

Mathematics Teaching Via the Lesson Study Model

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ABSTRACT The paper presented empirical work related to effective teaching of mathematics in order to determine major issues of importance for future research and to understand the issues in relation to theory and application of Lesson Study Model (LSM) in South Africa context. The study applied two-phased sequential mixed methods. In the first phase, analysis of MANOVA and repeated-measures ANOVA were done to investigate whether there was a significant difference or not between groups in respect of experimental and control groups. The two main findings included (a) LSM was a better predictor of improving mathematics teaching and (b) distinct views on LSM could be identified by the mathematics teachers in the process of using LSM. One of the implications from the study was that LSM could be accepted as a turning point in developing the metacognitive skills, emphasising the reflective teaching and learning and providing internal consistency of instructional planning.