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Lesson Study for VET in Hungary

LS4VET Final conference, 02.06.2023

Hungarian project teams



LS4VET in Hungary



ELTE PPK Interkulturális
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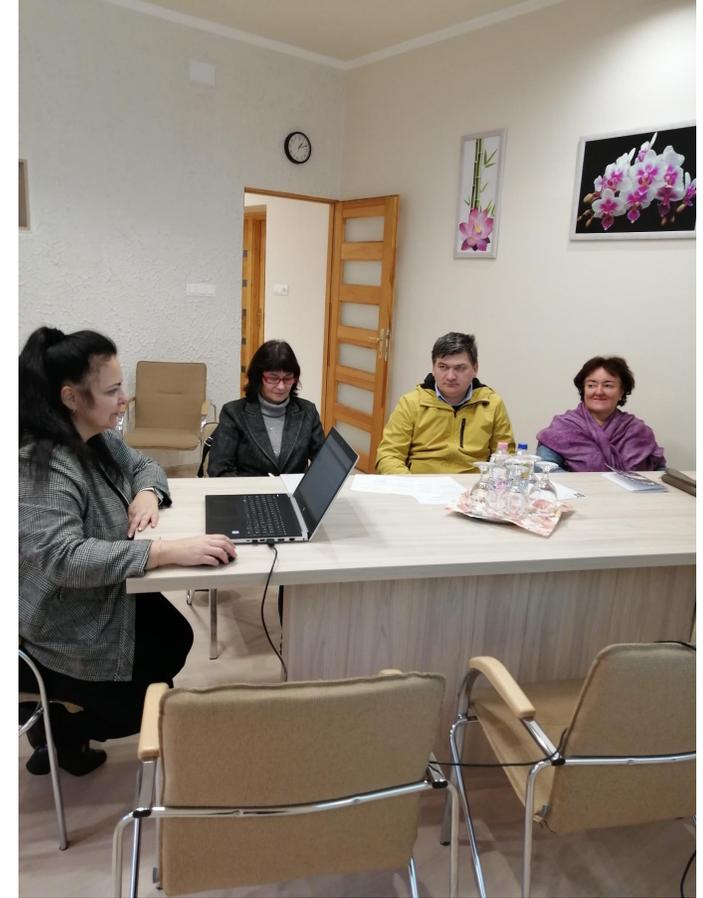
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LS4VET course (October 2022 - February / May 2023):

- voluntary, not-accredited e-learning (Moodle), in the 2 Neumann teams hibrid teacher training
- Initially 10, finally 7 heterogeneous, with 1 exception school teams (34 teachers)
- 1 tutor/facilitator per team (4 in total), weekly meetings of the facilitators, feedback for Moodle assignments

Adaptation

- Modules 1-3 mandatory, 4-5 voluntary (Module 4 completed by 6 from the 7 teams)
- Duration of Module 1 extended
- Further examples and templates
- Editing of content across modules 3 and 4 (sustainability)
- Integrating case story as an assignment in Module 3 - reflection and dissemination
- Detailed learning guides for each module



Biggest success - quotations from the case stories

"For me, this project has so far been the biggest plus in terms of awareness and planning, as I have not only had to observe the teaching etc. of the colleague who was teaching the lesson with analytical precision, but also to put a mirror to my own good or not so good practices. In addition, by rediscovering the theoretical background, I also gained a deeper insight into the nature of learning processes, which I will use in practice, i.e. in my teaching."

"I joined the Ls4Vet project as a school leader and got involved in Lesson Study. From this perspective, I see it (also) as a method in which teacher collaboration is key. This aspect is completely in line with what we think and should think about education, i.e. acting together and setting an example. Not incidentally, Lesson Study brings into the pedagogical planning the methods that are at the forefront of VET, the project approach, the development of transversal skills. I have experienced this in practice, from the planning of the research lesson to the post-lesson analysis."

„My personal impression was that it was very useful to get a glimpse of a completely different context of teaching, where, compared to "traditional" lessons, the teaching work has to be done in completely new circumstances, where students have to solve completely different tasks.."

„I am happy to be involved in this project for two reasons.

1. The theoretical reasonings can sometimes seem very 'sterile', you have to think about it a lot to make them seem feasible in practice. Here, with the help of the knowledge of several teachers, we see it being implemented, with real brainstorming.

Interdisciplinarity is the icing on the cake.

2. I like visiting someone else's class, there's always something to learn: a pedagogical solution to an unexpected situation, a method, a vocabulary, a phrase, a sentence that can be used later."

Main challenges

- choosing the research goal/topic
- differentiating the purpose/topic of the LS activity and the research lesson
- finding a good balance between individual and group work
- learning the difference between a standard "lesson plan" and a research lesson "storyboard"
- structured lesson observation, reflection and related techniques
- there was a strong need for facilitators

Suggestions for improvement



- Further development of the LS4VET curriculum and learning materials
 - Facilitator help for choosing a research topic
 - Research lesson “storyboard” templates and examples
 - Different types of courses for different target groups (teachers - individual and school teams, school leaders, facilitators)
- Plans to support sustainability:
 - Accrediting the LS4VET course(s)
 - Dissemination among the main directors of regional centres
 - Recognition of non formal learning



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Köszönjük a figyelmet!

Thank you for your attention!