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The Improving Strategies of Lesson Study Based on the Instruction Research with Chinese Characteristics

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Lesson study is more and more popular in the field of basic education in China. It is an important to make it more effective as a grounded-research based on the given context with Chinese characteristics of instruction culture and institution. Eight improving strategies are found below according two methods of literature review and one-year field research in an elementary school. (1) The themes and problems of lesson study are clearly stated. (2) The students' experience, learning psychology and their surrounding are understood in detail. (3) More stockholders such as elementary/middle/high teachers, student teachers and teacher educators are encouraged to join it as many as possible. (4) Lesson plans of instruction are redesigned after discussions for lesson study is a continuous process. (5) The observing tables are designed creatively for the reflective discussion on the classroom instruction. (6) The research documents and materials such as lesson plan, classroom video, homework, the observing table, etc. are classified and kept for the papers. (7) The reports and the papers of lesson study are written popularly so that other teachers can learn them critically and use them for reference. (8) The research outcomes are displayed in ways as many as possible so that they can influence more and more teachers.