

**Post-Graduate Studies Program of the Department of Education
Sciences in Early Childhood Democritus University of Thrace:**

**INNOVATIVE EDUCATIONAL APPROACHES
IN MULTICULTURAL ENVIRONMENTS**

**Scientific Workshop Week
and Symposium with
International Participation**

**LESSON STUDY:
INTERNATIONAL
PRACTICES
ON PRESCHOOL
AND PRIMARY
EDUCATION**

Alexandroupoli 5-8 November 2019



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“Lesson Study: International practices on preschool and primary education”

Developing reflective educators who can design, implement and evaluate the learning process creatively is a demand in the field of formal and informal education in order to improve learning and teaching experience. The Lesson Study professional development model, having the characteristics of continuous and intensive involvement of teachers and pupils in learning communities, develops skills of critical thinking and collective as well as individual creativity through participatory planning, implementation and reflection.

The Post-graduate Studies Program of the Department of Education Sciences in Early Childhood of the Democritus University of Thrace “Education Sciences: Innovative Pedagogical Approaches in Multicultural Educational Environments” is organizing a scientific workshop week with school visits in the region of Evros and a symposium with international participation titled “*Lesson Study: International practices on preschool and primary education*”. Specialized scientists, researchers and teachers from Greece and different countries of Europe gather together in Alexandroupolis in order to exchange views and practices on the Lesson Study model, share their experiences on its implementation in preschool and primary education and discuss ideas of possible perspectives and improvements. Through a scientific dialogue and suggestions for alternative educational practices, this Symposium seeks to ask its students questions about the Lesson Study as a training model on one hand and a methodological tool integrated into an action research on the other. The impact of LS on teachers’ professional development and students’ learning and the collaboration between parents and teachers in the learning process will also be discussed. Finally, student’s perspective to guide the lesson, the initial teacher education, and the way teachers learn in lesson study process and how this can improve the whole system are questions that will develop a creative dialogue.

The Organizing Committee

Program

Tuesday 5 November 2019
<p>08.00-11.00 <i>Visits to primary and kindergarten class/Teaching observation</i></p> <p>11.00-12.00 <i>Reflection and feedback discussion</i></p>
Wednesday 6 November 2019
<p>08.00-11.00 <i>Visits to primary and kindergarten class/Teaching observation</i></p> <p>11.00-12.00 <i>Reflection and feedback discussion</i></p>
Thursday 7 November
<p>9.00-10.00 <i>School visit</i></p> <p>11.00-13.00 <i>Workshop: Perspectives of Lesson Study model in primary and preschool class</i></p>
Friday 8 November (Symposium)
<p>9.00-9.30 <i>Registration</i></p> <p>09.30-11.30: Session 1</p> <p>9.30-10.00 <i>Welcome speech by the Director of the Postgraduate Program "Education Sciences: Innovative Pedagogical Approaches in Multicultural Educational Environments"</i> Oikonomidou Anastasia</p> <p>10.00-10.45 <i>Some training and research perspectives supported by the Lesson Study approach</i> Gabriel Kappeler & Marilena Cuozzo</p>

10.45-11.30

Intervene from activities initiated by pupils: the case of free play

Anne Clerc-Georgy, Daniel Martin & Béatrice Maire Sardi

11.30-12.00: Coffee Break

12.00-13.30: Session 2

12.00-12.45

Teacher Learning from Student Learning in Lesson Study

Peter Dudley

12.45-13.30

Lesson Study: The case of the Parental involvement in the educational process

Samourkasidou Despoina, Lantzouraki Myrsini, Gioftsali Katerina, Moumoulidou Maria

13.30-16.30: Lunch

16.30-19.00: Session 3

16.30-17.00

Lesson Study approach in teaching fractions and teachers' professional development

Charalampos Sakonidis, Anna Klothou, Antonia Petridou

17.00-17.30:

How and what we learn during a lesson study?

