haute école pédagogique vaud

HEPVS | PHVS

Haute école pédagogique du Valais
Pädagogische Hochschule Wallis

Laboratoire Lausannois Lesson Study
Lausanne Laboratory Lesson Study

LESSON STUDY IN SWITZERLAND

Valérie Batteau & Sara Presutti - 31.03.2026

Ciclo Internacional de Conferências em Lesson Study

Ciclo Internacional de Conferências LESSON STUDY

Telling the story of how LS started in Lausanne, how it developed, what are our projects, our achievements and our challenges

GOAL OF THE PRESENTATION

Contar a história de como a LS começou em Lausanne, como se desenvolveu, quais são os nossos projetos, as nossas realizações e os nossos desafios

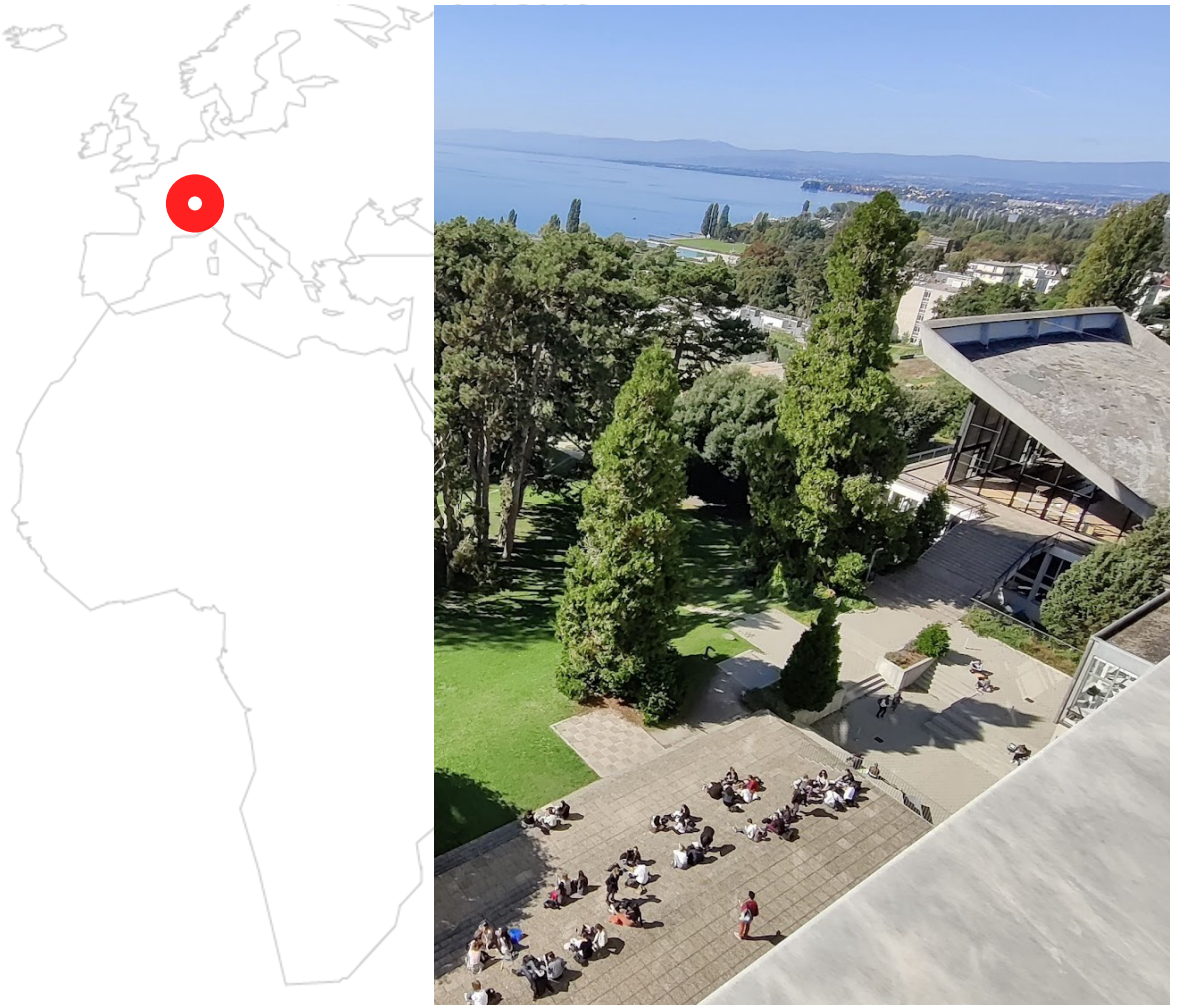
OBJETIVO DA APRESENTAÇÃO

PLAN

- History of Lesson Study in Lausanne
- Overview of LS in mathematics
- Research interests and questions about LS
- Conclusion : 12 years of 3LS

History of LS in Lausanne

- **2008-2012**: LS in Lausanne University of Teacher education started from 4 teacher educators that discovered it indipendentely
- **2013:** First LS group launched in 2013: 8 primary school teachers working on math lessons over 2 years
- **2014**: the **3LS (Lausanne Laboratory of Lesson Study)** is born
- Rapid expansion into multiple disciplines, school levels, pre-service and in-service teacher training, international partnerships
- **2018** first PhD in French about LS (Batteau, 2018)
- **2020**: slowdown in activities with teachers due to the COVID-19 pandemic
- **2022**: resumption of projects, effort to scale up



Clivaz, S., & Clerc-Georgy, A. (2026). Naissance et développement des LS à Lausanne. *Formation Et Pratiques d'enseignement En Question*, (hors-serie 5), 37–44. https://doi.org/10.26034/vd.fpeq.2025.9412

Laboratoire Lausannois Lesson Study

Lausanne Laboratory Lesson Study

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Sveva Grigioni
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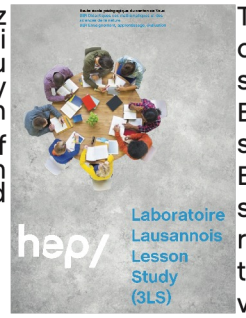
Lausanne University of Teacher Education
Switzerland



The Lausanne Laboratory Lesson Study (3LS) was created in 2014. It aims to gather and develop research projects at Lausanne University of Teacher Education (HEP Vaud). The 3LS is hosted by two Research and Teaching Units: Teaching, Learning and Evaluation and Math and Science Education. It is presently led by Prof. Stéphane Clivaz. Its members are researchers from several units of HEP Vaud, student teachers, teachers and school administrators involved in Lesson Study.

www.hepl.ch/3LS

English speaking

First French speaking research center about LS
International Advisory Board: C. Lee (SG), C. Winslow (DK), A. Takahashi (JP-USA), A. Kullberg (S)
Participation of 3LS members: WALS 08-09-10-12-13-14
Presentations in French speaking conferences

French speaking

3LS

Practice

Links between theory and practice
Promotion of links with the schools
Work on theoretical frameworks' development

Theory

Teachers
Students
Faculty
Researchers
School administrators

Teacher training

Research on the ongoing trainings
LS collaborative research
Transfer of research results to schools
Coordination LS in HEP Vaud

Research

Teachers' team

Professional development and research with teachers' teams
Implication of school administrators (principals, educational advisers, ...) in LS

School system

Initial training

LS in initial teacher training
LS in teacher professional development
LS in additional training

Professional development

hep/ haute école pédagogique vaud

UER EN
Teaching, Learning and Evaluation

UER MS
Mathematic and Science Education

Transversal

LS for initial training
LS for additional training (handcraft and nutritional ed.)
Learning Study in primary school (EP Payerne)
MAS S. Breithaupt

Disciplinary Education

Research on...
Lesson Study in primary math
From teachers' knowledge to the classroom: a training process and a research in mathematics
(UER MS, UER EN, UER AGIRS EP Floréal, EP Pully-Paudex-Belmont)

