

SYMPP - (18601) - HOW TO DEVELOP THE PRIMARY PROSPECTIVE TEACHERS' KNOWLEDGE ABOUT TEACHING PRACTICE AND STUDENTS' LEARNING PROCESSES THROUGH LESSON STUDY

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Short Abstract

This lesson study was carried out with two primary prospective mathematics teachers, in the first year of their Initial Teacher Education program, during their supervised teaching practice. I aim to identify lesson study's advantages and limitations, in order to develop the prospective teachers' knowledge about teaching practice and students' learning processes.

The prospective teachers were involved in preparing, planning, teaching, and reflecting about two research lessons, during their supervised teaching practice. At the end, they shared their reflections on their lesson study experience at a conference and in a professional journal. All these activities were supported by the cooperating teacher, the supervisor and I, as a researcher and facilitator.

The results provide evidence that prospective teachers developed knowledge regarding task design and lesson planning. They reflected on how the detailed planning of the lesson, based on the students' thinking, helped them to teach the research lessons, highlighting the second lesson study plan, which took into account the students' difficulties revealed in the first research lesson. The prospective teachers also pointed up the analysis of students' written responses and the videos of research lessons, for the conference preparation that, in their perspective, allowed them to deepen their knowledge about students' learning. This lesson study was also valued by the involvement of the prospective teachers in sharing their reflections about their learning in the lesson study to a wider audience, providing them the opportunity to engage in in-depth reflections on their practice, developing knowledge about teaching practice and students' learning processes.