

**SYM-06***Abstract Number: 20230***Lesson Study in Practice: A Practical Handbook for Teachers in the German Speaking Context***Claudia Mewald, University College of Teacher Education Lower Austria**Daniela Rzejak, University of Kassel**Kurt Allabuer, University College of Teacher Education Lower Austria**Sabine Wallner, University College of Teacher Education Lower Austria**Roland Knoblauch, State Academy Baden-Wuerttemberg**Monika Prenner, University College of Teacher Education Lower Austria*

This symposium presents an overview of a collection of theoretical, research related and practical hands-on texts about Lesson Study (LS) in teacher education and development in Austria and Germany. After a brief research review, three short contributions provide insight into Lesson Study in practice, a volume created by school teachers, mentors, teacher educators and teacher trainees. The participants, representing different institutions from both countries, provide insights into their work with LS from different perspectives and raise the issue of how LS can be used effectively in teacher education and teacher development. Starting with a summary of the research literature on the effects of LS, the symposium moves from a theoretical perspective on learning theories in teacher education on to how these can be made use of in schools and to the very practical building blocks of LS: open and closed observation as well as interviews. The symposium ends on a note how these match certain research questions and designs more than others and a discussion whether LS should be considered a research approach or the means and ends of teacher education and development. Presenter one contributes an empirical perspective and sheds a critical view on the effects reported in nine published articles on LS in primary and secondary education in a video note. Presenter two explains how various learning theories can accelerate learning in LS scenarios. In doing so, he draws on insights from inquiry learning (Kuhn, et al. 2000), self-determination theory (Ryan, R. M., & Deci, E. L. (2016), mathematics (Kohlberg 2006), and a constructivist theory of learning (Richardson 1997). Presenter three takes learning theory into practice and demonstrates how a teacher's perception of teaching and learning speaking in English as a foreign language can be made visible through LS and variation theory (Ling, L. M., & Marton, F. 2011). Presenters four and five look at the backbones of any educational research and discuss how open and closed observation can serve different research objectives and designs (presenter 4, 2014; presenter 5, 2005). Moreover, they explore how the learners' voice can be captured in LS.