PEERS LS science
HSU California, USA
PEERS LS math
NIE Singapore
PhD. V. Batteau

LS in 3LS: different disciplines over the years

Sustainable development

German

Physical science

Basic learning

Biology

Mathematics

French

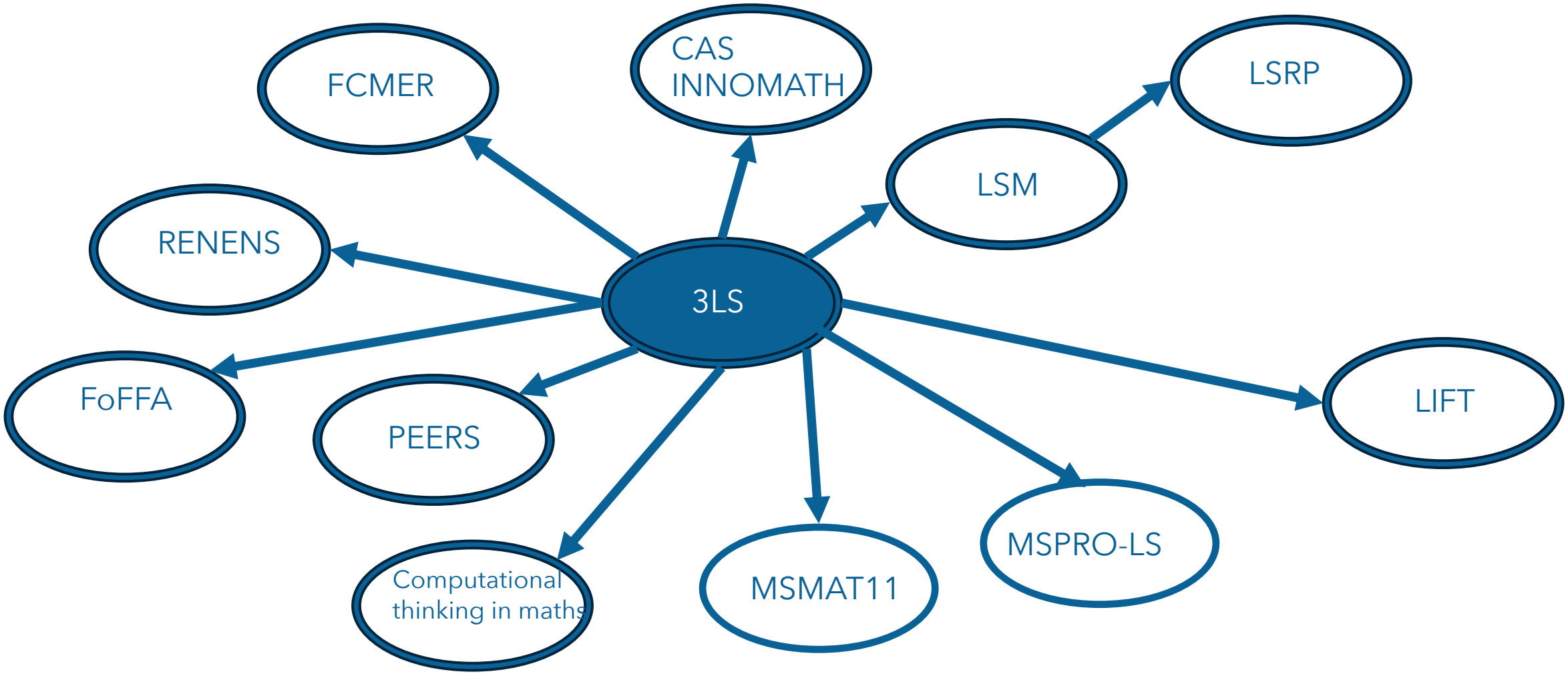
Music

Geography

English

Science

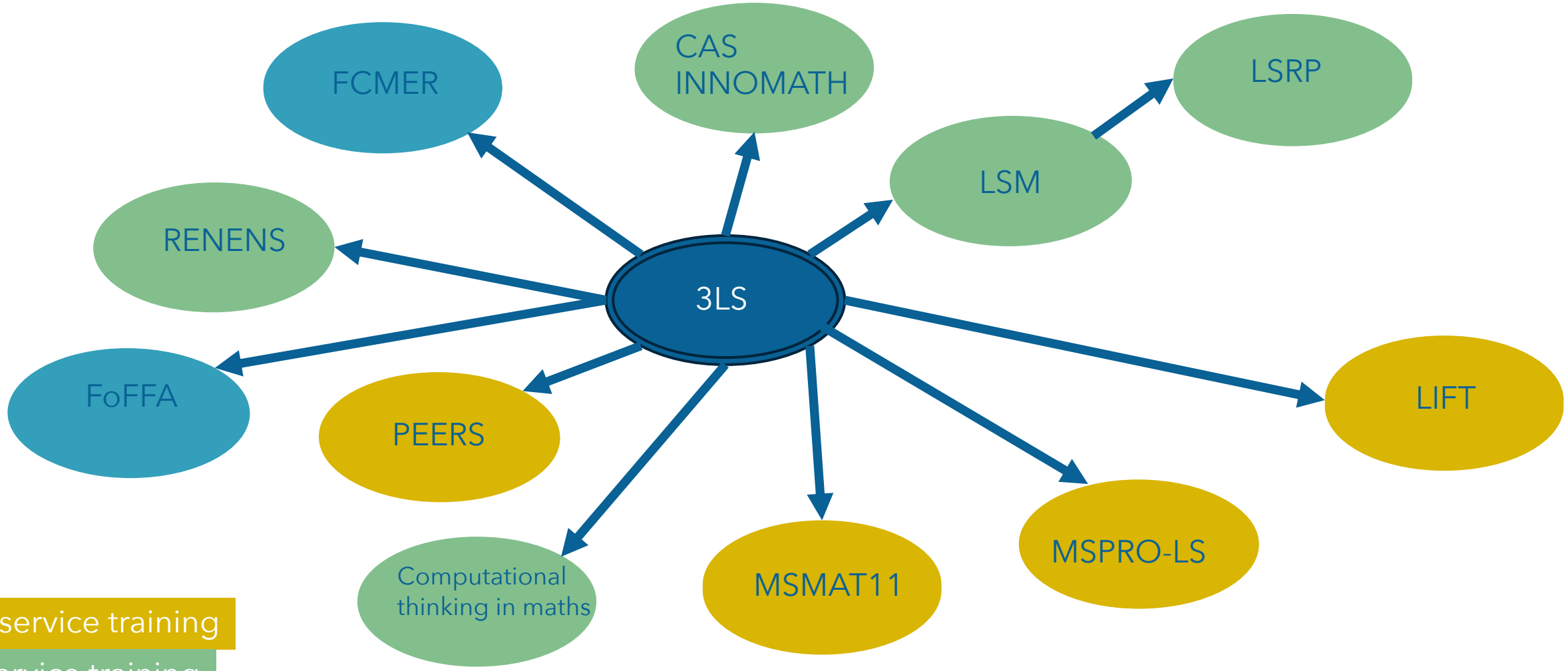
Overview of LS in mathematics since 2013 (3LS laboratory)



Overview of LS in mathematics since 2013 (3LS laboratory)

LS with…	LS for…
Pre-service mathematics teachers	• Training pre-service teachers for the teaching profession • Acquiring mathematics teaching knowledge
In-service mathematics teachers	• Doing research with teachers • Developing a research topic and having research data • Pin the professional development of teachers
Mathematics educators	• Co-training • Constituting a team • Preparing training • Designing resources

Overview of LS in mathematics since 2013 (3LS laboratory)

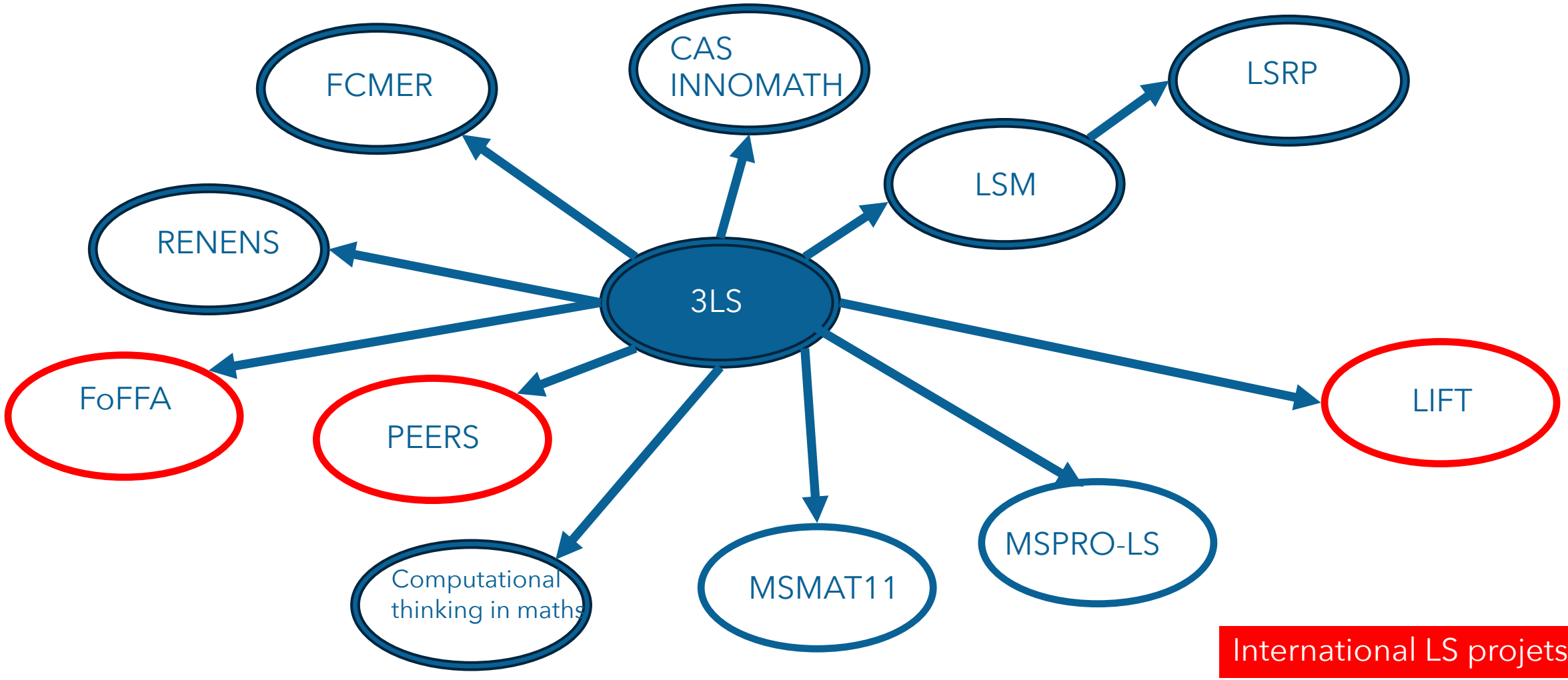


Pre-service training

In-service training

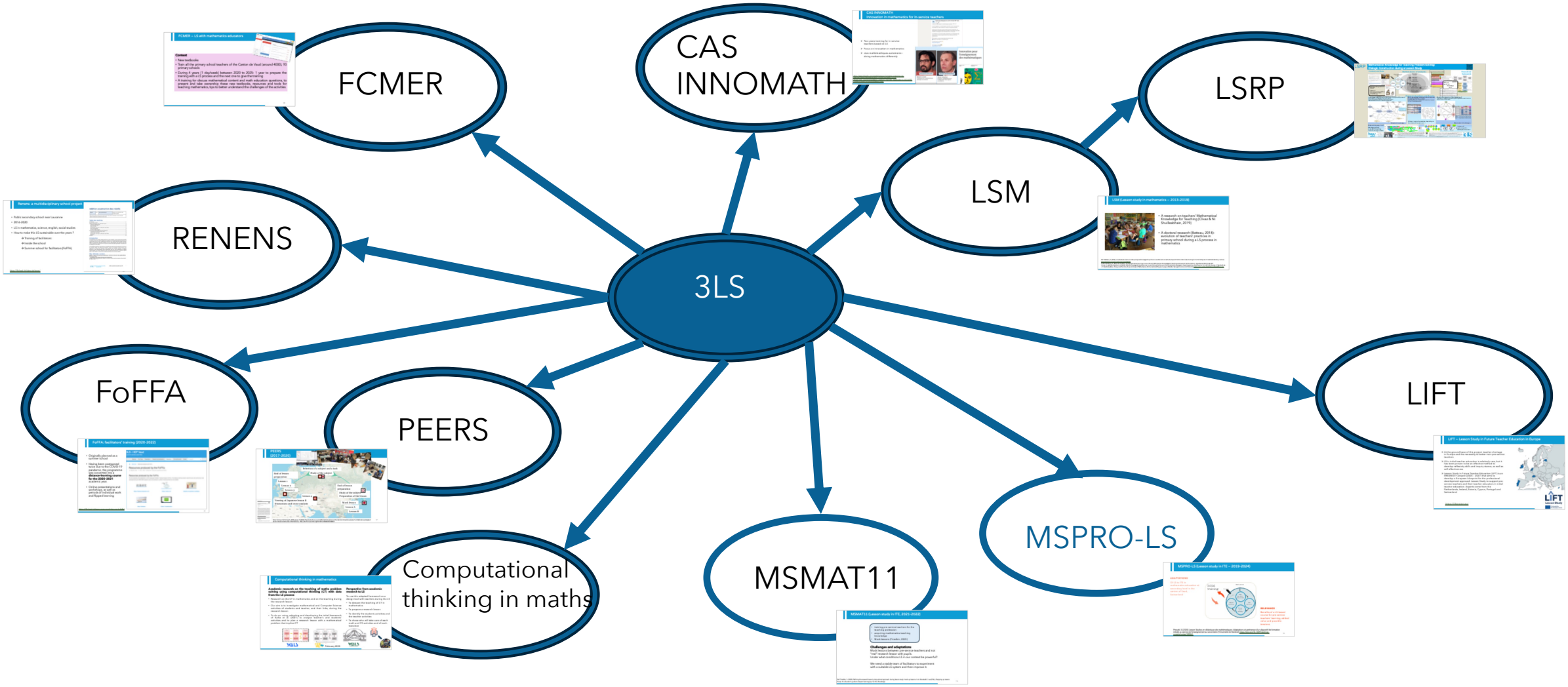
Mathematics educators

Overview of LS in mathematics since 2013 (3LS laboratory)



International LS projets

Overview of LS in mathematics since 2013 (3LS laboratory)



LSM (Lesson study in mathematics – 2013-2019)

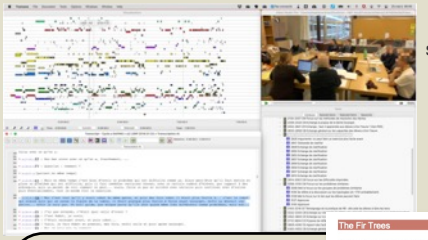
- A research on teachers' Mathematical Knowledge for Teaching (Clivaz & Ni Shuilleabhain, 2019)
- A doctoral research (Batteau, 2018): evolution of teachers' practices in primary school during a LS process in mathematics

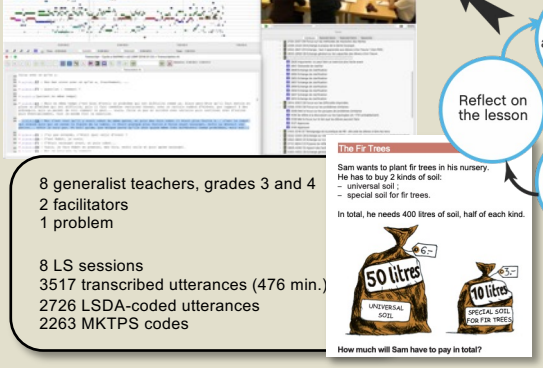
Ref: Batteau, V. (2018). Une étude de l'évolution des pratiques d'enseignants primaires vaudois dans le cadre du dispositif de formation lesson study en mathématiques Université de Genève]. Genève. https://archive-ouverte.unige.ch/unige:106282
Ni Shuilleabhain, A., & Clivaz, S. (2017). Analyzing Teacher Learning in Lesson Study: Mathematical Knowledge for Teaching and Levels of Teacher Activity. Quadrante, XXVI(2), 99-125.
Clivaz, S., & Ni Shuilleabhain, A. (2019). What Knowledge Do Teachers Use in Lesson Study? A Focus on Mathematical Knowledge for Teaching and Levels of Teacher Activity. In R. Huang, A. Takahashi, & J. P. da Ponte (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective* (pp. 419-440). Springer International Publishing. https://doi.org/10.1007/978-3-030-04031-4_20

Mathematical Knowledge for Teaching Problem-Solving: Dialogic Construction during a Lesson Study