Sandrine Breithaupt

17.30-18.00

A Lesson Study approach adapted in the context of an interview between teacher trainers and students: the case of the Mentoring Conversation Study

Soraya De Simone

18.00-18.30

Verbatim transcriptions analysis instead of direct observation: strengths and weaknesses

Julien Buchard

18.30-19.00

Conclusions of the Symposium

Symposium Program

Friday, 8 November 2019 (Room Samothraki, Grand Hotel Egnatia)

09.00-09.30: Registration

09.30-11.30: Session 1

Session Chair: Gioftsali Katerina

09.30-10.00: Welcome Speech by the Director of the Postgraduate Program “Education Sciences: Innovative Pedagogical Approaches in Multicultural Educational Environments”

Oikonomidou Anastasia

10.00-10.45: Some training and research perspectives supported by the Lesson Study approach

Gabriel Kappeler & Marilena Cuozzo

This first communication proposed by the Swiss contributors will follow two objectives. In a first step, a theoretical overview of the Lesson Study (LS) approach will be presented. This theoretical framework will be illustrated by a few concrete suggestions which are being tested by various researchers (who are interested on the implementation of the Lesson Study approach) in formal and in more informal training context. The purpose of this first part is to present the variety of Lesson Study approaches when they are mobilized in a more classical or innovative form and thus to give students ideas for their implementation in contexts close to them. In the second phase, particular attention will be given to the presentation of innovative methodological examples for data collection and data analysis from a research perspective. Indeed, some trainers are inspired by LS approach for training while others integrate this methodological model into an action research. The aim of this second part is to offer suggestions to students who wish to integrate Lesson Study approach while collecting data as part of their research project.

Gabriel Kappeler is associate professor and didactician on children's early learning and the content. His research interests on the first levels of schooling are divided into two main thematic areas: the first concerns the study of teachers' pedagogical practices in their classroom context and the second concerns the study of students' learning processes from a teaching-learning perspective.

Marilena Cuozzo is a lecturer specialized in secondary education and she is PhD student. She is interested in the professional development of teachers once they enter the workplace. She studies the link between language and the development of professional knowledge.

10.45-11.30: Intervene from activities initiated by pupils: the case of free play

Anne Clerc-Georgy, Daniel Martin & Béatrice Maire Sardi

The purpose of this research is to describe and analyse an original adaptation of the lesson study approach implemented in the first years of schooling. Taking into account children's perspectives, the aim here is to design classroom interventions based on pupil-initiated activities. The methodology used is the case study. The analysis focuses on the evolution of play moments in the classroom and the nature of teachers' interventions in these moments. It is completed by the exchanges during the preparation and debriefing that surround these teaching moments. The first results show the initial reluctance that teachers may have to intervene in moments of play before gradually understanding the nature of the interventions that could foster the development of a mature play. This presentation focuses on the professional development of teachers and illustrates an innovative use of lesson studies.

References

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Vygotski, L.S. (1935/1995). Apprentissage et développement à l'âge préscolaire. *Société française*, 2(52), 35-45.

Anne Clerc-Georgy is a full professor and didactician on children's early learning and the content. Her research interests focus on teacher training processes and mechanisms that promote training, the particularities of the first stages of schooling and the role of teaching practices in the success of student learning and the construction of school inequalities.

Daniel Martin is a full professor and didactician on children's early learning and the content. His research interests include metacognition and understanding, the construction and regulation of learning, teaching and training practices, the particularities of the first stages of schooling, the prevention of school failure and the reduction of inequalities and teacher training systems.

Béatrice Maire Sardi is lecturer and didactician on children's early learning and the content. Her research interests focus on the effects of teaching and more specifically language in learning situations on pupil development and learning in a preschool context.

11.30-12.00 Coffee Break

12.00-13.30: Session 2

Session Chair: Lantzouraki Myrsini

12.00-12.45: Teacher Learning from Student Learning in Lesson Study

Peter Dudley

One of the most powerful aspects of Lesson Study is its deliberate, interleaved process that requires lesson study group members to move swiftly together between three closely linked phases of action and thought. The first is studying the curriculum to be learned, exploring in detail the object of learning to be attained and imagining how students will think, feel and learn during the learning process. The second occurs very soon afterwards when they observe what happens in practice as the students learn in the research lessons they conduct together and when they interview students about their experiences and perspectives. The third phase takes place when they conduct their post research lesson discussion together. I will review research conducted during two phases of research across over sixty schools in London in the past five years using a highly dialogic form of lesson study. The precise ways in which teachers learn collaboratively through these processes were studied and analyzed. I will report on findings that Research Lesson Study creates conditions and processes in which 'Meaning Oriented Teacher Learning' (MOTL), a rare form of teacher learning that has considerable impact on later practice and learning, can and indeed does flourish in abundance.

