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2020-1-HU01-KA202-078848



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 **LS4VET**

Lesson Study for VET

Budapest, LS4VET final conference, 02/06/2023



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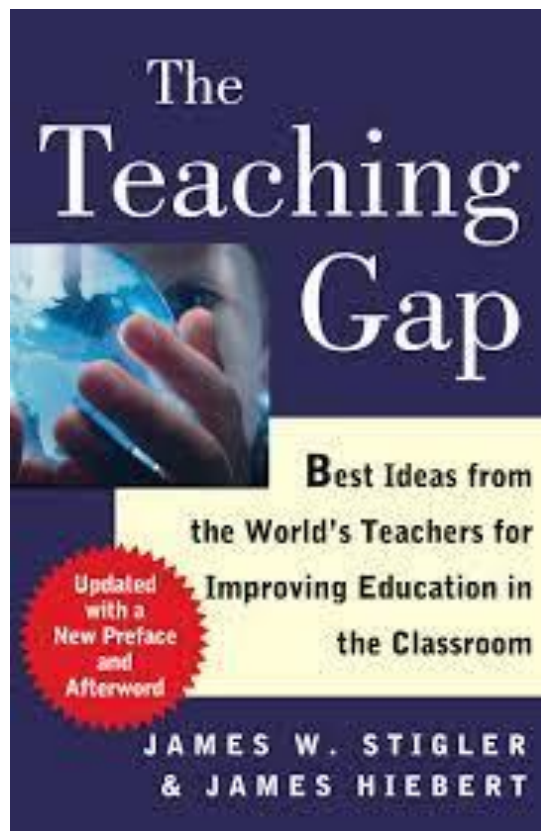
János Győri and Eszter Bükki
Lesson Study for VET
An evolving program

Budapest, LS4VET final conference, 02/06/2023

The evolution of ‚jugyo kenkyuu’

- 2nd half of the 19th century
- the modernization of education in Japan
- new teachers needed in high number
- less prepared many of the new teachers
- mutual professional support





Interational boom - 1999

Wednesday, May 31, 2023 Latest: [Facilitating Lesson Study: facilitator moves, ideas and structures](#)

Facebook Twitter YouTube

WALS
World Association of Lesson Studies

International Journal for
Lesson and Learning Studies (Free access for WALS Members.)

Emerald

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WALS 2023
Zwolle, Netherlands
Nov 27-29

WALS 2023 Conference | Call for Proposals
WALS Admin

WALS WEBINAR
Equity and Focal Student
Speakers: Russell Brown, PhD (Executive Director, Dr Math Project / CMMSE), Sofia Håkansson, PhD (Equity Task Force, CMMSE / FODOS), Brent Jackson, PhD (Research Associate, NWEA), Harold Asturias (Director for Area Math Project)

Equity and Focal Students

WALS-IMPULS Online PD Course
—Teaching Through Problem-solving—
July 10-12, 2023
IMPULS mathematics lesson study course July 10-12, 2023

LESSON STUDY CAFE
Lesson Study Café: Join us on 21st March, 19:00 (CET)

WALS Webinar Program 2023

Translate »

Main steps of ,classical Japanese jugyo kenkyuu' (action research type steps)

1. team sets the goal
2. study and plan
3. research lesson – observation, discussion
4. anlysis, revised research lesson(s), dissemination



- active; constructionist learning (Papert)
- experiment by doing (Kolb)
- situational (Lave & Wenger)
- social (Vigotsky) and mutual/collaborative (Lave & Wenger)

TEACHER LEARNING, RESEARCH AND DEVELOPMENT

Not adapted and used systematically in a whole segment of education anywhere!



