

EVRI

広島大学教育ヴィジョン研究センター



[PELSTE 2021:Participants]



Dr. Agnaldo Arroio
University of São Paulo (Brazil)

"Hello everyone, I will introduce myself briefly my name is Agnaldo Arroio, I am from the Faculty of Education of the University of São Paulo in Brazil. I have a background in Sciences and in Audiovisual and I try to develop my work articulating the different fields in Education. I am interested in getting to know new cultures, places and people and I think this initiative contributes to an intercultural dialogue. I like to work with teachers who deal with the day to day of the school, because it brings us closer to reality. Other more academic information can be found on my CV"

[Learn more about Agnaldo](#)

[PELSTE 2020 Participants]

- Prof. Dr. Agnaldo Arroio : Faculty of Education of the University of São Paulo (Brazil)
- Dr. Diana Rodríguez-Gómez (Ed.D.) : University of Wisconsin, Madison (America)
- Dr. Isabella Wong Yuen-Fun (Ph.D.) : The National Institute of Education, Nanyang Technological University (Singapore)
- Ms. Rija Saleem : Ontario Institute for Studies in Education, University of Toronto (Canada)
- Mr. Chawin Pongpajon : UCL Institute of Education (England)

EVRI-HU PELSTE2021

Lesson Study Section

By EVRI. For Everyone. Innovative Educational Design

EVRI 教育ヴィジョン研究センター

EVRI 教育ヴィジョン研究センターは、毎「For Everyone」をモットーに、誰もが教育デザインの専門家と学習者になることを目指す。本センターは、世界中の「For Everyone」をモットーに、誰もが教育デザインの専門家と学習者になることを目指す。本センターは、世界中の「For Everyone」をモットーに、誰もが教育デザインの専門家と学習者になることを目指す。

PELSTE 2020 を開催します

Peace Education and Lesson Study for Teacher Educator

【プログラム概要】
2019年2月、広島大学大学院教育学研究科は、戦後復興財団をもった広島大学の国際的ネットワークInternational Network of Educational Institute (INEI)への加盟が承認されました。
教育ヴィジョン研究センター(EVRI)は、INEI加盟を記念して、また、東アジアにおける教育学研究の拠点として、INEI加盟大学の研究者と対話を深める「PELSTE 2020」を開催しました。PELSTE 2020では、日本の教育者と共に広島大学が主催する「平和教育」と「授業研究」として「教師教育者の養成」に焦点をあてて様々な企画を実施します。今年度は、加盟大学から推薦された世界の最前線ではある5名(ブラジル、カナダ、シンガポール、イギリス、アメリカ)にロジックの他に、ヒロシマの平和、ヒロシマの最先端の教育・研究に力添え、これらの共同研究の可能性を探ります。

MEMBER

<p>ARRIO AGNALDO</p> <p>サンパウロ大学教育学部 Faculty of Education of the University of São Paulo 教育学部・社会教育学科・教育学</p>	<p>PONGPAJON CHAWIN</p> <p>ロンドン大学教育研究所 UCL Institute of Education 研究・実践・政策・国際関係 (教育学部・教育学)</p>
<p>RODRÍGUEZ-GÓMEZ DIANA</p> <p>ウィスコンシン大学 マディソン校教育学部 The Department of Educational Policy Studies of University of Wisconsin, Madison 教育学部・教育学</p>	<p>SALEEM RIJA</p> <p>トロント大学 オントリオ教育研究所 Ontario Institute for Studies in Education of University of Toronto (教育学部・教育学)</p>
<p>WONG YUEN FUN ISABELLA</p> <p>南洋理工国立教育学院 The National Institute of Education, Singapore 心身学教育・教育学</p>	<p>加盟大学に向けて参加者を公募した結果、多数の応募者を得ました。慎重に審議した結果、本年度は若手からベテランまで多様なキャリアをもつ5名の研究者を選出しました。本プログラムに関するお問い合わせは、下記連絡先までご連絡ください。</p>

教育ヴィジョン研究センター (EVRI)

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本プログラムの詳細は、EVRI HP(特設ページ)をご覧ください。
QRコードを携帯しておくと便利です。

EDUCATIONAL VISION RESEARCH INSTITUTE

***How and for what purposes has Lesson Study
(Jugyou Kenkyuu) been practiced in Japan?***

Agnaldo Arroio

X-ray eyes (analogy)

- Lesson observation;

Museum visit (analogy)

- Beyond multilayer observation;
- Pre-lesson and post-lesson component;

***How have practitioners in your country
accepted and practiced Lesson Study?***

Agnaldo Arroio

- In Brazil, it is best known and practiced in the area of Mathematics, but it is not widespread and is not present in curricular proposals or public policies;
- Since the connections are usually coming from the USA, some from Japan from different Universities and more recently from Portugal;

What advantages do you think Lesson Study has? and How do you prospect the new stage of Lesson Study?

Aginaldo Arroio

- Strongest points:
 - Autonomy and ownership;
 - “Prosumers” of teaching strategies and techniques, curriculum development;
 - Sense of educational community in school-based evidence.

What advantages do you think Lesson Study has? and How do you prospect the new stage of Lesson Study?

Agnaldo Arroio

- Equity in the role members
 - Academic researchers x practitioners;
- Intercultural dialogue with the aim of developing lesson in the field of education to promote student learning;
- Professional development (pedagogical expertise) in the community;
- Enhance critical thinking in teacher training.

“With whom and how do you want to share the concept of Lesson Study?”

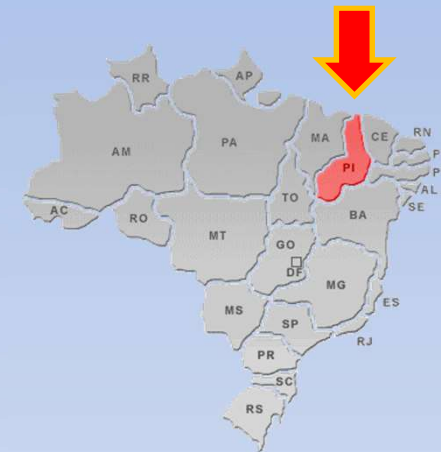
Agnaldo Arroio

Whom: I would like to expand the experience of introducing "Lesson Study" in the state of Piauí, as we started the activity through academic research. Considering the state's indicators, I believe that there would be potential for expansion and improvement in the quality of education for students and in strengthening teacher training.

How: Establishing a partnership for a teacher training program linking the University and the school community with in-service teachers

Whom: I would like to know and understand the meanings attributed to the Lesson Study in different countries according to local contexts.

How: Establishing a partnership for a research project involving different countries in which the Lesson Study was introduced and how it is developing in relation to the training of pre-service teachers.



Indicators:

Population: 3,2 million

GDP/per capita: 2.500 US Dollar
(26)

Expectation of life: 70 years old
(26)

Illiterate: 13% (26)

HDI: 0,697 (25)



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