

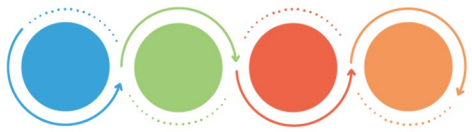
The Lesson Study Group
at Mills College

Lesson Study-based Teacher Education: Comments

Catherine Lewis, Mills College

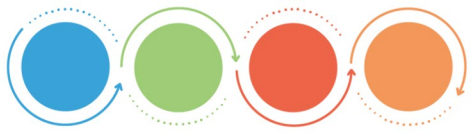
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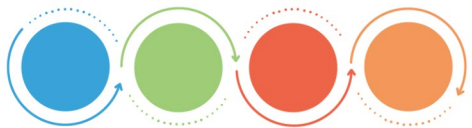
Thank you! Many interesting findings...

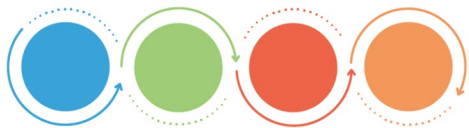
- Increase in lesson study publications in recent years (so not a short-lived fad)
- Increase in papers from Asia in recent years; would like to learn more about this
- Many stakeholders (missing from prior accounts); parents have been involved in US lesson study, but I did not realize significance until reading Yoshida et al.'s chapter

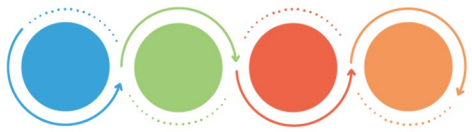


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- Two San Francisco schools that have made dramatic mathematics gains using Japanese Teaching Through Problem-solving and school-wide Lesson Study have invited parents to public research lessons

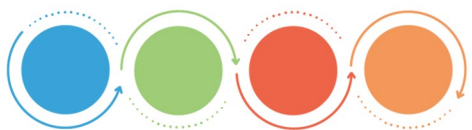






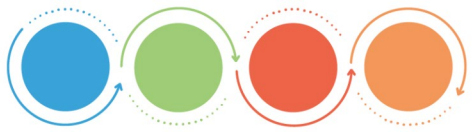
Many interesting findings...

- 高合同授業研究会 Joint lesson study by elementary, middle and high school, focused on community improvement
- Wonderful idea for other countries!
- What is your advice about how to lay the groundwork for such joint lesson study?



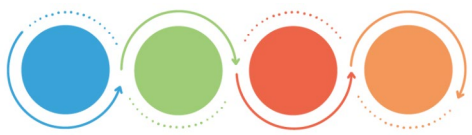
Raises many interesting questions...

- Facilitator, external commentator, practical 実践的研究者 and scholarly university researchers 学問的研究者, regional historian 地域史家 ...
- How do we build a good support network for lesson study without having university-based advisors take over?
- I am amazed when Japanese professors are introduced as “he received 75 invitations from elementary schools....”



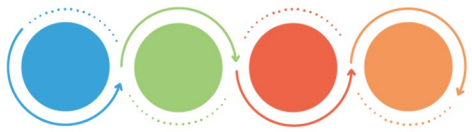
Raises many interesting questions...

- Bottom-up vs. top-down. How do we make “top-down” feel like bottom-up?
- Teacher agency (feeling of authority) happens when lesson study is successful in US; for example, teachers feel confident to say curriculum is not well-designed...they come to trust their own research, not simply what higher-up officials say



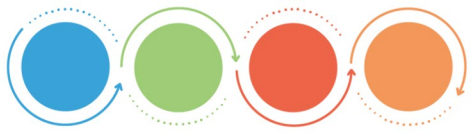
Would be great to know more about....

- “Lesson Study helps teachers-in-training nurture a professional disposition to pursue lesson improvement autonomously in the future” (Yoshida et al., chapter 12).
- “schoolteachers publish research reporting their own practices...Lesson Study serves both purposes of lesson improvement and research development” (Yoshida et al., chapter 12).



How should we conceptualize teacher learning?

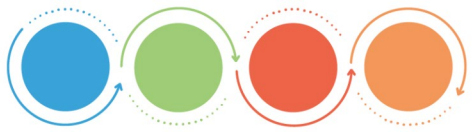
- If teachers don't know something, how do they learn it within lesson study? Where does knowledge come from?
- Pairing lesson study with content resources is often effective in the US (Lewis & Perry, 2017)
- US textbooks do not support teachers' learning about content and student thinking like Japanese textbooks (Lewis, Perry & Friedkin, 2011)



How do we distinguish successful adaptations from lethal mutations?

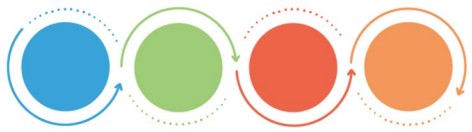
What questions should we ask ourselves to know if an adaptation is good or not?

