

## i-Sym-03

## Lesson Study: Crafting Sustainable Pedagogies for Teaching and Learning

Chair:

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Presenters:

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The newly established Dutch consortium of LessonStudyNL ([www.lessonstudyNL.nl](http://www.lessonstudyNL.nl)) consists of four Dutch universities who have joined forces to bring Lesson Study in the Netherlands further. These universities are VU Amsterdam, University of Groningen, University of Twente, and Windesheim University of Applied Sciences. The consortium is working together with Utrecht University and the Freudenthal Institute. To all collaborating universities university teacher training institutes are attached and they conduct school innovation and research projects involving Lesson Study. They view Lesson Study as a leverage for improving the quality of education. All have national funded projects on Lesson Study or are using Lesson Study as a professional development tool in other projects. To date, together they supervise more than seven PhD students in their process of validating Lesson Study for the Dutch educational context. They wrote the first Dutch practitioner guide on Lesson Study (De Vries, Verhoef, & Goei, 2016) and train Lesson Study facilitators already for three years. Also, they are developing strong ties in the international Lesson Study community. Together LessonStudyNL encompasses different strands of research investigating the pedagogy and effective development of teacher and pupil's learning, and together they cover a large part of the Netherlands with their research and school activities. They will be narrated in this invited symposium.

VU Amsterdam and Windesheim University of Applied Sciences are investigating the application of an adapted Lesson Study-model for inclusive teaching (Goei, 2013) in Dutch mainstream secondary education. Secondary school teachers in the Netherlands as yet do not typically incorporate adaptive teaching in their lessons. Lesson Study (LS) may well address this issue due to its explicit focus on pupil learning (Van Halem, Goei, & Akkermans, 2016). Central research question is to what extent do secondary school teachers manage to focus on differential educational needs of pupils in classroom situations in order to deliver adaptive teaching and differentiated instruction when participating in this LS-model (Schipper, Goei, De Vries, & Van Veen, 2017).

Twente University's research regarding Lesson Study focuses on the study of subject matter didactics (Verhoef, Coenders, Pieters, Van Smaalen, & Tall, 2014; Verhoef, Coenders, Van Smaalen, & Tall, 2013). They have a special interest in the use of Lesson Study as induction focusing on professional development of beginning and experienced teachers (Coenders & Verhoef, 2017).

The Freudenthal Institute, part of the science faculty of Utrecht University, specializes in mathematics and science education. The Institute is responsible for the education of teachers in mathematics and science. In its master program *Science Education and Communication*, the focus is on educating research-oriented teachers who have an inquiry stance towards the process of teaching and learning. In this program, Lesson Study is one of the main instruments to develop this inquiry stance (Van Joolingen, Bakker, & Van Geffen, 2017).

The University of Groningen focuses on Lesson Study's effectiveness in the Dutch context (schools and teacher education), the role of the facilitator, and the organization of Lesson Study in schools. The department has a special interest in the professional development of beginning and experienced teachers in which they use the International Comparative Analysis of Learning and Teaching (ICALT). Its mission is to improve education by focusing on pupils' learning processes. The university has a robust and widespread collaborative network with schools in the area (De Vries & Prenger, 2017).

## References

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