TPD from Comparative Perspectives of Asian and African Researchers – Results from the Research Collaboration under A-A Dialogue –

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Quality of education, and esp. learning outcomes becomes a priority of the post 2015 education agenda, teachers to play critical roles, TPD at the central focus

Africa-Asia University Dialogue for Educational Development pursues a quality joint research to nurture knowledge exchange and mutual learning among member universities and researchers aiming at achieving an impact toward educational development.
Malaysia: study on TPD and teacher professional identity (TPI)

- Using The survey on 467 p+s school teachers
- Negative emotions (dissatisfaction, stress and alienation etc.) adversely influence teachers’ professional performance.
- Teaching is dominantly their first choice profession,
- Make conscious efforts to acquire good teaching skills and aspire to be a role model for students.
- Make positive self-assessment of their competencies.
- But have less positive assessment on trust among teachers, spend insufficient time to discuss T&L among teachers, and
- Do not feel the school management is supportive and encouraging.
- Though they take part in formal TPD activities (subject knowledge, CR management, new teaching methods, student assessment, students from diverse cultural/language background).
- However, rarely conduct any research, observe other teacher’s teaching or teach with their colleague.
Indonesia examined effectiveness of Lesson Study in 4 districts in W-Java

- promoted by UPI and Provincial Education Office. Survey using questionnaire on 131 LS facilitators
- Improvements made in teachers’ knowledge, teaching skills and teacher accountability in teaching
- Teachers became more sensitive to student activities and students’ difficulties, while principals supported participation of teachers in LS and facilitated sharing with other teachers
- Measures taken to institutionalize LS: a COE school
For more details, please visit:

http://home.hiroshima-u.ac.jp/cice/