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Development of Lesson Study on Physical Education through School Training: Case Studies in Japan, China and Scotland

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Since the 1990s, lesson study has become a popular method for lesson improvement and professional development across subjects in Japan, except in physical education. Through three case studies, this symposium proposes that lesson study of physical education should be integrated in professional development to establish relevance with theory and practice. The Meaning and Issues about Lesson Study on Physical Education for School Training in Japan (Dr. Kenji Kubo, Shimane University, Japan; Dr. Seiichiro Kihara Hiroshima University, Japan) To investigate the effects of lesson study on physical education, observation and lesson discussion methods based on pupil's learning were employed. As most teachers could identify their pupils' learning difficulties concerning physical activities in physical education, they could basically share such awareness with other participants of lesson study of physical education. Also, it was highlighted that students' assessments on physical education lessons were related to class management. The case study also highlighted that teachers who participated in physical education lesson study deepened their reflection and widened their viewpoints of teaching materials and pupil observation through case conference. The Development of New Physical Education Teachers' Reflective Ability Based on Lesson Study in China (Dr. Lin Nan, College of Education, Zhejiang University, China) Lesson study, a form of cooperative research, involves solving problems in teaching practice through lessons. The theory and practice through which lesson study promote teachers' professional development are one of the chief concerns in education, yet in China, there is insufficient research on this issue especially concerning physical education. This study aimed to observe the change and development of new physical education teachers' reflective ability in lesson study. Two physical education teaching groups of two primary schools in Hangzhou were selected. Two rounds of lesson study were implemented respectively. The reflective contents of four new physical education teachers during the lesson study were analyzed using content analysis. Research results showed that lesson study gradually diversified the teachers' reflective content: their reflection on students' performance particularly increased. The study showed that lesson study affects positively the teachers' reflective ability, which reveals the practicality of lesson study in physical education teachers' school training. Introduction Lesson Study within Primary Physical Education Teacher Education in Scotland (Dr. Mike Jess, University of Edinburgh, UK) As part of the longitudinal Developmental Physical Education Group (DPEG) project that started in 2001, this paper reports the introduction of lesson study to student teachers and teachers within the primary physical education setting in Scotland. The initial section of the paper considers how four teacher educators worked collaboratively to introduce lesson study to specialist physical education undergraduate students

within an introductory year-long course in primary physical education. The study findings highlighted how the collaborative nature of lesson study helped both teacher educators and students negotiate various teaching and content issues. However, at this early stage of the students' development, the study also highlighted the students' difficulties as they attempted to observe and reflect on how these experiences affect learners. Building on this introductory study, the second part of this paper considers the experiences of one experienced primary specialist teacher as she worked with a generalist primary teacher to introduce a lesson study approach with a class of primary age children. The paper discusses the teachers' collaboration over a period of time and the impact of the "case study" children's learning experiences. The paper concludes by considering how DPEG will use these introductory studies as the catalyst to extend the next phase of the lesson study project. To conclude the three presentations, we would like to discuss the way of managing and exemplifying lesson study in the ideal physical education setting.