

Lesson Study is a special bottom-up approach to teachers' professional development based on professional collaboration and practitioner inquiry. It is a complex activity initiated and carried out by the teachers, in which they investigate a challenge or problem in their daily teaching practice following certain steps. The essence of Lesson Study (LS) is for teachers to discover new, more reflective, and effective approaches in their work for the improvement of students' learning.

The LS4VET project aims to adapt the Lesson Study methodology for Vocational Education and Training (VET). In VET, LS has been only sporadically applied and never systematically adapted. The objective is to achieve deep and sustainable impact – the improvement of the quality of education through enhanced teacher collaboration and professional development – in VET schools that will apply the LS4VET method.

The first product of the project (Intellectual Outcome 1) is a theoretical model of Lesson Study for the special context of VET. The LS4VET model was developed through professional collaboration between the partners, based on comprehensive needs-analysis and data collection:

- *survey of the prior and current application of the method of LS in VET and in general and specifically in the partner countries and by the partner organisations;*
- *comparative analysis of the special VET-specific national (VET system), organisational (VET school) and individual (teacher) level factors that might be relevant to the adaptation of LS to VET, based on interviews with teachers and leaders in the partner VET schools;*
- *survey of the needs of the teachers in the partner VET schools in relation with the application of LS in VET and education quality improvement.*

Findings and suggestions from the needs-analysis and research about adaptation of LS to the VET context were translated into objectives which influence each other constantly during implementing, carrying out and evaluating Lesson Study for VET:

1. Developing adaptive teachers through inquiry – involves the competence of teachers to deal with unexpected and novel situations. The inquiry component should feature in all stages of the teacher education continuum. We see this as the foundation and starting point for engaging teachers in Lesson Study.
2. Cross boundary collaboration and learning - involves all stakeholders (students, teachers, Lesson Study facilitators, knowledgeable others, industry-based practitioners). We believe that teachers could learn a lot from their workplace in the industry and by observing each other's practices, therefore we suggest that LS4VET teams should always include one or more VET teacher(s) from industry- and/or practice-based subjects.
3. Sustainability - the ultimate aim of the LS4VET model should be that Lesson Study becomes a sustainable process within the institution and possibly beyond. Lesson Study in VET should include aspects of how this sustainability may be attained among participants and actors.

