

**SYM-16***Abstract Number: 20198***On Foreign Soil- Tensions in Sustaining Lesson Study in a Nordic Teaching Culture***Charlotte Krog Skott, University College Capital**Hanne Moeller, University College Capital**Camilla Oestergaard, University College Metropol**Klaus Rasmussen, University College Metropol**Stephane Clivaz, Lausanne University of Teacher Education*

Lesson study introduces entirely new forms of teacher collaborations in a country such as Denmark. In initial approaches the involved teachers, pre-service teachers and teacher educators have generally engaged devoutly. However, as less passionate professionals are introduced to lesson study in schools and teacher education the going gets tougher. Hence we see different fields of tensions emerge, which may constitute serious hindrances to its further sustainability or profoundly influence the ways lesson study is adapted in Denmark. We present a number of these tensions by characterising a Danish teaching culture. We explore the traditions, values and norms generally held by teachers, preservice teachers and teacher educators, and how they are aligned with the ones underlying lesson study. Hence, we ask: Which tensions might be identified in terms of traditions, norms and values when attempting to substantiate lesson study in a Danish teaching culture? We approach the question on two levels. On the macro level we identify characteristics of a Danish teaching culture by drawing on comparative studies which include a focus on Denmark or the Nordic countries such as Kaiser et al.(2013) who found western cultures to be more individualistic than eastern. On a micro level we examine potential tensions through two ethnographically inspired research studies. The first concerns a yearlong project of engaging pre-service teachers in weekly research lessons. The novelty is the involvement of pre-service teachers from all four years of teacher education and of teacher educators with sparse familiarity with lesson study. Further, it is carried out at schools where the teachers and school leaders have minimal knowledge of lesson study. The second study concerns a three year long project in a school where gradually all teachers in mathematics and Danish (as a mother tongue) were involved in lesson study. We draw primarily on interviews conducted at critical points of time during the studies. Our analyses of the two studies are based on Holland et al.'s concept of a Figured World (Holland et al., 1998). A figured world is an 'as-if' world, which is socially, culturally and historically constituted and re-produced by a group of people. By identifying the dominant figured worlds at stake in each study we get a grasp of the underlying teaching culture from the perspectives of teachers, pre-service teachers as well as teacher educators and school leaders. We have discerned figured worlds for particular groups of actors: In particular figured worlds of Teaming related to in-service teachers and figured worlds of Becoming a teacher related to pre-service teachers, while another dubbed Lesson Studying is shared cross the actors in the two studies. However, in each study the world of Lesson Studying is differently constituted and its actors, practices and valued outcomes are challenged by other dominant figured worlds. On this basis we conclude about the character of the tensions that emerge when attempting to substantiate lesson study in a Danish teaching culture. The

symposium consists of three interrelated presentations with Stéphane Clivaz as a possible discussant: 1. The common theoretical and analytical framework of the two studies 2. A characteristic of Danish teaching culture 3. A comparison of the dominant FWs across the studies and derived tensions

References:

Holland, D., Lachicotte Jr., W., Skinner, D., & Cain, C. (1998). *Identity and Agency in Cultural Worlds*. Cambridge, MA: Harvard University Press. Kaiser, G., & Blömeke, S. (2013).

Learning from the Eastern and the Western debate: The case of mathematics teacher education. *ZDM - International Journal on Mathematics Education*, 45(1), 7–19.