



Två gästföreläsningar om Lesson och Learning Study

med gästforskarna Catherine Lewis och John Elliot

8 mars – 15.00-18.00

FoU-enheten vid Utbildningsförvaltningen i Stockholms stad i samverkan med CeHum (centrum för de humanistiska ämnenas didaktik) vid Stockholms universitet inbjuder till två öppna föreläsningar den 8 mars kl 15-18.

Plats: K-aulan, Konradsberg

Anmälan: <https://websurvey.textalk.se/start.php?ID=51444>

OBS! Deltagarantalet är begränsat!

Lesson Study in the United States and Japan: Looking Backward, Looking Forward Catherine Lewis, Ass. Professor, Mills College, US

Lesson study in the United States is now more than a decade old, and many teachers have embraced it enthusiastically. What have teachers found useful? What has been the impact on teachers and students? This talk will examine areas of progress in U.S. lesson study and challenges that remain, if U.S. lesson study is to have the impact on policy and curriculum that it has had in Japan.

Developing a science of teaching through lesson study.¹

John Elliott, Centre for Applied Research in Education, School of Education and Lifelong Learning, University of East Anglia, UK.

Abstract

The purpose of my talk is to explore the potential of learning studies for the development of a science of teaching cast in the form of John Dewey's 'laboratory model' of learning to teach. I begin by comparing the 'laboratory' with the 'apprenticeship' and 'rationalist' models of learning to teach, which emphasise the primacy of practice and theory respectively. The unity of theory and practice embodied in the 'laboratory model', linking the development of teachers' theoretical understanding with the development of their practice, will be outlined and illustrated. A distinction between pedagogy and teaching will be drawn. It will be argued

¹ A version of this talk was given as a key-note address to the Annual Conference of the World Association of Lesson Studies held in 2010 in Brunei Darussalam.

that pedagogy consists of a science of teaching in which teachers actively participate in knowledge construction. There can be no pedagogy without casting teaching as an experimental science, in which pedagogical theories are appropriated, tested and further developed as a source of pedagogical principles.

In the second part of my talk I will examine the potential of lesson study to develop as a teachers' based pedagogical science, particularly when informed by variation theory. In the process I will draw on evidence I gathered during an independent evaluation of a recent government backed learning studies programme in Hong Kong schools. The talk concludes by asking about the extent to which different theories of learning, in addition to variation theory, can be integrated into learning study, and points to ways in which particular learning studies can contribute to the systematic construction of pedagogical knowledge.

Catherine Lewis, Ph.D. is currently a distinguished research scholar at Mills College, where she directs two federally-funded studies of "lesson study" – a collaborative, teacher-led approach to improving instruction. Lewis hails from a family of three generations of public school teachers, and her writings and videotapes, including *Lesson Study Step by Step: How Teacher Learning Communities Improve Instruction* (Heinemann, 2011) and "Can You Lift 100 Kilograms?" have introduced educators on four continents to lesson study. Information on these resources can be found at the website of the Mills College Lesson Study Group (www.lessonresearch.net), a nationally known resource on lesson study that was selected for publication in 'Essential Websites for 21st Century Educational Leaders'. Trained as a developmental psychology researcher at Stanford University (Ph.D) and Harvard University (BA), Lewis speaks and reads Japanese and is the author of more than 40 publications on elementary education and child development, including the award-winning book *Educating Hearts and Minds: Reflections on Japanese Preschool and Elementary Education* (Cambridge University Press, 1995).

Emeritus Professor John Elliott is a Professor of Education. He directed the Centre for Applied Research in Education (CARE) from 1996-99 and was a former Dean of the School of Education and Lifelong Learning (1992-95).

Professor Elliott is well-known internationally for his role in developing theory and practice of action research in the contexts of curriculum and teacher development and has directed a number of funded collaborative classroom research projects with teachers and schools. These include the Ford Teaching Project (1972-74) and the TTA funded Norwich Area Schools Consortium (NASC) on the 'curriculum and pedagogical dimensions of student disaffection' (1997-2001). In addition, he has been involved in policy-oriented evaluation research.

John Elliott is the author and editor of a number of well-known publications in the fields of curriculum and teacher professional development, including *Action Research for Educational Change* and *Reflecting Where the Action Is*. He has served as a consultant to national and international organisations. He was an Advisory Professor to the Hong Kong Institute of Education and a consultant to the Hong Kong Government on the strategic development of its curriculum reform proposals from 2000-2006. He has undertaken independent evaluations of two major projects that engaged schools in learning studies within the curriculum reform context in Hong Kong. John Elliott became a founding council member of the World Association of Lesson Studies (WALS) in 2006 and its President from 2008-2009. In 2011 he became the Chief Editor of the new WALS journal, entitled *International Journal of Lesson and Learning Studies*.