LSRP

Context and Data

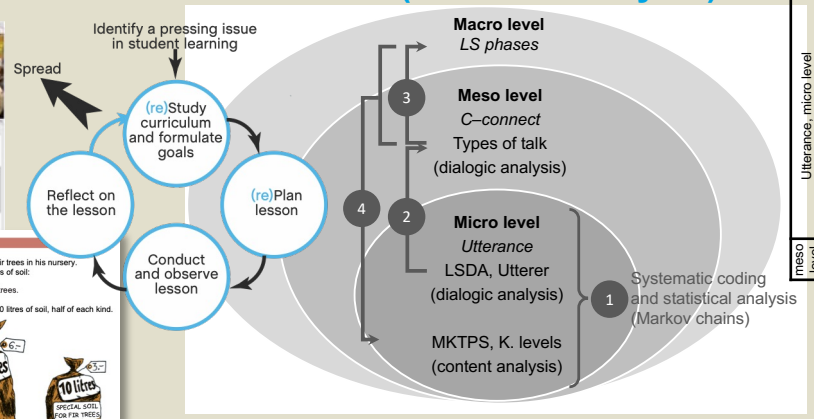


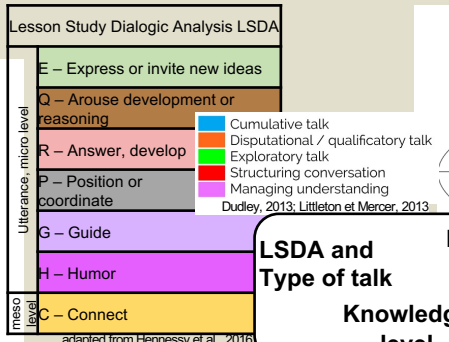


8 generalist teachers, grades 3 and 4
2 facilitators
1 problem

8 LS sessions
3517 transcribed utterances (476 min.)
2726 LSDA-coded utterances
2263 MKTPS codes

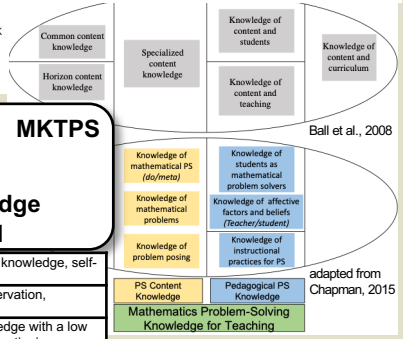
Method (levels of analysis)





Cumulative talk
Disputational / qualificatory talk
Exploratory talk
Structuring conversation
Managing understanding
Dudley, 2013; Littleton et Mercer, 2013

Theoretical framework



LSDA and Type of talk

MKTPS

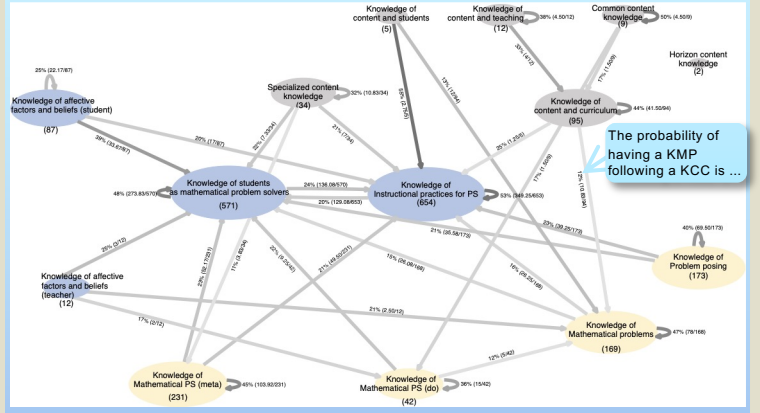
Knowledge level

1	Inaccurate knowledge, lack of knowledge, self-assumed ignorance
2	Unexplained knowledge. Observation, testimony
3	Incomplete knowledge, knowledge with a low degree of certainty. Explicit questioning
4	Contextualized explicit knowledge
5	Generalized, decontextualized knowledge

Research Questions and Results

In what way is MKTPS built collectively during the LS process?

What is the MKTPS that emerges during each LS meeting?
What are the transitions of MKTPS and those most represented?
How does one MKTPS follow on to the next in the dialogue?

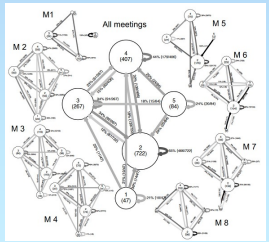


"Attractive" knowledge…

Which knowledge levels are used during each LS meeting? Do they evolve?

In particular, what are the characteristics of the facilitators in terms of the levels of knowledge expressed?

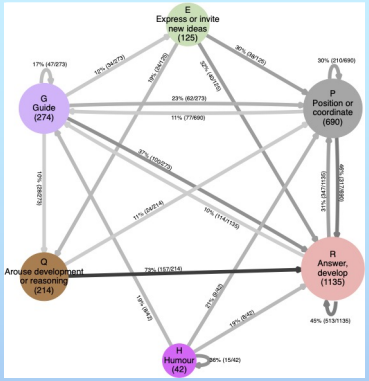
Knowledge level / Utterer	1	2	3	4	5
F1	0.04	0.12	0.14	0.31	0.78
F2	0.12	0.13	0.16	0.07	0.07
T1	0.08	0.12	0.17	0.13	0.05
T2	0.08	0.04	0.02	0.02	0.01
T3	0.12	0.09	0.11	0.05	0.01
T4	0.10	0.11	0.10	0.10	0.01
T5	0.06	0.04	0.07	0.07	0.02
T6	0.17	0.17	0.11	0.12	0.01
T7	0.25	0.14	0.12	0.11	0.02
T8	0.00	0.03	0.01	0.02	0.01
Total	1	1	1	1	1



Different levels of knowledge, depending on the roles and the sessions……

What are the dynamics of the interactions?

In particular, which types of interactions during LS meetings characterised the facilitators compared to those of the teachers?



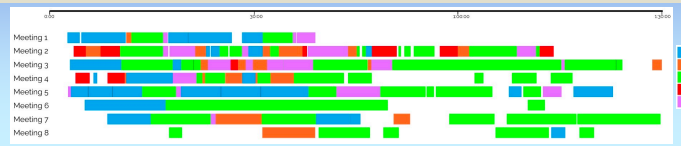
LSDA / Utterer	E	G	P	Q	R	H
F1	0.10	0.61	0.15	0.09	0.16	0.21
F2	0.07	0.29	0.12	0.30	0.11	0.02
T1	0.18	0.05	0.11	0.14	0.10	0.10
T2	0.06	0.00	0.04	0.03	0.04	0.00
T3	0.07	0.01	0.07	0.07	0.09	0.00
T4	0.10	0.01	0.10	0.03	0.11	0.10
T5	0.06	0.00	0.05	0.01	0.06	0.00
T6	0.14	0.01	0.13	0.12	0.16	0.17
T7	0.15	0.02	0.20	0.20	0.13	0.26
T8	0.06	0.00	0.01	0.01	0.03	0.00
Total	1	1	1	1	1	1
Average F1-F2	0.09	0.45	0.13	0.19	0.14	0.12
Average T	0.10	0.01	0.09	0.08	0.09	0.08
Total F1-F2	0.18	0.90	0.27	0.39	0.27	0.24
Total T	0.82	0.10	0.71	0.61	0.72	0.62

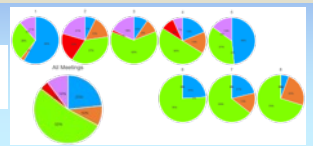
Movements in the dialogue…

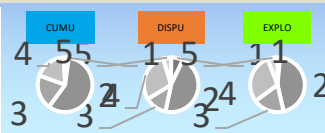
What are the types of talk?

Are they evolving?

Is the MKTPS building related to the type of talk?







Increase of exploratory talk…

and its possible effect...

Stéphane Clivaz
Valérie Batteau
Luc-Olivier Bünzli
Audrey Daina
Sara Presutti
and Jean-Philippe Pellet

Clivaz, S., Batteau, V., Bünzli, L.-O., Daina, A., Presutti, S. et Pellet, J.-P. (2025). Types of talk and mathematical knowledge for teaching problem-solving: Dialogic analysis of a lesson study. Dans M. Bosch, G. Bolondi, S. Carreira, C. Spagnolo et M. Gaidoschik (dir.), *Proceedings of the Fourteenth Congress of the European Society for Research in Mathematics Education (CERME14)* (p. 4465-4472). University Bozen-Bolzano and ERME.

Clivaz, S., Batteau, V., Pellet, J.-P., Bünzli, L.-O., Daina, A. et Presutti, S. (2023). Teachers' mathematical problem-solving knowledge: in what way is it constructed during teachers' collaborative work? *Journal of Mathematical Behavior, 69*, 101051

Clivaz, S., Daina, A., Batteau, V., Presutti, S. et Bünzli, L.-O. (2023). How do dialogic interactions contribute to the construction of teachers' mathematical problem-solving knowledge? Construction of a conceptual framework. *International Journal for Lesson & Learning Studies, 12*(1), 21-37.

Ball, D. L., Thames, M. H. et Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education, 59*(5), 389–407.

Chapman, O. (2015). Mathematics teachers' knowledge for teaching problem solving. *LUMAT (2013–2015 Issues), 3*(1), 19-36.

Dudley, P. (2013). Teacher learning in Lesson Study: What interaction-level discourse analysis revealed about how teachers utilised imagination, tacit knowledge of teaching and fresh evidence of pupils learning, to develop practice knowledge and so enhance their pupils' learning. *Teaching and Teacher Education, 34*(0), 107-121.

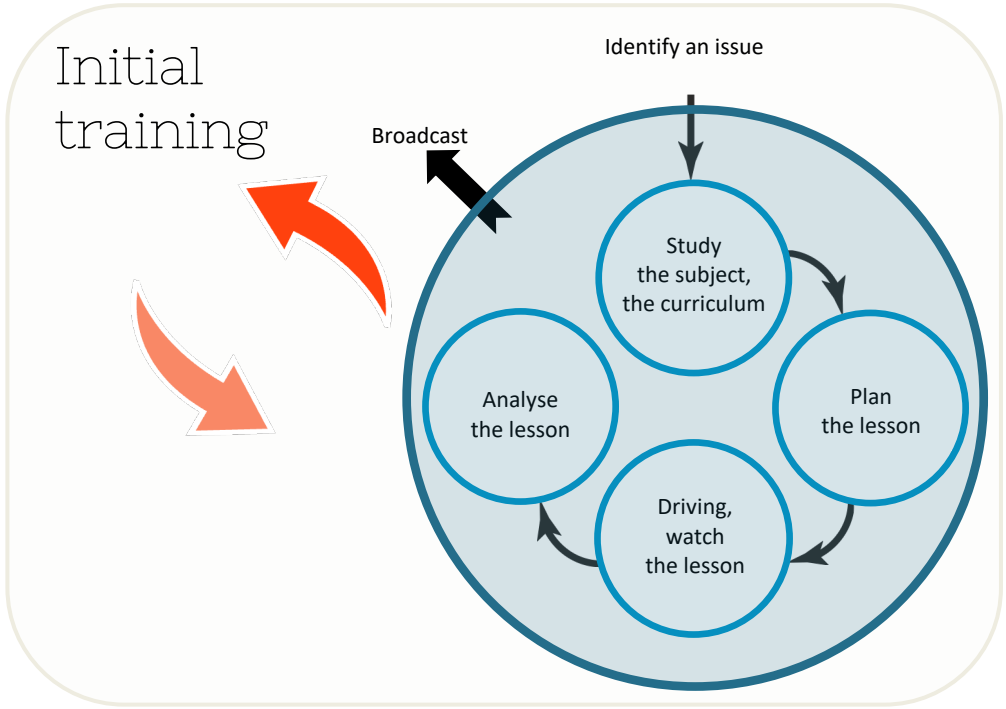
Hennessy, S., Rojas-Drummond, S., Higham, R., Márquez, A. M., Maine, F., Ríos, R. M., García-Carrión, R., Torreblanca, O. et Barrera, M. J. (2016). Developing a coding scheme for analysing classroom dialogue across educational contexts. *Learning, Culture and Social Interaction, 9*, 16–44.

Littleton, K. et Mercer, N. (2013). *Interthinking: Putting talk to work*. Taylor & Francis.