Dr Peter Dudley is a lecturer in education leadership and professional learning at the University of Cambridge. He began his career as a teacher in London and in Thrace, Greece before spending nearly 30 years working in school improvement, raising achievement and system-leadership both in school districts and nationally in the UK. He introduced Lesson Study to Europe in the early years of this century. For the past three years he has been President of the World Association of Lesson Studies and has worked to build the international partnership of lesson study active countries around the globe.

12.45-13.30 Lesson Study: The case of the Parental involvement in the educational process

Samourkasidou Despoina, Lantzouraki Myrsini, Gioftsali Katerina, Moumoulidou Maria

Contemporary educational research reveals that the most effective early childhood education programs, from three to eight years old, are those involving parents in their children's learning processes (Dodge & Colker, 1998-Dombey & MeekSpencer, 2001; Cagliari & Giudici, 2002 in Kindergarten Guide, 2006: 49). This presentation discusses parental involvement in the educational process, regarding collaboration in planning, implementation and evaluation of the end of school year event in Alexandroupolis. The methodology used is the Lesson Study model, focusing on the study of this research project with the participation of three academic teachers, two in-service pre-school teachers and eighteen parents. The results of this study demonstrate the importance of parental involvement in the educational process, highlighting both the benefits of the process as well as the impact on the participants -parents, children and teachers- with the latter's professional development being significantly enhanced.

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Samourkasidou Penny is a kindergarten teacher in a public school for the last 20 years. She is also a post-graduate student at the "Innovative Pedagogical Approaches in Multi – Cultural Educational environments" of Democritus University of Thrace.

She had supervised students' teaching practice at the Department of Educational Sciences in Early Childhood. Her research interests are: collaborative and group-centered approaches in a kindergarten school, parental involvement in early years, theatre pedagogy and educational dimension of sociocultural animation.

Gioftsali Katerina is a Laboratory Teaching Staff at the Department of Education Sciences in Early Childhood at Democritus University and a museum educator. Her research interest focus on the application of Lesson Study model in the Practicum Program and student's teaching and learning in formal and informal educational contexts.

Lantzouraki Myrsini is a member of the Specialized Teaching Staff at the Department of Education Sciences in Early Childhood of Democritus University, a theatre practitioner and a theatre director. Her interests focus on the use of Drama in Education methods and techniques in the teaching process as well as on the impact of theatre and puppetry on young children's action and emotion.

Moumoulidou Maria has studied Education and Political Sciences in Greece and Education Sciences in France, where she received her postgraduate and doctoral degrees. She is an Associate Professor at the Department of Educational Sciences in Early Childhood of Democritus University of Thrace in the field of "Contemporary Teaching for Preschool Education" and Director of the Laboratory of Pedagogical Research and Educational Practice. Her research interests focus on teaching and especially on teaching and learning process in kindergarten.

13.30-16.30: Lunch

16.30-19.00: Session 3

Session Chair: Moumoulidou Maria

16.30-17.00 Lesson Study approach in teaching fractions and teachers' professional development

Charalampos Sakonidis, Anna Klothou, Antonia Petridou

As part of piloting a reformed Mathematics Curriculum in Greece, teachers of a participating primary school in Thrace, considering fractions difficult to learn and teach, designed and implemented a series of lessons using a 'lesson study' approach. They organized lessons focusing on the ideas of rational numbers' density, the equivalence of fractions, the comparison of fractional numbers and on operations with fractions. At the professional development level, the participating teachers had the opportunity to seek for and study relevant literature, discuss their revised instructional practice among themselves and also, with academic advisors, think and reflect on teaching and learning fractions and mathematics in general, gradually taking responsibility of their own professional development. Teachers enriched their teaching practices and had the opportunity to assess the outcomes of the changes introduced in their teaching practice. Through the 'lesson study' approach adopted, where they were involved in designing, testing and thinking critically about their teaching, the idea of the reflective practitioner was reinforced. At the same time, their students had the opportunity to approach mathematical knowledge in ways that encouraged exploration and negotiation of the mathematical meaning.

Charalambos Sakonidis is a Professor in Mathematics Education at Democritus University of Thrace, Department of Primary Education. He is a mathematician and a mathematics educator who has been involved in research on pupils' learning of algebra, the role of representational systems in students' mathematical thinking, modelling for educational purposes and on socio-cultural aspects of mathematics teaching and learning. More recently, his research concentrates on the classroom construction of the mathematical meaning as well as on issues related to mathematics teachers' professional development.

