did not participate. The students we encouraged to participate in the course started following with interest afterwards. I think this model contributes to increasing interest in the lesson. With a planned course presentation, I can say that the model is also effective in managing time in lessons (Şeyma Teacher).

Within the scope of the research, the teacher candidates were asked how this experience was and the applicability of the model. The theme of experience status has been the categories of advantages, disadvantages, and applicability of the model. The findings of this category are included in Table 6 as follows:

Table 6: *Status of Experience the Model According to Participants*

Theme	Category	Code	Participant
Experiencing the Model	Advantages	The model prevents the lesson from being mediocre	Bilge Teacher
		Reducing the workload of the teacher with the collaboration structure	Bilge Teacher
		The team's completion of the missing aspects of the teacher	Bilge Teacher
		The lesson is effective because it is presented with a planned structure	Bilge Teacher
		The model contributes to attracting students' interest in the lesson	Bilge Teacher
		The model provides convenience for the teacher when making individual plans for the future	Bilge Teacher
		Contributing to students' learning	Pelin Teacher
		Making positive contributions to professional development	Pelin Teacher
		Ensuring effective use of time	Şeyma Teacher
		To be planned and organized	Şeyma Teacher
	Fully collaborative learning	Şeyma Teacher	
	Disadvantages	The thought of not reflecting the plan prepared in team collaboration to the class well in practice	Bilge Teacher
		In the research lessons conducted within the scope of the research, students' negative reactions to seriousness	Şeyma Teacher
	Applicability	Applicable in both periods	Bilge Teacher, Şeyma Teacher, Pelin Teacher

When the table is examined, the advantageous aspects of experiencing the model are to prevent the lesson from being ordinary, to alleviate the workload of the teacher, to pass the course in a planned, regular, and efficient manner, to increase interest in the lesson, to use time effectively, and to contribute positively to the teacher's professional development. The opinion of a teacher candidate for the category is as follows:

It relieves the teacher's workload at the beginning. Other teachers complete the missing aspects of the teacher. In this way, the teacher does not have a problem with the course. Later, the course is more efficient because the teacher plans the lesson better. It is more effective. Students are satisfied with various activities and techniques. With the model, the lesson gets rid of mediocrity. In this way, it attracts more attention from the students. As I said, the teacher provides benefits for him and for his future. In the future, since he has learned things he does not know when he is making individual plans, it provides him with convenience. These are the positive aspects (Bilge Teacher).

The disadvantaged aspects of the model in the research are the thoughts of not being able to well reflect the plan prepared in collaboration with the team and that students can respond to seriousness in the courses carried out within the scope of the research. In this category, a candidate (Pelin Teacher) stated that there was no disadvantage to the model. An opinion on this theme, which is thought to be influenced by purposeful observation, scientific investigation, and seriousness, is as follows:

Things can happen as disadvantages: We are planning together. Your friend can fulfill the lesson better than you in the class. Yes, we write everything—the whole plan—with a joint decision. We make the plan. Then we go to the class, and I have to apply it. but exactly as we talk there, I may not be able to reflect the class. Then it could be a negative feature (Bilge Teacher).

In the study, when the applicability of the model was examined, the model was evaluated by prospective teachers as applicable in both terms. The opinion of a teacher candidate about the situation is as follows:

We can apply this model in the pre-service and in-service periods by contacting teachers from different branches or from our own branch. Currently, for example, our teachers in the faculty ask, 'How do you want me to conduct the course?'. In that direction, we can suggest ideas to our teachers. We can recommend this model there. They also ask us, 'How do you conduct the course in practice?'. We again recommend this model. So this model is applicable to every period (Pelin Teacher).

In the study, what emotions the observation by others made the practitioner feel was a point of curiosity, and in this direction, the candidates were discussed. The findings of the feelings and situations felt are included in Table 7 as follows:

Table 7: What Emotions the Course Observation Makes Practitioners Feel in the Model According to the Participants

Theme	Category	Participant
In the Model, the emotions that the lesson observation makes the teacher candidates feel	Excited	Pelin Teacher, Bilge Teacher, Şeyma Teacher
	Uneasy	Pelin Teacher
	Carefully	Şeyma Teacher, Bilge Teacher, Pelin Teacher

The observation of the courses in the collaboration of teams in the research courses has created situations such as being excited, anxious, and careful in the teacher candidates. The finding that the candidates' observation in collaboration with a crowded team did not disturb them has been understood through their opinions. Teacher candidates' views on the subject are as follows:

We always rest during the internship. In this practice, only the question of 'can I go according to the lesson plan' causes uneasiness. We are trying to pay attention to how our class dominance will be with its excitement and to be careful in cases such as giving students equal rights to speak (Pelin Teacher).