PROJECT DATA

Title: Teachers' Collaboration through Lesson Study for Improving the Quality of Vocational Education and Training

Acronym: LS4VET

Project ID: 2020-1-HU01-KA202-078848

Program: Erasmus+ KA2

Project type: Strategic partnership

Target group: teachers and trainers working in VET schools

Secondary target group: teacher educators and student teachers

Beneficiaries: VET students

Participant countries: Austria, Hungary, Malta, The Netherlands

Project start: 1 September 2020

Project end: 31 August 2023

Project coordinator institution: Eötvös Loránd University, Faculty of Education and Psychology, Institute for Intercultural Psychology and Education

Project leader: Prof. dr. János Győri

Project coordinator: Eszter Bükki



- iTStudy Oktató- és Kutatóközpont (Hungary)
- BMSZC Neumann János Informatikai Technikum (Hungary)

- Pädagogische Hochschule Niederösterreich (Austria)
- HTL Wiener Neustadt (Austria)

- Università ta' Malta (Malta)
- Institute of Tourism Studies (Malta)

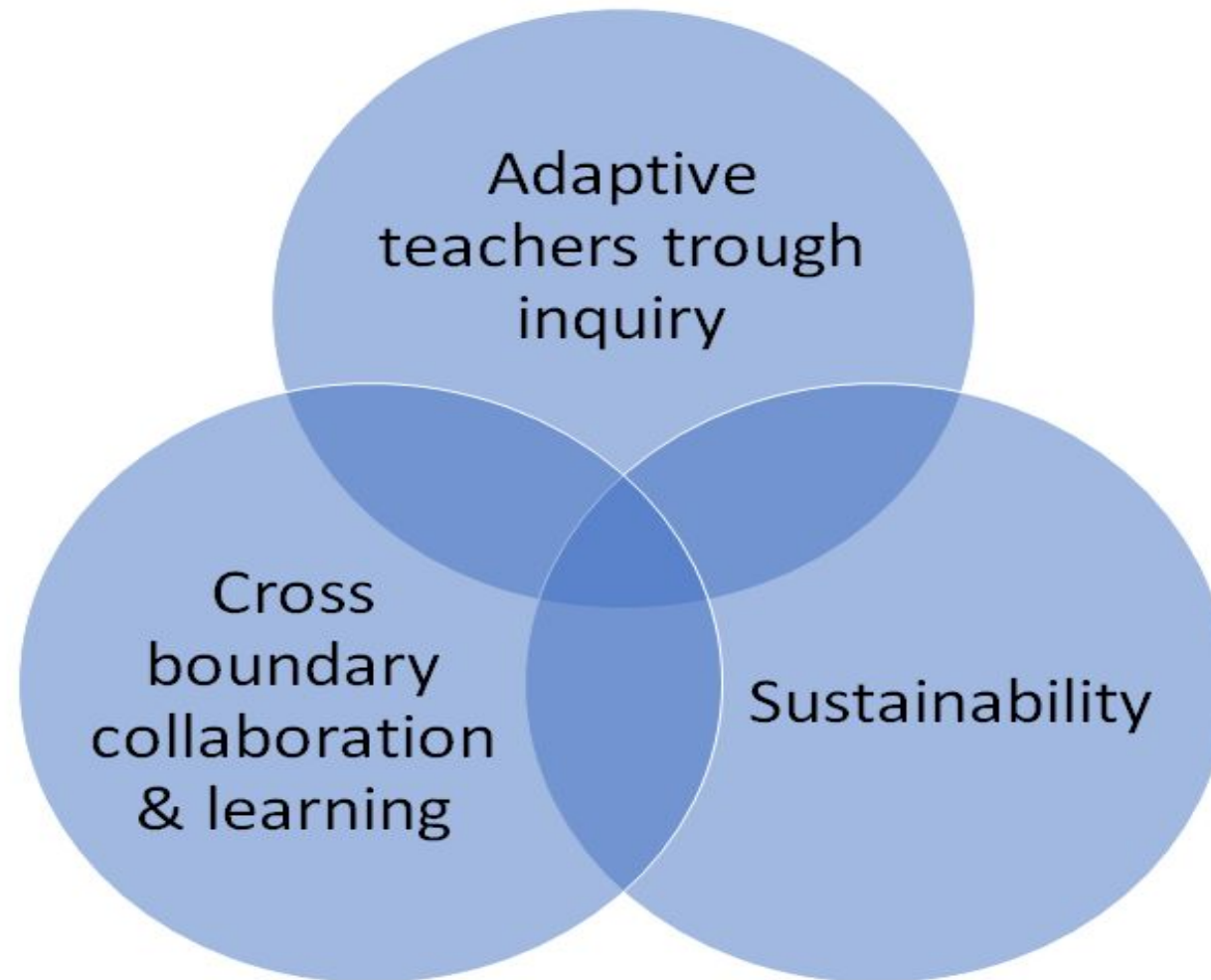
- University of Applied Sciences Utrecht (Netherlands)
- Stichting Landstede (Netherlands)