Anna Klothou has obtained her PhD in Mathematics Education. She is a Teaching Fellow in Mathematics Education in the Department of Primary Education at Democritus University of Thrace. She has been involved in various research projects as Research Assistant. Her research focuses on the study of issues related to assessment as well as to teaching and learning practices in mathematics. She has also been involved in studies related to learning in multicultural contexts, as well as to general educational issues.

Antonia Petridou is a teacher at the 1st Experimental Primary School in Alexandroupolis. Her first degree is in Mathematics. She has participated in many professional development activities, such as the piloting of a reformed Greek Mathematics Curriculum. She has recently completed a MEd with her dissertation focusing on Professional Development of Primary Teachers of Mathematics in a Community of Practice context. Designing and implementing investigative mathematics activities within a flexible curriculum, as well as participatory learning through practice communities, are her professional interests.

17.00-17.30: How and what we learn during a lesson study?

Sandrine Breithaupt

This research is part of a cultural-historical perspective of development and more broadly of a vision of social brain hypothesis that encourages us to investigate cooperative intellectual activities (Mercer, 2016). For Littleton and Mercer (2013), language is a powerful cultural tool for collective thinking. Of course, it serves communication, but above all it contributes to think the world and increase the capacity to think.

Having a long history in Japan, Lesson Study "was discovered" in the French-speaking world in 2010. The English literature presents Lesson Study as a model, a way of thinking professional development, a means of increasing teaching capacities and pupil's learning. This research aims to better understanding how and what a Lesson Study group learn during a lesson study in Geography education, how we can be creative and productive by thinking collectively. My corpus includes transcripts of the preparation and analysis phases of research lessons conducted in 2015. I analyze content and discourse of interactions between teachers and teacher educators (the facilitators). The results highlight some tensions related to the evolution of concepts of geography education that should prepare pupils to think about environmental issues.

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Sandrine Breithaupt is associate professor and Director of the 3LS Laboratory (Lausanne Lesson Study Laboratory). Her interests lie in the appropriation of knowledge and human development from a historical-cultural perspective in schools and teacher training. She studies the role of interactions, language, as a tool for development.

17.30-18.00: A Lesson Study approach adapted in the context of an interview between teacher trainers and students: the case of the Mentoring Conversation Study

Soraya De Simone

The purpose of this presentation is to describe how professional knowledge is co-constructed between a teacher-trainer (tutor or mentor) and a student-teacher. In this exploratory study, the Lesson Study approach is transposed to interactions between tutors and their trainees during their interviews. This particular approach of LS is called the "Mentoring Conversation Study" (MCS) (De Simone, 2019). Seven tutors at pre-school level and seven secondary school teacher-trainers from the French-speaking Switzerland are involved in this study. This approach shows among others the knowledge that teacher trainers mobilize during interviews to guide the student-teachers. The questions that guide this study are:

- What are the contents mobilized in the tutors' speeches?
- From a longitudinal perspective, what effects does the MCS system have on teacher trainers?

Soraya de Simon is lecturer and a PhD student. Her fields of training and research focus on theoretical frameworks related to the relationship to knowledge, the links between learning and development processes in education, dual training, and evaluation.

18.00-18.30: Verbatim transcriptions analysis instead of direct observation: strengths and weaknesses

Julien Buchard

For some years now, we use Lesson Studies (LS) to reduce the gap between theory and practice by pre-service teachers in a training module of the 4th semester, that aims to develop evaluation and regulation skills. During this semester, our students have the opportunity to teach one day a week, so we can work on their practice. The main issue is to observe a “research lesson”, since all students have their practicum on the same day in different locations. To adapt LS to this context, we use verbatim transcriptions of classroom discourse for the analysis sessions. On one side, the transcriptions help to deeply understand how pedagogical and discursive concepts are embedded in everyday practice. They also constitute “an important opportunity for becoming aware of unexpected student behavior” (Orland-Barak & Yinon, 2007, p. 966). On the other side, with such an indirect observation, the observers miss some important information about the interaction, like materiality (Taisson-Perdicakis, 2014). Moreover, it can contribute to shift the focus of the post-lesson discussions from pupils’ thinking processes to teachers’ intervention. This is why such a derivation from the initial LS process must be guided by efficient facilitation and a theoretical framework.

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Julien Buchard is Graduate assistant. His research focuses on lesson studies, while he is preparing his doctorate on this subject. At the same time, his pedagogical interventions are also linked to LS and allow him to cover a variety of subjects.

18.30-19.00 Conclusions of the Symposium

