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

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RESEARCH QUESTION

HOW LESSON STUDY CAN IMPACT ON TEACHERS' AWARENESS OF THEIR EDUCATIONAL INTENTIONALITY?

THEORETICAL FRAMEWORK

CULTURAL TRANSPOSITION (CT)

(Mellone, Ramploud, Di Paola & Martignone, 2018)

Educational practices deriving from a certain cultural context experienced in other cultural contexts through a careful deconstruction of different teaching habits in order to unfold one's own "untoughts". This process rises the awareness of one's educational praxis and gives the chance to improve them.

HYBRID LESSON STUDY (HLS)

(Ribeiro, Fiorentini, Losano & Crecci, 2018)

HLS is a model of Lesson Study adaptable to various cultural contexts:

- it combines the main features of LS with local models for teachers' professional development;
- it gives the project group the opportunity to refine educational practises through research results.

HYBRID LESSON STUDY IN ITALY

The HLSs cycles (Figure 1) took place in Naples, in the same Compulsory school. The project group consisted of four teachers working there with 6th, 7th and 8th grades students and also included researchers. The subject, chosen by the teachers was proportional relationships. The peculiarity of our project is that three of the four teachers who were part of the project group performed as pilot teacher in the three different cycles.

We aimed to:

- assess the impact that the experience of participating in these HLSs has on teachers' awareness of their educational intentionality;
- try to follow how the participation of teachers to the whole LS process affects in somehow their mathematical school practice.

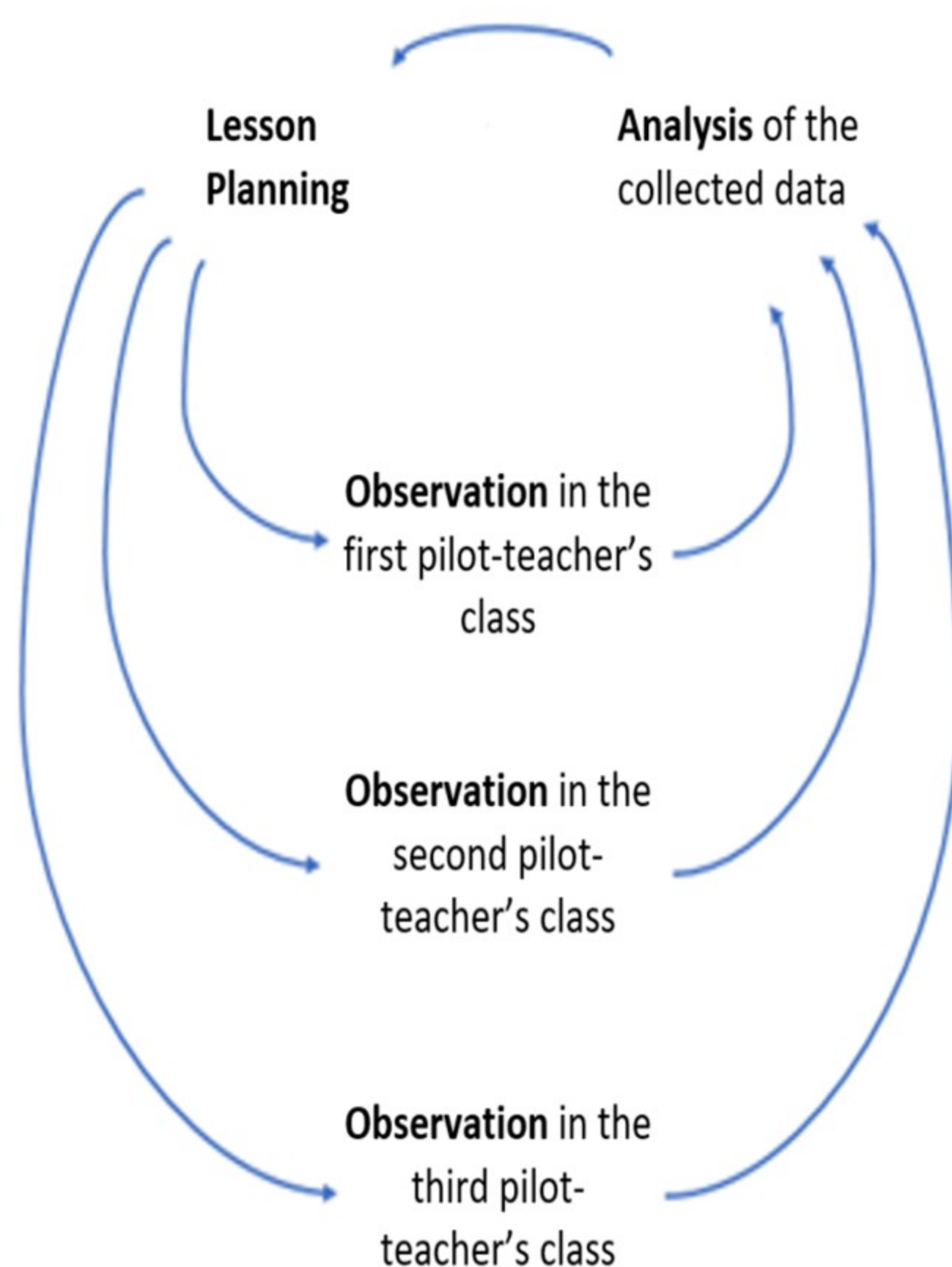
As a result of the CT process, the "original" Lesson Plan was notably revised, actually we added various items to the design grid:

- *classroom environment analysis*: the lessons were carefully designed to meet students' needs;
- *educational purposes*: take into account "National Guidelines" to validate planning choices;
- *required materials analysis*: detail advantages and disadvantages in using different materials to support the teaching;
- *what and how to observe*: special focus on project group's educational target.

Some items in Lesson Plan are optional while some other can be duplicated to increase the number of activities related to the main topic.

We are still working to assess in depth the impact of these HLS cycles on teachers' awareness of their educational intentionality. Nevertheless, we are already able to provide some meaningful impressions:

- Italian teachers are not used to determine the precise timing of a lesson and they struggled to stick to a rigid timetable;
- they felt uncomfortable holding the lesson in front of observers;
- they appreciated the opportunity to design the lessons and discuss teaching strategies with colleagues.
- they appreciated the presence of the researchers, living it as chance to keep up to date with educational research.



REFERENCES

- Mellone, M., Ramploud, A., Di Paola B., & Martignone, F. (2018). Cultural transposition: Italian didactic experiences inspired by Chinese and Russian perspectives on whole number arithmetic. *ZDM, Mathematics Education*. Retrieved from <https://doi.org/10.1007/s11858-018-0992-7>.
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