Main planned
(already)
realized
products of
the project

- **LS4VET model**
- **LS4VET training course**
- **LS4VET Storyboard and Toolkit**
- **LS4VET project e-book**

The goals with LS4VET-model

Khaled, A., van der Meer, M., Bükki, E., Győri, J. (2021). LS4VET Model: Developing a Lesson Study Model for vocational education and training. LS4VET project IO1 final report.

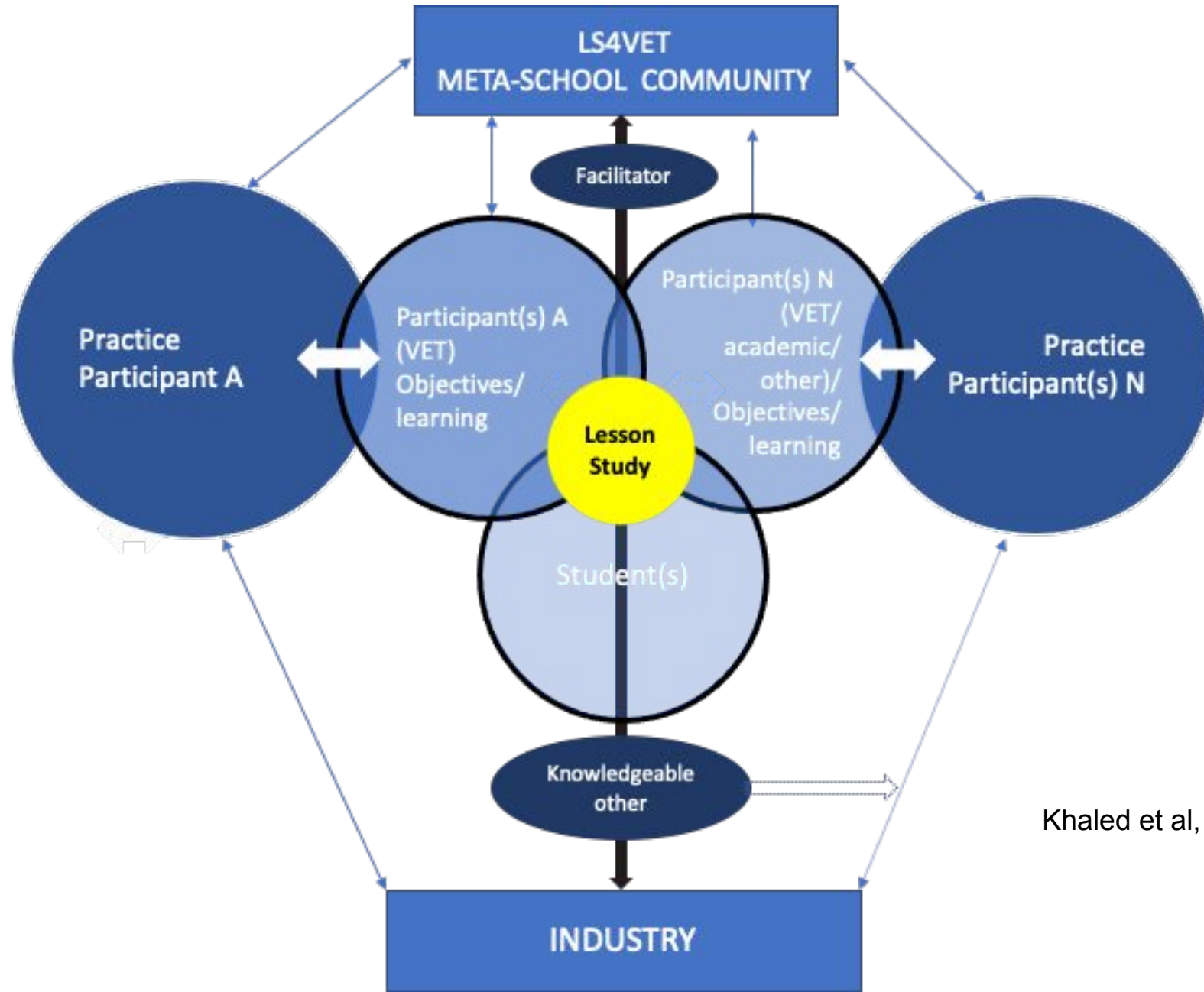


Designing the LS4VET model

:

