

Contextualization and Adaptation of Lesson Study Beyond Japan

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Introduction

- Copying as it is or Adapting according to the context
- Beautiful flowers may not survive in different context
- Bangladesh (program approach, densely populated),
Zambia (KK-team, vast county), Indonesia (university
initiative, archipelago)

England, UK

- 30 schools in 2001 to 3000 schools in 2015
- Case pupils (Having in mind in planning)
- New eyes
- Schools, universities, charities, companies
- Learning outcomes

Norway

- In 2010, LS is introduced to teacher education
- Loneliness of mentor teachers-> collaboration
- Purpose of Plan-Do-See -> Learning, motivation
- From more on “Doings” to more on “Subject and Children”

Chile

- In 2006 some universities started with internships in Tsukuba
- Many initiatives have failed. -> How to learn from the reality
- Lesson study offers a way of dealing two aspects: general objective and mathematics learning

Questions

- Stages of lesson study development: Who (what organization) introduce, give life to (energize), develop further the lesson study? Is there a golden rule for adaptation and development?
- Spreading and/ or deepening (institution and/or autonomy): What do (can, should) we see?
- Relating among topics as well as individuals, organizations

