

SYMPP - (18603) - LESSON STUDY OPPORTUNITIES FOR THE DEVELOPMENT OF PROSPECTIVE TEACHERS' KNOWLEDGE ABOUT TEACHING PRACTICE

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Short Abstract

This communication aims to identify lesson study aspects that create opportunities for the development of three prospective teachers' knowledge about teaching practice, attending to the setting of the last semester of their Initial Teacher Education program.

The lesson study was structured considering the work usually carried in the last semester, and to reach out to the prospective teachers' wills for the Teaching Practice Final Report. The supervisor and I decided to propose pre and post-lesson reflection guides, focusing on their themes for the Final Report: students' reasoning processes and classroom communication. Accordingly, we encouraged the prospective teachers to design tasks that allow different solving strategies and representations, to promote students' explanations and justifications. We also incited them to plan three lessons each, preparing their interventions considering the anticipation of students' work.

The results show that planning, teaching and reflecting on one lesson does not give an immediate effect on the prospective teachers' knowledge. They had only observed students' work for around one month when they started to plan the lessons. Furthermore, the cooperating teacher was not able to attend the sessions. These limitations led to a scarce knowledge of the students, influencing the anticipation of their work and difficulties. Notwithstanding, the development of prospective teachers' knowledge can benefit from more than one lesson study cycle, enhanced by the discussions and its reflexive nature. By planning, teaching and reflecting on several lessons, the prospective teachers had the opportunity to develop their knowledge, namely about the students' learning and teaching practice.