

basis are discussed and summarized.

**E03-PP**

**LT2 Teachers' theoretical awareness after conducting one Learning Study cycle**

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In this project two learning study cycles in two different groups of teachers and their students are the point of departure of this interview study. The three female teachers (n = 3) who were involved in the implementation of Learning Study Project 2011, were interviewed in 2012 with the aim of studying what kind of theoretical learning they seemed to have or have not developed. The theoretical framework used was variation theory, which is the guiding principle for conducting learning studies. However, the results showed decreased scores at the post test, instead of the expected increase, and the hypothesis was that the teachers might not have gained theoretical knowledge at a point where they could understand how to use it to design instruction. The following questions were used in the interviews: 1) What does variation theory mean to you? 2) In what way do you use the theory to guide your planning? 3) What implications does variation theory have on your teaching? And finally 4) What do you think are relevant to students' learning from a variation- theoretical perspective? The interviews lasted between 25-45 minutes, they were recorded and verbatim transcribed, which contributed to a familiarity with the empirical material. Phenomenography was used to analyze the outcomes, aiming to discern qualitatively distinct categories. The results showed a correlation between the students' learning outcomes in the learning study lessons and the teachers' theoretical knowledge in terms of those teachers expressing understanding the theory as an instrument to use methods instead of a way of seeing the learning object itself also have a lower increase in scores from the tests made by the pupils.

**E04-PP**

**LT3 Lesson Analysis: Sharing the values of high quality lesson**

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Lesson Study is effective to promote Teachers Professional Development and to create Collaborative Community among teachers. However sometimes LS is misunderstood and narrow-minded as like "establishing P-D-C-A process of Lesson Study Cycle". After 10 years development of LS in the world, LS Pedagogy requires new perspective for High Quality Lesson and its distribution. Methodology: "Lesson Analysis" is a useful method for deeper understanding of lessons. This method is well-known and familiar among Japanese teachers to improve their INSIGHTS into lesson. Process of the Lesson Analysis: 1. to transcribe lesson from video or other recording equipment 2. to divide lesson into some sessions according to phase of lesson 3. to find some significant or meaningful points/questions from sessions 4. to read transcription carefully and to find out outcome (interpretation) 5. to observe video script for recalling lesson, if required. Data Collection and Analysis: The lesson "Time-Speed-Distance" for 6th grade mathematics was conducted in June 2009 by Mr. H. Hiwasa who is a skilled teacher at Nara Women's University attached Elementary School. The lesson has two significant characteristics: good quality example to clarify values of Lesson Analysis; and High Quality Lesson oriented by "child-centered" concept that is historically designated development in Japanese Lesson Study history since 1920's. Discussion: Benefits of LA for teachers: to be able to read the lesson transcript repeatedly and find out meaning of the lesson deeply; to be able to choose and concentrate on some valuable sessions in the lesson; to be able to store up the lesson long time; to be able to share the lesson to someone who did not observe it; to be able to look over whole lesson in one view. Conclusion: Presenter focuses not only on the practical achievements of LA, but also on its philosophical and pedagogical observation of "individual children" in the lesson. On the session presenter wants to share