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**About the learners’ voice in LS4VET**

**lesson study, vocational education, learners’ voice**

This contribution focuses on the roles of learners in LS4VET, an ERASMUS+ project on “Teachers’ Collaboration through Lesson Study for Improving the Quality of Vocational Education and Training” carried out in four participant countries and led by Eötvös Loránd University, Hungary.

Given what we know about human development and realizing learning from the learners’ point of view, creates a multi-perspective view that seems relevant in designing teaching and learning in which performance can only be improved if intended innovations are accompanied by profound changes in the way educators think about learners. Therefore, the process of pedagogical change we intend to create through LS4VET should begin by listening to the learners' views of their learning experiences. For this reason, the learners’ voice is in the focus of this presentation, which addresses the following questions:

How can lesson study contribute to the development of school and classroom practices which create environments that support learners in all areas of their development?

How do learners relate lesson study to their acquisition of transferable knowledge, skills, habits, and mindsets that support ongoing learning?

How can lesson study help create the changes needed in VET systems to reflect what we know about learning from the literature as well as from the learners’ feedback in lesson study research lessons?