Data collection:

- **literature review** (Khaled et al., 2021)
- **survey** (Mewald et al., 2021)
- **interview data collection** (Bükki et al., 2021);
- **survey on teacher cooperation and professional development needs in partner vocational training institutions** (Calleja et al., 2021).



Khaled et al, 2021

Jugyou kenkyuu

Lesson study



Curriculum

- curriculum – developed by the consortium
- 3 core + 2 elective modules

Module	Length (week)	„Credit”
1. LS4VET LS4VET Design – Focus on Planning	2	1
2. LS4VET Implementation – Focus on Process	6	1
3. LS4VET Sustainability – Focus on Progress	3	1
4. LS4VET Impact – Focus on leadership and team collaboration (Optional)	3	1
5. 21st Century Teaching Methods – Focus on the Digital World	3	1

Pilots and “main” trainings

- 2022 spring: pilot (3-3 teachers in the partner schools)
- local adaptations
- recruitment – multiplier events
- October/2022 – May/2023: LS4VET trainings in the 4 partner countries



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THE COURSE E-BOOK



for VET - Teachers' collaboration
for Improving the Quality of
Vocational Education and Training
2020–2023

1. LS4VET DESIGN — FOCUS ON PLANNING

1.1 DESCRIPTION OF THE MODULE

1.1.1 *AIM*

The goal of this module is to familiarise the participants with the development of effective LS4VET designs applying the key principles of Lesson Study as a cross-boundary collaboration through inquiry in the context of VET (Vocational Education and Training). This process requires participants to be able to carry out pre-studies to plan research lessons in collaboration with Lesson Study team colleagues, knowledgeable others from various fields and/or Lesson Study facilitators, as well as with their learners as active participants with a voice in a responsive way. At the end of the module, the participants will be able to set up Lesson Study teams and to design Lesson Study cycles in alignment with negotiated Lesson Study goals.

1.1.2 *ENTRY REQUIREMENTS*

None

1.1.3 *CONTENT*

1. Cross-boundary collaboration and learning through collaborative practitioner research in VET
2. Theories, resources, and strategies in Lesson Study design
3. Knowledgeable others, Lesson Study facilitators, and stakeholders in Lesson Study

LS4VET

Lesson Study for VET

Teachers' collaboration
for improving the Quality of
Vocational Education and Training
2020-2023

LESSON STUDY FOR VOCATIONAL EDUCATION & TRAINING

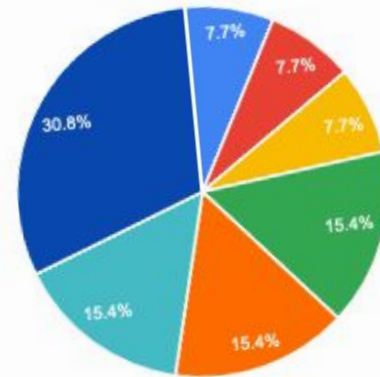
GOALS AND OUTCOMES OF THE ADAPTATION OF LESSON STUDY TO THE VET SECTOR IN THE LS4VET ERASMUS+ PROJECT (2020-2023)

2.1.4 ON THE ADAPTATION OF LESSON STUDY

The LS4VET project applied the Japanese LS model in a new sector of education: vocational education and training (VET). Since the Japanese model of LS was first presented by Stigler and Hiebert in their 1999 book (Stigler & Hiebert, 1999), there have been many adaptations of this model worldwide. These versions are not easy to group, as it is considered everywhere in the world to develop and apply some local versions of the authentic form of LS.

Adaptation can happen at different levels. Even where the authentic Japanese method is adapted to an entire country's local educational system, there may be minor or major deeper or less deep further adaptations of the method, for example, school-level adaptations to the district or school, or even an adaptation that adapts the method to the working group. This is also related to the fact that adaptation often becomes a cultural or subcultural or institutional characteristic of the area (Stephens, 2014).

