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AN EXPERIENCE OF ITALIAN LESSON STUDY: INSIGHTS FROM THE CULTURAL TRANSPOSITION PERSPECTIVES

Simone Esposito¹, Rosa Di Bernardo², Maria Mellone¹,
Carola Manolino³, Miriana Gagliano¹ and Miguel Ribeiro²

¹University of Naples Federico II (Italy), ²UNICAMP (Brazil), ³University of Turin
simone.esp91@gmail.com, rosadibernardo92@gmail.com, maria.mellone@unina.it,
carola.manolino@unito.it, miriana.gagliano@libero.it, cmribas78@gmail.com

In this poster we will present a research project that will be the main subject of the master's degree thesis work of the first author. The research project has its roots in the framework of the cultural transposition. The purpose of the project, which has already begun, is to assess how Lesson Study can impact on the teacher's awareness of their educational intentionality.

Strand: Lesson Study and teacher professional development

Keywords: teacher education, lesson study

The Lesson Study (LS) was born in the so-called Confucian heritage culture area and primarily developed in Japan (jugyokenkyu) and in China (guan mo ke), then it gradually spread through the rest of the world. In recent years there have been several discussions on how LS could be implemented in other countries (and different cultures), focussing on how much the "original" LS can be adapted without losing its essential characteristics. In this scenario Ribeiro, Fiorentini, Losano & Crecci (2018) have developed a model of Lesson Study, adaptable to other cultural contexts, renaming it as Hybrid Lesson Study (HLS). Indeed according with the theoretical perspective of Cultural Transposition – CT (Mellone, Ramploud, Di Paola & Martignone, 2018), education practice coming from a certain cultural context can be experienced in other cultural contexts, without any attempt to translate elements from one culture to another, but rather a careful review of the different educational

intentionality embedded in this practice, in order to rethink teaching habits rooted in specific cultural paradigms.

In this framework we have recognized the essential features of a LS cycle as composed by these three phases: i) collective design of a lesson through a fine design grid; ii) conducting the lesson by a teacher while others observe him and take notes; iii) collective reflection and possible redesign and organized the experience as explain in the follow: Each LS cycle is associated with a project group: this group consist of 4 or 5 teachers and sometimes other experts (e.g. researchers in education); in particular, one of the teachers will be the pilot-teacher who is going to held the class in the second phase. We would to study the impact that this experience of participating in LS can have on teachers' awareness of their educational intentionality, we want to assess how the participation of teachers to the whole LS process can influence their mathematical school practice.

In particular, we would like to stress the fact that in the Italian school system there is shortage of moments to plan the lessons, to discuss with colleague teachers and to keep up to date with the acquisitions of educational research: implementing some HLSs cycles would provide teachers this kind of occasions.

These HLSs cycles (Figure 1) are taking place in Naples, in the same Compulsory school with a group of teachers working the sixth grade, seventh and eight grade. The subject, chosen by the teachers, is proportional reasoning. Experts support the teachers in each phase of the project; the peculiarity of our project is that three of the four teachers who are part of the project group will perform as pilot teacher in the three different cycles (Figure 1).

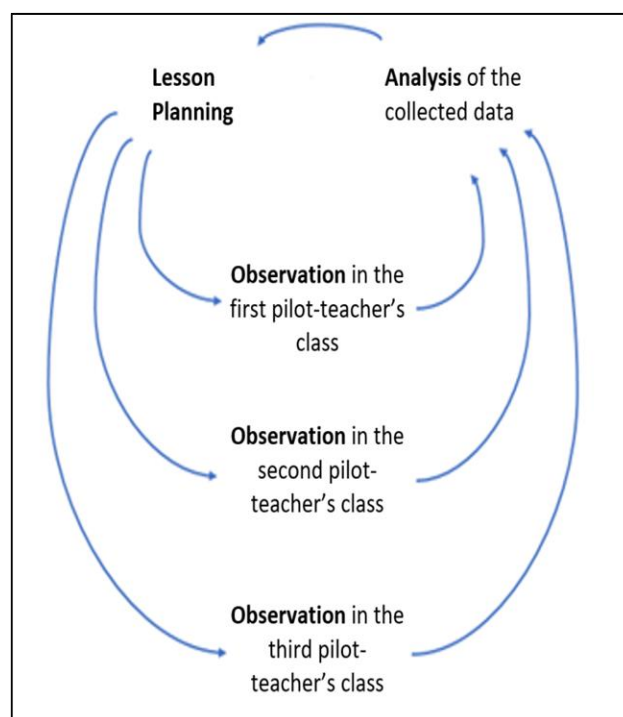


Figure 1

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