

# **Significance and Methods of Lesson Study on Extra-Subject Activities for the Development of Non-Cognitive Skills: A Case Study of Tokkatsu at a Japanese Junior High School**

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## **ABSTRACT**

Lesson study as a teacher training has spread from Japan to other countries as a means to enhance teachers' professional skills and improve schools as a whole, but its focus has been limited to academic subjects as cognitive learning area. In Japan, Tokkatsu as extra-subject activities have been implemented within the curriculum, and lesson studies have been conducted to develop non-cognitive skills.

This study aimed to examine the significance and methods of applying lesson studies to non-cognitive learning by analyzing a case study of a classroom meeting at a Japanese junior high school. The interviews with teachers indicated that they tended to voluntarily participate in lesson studies across subject boundaries, which can provide an opportunity to shift classroom management from a teacher-centric to a student-centric approach. Furthermore, a reciprocal relationship was established between Tokkatsu and lesson studies by forming a caring and learning community for both teachers and students. However, certain conditions are required to examine the real-life creative process between teachers and students.

**Keywords:** teacher training, lesson study, Tokkatsu, classroom meetings, non-cognitive skills, junior high school, Japan