

WALS 2015 Plenary 1

Theorizing Lesson Study

Discussant

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Why is “theorizing” important?

- Building the theories of LS means to have a scientific basis for education in classroom and professional learning in how teachers and children think, feel, and/or motivate themselves rather than only to guess what intuitively might make sense.
- With theories we explain why and how things occur as they do. We predict what is going to happen given the way things are. And we choose ways of acting to make things turn out in some way we desire.(Argiris & Schon,1992)

What are good theories?

Sternberg (2008) pointed that

- Good theories are specific enough to specify what the educational interventions (LS) should look like.
- If the theory is sufficiently specific, it will also specify what the assessments of instruction (Evaluating quality of LS) should look like.
- Good theories are disconfirmable, so they provide the basis for discovering whether the intervention (LS) actually does or does not work.

Why 'theorizing' is so difficult?

- We try to clarify **the theory in practice**.
 - Invisible, tacit, value-laden, embedded in cultural – historical context.
 - ‘few people are aware that the maps they use to take action are not the theories they explicitly espouse. Also, even fewer people are aware of the maps or theories they do use’ (Argyris, 1980).
 - Theory-in-use: The world view and values implied by their behavior, or the maps they use to take action.

Prof. Lewis

“Keep it Complex”

- Example 1 :

Observing research lesson and adopting teaching strategies(re engagement strategies) developed by an experienced teacher

- Example 2:

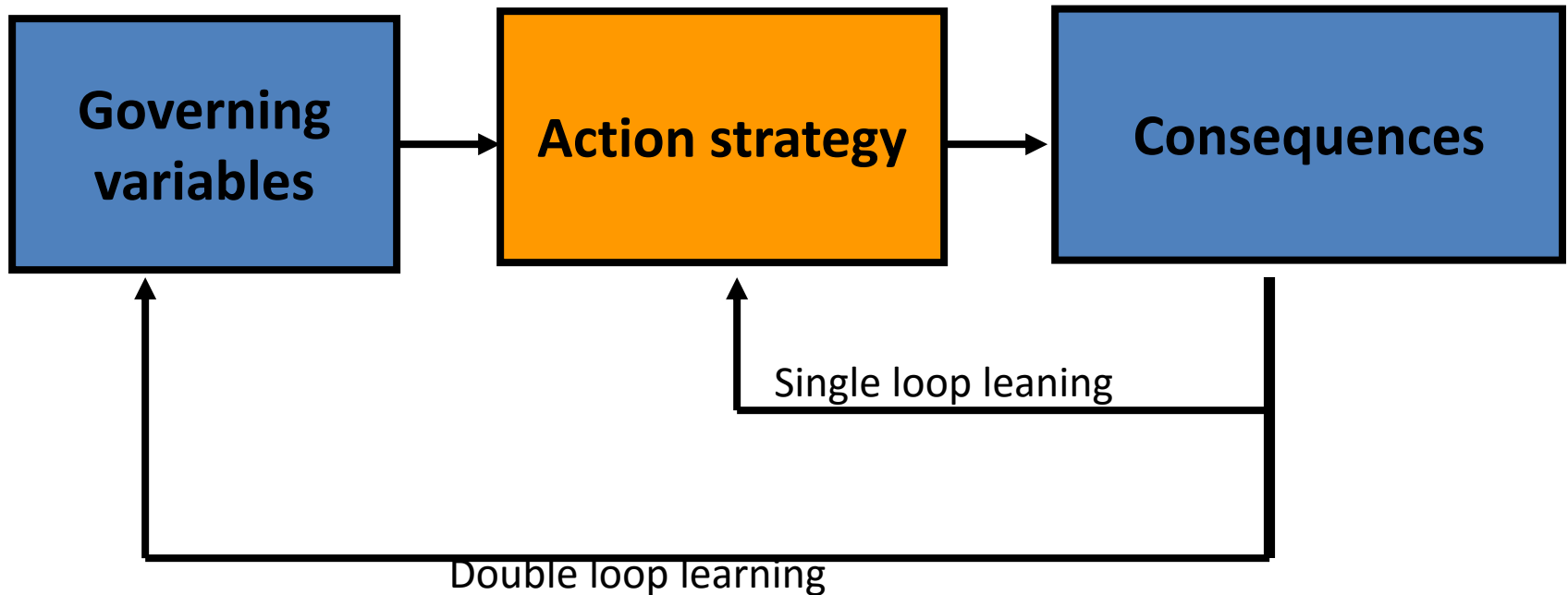
Lesson Study Cycles through reflection collaboratively and redesign and implementing the same content again

- Teachers learn and acquire PCK on Mathematics through understanding variations of children’s learning and their misconceptions.
- Teachers are motivated by observing other teachers’ lessons.