MSPRO-LS (Lesson study in ITE – 2019-2024)

ADAPTATIONS

Of LS to ITE in mathematics education at secondary level in the canton of Vaud, Switzerland



RELEVANCE

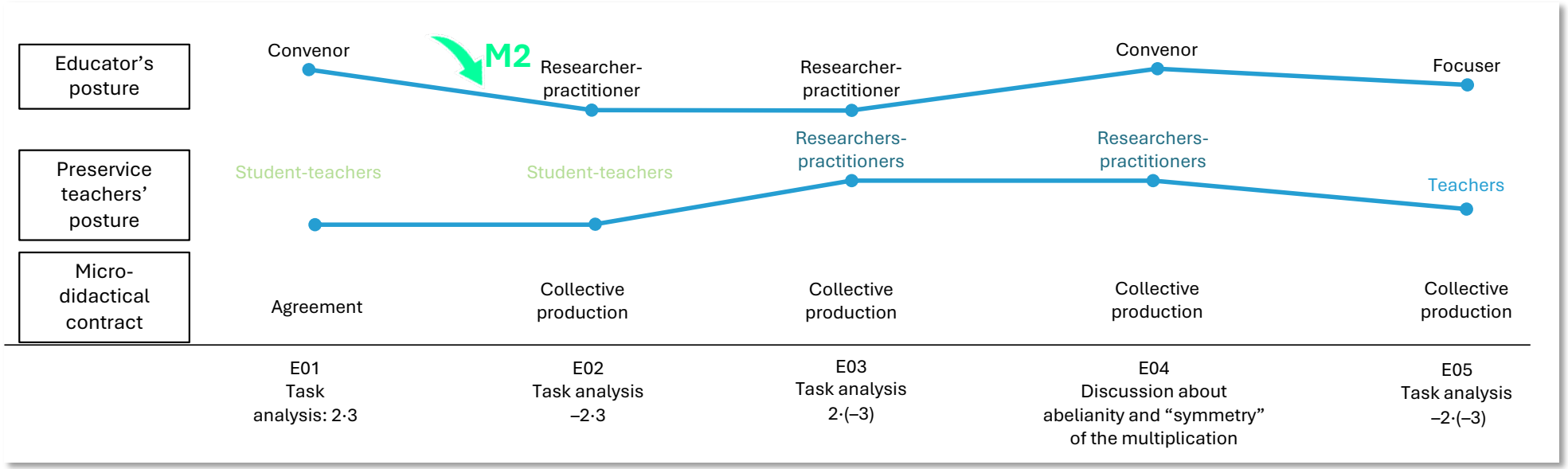
Benefits of a LS-based course for pre-service teachers' learning, added value and possible tensions

Presutti, S. (2024). *Lesson Studies en didactique des mathématiques–Adaptations et pertinence d'un dispositif de formation initiale au service de l'enseignement au secondaire I* [Université de Genève]. https://doi.org/10.13097/archive-ouverte/unige:180061

MSPRO-LS (Lesson study in ITE – 2019-2024)

Understanding the **dynamics in the relationships** between the participants of a **LS group in ITE** when learning mathematical and didactical knowledge

- Didactical contract → Evolution of the roles and postures of the teacher educator and of the preservice teachers through the process
- Construction of mathematical and didactical knowledge within the LS



MSMAT11 (Lesson study in ITE, 2021-2022)

- training pre-service teachers for the teaching profession
- acquiring mathematics teaching knowledge
- Mock lessons (Friedkin, 2020)

Challenges and adaptations

Mock lessons between pre-service teachers and not "real" research lesson with pupils.
Under what conditions LS in our context be powerful?

We need a stable team of facilitators to experiment with a suitable LS system and then improve it.

Ref: Friedkin, S. (2020). Refining the research lesson's instructional approach during lesson study: mock-up lessons. In A. Murata & C. Lee (Eds.), Stepping up Lesson Study: An educator's guide to deeper learning (pp. 52–65). Routledge.

PEERS (2017-2020)

Selection of a subject and a task

Study of the subject

End of lesson preparation

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Viewing of Japanese lesson B
Discussions and cross-analysis

End of lesson preparation

Study of the subject
Preparation of the lesson

Mock lesson

Lesson A

Lesson B

The effects of culture on mathematics lessons: an international comparative study of a collaboratively designed lesson

Stéphane Clivaz · Takeshi Miyakawa

Published online: 29 August 2020

Abstract

This paper reports the results of an international comparative study conducted in Switzerland and Japan of an elementary school mathematics lesson. The principal aim of the study was to advance understanding of the cultural specificities of a mathematics lesson in its totality using concrete examples of lesson design and implementation and of how cultural factors within and beyond the classroom/school shape and produce mathematics lessons in a particular country. We analysed two Grade 4 mathematics lessons designed and implemented in Switzerland and Japan by pre-service teachers in the context of a project-based international exchange programme. The lesson, initially designed collaboratively by the pre-service teachers of the two countries, was ultimately realised in different ways in each country. Specifically, we found differences between the Japanese and Swiss lessons in the structure of the lesson and validation of solutions. To elucidate these differences and identify the cultural factors that yield them, we analysed the resources developed and used during lesson design and implementation (lesson plans, official documents, and textbooks). Furthermore, we discuss three aspects of mathematics lessons that account for the main characteristics of each lesson: collective or individualistic teaching and learning; problem-solving lessons; and distance between theory and practice.

Keywords International comparative study · Cultural context · Collaborative lesson design

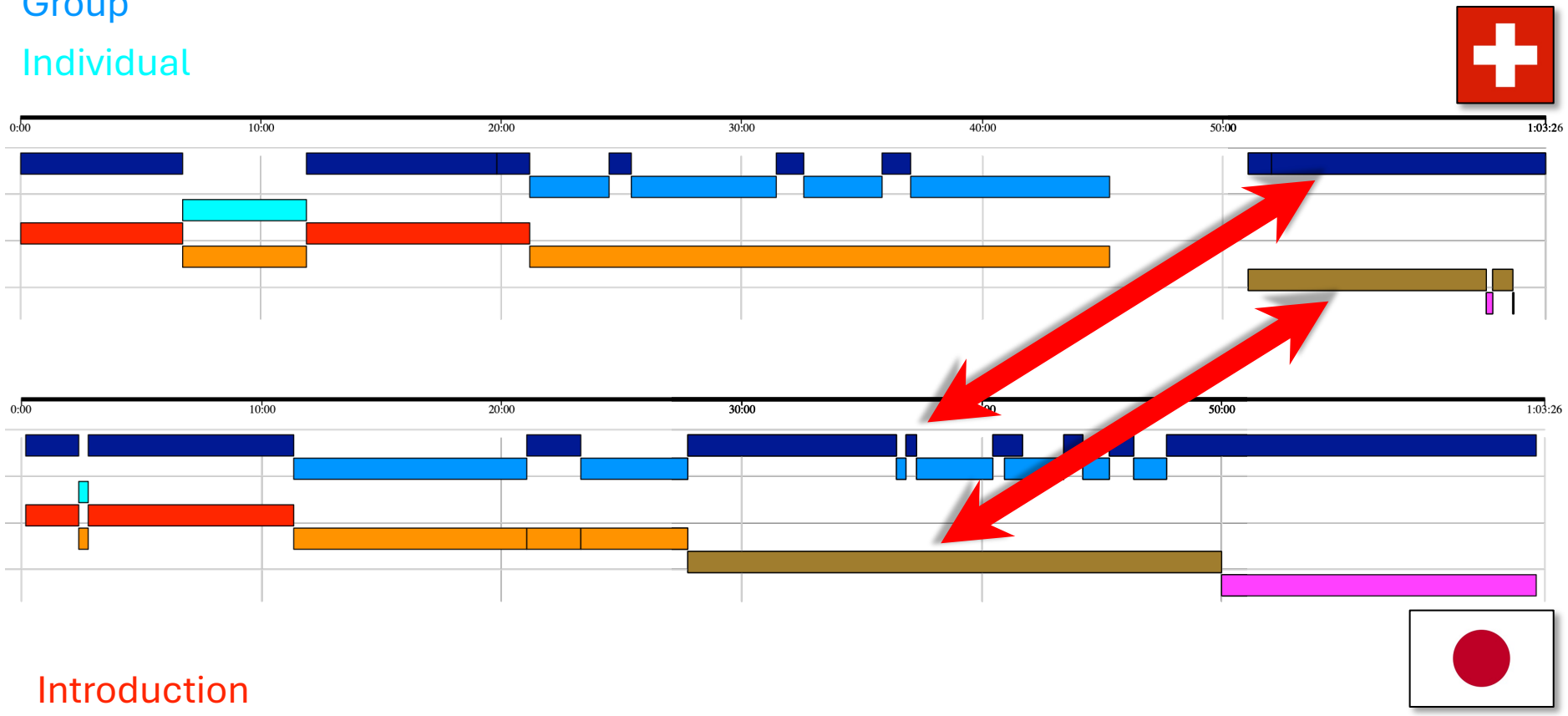
Slide : S. Clivaz. Réf: Clivaz, S., & Miyakawa, T. (2020). The effects of culture on mathematics lessons: an international comparative study of a collaboratively designed lesson. *Educational Studies in Mathematics, 105*(1), 53–70. https://doi.org/10.1007/s10649-020-09980-1

PEERS (2017-2020)
Whole-class discussion - Neriage

Whole-class

Group

Individual



Introduction

Research

Whole-class discussion

Synthesis

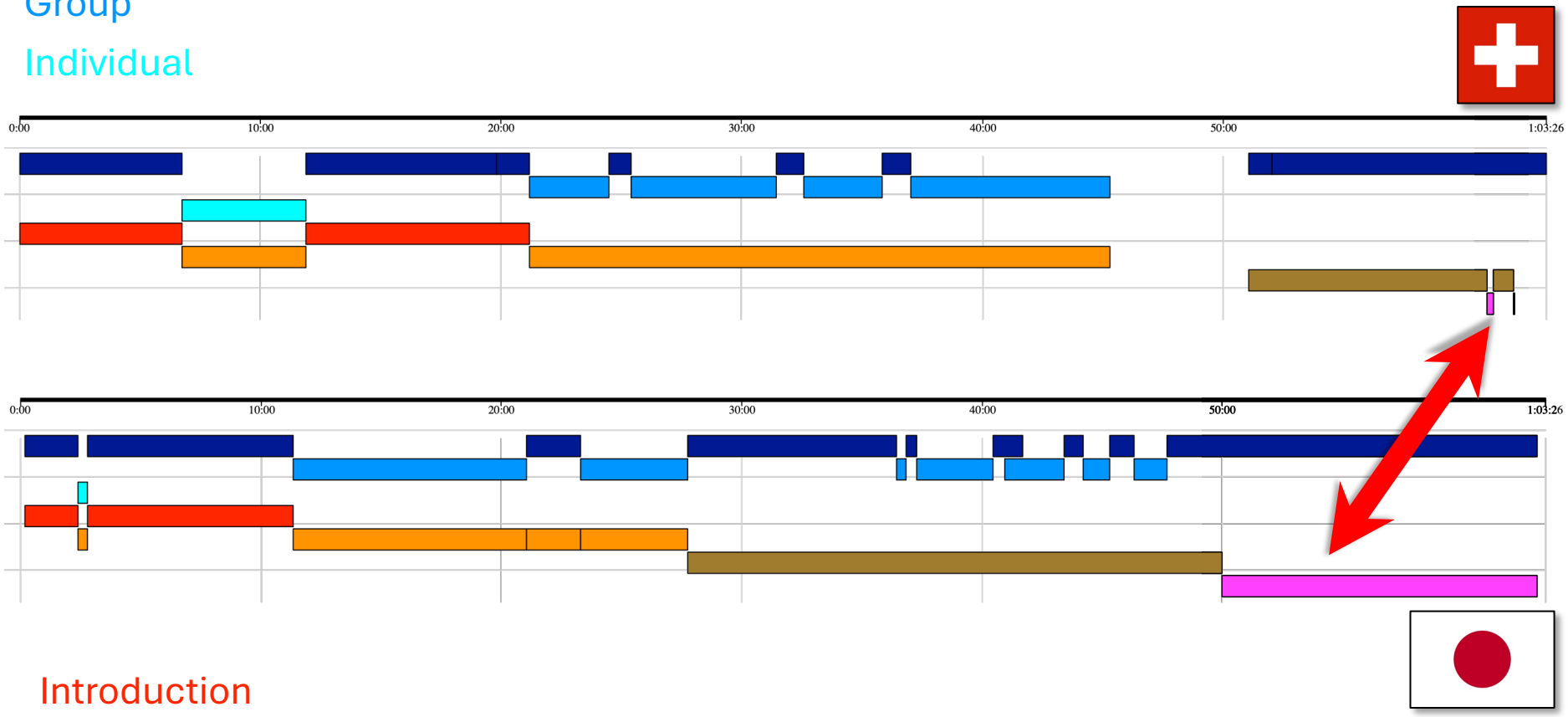
Slide: S. Clivaz. Réf: Clivaz, S., & Miyakawa, T. (2020). The effects of culture on mathematics lessons : An international comparative study of a collaboratively designed lesson. *Educational Studies in Mathematics*, *105*(1), 53-70. https://doi.org/10.1007/s10649-020-09980-1

