

# NEWSLETTER

4th Issue

August 2023

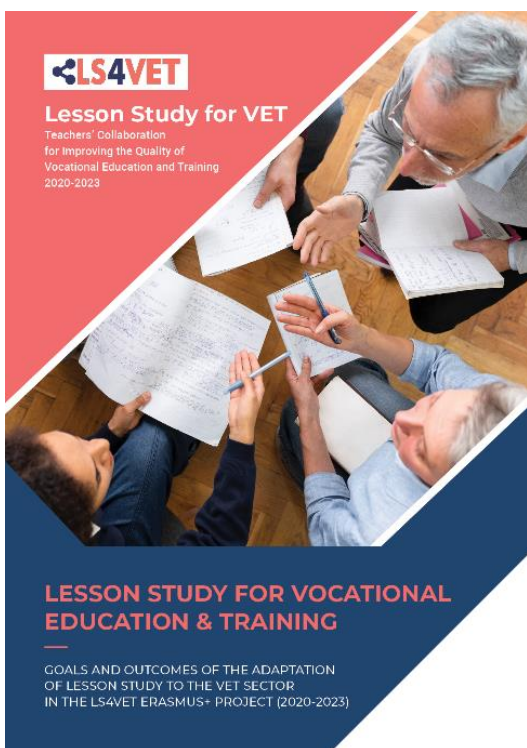
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## Lesson Study for VET

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

### IO4: The LS4VET Project eBook



The fourth and final intellectual outcome of the LS4VET project was the creation of an electronic publication in four languages (English, Hungarian, German and Dutch), which provides a broad overview of the drivers, main objectives and outcomes of our adaptation of Lesson Study as an approach to teacher professional development to the sector of vocational education and training (VET).

The LS4VET Project eBook was designed and written with the intention to address a diverse target group, including VET teachers, VET school leaders, VET decision-makers and policy-makers at various (school, region, country) levels as well as researchers and teacher educators.

The LS4VET project e-book includes the following content:

- **Chapter 1** presents the rationale, the theoretical background, and the goals and principles of the LS4VET Model, which defined the framework for our adaptation.
- **Chapter 2** includes descriptions of the LS4VET course as it was adapted and implemented in the four partner countries (Austria, Hungary, Malta and the Netherlands).

The national curricula and course content are also published in the LS4VET course e-books.

- **Chapter 3** involves two selected case stories from each partner country, written mainly by the LS4VET teams themselves, based on a common template designed by the LS4VET partnership.

- **Chapter 4** presents country analyses of the experiences of Lesson Studies carried out in each partner country, followed by a brief comparison of the similarities and differences across these four countries.
- **Chapter 5** offers policy recommendations by the LS4VET partners addressed to various levels of policy-makers (school, region and country).

## Design and creation

The eBook design was created by the IO4-A2 core partner ELTE and it was discussed with the partnership at the Utrecht partner meeting in February 2023. The first chapter of the eBook is an edited re-publication of the IO1 final report about the LS4VET Model, the theoretical framework the partnership developed to guide the creation of the LS4VET course and the implementation of the pilots. Due to an amendment of the project's work plan in the first year, the partnership created separate eBooks that publish (the national versions of) the LS4VET course curriculum and learning content (these LS4VET course eBooks are available [here](#)). Therefore, we decided to include in the project eBook only a short description of the adaptation and implementation of the LS4VET course in the four partner countries.

The case stories published in the project eBook were written by either the LS4VET teams themselves or their facilitators, based on a uniform template. The template was drafted by the IO4-A1 core partner PH NÖ and discussed and finalised with the expert partners. In Hungary, writing these case stories was integrated into Module 3 of the LS4VET course and

the Hungarian teams' case stories are also available on the project website [here](#).

The final two chapters of the LS4VET project eBook contain analyses of the Lesson Studies conducted by the VET teachers who participated in our project both from the partner and other VET schools. Each country report written by the expert partners (ELTE, PH NÖ, UM and UAS) begins with a short description of the national VET system that describes the context for the following analyses and the country-specific policy recommendations in Chapter 5.

The analyses are structured around the three main goals of the LS4VET Model: (1) Developing adaptive teachers through inquiry, related to which we analyse the rationale and nature of the research goals adopted set by the LS4VET teams; (2) Cross-boundary collaboration and learning, where we examine the LS4VET teams' composition, collaboration within the teams and with knowledgeable others, and the learning resulting from their boundary crossings; and finally, (3) Sustainability, related to which we explore the participating VET teachers' intentions and measures for continuing to do Lesson Studies.

In the final chapter, we formulated policy recommendations for each partner country, based on our experiences in the project, discussing how we think school leaders and policy-makers could effectively support VET teachers to do Lesson Studies based on the LS4VET Model.

## The LS4VET project final conference

The final conference of the project was held on 2 June 2023 at the Faculty of Education and Psychology of ELTE, with the participation of nearly 70 participants. In addition to the Austrian, Dutch, Hungarian and Maltese project partners, who participated in the

conference as part of our last project meeting, the event was attended by representatives of LS4VET teams (VET teachers and school leaders) from the LS4VET courses as well as teachers, school leaders,



teacher educators and education officers from a number of Hungarian VET schools, vocational centres and professional agencies.