Double loop model of learning (Argyris & Shon, 1978)

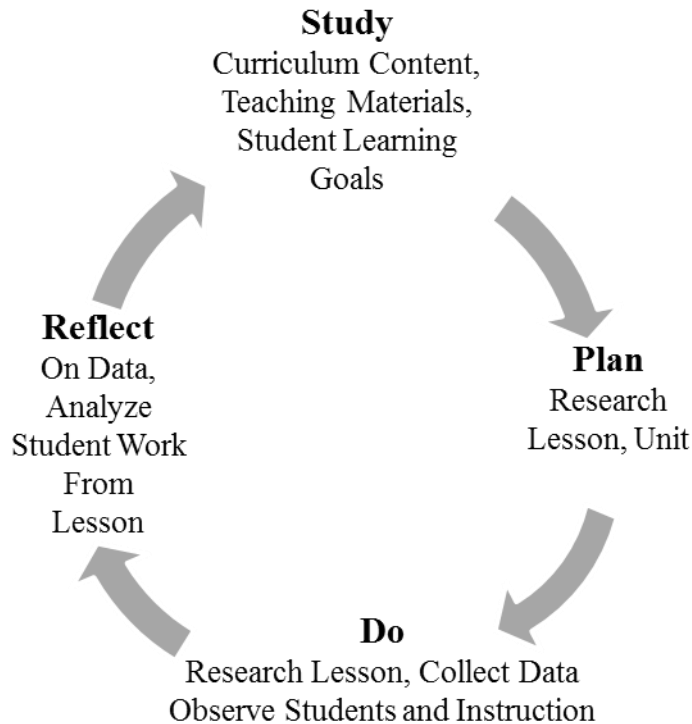
Single loop: making the strategy more effective.

Double loop: questioning the role of the framing and learning systems which underlie actual goals and strategies



(Cont.) Lewis

- Teachers learn different things at each cycle of LS (lesson Study)



Individual teachers

- Motivation
- Knowledge integration,

System(school, network) Organizational change

- Improvement Science
- Three keys

Prof. Chan

- Cultural features are revealed in methodology, epistemology, and moralization.

- Cultural beliefs oriented to the LS

- ① Unity of knowing and doing
- ② Practical reasoning based on specific context
- ③ Emulating those better than oneself

Three types of LS

Unity of knowing
and doing

- Learning from observing good lessons public lesson

Practical
reasoning

- Learning from repeated lessons

Emulation

- Learning from good exemplars through mentoring

Unity of knowing and doing

① E n a c t m e n t o f understanding in
Public lesson Different types of public lesson are
required of teachers at different age.

demonstration lesson (good lesson)

-imagery thinking symbolic and dynamic imagery by
way of embodiment analogy

- formation of personal identity and inquiry
embodied leaning

Practical reasoning

② Deliberate practice of repeated teaching

- Practical reasoning in dialectics in making context-specific judgement and decisions
- Stimulating mediation
 - Opportunities for teachers' making mistakes
 - Emotional reward joy, pride, confidence
 - Repeated rehearsals by peer collaboration