PEERS (2017-2020)
Synthesis - Matome

Whole-class

Group

Individual



Introduction

Research

Whole-class discussion

Synthesis

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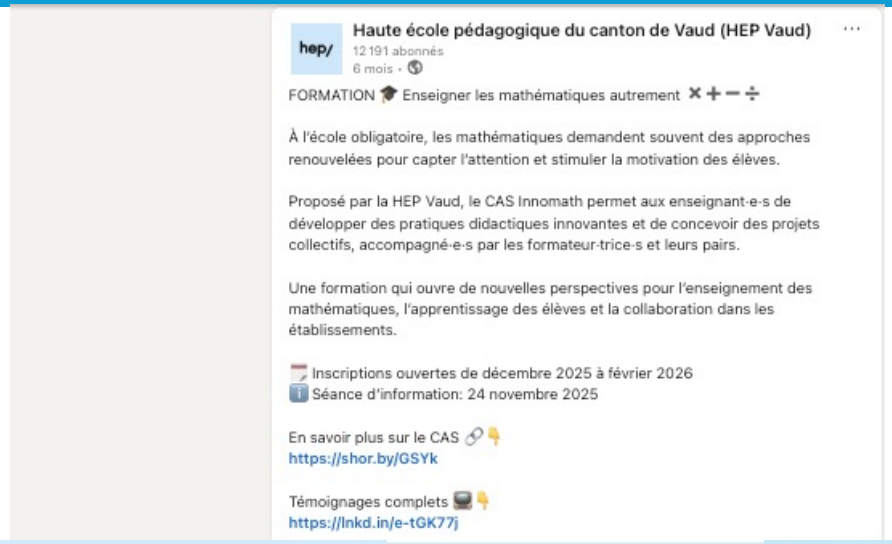
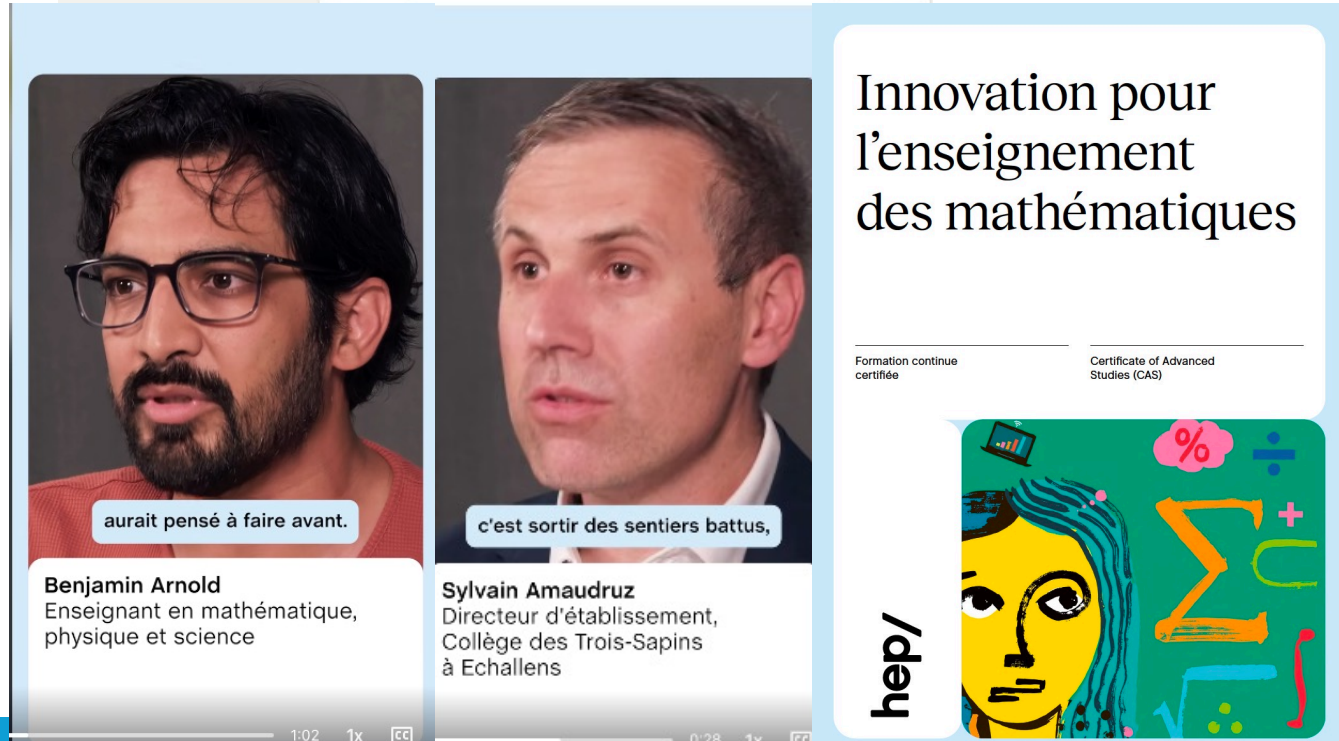
CAS INNOMATH
Innovation in mathematics for in-service teachers

- Two-years training for in-service teachers based on LS
- Focus on innovation in mathematics
- *«Les mathémathiques autrement»* : doing mathematics differently





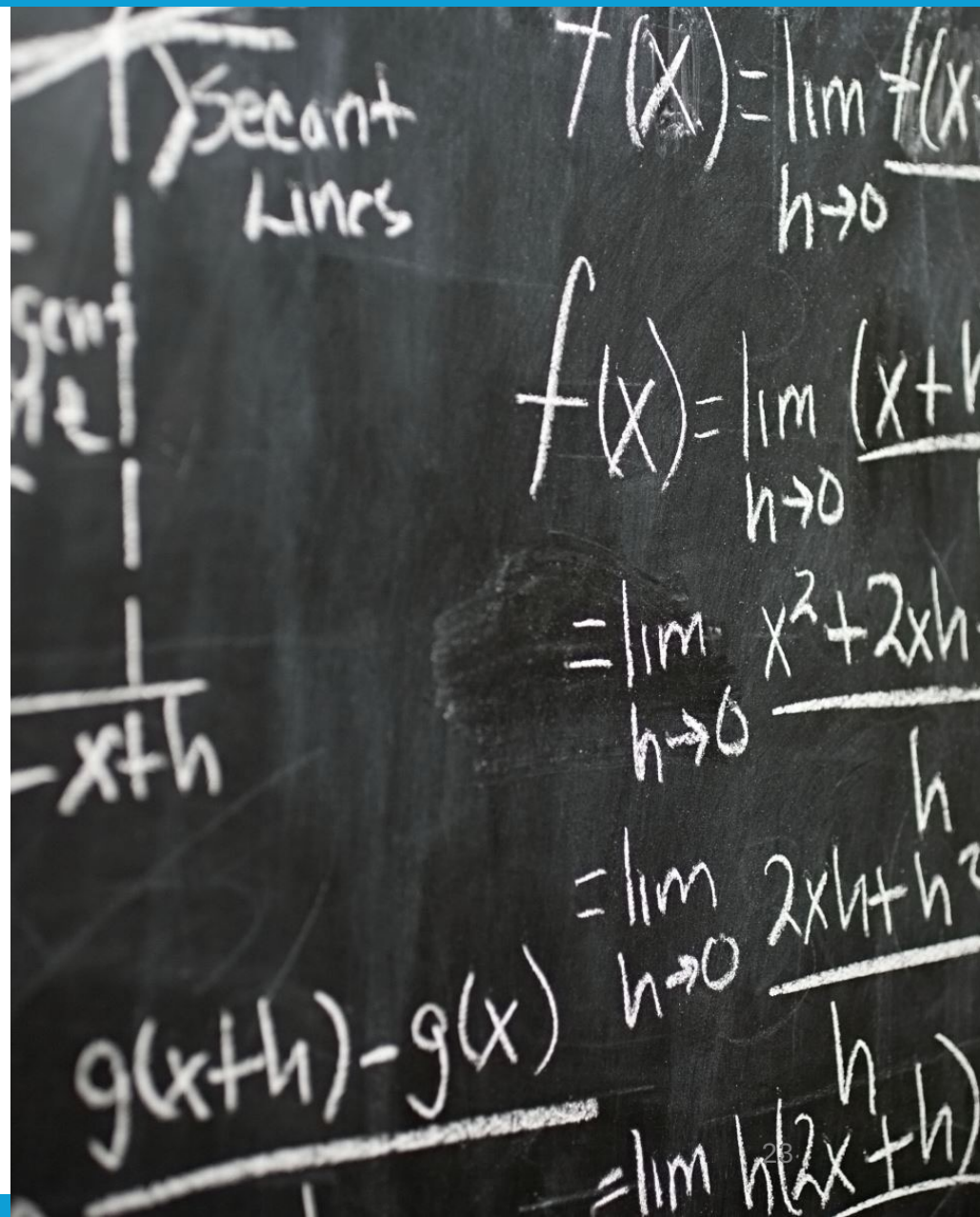
https://www.linkedin.com/posts/hepvaud_formation-enseigner-les-math%C3%A9matiques-activity-7374381035624779776-V3wm/?utm_source=share&utm_medium=member_desktop&rcm=ACoAAB3Pg5AB3TbzEet7gVgU33-n6NeRDf-Pupc

What do we observe in Lesson Study?

Lesson Study as a professional development tool puts strong emphasis on observing the effect of a prepared research lesson on the students.

But what do we see exactly, and is it the same for the research lesson teacher, the observators and the teacher educator?

My PhD thesis investigates what mechanisms lie behind observation in Lesson Study, and how this observation helps teachers in a professional development setting build mathematical and didactical knowledge.