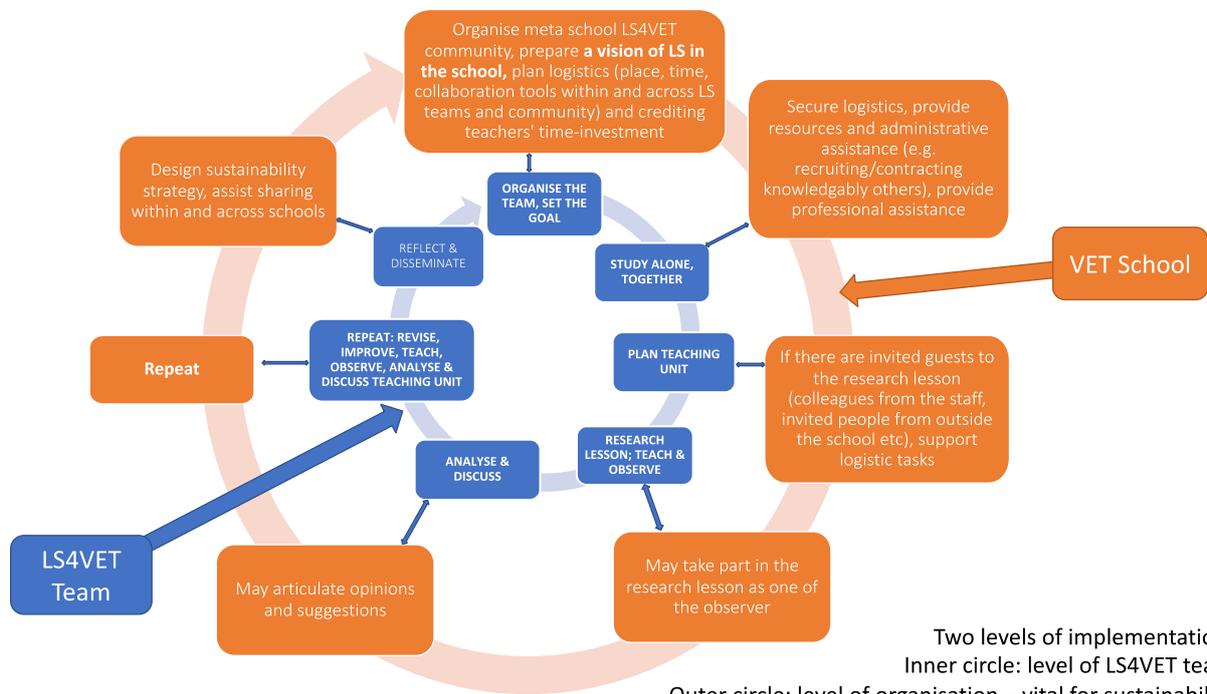
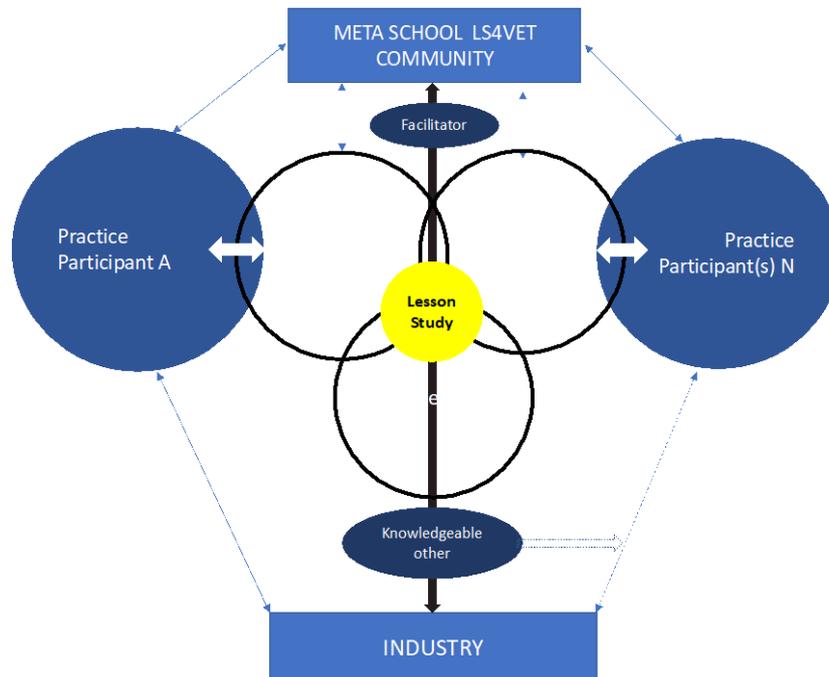