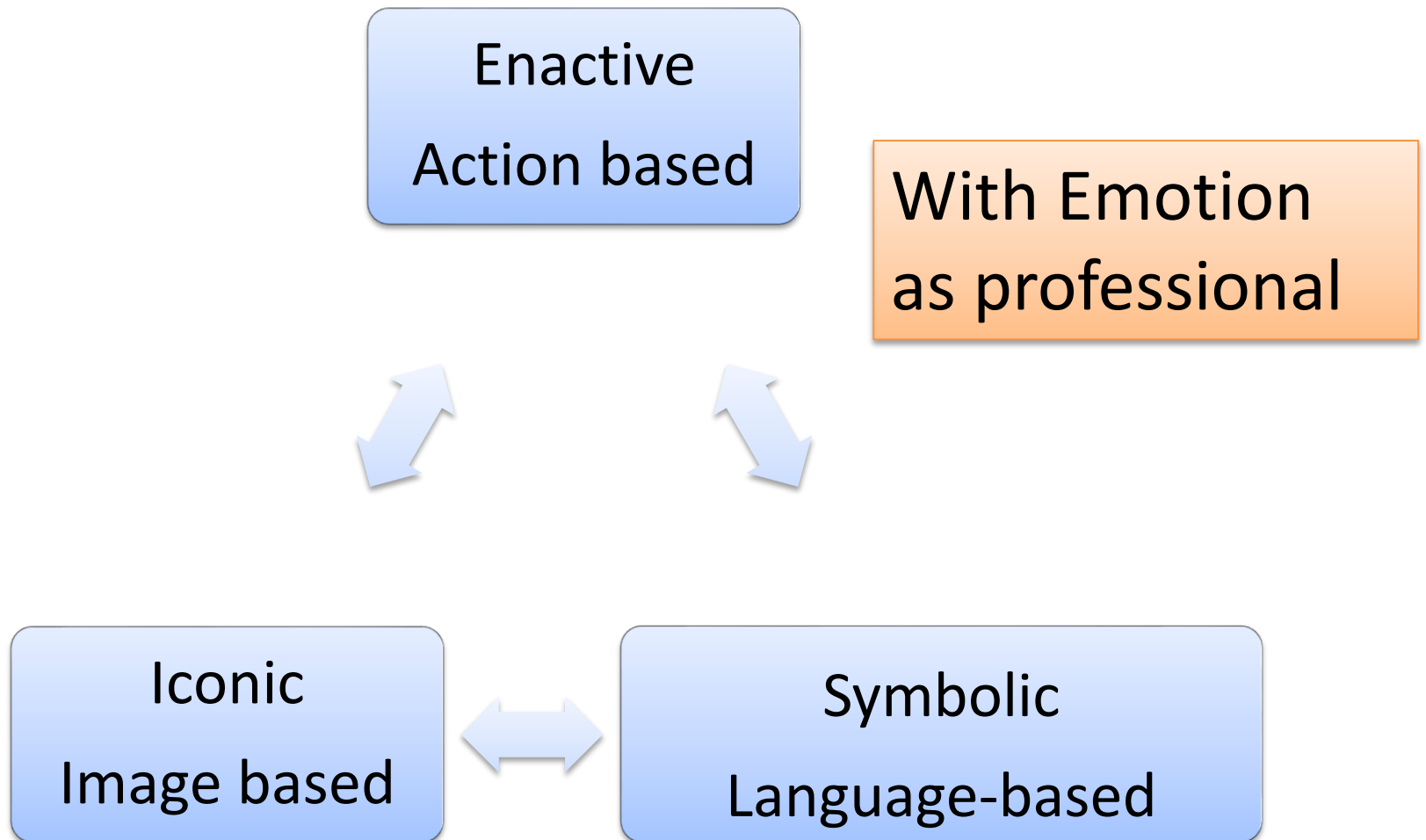
Emulation

- ③ Emulation of good exemplars in LS
 - Learning moral value
 - Good models (good teaches) serve as good exemplars
 - Mutual respect

Commonalities

- Complexity of LS embedded in cultural – historical context
- Importance of observing Good lesson, Good model
- Importance of repetition through LS cycles
- Dialogue with colleagues and deliberation

Three models of representation (Bruner, 1964) by experiencing many kinds of LS and LS cycle



Theorizing LS for what and how?

Improvement
Of instruction,
children's
Deep learning

Innovation
Of schools
and
School
cultures

Teachers'
Learning P C K a
n d S k i l l s

Teachers' professional
development through
Carrier

Questions

- 1 What causal mechanisms and factors are there ?
To explain professional learning
 - How experienced teachers learn from younger teachers? What is good lesson? **The role of younger teachers**
 - Some teachers learn more deeply through lesson studies than the others even in the same lesson study conference. **Individual differences**
 - Successful adaptation or deliberate appropriation? subject specific or general across subject? **Subject**

Questions

2 How can researchers approach the complexity of professional learning with evidence-based inquiry?

The role of researchers and methodology of LS

3 How we explain the innovation of schools through LS as an organizational learning?

For children's deep learning and development