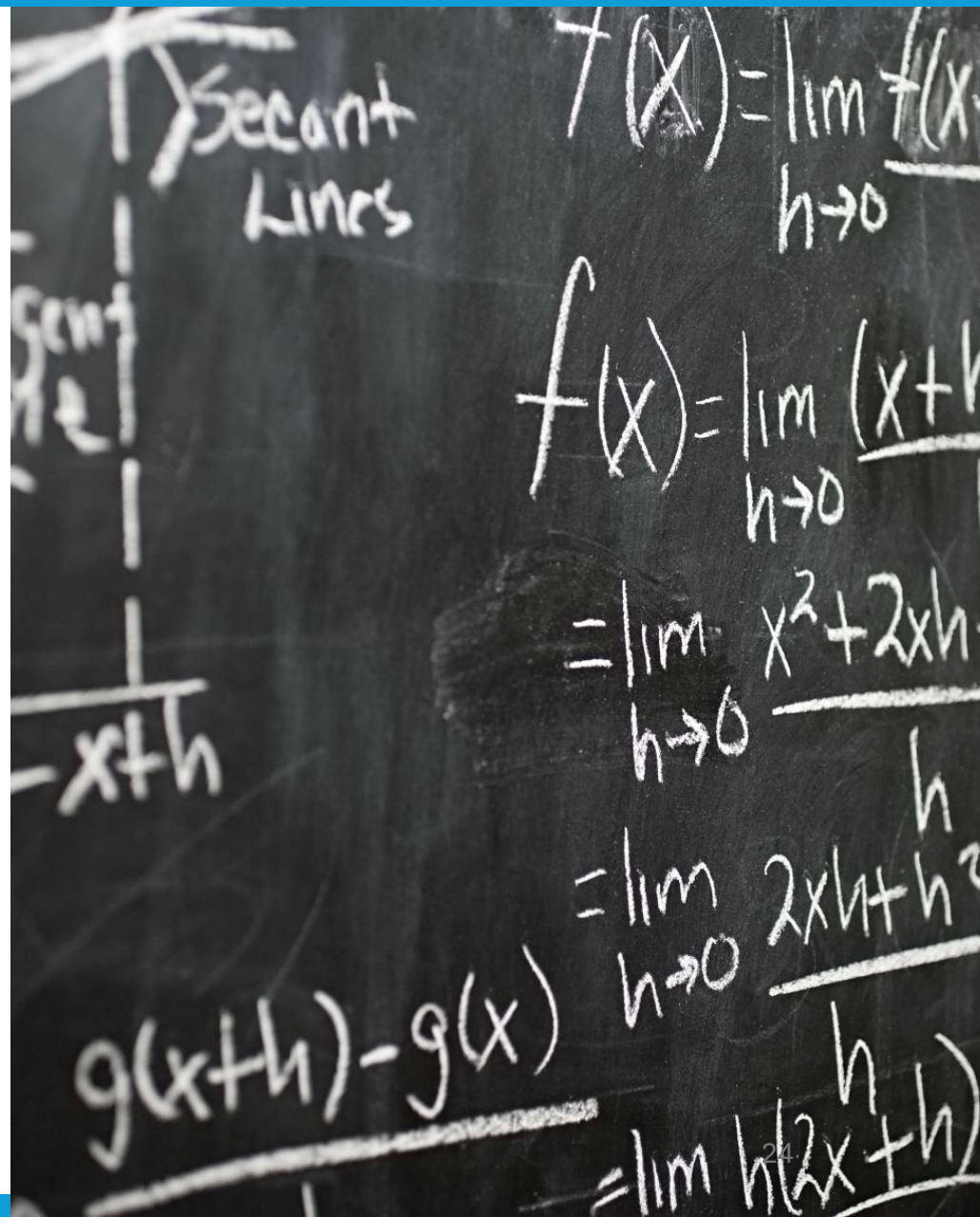


Slides: E. Gashi

From CAS INNOMATHS to a doctoral research about Noticing

In order to untangle the complex processes behind observation, I use tools from the theory professional teacher noticing which aims to understand how teachers attend to classroom events, interpret them and make decisions to respond to them.

I model the Lesson Study process using the theory of didactical situations, considering the research lesson as a *milieu* for the learning of Lesson Study group. In particular, I am interested in how the underlying didactical contract shapes and constrains opportunities for noticing.



Slides: E. Gashi

Computational thinking in mathematics

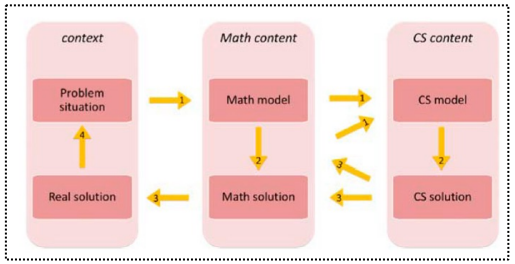
Academic research on the teaching of maths problem solving using computational thinking (CT) with data from the LS process

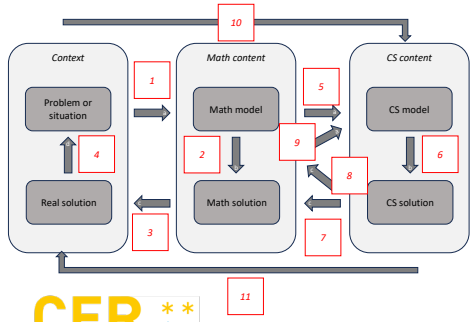
- Research on the CT in mathematics and on the teaching during the research lesson
- Our aim is to investigate mathematical and Computer Science activities of students and teacher, and their links, during the research lesson
- To do so: using, adapting and developing the initial framework of Kallia et al. (2021) to analyse teacher's and students' activities and to plan a research lesson with a mathematical problem that implies CT

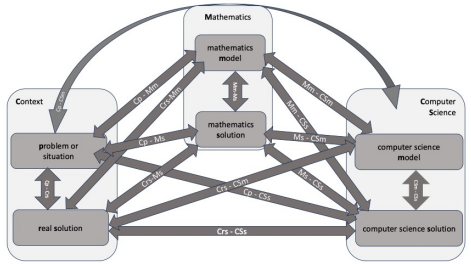
Perspective from academic research to LS

To use this adapted framework as a design tool with teachers during the LS

- To deepen the teaching of CT in mathematics
- To prepare a research lesson
- To identify the students activities and the teacher activities
- To chose who will take care of each math and CS activities and of each transition







WALS ASTANA – KAZAKHSTAN – 24-26 SEP 2024

CERME 14 February 2025

WALS Hiroshima · 10-12 NOV 2025

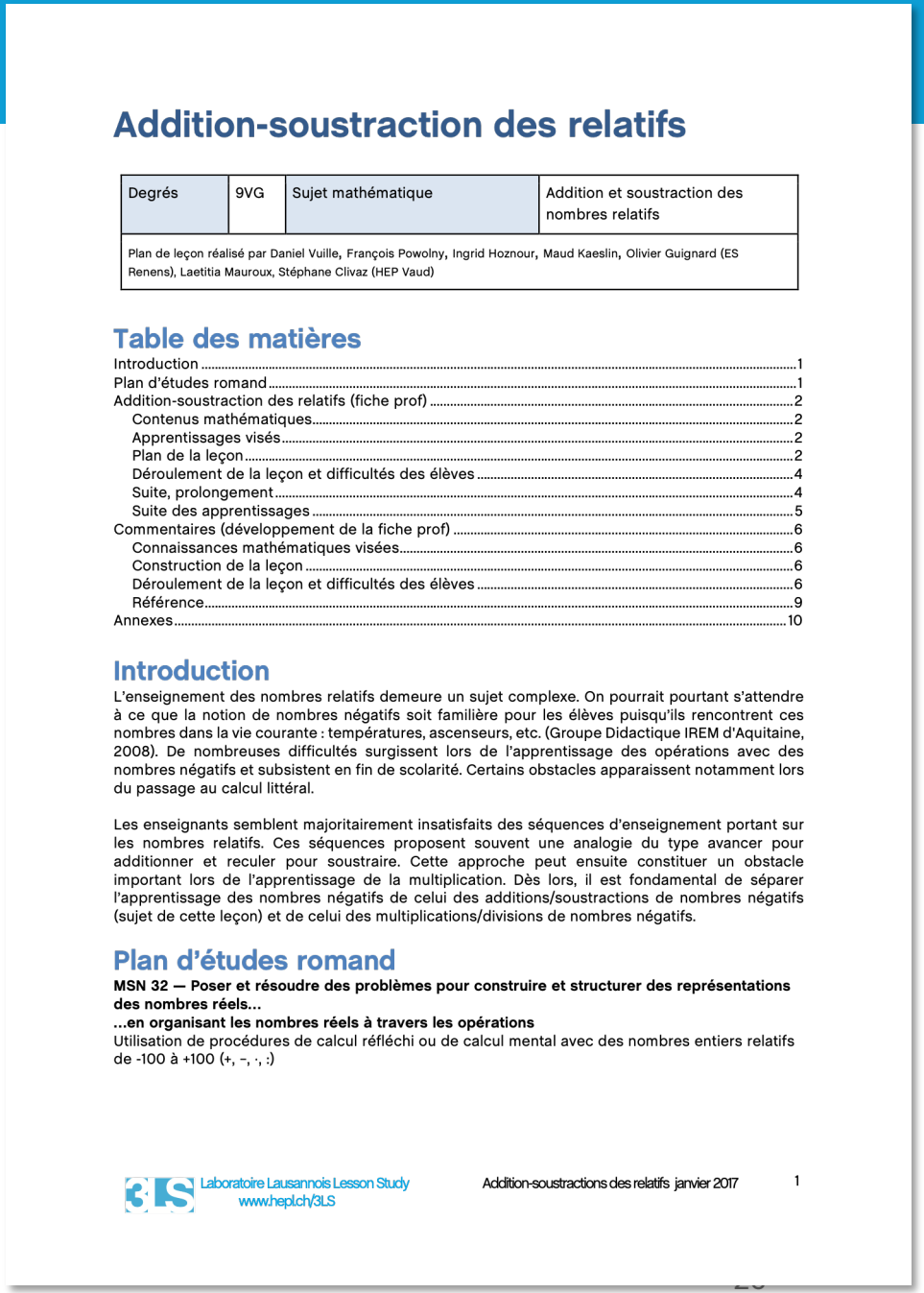
Renens: a multidisciplinary school project

- Public secondary school near Lausanne
- 2016-2020
- LS in mathematics, science, english, social studies
- How to make this LS sustainable over the years ?

  → Training of facilitators:

  → Inside the school

  → Summer school for facilitators (FoFFA)



Addition-soustraction des relatifs

Degrés	9VG	Sujet mathématique	Addition et soustraction des nombres relatifs
Plan de leçon réalisé par Daniel Vuille, François Powolny, Ingrid Hoznour, Maud Kaeslin, Olivier Guignard (ES Renens), Laetitia Mauroux, Stéphane Clivaz (HEP Vaud)			

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Introduction

L'enseignement des nombres relatifs demeure un sujet complexe. On pourrait pourtant s'attendre à ce que la notion de nombres négatifs soit familière pour les élèves puisqu'ils rencontrent ces nombres dans la vie courante : températures, ascenseurs, etc. (Groupe Didactique IREM d'Aquitaine, 2008). De nombreuses difficultés surgissent lors de l'apprentissage des opérations avec des nombres négatifs et subsistent en fin de scolarité. Certains obstacles apparaissent notamment lors du passage au calcul littéral.

Les enseignants semblent majoritairement insatisfaits des séquences d'enseignement portant sur les nombres relatifs. Ces séquences proposent souvent une analogie du type avancer pour additionner et reculer pour soustraire. Cette approche peut ensuite constituer un obstacle important lors de l'apprentissage de la multiplication. Dès lors, il est fondamental de séparer l'apprentissage des nombres négatifs de celui des additions/soustractions de nombres négatifs (sujet de cette leçon) et de celui des multiplications/divisions de nombres négatifs.

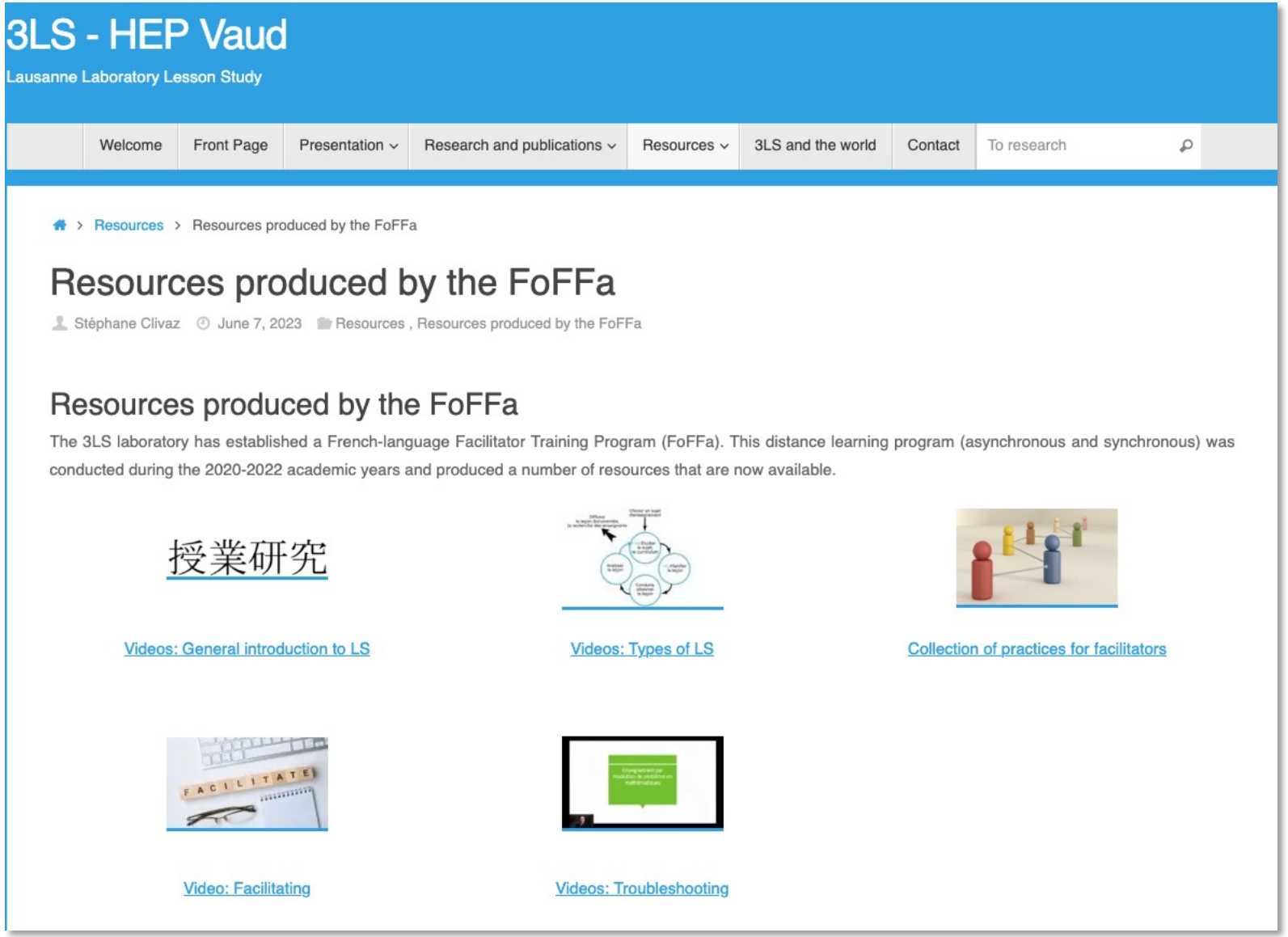
Plan d'études romand

MSN 32 — Poser et résoudre des problèmes pour construire et structurer des représentations des nombres réels...
...en organisant les nombres réels à travers les opérations
Utilisation de procédures de calcul réfléchi ou de calcul mental avec des nombres entiers relatifs de -100 à +100 (+, −, ·, :)

https://3ls.hepl.ch/plans-de-lecon/

FoFFA: facilitators' training (2020-2022)