The conference was opened by Dr. Balázs Aczél, Deputy Dean for International Affairs of the ELTE PKK. Following his welcome speech, Katalin Zoltán, Senior Government Advisor to the Minister of Culture and Innovation, and Dr. András Benedek, Professor Emeritus of the Budapest University of Technology and Economics, discussed the national policy and international scientific context of the project in their presentations.

Dr. János Győri, professor of ELTE PPK and project leader, then presented the method of Lesson Study and its adaptation in our project.

This was followed by the project partners presenting their own activities and their outcomes in the project. In the second half of the conference, a world café was organised to discuss specific aspects of LS4VET with all participants in an informal way, organised along 10 key themes, such as teacher professional learning, the role of school leadership or sustainability.

**LS4VET TANÁROK EGYÜTTMŰKÖDÉSE A SZAKKÉPZÉS MINŐSÉGÉNEK JAVÍTÁSA ÉRDEKÉBEN**  
A TANÓRAKUTATÁS MÓDSZERÉNEK SEGÍTSÉGÉVEL  
2020-1-HU01-GA2020-078848

**KUTATÁSI CÉL**  
AZ AKTÍV ÓRAI FIGYELEM fenntartása és dinamikus változásainak monitorozása

A kutatási óra adatai:  
tantárgy, témakör, tanulócsoport  
Digitális kultúra, online grafikus felületek (önéletrajz), 10. évfolyam informatika

Az LS4VET munkacsoport tagjai:  
HAJDU Gabriella, VARGA Szilárdné,  
NOVÁKNÉ SZILAS Szilvia,  
JÁGRJ Ilona, TÓTH Lajos Péter

Az LS4VET kutatás időpontja:  
2022. szeptember 16. – 2023. június 02.  
A kutatási óra időpontja:  
2023. január 12.

**RÉSZLETEK A KUTATÁSI ÓRATERVBŐL**

Óra	1. óra	2. óra	3. óra	4. óra	5. óra	6. óra	7. óra	8. óra	9. óra	10. óra
Munkaanyagok előzetes felmérése	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...

**Tanóra anyagai** A jó CV ismervei

**Soft skills**

**Tanóra kimenete - CV-k**

**Kontextus**  
A kutatásban 400 km távolságra egyetemről két közeli egyesületi középiskola a VSE Öreges Iskolá Technikum és Kollégium, Budaörsi ISK (4 fővel) és az MKE Gépészet Technikum és Kollégium, Mátészalka (3 fővel) vett részt. Így online együttműködés formájában dolgoztak.

**Folyamat**  
A Google Drive-n megosztott mappában gyűjtötték a szükséges ismereteket, információkat. Rendszertanban tartották online megbeszéléseiket. A kutatási óra keretében online megbeszélés formájában meg is vitázták eredményeiket, a 6. változat szerint tanulták meg, amelyre Alkotóiskola útastott a csapatt.

**Eredmények**  
A diákok figyelem akkor érte el a maximálumot, amikor a tanár a legelső lépésben mutatja fel, illetve amikor egy videó játékos fel, továbbá magas volt a figyelem a való életben kapcsolt feladatok során és akkor, amikor a gyakorlati tevékenység (CV online, online) szerepelt a Canvas-ban került a sor.

**Reflexiók**  
Látjuk, hogy a kihívások, az audiovizuális jegyzet és a gyakorlati feladatok bevezetése a napi figyelem növelésére megfogalmazott szerepet. A tudatosság a legnagyobb plusz, hiszen a kutatás saját gyakorlati munkánk is tükrözti. Ez egy olyan módszer, amelyben a tanárk együttműködése a legfontosabb.

**Eredmények**

**A KUTATÁS FOLYAMATA**

**Projekt oldal:**  
<https://ls4vet.itstudy.hu/>

Az Európai Biztonság (Erasmus+) programjának támogatásával készült a kiadvány. A kiadvány a szerzők álláspontját tükrözi, valamint a Biztonság nem vehető felelősnek tartottatik az információk tartalmáért.

Az Európai Unió Erasmus+ programjának támogatásával készült a kiadvány.

At the conference, the Lesson Studies of Hungarian LS4VET teams and an Austrian team were also presented to the audience through posters that summarised the main objectives, context and outcomes of their work. The electronic versions of these posters are available [here](#).

Some LS4VET teams also published their Lesson Studies on their organization's websites, for example [here](#).

The LS4VET Project eBook is free available and downloadable [here](#) in English, German, Dutch and Hungarian languages and may serve as a guide and inspiration for VET institutes, VET teachers and education officials that intend to improve the quality of vocational education and training and would apply the method of Lesson Study adapted to VET.

## 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.

[ls4vet.itstudy.hu](https://www.ls4vet.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)

Pädagogische Hochschule Niederösterreich (Austria)

HTL Wiener Neustadt (Austria) - *associated partner*

Università ta' Malta (Malta)

Institute of Tourism Studies (Malta)

University of Applied Sciences Utrecht (The Netherlands)

Stichting Landstede (The Netherlands)