A district superintendent once decided to award a \$1000 prize to the best lesson plan for each mathematical topic....



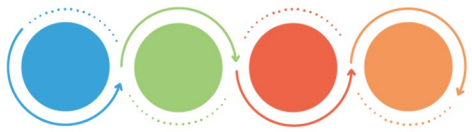
Five Sometimes-Competing Goals of Lesson Study

- Knowledge
- Vision, beliefs, and attitudes
- Practice (Instruction)
- Human Relationships
- Agency

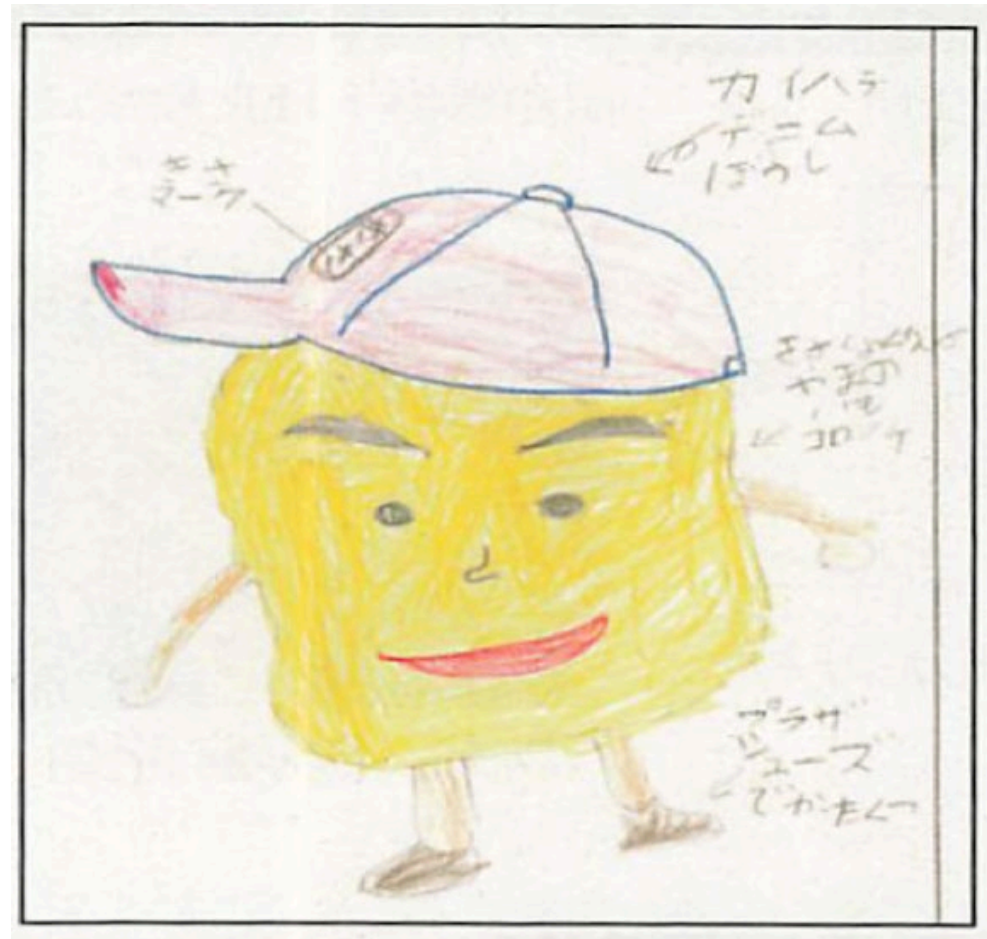


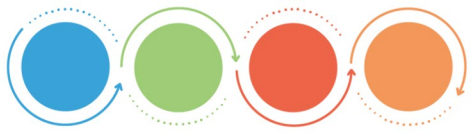
Keeping All the Goals in Mind

- Sometimes US lesson study falls apart because coaches use it as a way to push in knowledge (forgetting about building human relationships)
- Sometimes US lesson study falls apart because leadership is taken by an outside facilitator; teachers enjoy the work but don't maintain it themselves.



Handsome Croquette Shows the Path!

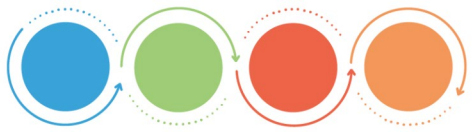




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Lewis, C., & Perry, R. (2017). Lesson study to scale up research-based knowledge: A randomized, controlled trial of fractions learning. *Journal for Research in Mathematics Education*, 48(3), 261. <https://doi.org/10.5951/jresmetheduc.48.3.0261>

Lewis, C., Perry, R., & Friedkin, S. (2011). Using Japanese Curriculum Materials to Support Lesson Study Outside Japan: Toward Coherent Curriculum. *Educational Studies in Japan: International Yearbook*, 6, 5–19.



Thank you!

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