There can also be different levels of adaptation: some adaptations create foundations of the method, while other applications create on top of these fundamentals lead to hybrid models (Sheleznov, 2019). The best-known example is the "learning study" (Lo, 2019), but the Chinese version is also conceptualized as a hybrid version (Chen & Zhang, 2019).



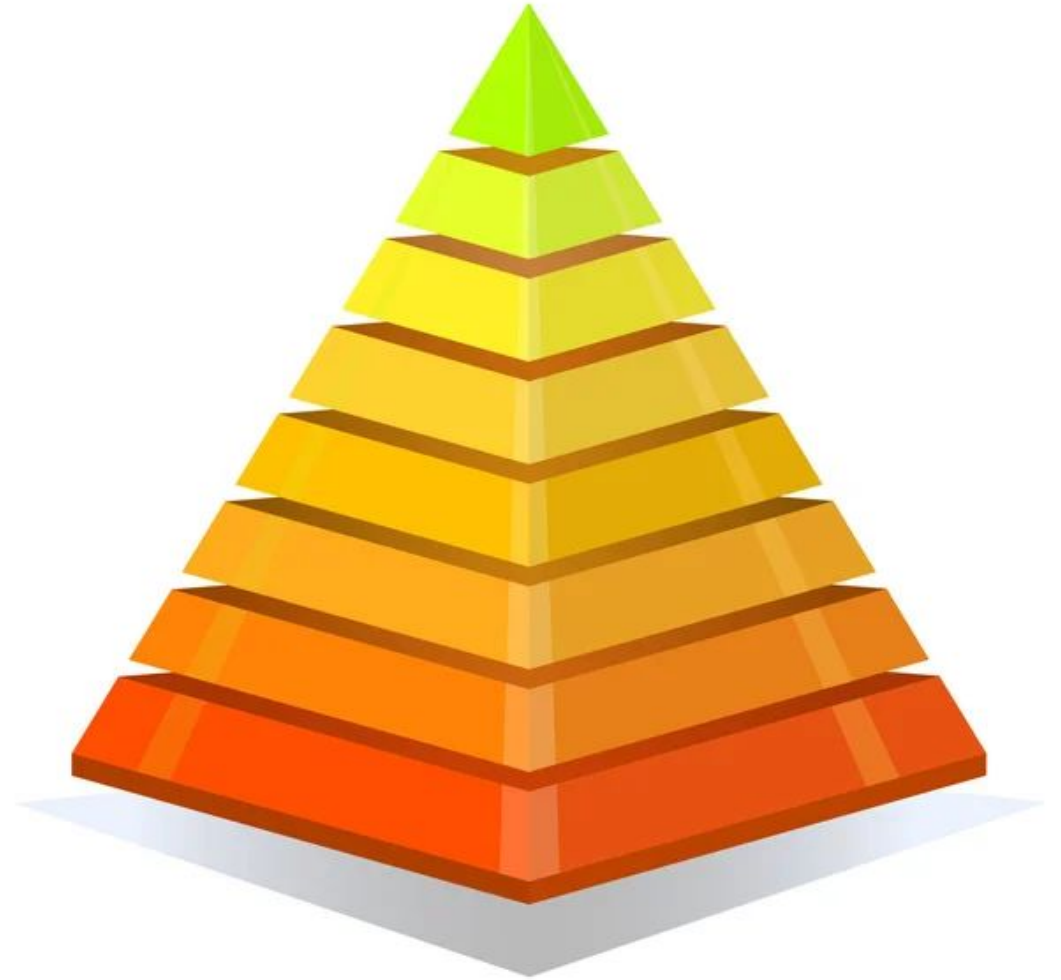
- visiting the company website
- presenting hard skills in CV (website of a year 13 student)
- translation and interpretation of the mentoring programme
- CV content elements
- video of Digital Pedro
- presentation of what to know about gerilla CV (previous work of the class)
- preparing the CV in Canva
- presentation about soft skills (work of year 9 students)

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* Levels of sustainability

- individual (with others) level
- community of practice level
- institutional level
- cluster level
- educational segment level
- educational system level



Köszönjük a figyelmet!

**Thank you for your
attention!**