- Originally planned as a summer school
- Having been postponed twice due to the COVID-19 pandemic, the programme was converted into a **distance-learning course for the 2020-2021** academic year.
- Online presentations and workshops, as well as periods of individual work and flipped learning



https://3ls.hepl.ch/ressources-produites-par-la-foffa/

FoFFA: facilitators' training (2020-2022)

Introductory videos to LS

Julien Buchard · November 14, 2022 · Presentation of the LS , Resources , Resources produced by the FoFFa , Videos presenting the LS

Videos produced by FoFFa: general introduction to LS

The 3LS laboratory has established a French-language Facilitator Training Program (FoFFa). This distance learning program (asynchronous and synchronous) was conducted during the 2020-2022 academic years and produced a number of videos that are now available.

Designs, resources

Development, effects

Variants

Conceptions about LS

Some resources

Videos about the types of LS

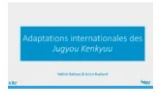
Julien Buchard · November 14, 2022 · LS presentation videos

Videos produced by FoFFa: types of LS

The 3LS laboratory has established a French-language Facilitator Training Program (FoFFa). This distance learning program (asynchronous and synchronous) was conducted during the 2020-2022 academic years and produced a number of videos that are now available.

Japanese LS: an overview

Japanese LS: lesson plans, facilitation



Adaptations of Japanese LS for international audiences

Focus on Learning Studies

Focus on UK LS

Videos on facilitating LS

Julien Buchard · November 14, 2022 · Presentation of the LS , Resources , Resources produced by the FoFFa , Videos presenting the LS

Videos produced by FoFFa: Facilitating LS

The 3LS laboratory has established a French-language Facilitator Training Program (FoFFa). This distance learning program (asynchronous and synchronous) was conducted during the 2020-2022 academic years and produced a number of videos that are now available.

Introduction

Building a team

Determining an object of study

Plan the lesson

Implement the lesson

Analyze the lesson

Videos on problem-solving in mathematics in the LS

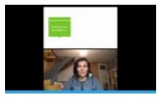
Julien Buchard · November 14, 2022 · Presentation of the LS , Resources , Resources produced by the FoFFa , Videos presenting the LS

Videos produced by FoFFa: Mathematical problem solving and LS

The 3LS laboratory has established a French-language Facilitator Training Program (FoFFa). This distance learning program (asynchronous and synchronous) was conducted during the 2020-2022 academic years and produced a number of videos that are now available.

Teaching through problem-solving

Mathematical thinking



Problem solving and LS

FoFFA: facilitators' training (2020-2022)

Collection of practices for facilitators

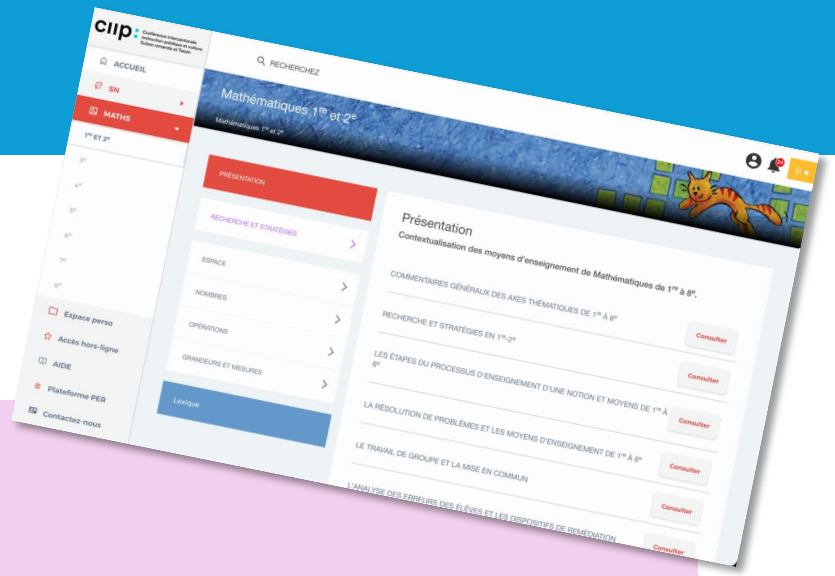
Image generated with Microsoft Copilot.

English version: December 2024, Hoznour, Haan, Grigioni Baur

Original French version: November 2020, Haan, Hoznour, Grigioni Baur

https://3ls.hepl.ch/wp-content/uploads/Compendium-of-Practice-for-LS-Facilitators.pdf

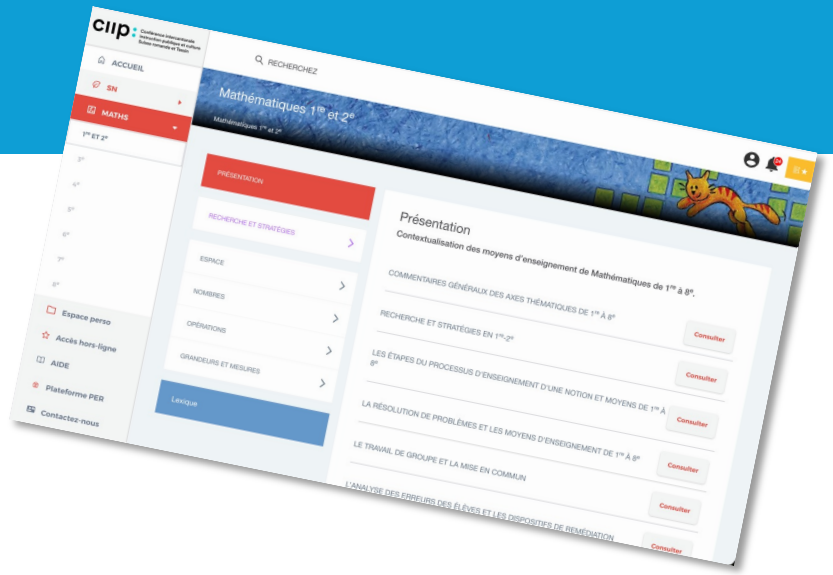
FCMER – LS with mathematics educators



Context

- New textbooks
- Train all the primary school teachers of the Canton de Vaud (around 4000), 93 primary schools
- During 4 years (1 day/week) between 2020 to 2025: 1 year to prepare the training with a LS process and the next one to give the training
- A training for discuss mathematical content and math education questions, to present and take ownership these new textbooks, resources and tools for teaching mathematics, tips to better understand the challenges of the activities

FCMER – LS with mathematics educators



4 Objectives of the LS

- Co-training
- Constituting a team with different profiles (new educators that are also primary school teachers of degrees 1-2 until degree 7-8, experienced educators and mathematic education researchers)
- Preparing training
- Design resources (https://sites.google.com/view/fcmermathshepl/home)

LS team with 31 persons who participated for 2 to 4 years

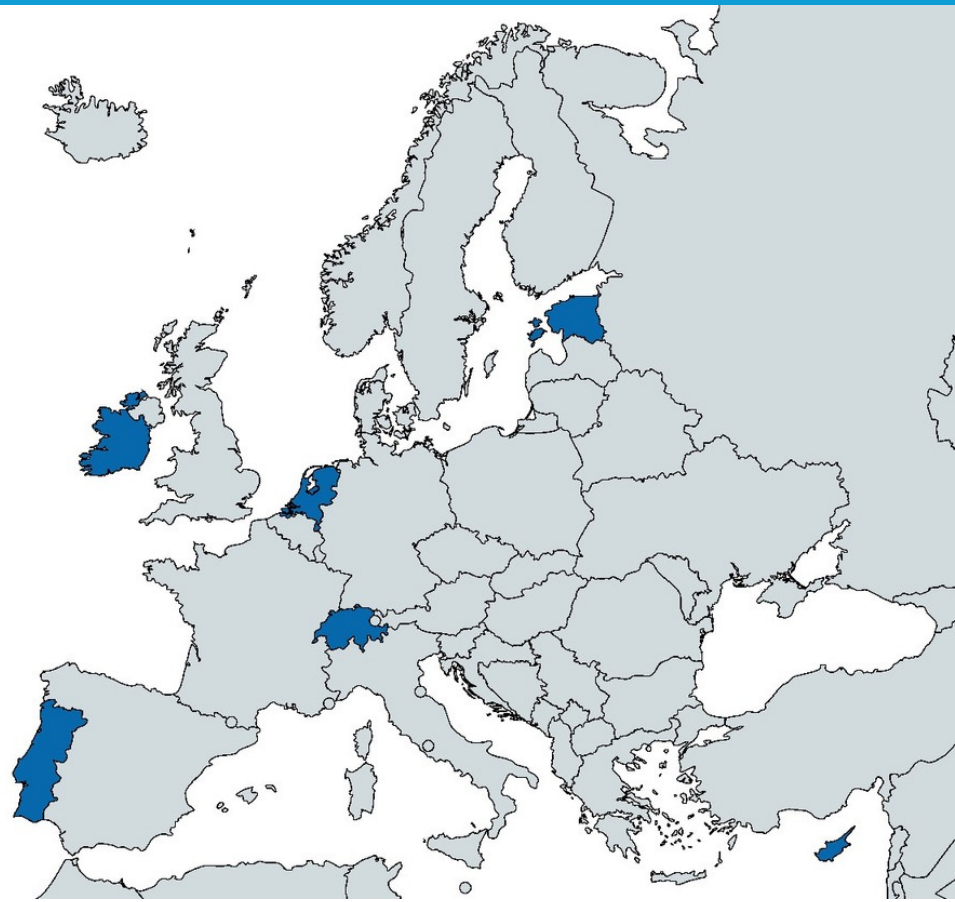
2 researchers lead this processus, 3 LS teams with 3 facilitators (educators and/or researchers) in parallel

Réf.: Balegno, M., Batteau, V., Bünzli, L.-O., Ceria, J., & Daina, A. (2025). Des lesson study pour se coformer et constituer une équipe de formatrices et formateurs d'enseignant·es en mathématiques. In S. Breithaupt & V. Batteau (Eds.), *Livre 3LS*. Formation et pratiques d'enseignement en questions, Revue des HEP et institutions assimilées de Suisse Romande et du Tessin.

Ceria, J., Daina, A., Hanssen, L., Hugli, C., Javet Schlegel, S. & Gardes, M.-L. (2022). *De l'enseignement en classe a la formation d'enseignants : présentation d'un dispositif de formation de formateurs*. Paper presented at the 48è Colloque COPIRELEM, Toulouse.

