

CHINESE LESSON STUDY IN MATHEMATICS: A LOCAL PRACTICE OR A GLOBAL INNOVATION?

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Lesson study has been in place in both China and Japan nationwide for more than a century (Chen & Yang, 2013; Fernandez & Yoshida, 2004; Li, 2019). Japanese lesson study (JLS), a powerful teacher professional development approach (Lewis, 2016), has been adapted globally (Huang, Takahishi, & da Ponte, 2019; Lewis & Lee, 2017). A Chinese teacher professional development model, known as Teaching Research Activity or Chinese lesson study (CLS), has gained increased interests among educators globally (Fang, Huang, & Chen, in preparation; Huang, Fang, & Chen, 2017; Kieran et al., 2013; Stigler & Hiebert, 2016;) due to Chinese students' outstanding performance in mathematics in international comparative assessments (e.g., OECD, 2012). Structurally similar to JLS, the CLS can be generally seen as different from JLS in several aspects (Huang et al., 2017), including focusing on specific and concrete research goals, emphasizing the iterative process of perfecting a research lesson with the support of knowledgeable others. In this presentation, I will portray CLS as a deliberate practice (Ericsson et al., 1993), a research methodology (Stigler & Hiebert, 2016), and an improvement science (Bryk et al., 2016) from cultural, historical, and professional learning perspectives. Then, I will discuss feasibility and challenges of adapting the Chinese practice in other countries such as in Italy and the USA (Bussi et al., 2017; Huang et al., 2017, 2019). Finally, I will discuss the implications of CLS for study and development of lesson study internationally.

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