Creating learning environments through Lesson Study: an experience in initial teacher training for Infant School teachers

The Lesson Study (LS) we developed rests on two core areas:

1. A way of understanding teaching and learning at school, and consequently at university: start from real practice to reflect from, in and on action. Designing, developing and assessing real-life learning environments for children aged 3-4. The main purpose is to develop the professional skills required by schools in the 21st century from contexts and situations that give meaning to learning. The prerequisite of these contexts is the construction of a community based on cooperative learning which is supportive, respectful of differences, and demanding in terms of personal responsibility. In short, the intention is to create an experience in which to learn by living, reflecting and feeling.

2. A round trip for teacher training: theorisation of practice and experimentation of theory.

We can define the environments as spaces with materials and resources designed to generate relevant learning and develop human skills in the most autonomous, affective way possible.

Experimental Lesson with 25 schoolchildren visited the university and took part in the environments developed by the students with two of them functioning as guides and the other three as observers.

Theorisation of practice.

Phases 2, 3 and 5 intensify when experimenting theories, mainly those that are automatically activated when faced with new actions and new contexts (Korthagen, Loughran y Russell, 2006).

Experimenting theory.

In all phases of the LS, but especially in phases 1, 4 and 6, reading, documenting and researching ideas to create a living experience context, keeping a record of the practice developed.

Reconstruction of practical knowledge.

For both the university teachers and for the students themselves, it was emotional to see how they overcame different cognitive conflicts and how they could directly experience teaching autonomy in order to design learning contexts related to childhood interests.