4. Conclusion and Discussion

As the first striking result of the research, it is seen that teacher professional development, effectiveness of the lesson, increasing student awareness, and active participation of students in the lesson are taken into consideration in the preparation of the plan. These situations, which also reflect forward-looking and

permanent goals, are included in the studies of Lewis, Perry, and Murata (2006) and Lewis and Hurd (2011) as the elements that make up the content of plan writing. In the implementation of the model in the classroom, attention was paid to participation in the lesson, ensuring in-class dominance, effective use of time, and giving equal rights to speak. These points of attention have also positively affected the development of the model. All these positive points were also included in Meral Kandemir's (2019) study as benefit-based results of practice courses.

The second result of the research was the effect of the model on the process. In this process, it was seen that the work of the pre-service teachers became easier and the workload was reduced by the fact that the plan preparation was carried out in team collaboration. This finding coincides with the finding expressed in the study of Bozkuş et al. (2017) that the lesson study can reduce the workload of the candidate and positively affect the success of the jointly prepared lesson plans. In the process of writing the plan, the candidates had a better command of the subjects and were able to see the points they found lacking in themselves and the different ideas within the team. The finding of seeing different ideas in the research was also a finding in the study of Müldür, and Çevik (2020). In the research, efficient lessons, permanent learning, and an increase in interest and willingness were observed through the model. These findings in the research are also an indication of the advantageous side of the model. The fact that the model is implemented in team collaboration and within a plan has also positively affected the process and research courses in terms of regularity and programmed progress. This finding of the research was also encountered in the studies of Kara, and Şen (2021), and Şengür (2021). The fact that the evaluations that have not been made before in teaching practices are a step in this model and reveal the current situation draws attention as a positive contribution to the research.

The third result of the research is the finding that the model positively affects communication and collaboration within the team. This finding of the research shares similar results with related studies (Kükey, 2018; Lenski & Caskey, 2009; Özbay, 2015; Yüzbaşıoğlu, 2016). This model also contributed positively to cooperative learning. In the research, the finding that the model gains observation skills in professional development draws attention. The fact that every stage and practitioner in the plan are observed together in the classroom is effective in this view. The contribution of the model to professional development in literature studies (Çiçek, 2020; Egemen, 2021; González & Deal, 2019; Vermunt, Vrikki, van Halem, Warwick, & Mercer, 2019) was also seen. The increase in student interest in the course, which is a finding of the study, was also observed in the studies of Ayra (2021), İleritürk (2021), and İplik (2021). The finding that the model increases permanence in learning and provides a better understanding and comprehension of the topics covered in the practical lessons constitutes an important finding on learning and development. This finding was also seen in the studies of Kükey (2018) and Çiçek (2020).

The fourth result of the research deals with situations considered disadvantageous. The thought of not reflecting the prepared plan well in practice was considered a disadvantage. The practitioner may sometimes think that his or her knowledge is not enough or may not be sufficient to convey the stages in the prepared joint plan according to the order in the plan and in subject knowledge. Sometimes, despite having the necessary competencies, the practitioner may be excited or worried about the research lesson. Another point that was considered a disadvantage was that students could have negative reactions to the seriousness of research courses. The research course reflects the more disciplined approach that is observed in team collaboration. In this case, the team members observing the lesson can approach the lesson with a more serious attitude. This seriousness that is exhibited or felt can push some students to negative reactions. The situations mentioned as disadvantages can be explained on these grounds.

The fifth result of the research was the evaluation of the model as applicable in both periods. In general, the finding that the model is a viable model was also found in the literature research (Ayra, 2021; Boran, and Tarım, 2016; Bozkurt, and Yetkin Özdemir, 2016; Yüzbaşıoğlu, 2016). In the research, the candidates did not express an opinion on the applicability in dimensions such as course, grade level, or semester. They evaluated the application as applicable only in the pre-service and in-service periods.

The sixth result of the research was the emotions that the lecture observed in team collaboration made the practitioner feel. In the study, the finding of being excited and careful was the common view of the three pre-service teachers, who are the practitioners. In the study of Günay, Yücel Toy, and Bahadır (2016), it was determined that the practitioners were nervous, excited, and shy when other teachers observed the lesson.

5. Recommendations

It is recommended that the model be implemented in the Teaching Practice II course in terms of time and opportunity for practice. It is recommended that the Teaching Practice course be given through this model since the model is also effective in the acquisition of the learning and program outcomes of the course. It is recommended that lesson study, which is a process-based professional development model, be studied using methods such as action research, case studies, and mixed method research in the field of social studies. It is recommended that practitioners present a few lectures to their own groups or to volunteer listeners a few times before the process to avoid the negative emotions that observation may create. In the face of the seriousness of the problem that may be experienced during the implementation process, it is recommended that all participants communicate positively with the practice class, make classroom observations before the practice, and approach students with different activities.

6. References

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