



Graduate School of Education

World Association of Lesson Studies (WALS) International Conference 2016 3-5 September 2016, University of Exeter (UK)

Conference theme:
**LESSON STUDY: TRANSFORMING TEACHING AND TEACHER LEARNING IN
PROFESSIONAL LEARNING COMMUNITIES**

You are invited to this international conference for researchers and practitioners. You can attend for a day or the full conference. This is a unique opportunity to find out more about lesson study, professional learning communities and other practice-based enquiry approaches.

OVERVIEW OF PROGRAMME:

4 Keynote talks, invited and submitted symposia.

PLUS 10 Strands of 351 other presentations (papers, workshops, roundtables, posters)

- 11 Further and Higher education
- 63 Developing Professional learning communities
- 9 Innovative use of lesson study
- 26 Creating Knowledge in Practice; action research and other practice-based research approaches
- 31 Impact of lesson study on student learning
- 13 Leadership, management and policy aspects of lesson study
- 4 Early Years education
- 4 Special needs and inclusive education
- 122 Lesson study in different cultural, subject and learning contexts
- 19 Learning studies

If you are interested in professional learning, school and college improvement, teacher enquiry and related topics and fields, then you will be interested in this international conference registration: £180 a day or £330 for the full conference. Student discounts are available.

Please visit our website for more details and registration: www.walsnet.org/2016

Professor Brahm Norwich

Chairperson: WALS 2016

Organising Committee: University of Exeter, UK

SATURDAY: 3rd September

Keynote talk:

Prof. Andy Hargreaves, Boston College, USA

Professional Capital and its Enemies: the implications for professional learning communities.

Colloquium:

A future for lesson study: challenges and limitations

Gary Jones and *Philippa Cordingley*

SUNDAY: 4th September

Keynote talks:

Prof. Kiyomi Akita, Tokyo University

Characteristics of Innovative Professional Learning Communities: Inquiries for Deep Learning

Dr Pete Dudley, London

Optimising Impact of Lesson Study Learning Communities at Classroom, School and System Levels

Invited symposia:

Yumiko Ono: Japan International Cooperation Agency (JICA)

How to Enhance the Professional Learning through Lesson Study – African Experiences in Effective Administration and Facilitation of Lesson Study

Christine Lee: National Institute of Education, Nanyang Technological University, Singapore

Developing Reflective practice through Lesson Study

Akihiko Takahashi: DePaul University, USA

Critical Process for Supporting Teachers to Establish Professional Communities Using Lesson Study: Case Studies from the Project IMPULS Collaborations with UK, US, and Qatar

MONDAY: 5th September

Keynote talk:

Prof. Catherine Lewis, Mills College, USA

How Does Lesson Study Transform Teaching and Teacher Learning?

Invited symposium:

Sui Lin Goei: Windesheim University of Applied Sciences, Netherlands

A Lesson Study team as a Professional Learning Community: Examples from the Netherlands

Professor Maitree Imprasitha, University of Khonkaen, Thailand

Sustaining Lesson Study

Submitted symposia – Saturday, Sunday and Monday:

Carien Bakker: University of Groningen, Netherlands

Lesson Study teams in a Professional Learning Community for experienced teachers of Dutch as mother tongue

Christina Michael: Ministry of Education, Singapore

Lesson Study in Special Education in Singapore

Ulla Runesson: Jönköping University, Sweden

Integrating research in teaching: Experiences from Learning study

Siebrich de Vries

Lesson Study in a two Professional Learning Communities for experienced teachers: research on conditions, process and effects

Stéphane Clivaz: Lausanne Laboratory Lesson Study, Lausanne University of Teacher Education, Switzerland

Developing Teacher Mathematical Knowledge in Lesson Study: Theory & Practice

Toshiya Chichibu: National Institute for Educational Policy Research

Expanding Learning Community and Lesson Study in Fukui: Findings from LSIP

Claudia Mewald: University College of Teacher Education Lower Austria

Competence-oriented foreign language education: Making competence-uptake visible through Lesson Study

Jean Lang: London Borough of Camden, UK

Improving learning in the new curriculum mathematics through Lesson Study: A London-wide Lesson Study Programme

Nellie Verhoef: University of Twente, The Netherlands

Dutch Lesson Study-examples of mathematics teacher learning in a Professional Learning Community

Gladys Li Ching Ong: Tanjong Katong Girls' School, Singapore

Using Thinking Routines to Facilitate Assessment of Students' Understanding

Ian Bennett: West Lodge Primary School, London, UK

Developing Professional Learning Communities: Models and Practices: West Lodge primary school

Brahm Norwich: University of Exeter, UK

Developing lesson study for additional educational uses for pupils with learning difficulties: lesson study for assessment and inter-professional lesson study

Diana Hatchett: Edgehill University, UK

Supporting School Improvement Through Lesson Study

Qiang Wang: Beijing Normal University, China

Enhancing Chinese Students' English Competence through Lesson Study –Based on a Competence Framework

Sui Lin Goei: Windesheim University of Applied Sciences, Netherlands

Lesson Study - Strengthening lessons through teacher collaboration with a focus on different educational needs of pupils

Masao Mizuno: Aichi Bunkyo University, Japan

Leading Teaching for Active Learning: Lessons from Japanese Manabiai

Phil Wood: University of Leicester, UK

Lesson study and initial teacher education (ITE): understanding learning and meaningful observation to guide beginning teachers

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