

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

Rodríguez Robles, Cristina (crobles@uma.es)  
Serván Núñez, María José (servan@uma.es)

Peña Trapero, Noemí (noemiptr@uma.es)  
Soto Gómez, Encarnación (esoto@uma.es)

Repensar la Educación

UMA  
UNIVERSIDAD  
DE MÁLAGA

WALS  
World Association of Lesson Studies

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 3-6.

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.



**ACTION, RESEARCH  
and COOPERATION,  
substantial core as-  
pects for improving  
practice, which are  
based on...**

**Phase 1:**  
Search for the LS focus.

**A common educational concern for  
designing the environment based on a  
cooperative, tutored conceptual de-  
construction process.**

**Phases 6 and 7:**  
Describe, analyse and draft  
conclusions on the experience.

**The enhanced context has allowed  
comparison both at the end and also  
during the process. Sharing with other  
colleagues implied a need to reformu-  
late and consider experiences from  
other perspectives.**

**A teaching role based on designing, accompanying  
through tutoring and analysis, where the teacher de-  
signs and observes the learning contexts through do-  
cumentation and can provide early, approachable  
support.**

**An assessment for learning through a tutored elec-  
tronic portfolio.** This enables students to become aware  
of the resources, knowledge and expertise which guide  
their practice, in order to review and reformulate  
their experience in the light of new knowledge (Soto,  
2012).

**Phase 2:**  
Design the environment  
and, in turn, the assessment  
instruments.

**Process tutored by teachers from  
the university and the school,  
with feedback from the  
group of students.**

**Phase 5:**  
Carry out the revised  
Experimental Lesson with  
another group of 25 children.

**A second opportunity to experi-  
ment with new theories enhanced  
by the reconstruction of previous  
ideas. Core aspects of the first  
development.**

**Phase 3:**  
Develop Experimental Lesson 1.

**25 schoolchildren visited the university  
and took part in the environments de-  
signed by the students, with two of them  
acting as guides and the other three  
keeping a record.**

**Phase 4:**  
Describe, analyse and review the  
Lesson.

**This analysis exceeded students' expec-  
tations, helping them to become aware  
of the acquired stereotypes (tutored  
analysis).**

**A selection of contents based on relevance, depth,  
and interdisciplinarity** (Pérez Gómez, 2012). What  
actually matters from an educational perspective  
is how the way we understand both ourselves and  
the world is transformed as a result of the experien-  
ces we provoke (Wenger, White & Smith, 2010).

**Lesson Study a methodology based on activity, ex-  
perimentation, and research:** Free creation through  
appropriate resources, contexts of trust to allow re-  
search and free experimentation; in short, creating  
a permanent link between theory and practice in  
order to ensure learning has meaning and relevan-  
ce.

**Experimenting theory.**

**Phases 2, 3 and 5 intensify when experimenting  
theory.** It implies constructing teaching skills, na-  
mely those that are automatically activated when  
faced with new actions and new contexts  
(Korthagen, Loughran y Russell, 2006).

**Theorisation of practice.**

**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, keep-  
ing a record of the practice developed.

## RESULTS

### Research our practice.

It has involved an ongoing learning process, not only for our students but also for ourselves as university teachers, in two basic core areas: tutorial function and reconstruction from practice.



### Reflection before, during and on action.

It implies encouraging and stimulating prospective teachers to identify, analyse and reformulate not only their espoused theories, but also their theories-in-use.



### 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

Recreating learning environments through Lesson Study facilitates educational innovation and the reconstruction of practical knowledge.