

Contributions and challenges of the Lesson Study to the training of future teachers at the University of East Anglia, Norwich

Resumen de 500 palabras

Objectives

This research aims to answer two questions: What helps a LS to be sustained in practice in initial teacher education? And what pedagogical potential does it offer?

This research therefore analyses the experience of Lesson Study (LS) at the University of East Anglia (UEA), where the Peer Review model has been used since 2012

Metodología

This research takes a qualitative approach through a case study. For the triangulation of the information, we have used the contrast between 5 profiles of informants and different strategies for the collection of information

- **Documentary analysis** of initial teacher training programmes
- **Group and visual interviews** with students and university teachers
- **Focus group** with school mentors and a university lecturer
- **Non-participant observation** en el post-graduate course in Lesson and Learning Studies

Findings

On the integration of the LS:

- *The inclusion of LS is facilitated by its malleability and permeability. The LS has been able to develop in different training plans: the UEA is closer to the training model focused on practice. Addition, UEA has generated its own LS model, with own strategies into the LS and in turn the LS has led to the generation of new proposals.*
- The inclusion of LS requires organisational, research and dissemination work by a research group. In the case of the UEA it was created and led by Dr Penny Lamb.
- The inclusion of LS depends on the creativity and pedagogical involvement of a research group. We found that not all teachers develop LS in the same programme. So we consider that its development is more related to the involvement of the people who promote it than to the organisational possibilities.
- The inclusion of LS is facilitated if it shares pedagogical principles with the research group that hosts it. In these cases, they share a concern

for generating contexts that break with the balkanisation of theory and practice and a long tradition of action research.

Pedagogical potentials of LS detected in these institutions:

- It provokes reflection and reconstruction on the conventional school in the students.
- It helps to break the balkanisation of theory and practice established by the programmes of both institutions.
- It facilitates the generation of new learning communities involving students, mentors and tutors.

Theoretical significance for initial training

To analyse the axes that facilitate the consolidation in practice of one LS developed in initial teacher training. Since at the international level there are few and eventual (Wood y Cajkler, 2019)