Lesson Study for VET

**Teachers' collaboration for
Improving the Quality of Vocational
Education and Training**

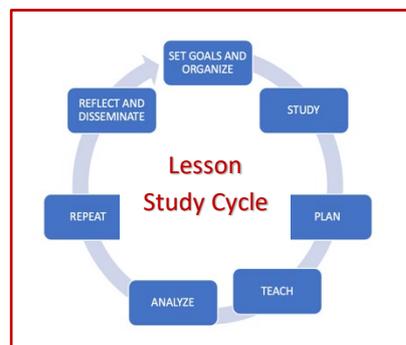
LS4VET Model

LEAD PARTNER: UNIVERSITY OF APPLIED SCIENCES UTRECHT



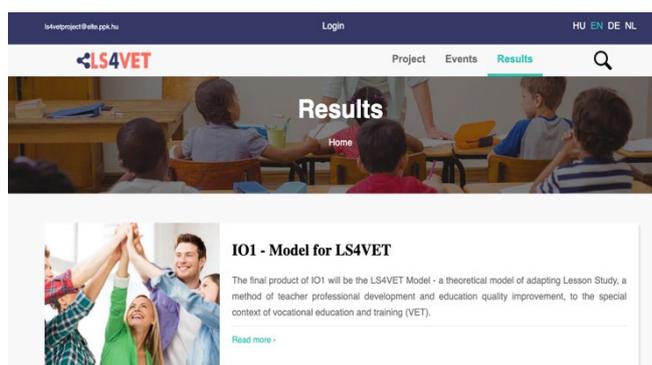
In the LS4VET final report we adapted the five ‘big ideas’ (Goei et al., 2021) of lesson study to the VET context, pointing out how teachers from different backgrounds, different teams and different domains, may learn from each other and how knowledgeable others can be involved. Another novel feature of the adaptation was the integration of the sustainability aspect into the model. The LS4VET Model thus defines the „big ideas” of Lesson Study for VET as follows:

1. **Teachers collaboratively perform research on challenges and opportunities in their teaching practice.** The essence of the first big idea in VET is to improve student learning through teachers’ investigation of new teaching methods and their collaboration (also with industry) in the design, implementation, evaluation, and reflection of research lessons over an extended period.
2. **LS involves combining practical knowledge and external knowledge in innovative ways.** In a VET context, the second big idea thus includes establishing cross-boundary collaboration with knowledgeable others and/or facilitators from education and/or the industry to create better learning opportunities for students. LS in VET should expand teachers’ horizons through co-creating VET education in collaboration with students, colleagues, industry-partners and other teams, sectors, educational institutes and countries.
3. **LS is about learning from students’ learning.** LS in VET should lead to teacher's better understanding of their students’ learning and what kind of VET-pedagogy is effective for students’ learning.
4. **LS is a collaborative effort of teachers with each other and with knowledgeable others.** In a VET context, LS involves teachers in job-embedded collaboration and research about theories and methods of authentic teaching and learning, wherever possible in collaboration with the labour market. LS in VET should aim at a better learning culture and collaborative professionalism and enable deep collaboration between teachers and stakeholders from industry about challenges and chances they experience in their teaching practice.
5. **LS requires iterative cycles of research lessons.** LS in VET should encourage teacher learning that is disseminated across practices, within and across VET-institutions.



[The LS4VET Model guides](#) the development of the next LS4VET products, including the curriculum and learning content for the LS4VET blended course for VET teachers.

Parallel with working on the model, the Consortium developed a dynamic multilingual portal with a restricted area (content and file management platform, internal evaluation tools) for the partners and with a front-end site for sharing information about the progress of the project, the events and results in four European languages.



<https://ls4vet.itstudy.hu/>

PROJECT BACKGROUND

Teacher collaboration plays a vital role in various elements of teachers' work and was found to have a positive impact on teaching quality and student performance. Lesson Study is a particularly promising model of teachers' professional development based on professional teacher collaboration and focusing on the improvement of student learning through improving teachers' methodological skills. The method, however, only sporadically and not systematically been applied in VET before. In this project, Lesson Study will be systematically applied in VET contexts, which is expected to bring about innovative development in both domains.

AIMS

The LS4VET project aims to adapt the Lesson Study methodology for the sector of VET in order to achieve deep and sustainable impact – that is, improvement of the quality of education – in VET schools that will apply the method. Lesson Study has been found to be particularly effective because:

- it is a bottom-up approach of development, where professional development is done not “to” but “by and with” the teachers,
- it is job-embedded and focuses on teachers' real educational contexts in order to improve student learning through teachers' learning of new teaching methods and changing their teaching practice,
- it involves deep teacher collaboration when teachers actively learn through designing, teaching, evaluating and researching lessons together over an extended period of time.

The adaptation of the Lesson Study methodology to VET will be carried out in a close collaboration of expert partners (teacher educators) and VET schools' teachers and students. This process will be supported by formal training (an e-learning course) and mentoring for VET teachers and trainers to learn, adapt and pilot the method of Lesson Study in their own schools.

Is4vet.itstudy.hu

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 PARTNERS

ELTE Eötvös Loránd University Institute of Intercultural Psychology and Education (Hungary) – project coordinator

iTStudy Hungary Educational and Research Centre Ltd. (Hungary)

Neumann János Computer Science Technical School (Hungary)

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