LIFT – Lesson Study in Future Teacher Education in Europe

- At the ground base of this project: teacher shortage in Europe and the necessitiy to better train pre-service teachers
- LS in initial teacher education is relatively new, but it has been proven to be an effective method to develop reflexivity skills and inquiry stance, as well as self-effectiveness
- Lesson Study in Future Teacher Education (LIFT) is an ERASMUS+ project (2024 – 2027) that aims to develop a European blueprint for the professional development approach Lesson Study to support pre-service teachers and their teacher educators in initial teacher education. Experts come from the Netherlands, Ireland, Estonia, Cyprus, Portugal and Switzerland

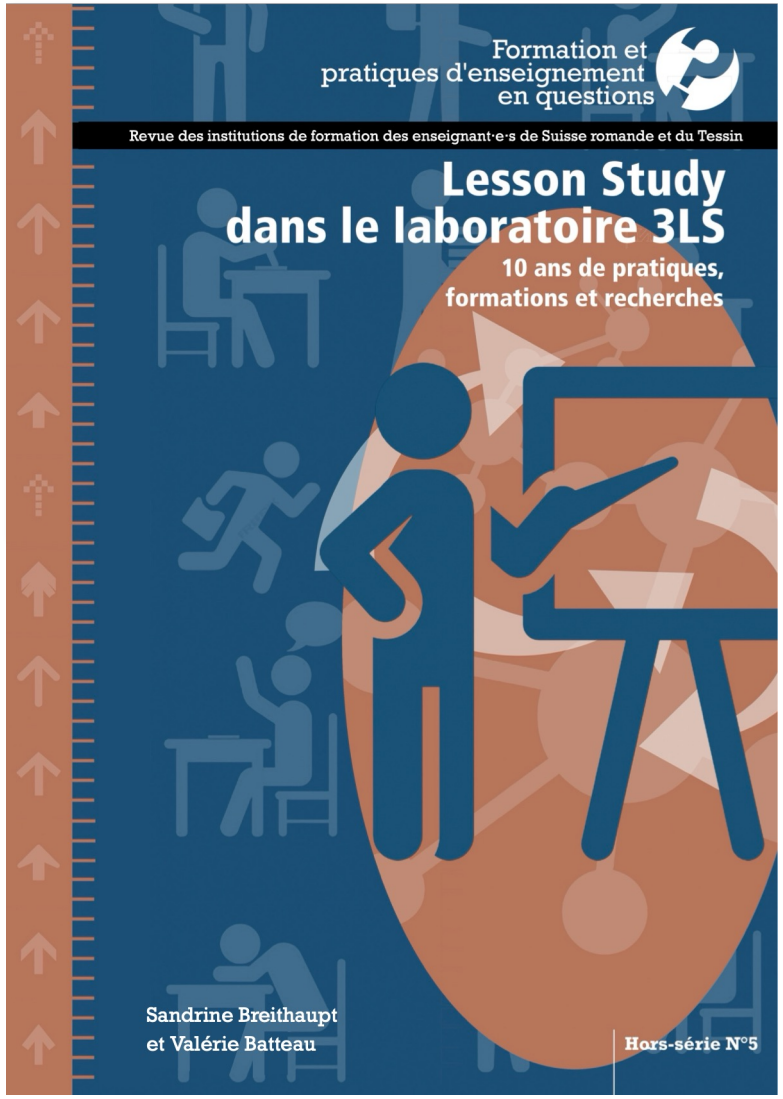


https://liftproject.eu/

LIFT
Lesson Study

Co-funded by the European Union

A collective contribution from 3LS members (2024-2026)



Lesson Study dans le laboratoire 3LS : 10 ans de pratiques, formations et recherches

Numéro coordonné par Sandrine Breithaupt et Valérie Batteau

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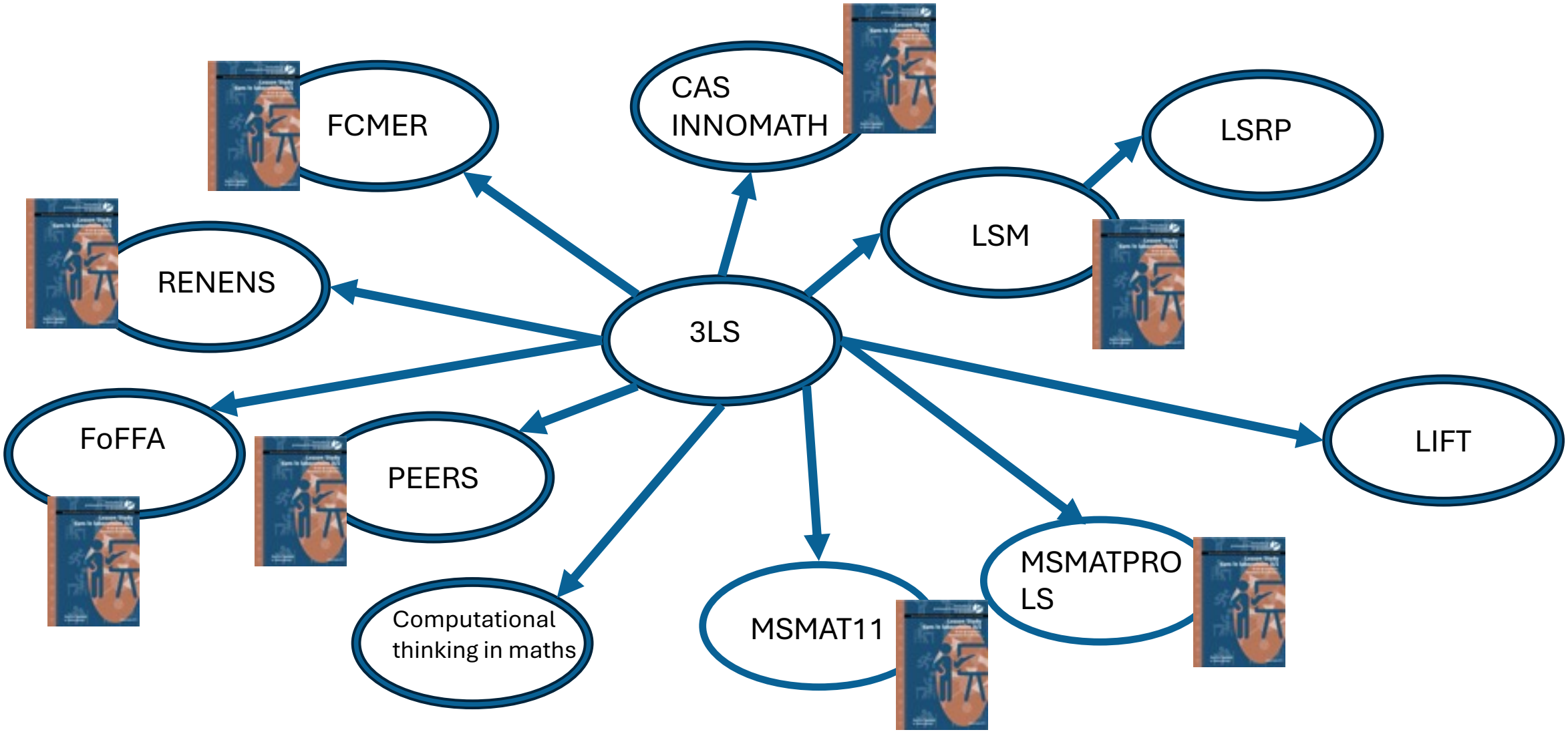
https://www.fpeq.ch/issue/view/914

A collective contribution from 3LS members (2024-2026)



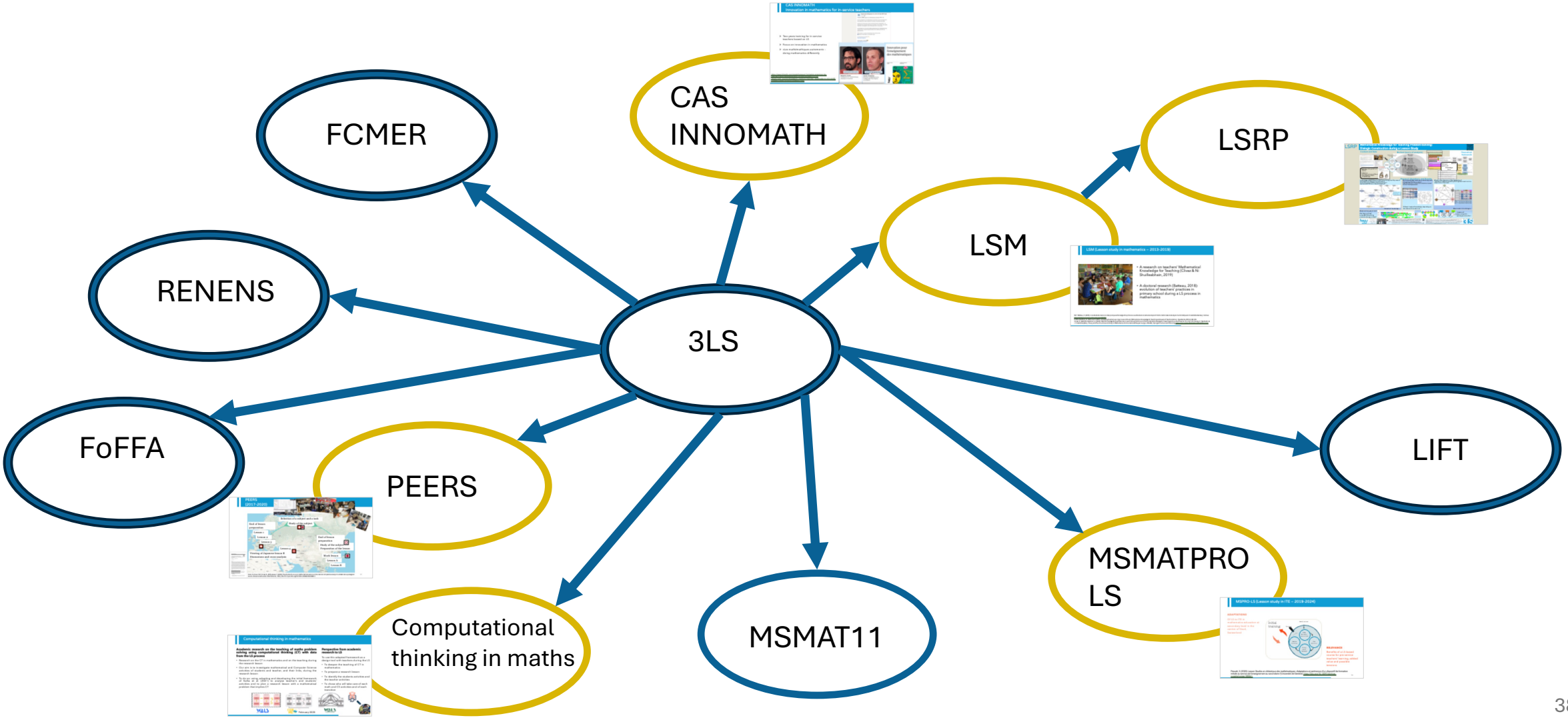
Research interests and questions

- **The impact of LS on teachers' professional development**
  - Practices
  - Mathematical Knowledge for Teaching (from Ball work)
  - Noticing

- **How LS work**
  - Role of the facilitator
  - Adapting LS to pre-service teaching

Research interests and questions

LS connected with academic researches



A first conclusion about 3LS research: effects of LS on teacher training

- Importance of the **collective**
- Improvement of **interventions** and focus on their **effects**
- Attention towards the **impact of teaching** on **learning**
- Shift : from a focus on the teacher, towards a **focus on pupils**
- Development of new **strategies to support student learning**
- Improvement in the **implementation of key phases** of a lesson
- Awareness of the importance of **lesson preparation work**
- Importance of **iteration**

(Clerc-Georgy & Martin, 2011, 2017; Clivaz & Miyakawa, 2020; Didier et al., 2016; Ducrey Monnier & Gruson, 2018; Martin & Clerc-Georgy, 2015; Morago & Grigioni Baur 2017; Trisconi et āl., *soumis;)*

Slide: Anne Clerc

Conclusion

- LS in Lausanne has developed slowly and changed over time

- Multiple factors drived the development:
  - **Need for professional development** (in-service teachers, pre-service teachers, teacher educators)
  - Academical research interests (research **on LS** and **with LS**)
  - **International projects**

- **What about the future ?**
  - New projects, expansion into different institutions ans cantons
  - Research and professional development
  - Challenge : which sustainability for LS projects ?

Laboratoire Lausannois Lesson Study
Lausanne Laboratory Lesson Study

Obrigado pela atenção!

É a hora das perguntas....